



Rebuilding Hope, Reclaiming History  
and Culture, Restoring Health

Stories of Success from Tribal and Native-serving Colleges

North Central Regional Center for Rural Development  
with support from  
National Rural Funders Collaborative and USDA-CSREES

March 2007

# Rebuilding Hope, Reclaiming History and Culture, Restoring Health: Stories of Success from Tribal and Native-serving Colleges

## Written by:

The North Central Regional Center for Rural Development with support from The National Rural Funders Collaborative and USDA CSREES

## Project Funded in Part by:

Lumina Foundation for Education  
National Rural Funders Collaborative

## Project Partners:

Fond du Lac Tribal and Community College  
Fort Berthold Community College  
Hawai'i Community College  
Little Priest Tribal College  
National Rural Funders Collaborative  
North Central Regional Center for Rural Development

Rural Community College Initiative—Ford Foundation  
Sitting Bull College  
Turtle Mountain Community College  
United Tribes Technical College  
University of Alaska Fairbanks, Bristol Bay Campus  
University of Alaska Southeast, Sitka Campus

March 2007

RRD 187

*Rebuilding Hope, Reclaiming History and Culture, Restoring Health: Stories of Success from Tribal and Native-serving Colleges* is available at <http://www.ncrcrd.iastate.edu/pubs/contents/187.htm>. For more information contact:



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This material is based upon work supported by annual base funding through the Cooperative State Research, Education and Extension Services, U.S. Department of Agriculture. Any opinions, findings, conclusions or recommendations expressed in this publication are those of the authors and do not necessarily reflect the view of the U.S. Department of Agriculture.

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# Forward

By JIM RICHARDSON

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When the National Rural Funders Collaborative (NRFC) was organized five years ago, it was done with the belief that rural communities, states and regions are more vibrant, diverse and innovative than is commonly thought. Quite the contrast to the stereotypical image of rural areas that are dying because of isolation, disinvestment and outmigration, rural America is enjoying an amazing renaissance in virtually every part of the United States. It was the belief of the funders who banded together to form this 10-year collaborative initiative<sup>1</sup> that with increased attention to rural successes and lessons learned and increased strategic investment in best practices, we could help to shine a light on the most promising opportunities for revitalization and reinvestment in rural areas and help to build momentum behind this rural renaissance. But this is a generalization about rural America today and, as with most generalizations, we should capture the lessons from it, but also distrust it as a not altogether accurate picture.

In reality, rural America is at a Dickensian crossroads—best of times for many rural communities; worst of times for many others. The difference between the two rural realities is often the result of circumstances over which rural areas have little control— proximity to thriving urban centers, inclusion of historic and natural landmarks and attractions to make them successful tourist destinations, unique microclimates with unspoiled vast open spaces to make them attractive as second and summer/winter homes for those with the means to choose where they live when. But these rural places stand in stark contrast to rural areas where poverty, race and class overlap and are concentrated:

- Now-depleted coal fields and steel mills of Appalachia.
- Over-farmed plantation land of the South's Black Belt and the Mid South Delta where tobacco and cotton were king and African Americans were the vassals robbed of, but forced to work, the land that was naturally theirs.
- Well-worn patchwork of communities and routes of in-migration and out-migration of Latino farm workers, recruited throughout the West and Southwest at sub-minimum wages and without legal status.

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<sup>1</sup> Appalachian Regional Commission, Mary Reynolds Babcock Foundation, Otto Bremer Foundation, The California Endowment, Calvert Social Investment Foundation, Annie E. Casey Foundation, Fannie Mae Foundation, The Ford Foundation, William Randolph Hearst Foundation, F.B. Heron Foundation, William and Flora Hewlett Foundation, W. K. Kellogg Foundation, Lumina Foundation for Education, Northwest Area Foundation.

- “Concentration camp” environments of Native Americans who have been overcrowded into resource-barren, isolated reservation communities in exchange for depriving them of their vast prairies and habitats and the hunting and fishing that were their livelihoods.

NRFC’s interest in supporting this project, *Rebuilding Hope; Reclaiming History and Culture; Restoring Health*, stems from the belief that participation in the current rural renaissance need not be merely a matter of circumstance. Rural places and populations that historically have seen persistent poverty and disinvestment need not accept this as a matter of dumb fate, but can find themselves in the column of vibrant and hopeful communities along with those finding themselves in the path of urban sprawl, scenic tourism and retirement/vacation development. To do so, however, requires that these historically poor and disinvested communities take stock of their assets or sources of capital (Flora, Flora and Fey, 2004) as Cornelia Flora is right to point out, and then assess what they can build or rebuild using those assets as the cornerstone for a new economic future. But building on community assets, however necessary, is insufficient to help these places where hope has often been abandoned.

These communities must also rely on community institutions and infrastructure that can provide the technical, as well as the financial, tools with which these native assets can be harnessed as the essential elements of rural transformation. In addition to the obvious role of financial institutions—banks, credit unions, community development financial institutions, micro enterprises—in bringing about rural transformation, at least two other types of institutions within rural communities are also critical—health prevention/health care institutions and institutions of higher education. With respect to higher education, those essential institutions are typically universities and community colleges.

The difference between those institutions serving rural areas that are transformative versus those that are merely sustaining, is that the former do, whereas the latter do not, hold “relevance to contemporary community issues, crises and opportunities” as a critical, if not *the* critical test, of their success. In the case of institutions of higher learning, the university system has largely failed to remain relevant to the changing challenges of rural communities and continues by and large to show little interest in becoming relevant.

On the other hand, community colleges—often looked down upon as the pariahs of higher education—have in many cases increasingly sought to make themselves relevant to the communities they serve—not merely as a matter of self-preservation, but more importantly as a matter of social responsibility and fulfillment of their mission. Such is the case with the community and tribal colleges highlighted in this study and the programs and best practices which are the gemstones of their success.

The Rural Community College Initiative, thanks to the support of the Ford Foundation, Lumina Foundation, USDA and others, is reinforcing what community and tribal colleges instinctively know—their mission and success lies not simply, or even primarily, in providing an alternative educational path for high school graduates and returning adult learners who choose not to attend university. Their success lies also, and perhaps more importantly, in building the intellectual capital that will continue to help rural communities prosper as well as to support the innovation and cultural relevancy on which the current rural renaissance is ultimately grounded. The community/tribal college classroom is not found on the often compact, meagerly-furnished campuses they occupy, but in the community itself.

NRFC is grateful for the work of the North Central Regional Center for Rural Development (and its partner in this venture—the Southern Rural Development Center) for its dedication to rebuilding, retooling and restoring hope to the community and tribal college system.

The stories and practices found within this volume testify to the role it and the community/tribal college system are playing in “Rebuilding Hope; Reclaiming History and Culture; and Restoring Health” in rural America—not just in Native-serving areas, but in areas throughout our nation where poverty has persisted for decades, where more often than not people and communities of color have disproportionately lived in poverty and where hope has often been abandoned but is increasingly restored.

*James A. Richardson Jr.  
Dallas, Texas  
July 2006*

# Preface

By CORNELIA BUTLER FLORA

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Tribal and Native-serving colleges provide critically needed resources to the communities they serve, often by leveraging scarce assets to make a difference. The National Rural Funders' Collaborative was interested in what we could learn about how these colleges build assets, create wealth and contribute to local leadership pools. Together with our partners, we also wanted to find a way to share some of these promising practices with other institutions grappling with similar issues.

In analyzing these practices and their impact on the communities they serve and the institutions that created them, we utilized the Community Capitals Framework which focuses on the interaction of natural, cultural, human, social, political, financial and built capitals from a systems perspective (Flora, Flora and Fey, 2004). Educational institutions contribute to the creation of many assets in each of the capitals, not just for the students, but also for people in their service area and beyond. Thus, this study of promising practices goes beyond a simple listing of programs and strategies. It also looks at the impact of the practices and, using the Community Capitals Framework, looks at the assets the college is able to mobilize to generate a successful intervention and the growth of assets that result for participants, the college and the community.

In our work with the community capitals we see that practices that mobilize assets in multiple capitals and create impact across the capitals result in success. We also see that practices that build on assets in multiple capitals can create a spiraling up effect leading to sustainability. We use these insights to analyze the stories of success we have collected.

Tribal colleges were established to provide culturally-appropriate ways of learning and knowledge creation. Thus, cultural capital, as an existing asset invested in the practice and as an asset grown because of the practice, plays a central role in many of the practice descriptions. Tribal and Native-serving colleges contribute to cultural capital through their scholarship and teaching of indigenous languages, arts and sciences. This in turn enhances human capital. While cultural capital frames many of the practices, the colleges focus on developing the human capital of the communities they serve.

Natural capital is enhanced as tribal colleges' scholarship on traditional foods increases awareness of biodiversity of cultivated species, the importance of diverse wild species and the ecosystems that provide them. Tribal and Native-serving colleges provide social space for bringing people together to share common interests, increasing bonding social capital, and for linking their students and faculty to the outside through intercollegiate events that build bridging social capital. These promising practices also generate social capital between and among tribal entities, including the college and the governing body as well as within and between the college and the community.

The promising practices you will read in this volume demonstrate how tribal colleges and Native-serving institutions increase diverse capital assets within their communities. These college-based innovations strengthen the entire community and enhance assets in capitals beyond those directly impacted by the practice.

We hope that by sharing these promising practices, others will find innovative ideas and processes that they can adapt in their own community for positive systemic change. We also invite our readers to consider the Community Capitals Framework and to see it as a tool to map the often asset-rich environment in which they work as well as to develop an impact analysis by identifying how practices can build additional assets across the capitals.

*Cornelia Butler Flora*

# Rural Community College Initiative

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# Introduction

“First off, my own personal experience and philosophy is that [the community college is] one of the largest factors of American economic success and richness of life for people. It bridges the gap between the person who wants an education and the people who go straight to the university. The community college is responsive to local needs; it gives the American public education system its edge. Understanding the world context... that is where the community college comes into play.”

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In this report we capture a snapshot of how tribally-controlled community colleges make a difference in Indian Country and how Native-serving colleges in Hawaii and Alaska contribute to the growth of assets for Native Hawaiians and Alaskans. As spurs to economic development, pathways to education and careers, places that preserve tradition and act on culture, and sources of support for tribal members coping with poverty and disease, these institutions demonstrate the power of community colleges to aid Native people in their quest for a higher quality of life for themselves and the next seven generations. In the following pages we document a portion of this journey to self-sufficiency and self-governance.

## About the Project: Learning About What Works

As part of a larger conversation on poverty reduction and asset growth in Indian Country, “Promising Practices in Native- and Tribal-Serving Colleges” focuses on 39 specific examples of how these colleges contribute to rebuilding hope, reclaiming history and culture, and restoring health. The overall project receives funding from the National Rural Funders Collaborative and our work with tribal and Native- serving colleges is interwoven with the Rural Community College Initiative (Ford Foundation) and the Increasing the Educational Access of Underrepresented People to Tribal and Community Colleges through Equitable Economic Development and Civic Engagement project (Lumina Foundation for Education). Our goal was to encourage community-based, pro-active planning using the RCCI process and to report on accounts of existing programs that address community needs with the hope that these promising practices would become resources for the teams as they implemented their plans.

We utilized the RCCI approach of developing college/community teams to engage the community in seeking a positive future for its members and to develop strategies where the colleges could work with community players. Extension educators and specialists were linked as coaches to these college/community teams in order to support the goals of inclusion and

participatory planning, as well as to broker resources from 1862 land-grant institutions and other state and federal players. To this end, we engaged teams from Turtle Mountain Community College, Fond du Lac Tribal and Community College, Fort Berthold Community College, Little Priest Community College, the College of

Alaska-Nome (which decided not to participate and was replaced by a team from the University of Alaska Fairbanks, Bristol Bay Campus), Hawai'i Community College on the Big Island, and a representative from United Tribes Technical College. In addition, a team from Williston State College also participated in the initial learning strat-

egies for Native-serving colleges because one of their RCCI goals was to collaborate with Turtle Mountain Community College to offer Ojibwa at the Trenton Indian Service Agency.

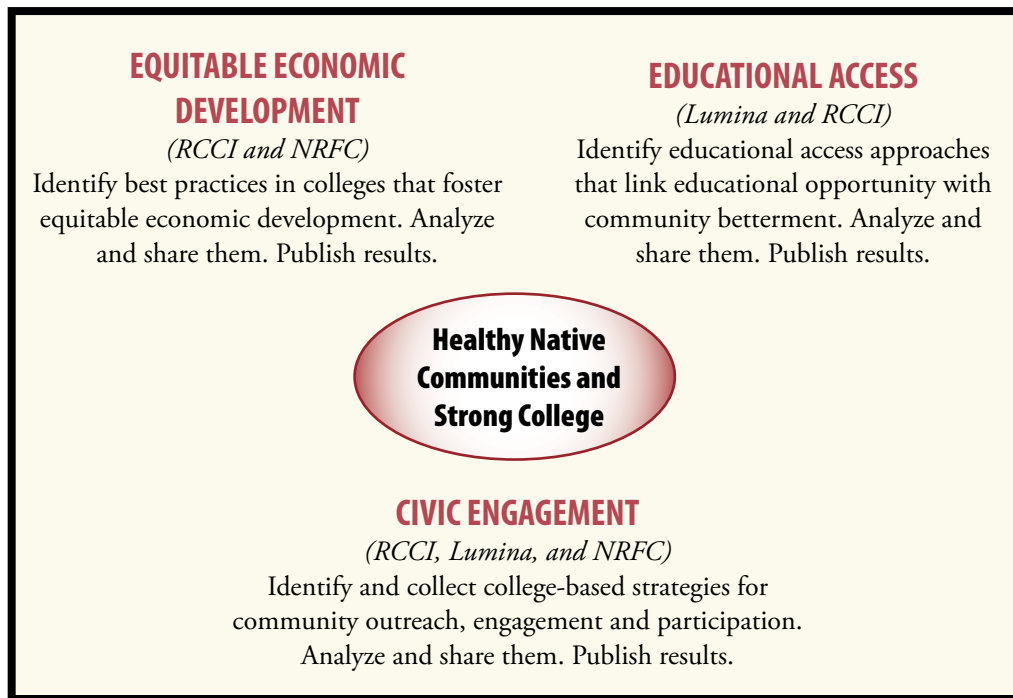
We developed an advisory committee, representing key stakeholders, to guide our efforts. With Lumina Foundation for Education funding, we hope to foster the adoption of some of these promising practices at additional sites using an appreciative inquiry approach to disseminate best practices.

Figure 1 is a graphical representation of the nested nature of the project with its tri-focus on equitable economic development, educational access and civic engagement.

To implement this project, we engaged our partners in the following activities:

- Development of a learning community via face-to-face meetings, electronic communications and teleconferences.
- Development of study teams to review information on promising practices and to develop implementation plans for using what was learned.
- Coaching to support plan implementation.

**Figure 1. Program Strategies and Funding Partners.**



- Participatory evaluation of results.
- Publication via the Web of promising practices and implementation strategies.
- Collection and analysis of promising practices.

## About the Methodology: Engaging People in Reflection

The methodology for this approach includes three components: community-based research informed our approach, appreciative inquiry provided the lens, and the community capitals captured our framework for analysis. We utilized a mixed-methods approach to data collection which included site visits, participant observation and interviews.

### Community-based Participatory Research

According to the University of Washington School of Public Health and Community Medicine,

Community-based research takes place in community settings and

involves community members in the design and implementation of research projects. Such activities should demonstrate respect for the contributions of success which are made by community partners as well as respect for the principle of “doing no harm” to the communities involved (2006).

Key principles for conducting community-based participatory research include:

1. Community partners should be involved at the earliest stages of the project, helping to define research objectives and having input into how the project will be organized.
2. Community partners should have real influence on project direction. That is, enough leverage to ensure that the original goals, mission and methods of the project are adhered to.
3. Research processes and outcomes should benefit the community. Community members should be hired and trained whenever possible and appropriate, and the research should help build and enhance community assets.

4. Community members should be part of the analysis and interpretation of data and should have input into how the results are distributed. This does not imply censorship of data or of publication, but rather the opportunity to make clear the community’s views about the interpretation prior to final publication.
5. Productive partnerships between researchers and community members should be encouraged to last beyond the life of the project. This will make it more likely that research findings will be incorporated into ongoing community programs and therefore provide the greatest possible benefit to the community from research.
6. Community members should be empowered to initiate their own research projects which address needs they identify themselves.

While we respect these principles, we often encounter difficulties in operationalizing them in the “real” world. We consulted several partners in the project design before submitting the proposal to the National

Rural Funders Collaborative in April 2004, but the first opportunity for all of our RCCI team members, coaches and advisory committee to contribute to the design and development of the effort did not come until the RCCI Institute in July. At that time, they made suggestions about the interview questions; they also chose the stories we collected. Initially we sought to have partnering college staff conduct the majority of the interviews but in actuality 27% of the stories were collected by employees of tribal or Native-serving colleges.

The remaining interviews were conducted by North Central Regional Center for Rural Development staff. Most colleges indicated that their staff's plates were too full to take on another project, and they didn't have time to recruit additional people for this effort. The majority of the interviews facilitated by the NCRCRD staff occurred on-site in order to increase the likelihood of participation and the comfort level of those interviewed.

Because the project experienced tremendous turnover in team members and administration (one college had four presidents during

the project time period), the 27% of interviews conducted by college staff included four different interviewers, resulting in some uneven results.

With advice from our advisory committee, community college staff selected the majority of practices that we studied and the people interviewed. The NCRCRD staff included several additional practices as we found programs that we thought would be of interest to others. Thus, the collection includes a wide range of practices and partners. During the second RCCI Institute in 2006, college teams also participated in the initial analysis of the practices.

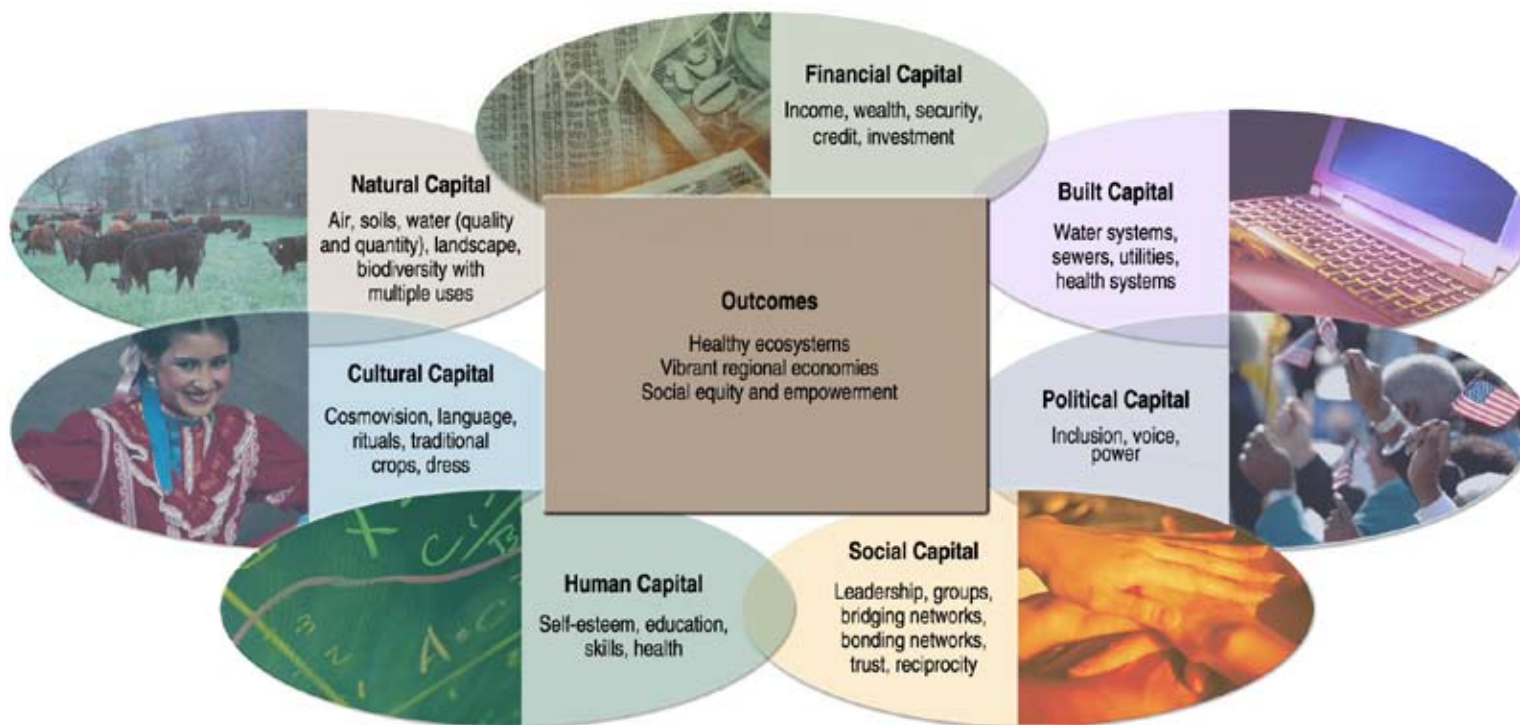
In the next stage of the project, funded by the Lumina Foundation for Education, our partner colleges will have the opportunity to select the practices they wish to learn more about. The research team will support these efforts by providing training on using appreciative inquiry as the lens through which they conduct their inquiry into the practice. The team will also develop the design for adapting the practices to fit with the goals that emerged from their planning process.

## Appreciative Inquiry

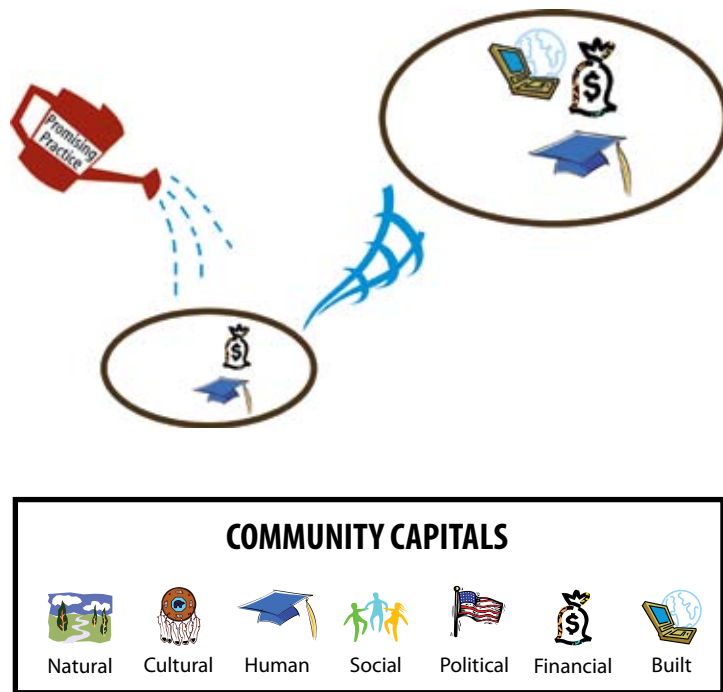
This well-known approach to organizational development and change processes focuses attention on what works rather than on problems or needs. In eschewing deficit-based approaches, we engaged our partners in conversations to learn about the factors that contribute to success. Appreciative inquiry also demands that we approach our work as co-learners as we co-construct both expert “know-what” knowledge and the wisdom that emerges from locally specific tacit or “know-how” knowledge. Appreciative inquiry involves four basic stages often referred to as the 4 Ds.

In the first stage, **discovering** what is working well, our interviews included shared stories of success followed by an opportunity to deconstruct those stories to develop the positive core that underlies and supports success. Next we initially invited our interviewees, as part of the interview process, and later our partner teams at the RCCI Institute, to **dream** together about how the practice could work even better. Third, we developed provocative propositions that led us to **designing** strategies to move from where it is working well to where it could

Figure 2. Community Capitals



**Figure 3. Community Capitals and the Turtle Mountain Community College Wind Power Project**



work even better. We will use this information to guide us in the third stage of the project when the colleges develop strategies for adapting one or more of the promising practices to aid them in reaching the goals set in the strategic planning process. Finally, we created inklings of our **destiny** through implementation of the design in our discussions on follow-up as we discussed tasks and outcomes related to building additional outreach capacity at the various institutions.

Appreciative inquiry shaped the structure of our meetings, as well as the interview questions. We relied on Generative Metaphor Intervention (Barrett, 2001) for additional guidance in our training and materials development.

### Community Capitals

Developed by Flora, Flora and Fey (2004), the Community Capitals Framework (CCF) offers researchers and practitioners a way to look at system-level change. We utilized the CCF in our analysis of the impact of the promising practices on the college and community systems. The CCF includes seven types of capital: natural, cultural, human, social, political, built and financial capital.

Figure 2 (page 13) illustrates the interactive nature of the capitals.

Our research provides preliminary data on how each project invested assets in one or more capitals and, as a result, influenced the flow of assets (stock) into other capitals. Where the project data is interactive across the capitals and iterative we find a spiraling up process indicating increases in overall capacity (Emery and Flora, 2006).

For example, the wind power project at Turtle Mountain Community College utilized human and financial capital to develop built capital that will continue to build assets in financial capital. Furthermore, the experiment created human capital around renewable energy that the college hopes to continue evolving. Thus, this initial investment can continue to build assets in capitals over time (Figure 3). The Maku'u Farmers' Market also involved investments of social, cultural and human capital that has led to increasing assets in human capital (hydroponic farming techniques, youth and adult entrepreneurial skills), cultural capital (a cultural center), financial capital (income for market participants) and built capital (expanded facilities, etc.).

## About the Process: Defining What Works— Planning toward Making it Work Even Better

In our approach to collecting promising practices, we engaged our original team (2004) in an appreciative inquiry process that resulted in a list of **characteristics of successful outreach programs:**

- Responsiveness to community needs.
- Cultural relevance.
- Personal commitment.
- Thinking outside of the “box.”
- Cultural coaching for non-Native participants.
- Increasing economic development.
- Believing and investing in your students.
- Bringing resources to students at home.
- Teaching “college.”
- Knowing your students on a one-on-one basis.
- Empowering students.
- Economic desperation provides motivation.
- Indirect costs support institutional capacity building.

- Respecting family obligations.
- Starting with where people are at.

We also asked team members what they would **wish for to make their programs stronger:**

- Expanding opportunities for degree programs.
- Strategies to bring in more men.
- Centers of excellence.
- Staffing for economic development.
- Bringing technology to students at home.
- Grant writers.
- Less bureaucracy.
- Elders teaching for degree credit.
- More Native faculty.
- Successful major gifts campaign.
- Perpetuating cultural ways of teaching.
- Native boards for Native schools.
- Cultural sensitivity programs.

They also worked with us to develop the following **criteria for choosing best practices:**

- Does it yield results?
- Is it quantitative, and does it include stories?
- Is there evidence that it does what it says it will do?

- Is it sustainable?
- What is the structure in which it is embedded?
- Monitoring for effectiveness increases sustainability. Do more entities want to invest?
- It should have multiple impacts and impact multiple capitals.

We used this information to develop a call for nominations of successful projects and to aid us in developing the interview questions. A copy of the interview questions, as well as a summary of the practices collected, are included in the Appendices.

We revisited the project’s core principles and strategies in 2006 because we had many new team members due to a high rate of college administrative and staff turnover. In addition, we asked each team member to study one of the promising practices and to identify the strengths of the practice and the conditions that led to success. They were then asked in a small group setting to share their thoughts on why they felt the practice was successful. These groups generated the **positive core** of the promising practices (**Discover**):

- Commitment.
- “Buy-in” of expectations—incentive, immediate, intrinsic.
- Community involvement—stakeholders, champions.
- Student-oriented.
- Involves cohorts.
- Sustainability.
- Easy to access.
- Has structure and discipline.
- Includes volunteerism.
- Has leadership.
- Has cultural impact.
- Has accountability.
- Creates community awareness.
- Involves good communication.
- Has follow-through and backup support.

Their list of what outreach would look like if we could do it even better included **(Dream)**:

- Intrinsic.
- Like building blocks, based on a strong foundation.
- Has nurturing support.
- Includes traditional values.
- Sustainability—keep it going.
- Looks forward to the future.

- Involves education and guiding change.
- Participants take ownership.
- Has internal motivation.
- Is multi-dimensional.
- Is nourishing.
- Is multi-cultural.
- Involves collaboration and partnerships.
- Is insightful—believes in the future.
- Is fearless.
- Encourages risk-taking.

Provocative propositions generated in the discussion (**Design**) include:

- Open communication to develop trust and get everyone involved to drive out fear and accomplish goals by:
  - ▶ Imagining the future and end results.
  - ▶ Envisioning the steps to get there.
  - ▶ Delegating something to everyone— put the railroad ties in the right order.
  - ▶ Expecting the unexpected.
  - ▶ Seeing failure as a positive.
  - ▶ Supporting risks and innovations.
- New partners and collaborators who will take risks to provide nurturing and mentoring to youth through gardening.
- Great change happens smoothly when participants:

- ▶ Listen openly.
- ▶ Maintain culture.
- ▶ Are willing to make a 360-degree turn.
- ▶ Take a bit at a time (step-by-step).
- ▶ Help youth find a voice and give them an opportunity to speak.
- ▶ Plant before they harvest.

Our 2006 Institute partners also created a list of **learnings** that emerged from our appreciative inquiry process.

1. Not all road blocks are bad.
2. High expectations yield high results.
3. Non-traditional learners only have time for short or one-day programs.
4. Put responsibility on the students.
5. The history of Juneberries is important.
6. We need to feel and hear commitment.
7. Being clear on what to communicate is extremely important.
8. Add a question on roles/involvement and how to apply knowledge.
9. Assessing audience readiness is important.
10. We need to understand the concept of novice and expert.
11. Enter in as a learner.
12. Location is important—participants must feel comfortable.

13. There is another perspective to what I think I am learning.
14. We must want to do everything.
15. Be better planners.
16. Talk less—listen more.
17. Listening is a skill.
18. Be aware of the many innovative things.
19. There are layers of community commitment vs. being community bound.
20. Reflection and reframing are important.

In addition to collecting information on the promising practices, we also asked questions about the impact of the practice on the three Rural Community College Initiative objectives (increasing access to education, equitable economic development and enhanced civic engagement) and on the three themes shaping the work of the National Rural Funders Collaborative (increasing family self-sufficiency, increasing assets or wealth, and expanding leadership capacity). Additionally, we sought to learn more about the collaborative nature of these practices and their potential to contribute to stronger connections among institutions and organizations.

We also asked about impact and current evaluation methodologies. We asked what advice they would give others, and what they felt the institution had learned from the practice. Finally, building on the work of the International Development Research Center in mapping outcomes (Earl et al., 2001), we asked our partners how they saw the promising practice build college capacity along eight organizational vectors (see Table 1, page 18):

- Prospect for new ideas, opportunities and resources.
- Seek feedback from key informants.
- Obtain support from administration and/or governing board.
- Assess and (re)design products, services, systems and procedures.
- Follow up on previous clients/customers.
- Share your best wisdom with the world.
- Experiment to remain innovative.
- Engage in organizational reflection.

## About the Promising Practices: Making a Difference Now and for Seven Generations

In total, we collected 39 practices, although not all of the interviews were complete. Three practices that came from outside the project were:

- An interview with a non-profit arts group supporting Native artists on the Hopi Reservation.
- A promising practice on training health advocates to work in Alaska Villages, which has now expanded to include other employers.
- A story about the technical construction program at Sitting Bull College, which operates a construction business as it trains new workers.

In analyzing the promising practices data, we found we could categorize them into those that focused primarily on increasing educational access, those connected to economic development, and those that centered on wellness.

**Table 1. Types of Practices and Positive Core Elements**

Positive Core Elements	Access Practices	Economic Development Practices	Wellness Practices
Addressess skill gaps or provides needed training	5	1	
Instills trust	1	1	
Focuses on the role of culture	3	2	
Focuses on the role of outreach effort	2	4	1
Focuses on the ability to address the needs of non-traditional students		2	
Demonstrates administrative support	1		
Focuses on the ability to open doors to opportunities	3		
Demonstrates commitment	2	1	1
Other	Removes barriers; desire to do it; community support; advisors, elders; common goals; partners, internships; rigor	Quality; expertise	Interest; logo; curriculum; community readiness

Table 2 indicates the number of practices collected from each college in each category. The table indicates the primary focus of the practice, as many practices include multiple secondary strategies related to educational access, wellness or economic development.

When asked about project **goals**, respondents gave a variety of responses. Eleven practices focus on career development or helping people find jobs while eight identify

increasing educational access as one goal. Eleven practices address educational preparation. Three were funded to assist with teacher preparation. Eight practices identified improving health as a goal. Nine work with participants to increase specific skills. Ten practices focus on generating and supporting entrepreneurship or business development. Finally, three specifically address technology transfer.

I have heard many times people say that they were encouraged to accomplish what they did accomplish because their mother knew they could do it or their grandmother said, “You go”... I didn’t have a chance.

Five of the practices specifically target non-traditional **audiences**, eight focus on pre-K to grade 12, 10 are aimed at community in general and two specifically address businesses. Among other audiences identified were tribal organizations and general college students.

Twenty-seven practices are **located** on college campuses, ten exist in community settings, and two are offered at an employer site.

A key part of the interview process involved asking respondents to tell a story (Discover) that demonstrates how the project was successful. We then asked them to consider what factors, conditions or situations **contributed to that success** (Positive Core Elements). Table 1 (page 18) is an analysis of that data.

**Table 2: College Partners and Types of Practices**

College	Number of educational access practices	Number of economic development practices	Number of practices related to wellness
Bristol Bay Campus	9		
Fond du Lac TCC	3		
Fort Berthold CC	2	2	
Hawai’i CC	2	2	1
Little Priest TC	1		1
Turtle Mountain CC	1	3	6
United Tribes TC	2		1
Other		2	1
<b>Totals</b>	<b>20</b>	<b>9</b>	<b>10</b>

Respondents generally replied that they planned to **build on the success** of the program by expanding their offerings and increasing the programs they offer. Responding to local needs was also mentioned. One respondent wanted to use their success to build additional assets.

In response to the question, “What **three wishes** do you have for the program?” approximately 50% of the respondents listed needs for more funding, resources and staff. Continuation and/or growth of the program were also mentioned. Others focused on their hopes for program participants: overcoming fear of technology, having a place for people [to succeed], and seeing the success of their participants. Finally, a number described wishes for capacity-building such as better assessment, being more proactive, building recruitment, having their research accepted, creating a successful organization, offering more courses or expanding the program, and being able to do more outreach.

In response to the question about **challenges** they overcame to succeed with the practice, respondents most often listed relationships, geography, distance education technol-

ogy and the nature of small communities. Financial challenges, staff turnover, and lack of expertise, staffing and resources were also mentioned. The temporary nature of program funding impacted the answers to several questions. Many interviewees commented on the ability of the college to make things happen; they also mentioned staffing overloads. Staff members take on additional projects because they are committed to the overall goals of the project and care about the participants.

We also asked questions about **how the practices addressed funders’ goals**. Thirty-five participants in the Rural Community College Initiative reported that their practice increased access to education, 26 reported that it fostered equitable economic development, and 32 saw their practice as enhancing civic engagement, illustrating the multiple goals of many projects.

This is something I am hearing across the country that we need to get these kids excited about learning and that they can learn.

In relation to the three National Rural Funders Collaborative goals, 31 reported

that their practice resulted in increased self-sufficiency, albeit often in the long term, 33 believe their practice increased assets and 32 reported a connection between their practice and increased leadership in Native institutions.

They know their people and what there is to do. Change really will come from within the village.

Respondents often linked the question about increased assets to non-financial assets such as knowledge, wisdom, education, skills, bringing people together, providing cultural wealth, parenting, pride and “knowledge is power.”

This college has turned the community upside down... I’ve seen changes in attitudes...and [it has] changed how people look at Indian people. They are in classes together; they work together; they study together.

In addition to the funding agency goals, we wanted to learn more about the **role of relationships** in helping the practices succeed. Nineteen respondents reported that working

**Table 3. Impact of Promising Practices on Organizational Practices**

Organizational Practices	Number of Practices Reporting Impact
Prospect for new ideas	34
Seek feedback from participants or other stakeholders	26
Share your best wisdom with the world	25
Experiment to remain innovative	24
Assess and (re)design products, services, systems and procedures	23
Engage in organizational reflection	22
Obtain support from administration and/or governing board	21
Follow up on previous clients/customers/participants	17

with the practice led to stronger relationships with the 1862 land-grant institutions. In Alaska the Native-serving institutions are part of the University of Alaska Fairbanks; thus, all but two of the Alaska practices reported stronger relationships.

One of the things that’s really unique about this program is the collaboration between all of the different levels of education from the high school to the community college level to the four-year university level...that’s the kind of thing that the funding agencies really like to see... If you can involve other people and get other people involved, then you’ll be more likely to be successful...This program has a huge outreaching effect.

When we asked if the practices led to stronger or new relationships with other tribes, reservations or villages, 25 reported that it had, 28 said that the practice has led to stronger relationships within the organization, 20 said the practice helped build relationships with outside organizations, and 31 said the practice resulted in stronger relationships with the community.

[There has been a] big learning experience of how to interact with lots of different agencies and to the project going on even though there were challenges.

We were also interested in the **impact of the promising practices on college capacity** (Table 3). Did the implementation of the practice increase organizational capacity? Using the eight organizational practices from *Outcome Mapping: Building Learning and Reflection into Development Programs* (Earl et al., 2001), we asked interviewees how they saw the promising practice impacting the college itself—what kinds of organizational change did it foster?

Not all of the interviewees answered these questions. Some respondents found it hard to distinguish between the organizational practice of their program and the impact on the college. Nonetheless, the data indicates that tribal and Native-serving colleges are dynamic institutions adapting and changing in their efforts to better provide services and programs.

Persistence! What we have learned is persistence and “no” is not an

option... I think that understanding that working with kids earlier, before they get to college, is the way we combat some of the problems that the college sees in terms of not being able to test directly into college level math and English... It is seeing the college as a partner in the development of youth rather than just a place for the privileged, but a place where all of the kids can aspire to attend rather than just the smart kids.

In response to the question about **what has been learned** from the implementation of the promising practices, a number of respondents focused on the educational mission:

- Don't discard them.
- Community colleges can make a difference.
- Once a student succeeds, they go on.
- "College is okay."
- Education helps people govern.
- Give people a chance.

Others focused on the **process of implementation**:

- Communities are different.
- Collaboration is important—we need to work together.
- A unified plan is important.
- Be flexible.
- There must be cohort visibility.
- You can overcome obstacles.
- Values are important.
- "Cooperate and collaborate!"
- Reaching out is important.
- Keep it step-by-step.
- Business is important.
- Native connections are important.

We also collected some responses that speak to **impact**:

- It helps address a need that impacts the community.
- It increases the degree of interest in the program.
- It keeps folks here or gets them to come back.
- High schools are important.
- There is organizational development.
- We are capable.
- There is empowerment.
- It teaches us how to grow.
- It teaches the importance of increasing skills within the organization.

- It teaches the importance of Native culture and heritage.
- It teaches how to be a catalyst for change.

Overall **advice** to those who seek to adapt the practices:

- Know your community.
- Have a plan.
- Develop an advisory committee.
- Build relationships.
- Foster team work.
- Collaborate.
- Identify mission.
- Keep it simple.
- Address learning styles.
- Create a database.
- Keep an open mind.
- Seek community support.
- Have fun and laugh.
- Make use of existing resources.
- Instill the importance of rigor in helping young people prepare for college.
- Be flexible.
- Fix the wall, not the crack.
- Do outreach.
- Be ready for change.
- See wireless as a path to self-sufficiency.
- Don't be afraid to fail.
- Get to know people.

We also asked about **evaluation**. Thirteen respondents said they had some kind of summative and formative evaluation, usually connected to grant reporting. Fourteen stated they collected output data on participation rates, etc. Several relied on outside evaluators; six did not respond and two reported that they do no evaluation. Overall, few of the practices had information on the impact of the practice other than anecdotal stories or comments, indicating an opportunity to strengthen both institutional and program capacity with added evaluation outcomes and technical assistance on the design and execution of evaluation strategies.

I do think that is a very important part of our growth because when we track them, when we survey them as to their professional success, their plans for the future...that gives us... a better picture of how we are doing in the area of student learning. It's a means of assessment and, of course, when you have successful assessment, then you can plan with more information and intelligently.

## About the Role of Culture: Preserving the Past to Build the Future

Every lesson we do has a cultural component tied into it where we start by presenting the activity...in a cultural way, and we bring in cultural speakers who have expertise in the field to kind of talk to the students...

Six respondents did not answer the question about culture; three stated that culture did not play a key role in their project. For other respondents, attending to cultural practices and building on heritage played a key role in the evolution and implementation of the practice. Culture was used to recruit participants in two ways. Including culture in the program description let people know they would be welcome and accepted, and including cultural practices/information in the program content encouraged people who wanted to know more about their heritage to attend.

Cultural practices were used to help retain students and participants by creating bonding social capital and helping students connect their learning to the real world in which they live. Culture also played prominent roles in expanding the number of people who are aware of indigenous knowledge and those who are using cultural practices. Cultural preservation—passing the culture on to young people—was one of their program goals. Finally, the projects related to wellness all focused on returning to traditional diets and practices as a key strategy in improving the overall health of participants, the village and the tribe.

## About System Change Related to the Practices: Using the Community Capitals Framework to Determine Assets Invested and Assets Increased

We analyzed the data to determine what assets were mobilized to support the practice and what capitals were impacted by the implementation of the practice.

The data in Table 4 indicates that tribal and Native-serving colleges make good use of existing resources to build and support outreach practices. Because of the unique relationship between people and land in Native cultures, we see that a substantial number of practices mobilize **natural capital** assets (land, food strategies, agricultural practices and landscape) to support the implementation of the practice.

Where there is work, there is life...reclaiming the cultural role

**Table 4. Community Capitals Invested and Built**

Type of Capital	Number Investing Assets	Number Building Assets
Natural	15	11
Cultural	28	35
Human	37	35
Social	32	35
Political	12	19
Financial	33	29
Built	30	15

of land stewardship. Without the land, we are not a people. In order for the people to flourish, the land must flourish.

Twenty-eight of the practices invested **cultural assets** (traditions, songs, clan or village practices, foods, ways of being and doing, etc.) to support their program. Many of those interviewed saw culture as key to helping participants develop their identity and strengthen their self-confidence so they could continue their education or career opportunities and succeed. These programs also focused on teaching traditional ways of being and doing, both to preserve traditions and to increase student success.

These are kids who are going to be responsible for the earth, and people are not making very good decisions right now. Indian people have a natural connection to the earth and they know that they have a lot of knowledge...we blend traditional knowledge with scientific knowledge because that is important. We have lived here for how many...100s of years...and the earth was in pretty good shape.

In the Rural Alaska Honors Institute project, instructors made explicit use of Native cognitive patterns to support student academic achievement.

...elders get the right people on the committee. They guide you along the way. My committee really helped us move in the right direction.

Investing existing **human capital** (the skills and knowledge of staff, participants and community leaders) was a key element of success in most of the practices.

For the community, it means a better cadre of teachers who are knowledgeable about education theory and how to get community members to work together to understand the educational needs of the community and help parents and grandparents get involved. When you do that, centered around education, which is of course the children, you begin to help recreate the social fabric that has suffered under certain external influences... It helps families

learn to work together with other families and then, of course, there is greater community cohesiveness, all built around children.

**Social capital** (networks, norms of reciprocity and trust, and relationships) figured highly in the practices as program staff drew on their connections to people to involve organizations and participants.

This campus does an extraordinary job of supporting staff and students to make connections in their own communities... [There is] a mentality of working together and making things happen. Innovation is welcomed and rewarded.

Elements of social capital were prominent in the list of advice for those who would like to adapt the promising practices.

**Political capital** was least mentioned in the interviews, although reference was made in several practices that involve working with governments: tribal, local, state and federal.

Leadership here is so parallel to politics that we decided early on that we would not become politi-

cal. We do not want to become attached to any political beliefs, and politics was not something [we] wanted to become involved in.

When respondents mentioned **financial capital**, they most often reflected on the fact that many of the practices rely on grants or special funding. The high number of references to **built capital** indicates that these colleges make good use of their physical resources and can access other such resources when needed.

In terms of impact, the data indicates that the practices resulted in increased stock in human, social, political and cultural capital. Generally all the practices resulted in increased access in multiple capitals.

The project became very successful because, number one, the farmers were very enthusiastic about the project itself. And the other thing is that it wasn't individual farmers; they worked together as a group. There was a lot of support for each other. They also had a lot of respect for the Extension agents they worked with. There was good comradeship among them. They

enjoyed the idea that the community college was encouraging them. There was a philosophy that we could all learn from one another and that learning never stops. I also think it was successful because of the type of project. We were not bulldozing or ripping the land; the hydroponics tables were built on the ground and in their backyard. They could go and take to their plants every day.

We would expect to see strong **impact on human capital** because most practices do relate to the educational mission of the colleges. We see **increases in social capital** as successful practices in community outreach help participants build the bridging social capital they need to continue their education and training or to find employment. We also see how the practices expanded social capital within the program and the college.

Not only Indian people...different people from different walks of life... There were rich people and poor people working together side by side...from New York, New Jersey. It was a fun project.

Teamwork. Teamwork. If there is not teamwork...you are going to run into some problems if you try to do things all by yourself.

Programs focused on business development resulted in increased bridging social capital when participants accessed technical assistance. We see increased bonding social capital in many of the educational preparation programs, particularly those focused on K-12, as students learn to work together and support each other.

The expansion of stock in **political capital** relates most often to the increase in visibility with key decision makers when projects are successful.

Does this data support the notion of an upward spiral of continually increasing capacity? At this point our data is too limited to answer that question. Very few of the programs collect the type of specific data needed, and dependence on outside funding puts continuation of the practice at risk in the majority of cases. In the interviews, however, many respondents described how increasing educational access and skills will lead to more prosperous and healthy com-

munities in the future. They hope that the young people involved in these programs will come back with new skills and knowledge to help build the reservation or village of the future—a future with a strong and equitable economy and healthy people who care about themselves, their families and their community. In the short term, the data indicates the fragility of these initiatives, particularly in regard to their human and financial capital resources.

In our analysis of the HomeTown Competitiveness (HTC) program in Nebraska, using the Community Capitals Framework, the North Central Regional Center for Rural Development identified three key asset transformations (Emery and Flora, 2006). First, sustainable change often began when a new approach from outside the community, “know-what knowledge,” was joined with local wisdom, “know-how knowledge,” to create a new social practice. The practices described here emerged in much the same way. They range from the development of wind power at Turtle Mountain Community College to the development of four-year elementary education programs in several of the colleges.

The second asset transformation occurred when the HTC program began to show results. Our data indicated the subsequent expansion of assets in human capital as more people were aware of the new approach, and the assets in social capital brought new people together around the new practice. At this point in the change process, we saw a dramatic change in cultural capital indicating that accepted ways of doing now included the new practice and that people’s vision of the possible included a proactive healthy community.

Many of the stories include comments about how the programs helped people find their identity, empowered them to continue their education, and encouraged them to seek a new destiny, thus building human capital. They focus on individuals and supporting change for their participants with an implicit assumption that the growth of individual cultural, social and human capital assets will eventually impact all the capitals at the community level.

For example, the collection includes a number of practices that help young people prepare to succeed in college by focusing on academic and social skills, as well as cultural

identity. In contrast to these practices with their focus on the individual, we do include several stories that are community-based and thus include comments about empowerment, changes in the community view of what is possible, and descriptions of new ways of being and doing as a community member.

Finally, in the HTC study we found evidence that the resources supporting the social practice increased to include a diversity of financial capital assets once the cultural capital had expanded to include the idea that the community can and will take charge of its future.

As we look at the practices described here, we see several where the expansions of human and social capital lead to new assets in cultural capital. These new cultural capital resources include the belief that the community is responsible for its future and that it has the resources to take action in regard to that belief. In these examples, we find the practice attracting financial capital from diverse resources.

For example, the tribal college construction program at Sitting Bull Community Col-

lege and the incubator, farmers' market, and Rural Health Center in Hawaii all include the introduction of "know-what" knowledge linked to traditional cultural practices, leading to new cultural assets related to empowerment and self-sufficiency and community agency. Each of the projects has also accessed financial resources beyond grant or college start-up funding.

Looking at the long term, many of these practices center on helping people—traditional and non-traditional students—develop human capital that can lead to an adequate income, a healthy lifestyle, and a willingness to step into leadership roles. Respondents expressed the hope that with these expanded assets, students will return to the village, community or reservation bringing with them new knowledge, a respect for traditional ways and the desire to become an agent for positive social change.

A number of anecdotal stories support this view of long-term impact. Developing an impact evaluation to collect data to test this hypothesis would create a valuable resource for all the practices and the colleges, agencies and organizations that support them. Such a process would also create energy for

change as more colleges find ways to adapt promising practices to their own environment. Participation in an impact analysis could transform the fabric of change from isolated incidences to a movement that supports the transition of innovation to early adapters and from them on to a movement of social change.

With this collection of promising practices, we map only the tip of the iceberg. We can, however, glean important information about these practices that successfully reach out to Native communities to increase access to education, expand economic opportunities equitably and enhance wellness. The stories we collected about the practices are imbued with a passion for positive change, a commitment to tradition and culture, and a belief in the future. Community college staff care about the communities they serve; their endeavors to help others despite limited resources are a testament to the importance of these colleges and their capacity to foster positive social change.

## Resources

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# About the Partners

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## **Fond du Lac Tribal and Community College**

<http://www.fdl.cc.mn.us>

Fond du Lac Tribal and Community College (FDLTCC) was established by the Minnesota Legislature in 1987 and was chartered as a tribal college by the Fond du Lac Reservation that same year. Located in Cloquet, Minnesota, on 38 acres of bluff land that was once a tree farm, the college offers Associate of Arts, Associate of Science and Associate of Applied Science degrees plus various certificates related to these degrees. The college gained approval in 2003 to offer a bachelor's degree in elementary education, making it one of few community colleges to offer a four-year degree, and FDLTCC is the only combined tribal and state community college in the United States.

A total of 2,333 students attend the college, 58.2% female and 41.8% male. Its mission ranges from promoting higher education and self-advancement to promoting the cultural traditions of the Anishinaabeg. Throughout the campus there are many symbolic references to the tribes that inhabit the area.

## **Fort Berthold Community College**

<http://www.fbcc.bia.edu>

Fort Berthold Community College (FBCC), located in New Town, North Dakota, is a land-grant college chartered by the three affiliated tribes that reside on the Fort Berthold Reservation: the Mandan, Arikara and Hidatsa. Established in 1973, the college aims to preserve tribal culture through tribal education. FBCC was accredited in 1988 and offers vocational, academic and cultural education.

### **Hawai'i Community College**

<http://hawaii.hawaii.edu>

Hawai'i Community College, located in Hilo, Hawaii, offers a variety of career and technical programs, as well as a liberal arts curriculum for students interested in transferring to pursue a four-year degree. Established in 1941, the college initially operated as a vocational school, offering trade programs to students. Today the college is accredited and has over 2,000 enrolled students.

### **Little Priest Tribal College**

<http://www.lptc.bia.edu>

Little Priest Tribal College, located in Winnebago, Nebraska, began offering courses in 1996 and was accredited in 1998. Education was previously offered to Winnebago tribal members through the Nebraska Indian Community College, but after reviewing the tribal education plan, the tribe's appointed education task force decided to charter a college to prepare Winnebago students to transfer to four-year institutions and to provide language and cultural training to tribal employees. The college is the educational arm of the reservation.

### **National Rural Funders Collaborative**

<http://www.nrfc.org>

The National Rural Funders Collaborative is a philanthropic initiative designed to leverage \$100 million over 10 years to support rural communities and families facing persistent poverty. The vision of NRFC is to share and leverage collective knowledge and influence, as well as dollars, for the purpose of expanding the availability and impact of human, technical and financial resources necessary for effecting and sustaining positive, measurable change. Recognizing that private philanthropy cannot meet this goal alone, the NRFC seeks to enlarge the commitment to rural America through leveraging other public and private resources at local, regional and national levels.

### **North Central Regional Center for Rural Development**

<http://www.ncrcrd.iastate.edu>

The North Central Regional Center for Rural Development, located at Iowa State University, is one of four regional centers coordinating rural development research and education throughout the United

States. Supported by land-grant universities of the North Central region, the U.S. Department of Agriculture, and grants and contracts from private foundations, the Center looks for ways to build bridges between the 1862 land-grant institutions and the 1994 land-grant colleges.

The mission of the NCRCD is to strengthen the ability of the land-grant system and its partners to help build rural community capacity, create vibrant and sustainable economies, and cultivate inclusive approaches to governance to enhance regional well-being. The NCRCD also provides leadership in rural development regionally and nationally by identifying, developing and supporting programs on the vanguard of emerging issues.

### **Rural Community College Initiative**

<http://srdc.msstate.edu/rcci/index.html>

<http://www.ncrcrd.iastate.edu/rcci/index.htm>

Over the course of the last 16 years, the Ford Foundation has invested resources in the Rural Community College Initiative (RCCI). This effort, originally coordinated

by MDC, Inc., was designed as a national program to help rural community and tribal colleges in economically distressed regions move their service area communities and residents toward prosperity. It began with nine community and tribal colleges in 1994 and was increased to 24 colleges in 1997 to support aggressive and creative efforts to increase jobs, income and access to education in rural communities. In the new phase of RCCI an additional 24 colleges used the process in partnership with the North Central Regional Center for Rural Development and the Southern Center for Rural Development. With their strong ties to our nation's Cooperative Extension Service system, the Centers facilitate building strong, sustained partnerships between community and tribal colleges and the array of state and locally-based Extension community development educators located in close proximity to these schools.

#### **Sitting Bull College**

<http://www.sittingbull.edu>

Sitting Bull College is located on the Standing Rock Reservation in Fort Yates, North Dakota. When the college

opened in 1973, it was named Standing Rock Community College. The name was changed to Sitting Bull College in 1996 when the college was accredited. Chartered by the tribe, the college offers associate's degrees and certificates in a variety of academic and professional areas and bachelor's degrees in science, business administration and elementary education. Over 250 students attend the college, which has grown significantly over the years.

#### **Turtle Mountain Community College**

<http://www.turtle-mountain.cc.nd.us>

Turtle Mountain Community College (TMCC) is a land-grant institution located in Belcourt, North Dakota, amidst a beautiful landscape of trees, lakes and the Turtle Mountains. The Turtle Mountain Chippewa Tribe chartered the college in 1972, and it was one of the first of six tribal colleges to be created. TMCC offers vocational education courses as well as a variety of associate's degrees in areas such as the arts, social science and pre-engineering. The college strives to help students advance their education and their cultural traditions. The seven teachings of the Anishinabe people are deeply integrated into the philosophy

of the college, as its main function is to serve the community and to honor its tribal traditions and values. The college currently serves approximately 900 full- or part-time students.

#### **United Tribes Technical College**

<http://www.uttc.edu>

United Tribes Technical College (UTTC) was founded in 1969 by the United Tribes of North Dakota Technical Corporation, and the college sits on a retired military base that United Tribes acquired in 1974. UTTC offers vocational, academic and technical courses. A core foundation of the college, tribal culture and arts are woven throughout the curriculum. The college gained program accreditation in 1993 and has been approved for continued accreditation.

#### **University of Alaska Fairbanks,**

##### **Bristol Bay Campus**

<http://www.uaf.edu/bbc>

Bristol Bay Campus (BBC) is one of five rural campuses in the College of Rural Alaska, University of Alaska Fairbanks. Bristol Bay Campus serves an area of 55,000 square miles and a total of 32 communities.

It offers bachelor's and associate's degrees and professional certificates, as well as skill-based local courses covering a wide variety of cutting-edge topics. BBC is fortunate to have a diverse and enthusiastic student population. That diversity is celebrated and reflected in the rich cultural traditions and the multicultural dimensions of the learning environments. Academic advising, financial aid assistance and career counseling are all available at the main campus in Dillingham or at outreach centers in King Salmon and Togiak.

**University of Alaska Southeast,  
Sitka Campus**

<http://www.uas.alaska.edu/sitka>

This extension of the University of Alaska, located in Sitka, Alaska, and situated near both the Tongass National Forest and the Pacific Ocean, has a diverse student body. The unique setting of the campus provides students with a natural classroom from which to learn. The Sitka campus began as a community college in 1962 and then merged with the University of Alaska in 1987. Departmental certificates of completion and Associate of Applied Science and Associate of Arts degrees are offered through this campus.

# Illustration Guide

These icons are used to illustrate the community capitals in the following case studies about promising practices.

## COMMUNITY CAPITALS

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Natural Capital



Political Capital



Cultural Capital



Financial Capital



Human Capital



Built Capital



Social Capital

# Rebuilding Hope

## PROGRAMS THAT HELP FAMILIES AND COMMUNITIES BUILD ASSETS

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The Juneberry Project—Reclaiming the Past, Rebuilding Economic Assets and Restoring Health to the Mandan, Hidatsa and Arikara People in North Dakota

*Fort Berthold Community College*

Northern Plains Tribal Technical Assistance Program

*United Tribes Technical College*

Honokaa Ohana Incubator Kitchen

*Hawai'i Community College*

Customized Training and Continuing Education Department

*Fond du Lac Tribal and Community College*

North Dakota/South Dakota Native American Business Enterprise Center

*United Tribes Technical College*

Agricultural Extension at Fort Berthold Community College

*Fort Berthold Community College*

Partnering with the Bristol Bay Economic Development Corporation to Support Educational Access

*University of Alaska Fairbanks, Bristol Bay Campus*

An Expanded Adult Basic Education Graduation Equivalency Degree Program

*University of Alaska Fairbanks, Bristol Bay Campus*

Programmatic Strategies for Social Change—Maku'u Farmers' Market and Hydroponics Training Program

*Hawai'i Community College*

## The Juneberry Project—Reclaiming the Past, Rebuilding Economic Assets and Restoring Health to the Mandan, Hidatsa and Arikara People in North Dakota

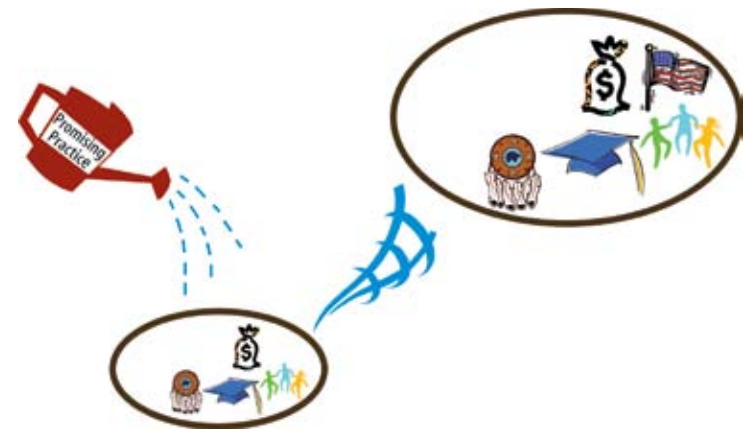
Fort Berthold Community College

### About the Project: Saving the Juneberry

Native to North America, juneberries grow from one coast to the other. “They’ve been used historically by hundreds of different Native tribes and settlers as they moved into the territory,” says Kerry Hartman, one of the leaders of the berry project at Fort Berthold Community College. “The berry is known for its nutritional value; it can be gathered and made into puddings, syrups, cornballs and other food products.”

An instructor at FBCC and a PhD student at South Dakota State University, Hartman worked with other project partners to win grants from the U.S. Department of Agriculture Cooperative State Research, Education and Extension Service (CSREES) and the Natural Resources Education project. The Affiliated Tribes and private landowners provided land for the project where Hartman and his colleagues planted four plots on the Fort Berthold Reservation to study what environments provide the best harvest. They expect their first harvest in 3-5 years.

Beyond their nutritional value, juneberries also play a significant role in the history and culture of these tribes. In the 1950s, the federal government flooded parts of the reservation, wiping out 90% of the juneberry plants. Prior to the flood, the three tribes living on the reservation—the Mandan, the Hidatsa, and the Arikara—relied



#### Started with:

**Cultural Capital:** Knowledge of juneberries and their uses.

**Human Capital:** Knowledge and skills to work with juneberries.

**Social Capital:** Collaboration with elders.

**Financial Capital:** Grant funding to support project.

#### Led to Increased Capital:

**Cultural Capital:** Strengthen traditions related to using foods and medicines.

**Human Capital:** Knowledge and skills to work with juneberry plants; improve local diet by returning to traditional foods; hope to decrease the incidence of diabetes.

**Social Capital:** Interaction across generations.

**Political Capital:** Address the impacts of flooding the reservation and the resulting division of the reservation on both sides of the reservoir.

**Financial Capital:** Hope to develop opportunities for small businesses from harvests.

heavily on this plant for nutritional and medicinal purposes. Hartman discusses the devastation of the flooding to the plan, and how it has driven his research.

“There’s this thing called the Pick Sloan Plan that built all these huge dams out here back in the 50s. There’s six main stem dams on the Missouri River. They run from down in Nebraska up through here, South Dakota, North Dakota and up into Montana. Every one of them drowned a reservation... It was planned that way, and the vast majority of the flooded land was the woodlands. It’s estimated that on this reservation...by the elders...that probably 90% of the berries were lost under water...So that’s the basic thrust of my research...to replenish, replant, recreate the uses [of the berry].”

Hartman’s research on transplanting the bushes is the focus of his dissertation; he is also heavily involved in making the plant available and usable for the tribes. He currently shares the leadership on this project with Ron Klein, an agricultural science instructor at FBCC, who has

also written grants to support the berry project. Hartman ultimately hopes that the replenishment of the berry will not only create positive nutritional, cultural, educational and economic outcomes for the three tribes, but also contribute to rebuilding cultural traditions and reclaiming history to support tribal members as they work to generate a positive economic climate on the reservation.

### **Contributions to Community and Self-Sufficiency: Twin Opportunities in Healthy Food Sources and Entrepreneurship**

The juneberry project will impact self-sufficiency in two ways. It will attend to healthy living by returning to natural diets, and it will provide opportunities for entrepreneurial activities. The Fort Berthold Reservation, like many other reservations, has a high rate of diabetes. Tribal members see opportunities to return to traditional foods as a key plank in their fight to restore healthy living on the reservation. By decreasing the number of people affected by this terrible disease, an emphasis on healthy lifestyles will help stop the depletion of family assets and increase opportunities for building assets.

We would hope to market the berry products someday. There’s a definite potential for a fairly nice niche market. (Ruth Short Bull)

An example of social entrepreneurship itself, the project hopes to foster additional ventures and opportunities. Hartman’s hope is that this project will spur local entrepreneurship. “We’re pretty sure the niche market is out there and it will assist some families to be entrepreneurs, which will promote development and stability.” He also sees an important tie between elders and youth being nurtured through “picking, making and selling everything from fresh berries to berry baskets to syrup.”

### **Leadership and Impact: Engaging the Community and Encouraging Education**

The juneberry project is succeeding because local leaders engaged the community to find out how the college could be a resource for them. Ruth Short Bull, another original project partner who has since left FBCC, points to the importance of the community-based aspect of the USDA Natural Resources Education project, as the program encourages communities to ask,

“What are we interested in? What are our needs?” Instead of an outside entity telling them what they should do, the communities decide for themselves and then implement a plan. Through the planning process and inviting participation, the college has increased the number of tribal members involved in the program.

“I’d like to be able to tell the tribe and the members how to maximize their success if they wanted to raise berries, including cultivars and site selection and irrigation and care and weed control... I’d really like to see the reestablishment of large plots of berries throughout the reservation. We’ve got four going right now, and I’d like to see those plots being utilized by elders and youths for cultural activities. And, I’d like to see some entrepreneurship ongoing by some individuals or communities... I’d like to see three or four things happen 10-15 years down the road...And, I’m pretty sure some of that is going to happen.” (Kerry Hartman)

Although still a relatively new venture, the project is already creating an impact by encouraging people to participate in educational programs, by offering a strategy to reclaim and build on what was lost, by fostering future opportunities for entrepreneurial activities, and by generating knowledge of use to many tribes and communities. In encouraging access to education, the project has provided a reason for people to return to education. For example, Short Bull recruited a student who had a culinary certificate from United Tribes Technical College to work on the berry project. From his interaction in the project, “he enrolled full-time in the fall and he graduated...from the environmental science program.” This degree led to two research fellowships. “So, as a result of working on the berry project...he has really developed an interest and a good academic career so far.”

The project has had obvious impacts on individuals, and the project team hopes it will have an impact on all of the tribes.

### Advice for Others: Be Familiar with the People and the Resources

“Be sure you have good communication with as many involved as possible. Be sure you have good cooperation [and] collaboration from all partners.” (Kerry Hartman)

One of the most important elements of this project, from a leadership standpoint, was being part of the community. As Short Bull points out, “I am a community member, and I know the people. You have to know the people to get the land to plant the berries and, with the Elders, you have to know the right ones to talk to and then the proper protocol to ask them for things. I guess...growing up here and being a part of the community, knowing the people and how things are done is a big part of it.”

Hartman’s advice is a bit more logistical, “If you’re doing anything in this area—natural resources, outdoors—be very familiar with everything from the geospatial stuff, the climate, the subject, and be patient.” In order to plant the berry plants, for instance,

he had to research the soil preferences, which he would not have known on his own. Additionally, working from this and past experiences with natural resource projects, Hartman knows the importance of researching all aspects of the project before forging ahead and potentially hitting state and federal roadblocks, such as paperwork and permits.

### Evaluating Success: Planning for Future Yields

Hartman points out that it is a bit too early to do any clear-cut evaluation, as the plants have not yielded fruit yet, but he says he will know they have been successful when they “have large orchards and markets and educational activities ongoing...we’re not there yet.” He is measuring transplant success for his dissertation, “so there’s another aspect of success, and we’ve got some definite data, showing which cultivars are best and which irrigation is best, and which weed control is best.” He says they have had a 90-95% success rate with the transplants, but that their “goals won’t be achievable for another five years,” when the plants are yielding fruit.

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## Northern Plains Tribal Technical Assistance Program

United Tribes Technical College

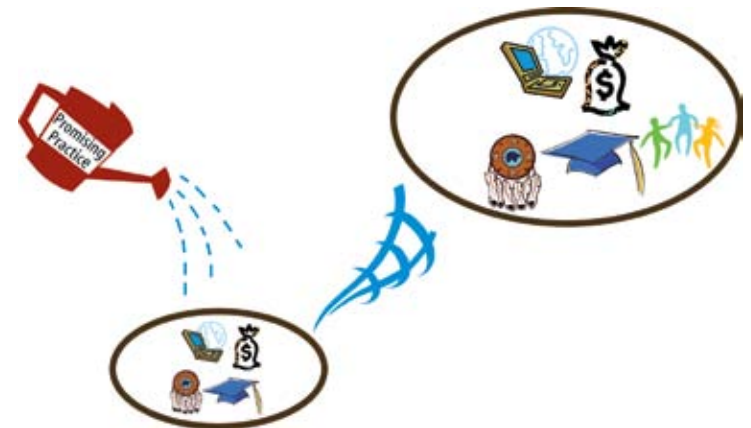
*...because roads in and of themselves are a main economic driver, we feel, for the communities.*

### About the Project: Roadwork Ahead

The Tribal Technical Assistance Program began as a result of the Federal Highway Administration's participation in the Local Technical Assistance Program (LTAP). Dennis Trusty, director of the Northern Plains Tribal Technical Assistance Program, explains that LTAP "started with one of the early transportation bills, approximately 15-16 years ago. It started with just a couple of centers serving several states and proved to be fairly effective in helping local governments, towns and counties to improve their knowledge and expertise in taking care of their roads."

Because LTAP was successful, it gave the Federal Highway Administration the idea to start its own program with tribal governments. "With that, they initially started with the Tribal Technical Assistance Program (TTAP) in a couple of regions. From there, they expanded it to where now we have seven centers, including the Northern Plains TTAP located at United Tribes Technical College, which covers the whole geographic area of the United States with the exception of Hawaii."

The funding for this program is "unique" from Trusty's perspective because "the BIA [Bureau of Indian Affairs] and the Federal Highway Administration share funding to pay for the program. Our



#### Started with:

**Cultural Capital:** Knowledge of tribal governments and how to work with tribes.

**Human Capital:** Knowledge and skills in working with business development, transportation issues and working with tribes.

**Financial Capital:** Use of federal grant to support project.

**Built Capital:** Access to GIS and GPS systems.

#### Led to Increased Capital:

**Cultural Capital:** Training and support leads to feeling of individual, family and tribal self-sufficiency; increase in native tourism.

**Human Capital:** Offered training in tourism and transportation skills; increase technical knowledge of transportation issues within tribal governments; increase business management skills for contractors.

**Social Capital:** Developed new connections within and among tribes and related federal and state agencies.

**Financial Capital:** Created better jobs, more successful businesses and tribal governments; increase in Native tourism.

**Built Capital:** Improved roads and tourist attractions.

funding is 50% Federal Highway, 50% BIA.” Other LTAP programs generally rely on funding from states and counties or other sources in their states besides the 50% provided by the FHA.

### **Contributions to Community and Self-Sufficiency: A Road More Traveled**

I would say that (for) the people who had the opportunity to get training and then get future employment, it has to have had a beneficial effect.

The program focuses primarily on developing new and improving existing transportation infrastructure. It also looks for ways to increase jobs in the community. Trusty thinks that roads are extremely important in creating jobs. Not only are there maintenance and development projects related to the roads themselves, but the program also supports projects related to tourism. TTAP also offers training for drivers and equipment operators.

Other objectives of the program include making sure the tribes and Tribal Transportation Planners understand the

technical information coming out at the federal level. Training sessions offered to tribes through the program guide the tribal governments in “being able to better operate their own transportation systems if they desire or, if not, then to work with the BIA to meet their transportation needs.” The program ultimately helps all sides understand needs and options for development.

Participants who gain or improve their technical skills through the program become more marketable for new jobs or for promotions in their existing workplace. Trusty sees a possibility for those involved to advance and improve their employability. They often see participants come back for more training as they become interested in increasing their skills and job opportunities, and some participants have gone on to get a degree.

In addition to supporting goals of individual and family self-sufficiency, the program also contributes to tribal self-sufficiency. As more tribal members receive training related to transportation occupations, the tribes can employ people on the reservation and help dollars circulate locally.

### **Leadership and Impact: Making Improvements Happen**

[At] the end of this year, all of the communities in Standing Rock will have new streets, gutters, sidewalks, improved water lines... Part of the thinking and why they ended up doing that was because they saw that there was opportunity. That wouldn't have happened without the transportation planners and tribal leaders being aware of what the possibilities are... Our program helps communities and reservations be aware of things of this nature.

Trusty believes that gaining new skills through the program provides ways for participants to take on more leadership roles and perhaps allows them to grow in their current jobs. Program staff see a noticeable impact in the communities that take part in the program as they improve infrastructure and find ways to employ more tribal members to care for these developments and provide regular maintenance. They see improving local infrastructure as a way to improve tourism and, thereby, improve economic development. Because of this, the

program also helps tribes consider the needs of tourists and what they may want or need when they visit a reservation.

Along with improving roads, the Tribal Technical Assistance Program also provides training on how to use road equipment. “[We provide] training in...heavy equipment operation and safety, gravel road maintenance, road construction. We also [provide] commercial driver’s license training. We do a lot of training that helps the tribes provide school bus drivers—we help meet their needs for that. We also offer safety training in areas such as OSHA [Occupational Safety and Health Administration] training... We offer training in areas such as legislation, like Public Law 93638, that allows the tribes to contract their transportation for specific projects that they wish to do—and what is available to them in that regard.”

The program also offers Global Positioning Systems and Geographic Information Systems training. These trainings provide tribal members with a way to advance their employability, as well as help fulfill needs on the reservation. Thus, TTAP has taken a role in empowering tribes to access and control

resources that address reservation’ transportation and economic development issues and needs.

### Advice for Others: Consider Your Customers

When discussing what others need to consider if they want to begin a program like TTAP, Trusty talks first about the importance of customer consideration. Who *are* they and what can you do for them? Looking into the future of a program of this nature is also key. “Is there a way for you to sustain your program so that you have a system that will continue to be there for those people? Try to set up a mechanism where you can look at your program and determine if you are meeting those needs.” Trusty is incisive about making sure a program justifies its existence at all times so that it is clear the work is worthwhile.

### Evaluating Success: It’s Rewarding to See People Succeed

I think it is very rewarding when you see people’s eyes light up when they have an opportunity and they have been successful or they get a new idea or they have implemented

some things that have been successful.

Each training and workshop is accompanied with an evaluation element. “We hand out a survey sheet asking the participants for any type of information or training that they may require now or in the future. That is one way that we get some feedback. We also encourage people to contact us, whether we are out in the field or at a workshop or here in the office.”

Trusty thinks that this format for feedback has worked well, and people are comfortable with calling and asking questions or offering feedback on their own without prompting. He says that the overriding questions they are trying to answer are, “What are we doing right? What do you think that we could be doing better? How can we change this to meet your needs better?”

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## Honokaa Ohana Incubator Kitchen

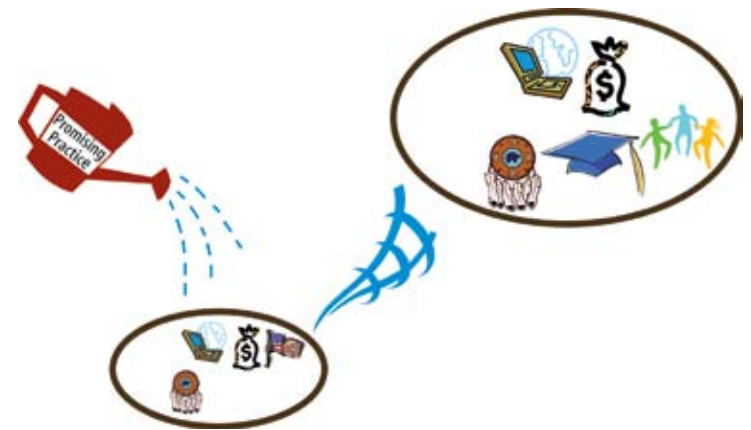
(Hawai'i Community College)

*We wanted people to be successful. We wanted them to be able to put themselves in a position where they could earn enough money to keep their families and themselves... above the poverty level. We wanted them to be [able to] afford to buy the things they needed and... to live affordably.*

### About the Project: Using Existing Resources to Build the Local Economy

The Honokaa Ohana Incubator Kitchen began in 1997 with funding from the Department of Labor. It functioned as an incubator “where businesses came in to learn how to be businesses...to be able to practice and perfect their food products, learn how to operate their business, keep their accounting...do marketing and distribution and how to expand the services that they provided,” according to Carol Yurth, program coordinator. The individuals who participated in this project were classified as economically low income or educationally disadvantaged. The incubator gave them a way to move their business ideas forward and they were only charged a minimal fee for the use of the services at the kitchen. Many people in the community had lost their jobs due to the closing of the plantations. The kitchen incubator was “one of the ideas that came out of community talking...that maybe people could start their own businesses if there were opportunities available for them to do that.”

A kitchen was available in an old hospital that had been shut down, and the Health Department agreed to bring it up to code. After



#### Started with:

**Cultural Capital:** Support for growing their own businesses.

**Political Capital:** Ability to access funding and support for the project.

**Financial Capital:** Use of federal grant to support project.

**Built Capital:** Access to old hospital building.

#### Led to Increased Capital:

**Cultural Capital:** Support for an alternative to welfare-to-work.

**Human Capital:** Improved business, entrepreneurial, knowledge, leadership skills.

**Social Capital:** Enhanced teamwork at facility and networking among business owners and providers.

**Financial Capital:** Created business income for local families, new jobs, opportunities for family self-sufficiency.

**Built Capital:** Remodeled facility.

several community meetings, they determined that there were indeed individuals who were interested in using the kitchen to start their own business. Once the kitchen was established and running, they began to collaborate with the Welfare-to-Work Program which gave Temporary Assistance for Needy Families (TANF) clients a way to learn new skills and “transition to jobs that would be able to sustain them.” The incubator has been in operation for six years and continues to be sustainable with operating expenses paid by the business incubators.

### **Contribution to Community and Self-Sufficiency: Selling Local Products to Local People**

*The incubator business end of it is very different in learning skills...It involves learning to arrive on time and staying at work, interacting with the people and getting along with others, and being able to achieve the duties that you are being assigned to do as you would as an employee.*

Selling products locally was the main goal of the incubator, as well as providing individuals with a way to “run a full-fledged

business where [they] had product making, product development...business planning... computer education...the financial aspects of running their business.” The primary goal focused on helping participants to see their products being sold locally.

The community benefits from new local businesses, Yurth points out, because “when you have successful businesses, those successful businesses will tend to spend money in their community. They are hiring local people to work; people are earning money and bringing money back into the community.” In this way the community at large benefits from a thriving economy and community members benefit directly from gaining employment locally. Individuals in the program developed new business skills, and many of them have been able to transition off of welfare and into a sustainable job.

### **Leadership and Impact: Modeling Success**

*Well, just the fact that they manage themselves is, I think, a great example of leadership.*

Gaining management skills is one way that this program provided community members with leadership skills. Additionally, being a good leader means being a good team player and working well with others, which Yurth says has definitely happened in this project. The incubator kitchen produced many successful businesses that have added to the resources available to the community.

This project also showed the community that there are many resources available at the community college, which they did not know about before the community college made the training opportunities known to the public. “We print [these opportunities] information on training... We send them out in our newspaper and people attend them because they know that they are something of benefit, that they would enjoy doing them because they have had the opportunity to do them in the past.”

### **Advice for Others: Testing the Need in the Community**

*You need a strong group of people who want to be involved...*

Yurth says that the most important thing to know at the beginning of a project like this is if there is a definite need for it in the community. There may be another way to address needs, outside of a business incubator, and those options need to be carefully considered before jumping into a project like this one. If the community decides there is a need for an incubator, then funding and a facility have to be available. Additionally, someone needs to manage the project, and funding should be allocated for personnel, because “volunteers don’t usually work long term. You need the people who are going to make it work.” Finding the right group of people to move things forward is the real key to success from Yurth’s perspective. Once those people are in place, you need to look to other models for ideas and seek funds to support the effort.

### **Evaluating Success: Keeping It Going**

The funder did the evaluation for this program and completed a one-year progress report. Today, the incubator is still functioning and at least one business has moved out on its own, hired employees, and contributes to the community’s well-being.

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## Customized Training and Continuing Education Department

Fond du Lac Tribal and Community College

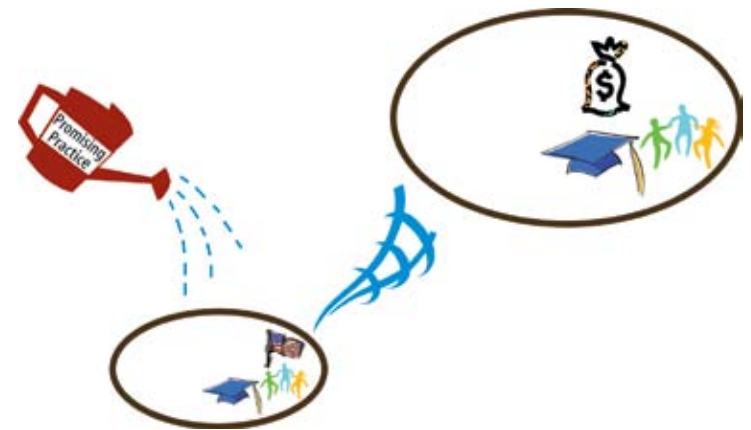
*The courses we offer focus on personal effectiveness and professional development. We want our training to close the gap between what employees are doing now and what they will need to do in the future to ensure they remain an asset to their organization.*

### About the Project: Enriching the Community through Education

The Customized Training and Continuing Education Department at Fond du Lac Tribal and Community College helps professional adults advance their skills in a number of different areas including building trust, leading change, valuing differences and much more. The department also works with businesses and industry in the area to try and meet their workforce training needs through the college's training programs. Some of the courses offered provide students with ways to improve their leadership, interaction, productivity and supervisory skills; the department also offers courses on computer software programs, manufacturing and safety. Credit courses are offered through customized training, whereas continuing education courses are non-credit courses resulting in a certificate of completion.

### Contribution to Community and Self-Sufficiency: Meeting Community and Individual Needs

We offer courses specifically to address the issues organizations are currently facing. We want to assist in a company's



#### Started with:

**Human Capital:** Skills and knowledge of college staff.

**Social Capital:** Networking with employers.

**Political Capital:** Support from the administration.

#### Led to Increased Capital:

**Human Capital:** Developed new skills and resulting job opportunities.

**Social Capital:** Increased communication with business and industry and other employers.

**Financial Capital:** Created better jobs and more income for participants, better profitability for employers and income for the college.

success by improving every employee's productivity.

The courses offered through continuing education are open to everyone in the community and are targeted towards employees of existing businesses in the area. "Working as a Team" is a good example of a course that gives businesses an opportunity to train a group of employees on new team-building skills that can then be used in their company.

The customized training focuses specifically on developing instruction to meet the specific needs of local businesses and industry. Courses are customized and delivered when and where it works best for the customer. Jeannie Kermeen, customized training representative at FDLTCC, sees the college as a bridge to advancement for the employees who receive the training. "What we're trying to do is to meet the needs of our business and industry partners, trying to work towards helping to improve employees' skills." She views improving employees' ability to work more efficiently as the most significant outcome. "Even through something as basic as an Excel spreadsheet

training... It's improved [employee] productivity because the participants are able to do things [with the program that they had not done before]... We're able to shorten the time spent in doing some of those tasks... Employees are able to increase their productivity."

### Leadership and Impact: Creating a True Community College

We build relationships in our local community that go beyond faculty/student relationships.

Students in the courses attain a higher skill set to take back to their workplace or to a new job if they are working towards changing careers. Students from local businesses also take back knowledge and share with others what they've learned. Additionally, the impact on the community is great, because the program provides a more educated, trained workforce. The partnerships made through FDLTCC with employees and workers in the community have truly made it a "valued part of the community and a source for lifetime learning," from Kermeen's perspective.

### Advice for Others: Collaborating for Success

[Learn] what your resources are in the area and [listen] to...people

Kermeen views building relationships as the most important piece of creating a successful program. Building these relationships helps coordinators locate knowledge and resources that exist in the community; the backing of the college administration is vital for funding and support.

### Evaluating Success: Focusing on the Customer

Paying attention to the feedback that we get is extremely important.

Feedback for this program was gained through surveys from students, as well as the formal evaluations that come from the state college system. Kermeen understands the importance of evaluation "to make sure that you're meeting the needs of your customers."

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## North Dakota/South Dakota Native American Business Enterprise Center

United Tribes Technical College

*We are pulling a lot of these clients out of the shoe box and into the twenty-first century.*

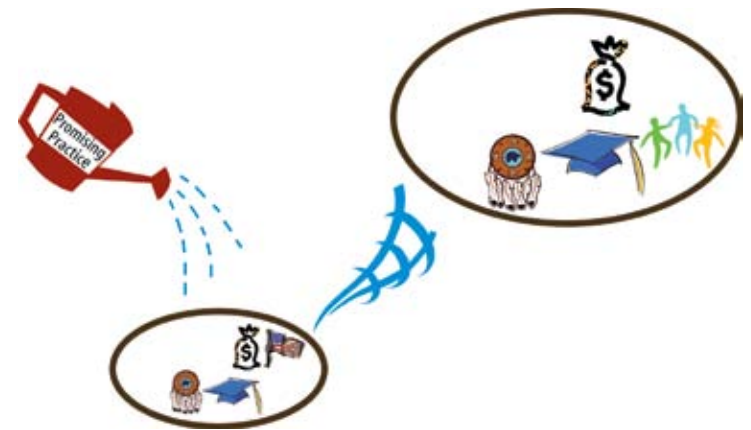
### About the Project: Creating Healthy Businesses

We are right at the cusp of those with a shot at getting funding. They have credit and have some equity—an honest shot at getting into business.

The North Dakota/South Dakota Native American Business Enterprise Center provides business development, support and information. “We also help those who are just learning. We give them as much information as we can to help them on the path,” reports Brek Maxon, Project Director. “We are a technical assistance center working with Native American entrepreneurs and tribal entities to get their businesses off the ground or keep them in business.”

The program offers business plan package training, but where they “excel the most is in one-on-one business assistance.” They also “try to work with more strategic growth initiatives; those companies doing a \$0.5 million or more [in sales]...” Their primary focus is contracting, farming and ranching, and small business.

The target audience for the Center’s programs includes “all Native American entrepreneurs in North Dakota and South Dakota.” In addition, they work with tribal entities. Maxon says they, “work



#### Started with:

**Cultural Capital:** Knowledge of how to work with Indian businesses.

**Human Capital:** Skills and knowledge of staff.

**Political Capital:** Support for entrepreneurship by administration.

**Financial Capital:** Use of grant funding to support project.

#### Led to Increased Capital:

**Cultural Capital:** Increased understanding of the competitive environment and how to work in it; support for family self sufficiency.

**Human Capital:** Increased skills and knowledge leading to business successes.

**Social Capital:** Increased linkages among businesses, tribal governments and other providers.

**Financial Capital:** Increased business profitability, loans and jobs; credit repair; successful economic development on reservations.

probably most successfully with Indian contractors... primarily a lot of work [these businesses] are finding is on the reservation, [however] more and more businesses are being forced off the reservation to find work and be competitive off the reservation.” Some of their best advice encourages people who don’t have a college education to enroll. “We tell them to get their degree or certificate before they take that next step into small business.”

A second way they have made a difference is they have “assisted companies who were in trouble, salvaged their company, and helped them become better operators so they can generate wealth and retain employment opportunities for the surrounding communities.”

We’ve done our part to assist our clients as [much as] possible to be knowledgeable of the economic opportunities within the reservation and outside the reservation boundaries.

“People are pretty naive when they first step into it. People will [either] lose heart or persevere.” According to Maxon, this

is when you find out if the client is really an entrepreneur. “If you are, you will stick with it. What’s hamstringing our people is there is no equity. They live paycheck-to-paycheck, so unless the tribe has a resource... To qualify for Bureau of Indian Affairs [funding], they need 20% equity, good credit and a bank that is interested. With BIA you can use trust land for equity. With Small Business Administration loans, tribes must give up sovereignty, so we use BIA where there are no sovereignty issues. If the regional BIA office has used up their loan guarantee funds, they can go to the national level to support more business development in our area.”

Everything is kind of local—each tribe will encourage [their people] to use their local resources.

Some of their clients have to start by repairing their credit. United Tribes Technical College offers courses on credit repair. They work with the tribes to link them to resources that can help with credit issues. “They can use us as a resource. If they give us their list, we can tell them what to do. If they have college loans, or collections, they have to get that taken care of before they

can even set foot in a bank.” Most of their clients end up working primarily with commercial lenders tied to the Small Business Administration or BIA guarantees.

Recently, the Business Enterprise Center hired a new staff member whose experience really enhances the program because of his background in banking, contracting and agriculture. “He has built a strong rapport with construction clients that we never had before. He has invaluable insight into the banking and lending industry.” Success means “not just looking on the surface, but he likes to dig into that business to see what is working and what is not working. If they do not have updated accounting, he will insist on getting that done—cash flow, financial management. And they are more profitable because of it.” In their outreach work to tribal contacts, those contacts report that they “have seen a lot of contractors come and go because they did not plan properly... Insurance, taxes, accounting, bookkeeping all of that—core tenets of a successful business—are not in place, so a lot have come and gone.” The program at the Center works hard to decrease those events and help contractors be successful.

Support from UTTC, from the president on down, is critical to the program's success. "They have been in our corner supporting our program since its inception; without that support, financially and otherwise..." they would not have succeeded.

The college is committed to other intertribal programs; they have brought online the University Center and the Tribal Technical Assistance Program.

The North Dakota/South Dakota Native American Business Enterprise Center would like more money to hire more staff. "We could do some more... It would be nice if we could have a satellite in South Dakota."

### **Contributions to Community and Self-Sufficiency: Helping the Economy Grow**

If you are able to overcome a lot of the economic hurdles and problems, many of the social problems begin to take care of themselves, particularly in the areas of alcohol and drug abuse and all those social ills. They crop up when you have a very tough economic environment.

From Maxon's point of view, the program's support of small business development contributes to family self-sufficiency on the reservation. "We are attempting to preserve small business and create economic development and jobs." The program hopes that by supporting existing businesses, they can increase employment and help their clients offer better wages. They want to contribute to the stability and growth of companies on the reservation. They also hope to create partnerships with other businesses, whether they are prime or subcontractors. "We are all in this together. We are competitors, and at the same time, we have to help each other out. If I see two contractors, one Native and they are both equal, I would choose the Indian contractor because he has a family to feed and employees, especially if he is local. I would hope that is what our prime contractors are thinking." Maxon and his staff also encourage contractors to look outside the reservation and for new markets where they can compete.

### **Leadership and Impact: Fostering Entrepreneurial Efforts**

The college does realize the importance. With the entrepreneurship,

they realize the importance, and they are sending students home with the seeds for that. The Center will always be there for support.

The Center has also worked with UTTC to demonstrate that colleges can be entrepreneurial. "We have assisted the college in starting up businesses or acquiring small businesses. We just helped them put together a package for a medical transcription training center. It is now a profit center for the College...the first one we have done... [It] was a buy-out of an existing business. We assisted them with [the] Arrow Graphics [company]. We helped with the budgeting and accounting they needed to do to purchase the company. We helped them enhance their profit potential. UTTC is constantly under pressure from the federal level, they are looking for other resources from small business; that is where we can help."

### **Advice for Others: Build Strong Ties with Tribal Government**

If we cannot sustain successful profitable businesses within our tribal reservations, we will continue to have social woes.

Maxon recommends that programs build strong ties with the tribal governments “because that is where the greatest opportunities for middle- to large-size businesses will occur. Our agency wants us to work with larger companies. There are not too many businesses doing that, so we have to look to the tribes where these kinds of resources lie.”

Secondly, “[Good] relationships with our clients is key to success...probably it’s the strength of the relationships we have with them. We tell is like it is. If we see something wrong, we’ll tell them that this needs to be corrected. A lot of them appreciate that because they themselves want honesty.”

Just pushing paper at our clients is not going to endear them to us and keep them coming back. We have to genuinely care about what they are doing and be sensitive to their hopes and dreams.

### Evaluating Success: Reducing Poverty through Economic Development

UTTC is owned by the five tribes and if our program can be

successful within those five tribes, then we’ve been successful. If we can help arrest poverty and the economic woes the tribes have experienced in the past, then that is success for us.

The program must meet specific goals in order to keep their funding, including amount of financial and procurement transactions, number of new clients, locating procurement and resource opportunities for their clients, etc. They make use of the Fed Biz opportunities, weekly bulletins for municipal and private projects, and procurement opportunities at Indian Health Services and BIA. “This year we are up around \$30 million in deals. I guess a big thing for us is just meeting our goals. We are working in areas where the economic conditions are not the greatest, so we’ve always got challenges.” In addition, they work with a smaller budget compared to what other Minority Business Development Centers are receiving.

We have hard goals we have to meet—financial and procurement transactions are most important. Our program goal is \$12 million

in financial and procurement transactions. Our feet are in the fire...With all the Tribal Business Information Centers we have points of contact, and they are strategic partners. If they have a client who is pretty serious, they can refer them. We work with all of them. The TBICs have libraries and books where interested entrepreneurs can get their feet wet, and they can get help on the formation of the business plan. We can help with financing and tightening up their business plan—all of it.

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## Agricultural Extension at Fort Berthold Community College

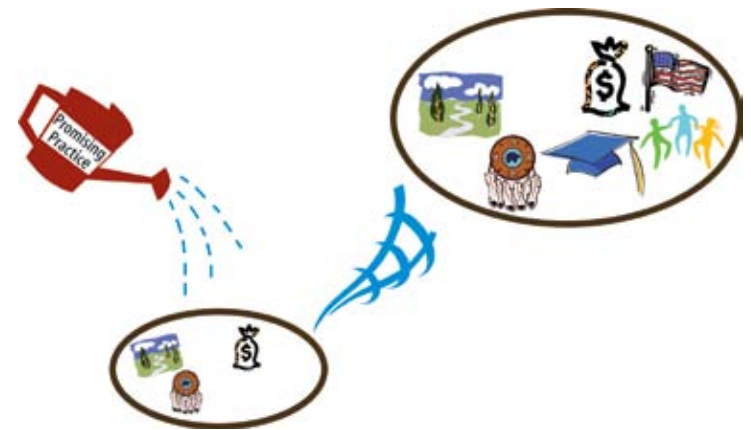
Fort Berthold Community College

### About the Project: Reclaiming Place and Heritage

The Agricultural Extension program at Fort Berthold Community College includes a number of programs that help local people engage in farming and gardening. Their outreach activities include tilling gardens for people all over the reservation. Overall they have helped with 107 garden plots. A “tractor is like gold on the reservation. Some of them have bought their own; also we charge \$10 per plot,” says Ron Klein, soil/plant science specialist and instructor at FBCC. A future goal for the program is to have a greenhouse.

They also are doing tree planting across the reservation. “A council member sent us a letter to prepare land for tree planting, and we got a new tractor and chisel plow and an Extension grant to get a technician.”

Their program is partnering with North Dakota State University on juneberries. They “already established 2,000 trees, [which is] just the beginning. They were promised the trees, and they were a traditional food—very significantly cultural. It’s a chance for people to have an acreage that will support them. They were farmers and ranchers until the dam. [They] couldn’t support themselves, so they went under.” They hope to see some entrepreneurship opportunities emerge from reestablishing the juneberries on the reservation. And, they are working with weed control at White Shield. The tree planting to control weeds is in its second year.



#### Started with:

**Natural Capital:** Access to agricultural lands.

**Cultural Capital:** Traditional approaches to agriculture and support of elders.

**Financial Capital:** Use of federal funding to support project.

#### Led to Increased Capital:

**Natural Capital:** Built gardens in community.

**Cultural Capital:** Created traditional foods garden; transition from crisis management to delivery by design.

**Human Capital:** Developed skills and knowledge related to successful agricultural endeavors, leadership development, healthier diets and opportunities for youth.

**Social Capital:** Made connections within each district for the college and the program.

**Political Capital:** Gained support from tribal government.

**Financial Capital:** Established more successful farms; opportunities for youth.

Their Extension program also supports a youth lamb project. The program helps young people get acquainted with tasks of taking care of and showing animals.

Clientele has gained a great deal from us. Gardening went dead here on the reservation, and now it is starting to come back to where it was.

Their Land Laboratory provides people with 21 individual garden spots. In addition, they are developing a “traditional garden where elders grow and propagate original seeds.” With traditional gardening they help people understand the need to “keep the seeds separate.” The program helps with irrigation for these plots, and the land is leased from the Corps of Engineers. They also support traditional USDA programs targeted at ranchers and farmers such as “borrowing, trading programs, farm and ranch business accounting, livestock, and farm production.”

Ranchers are always attending something to learn something new.

The program has an overall goal of promoting agriculture on the reservation and

encouraging gardening for healthier food and habits. Before the College was established, the local ranchers had difficulty in getting assistance. Since 1992, they have had the opportunity to work with FBCC’s agriculture department. The program works closely with citizen committees in each of the districts. Klein has found the “committees to be a good sounding board to bring things out.” People have a “good relationship with the ag program, and they would come to us for help with their needs. Some people have been coming since the nineties. If we can’t help, we can contact others who can.”

We would like to see some people prosper in agriculture on this reservation, especially the younger ones. If they can’t do it with traditional farming and ranching, maybe they can do it with other crops.

The agricultural program conducts outreach activities with livestock producers. The focus on agriculture helps FBCC work with farmers and ranchers on sustainability. In the nineties they saw 30-40% of the enterprises go under. They want to provide more education for these families. As a result of their

efforts, they sometimes have as many as 10-15 students in class. “Two have graduated from NDSU; one came back as a stockman’s coordinator. The sons are coming in now for the training.” Several years ago, the “young ranchers would drop out of school, but now they get college courses. They have to have high school. Ten years ago we had to put them into GED [General Equivalency Degree]... We want to see young ranchers succeed.” Despite these efforts, Klein says, “We are not getting the attendance we want—they still focus on plow and cow.”

We try to use culture. The farm and ranch economy is always up and down. We put on workshops for value-added and high risk—dealing with droughts, insurance, vet medicine, calving. We put things on so they fit with the time of year.

### **Contributions to Community and Self-Sufficiency: Better Food, More Successful Farmers and Ranchers**

It helps with the jobs we can provide to get this going. We would like to do more.

The program is “always striving to help ranchers increase herds to increase income to raise better and healthier food.” They want to continue working with farmers and ranchers to identify markets where “they can sell their surplus to others. Organic is the way we would be going.” They have seen ranchers get a “big jump in the annual income...not just higher price...but also from learning range management, and that they don’t need a new pickup every year. Just keeping an up-to-date accounting system” has made a difference for some. “The limited land base means we will see some positive things from these other projects. It takes 250-300 head to sustain a family and 11 acres per animal unit,” but many of the plots on the reservation are quite small.

### **Leadership and Impact: Teaching Self-Reliance**

We got two big grants from the tribal council for our department only, a new tractor and a new pickup, plus a few other implements. We have good backing. They notice what we try to do and try to help us out.

The program has extended impact across the reservation in several ways, “especially starting the co-op and then their taking over to start their own marketing and sales.” Leadership development activities are included in their youth programs—“always a goal with youth—teaching self-reliance and leadership. We see leadership come out through our committees.”

### **Advice for Others: Organize Committees, Listen to Elders**

Go forward; we can only learn from these mistakes.

Klein believes in “listening to our constituents—sounding board—they have a need we can meet.” Furthermore, he urges people to “Use your committees; they are a must! We rely on what they tell us...committees and elders. Get the right people on the committee; they guide you along the way. My committee has really helped us move in the right direction.” Their program does outreach to find out “what the problems are and how to solve them.” He also thinks it is important to organize and contact people. Beyond that advice, he comments that the “right commitment is really worthwhile.”

Klein also talked about the tendency to “deal with crisis instead of doing it by design. Collaboration is changing the philosophy.” We are no longer “fixing the crack versus fixing the wall.” They ask each other, “Is your work moving the college, the tribe in that direction? Crisis is always there, we have a long ways to go.”

We can see some progress. Our tribal government is working more that way—not without controversy... Going with the design has garnered some trust from the tribal council, so they will support the effort. They see the production we put out, and they know we can do it. They get a return on it, because people know that the tribal government paid for the tractor, so it gets around to investment is less capital and more good will.

### **Evaluating Success: There is Always Something More We Can Strive For**

Definitely we always have to evaluate what went wrong and what went right.

The program keeps track of their activities and participation rates. One way they measure their impact is by looking at how the “success rate has jumped from a shoe box accounting system to formal analysis. They have their books in order.” They also make a point of setting “goals so high we don’t reach them” so there is always something more to strive for.

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## Partnering with the Bristol Bay Economic Development Corporation to Support Educational Access

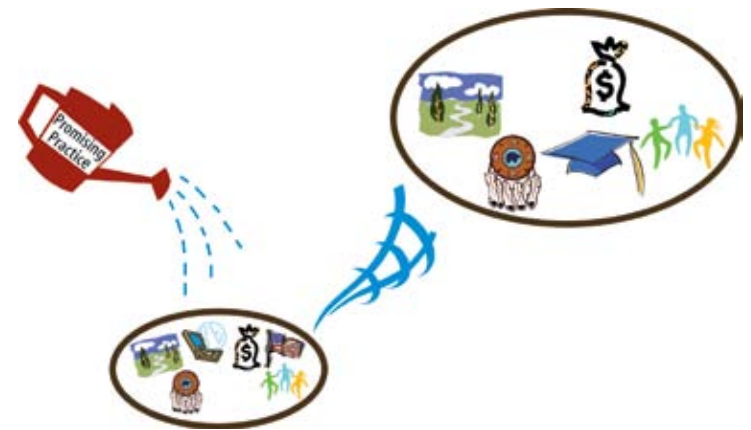
University of Alaska Fairbanks, Bristol Bay Campus

*That fishing-related area is broad, has some grey areas that we...you know, we try to help where we can with the campuses [to provide] lifetime classes which a person could use as a career, especially in this area.*

### About the Project: Building on Existing Knowledge

We sent a man who worked full-time at a job, he fishes full-time in the summer...and he realized he needed to try and do more with his two boats to make them pay for themselves, so he came to us requesting funding to...get his coast guard license, so he could carry six paying passengers on his boat out to Walrus Island or the cape for halibut fishing or a joy ride up on the lake... He applied for the funding and we were able to fund him at almost 100%.

He did indeed pass the test and got his license. It is a very rigorous 10-day class; it is not an easy process to go through, documenting sea time, all of that. ...he has since started a halibut charter fishing business out to the cape. He has been used as a charter service to haul U.S. Fish and Wildlife employees out to Walrus Islands for the summer season. He has just done numerous things to make an income since then.



#### Started with:

**Natural Capital:** Access to fishing, mining and tourism opportunities.

**Cultural Capital:** Concern for opportunities for young people and family self-sufficiency.

**Social Capital:** Cooperation among BBEDC, BBA and the college.

**Political Capital:** Organizational commitment to education.

**Financial Capital:** Funding to support education and training.

**Built Capital:** Access to college facilities and distance education technology.

#### Led to Increased Capital:

**Natural Capital:** Developed skills in related fields and opportunities for business development.

**Cultural Capital:** Expanded ideas of what is possible.

**Human Capital:** Increased access to education and training, business skills development and distance education.

**Social Capital:** Increased linkages with villages as a result of visits and program success.

**Financial capital:** Increased income for participants and for the college.

The Bristol Bay Economic Development Corporation targets students who want to get a degree and provides vocational training opportunities for those interested in increasing their skills and expanding their career opportunities. According to Chief Operating Officer, Bryce Edgmon,

... we realize that training out here in one sense might be pursuing a college degree, in another sense it might be upgrading skills that fishermen or non-fishermen may have been using for many years. Or it may be a new career opportunity for somebody that wants to leave the local fishing industry, which has been depressed for a number of years out here, and do something different. So, in response here at BBEDC, we have created a wide variety of training programs for residents.

The BBEDC supports educational access for those residing within their service area in five ways:

1. They provide funding for vocational courses, particularly those connected

to the fishing industry. For example, in order to reduce the “cost of a course from \$111 to about \$75, making it easier for students to participate,” they often, “pick up the cost of the instructor, if there are traveling fees associated with getting to where the class is and any supplies or materials that may be needed for the class. They are doing hands-on types of things such as net mending and hanging classes, welding classes.”

2. They offer a limited number of scholarships for full-time students. “This is a scholarship for residents within the [Alaska] CDQ [Community Development Quota] communities. Quite frankly, it gives them...if they are living at home and attending school here in Bristol Bay, it pretty much covers all of their basic educational expenses.”
3. They support 30-40 [students] with a part-time scholarship. “If the students are residents of the CDQ...and enrolled in a degree program and attending school part-time, they are eligible for up to \$1,000 a semester towards tuition fees and books.”

4. They provide support for a high school student to take a class at the college level. They can assist with the tuition and books up to \$500 a semester.

... a lot of these students that we are seeing are getting dual credit. Where the high school doesn't have the ability to teach these upper-level math students...maybe five [students]...that need an advanced calculus class or something like that...will take it at the University for dual credit. So those are the students that this program was designed to help, for the cost of the books and tuition.

5. They provide funding for students to take vocational training at specialized facilities. ...“our average person is going to do some kind of blue collar work.”

BBEDC staff also travel to the “villages to make sure that all of these residents are aware of these programs...and also out here in bush Alaska, make the application process simple enough so that the village people can feel comfortable.” Making the process easy and forms simple “encourages them to become involved in the training program.”

Students may take courses from the villages; many utilize speaker phones and listen to the two-hour class at the kitchen table. At this time the majority of students are women. Both the college and BBEDC want to increase vocational offerings as a way of encouraging more men, particularly young men, to participate. BBEDC also plans to continue working with the college on strategies to link training opportunities to certificate and degree programs.

Edgmon says the BBEDC is:

...a development organization by definition. However, we are regulated and some might say constrained by strict regulations as to what we can and cannot do, being a creature of both State and Federal government. So, as a community development organization we represent 17 communities in Bristol Bay, and basically up to last year or so, our focus has been almost exclusively on fishing-related endeavors, whether it is for profit investments, education opportunities, and so on.

However, the Alaska Department of Community and Economic Development's CDQ program is being deregulated to a large degree, thus increasing the corporation's opportunities in non-fishing related education. In a "strategic planning sense, we have not yet fully grasped the direction of the corporation, because this change is occurring as we speak and is not finalized with the state and federal entities." The corporation's board includes one representative from each of the 17 participating villages. In addition, a BBEDC staff member sits on the college's advisory committee.

The CDQ program started in 1992, and its primary mission was to train, educate and employ local individuals to the point where the communities were economically self-sufficient. That was the guiding principle behind the advent of the program. However, the purpose of the CDQ program today is being shifted away from attaining the self-sufficiency of its communities to basically allowing the six CDQ groups to provide economic development benefits.

### Contributions to Community and Self-Sufficiency: Looking Beyond Fishing

...to empower our resident fishermen, whether it be directly related to fishing skills or business skills, that would be the first response. The second response would be that we want to provide more opportunities for our residents as a whole to be fully employed and economically well situated...So that would take us out into the non-fisheries realm...

According to Edgmon, "...it is interesting out here in Bristol Bay. A lot of our future in terms of local jobs might be defined by resource development activities that are completely out of our hands." For many years fishing has played a major role in the economy; today controversial plans to exploit mining and oil resources may provide additional jobs. In recent years the influx of government agencies and institutions means that there are more not-for-profit dollars at the community level than those coming from for-profit firms or from industry activity occurring in the region. Thus, the BBEDC has focused on empow-

ering residents in a variety of areas so they can take advantage of existing job possibilities and those that might arise in the future.

According to Todd Fritze, employment and training director, the programs at BBEDC are successful because:

- Participants have to have the financial resources to support the training.
- Participants must “really want” the training and have a plan in place to be successful.

He contrasts students who have “gone off to the campus or the vocational school and have gone back to their village and they are sitting there twiddling their thumbs,” with those who “desire within themselves to really want to do that. I think the ones that we see that are successful are so because they really want to be, and it is what they want to do.” Also critical to success is that,

...there has to be the opportunity for them to use that training. I guess another thing, especially in this area...the individuals quite often have to be willing to leave their villages for at least a portion

of the year to work. Not all of them are willing to do that. We do not see the end result all the time, or know the end result all the time.

They also attribute their success in recruiting and supporting participants to the fact that several staff speak Yup'ik, and they make regular trips to the 17 villages participating in the BBEDC. Central Alaskan Yup'ik is the largest of the state's Native languages, both in the size of its population and the number of speakers.

A large proportion of what we do is travel to villages...take our programs out there and that is one of the reasons that they are successful...because people are very aware of them and what they are...because most of us are from the region, and they have known us for a long time, and they are comfortable talking to us about that. I know definitely that one of the biggest assets we have [is]...the staff that handles these programs are very familiar with the region and the culture. We have at least a couple of us that are familiar with the language.

For BBEDC clients with the will and interest, the programs offer effective strategies out of poverty, providing participants with training and skills to create or expand a career or business and thus build assets for themselves, their family and their community. According to Fritze, “Everybody gets a benefit, or everybody that chooses to.”

### Leadership and Impact: Building Skills for Tribal Leaders

As to how our projects have helped the leadership in the communities... A lot of the tribal administrators have been our supportive staff, taking advantage of the classes that we are funding and taking advantage of the monies they need to further their skills.

BBEDC staff work hard to consider the workforce development possibilities connected to the economic development programs in their area. Seeing a need for a ground school class to train local people to learn the skills necessary to become commercial bush pilots, they helped fund one. They also continue to help fishermen expand their business opportunities by help-

ing to underwrite the costs of training and licensing for sports fish guiding and serving the tourist industry.

The project provides a way for the college and its partners to increase their collaborative efforts as they work together to support educational access.

We work on a regular basis...when we are funding a student, we will sit down with BBNA [Bristol Bay Native Association] and the WIA [Workforce Investment Act] and TAA [Trade Adjustment Assistance] grants...all of these people will sit down and say, 'John is going to x school for this, and we are paying this...you know these people are paying this, you guys are putting in this. Here is the amount left; can anyone help?'

### Advice for Others: Make it Easy for People to Participate

You would have to be familiar with the area and the culture, don't you think?

Fritze and Edgmon agree that having a presence in the village with staff who understand the culture and speak the language is critical to their success. They have also worked to simplify the application procedure, making it easy for participants to understand the options and complete the application process. "Just keeping things simple for the people; that is an important factor."

While money is clearly an important variable, they feel that setting clear parameters and policies for programs is as important as understanding that these types of programs are "fluid and always changing." Fritze's advice: "Be ready for change on a regular basis. If something is not working, be ready to make it work."

Technology, one of the areas that is constantly changing, contributes to the programs' success, but it also creates barriers.

I think technology advances have to make it more meaningful and more bearable, if that is the right word, at the village level, to take classes. I recall traveling in the late

eighties and early nineties, and you talked about the women taking all of these courses. I remember one caller in Pedro Bay taking a remedial algebra course with a phone like this for two and half hours, no speaker phone. That world is hopefully behind us, and now it is digital sound, as well as video conferencing.

### Evaluating Success: Supporting Access into the Future

We have a set number of students that we try...want to see funded every year. We have more than exceeded that [goal] on an annual basis.

According to Fritze, the BBEDC sets goals for the number of students they hope to support in each category. They also provide numbers to the college, so that both college and BBEDC staff can track student participation and success. Another indicator of success lies in the number of courses and programs the college is able to offer because of their partnership with BBEDC.

I think they are learning that there is an interest in these types of classes. I think we have learned that it is important to continue to promote the idea that we want training classes. I think the community as a whole has... I think they have learned as a whole that it is important that we have these types of opportunities available in our region if possible.

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## An Expanded Adult Basic Education Graduation Equivalency Degree Program

University of Alaska Fairbanks, Bristol Bay Campus

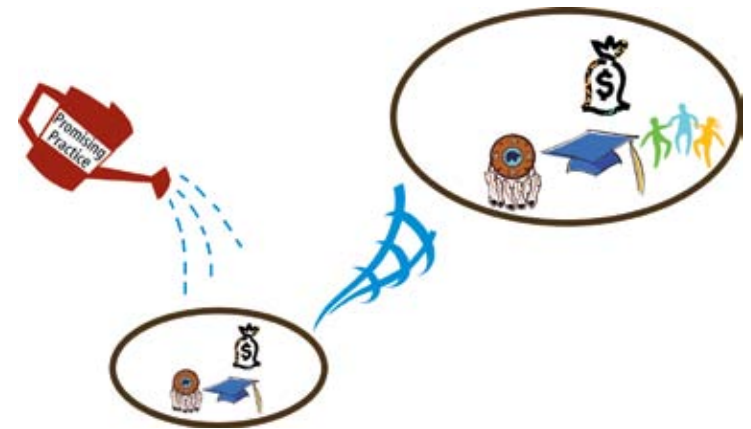
*Our staff really walks the extra mile and it works.*

### About the Project: It's About Opening Another Door When the First One Closes

We don't have classes—everything is individualized; it's a holistic approach to teaching. We also look at what barriers in life are challenging them, and we help them address those issues as well.

Like many other Adult Basic Education (ABE) Graduation Equivalency Degree (GED) programs, the one at Bristol Bay Campus works with people 16-years and older who are deficient in basic reading, writing and math or in need of basic skills, high school equivalency or workplace skills. Participants must have left school to be eligible. The program was mandated by the state to address the high number of students dropping out of school or unable to succeed in high school courses.

This program, however, goes beyond these standard program elements as the staff at Bristol Bay seek to identify appropriate paths for participants and support them as they pursue those paths. Thus, in addition to helping people develop their skills to pass the GED test so they can continue on to college, join the service, attend vocational training or apply for jobs that require a high school education, they also work with participants who need help just finding a job.



#### Started with:

**Cultural Capital:** Attitude that when one door closes another will open.

**Human Capital:** Skills and knowledge in working with adult learners.

**Financial Capital:** Support for the program.

#### Led to Increased Capital:

**Cultural Capital:** Established understanding that there is no wrong door; people see that there are opportunities.

**Human Capital:** Increased skills; GED; access to college, jobs and other training; access to employees for employers.

**Social Capital:** Increased linkages with villages, employers and other agencies; increased networking within the community among participants.

**Financial Capital:** Increased access to jobs, family self-sufficiency.

The staff provide needed support to those students who find themselves unable to attain their goal, a GED perhaps, and assist them in finding a meaningful alternative. They do this work through a unique one-on-one partnership with local businesses. Sometimes these businesses need a reliable worker for unskilled work, so the program places and mentors ABE participants so they can learn to fill these positions through an unpaid internship. So far, these unpaid internships have led to paying positions. These participants, many on disability, increase their income and develop significant connections to the community, contributing to an overall increase in their quality of life.

Maryanne Dickey, director of Adult Basic Education, and her staff utilize “taking a walk to give them the bad news” and then helping them see that when one door closes there is usually another one opening.

... [There] is a service here that can provide needs for a variety of people, not just a GED. I've opened up many things so that people will come. When they see someone studying for a driver's license, it removes the stigma that

is sometimes associated with the program. They can come here for all kinds of help, and they can trust the service they will get.

Dickey uses a sensory approach to teaching and helps teachers develop methods that recognize the differences among students; for example, when a hands-on experience will help the student learn the concept. She has high expectations for instructors and expects them to be very detailed in their lesson planning.

Dickey also works with the employer community to encourage them to allow workers to use some work time on their studies. In some cases, the employer or supervisor has provided on-site tutoring. Local employers include Housing and Urban Development (HUD), the school district and the health corporation. The office is open during lunch and after work so that participants can work with their instructors to prepare for and take their GED test.

A young lady, 30-years old, dropped out of school, completed her GED, and is now working for the school district driving a bus. She was very fearful, but many

people pushed her. She surprised herself—she needed very little review to pass the tests. She started her job under the circumstance of needing to get her diploma within one month to keep the job. Her two supervisors helped; she came in on lunch hours... As a single mother, she has no evening hours available to come to the office.

In the last two years the program has improved its reputation, “so I know that is why her friends said, ‘You can work with Maryanne.’” Working with employers so they can hire people, who earn their GED as a condition for employment, benefits the individuals—who now are highly motivated to succeed, the employer and the community. Flexibility on the part of employers so that participants can study during lunch hours and breaks encourages students to do their best. The program also goes out of the way to help students prepare for and take tests within the required timeframe.

Staff members encourage students to take college courses where it fits their career goals. “We get them enrolled immediately in college classes.” Recently, they encouraged a young woman to take a college class.

Upon succeeding, she exclaimed, “Oh my god, I had no idea that this is doable for me!” Dickey notes that, “She enrolled in two [more] classes and she is going for her BA.” These stories are not atypical; the program offers a supportive environment for participants to engage in education in ways they never thought possible.

In addition to the center in Dillingham, the program also provides services in 32 villages. According to Dickey, “We are serving less than 10% of our audience...1,179 residents between 18-44 without a high school diploma.” Program staff include one full-time director and 15 part-time instructors, including four examiners and 10 part-time staff located in the villages. Some staff also travel to the villages and engage in additional outreach activities.

Monthly we give presentations at the substance abuse treatment center in town, so we are a link... and contact for them when they leave. I get their names and let the instructors know, so they are contacted when they get home. They have someone there for them, so they know there is another

friend there to offer educational opportunities. We are increasing our program; she wants our presence there, so we will go for five hours a week.

They also go to the women’s shelter and give presentations just to let them know what services are available region wide.

The program partners with local and regional organizations to subsidize salaries and travel for staff and to pay for students to come to Dillingham for testing and graduation. In addition students receive a free picture of themselves in cap and gown. Dickey opens her home to these students who must leave home for testing; generally she has only met them via distance education. The invitation offers her an opportunity to get to know these students and to provide informal career counseling along with free meals. Parents are grateful because they know their sons and daughters are in a safe place. For Dickey it is a, “wonderful opportunity to talk with them informally about future goals and where appropriate, [to] have them visit various employers.” Finally, Dickey wrote a course of study for adult education to be included as a one-

credit development college course. Now her clients are included in the university headcount and are in the database, so they receive catalogs and follow-up.

### **Contributions to Community and Self-Sufficiency: Engaging Employers to Increase Access to Education**

We are putting people to work.

By bringing their programs to the employers and the villages, Dickey and her staff provide pathways to jobs and careers. She talks about the importance of

...strengthening the ties we have. It’s all about funding, referrals, too, and informing partners and others about what we do so they will send more clients our way. Many still don’t realize we can help strengthen their employees’ skills and help them be better employees. We do have some employers mandate that they come here or lose their jobs.

The program offers skill development related to computers, communications, chain of command and other basic work-

place tasks. Currently, they are focusing particularly on public assistance clients who face time limits for eligibility. They want to reach out and bring these clients into their programs.

The program invented an on-the-job training with employers, as mentioned above. Dickey developed a PowerPoint presentation to explain the benefits to employers and future employees, “and they all signed on.” Dickey describes this program as “I will bring people to you and will work with them on skills. They [employers] will have free labor.” The employers and Dickey work with the participants to help them learn 12 performance skills.

They are evaluated on their progress bi-weekly. [Clients] self-evaluate on their performance skills, and we sit down with the team and an advocate. Before they complete the performance skills, we brainstorm five places [they might work], and we go around and visit them... They narrow down the selection and the hours and how many days a week they want to work. Then we set up the

meeting with the other partners and introduce the idea to a prospective trainee. We see if it is a good match, and if they [employer] can integrate them into their place of employment. Dates are established, and we go from there.

An example is a 40-year old person on disability with one arm who now bags groceries and cleans shelves [because] his supervisor will hire him part-time... He comes here. He lives alone and is visited by a counselor. Here he gets access to social capital. It's all about respecting a person's dignity and helping them find someplace to work. He wants to work, but can't work many hours. I call supervisors every two weeks to check on how it is going. I worked out the insurance piece with vocational rehabilitation. I have another man with SSI [Supplemental Security Income] in small engine repair with a supervisor. It takes a lot of work to set these things up. It's been so successful. I go back to the chamber and I thank the employers.

Now, I am hearing from them, ‘I've heard about your trainees and I'd be happy to take one.’ There are no forms and paperwork. That's why it is working so smoothly for me. Employers see this as a win-win for them, a chance to see employees before they hire, and they don't really need to hire.

They also have an active program in the local jail, and staff members work with the judges.

We go there daily... The police chief gave us a beautiful classroom to work with there. We serve any one who wants our services. Lawyers encourage their clients to seek our services. I write a letter about how they [clients] used their time, which reduces their sentences.

### **Leadership and Impact: Finding Ways to Spiral Up**

I hired a woman, who is a Native Alaskan, and she is being sought by the traditional council... Bristol

Bay Economic Development Council uses her as a contact as well.

The program hires people in the village to do outreach work. By working with others to support educational access, the program contributes to a spiraling up effect where educational attainment leads to employment within the village, which leads to increasing leadership opportunities.

They are doing so well in communities and being recognized for that. As long as they are working toward a degree, I can hire. [I] hired someone, and then the council hired her full-time. So, we find leaders and work closely with other entities to develop those leaders.

Program staff encourage participants to get involved in community activities.

I think individuals who receive jobs contribute to community. For example, I saw someone at the concert who I helped get a job... He and his family could not have afforded a ticket without this on-

the-job training. They are more productive in the community after they receive these jobs—not just monetarily, but also [in] community service...helping with Beaver Round Up... some of my clients are getting involved in that, helping with activities, not leading but supporting, and working with people who conduct races for children.

The program also works with Bristol Bay Economic Development Council to provide opportunities for people facing closed doors. By serving partners who respond to our needs, we see those partners in turn helping fund the program, “and we are helping the people who will become productive citizens.”

### Advice for Others: Partnering for Client Success

Dickey’s advice is, “Come and visit. We started a new thing and some people from other centers are coming here to visit to see if they want to take it back.” They have formed new partnerships to help people with disabilities. Cooperation within the

college, with other organizations focused on increasing access to education, and with the employer community helps make the program successful. Partnering around grant proposals is also a critically important strategy for building the program.

### Evaluating Success: Follow-up is Essential

Dickey and her staff must follow-up on each student to report on successes in placing them in a job and/or taking additional classes. Location also makes a difference. In the hubs where the examiners and instructors reside, they see businesses involved and people sending their family members to the program and passing on information to others about the program and how it can assist people.

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## Programmatic Strategies for Social Change— Maku‘u Farmers’ Market and Hydroponics Training Program

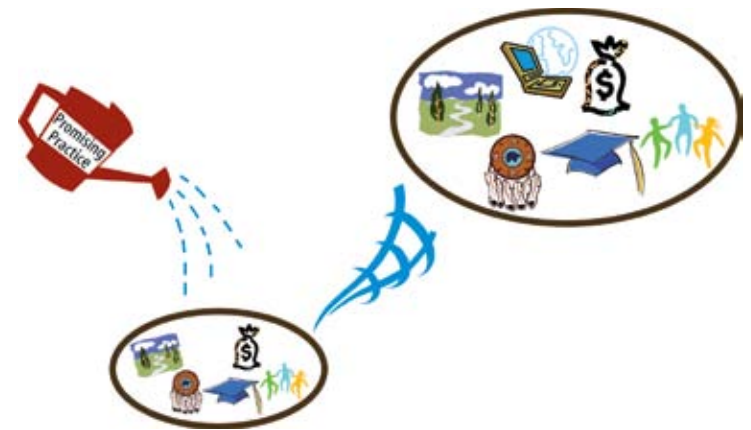
Hawai‘i Community College

*The vision that guided the project focused on sustainable economic development that would involve the families as a whole to work together.*

### About the Project: Linking Cultural Preservation with Entrepreneurship

The Maku‘u Farmers’ Association, a community association of lessees who live on Hawaiian Homeland plots designated for agriculture, worked with Hawai‘i Community College and University of Hawaii at Manoa Cooperative Extension to develop hydroponics gardens and to sell their produce locally. They also created a growing farmers’ market that provides opportunities for local farmers to sell their produce and others to sell crafts and other products.

The program was initiated by the rural development project of Hawai‘i Community College with the Pana‘ewa Association and Maku‘u Association. They approached Hawai‘i Community College’s Rural Development Center about the possibility of funding such a project in connection with the College of Tropical Agriculture and Human Resources (CTAHR). CTAHR would provide the training for the hydroponics project. The program was designed to be different from those previously offered in three ways. First, “they would also feel very comfortable about education as a whole...in agriculture and in any other aspect.” Second, the project was designed to create an opportunity for youth and families to



#### Started with:

- Natural Capital:** Knowledge of traditional agricultural practices and foods.
- Cultural Capital:** Belief in Ohana and traditional Hawaiian ways of doing things.
- Human Capital:** Skills and knowledge of trainers and consultants; local knowledge and skills.
- Social Capital:** Linkages among Hawaiian families and between Extension and HCC.
- Financial Capital:** Grant funding to support project beginning.

#### Led to Increased Capital:

- Natural Capital:** Increased support for traditional foods.
- Cultural Capital:** Created new cultural activities including building the canoe.
- Human Capital:** Developed new skills in running a business and a non-profit; entrepreneurship skills for youth.
- Social Capital:** Increased linkages with related agencies and among market participants.
- Financial Capital:** Increased income to support cultural activities, jobs for young people.
- Built Capital:** Made improvements to support the market.

have positive contact with higher education. Project leaders encouraged them to seek ongoing educational training through their Extension agent. Third, the business planning module gave them the skills and knowledge to further their entrepreneurial efforts and new projects. As a result of the project, the Maku‘u Farmers’ Association is growing and is starting to touch other families in the community.

The association has also become more involved in civic engagement—they notice they have a voice and they can make a difference at their Hawaiian homelands meeting. It’s allowing them a voice and also a way to learn the process of developing and gaining permanency with building permits and land rights and being sustainable. It is one of the few communities who are testing the boundaries of the county codes.

The project met a visible need for people in the association. The Department of Hawaiian Homelands awards leases based on the assumption that families will use the land for agricultural purposes; however, people moved onto the land with no training or technical training. Because the associations wanted to do “real agriculture” they turned to CTAHR for assistance.

The college came in to help design the program and work with the association. “And the notion [was] that part of it would include business and financial planning. Another aspect of it was that the farmers would also include their families—an Ohana concept,” says Leomi Bergknut, program coordinator at Hawai‘i Community College.

I think they will find a better way of managing the association. With new families and new youth, they have something that is there that it will be easier for them to buy into and support.

Having difficulty in finding markets, the Maku‘u Association created a farmers’ market that is continually growing; association members are willing to take the risk as they see the value in it. “This is not something they are going to do and just stop.”

The Ohana family-based focus is a cultural structure that drives what they believe in. In the Ohana system all family members are considered as equals. “Family-based” is the usefulness and sense of purpose that underlies Ohana. Hawaiians say, “Where

there is work, there is life.” Association members feel strongly about reclaiming the traditional cultural role of land stewardship. “Without the land, we are not a people. In order for the people to flourish, the land must flourish.” Thus, Ohana, the broad definition of “family” drives the association activities. They want to see youth and elders work together. They want to see opportunities for sustainability tied to the land. They also view the acquisition of wealth as a tool to reinforce the traditional cultural values that undergird the association. As a result, they are building a cultural center adjacent to the farmers’ market location.

I can see that farmers’ market being a permanent market.

The project has continued to expand. They received some funding from Hawai‘i Community College to set up a computer classroom for providing training to youth within five miles of the community. The college designed a class where, “we would pay the registration for the parent, but the child had to attend as well, so it was a pair from each family... The instructor thought we should have always done that. The kids helped the parents and the parents were less intimidated.”

### Contributions to Community and Self-Sufficiency: Instilling Entrepreneurial Values in Young People

This project has had three substantial impacts on the community: increasing income, involving young people and preserving culture. First, the hydroponics program and the farmers' market offer families a way to increase income and expand their networks. Those participating in the program have increased their bonding social capital with neighbors and their bridging social capital with agencies linked to the project. From the beginning, families have looked for ways to involve their children, not just as workers but as junior partners. They hope to instill a sense of entrepreneurship in each young person. Finally, the project provides the families with a way to reinvigorate traditional values about land and land stewardship and reclaim cultural traditions. They use profits from the farmers' market to support cultural work, including the development of a cultural center with traditional plants at the farmers' market site.

### Leadership and Impact: Doing What Needs to be Done

They don't see themselves as breaking new ground—they see themselves doing what must be done... It is also that thing about Hawaiians striving for excellence. It is changing the way people think of Hawaiians.

The Maku'u farmers are blazing a new trail for Native Hawaiians interested in finding ways to thrive on the Hawaiian Homelands. Their successes show that new agricultural practices can coexist with traditional values and cultures. Their role in spurring entrepreneurship and civic, social and economic development offers a model for others to follow.

### Advice for Others: Begin from Where You Are

The founders of the Maku'u Farmers' Market believe that commitment to and caring for young people foster strong motivation for others, should they decide to develop a program like this one. They see their work as passing on traditions, creating skill sets for themselves and the young people, and

earning an income, which all contribute to their sense that this work is important. In all that they do, they imbue their efforts with the concept of Ohana to continue building a strong community of support. They have also benefited from developing close relationships with CTAHR and Hawai'i Community College, not only in accessing funding and training, but also in increasing the size of their network.

### Evaluating Success: Creating a Network of Support

I also think it was successful because of the type of project... They were not bulldozing or ripping the land—the hydroponics tables were built on the ground and in their backyard. They could and do talk to their plants every day.

The project became very successful because “the farmers were very enthusiastic about the project itself, and it wasn't just individual farmers—they worked together as a group.” Association members supported each other throughout the process. “They also had a lot of respect for the Extension agents they worked with. There was a good

comradeship among them.” The community college encouraged them to participate.

“There was a philosophy that we could all learn from one another and that that learning never stops. They knew I would come along with people [to show off their work] and they could take pride and showcase what they did.”

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# Reclaiming History and Culture

## PROGRAMS THAT INCREASE STUDENT SUCCESS AND CONNECT COLLEGES TO THE PEOPLE AND TRIBES THEY SERVE

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A Reading Outreach Program—Creating the Habit of Reading to Improve Literacy for the Future

*Little Priest Tribal College*

GIDAK—Preparing Young People to Find their Future

*Fond du Lac Tribal and Community College*

A Career Awareness and College Fair—An Opportunity to Envision the Future

*Fond du Lac Tribal and Community College*

Turtle Mountain Builds More Than a Straw House

*Turtle Mountain Community College*

Turtle Mountain Helps Map Pathways for Tribal Students

*Turtle Mountain Community College*

The Ohana Mentoring Network

*Hawai'i Community College*

Teacher Education Program

*Turtle Mountain Community College*

The National Youth Sports Program

*Turtle Mountain Community College*

Cisco Academy

*Fort Berthold Community College*

A Higher Education Program and Mending the Net Partnership for Math and Science  
Educational Outreach

*University of Alaska Fairbanks, Bristol Bay Campus*

Welfare Reform—A 477 Program

*Fort Berthold Community College*

A TRIO Talent Search Program

*University of Alaska Fairbanks, Bristol Bay Campus*

Bristol Bay Native Association Employment and Training—Workforce Development

*University of Alaska Fairbanks, Bristol Bay Campus*

Partnering to Support an Alternative High School

*University of Alaska Fairbanks, Bristol Bay Campus*

Onward to Teaching Excellence

*University of Alaska Fairbanks, Bristol Bay Campus*

The Rural Alaska Honors Institute

*University of Alaska Fairbanks*

Custodial Skills Training

*Hawai'i Community College*

## A Reading Outreach Program—Creating the Habit of Reading to Improve Literacy for the Future

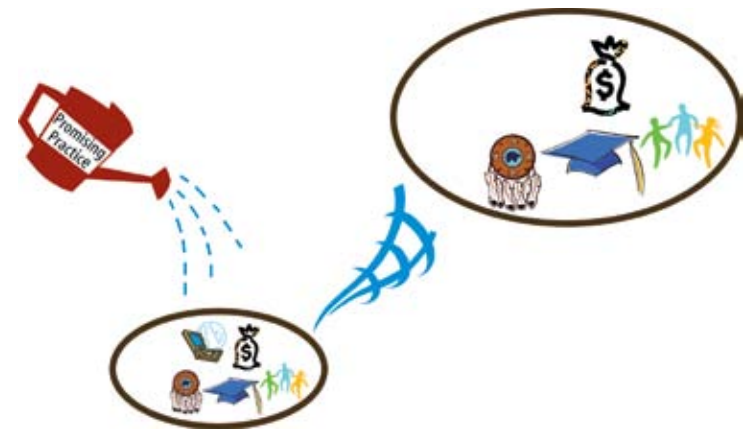
Little Priest Tribal College

*We realized that it had to start with parents reading to very small children.*

### About the Project: Planting Seeds for Future Success

Little Priest Tribal College faculty and staff noticed that students lacked adequate reading and writing skills when they entered their freshman year of college. Statistics indicated that many Native students suffer from poor reading and writing comprehension skills both at the elementary and college level. The Reading Outreach program on the Winnebago Reservation was conceived by LPTC as a strategy to help students develop these skills early in life and to create a cultural change in how people on the reservation view reading.

Reviewing the data on school success, Gretchen Healy, the library director, posited that many students are unprepared for college work because they are not exposed to reading at an early enough age. In general, children in families at the lower socio-economic levels have less access to reading opportunities, as low-income households may not have extra money to buy books for their children. Their experience also indicated there may be cultural reasons for the lack of attention to reading as, “Native Americans have an elegant oral tradition but not a tradition of reading.”



#### Started with:

**Cultural Capital:** Belief in the importance of reading.

**Human Capital:** Skills and knowledge to teach and encourage reading.

**Social Capital:** Linkages to other programs.

**Financial Capital:** Grant to support program.

**Built Capital:** Use of library for programs.

#### Led to Increased Capital:

**Cultural Capital:** Encouraged families to help children read, developing a tradition of reading.

**Human Capital:** Increased interest in reading; test scores for third grade increased; students are better prepared for college.

**Social Capital:** Increased linkages around reading with other organizations; students and families see the library staff as a resource.

**Financial Capital:** Increased access to books for children.

Their project actually began when they won a grant from the National Institute of Museum and Library Services to expand their children and youth services. With the grant money, they were able to hire Susan Skinner, assistant library director and reference and children's librarian, for the reservation. The library's programs help provide a bridge between the oral tradition and English fluency and literacy by using Leap Pads with children and books on tape with adults.

"The little kids don't come in by themselves; they come in with brothers and sisters."

The library's services took off with reading programs where youth and parents read together to expand their literacy skills. There are several different aspects of the program that target youth and adults. Natalie Davis, circulation supervisor, works with youth programs and makes books available to youth who are at risk.

Skinner works directly with little children at the day-care center, taking board books to the center and reading to them. The "Read to Me at Night" program is led by Skin-

ner. She invites young people and parents to the library and does a "show and tell" about books and provides reading time for parents and children; parents and children each take a free book home with them on those nights. The library has had extremely generous donors who provide them with books that they can give to patrons. Skinner also runs a program called "Reading on Request," where youth can walk into the library and ask her to read to them on the spot. On average, she reads aloud nearly 200 books per month.

The library also has a summer program where young people earn prizes based on the number of books they read. This past summer the theme was "Dragons, Demons and Dangerous Deeds," and at the end of the summer, the library invited a herpetologist to come to the library to give a presentation to the children on his live snakes. These events create a great incentive for the young people to become involved in reading during the summer. All of these programs reinforce the importance of reading and storytelling for youth and adults.

## Contributions to Community and Self-Sufficiency: A Community of Readers

What we are trying to do is make library and literacy and reading all very important in the community.

Even though the library is on the campus of Little Priest, it is open to the public, so it plays an extremely important role in the community. The reading programs enhance the lives of children and adults by helping them improve their literacy skills and reading habits. Having activities such as the "Reading on Request" program brings young people into the library. As Healy points out, "What we do know is that the more children get read to, the more apt they are to succeed in school." With this knowledge in mind, the library focuses on getting young people to read on their own, to read to one another and to be read to.

The program reaches out to women who are pregnant and reinforces the importance of beginning to read to children even when they are in the womb. As Skinner visits the day-care and reads for a half-hour each week to the children—infants included—they hope that the program will help children

make reading a priority and a habit in their lives, as well as show parents the importance of reading to their young children.

Another example of how the library works toward enhancing children's critical thinking and literacy skills is their "Gaming and Gamers" night. Children, particularly boys, come to game at the library computer lab one night a week. They do role-playing games, which Healy says develop their creative writing and critical thinking skills. From her perspective, boys are often left behind when it comes to enhancing creativity, and these games help them to become part of a story and develop characters. She has been amazed with the stories these children have written after taking part in the games. The gaming night also gets them into the library on a regular basis which is an added benefit.

### **Leadership and Impact: Modeling Positive Behavior**

Research suggests that if children see the adults around them reading, then reading is more valuable.

As parents and adults read with children at the library, they are modeling positive behavior. Young people develop a feeling of accomplishment when they read a book on their own. Indeed, they make a point of telling the library staff what they have read, and their new reading habits instill a sense of pride.

All of these programs targeted at the very young will pay off in the future as they enter higher levels of education.

Helping people to understand the library system is one way the program has enhanced leadership skills because community members now take more initiative to improve their reading skills and use library resources. To those who have not used the library before, it may seem overwhelming and intimidating, so the program works to de-mystify the system. In terms of noticeable improvements, the program is positively impacting student test scores, showing that the program improves young people's literacy skills. Additionally, people in the community are learning that reading provides them with knowledge, as people ask for books on specific topics like Down's

Syndrome, family issues, parenting, etc. Community members are recognizing that they can "self-educate" themselves through the library reading materials.

This program offers great hope for the future; yet the challenge will be finding ongoing funding to support the staff. Higher levels of educational achievement tie directly to higher levels of income and better health. Furthermore, helping people learn to access knowledge and information themselves, using library resources, will aid individuals and the community in setting new goals and reaching for new horizons.

### **Advice for Others: Take the Risk**

Do it. Try it. Be flexible.

Being persistent has definitely helped the program be successful. While marketing and working collaboratively with the community on the Reading Outreach Program have contributed to its success, the leaders see the need to increase face-to-face interaction with community members. Extending personal invitations often increases the number of participants at reading activities because they feel more welcome at the events. Healy

says that writing articles in the local paper about the library, as well as promoting reading and the library everywhere she goes, has helped to get the community involved.

We've collaborated with the prenatal program, with the sexually transmitted disease nurse who works at the hospital, with the schools, with other libraries...

The other important aspect of starting up a program like this focuses on carefully considering the entire community. According to Healy, "I would suggest that they learn about the community and focus their attention on the low end of the economic scale. The homes where parents have jobs and an education, there is not a problem; but there are fewer books in homes at the low end of the economic scale." She also says to "focus on the very young," and shoot for long-term growth and outcomes. Finally, both Healy and Skinner see the program as assisting Native students in career ladders that will lead to Native leadership within the library itself as students see the value of the program to their community and culture, see that they can make a difference, and develop the professional qualifications to do so.

### Evaluating Success: Good Stuff is Happening!

Evidently some of the stuff that we have been doing here has been getting out in the world.

The librarians have sought ongoing feedback on the program. How is it working, how could it work better and what impact is it having? They handed out a survey to community members who participated in the library's programming when it first began a year and a half ago. These participants were asked if their children had a bookcase with books in it and reading lamps and about the number of books their children have access to. They also asked questions about how often they were reading to their children and who usually reads to them.

The results provided the library with some baseline data to use in a comparison study. The same questions will be asked of the same participants in December 2005, which is when the program grant ends. They hope the statistics will show that access to reading materials and opportunities have actually improved in the homes because of the reading program.

Test scores for third-graders on the Iowa Test of Basic Skills have improved since the program began; however, Healy says they cannot statistically tie that to their efforts alone. She does say that she hears far more anecdotal evidence about children reading at home with their parents, and that children have more access now to books than they did before the program began.

Healy also indicates that she has gotten feedback from other members of the Nebraska Library Association Diversity Committee, telling her that they are doing great work. "I don't quite know how that happens because we don't toot our own horn a whole lot...but they seem to already know what we are doing."

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## GIDAK—Preparing Young People to Find Their Future

Fond du Lac Tribal and Community College

*“It is [about] getting kids excited and learning something and then let[ting] them fly.”*

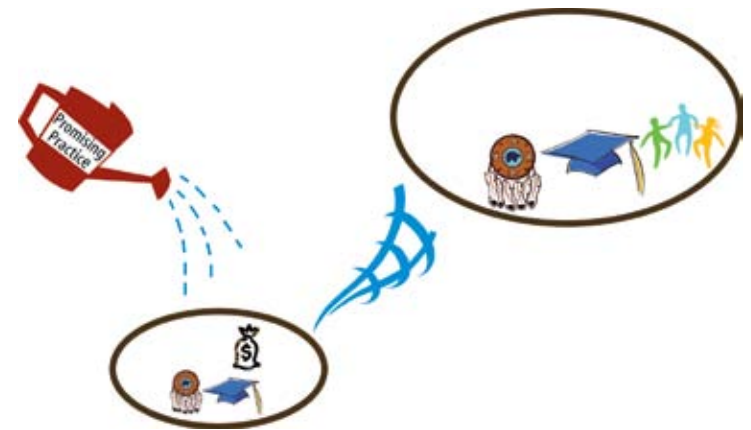
### About the Project: Creating Pathways to Opportunities

At Fond du Lac Tribal and Community College, making college a possibility for young people is a priority. Holly Pellerin, program coordinator at FDLTCC, has dedicated the last 20 years to providing young people with educational opportunities and has led the development of many programs.

This program has made a major impact on telling the kids...and educating the parents that they can.

In recent years, Pellerin headed up the Gear Up, Get Ready! Program, working on college awareness with students in the fourth through sixth grades. Tribal and non-tribal students in these grades entered the program and became acquainted with the college system, what it takes academically to enter college and how to apply for financial aid. “[The program included] first generation kids, kids of color...kids that teachers recommended...[they were] the kids who wouldn’t have that extra help to go to college.” Students participated in the program after school and on Saturdays and worked on various academic areas including science, math and English.

The program, which includes activities tied to Native American culture, clearly makes a difference as the first program students,



#### Started with:

**Cultural Capital:** Focus on education within a cultural context.

**Human Capital:** Skills, knowledge and commitment of staff and volunteers.

**Financial Capital:** Grant funding and local support for the program.

#### Led to Increased Capital:

**Cultural Capital:** Students learned to appreciate cultural heritage and learn traditional ways of thinking and doing; success in high school and college becomes important.

**Human Capital:** Students increased academic skills and cultural understanding.

**Social Capital:** Program staff created linkages with other agencies and organizations.

now juniors, “are all going to go to college,” according to Pellerin. Exposure to academic life on a college campus helps students feel comfortable in that academic setting. The program also addresses the barriers that students face such as financial, academic and disciplinary challenges, and helps students and parents find options. “We talk about barriers, and they say ‘money.’ Well, we gave them the options and told them, ‘Here. These are the places to look for money. These are the things that you can do as parents.’”

Now you see the kids that have gone through our programs learning that they have to get after-school jobs; they have to save money. You know, they have to help pay their way through college.

This last year Gear Up, Get Ready! was not funded at FDLTCC because of a technology glitch with the electronic grant proposal submission process. Holly says they will apply again in five years, and they have started a spin-off program that is much like Gear Up, Get Ready!. The new program is Gidakiimanaaniwigamig, also referred to as GIDAK, which means “Our Earth Lodge.” Also targeting students in elemen-

tary school, this program creates opportunities for them to gain experience with the colleges and universities in the area. In addition, the project operates several academic camps during the summer where fifth- through eighth-graders actually stay on campus in the dorms at Fond du Lac for a month, returning home on weekends. Students participate in hands-on learning activities and go on field trips. “You need to start young...I think last year 12 PhDs graduated that were Native American, in the whole country...it’s not because we are not smart enough. It’s because the kids don’t believe that we have the opportunity. We are saying, ‘Hey, you do, and you can go to college and you can do what you would like to do.’” Pellerin says she works with students to find their passion in life, or at least what they enjoy doing, and then encourages them to pursue academics related to their interests.

“You take the kids that have participated at our level, the middle schools level and early grades, and you see what other programs they go to... They are participating in... higher level programs than they would have ever done before.”

For a project with the National Museum of the American Indian, Pellerin took five college students and five high school students to the museum where the students helped the institution with a digital photography project. Pellerin views this project as leadership and impact working hand-in-hand. “Those kids...will never forget that experience...that experience of being in Washington D.C. to help build a program that millions of people will see.” She sees this successful experience as potentially helping students to learn about and pursue a career path that they would not have thought about before.

Student participation in the Ojibway School Science Fair is another example of success. In 2004, Pellerin helped a group of students get involved in the fair. “We took the winners and gave them a trip to the American Indian Science and Engineering Society Science Fair in Albuquerque, New Mexico.” In 2005, Pellerin took 12 students to AISES and “out of the 12 that went...eight [students] got first, second or third place, and one got honorable mention. Out of those eight, three went on to international.” This story shows the amazing outcomes Pellerin has had with students at Fond du Lac and

how making opportunities available impacts students' views of what is possible.

### **Contribution to Community and Self-Sufficiency: Changing Attitudes**

“The college has made a big impact in our community and changed how people look at Indian people. They are in classes [together], they work together, they study together. That would have never happened if this was just a community college... Our college does a good job in our community, and it's Indian people and non-Indian people together.”

This program has not only provided young people with a chance to learn about and pursue their academic dreams, it has also changed attitudes in the community. In the last 20 years, Pellerin has witnessed changes in people's self-esteem as a result of programs like Gear Up, Get Ready! and GIDAK, and she has also seen notable attitude changes in non-tribal community members. She says the affiliation with the college definitely plays a role in these changes. Clearly, higher success rates in

school will have long-term impact on families and the communities, helping to reduce exceedingly high unemployment rates, and aiding in the creation of new wealth and assets on the reservations.

### **Leadership and Impact: Engaging Tomorrow's Leaders Today**

The Gear Up, Get Ready! Program and GIDAK have created leadership opportunities at many different levels, from the college administration to the students. Writing the grant proposals and getting them accepted required a certain level of risk taking, and as Pellerin points out, the feeling of “we can do this,” which she says was not there before. In addition, youth leadership has increased because the participants have more confidence and skills through participating in the programs, thus encouraging them to participate in more programs and opportunities.

### **Advice for Others: Be Committed**

You have to find people that are willing to work together... You have to be willing to adapt to change... You need to be flexible...

Pellerin has many words of wisdom about setting up these programs and working with youth. She speaks specifically about the youth summer camps and how some of the children show up without adequate clothing or gear. “So, you run around like a crazy person getting sleeping bags and going to the Thrift Stores and putting together a whole package of clothes for that child, so she can have that camp experience and not make the child or the parent feel bad. But you need to make this happen. You have to be real inventive.”

She says the Gear Up, Get Ready! Program has an excellent design in place, making programmatic planning easy, but that there is always a need for more resources, more time and more flexibility at all levels. However, the most important resource is people who are committed and supportive.

Another piece of advice is to hire people from the community. “You can't expect people from Duluth to be able to come to Fond du Lac to work or people that aren't Indian to work on the reservation. So, you need to get people who know their communities.”

### Evaluating Success: Using Evaluation to Encourage Participation

How will we know?

When presenting the Gear Up, Get Ready! Program to others, Pellerin and her staff display a poster that points out all of the ways they will “know” that the program is working. These elements include student, teacher and parent evaluations; student portfolios, participation and retention rates; higher level math and science class participation; participation in other math and science activities; science fairs; high school diploma rates; post-secondary plans to follow through to graduate school; and basic outcomes of the program. The poster also introduces the project partners and tells about why they do what they do, which includes “teaching how American Indian children learn best—[in] small groups and building and learning communities... engaged in hands-on activities based on prior knowledge and learning, with consistent year-round contact, and by the infusion of culture in science and math.” All of these elements provide ways for the programs Pellerin is involved in to strive for and achieve success.

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## A Career Awareness and College Fair—An Opportunity to Envision the Future

Fond du Lac Tribal and Community College

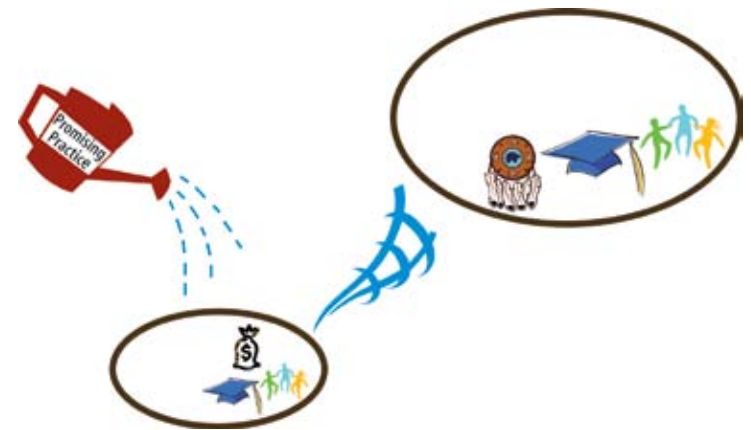
*[I]t's something that's necessary because local high schools don't have the resources or the time to pull something like this together.*

### About the Project: Creating Awareness

Targeted to students in grades eight to 11, the Career Awareness and College Fair at Fond du Lac Tribal and Community College provides students from surrounding high schools with an opportunity to learn about different careers and to think more about their future goals.

In the spring of each year, high school and middle school students from the area are invited to participate in the fair, where 15-20 post-secondary institutions and nearly 75 business people present information and speak to students. Each year 850 to 1,000 students from 25 different schools attend the fair. Tables are set up to display information from participating higher education institutions, as well as career information on the employment opportunities represented.

As Tom Urbanski, director of public information and admissions at FDLTCC, points out, the event planners try to have many different careers represented including armed services delegates. Students receive a packet of information and data on careers that are currently thriving or dying, as well as what each career demands in terms of education and experience.



#### Started with:

**Human Capital:** Skills and knowledge of presenters.

**Social Capital:** A network of schools and employers.

**Financial Capital:** Generates its own support.

#### Led to Increased Capital:

**Cultural Capital:** Students become aware of opportunities.

**Human Capital:** Increased understanding of career options among youth.

**Social Capital:** Increased linkages among employers and schools; students developed ties with employers and colleges; and increased linkages among reservation and off-reservation communities.

This fair grew out of an old project, School-to-Work, funded by a federal grant that helped young people find jobs after high school. That initial project evolved into the larger annual fair that provides a place for networking, college recruitment and career exploration.

### **Contributions to Community and Self-sufficiency: Working Toward the Future**

We get business people—bankers, finance, real estate people, business managers, funeral home directors; we have ministers; we have skilled trades people anywhere from like carpenters, plumbing, electrician, sheet metal—quite a range, and we try to have something for everyone.

The fair's history demonstrates the ability of FTLCC to move beyond external funding to provide needed services. Unlike many School-to-Work projects, the fair continues to succeed despite the absence of federal funding. In addition, it has created many bridging opportunities between the college and adjacent non-reservation communities.

It also provides a way for students in the community to think more seriously about their future, to devise a plan for furthering their education or to begin a career. Information available at the fair provides a way for young people to become more self-sufficient and, in turn, helps advance the community. Finally, the fair offers students an opportunity to experience the college campus.

The project contributes to family and individual self-sufficiency by encouraging students to consider educational programs connected to a field in which they have an interest. Students also learn about the role education plays in finding work with a living wage.

### **Leadership and Impact: Becoming a Partner in Regional Economic Development Efforts**

We occasionally get letters back from some of the schools, from their students, that say they enjoyed their day here and they learned.

Because schools in the area see the importance of the fair, they send their students

to the event. It has an impact on students because they write “thank you” letters indicating that they made some decisions about their future because they attended. The fair has also helped the college become a more recognized partner in regional economic development efforts.

### **Advice to Others: Start Small and Build on Your Successes**

Offering his insights about how to organize and manage a successful fair, Urbanski says the first step is to create a three-year plan that starts out small. It is not wise, from his perspective, to start out big. Additionally, he says to plan for more than you think you need. “You do need to invite, as far as business people and the high schools, probably two to three times the number of people you want to be there.”

In order to secure attendees, it is important to have face time with them in the first few years; making personal contacts creates more feelings of trust and confidence.” He also says that the event has to be “obstacle or barrier free, meaning scheduling, convenience, providing lunch to people who are [at the fair] all day long, easy parking for

people...” These elements of convenience often make people want to return the next year if they remember an all-around positive experience.

Finally, money is necessary to support the fair; there are costs for meals, coffee, postage, printing, photocopying, paper and staff time. The people Urbanski recruits to help set up and run the event are invaluable resources in making it successful.

### **Evaluating Success: Provide Opportunities for Feedback**

College staff members hand out evaluations to the business people to help with planning the next fair. Urbanski sees a need for student evaluations in the future; however, they have received letters from students indicating that the fair is a very positive experience.

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## Turtle Mountain Builds More Than a Straw House

Turtle Mountain Community College

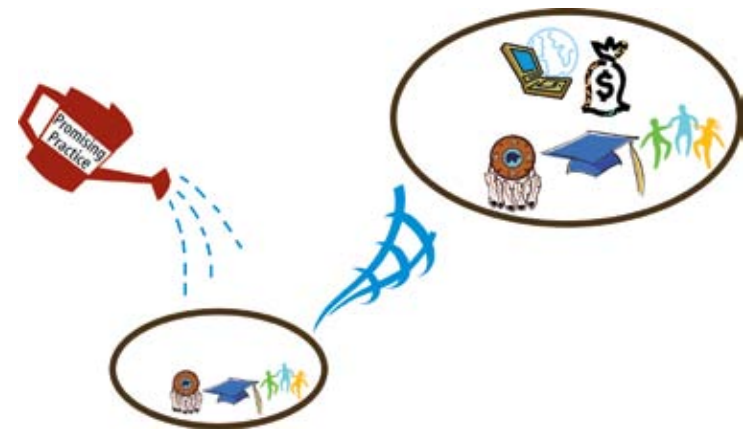
### About the Project: Straw House Project

Working with Red Feather, a non-profit organization dedicated to providing training for alternative housing construction on reservations, Turtle Mountain Community College meshed past construction techniques with more energy efficient building development. When Red Feather was selected to assist with the construction of a straw building at the Anishinabe Learning, Cultural and Wellness Center site, the college agreed to provide the services of their concrete technology students. In return, the students were given the opportunity to develop another marketable skill while assisting in the actual construction of the building.

The exterior walls of the straw building used materials similar to buildings from the tribal ancestral past—mud and grass/straw. Students from the college who enrolled in the concrete technology course, as well as volunteers from all over the United States and Canada, provided the labor for the building. The project offered TMCC a new building, alternative construction skills for the students, and an unbiased view of one another's culture for the participants. When completed, the building will tentatively be utilized as a college science laboratory building.

### Contributions to Community and Self-Sufficiency: Building Upon Culture

It's going to be a place of interest on our reservation. You know it's going to be...a landmark.



#### Started with:

**Cultural Capital:** Interest in alternative house construction.

**Human Capital:** Skills and knowledge of project leaders.

**Social Capital:** Partner brought skills and knowledge to build a straw house.

#### Led to Increased Capital:

**Cultural Capital:** Participants developed an unbiased view of each other's culture.

**Human Capital:** Participants developed new skills and knowledge about building, forming relationships, expanding their minds; increased leadership skills.

**Social Capital:** Increased links among volunteers and with other groups.

**Financial Capital:** Support for the project and increased income for participants.

**Built Capital:** Constructed new building.

Not only will the building serve a utilitarian purpose for the college, but as one of the construction workers on the site points out, “When people come to Turtle Mountain Indian Reservation, they’re going to want to stop and see the straw house. I think it’s going to be a focal point of interest on our reservation.” This project will have many positive outcomes, including providing a way for people on the reservation to learn new skills, as well as incorporating the past into the construction. To quote one of the volunteers, “When we started putting the building up, a group of local people came out to the straw house and welcomed us. They spoke their own language and demonstrated to us the local singing and dancing and spoke to us about the different traditions on the reservation. Within the design of the building, I think it’s, from the top, supposed to look like a turtle and inside they’re eventually going to put museum items.”

The project’s major contribution to the Turtle Mountain community was that it brought people together while resurrecting a former construction practice from the past. In so doing, the straw bale project became a vehicle for sharing information

and celebrating remembrances. By inviting people from outside the reservation to participate, the project helped the community build new contacts and form new friendships. Finally, it demonstrated an alternative strategy for creating buildings using a cost-effective and more energy efficient method for building houses on the Turtle Mountain Reservation.

### Building Social Networks

There were affluent people and poor people working together side by side...from New York, New Jersey. It was a fun project.

Because Indian volunteers came from all over the United States and Canada, the building provided a way for tribes to learn from one another and construct more than just a building. “There were Indian girls and guys from Canada, British Columbia, who came here. There were Indian people from Montana, Minnesota and South Dakota. I think that it brought a lot of tribes together. We all learned...working together with our tribal people, that there was, like, no difference between a Sioux, Blackfoot and Chipewewa. Constructing this building brought

people together. I think it’s a good thing when volunteers can come from many different places and meet one another.”

### Leadership and Impact: Building Knowledge

I gave as much of my knowledge as I could on the job. I guess it worked well; showing not only our students but the volunteers how to build a building.

“In addition to the students learning how to build a building, they learned leadership and how to work side-by-side with someone else.” The project gave the students a new vantage point they had not had before; “it expanded their minds.” Throughout the process, everyone involved was motivated to learn about straw bale house construction; however, the wider result was a better understanding of one another. This impacted all the participants as many students working on this project have gone on to use their leadership and teamwork training skills in new endeavors.

A new knowledge has developed within the college and the community. “I think people learned that coming to construct the straw

house demonstrated that people can work together... People were kind of amazed that volunteers would come from other places to build a house on our reservation.”

### Advice for Others: Do Your Research

First, research construction of straw bale buildings.

The construction of the building was not terribly difficult once research on straw bale house construction was understood. “The actual construction is not hard. I think that anybody can probably make a straw house. Research [it] and you’ll have no problem with it.” Making sure you get the proper specification for straw bales helps in the construction process. “The actual bales that were put in the Anishinabe Wellness site building came from the Navajo reservation; they have a company that makes straw bales with no weeds present. These bales are made so that there is nothing that can rot inside them; just straw in the bales.” Project managers found a number of available resources, including a few different how-to books which discuss the types of tools straw house builders need to use. The tools used for this project were all handmade.

### Evaluating Success: Success through Building a House and Relationships

We were going to a classroom everyday... We learned a lot.

This project resulted in a building made of straw. In the process, people gained an education about not only construction but in forming relationships as well. The dedication of volunteerism, the new links between divergent groups, and the sense of community that emerged during the project added greatly to its success.

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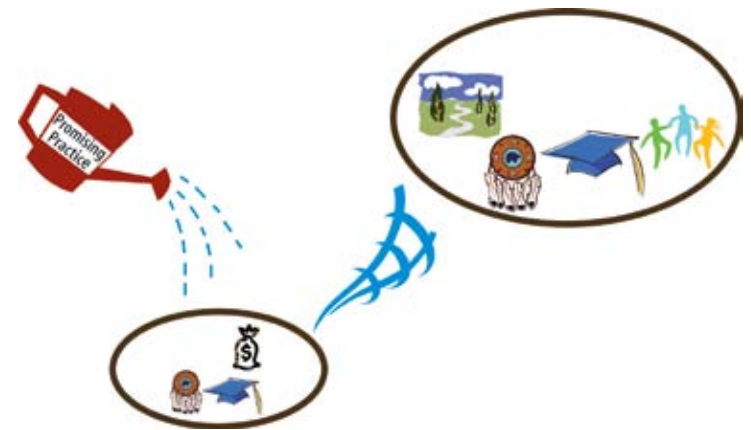
## Turtle Mountain Helps Map Pathways for Tribal Students

Turtle Mountain Community College

### About the Project: Tribal Colleges and University Collaboration for Increasing Native American Participation in Mathematics, Science and Engineering Programs

The whole thought process behind this was to develop a pathway for Native students to be successful, and one of the things we found out before this program started was when a student graduates from high school on a reservation and goes right to a larger four-year university, their success rate is not good because they get overwhelmed by such a drastic change in the community and lifestyle.

With funding from the Navy and the National Aeronautics and Space Administration, and in collaboration with four other tribal colleges—Fort Berthold, Cankdeska Cikana, Sitting Bull and United Tribes Technical College—and the North Dakota State University (NDSU), Turtle Mountain Community College works to make advanced education as inviting as possible for young people. Initiated by a TMCC idea, this project has advanced to a much larger endeavor, with the addition of the four tribal colleges in the last five years. Miles Pfahl, TMCC math instructor, discusses the evolution of this project. “The plan was to set up a pathway to bring the high school students on the reservations...to the tribal [community] colleges first, just to get a taste of what college education is all about... get the first two years of college at the tribal community college and then transfer to a four-year school institution of higher education. It’s like a stepping stone pathway.”



#### Started with:

**Cultural Capital:** Academic components each set in a cultural context with cultural speakers who are experts in academic fields.

**Human Capital:** Faculty and staff have skills and understanding to develop and implement the program.

**Financial Capital:** Funding from the Navy and the National Aeronautics and Space Administration to develop success pathways for tribal students.

#### Led to Increased Capital:

**Natural Capital:** Increased focus on understanding and appreciating the local environment.

**Cultural Capital:** Gained cultural knowledge from academic components and speakers.

**Human Capital:** Students developed skills and knowledge that will allow them to successfully complete their college education.

**Social Capital:** Increased public speaking skills; increased collaboration between organizations involved in the project.

### **Contributions to Community and Self-Sufficiency: Creating Opportunities Along the Path**

We'll assist [the students] along the way at each level.

High school and college students can take part in seven Sunday academies, participating in math and science-related activities throughout the course of the academic year. High school students go to the nearest tribal college and tribal college students then go to NDSU for the academies. Pfahl says the hands-on activities related to the academic topics such as mechanical engineering or water quality are not taught to the tribal students out of context. "Every lesson we do has cultural components tied into it where we start by presenting the activity... We'll present it in a culturally sensitive way and bring in cultural speakers who have expertise in the field to talk to the students; give them a little background information...and then go ahead with the planned activity."

In addition to the Sunday academies, high school students can attend a two-week summer camp filled with hands-on activities related to a number of different academic

topics. At the end of the two weeks, students present the work they did at the camp to the community in a closing ceremony. Students gain knowledge in the sciences and in public speaking; likewise, the community gains knowledge about the program and their children's activities.

Students also gain self-sufficiency through earning a stipend during the program, which helps them to think about the future. "They come for two weeks and get paid to do some activities and take part in them... they are...developing an interest in getting an education where 10 years down the road, when they're sitting there with a four-year degree in an engineering field earning \$50-, \$60-, \$70,000 a year, then they'll have an impact on their family." The program also encourages students to continue their education, at the community colleges and then at NDSU.

### **Leadership and Impact: Walking Together**

One of the things that [is] really unique about this program is the collaboration between all the different levels of education, from the high school level to the commu-

nity college level to the four-year university level. If you can involve other people and get other people involved, then you'll be more likely to be successful in what you're doing. This program has a huge outreaching effect.

This program provides both high school and community college students a way to feel more comfortable with advancing their education. In addition, it provides scholarships to students who probably would not be able to financially support their education. The collaboration between the tribal colleges and the university excites students about their future opportunities, which in turn makes them seriously consider advancing their degrees.

### **Advice for Others: Direction for the Future**

Don't be afraid to shoot for the moon and don't be afraid to fail either.

Pfahl does not say that planning for this sort of program is easy, but it's well worth the trial and error. "It's going to take a lot of time...and if something doesn't work right

away don't give up on it. I mean, after that first year of the program I'd say the success rate was very minimal. We touched very few students, but we kept on with the program. I would say if you're going to run a program like this it's going to take at least three or four years until you feel like you're doing something beneficial...you're going to have to have the right mix of people who are willing to work together and bounce ideas off and take constructive criticism."

### **Evaluating Success: Looking at the Road Behind and Ahead**

Evaluating this project's progress and development is often related to the grants involved. Different granting agencies, as Pfahl points out, ask for different kinds of project evaluations, "we've [received] pretty good reviews from...the evaluations on how much this project has grown and I know there's other groups around the United States who want to copy our project."

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## The Ohana Mentoring Network

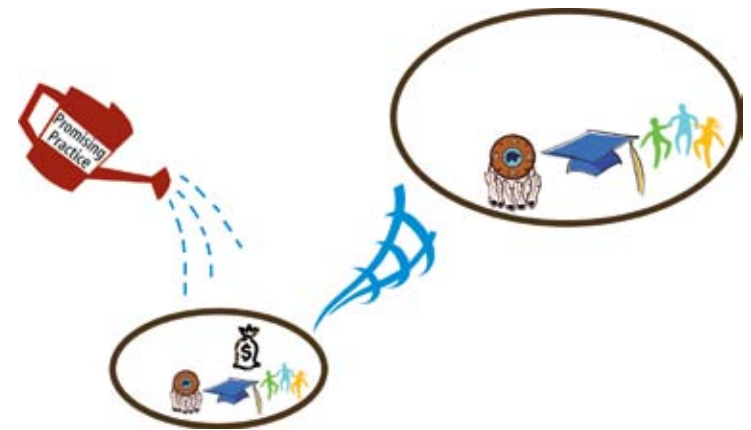
Hawai'i Community College

*Persistence. What we learned is persistence and “no” is not an option.*

### About the Project: It's All About Family

The Ohana Mentoring Network, a program developed by Allen Salavea at Hawai'i Community College, began in 2004 through a Rural Development Project grant from the U.S. Department of Labor. Ohana means family in the broadest sense and plays a key role in Native Hawaiian culture and values. In this context, all parts of the community are responsible for the healthy development of youth, and by invoking the notion of Ohana, the project seeks to reconnect people with a tradition that can help mend the rending among families and within community in today's society.

The goal of this project is to coordinate mentoring opportunities for the island's youth as a way to counteract juvenile delinquency and youth drug use, particularly in regards to methamphetamines. Children from ages eight to 18 can participate in the mentoring program, and there are no socio-economic limitations. Children are referred to the program, or they may decide to look into it themselves. “It's been funny because we have seen kids [want to participate] after they saw their friends and found out that their friends had somebody, a significant adult, in their life, picking them up, paying attention to them and they found that to be attractive. So, they kind of referred themselves but it's because they saw a friend having fun,” Salavea says. Many of the young people who participate



#### Started with:

**Cultural Capital:** Program context is set within cultural ideals of an entire community raising its youth.

**Human Capital:** Skills and knowledge of program team.

**Social Capital:** Networking with organizations and groups to identify mentors.

**Financial Capital:** Rural Development Project grant from the U.S. Department of Labor supports the project.

#### Led to Increased Capital:

**Cultural Capital:** Increased cultural ideals of an entire community.

**Human Capital:** Youth gained skills in effective communication with adults; mentors attend training sessions that make them more effective listeners, etc.

**Social Capital:** Increased collaboration among generations.

in the program come from homes with limited opportunities for parent-child interaction, and the mentorship gives them a way to interact regularly with an adult. Thus, the program offers the opportunity for youth to envision their future in a positive way and then encourages them to work toward that future. Youth gain leadership skills through the program as they become more confident and excited about opportunities for the future.

Volunteers are recruited and then screened to make sure they have clean criminal records before working with the youth. “Then after they clear the screening process, we conduct an interview to find out their special interests and what they have to offer, strengths they have to offer, and then we get them trained and prepared. At that point, we pair the mentor and the youth based on some common interests.”

The training process is not lengthy, usually about two hours. “We try not to cover every instance that the mentor may come across in mentoring the youth, just the basics of being a good listener, being a role model, how to give reflective feedback back to the mentee. Then we support that mentor

through phone contact and personal contact throughout the mentoring partnership, which is three months long at minimum for six hours a month.”

They have 20-25 active mentor/mentee partnerships in the program. The mentors concentrate on listening to the students and providing feedback; these conversations range from talking about schoolwork to friends and families, to self-esteem issues, to socially appropriate behavior.

### Contributions to Community and Self-Sufficiency

One of the visions that guided the creation of the program is to give an opportunity to everyday citizens that may not work in a social services field or the juvenile justice system...to give them some way to give back to their community and to give back specifically to our kids in need in a positive way that would help improve the community.

From Salavea’s perspective the program makes an important contribution to the

community by providing opportunities for both young people and adults to make a difference. Each young person has a different background and experience with his/her mentor, as well as a different success story. These success stories help build local community capacity because the youth begin to realize the importance of education and staying out of trouble.

As Salavea describes, it is not about “saving” children, it’s more about simply listening to them when they talk. “A mentor called us last week and said that they felt they were not doing anything significant in their partner’s life, only to find out that...because there was so much drama and trauma in the young person’s life, personal problems, they felt insignificant because they were just listening. They found out that, if not for them, the young person would not have anyone to vent their anxieties or concerns on... This is a big thing, but we try to stress to the mentors that we are not here to try to heal the child. That is not our role...to be a good role model and a good listener [is our role].”

Another example from the program involves a junior in high school who was dealing with low-self esteem issues. Her grades were

suffering, but because of her relationship with her mentor, her grades began to rise from “D”s to “A”s. The mentor did not work with the student on homework, but instead served as someone who listened to the student and provided feedback. This relationship helped the student to gain a better view of herself and that translated into her working harder on her schoolwork.

“According to the youth, it is having confidence that somebody cares about her. It’s knowing that a significant adult—her mentor—will come to her aid when she is in need.”

### Leadership and Impact

We know we can do more if we can just get the volunteers and I guess that is the part about developing the culture...to create the attitude that mentoring is something viable, easy, simple to do but the impact is great and...anybody can do it, from a mechanic all the way to the mayor. It doesn’t matter what profession you are in, what kind of training you have...we want to build that desire to help our kids.

This program gives the college a visible way to demonstrate its concern for the future of young people, whether they end up furthering their education at the community college, the university, a trade school, or going directly into a career and bypassing more education. The program also offers a model of how local people can make a difference in the future of young people. Finally, young people coming through the program can use their new sense of self-efficacy to provide leadership to others their age and eventually in the program itself and the community at large.

### Advice for Others

Finding staff or a community, a program champion, that will carry the message out is key.

Program planning, from Salavea’s perspective, is the most important element to starting a program like this. He feels this program did not have an organized plan when it started. Hiring someone to do marketing and background checks is also helpful because “the forms constantly need updating and improvement, as well as [the] creation of [a] marketing flyer...” Commu-

nity networking is also important because it helps to get the word out to the public about the program. Salavea has found that networking is the best way to recruit mentors.

### Evaluating Success

Thus far, there has not been any formal evaluation of the program, but feedback from the mentors and their success stories with youth mentees show that the program is working well for the college and the community.

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## Teacher Education Program

Turtle Mountain Community College

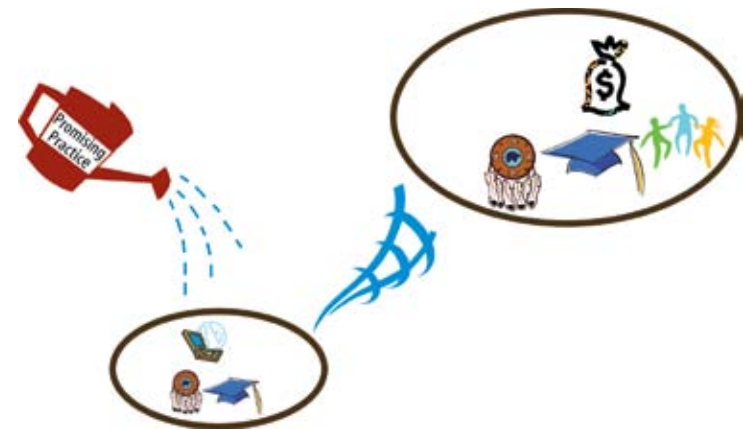
*It was the vision of people within the administration and the faculty who caused it to come about.*

### About the Project: Educating Teachers in the Community for the Community

The teacher education program at Turtle Mountain Community College emerged from a group of faculty and administrators who recognized that students should not have to leave their community to pursue this degree. The group also saw potential for retaining young Native adults who could then teach in the local school system.

In order to address student achievement deficit scores in language arts and mathematics at the local elementary schools, the college decided to develop a four-year elementary education degree program that emphasized the local culture, language art and mathematics skills development.

Regina Ann Brummel, current elementary education director, says, “The main objective of the program is to graduate students who are highly qualified teachers to serve in the community but also [to] be prepared to teach any place in the nation...but particularly in the reservation community, here. They will be students who are knowledgeable about the culture and have the exceptional skills required of a highly qualified elementary education teacher.”



#### Started with:

**Cultural Capital:** Reinforcement of the Native American philosophy that people are trained in the community to serve the community.

**Human Capital:** Skills and knowledge of faculty.

**Built Capital:** Community college in the community.

#### Led to Increased Capital:

**Cultural Capital:** Increased reinforcement of the Native American philosophy regarding education.

**Human Capital:** Trained students in a Bachelor of Science Degree in Elementary Education.

**Social Capital:** Prepared new teachers to encourage community members to work together.

**Financial Capital:** Obtainment of good jobs upon graduation that support their family and community.

Currently, the college offers a bachelor's degree in elementary education, and they hope to offer degrees in secondary education, special education and language endorsements in the future.

### **Contributions to Community and Self-Sufficiency: Seven Generations**

The philosophy is that Native American communities should have its own teachers, that is, people who are trained in the community to serve the community.

This program is not only important for the current community but for “generations to come,” according to Brummel. She sees this program as a way to educate teachers who are “knowledgeable about education theory and how you get community members to work together to understand the educational needs of the community while helping parents and grandparents to be involved...[it] help[s] recreate the social fabric that has suffered under certain external influences.” The program, because it is built around children, helps the community to grow together and create a better future life for everyone. “We intend to instill in [the

future teacher] the idea that they are the leaders of the community and they have the values within them to exert great leadership for generations to come, “for seven generations.” I believe that is a very wise phrase that everyone needs to remember, the result being an educational philosophy handed down to each successive group of students.”

### **Leadership and Impact: From Students to Teachers**

As long as there is a vision there is movement and there will be progress in the future.

Students enter the four-year elementary education program as a cohort; they are admitted every two years. General education courses are taken during the first two years and the last two years include all of their education courses; the program ends with a student teaching experience. Brummel points out that the program has proven successful, “[W]e are now serving our third cohort... We have many [past graduates] out in the community already serving as teachers.”

Other students who graduated from the program have moved on to master's programs at other institutions. She says that the program's success is attributed to many different groups, but mainly the students. “[A]s they go through the program, they become determined and courageous and understand what it means to be leaders in the community and are anxious to go out and take the leadership role...it's really a combination of faculty, administration, and the students who see themselves now as future leaders or as leaders even at the present time. So, it's a community effort.”

The program at Turtle Mountain has proved successful and there is an increased awareness of the program from other institutions plus potential students who want to advance their education.

### **Evaluating Success: Taking Knowledge and Moving Ahead**

We are encouraged constantly to be creative.

Unlike other community programs, the evaluation for this program is driven by state and accreditation requirements for

teacher education programs. “We have an evaluation process that is standard-based and competency-based, and it applies to individual students as well as our cohort and our department as a whole. We have to answer and report and receive evaluation visits and host evaluation teams and conform to those criteria.”

#### Advice to Others: What Has Been Learned?

I would advise anyone who is interested in replicating it to start out without trying to reinvent the wheel totally...to look at our program and ask the question, “What was successful right at the beginning and what was not?”

Brummel says there are many potential keys to success if colleges are considering designing a similar program. Looking to other institutions for advice is the first step, instead of trying to put the program together from scratch. She also strongly believes in communicating with the public about the college’s intent. “The first step I would take is have a community meeting—the college [TMCC] would have an open house and a community meeting about the

need, and everyone would voice their concern and their needs so that they could get letters of commitment and intent or a statement.” Community is essential to growing the program so that all voices are heard, “And...certainly a spiritual commitment in a Native American community to know that this is a matter of cultural preservation and growth and self-determination.”

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## The National Youth Sports Program

Turtle Mountain Community College

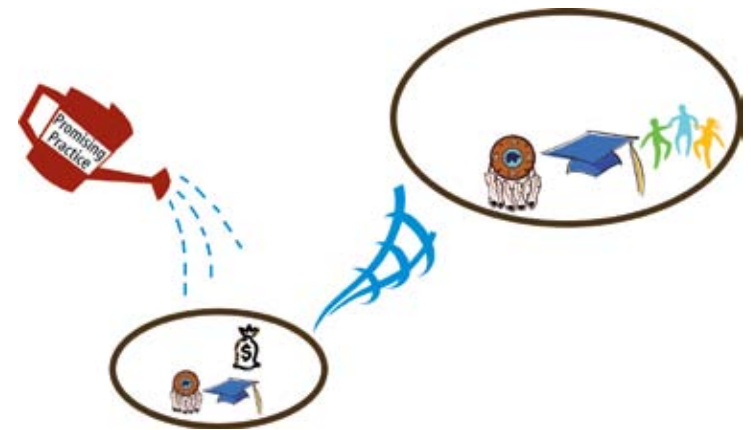
*We are trying to create an intrinsic motivation to help students and youth become physically active throughout their life span and then create a more active, less sedentary person.*

### About the Project: Helping Youth Live Healthy Lives

Shane Martin coordinates the National Youth Sports Program (NYSP) at Turtle Mountain Community College. When Martin moved back to Turtle Mountain a few years ago, he was stunned at the prevalence of diabetes and obesity in young people and the lack of intervention through after-school programs.

Looking for a program that would help youth make healthy choices, he found the National Youth Sports Leadership Program. “I think they started off with funding 13 universities and other program entities...to kick off part of the President’s Council on Fitness Initiative... Over the years, more money has been allocated to provide funding for additional newcomers to come to these types of activities. Last year [2004] we were one of them that started...Now it is up to 218 programs throughout the United States that have the National Youth Sports Program.”

National Youth Sports Programs provide a summer program of physical activities in a variety of sports, lunch and educational programming to young people in a community. Many learn to swim, for example, through this program, and the program focuses on economically disadvantaged youth.



#### Started with:

**Cultural Capital:** Youth see that living a healthy life is part of their culture.

**Human Capital:** Skills and knowledge of staff to design and implement the program.

**Financial Capital:** Funding from the President’s Council on Fitness Initiative.

#### Led to Increased Capital:

**Cultural Capital:** Increased use of culture as a major component for its educational programming basis.

**Human Capital:** Increased programming for youth in sports and education.

**Social Capital:** Created positive long-term impacts on family well-being within the tribal communities.

### **Contribution to Community and Self-Sufficiency: Cultural Ties**

We try to incorporate culture in the fact that culture is who we are, how we act on a daily basis—not so much the novelty behind culture.

While the NYSP is a national program, the one at Turtle Mountain is embedded in Native culture. Martin elaborates, “Culture is a big component. Actually, we were just nominated for the best first-year program, and we received the award in January in Florida. It was because of our culturally guided programs—this was one of the major components for why we got this award... Culture is our seven teachings...and we put that into our education component once a week.” Meshing culture with the program is an important element to the NYSP; it helps the youth see that living a healthy life is part of their culture.

There are a number of activities for the youth. “What we try to do is...provide one hour per day of instruction in nutrition, prevention of drug and alcohol, prevention of tobacco, and then we have career outlook

and we have higher education courses... The sports are comprised of two to three hours per day of any type of sports that you can think of. The mandatory one is swimming... Our intention is to create a lifetime fitness regime for youth so that when they leave high school...when they get settled, that they will learn how to keep themselves busy with hobbies [and other activities].”

Martin hopes that the program will not just keep the students physically active over the summer but over a lifetime, as they learn to enjoy healthy activities and make them a part of their routine. Taking steps to reverse the trends indicating rising rates of obesity and diabetes will also have long-term impacts on family well-being and provide opportunities to create wealth and to build on it within the tribal communities.

### **Leadership and Impact: Leading Healthy Lives in the Long Term**

They learn from the time they get here to the time they leave—soon [they] learn to be leaders.

Martin believes that young people are not learning how to live healthy lifestyles in

their school curriculum; this program fills that void. The program’s numbers have grown, with 250 youth participating in the summer months, and feedback has been extremely positive. The ages of participants in the program range from 10-17 years old. Martin describes the importance of the youth learning from the program and passing it on to others, “They take with them more than extrinsic motivation. They bring intensive motivation because of the fact that it is coming from within. They want to do better, and they want to bring that to their school systems.” Thus, the program plays a leadership role in encouraging tribal members to consider changing their lifestyles to focus on wellness-related activities.

Each year the program at Turtle Mountain has an objective for youth participating in the program. Helping them reach those objectives builds self-efficacy, building a foundation for them to take on additional challenges. The program also provides opportunities for students to learn and apply leadership skills.

### Advice for Others: How Can You Make This Work for You?

There are a lot of little incidentals that you have to have before you apply for a program like this.

Martin makes it clear that the NYSP is not the only program out there for youth, but that for Turtle Mountain's goals, "NYSP seemed to fit our mold perfectly because of the fact that we wanted to reach out to youth to try to get them better prepared." If a group wanted to apply to this federally funded program, Martin advises that they do their research, make sure they follow the guidelines, and make sure they have qualified applicants. "I think it is like 50% of our children [on the] reservation are considered obese. So, that was one of the big factors that helped us land the grant, and we worked with [doctors] at the Indian hospital to get that information." From Martin's perspective, it is important to find the program that fits the needs of the community and to prepare well before submitting a proposal.

### Evaluating Success: Making it from A to B

"[Our evaluator] gave us great marks. She said that we are equivalent to a...program that had been in existence for 15 years."

The NYSP has a stringent evaluation process for those they fund. They send evaluators to the sites who look over all of the paperwork and talk to the youth participants, the staff involved, the administrators and the community members who have witnessed the program. Additionally, the evaluators look at program design and scheduling, "From point A to point B, everything was looked over. None of our program was missed, and that was the evaluation process... I have worked with bigger grants than this and they aren't evaluated as hard as this grant was evaluated." Thus far, the program has been a success, as they had a very successful evaluation and audit.

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## Cisco Academy

Fort Berthold Community College

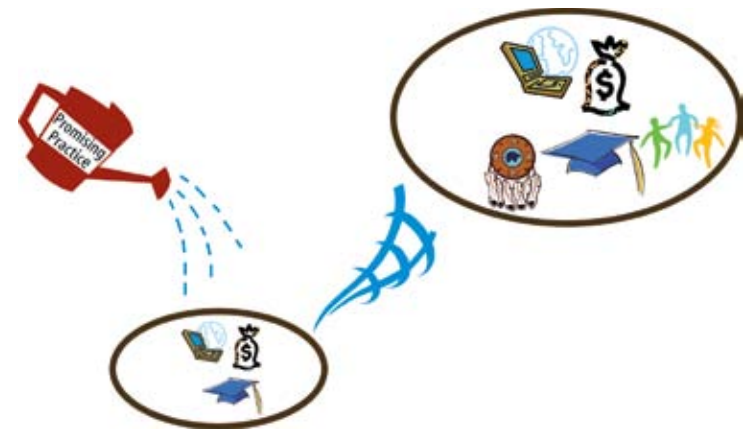
*Also, there is a high need for tech on the reservation.*

### About the Project: Bringing Technology to the Reservation

The Cisco Academy at Fort Berthold Community College provides technology and teacher support to train students in networking technology. They also provide instruction from the Microsoft Academy. Instructors are all Microsoft and Cisco certified and students taking these courses can earn their Master of Computer Applications degree (MCA). They are also eligible to take the industry tests for certification.

The Academy offers training in desktop, server, and active director networking, and also provides cross-training opportunities for students who want the skills to work in various networked environments. The program welcomes anyone who aspires to be a network administrator, and students range in age from 19 to 40. With plans to strengthen what they do by adding higher-level certifications, working toward a four-year degree in computer networking, and adding an MS engineering credential, they would like to build on their relationship with Microsoft to support additional training and educational programs.

FBCC faculty also conduct “research projects on teaching and learning, and constructing tests using a rubric.” Both the MS and Cisco Academies are run through the vocational education department.



#### Started with:

**Human Capital:** Skills and knowledge of the instructors.

**Financial Capital:** Federal funding used to support program.

**Built Capital:** Existing electronic systems utilized.

#### Led to Increased Capital:

**Cultural Capital:** Enhanced projects that use technology to teach and preserve language.

**Human Capital:** Provided technology and teacher support to train students in networking technology.

**Social Capital:** Increased training and technical assistant to people on the reservation.

**Financial Capital:** Increased student's ability to find good jobs.

**Built Capital:** Increased capacity in computer systems and wireless technology.

Participating students vary in computer knowledge. New participants might be seeing or using a computer for the first time while older students have more experience with computer technology. The more experienced students are viewed by newer students as “looking like heroes.”

Halsey commented that “...students come by daily to ask questions.” She feels there is a strong need for technology on this reservation and other reservations as well. “It is hard to keep up with technology. People can’t upgrade their knowledge without having access to the training.”

The industry sets the standard, so we are all on the same level playing field.

Students in the program provide training and technical assistance to people on the reservation. “One thing we are doing with the community...we are helping people fight spyware and security issues and learn how to use the computer as the tool.” Interns also “help out with connections from our main campus to remote sites.” They assist other students with using the computers and help them learn “how to do things on

the Internet.” Halsey “would like to see the college become more proactive and set up a business and let the students run it. There is massive potential.”

However, “once students take a few courses, they start doing it and making money, so courses are less important.” Halsey would like to provide more assistance to students, many of whom are single parents, so “they don’t need to worry about money. We can help them to eat, so they can be focused.”

The program grew out of a “community assessment from five years ago. People wanted more technology and computer training.” Yet, he says “marketing and recruitment are not easy.” Many students may be looking only for an introduction to computers.

The program receives funds from the National Science Foundation, and they hope to acquire a new three-year grant that would enable them to train an additional 20 students.

### Contributions to Community and Self-Sufficiency: Using Technology to Preserve the Past and to Create the Future

All have the opportunity to go to school, to find something that is offered that we could earn dollars from. We create jobs and there are people getting them that may not have thought it was possible.

Halsey feels that the program is “making a difference here; we don’t have to send them to Bismarck. We can keep the funds and the people here. [Keeping students here] gives students a stronger connection. We can instill culture, and they strive to achieve the greater purpose. They get insight into the vision.”

Students also work on projects that use technology to teach and preserve language. “We use technology for translation or editing...some current software fulfills the needs of how to bring in the culture. Using the culture can help out with communication.”

Students who get jobs in the field earn up to \$14/hour which is a very good salary for

someone with a certificate. Some “students get a job at the tribe.”

Halsey also feels that the project makes a difference in the development of assets, both on the reservation and with the college. The “college has taken the role of identifying what computers should be used throughout the reservation [for doing] cost analysis and keeping [people] current.” They help analyze the “risk factors with existing software and do cost analysis to help entities figure out what technology decisions to make.”

For example, “Interns go out to Northern Lights to do cost analyses for the unit to be self-sufficient.” The program has helped establish distance education stations at remote sites. They have developed three remote sights and have a plan to connect several more. It has “not increased wealth yet, but [it] has increased the knowledge of what can be done.” The program helps students keep in touch with each other and the industry.

### Leadership and Impact: Taking Direction from the Community

Halsey described how the program interfaces with the community. “Our direction comes from the community.” Program faculty and students work with community members to address their need. Halsey identified two ways the program has provided leadership for the college. Using a business model, it has shown how the tribe and local organizations can “use the college as the consultant.” In this way they have identified a strategy to “help the college be self-sufficient once we grow additional technicians.”

The program hopes to offer continual education with businesses and organizations, “marketing a view not just through a tunnel, but to open up the view.” Because the program belongs to a vocational department, they are required to “seek community membership—we always have a taste of what the community wants at the [various] sites. The college has become the place to go to get things fixed, not just technology but also marketing...multi-media”, etc. “The program also provides access to the science and engineering needed and radio issues. They no longer need line of site as the technology increases.”

They’ve requested we connect all the sites with wireless. The tribe is looking for the college to fix it. The tribe [could build] their own system...maybe on the same towers. We could make the reservation wireless and provide Voice Over IP [Internet Protocol].

### Advice for Others: Placing and Mentoring

Wireless is a way to do self-sufficiency.

From Halsey’s point of view, the academies offer a “great opportunity.” He would like to see student competitions around using technology “so that all the colleges with a similar program [could engage] in a friendly competition through AIHEC.” Students could then say about themselves, “I have the drive and competency.”

### Evaluating Success: Tracking Students’ Careers

In addition to evaluating students on the course work, the program also tracks student placement as an indicator of success. They recently placed two people as interns who now are applying for jobs, and an addi-

tional three students have gone on to seek a four-year education. Overall they have placed 14 students in internships. They also feel that by looking for opportunities to expand their knowledge and learning opportunities for students, they support the program's growth. Over the past three years, an average of seven students per year completed the program requirements.

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## A Higher Education Program and Mending the Net Partnership for Math and Science Educational Outreach

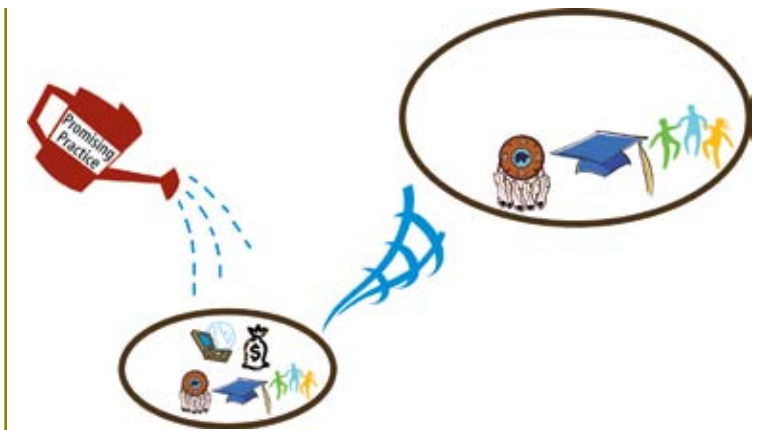
University of Alaska Fairbanks, Bristol Bay Campus

*I am a very firm believer that children, when they see positive role models, want to be just like those role models. Students succeed when there is a balance in their lives. They have to know the difference between Western and Alaskan culture. It's important to teach culture, to respect our language and to respect the culture. The student succeeds when they know their culture, and they can balance that with Western ways of knowing... when the student is very self-aware, and they want to succeed.*

### About the Project: Partnering to Expand Opportunities

We have a very good working relationship with the campus. The campus has an individual sitting on the advisory committee so we can make certain all the scope of work and activities are being conducted. It is operating so smoothly [that] we meet quarterly instead of monthly.

The Bristol Bay Campus partners with the Bristol Bay Native Association (BBNA) on a National Science Foundation Tribal Colleges and Universities (TCUP) grant. The BBNA has a Memorandum of Understanding with the campus to secure residential facilities and to help students transition from high school to college. The BBNA also assists with “village-based technology classes.” Its overall goal is work [employment] first, but they recognize that “in order to get employment you need to get an education.”



#### Started with:

**Cultural Capital:** Focus on cultural assets and cultural knowledge.

**Human Capital:** Skills and knowledge of program organizers.

**Social Capital:** Cooperation among agencies.

**Financial Capital:** The Bristol Bay Campus partners with the Bristol Bay Native Association (BBNA) on a National Science Foundation Tribal Colleges and Universities (TCUP) grant.

**Built Capital:** Access to facilities for the program.

#### Led to Increased Capital:

**Cultural Capital:** Reinforced importance of cultural knowledge.

**Human Capital:** Development of skills by students.

**Social Capital:** Outreach to villages and with other partners.

The campus has done an outstanding job in securing our residential facility. The campus also has created a really nice calendar with dates and times for the students... and has...developed a curriculum for high school students to transition into college.

Participants must be Alaska Natives enrolled in one of the 31 communities in the region. Focusing on high school students, the project works closely with other educational outreach programs such as one to train Alaska Natives to become teachers in local schools. They also work with the rural health and human services program, which helps train Alaska Natives for rural health and human services positions.

A challenge for the program lies in the lack of reliable Internet access in some locations. "First, you have to understand that the students who want to take these classes may not have access to the Internet to take classes or even register on line. That is a huge barrier... Through the TCUP grant, we talk about ways we can overcome those [barriers]. We have talked about purchasing two computers...[and] which [places]...

would mostly benefit from having the Internet for access to classes and service delivery," says Annie Fritze, education program manager for the BBNA.

A strong benefit of the program places students in summer internship positions where they work alongside scientists and other professionals.

When students are placed in internships, they do so well. Two times a year we visit our students, once in the fall and once in the spring. The one in the fall is so we can catch those who might be falling through the cracks. We refer these students to advisors and work with Rural Services and Native Services [to get them help]. In the spring we want to see how they are doing academically, and we can invite some companies, so they [company representatives] can interview them and hire interns in addition to the project interns. We also hired two student liaisons part-time. Their number one goal is to see that students get opportunities.

An advisory committee of nine people provides oversight for the grant. Among the programs offered, the Choices Program offers eighth-graders planning strategies for the future. They also have an Expanding the Circle program focused on helping students bridge between high school and college, which also supports dual credit classes. Currently they enrolled four students in trigonometry, one in calculus, 12 in fundamentals of computer hardware, nine in a class on hardware and software, seven in alternative energy, and five in computer applications in physics. The program helps students "get ahead," and it collaborates with the Bristol Bay Economic Development Corporation to provide financial support for students taking dual credit classes. They have also developed a student handbook.

"We have a really good relationship with the campus. Aside from TCUP activities, we have seen an increase in students attending the BBC. We have six students going to the campus, and we work closely with the administrative staff down there.

Their long-term goal in working with the campus is to enroll as many students as possible and help them graduate with degrees. Short term, they know that it takes many steps to get there. “If we communicate and collaborate, we can reach the goal.” They hope to increase retention rates, so that students stay in school, graduate with a degree and are highly qualified for emerging and existing positions.

Recently they held a retreat and invited people from all of the workforce development center programs to come and learn about existing and potential partnerships and the types of programs available. The project presented information on their programs and state Workforce Investment Act personnel also shared information.

The program and its partners are working to secure better facilities to support the year-round program. Such a facility would benefit all the partners. Project staff also seek additional funds to support more students.

I wish we could fund students, all students, even if only they come in for one class. I wish I had money right now to fund that class. If we

fund one class, they will most likely want to take more than one and get a college degree. And I wish I could fund high school students; some want to take classes through the college as dual credit. Some of our students are not from here though and want to take classes. Right now we don't have funding available for them.

### **Contributions to Community and Self-Sufficiency: Providing Pathways to Self-Sufficiency**

We need to get the stakeholders employed rather than importing the workforce. The program is one way stakeholders can get their GED and get a job; some may be government assistance clients.

The possibility exists that a new mining and a new oil drilling enterprise will soon emerge. “With all the economic opportunities that are coming up the pike, we need to train and educate the community stakeholders so they can be employed. I think we are going to see a huge number of college students enrolled in the various fields I

have talked about: rural health and human services, math, science, science, biology...” By being proactive in offering training and educational opportunities, they hope to see three-fourths of these new jobs go to local people.

We have to look at other ways to create economic opportunity.

Providing a pathway to educational opportunity will help clients attain the skills they need to pursue a career or business opportunity. Educational access and support for educational achievement offer key first steps on the path to self-sufficiency.

### **Leadership and Impact**

If it weren't for that campus...they have graduated numerous GEDs and students with degrees; we would not have education and [have] gotten our degrees because we would have had to leave our homes. It is awesome and it is growing.

The project's impact lies in the new vision of opportunities for participants. By providing

educational access, project staff lead the way in helping people take advantage of new opportunities. As a result, “the college has seen a huge increase in enrollment because we have developed this really awesome relationship working with them.”

The project also provides leadership in building collaborative models to address educational access and student success. “Absolutely, we’ve seen a huge increase of effort in building the bridge, collaborating, communicating... Everyone once in awhile knocks on the door to see how things are going.”

Access to education has also provided clients with leadership and rural development training. “They have an awesome rural development program through the College of Rural Alaska, and some students have graduated in rural development.”

### Advice for Others

I do know that I keep everything in my binders and communicate and continue to build that bridge with the campus and any other agencies we collaborate with... My advice:

continued collaboration and communication. That is the key. When you have a question do not hesitate to call.

### Evaluating Success

The college is more familiar with our requirements and we are more familiar with what a campus needs to properly process our grant/scholarship checks. We have also learned with TCUP because the campus has to go through many different steps. It is best to get that agreement signed and back to the offices early, so the monies can flow nice and smoothly... We learned together to continue to collaborate and to continue to communicate about each others’ needs so we can serve the students better.

I think there is more knowledge of the campus and programs it has to offer because they are willing to share information, and we are able to share information with them.

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## Welfare Reform—A 477 Program

Fort Berthold Community College

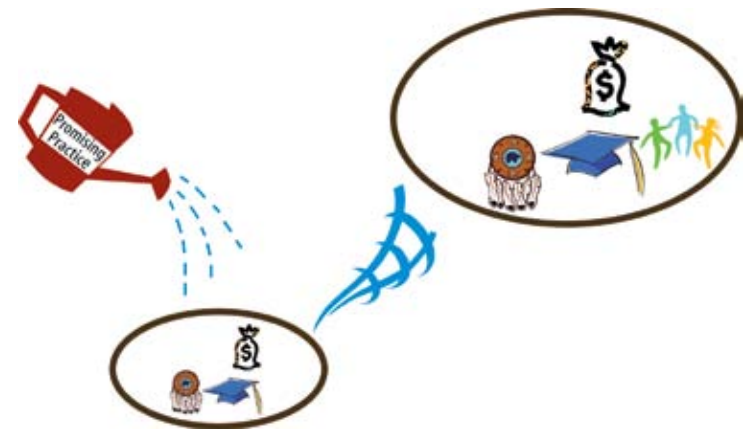
*We walk knee deep in culture a lot.*

### About the Project: Creating Opportunities

*The motto is “School First.”*

The 477 Program—which consists of federal programs taken over by the tribe—at Fort Berthold Community College creates opportunities for people who will be bumped off of Temporary Assistance for Needy Families (TANF) to earn two-year certificates. Participants receive \$200 per month for transportation expenses. After working with a counselor to complete a study/learning plan or Educational Development Plan (EDP), the college sends the participant’s plan back to their case workers at General Assistance (GA) and TANF. In addition to working with participants at FBCC, the program also sends clients to United Tribes Technical College. Most of the participants must first earn a General Equivalency Degree (GED), and many have had no training at all. “They are hard to motivate—we are going after the people that have these problems,” says Don Rush, acting director of the 477 Program. At the end of the semester, the students work with a counselor to develop and sign a new EDP to submit to TANF or GA. “We have transportation, support services, day-care...but they took a lot of our money from transportation. We are short of money. We cannot take new clients from GA.”

Rush feels fortunate that they have “an opportunity to be a different program. We put individuals with seniors to cut lawns and get



#### Started with:

**Cultural Capital:** Family is revered in the program and cultural aspects of the individual’s clan.

**Human Capital:** Instructor skills and understanding.

**Financial Capital:** Federal funding supports the program.

#### Led to Increased Capital:

**Cultural Capital:** Increased value of family and culture.

**Human Capital:** Increased knowledge through program, as participants take educational courses.

**Social Capital:** Enhanced community collaboration.

**Financial Capital:** Increased income, as students complete college training and find better jobs.

medicine. We can only do so much because of trust.” The program also works with the Boys and Girls Club and tribal programs to place 477 Program participants in a work situation. They continually replace the 477 Program workers in the commodity workplace as they bring in new clients and find placements for existing clients. “Then they get hired!” They have also worked with a construction program to make “new houses in Mandaree—we are using some of the 477” Program clients. “Because they know the teachers, the next semester they are enrolled in the class.”

The program initiated a new method of offering classes to their participants. By developing blocks of courses that are offered over a shorter time period, they help students complete their work. “You go through three seasons; our students fail because it is too long... The college tried this new [schedule] so the students can do it in five or nine weeks.”

These are young adults and we will treat them like adults, so they follow through, but they can slip and slide.

When they get a referral, the program places new participants in the “commodity warehouse for 24 hours as a learning situation.” Each participant is monitored by a counselor. “We are the case managers; we are the first ones there. We have a support system, and we have a good little system.” When possible, the program develops specific agreements with clients and places them in specific training programs or work situations. The program also helps students learn “just how the college works... Students don’t ask questions; they wait for others to ask the questions.”

We do a lot of one-on-one work. We have the picture of who are good workers in GED, and they will get into college and keep going. Sometimes you really see an awakening after they have been farting around for 20 years.

The program works primarily with men in two age groups, “older guys who are coming in and the younger guys right out of high school.” Some of the younger guys are coming back from the city and need to learn how to connect to family. “We are all related here. We maintain.” They also do

have young women as clients. The people they work with are in transition. They have been serving “282 per month... They are always broke. When people come in, we associate with them by their credentials and by their clan. We all know the right songs; who is singing it, what it is for, and the students can talk to us. The girls in our office are strong in family and culture; some follow real strong, some don’t.” Participants come into the program with different kinds of work ethics or philosophies. “...it is the environment that they came from—the values.”

We want to set up an area where that clientele can be touched; where they can have a place. We get them when they have an average. We want things to happen; we have to convince them...so my hope is there is a place for them. The only way we get to this guy is if he has an uncle on the council, so we talk to them. There is a fear about getting dressed and coming down to the tribal office.

From Rush’s perspective, “Our groups are unique—we are a pilot project.” The pro-

gram works with people from around the reservation (250 miles) dealing with diabetes, alcoholism, etc. “They are all young people.” They see “the tears;” they also “see the horses.” The program works with people who also have “files with housing. We are trying to make contact with the justice center.” Sometimes, however, they get the same individuals coming back. “They screw up, they leave, but they come back... We get frustrated when we see our TANF girls having another kid.”

In order to help participants be successful, the program collaborates with other programs. “Everything opens up.” For additional services the program can refer participants to both the TANF and General Assistance programs. This past year, “we have an agreement with GA and the county. We will have an all-day session in June and in July when they should be home fishing and taking care of their children. We will focus on alcohol and those issues in June. The agencies will accept this as getting them motivated for the fall.”

From Rush’s perspective, the “non-Indian and Indian community have two totally different structures; there is separation down

the line... Where Indians go to get jobs; [they] go to BIA [Bureau of Indian Affairs] and [the] tribe. There are no Indians at the bank because they go through a different structure to get jobs. You get to Mandaree, it is all Natives, school and community, so it is kind of confusing.” Rush feels that having more Indian teachers will help future students experience less confusion between the different approaches to doing things. “We need more Indian teachers!”

### Contributions to Community and Self-Sufficiency

The program focuses on helping people build a future for themselves and their families. “For the sake of the children, everything is family.” Program staff see a need to keep it going “because of the action” here and [also because of the] “basic structure of our family.” The program only starts to work with young individuals when they quit school and hang around, or they come in when they have a young family and they need help. Rush recalls a young man who came into sign up when it was 60 degrees below zero. He got his GED and went on to graduate from UTTC.

We have resources for programs that want to help this population. They can see how people can be helped because we have a lot of talent in that group. Sometimes it takes an uncle or someone else to get him to come over. Sometimes they are sitting at the justice center waiting for someone to help.

### Leadership and Impact

Our future is our program.

The 477 Program at FBCC is one of several programs focused on reducing dependency on public assistance. The 477 Program on the Fort Berthold Reservation collaborates closely with the college to provide participants with opportunities and to increase their understanding of what is possible. A key element in their program is the focus on connecting young people back to their culture. “Culture is swinging over... redirecting back to the Indian way, so they can find their roots.”

The community college is involved with everyone.

### Advice for Others

You have to leave your office and be a collaborator; it is not just one program. If I can get a degree, you can get a degree—I do this a lot. I pow-wow and get across the community. I talk to young people about their kids, their dancing...

Us guys here with the GED, we want to push our clientele to do good up here and not come back to us... We've had students go someplace.

### Evaluating Success

No one is measuring it for us.

The program tracks participants and monitors how well participants succeed with their Educational Development Plan. They also must report on how they have helped participants successfully transition off public assistance and into educational programs or a job situation.

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## A TRIO Talent Search Program

University of Alaska Fairbanks, Bristol Bay Campus

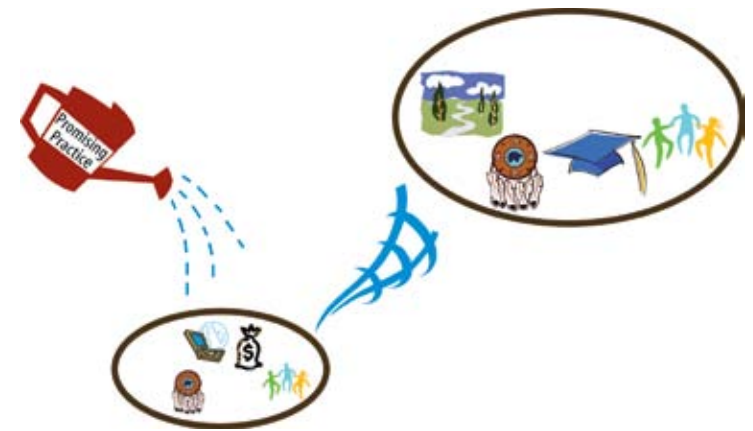
*It is providing valuable services to kids disconnected from the world.*

### About the Project: Extending Opportunity

We've had many camps: watershed camp, natural resources camp. Students spent time with the park service learning how to do naturalistic interpretation. They leave with a skill in a field that is growing. They see there is something there they can do. They see how they might fit into the picture. They see how they might fit in career exploration.

The TRIO Talent Search Program assists 11- to 17-year old students to transition from a secondary to a post-secondary environment to earn a BA. Because no educational opportunity center operates in the region, the program at Bristol Bay may also work with adults interested in successfully accessing higher education programs. Working with kids who have dropped out of school is a particular focus.

The area served by this program is vast, making travel extremely expensive and difficult (some villages are accessible part of the year only by air), so the program developed a partnership with local school districts to support outreach efforts. The federal program officer has, however, told them they can no longer use their funds in this way, so they are looking for other partners at the village level.



#### Started with:

**Cultural Capital:** Recognition of the importance of programs being culturally relevant.

**Social Capital:** Networking with schools, villages, the college and other groups.

**Financial Capital:** Federal funding supports the program.

**Built Capital:** Access to facilities in the area.

#### Led to Increased Capital:

**Natural Capital:** Increased focus on environmental and resource management issues.

**Cultural Capital:** Enabled students to see opportunities and believe in them.

**Human Capital:** Development of strong foundation for people to develop careers and businesses because of educational training.

**Social Capital:** Enhanced community collaboration with local partners.

Great success in overcoming the challenge of geography.

The program depends on transition advisors who work with kids to help them stay in school and prepare for college. While some of the work can be done by phone, fax and mail, the former project director felt it was important to get out to the villages and make connections with people there about the program. Building on this foundation, the new project director, Evan Franulovich, described the focus as, “What it is about is getting their defensive barriers down, so they are not defensive, and they see it is not a fly-by-night federal program that marches in and then leaves.” Currently 600 people are registered in the talent search program.

Collecting intakes and providing tutoring on clients’ behalf, the transition advisors help participants sign up for the summer options.

We try to coordinate college credit for the camps—this medical camp I am setting up... I am working with people here so they [students] can get some credit, so the college can realize some numbers ...

that is beneficial, having our program associated with the university—gives them some marketing. There is some sort of symbiotic relationship.

### Contributions to Community and Self-Sufficiency: Building Assets through Learning

Well, the Chinese parable says you can never take away two things: [stomach and mind]. TRIO doesn’t help with the stomach part, [but] we definitely help with the mind part. If you consider that as an asset, then absolutely, we are making capital. Our program does more than most in leveling the playing field.

Looking at the long-term outcomes, Franulovich sees this program as having tremendous potential to help individuals, families and communities build assets. Educational achievement provides a strong foundation for people to develop careers and businesses. Helping first generation, low-income students see what the future can offer and working with them to overcome barriers will lead to payoffs decades into the future.

Clearly, it can have a positive economic impact on the community to develop or improve upon an existing infrastructure.

There are some kids... [a girl] who had given up on the idea of the college... Mary worked with her to find financial aid and got her back into a college program to earn a degree... That’s the kind of thing the program does.

### Leadership and Impact: Envisioning the Future

Well, I would say “yes” in that we offer tools [to students] to lead their people, to help their people. The more they know about what we offer... It’s all about resources. We offer...community leaders tools and vision. We have a vision of the future...of getting people educated for our communities and that’s a valuable thing.

According to Franulovich, “Any time any member achieves any kind of positive progress, it sends a message that it is possible. Anything like that is good especially if they

go out and get the education and come back to serve the community.” The program works to help participants develop both a positive self-image and the self-confidence to pursue their goals. “Frankly it is in our nation’s best interest to have an educated workforce.”

The people we do know, know that we are out here. They have a positive impression and are supportive of our mission, but it needs to be widened. I want it to be more of a household term—like everyone knows who HUD is.

### Advice for Others: Be Creative and Take Risks

You had someone who really cared about these individuals as people, not just as a number in a database.

People make the difference in this program. “If you put people who are actively engaged and have a good understanding of how to get there, [who are] culturally sensitive...[you are] dealing with a different culture here.” According to Franulovich, the program needs a strong person in that position. The person must be able to “work

along with people...talk with people on the phone, see them once in a great while. The other thing [is that the person should] not only be strong, but also be willing to take risks.” Franulovich says, “TRIO is an abstract concept...how you get there, well, you have to be really creative.”

We serve a region that is vast. For the program to succeed and grow, you need to develop and continually expand your networks. To succeed you need to enlist all the partners you can to help you encourage these kids. Programs need strong marketing with presentations to everyone.

### Evaluating Success: Collecting Data on Student Participation and Success

I just don’t know how you could measure that right now...if Johnny goes off to college and gets a job?... But we are only in our third year. There is potential in the coming decades, not years. They hit the wall because they get no other vision of what is possible. It’s like a foreign country. I have kids that

have never seen a movie or gone into Anchorage.

The evaluation indicators are dictated by the funder: 75% graduation rate among seniors, retain 80% of participants from one year to the next, get 40% of high school drop out participants re-enrolled or finished with a GED, have 80% of participants use a career discovery program, serve 300 eligible students of which two-thirds are first generation and low-income, and 60% of college-ready participants will enroll or re-enroll in college courses.

The program keeps records on all participants as required. The tracking system enables them to reflect on which programs and practices have the best results.

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## Bristol Bay Native Association Employment and Training—Workforce Development

University of Alaska Fairbanks, Bristol Bay Campus

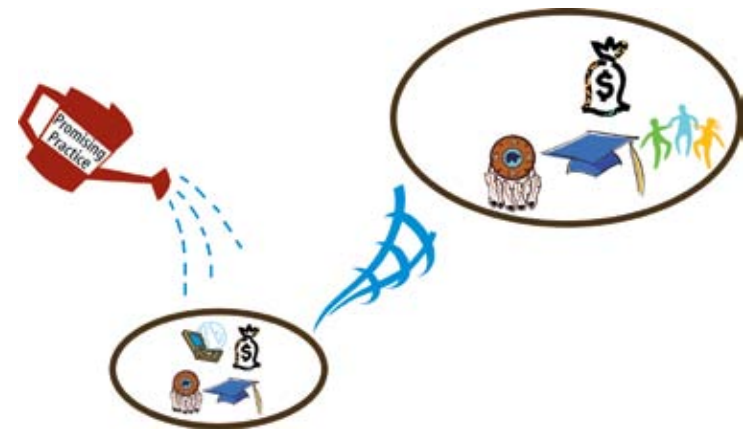
*When we get notice of classes that might help clients get directly into a job, I set them up with the class and pay for it. I focus on work, and what it takes to get somebody into a job. We have a lot of clients that have absolutely no computer skills. When they offer a beginning class, I try to help them fill up the class.*

### About the Project: Offering Many Ways to Help

It is our way of coming together as service providers to let each other know what is available... We want to develop a collaborative newsletter and apply for more funding.

The workforce training project at Bristol Bay Native Association (BBNA) works with “just basically anyone that walks through those doors looking for work, or people in the villages who call in,” says Cathy Reamey, employment program manager. Most of their placements are with the unemployed, underemployed and welfare clients. “We don’t turn anyone away.” The funds are, however, targeted for Natives. “In order to spend down financials, they do have to be Native. They also have to live in certain villages.”

Their program supports a wide variety of education and training programs with a particular focus on training for people in the fishing industry. “In the past we have sent people to a two-week value-added fisheries training program—[to learn] how to process their own fish. We helped them get...Coast Guard training to expand their business opportunities.”



#### Started with:

**Cultural Capital:** Staff had understanding of cultural context in which they work.

**Human Capital:** Staff skills and knowledge.

**Financial Capital:** Funds for natives to find work.

**Built Capital:** Access to college facilities and distance education technology.

#### Led to Increased Capital:

**Cultural Capital:** Augmented belief that there are opportunities for self sufficiency.

**Human Capital:** Increased educational skills among participants.

**Social Capital:** Increased community outreach and collaboration with universities.

**Financial Capital:** Helped people with small business start-ups and complete training leading to better jobs.

They also set up on-the-job training opportunities. “There is a welfare-to-work program—Job Start. If council and city government positions knew how to fill out the paperwork, we could create more employment in every village. We hold many job fairs in Dillingham, New Haven or King Salmon, depending on the school districts.” They also do driver’s license training. “If there is one thing that holds [back] a person from a village...it’s the lack of a driver’s license.”

They also provide services tailored to people looking for work. “We help people develop resumes, cover letters and teach them interview skills...whatever it takes to get somebody a job is what we do. Because students do not have access to enough career exploration, that is a challenge that we want to tackle.”

In addition, they sponsor students at the alternative high school who want to take college classes for dual credit. They are currently supporting one student in an administrative assistant program and five in a customer service class. They support participation in a summer youth program with Workforce Investment Act (WIA) funds.

For students who need it, they provide childcare.

They also help with small business start ups, “something that is just starting to come up as a major opportunity. I look to the campus [for] those sorts of classes and have some contacts with our economic development office. We help [childcare] providers in obtaining their business license.” They also supported the fifth annual early childhood conference because “we are required to provide them in-service training.”

To make these projects successful, Reamey says, “We do a lot of reaching out and recruiting. We provide training for our employees, and we’ve had our employees take the beginning computer classes...and also PowerPoint, anything that helps to enhance our work in the villages.” If they had “a computer with Internet access in each village, we would have more people in college classes.”

### **About the Organization: Uniquely Successful**

The BBNA is unique in that among the 477 Programs...we are

second best in the nation. Our staff are comfortable with the clients and they are comfortable with us. We are as big as Ohio. Somebody can call us on the phone...the village council can call and ask us to come down.

One of the things we do that others don’t is focus on kids in school...helping them be aware of what their opportunities are.

From Reamey’s perspective, their success has “a lot...to do with life experience; most of us come from the village and we know what it was like to grow up there.” Staff members understand the language and customs and can “communicate in a style that you know they will understand.” The connection to the college offers many opportunities to link prospective students with courses in areas of interest. “I think I would only be able to do my job at 50% without the campus...[we are] helping create opportunities for people [so they do not] have to leave to get an education.”

### Contributions to Community and Self-Sufficiency: Helping Clients Help Themselves

[You] don't want to set someone up for a job; you want to set them up for a career. Where we are going with this...helping people realize their potential, empowering them, building on their strengths and at the same time being culturally sensitive. We want to create opportunities in the region that will bring young people back. We just need to help people learn to be self-sufficient.

BBNA's work is paying off. Clients get the training or education they need to create new careers and opportunities for themselves. Reamey relates, "I have one client that was a typical welfare client. She had a high school diploma but never had a steady job. She helped us out voluntarily—came in every day. We got her into classes at the campus for the computer. She now works full-time at Headstart." In another scenario, Reamey describes a "fellow we put through the Coast Guard training who now owns a guide business." In one village they focused

on construction skills. "A class we supported in Togiak...ended up building six homes that were certified...all local labor." They have also had success with their support of younger students. "Out of the five alternative high school students we put through the administrative training, three are working as receptionists or secretaries."

When people feel better about themselves, they feel better about the community. ...they have [pride] that they have taken a college class... Once they get through one, they know they can do the second one.

### Leadership and Impact: Communicating Possibilities

[O]pen communication among the agencies, willingness to work together... We all have common goals.

Now that the college and BBNA have a good working relationship with other resource providers, Reamey described the next step as "to bring in the employers. I think we could really build on each other's

programs. We could build our collaboration with the health corporation. They have village staff; they are recruiting for the same jobs over and over again." They look forward to working with the college to address the "challenges the client faces in staying enrolled."

When asked if their work has increased leadership opportunities in the villages, Reamey responded, "I personally think it has. Some of the classes I have been in personally, they are very value-added. [There have been] increases in the enrollment of young people from the villages. A lot of it has to do with the close ties in the community and the way things are posted. The village leaders have encouraged young people to take on distance education."

We fiscally can't cater to one person's need. If they know they need a class, they will help recruit to get enough to hold a class. Sometimes the villages don't talk, but when it comes down to education and employment, they will come through for each other. Without the partnership we have, the communities would have less collabora-

ration and coordination among themselves.

I wish our programs would be more fully funded. I wish, when we travel to villages, we could take a group of people, so we can all present—maybe we would drown people in the information. If we could bring that sort of conference to the village, we would reach more people on topics like alternative housing, economic development, tourism, small business, bed and breakfasts—how to start and where to go for funding. The BIA loan guarantee program is a highly underutilized tool for people with good business plans.

### Advice for Others: Map the Resources

I would tell them that before they meet with any clients, meet with other providers to learn what services are available. Learn the registration process and what makes a college student. Understand and not overwhelm clients—only dish them as much as they can eat. You

can't take nine credits, work and manage three kids.

### Evaluating Success: Follow Through

Evaluation focuses on helping clients succeed in their new job, educational program or business. The program follows up on clients for a year at 30 days, 60 days, 90 days and at the end of the year.

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## Partnering to Support an Alternative High School

University of Alaska Fairbanks, Bristol Bay Campus

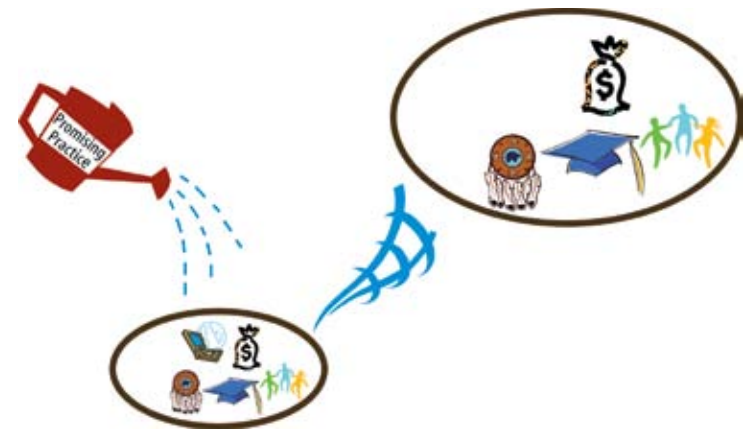
*There is an amazing amount of caring; they know we respect them. It's very one-on-one.*

### About the Project: Working with the Whole Person

We help create kids that are academically able to go on to an AA or BA [degree]. We partner to give kids a pre-college experience with us as a safety net, so they can learn that they can do it.

Community leaders realized that a lot of kids were hanging out on the porches of the grocery store. They said to themselves, “This isn’t right, these are people who could have a future.” Although there was discussion on the need for an alternative school, “it just took someone coming in here to do it,” reports Michele DeShaw, principal, Dillingham Alternative High School. School organizers utilized the expertise of a consultant whose entire career has focused on alternative schools; “he helped us set this up.”

The Alternative High School in Dillingham, Alaska, is mandated to serve kids out of school for a year or more or who are three or more credits behind, teen parents, adjudicated youth or students who are referred from the Office of Children Services. The only other requirement is that students be over 15. The program also has Native preference, so that Native children always go to the top of the waiting list. Currently, they have one non-Native student in the program. Students at Alternative High School take dual credit classes,



#### Started with:

**Cultural Capital:** Focus on Native students and their needs.

**Human Capital:** Learning what makes alternative schools successful.

**Social Capital:** Support from many groups.

**Financial Capital:** Funding to support the program.

**Built Capital:** Access to physical space.

#### Led to Increased Capital:

**Cultural Capital:** Developed a supportive culture.

**Human Capital:** Increased education; high school youth received GED.

**Social Capital:** Enhanced community wide partnerships, less delinquency amongst youth, youth leaders in the community.

**Financial Capital:** Increase in better job attainment.

and some also work part-time at the college. “Our kids have been in classes with adult populations within the region. All students work part-time in addition to pursuing their studies. In two years the school has graduated 10 students, students they believed would not be successful in getting a GED.” Currently, they have 47 students enrolled.

We are three-pronged, and each prong is basically equal: social, academic and career/technical. We work on social skills, we bring up reading, writing, math and job skills... All students work at a job half-time. It’s really about serving kids who have not been served in an academic environment—at risk kids.

They graduated one student whose “mom and auntie” struggled and struggled with the student; he is now working on an associate’s degree at the vocational college. Another example describes how a young mother with two kids completed her degree in two years and went on to be very successful.

According to DeShaw,

We operate on a medical model; we diagnose the kids’ needs, and we make a prescription, and then we have to deliver the medicine and test how it works. We hold kids very accountable. We never give up. We tell them there are lots of choices. This is an adult place, so you will make choices. We want you to make good choices. We have kids reapply. All kids can learn—just not on the same day and in the same way.

The program succeeds, according to DeShaw, because it is individualized. Staff members are caring and respectful, and they treat students like adults. They have two advisors who each take half the students, but both are familiar with test scores and the prescribed remedies for each student. The program also succeeds by building related community assets, “[W]e talk about assets in terms of parental assets. We now get 100% participation in student-led parent conferences and the students make the presentation.” They also see the partnerships within the community, from businesses to

non-profits to educational institutions, as critically important to the success of the Dillingham Alternative School.

While the school currently serves four students from the villages, reductions in funding will make serving village students more difficult next year. They plan to work on funding possibilities to continue serving village students and to expand their teaching staff.

### **Contributions to Community and Self-Sufficiency: Helping Kids Make a Future for Themselves**

[DeShaw]...would like to see the economic base grow, so there are more job opportunities for kids. Probably 70% of our kids work in commercial fishing in the summer—not self-employment, but [working with] aunties and uncles who own those boats and are self-employed. Our kids see that as an option.

DeShaw sees the program building assets for the community in several ways. The community sees less delinquency. They also

have a long-term goal that the program will increase the potential for growth in the community. After all, “These are the kids upon whom my retirement depends. I need to see that they have good productive skills and good jobs and strong families.” Staff believe that students have earning capacity that they didn’t have before the programs, which enables them to contribute to their families. They are preparing students not just for a diploma but for life.

### **Leadership and Impact: Contributing to Community**

They want to see their students as contributing community members. In the short term, the school works to increase academic, social and vocational/technical skills. “We are about creating a future life. We help to build a responsible and productive citizen, someone who becomes a leader in the community.” They see the program helping students develop their leadership skills. “It has done that with students who have finished the program here and become young leaders in Dillingham.”

### **Advice for Others: Get “Buy-in” from the Community**

For the program and the college, I think the learning has been flexibility. We try to be flexible with the kids and in turn the college has to be flexible with us. Not everything we have done worked, so we have to figure it out.

According to DeShaw, “You can’t do this program unless you have ‘buy-in’ from community agencies and partnerships. You cannot do this program if you don’t have that partnership and willingness to help you and signed Memorandums of Understanding stating what they are willing to do. No school could do this by itself.”

The school must address not just learning styles and academics; the goal is for these students “to have a wonderful adult life.” So it is more than academics but also social and vocational skills. “You have to love kids...lots of community participants...and not discard these kids so quickly.”

### **Evaluating Success: Becoming a Community Institution**

A great success for them is the community acceptance of the Dillingham Alternative High School and the people who are students here. “Our kids have gone from the eye on the forehead to being looked at with new eyes. They are kids that have a future.” The school also keeps records on student participation. The college then tracks these students as they do regular students.

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## Onward to Teaching Excellence

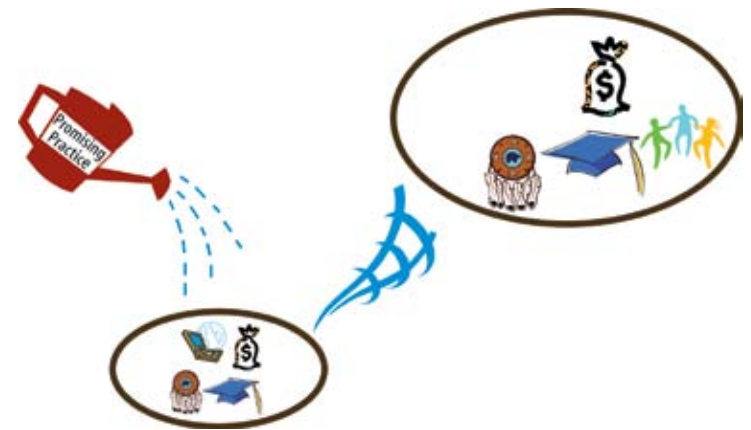
University of Alaska Fairbanks, Bristol Bay Campus

*Understanding the world context...that is where the community college comes into play.*

### About the Project: Using Local Culture to Train Local Teachers and Educate Local Youth

The issue was the teachers leaving the villages. They come up from the lower 48 with a stereotypical view of what it would be like in an Alaska village school—naïve and unrealistic. Our vision is that local village people can fill those positions... Language does play a role. As school board members of an advantaged school say, "...a person who has spent all their life in the village will make ideal teachers." Some of the older paraprofessionals for whom standard English is a challenge, struggle.

The purpose of the project is to bring more people, particularly those working as paraprofessionals, into Alaska villages and public schools. The project is part of a nationwide program with sites across the United States and is viewed to be an outreach program consistent with the land-grant mission. The project addresses the lack of understanding many on-campus faculty have about the situation of the non-traditional students. The project at Bristol Bay targets the paraprofessionals working in village schools. Here the focus is not just on supporting these students in completing courses; the program also focuses on developing culturally relevant curriculum so that students can learn math and science in particular by studying their own envi-



#### Started with:

**Cultural Capital:** Understanding of cultural context of education system.

**Human Capital:** Skills and understanding to set up the system.

**Financial Capital:** Grants to support the project.

**Built Capital:** Access to college facilities and distance education technology.

#### Led to Increased Capital:

**Cultural Capital:** Emphasized cultural aspects in classroom education.

**Human Capital:** Trained teachers' aids in the community as teachers; children learn.

**Social Capital:** Increase in licensure for local teachers; worked together in cohorts.

**Financial Capital:** Increased income for graduates their communities.

ronment and cultures. “We want them to do village science; how to use subsistence to teach math and reading. We’re culturally-based education,” says Sharon Jubenville, instructor in the teacher licensure program at Bristol Bay Campus.

Currently, the lack of math faculty who can teach math in a “relevant context” continues to challenge the program. By helping current teacher aides complete their degree, they hope to improve educational opportunities for village children. Helping local people become teachers will reduce the turnover in the teacher population at village schools, address the need for culturally relevant education and provide students with teachers who speak their language.

[This is] a huge goal for many of our paraprofessionals. They’ve seen teachers come in, and they have had to be the interpreters.

The program is designed on a cohort model. According to Jubenville, “We would like our paraprofessionals to receive their teaching license within seven years.” They are working with 18 students, and the program is designed to work with no more than 20.

“We are moving them through in a cohort. Depending on funding, we hope to add more cohorts.” There are four similar programs throughout the state located at the other branch campuses.

Although the program has operated for only two years, they do have at least five who already have their teaching license. “They were folks who had their associate of arts degree.” The majority of the cohort now are people who need their associate’s degree. They have funding that “gives tuition and books for these folks and for travel to meet as a cohort...once a semester.”

The program is working to help students find ways to use their existing credits for professional development classes toward their degree. “My ideal is to use some of those credits toward their degree.” Successful students develop a knowledge of the university system and distance education in particular, how to take classes from home or the school.” They are working to improve the distance education courses taught by “putting our course materials on a CD and now looking at synchronous online instruction... illuminate live...hear and see the Web site.”

Students also receive support from the advisors at the community college level, advisors who understand rural context and the issues that impact non-traditional learners in Alaskan villages. Many students also have access to an elder as a mentor. “A couple of the people in the cohort are considered elders, but the younger people are looking up to them as role models in terms of sticking with it—motivation.”

### **Contributions to Community and Self-Sufficiency: Creating Careers to Local People**

All these small communities are drying up because the jobs aren’t there. At the same time, we have young people who want to stay in the local communities. They don’t see the value of achieving a quality education. We prove to them that their lives will be enriched.

When asked how this program contributes to asset building, Jubenville responded, “It would be huge. First any job at this point is valuable for village communities. These folks already working in schools will double or triple income...[a] financial boom for the villages...and the communities would

be enriched.” Participants will benefit from an increase in their finances, and they will “have enriched lives with education. Ideally the culture of the village will be transmitted through this avenue.” In addition, the program will address the role of “mainstream American culture, and the disconnect that occurs as the school attempts to change ethnic minority culture. Having the villagers as teachers will help maintain the culture.”

Long term, Jubenville sees the project addressing a major educational shortcoming that impacts the ability of village members and villages to access education to support community and economic development. “[The] problem with far too many rural schools [in the past]...the educational system has given them a free ride, watering down the quality of their education. So when many of our rural students hit the university, they are often unprepared... The public school education hasn’t prepared them well.”

### **Leadership and Impact: Providing Outreach to Serve from Within**

As educators they will be transmitters of their local culture, [leading

to the] sustainability of local culture and improved native lifestyle.

When asked if the project increased leadership within Native-serving institutions and communities, Jubenville responded,

Yes, partly because once these people become professional teachers, they then are expected to assume leadership roles in the village community... Students understand more about economics...[and are], a little better about Alaska history. It opens up their world with a broader education; consequentially, they are better able to make better local decisions and [become a] better informed member of the community... because the paraprofessionals are connected to their communities so closely and [with] the school being the center of the community. I see that the college has a distinct presence.

The cohort students not only take classes that will lead to them becoming licensed teachers, they also provide outreach for the

college. As others in the village see them complete courses and get their degree, the students become role models that support community members interested in taking classes. Through their example, they provide leadership for others to follow. The college has benefited with increased visibility of this “branch campus in the villages where our students reside... This is a distance effort—just people in the villages knowing and seeing, with their own eyes, others using distance education.”

### **Advice for Others: Build Upon Existing Talent and Assets**

First off, my own personal experience and philosophy is that one of the largest factors of American economic success and richness of life for people [is the community college]. It bridges the gap between the person who wants an education and the people who go straight to the university. The community college is responsive to local needs; it gives the American public education system its edge.

A first step Jubenville says, is to “make sure the school districts where the paraprofessionals work are partners...that the school board and administration understand the process and how they can be supportive.” For small schools, finding substitutes for the para-professionals when they must leave the village for classes can constitute a real challenge. “They are so valuable in rural schools, they [school districts] almost hate to give them a day for professional development.”

Second, students need to be supported “not just financially but also academically,” and those support programs need to be in place. While the design for these programs “is actually fairly standard,” the amount of time to bring the cohort together—delivering both face-to-face and by distance and finding a best place for the cohort’s intensive sessions—are all decisions that need to reflect the assets and options available locally. These programs succeed when you have people who “know the curriculum. You need someone who knows the value of a cohort model.”

## Evaluating Success

It’s an ideal that has come down through the ages. There has always been a question between the incoming educational system and the local indigenous population. If done well, you have an educational system that enriches the lives of everyone.

The program tracks participants as they progress through the classes. They also have student evaluations of the courses. Finally, the data from this project is included with that from the other projects for external review. They know they will be successful when village schools employ more local people, when schools increase their percentage of successful students, when more students go on to take advantage of additional educational programs, and when the skills taught in subsistence math and science become part of everyday village life.

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## The Rural Alaska Honors Institute

University of Alaska-Fairbanks

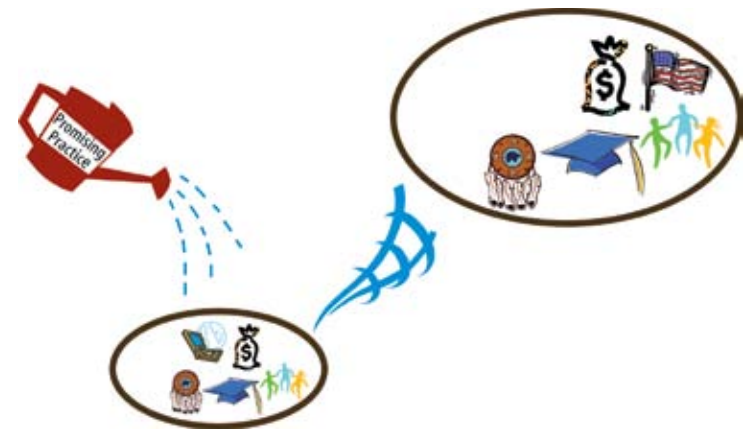
*Alaska has a brain drain with younger adults leaving. They leave because there is not enough economic infrastructure to support young people.*

### About the Project: Preparing Kids for College

For most kids, RAHI is a major life experience. For many it is a life-altering experience.

The Rural Alaska Honors Institute (RAHI) program runs through the University of Alaska Fairbanks and focuses on helping students, especially Alaska Natives from rural areas, develop the academic, social and personal skills they will need to successfully complete college. The program began in the early 1980s when the Alaska legislature created funding for a program that would target Native students and help them succeed in college. The program works with approximately 50 highly motivated juniors and seniors each year who want to attend college. In order to qualify for the program, students must have at least a 3.0 grade point average and recommendations to support their application.

Over 1,150 students have completed the program with many going on to such prestigious schools as Harvard and Dartmouth. Numerous others attend the University of Alaska, especially the University of Alaska-Fairbanks since they are the campus that has housed and financially supported the RAHI program since 1983; others who have not completed college still plan to do so in the future. Some



#### Started with:

**Cultural Capital:** Understanding of native cognition and how to teach using that knowledge.

**Human Capital:** Skills and knowledge of faculty and staff.

**Social Capital:** Linkages with the university and among villages.

**Financial Capital:** Funding from the state to support the Institute.

**Built Capital:** University structure.

#### Led to Increased Capital:

**Cultural Capital:** Students acknowledge heritage as an asset and a strength.

**Human Capital:** Young people learned skills that prepare them to succeed in college and at home.

**Social Capital:** Youth created support networks and strengthened linkages to villages.

**Political Capital:** Students returned to provide support for the program and become leaders in their villages.

**Financial Capital:** Success in college leads to self-sufficiency.

participants have developed skills but are concerned that “if [they] finished [their program], [they] would take [themselves] out of the culture.” Students stay in contact with one another and the faculty and the staff via a program newsletter, e-mails and letters.

The summer program offers students an opportunity to earn college credits, polish up their academic skills and explore interests. Over the years the program has become more rigorous as instructors hope that wherever students go, the degree of rigor and stress will be “a step down in difficulty rather than a step up when they are [college] freshmen.”

Top writers take an intensive English 111 course while others take a course in essay and exam writing. All students participate in a study skills class, a mandatory two-hour study hall, and either Native dance or swimming to add a physical dimension to their experience. They round out their program of study by choosing from various electives such as psychology, math, geoscience, biochemistry and rural development.

The program organizes students into “family groups” with eight students assigned to one tutor/counselor. They live in dorms and experience campus life. In addition to their studies, the students participate in various field trips and other activities. After mid-terms, the students attend a camp with canoeing and other activities to help reduce stress.

In considering ways they can expand the program, some program staff would like to see students come back a second year to focus on entrepreneurship by involving students in creating and running a corporation.

### **Contributions to Community and Self-Sufficiency: Educating Kids to Come Back and Provide Infrastructure**

Our challenge is to help kids see how they can use the skills to come back and stay in the culture.

Students participating in RAHI learn that they can come back and make a difference in their communities. Alaskan rural communities and villages need people with skills to teach and run infrastructure; they also need leaders who can initiate entrepreneur-

ial activity. RAHI provides students with an understanding of these opportunities as it prepares them to succeed outside of rural Alaska.

The program has had a long-term impact in building individual assets and, through them, community assets. In addition to the “natural wealth of education...they can create their own infrastructure. You have to know how the system works.” Many former RAHI students complete their rural development education at the University of Alaska–Fairbanks, then they return to rural Alaska and use their skills and insights to create a better tomorrow for themselves and others.

### **Leadership and Impact: Providing Role Models for Other Kids**

Do I know as much as city kids?

The RAHI program helps village kids understand what college is about. The experience helps build the self-confidence they need to succeed in high intensity college programs. “It gives people the ability to see family in a bigger light.” Students develop intellectual maturity, allowing them

to “throw off myths.” They learn that the world outside is more complex, and they also see “there are opportunities...there are services [available to help with all types of problems].” In working with this program, instructors believe that one way to overcome the many problems in Alaskan rural communities, such as suicide, alcoholism and abuse, “is by building a cohort of professionals.” As a result, many leaders in education, government and business are former RAHI participants.

Demonstrating leadership in Native education teaching methods, the program works with instructors to “use Native cognition to teach Western subjects.” Indicators of Native cognition include focusing on items in context, which is often field-dependent thinking. Native thinking involves “situational knowledge—a mental echo system of their own world. When we take that and combine it with Western abstract reasoning, they can really think.” Native thinking trains people to “think ahead to avoid emergencies... You can’t make a mistake or you will die.” Program instructors use these insights into thinking patterns to design educational experiences that build on the strengths of Native ways of thinking while

expanding students’ abstract and Western-thinking skills.

### Advice for Others: Come and See What is Going On

You cannot see what goes on by someone giving a talk...likewise you cannot understand the program’s inner workings by a site visit.

The RAHI program is multi-dimensional. In addition, its design is based on several key principles including the value of high expectations, the creation of cohorts, and the importance of understanding Native cognition and incorporating that understanding into the curriculum. RAHI includes three levels of activity: the role of the dorm staff and scheduling, the role of the administration “including what occurs between RAHI sessions,” and the educational experience.

### Evaluating Success: Assessing for Impact

As it is, we have at least one RAHI-er in something like 95% of Alaska’s communities.

The program keeps close track of graduates. According to the data collected, the program has succeeded in addressing the dearth of Native students applying to and completing a college degree program. Qualitatively, RAHI graduates are making a difference in their communities and families. In addition, RAHI staff consciously engage in organizational reflection to encourage constant improvement. They also work with the University of Alaska–Fairbanks so that RAHI students attending their programs get the follow-up they need to succeed. “Students need follow-up, especially at the sophomore level. That tends to be the year they drop out...It seems that the newness of college and one’s enthusiasm for it wear off and life creeps in.”

There are too many programs starting to spring up that, first, want to reinvent the wheel... second, [they] think that the way to have Native American students succeed in college is only to do Native American things. Even tribal colleges are not truly Native American. Colleges exist in the Western Milieu. There is no circumventing that, nor should

anyone want to, unless a tribe is going to exist on another planet or in an absolutely sheltered world devoid of the world's infrastructure—and its funding.

A recent report titled, “Are Participating Students in the Rural Alaska Honors Institute (RAHI) Achieving Better College Outcomes than a Comparison Group of Students?,” written by Raquel Gonzalez and Roger Levine with the American Institutes for Research and funded by the National Science Foundation states:

RAHI students are statistically significantly more likely to earn a bachelor's degree than non-RAHI students. Students who attended RAHI were nearly twice as likely to earn (19% vs. 10%) a bachelor's degree than the control group of rural Native students with similar academic profiles who had not attended RAHI. And, when demographic factors were controlled for, participation in RAHI was significantly associated with attaining higher GPAs at the University of Alaska.

Present funding to support RAHI 2006 comes from the University of Alaska–Fairbanks, with grants from the National Science Foundation's Earth Sciences and Geosciences, National Science Foundation's IDEA Network of Biomedical Research Excellence (INBRE), National Science Foundation's Experimental Program to Stimulate Competitive Research (EPSCor), and Alaska Natives into Psychology.

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## Custodial Skills Training

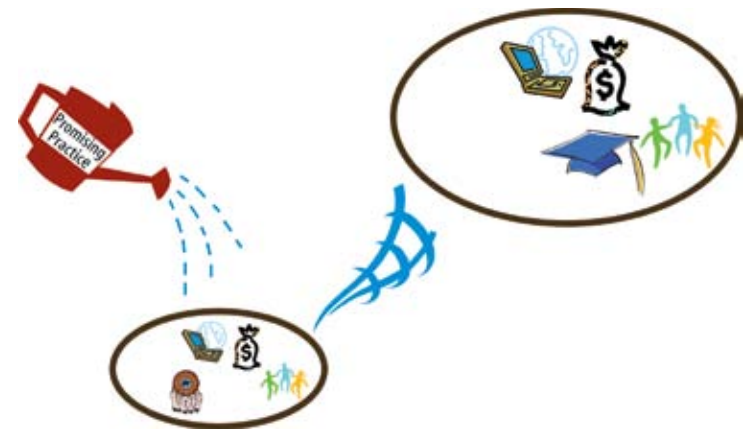
Hawai'i Community College

*The more you work with your skills, the better you become.*

### About the Project: Linking Educational Access to Upgrading School Maintenance

This project was designed to address two issues. First, many K-12 schools on the Island of Hawaii were unable to get minor repairs done because of a backlog in work requests. Second, school custodians were interested in upgrading their skills but uncertain as to whether higher education would work for them. Supported by the U.S. Department of Education, the Custodial Skills Training program was designed to address both matters. The goal of the training was to provide school custodians with skills and tools to do their jobs more effectively. In addition, participants received training in how to do minor repairs so they could address those requests, and they were encouraged to work with others on larger projects.

The seven-session training focused on various skills such as electrical, plumbing and carpentry. Originally designed as a half-day work/half-day study program, the training was modified to full-day sessions at the request of the students. Participants were required to complete one-day instruction in OSHA safety regulations and had on-the-job training where they actually did school repairs. The seven sessions were basically “hands on” with some open-book instruction related to the session topics; students were also required to take quizzes. For the carpentry session, the participants built a picnic table which they were able to take back to their individual schools.



#### Started with:

**Cultural Capital:** Focus on business opportunities that fit locally.

**Social Capital:** Cooperating agencies.

**Financial Capital:** Support from U.S. Department of Education.

**Built Capital:** Access to buildings and equipment.

#### Led to Increased Capital:

**Human Capital:** People in the community learned custodial skills.

**Social Capital:** Participants encouraged to work together to address issues pertaining to work.

**Financial Capital:** Increased income for some participants.

**Built Capital:** Repaired school infrastructure.

They had not had a lot of opportunity for training. They were thrilled.

This program inspired custodians to seek additional training, which had not been available previously, and the success they experienced by completing the training has encouraged them to seek additional opportunities.

### **Contributions to Community and Self-Sufficiency: Knowledge is Wealth**

[The training program]...makes them better people. They appreciate the opportunity to feel good about themselves.

The project's contribution to self-sufficiency is mixed. While some were able to move into higher positions, most participants did not get a raise and stayed at the same pay level. Yet, the project did help custodians keep the schools in better shape, thus preserving an important community asset and some participants reported using their new skills and knowledge in other settings, particularly in making home improvements.

### **Leadership and Impact: Made Collaboration Easier on the Next Project**

The Custodial Skills Training project enabled Hawai'i Community College to reach a particular group of learners, demonstrating to them that educational opportunity can be an important resource. The project also paved the way to future cooperative projects with the K-12 schools.

### **Advice for Others: Design for Collaboration**

Organizers of this project feel that getting "buy-in" from key institutions is a prerequisite for a project like this. They also worked to help these institutions see that the investment would lead to benefits for all. Finding instructors with the right experience is also needed to make a program successful.

### **Evaluating Success: Participants Want More**

Hawai'i Community College has heard from partners and participants that school repairs are now getting done faster. They have also heard anecdotal stories about participants using their new skills in other venues to support family and community activities. The fact that these custodians

would like additional opportunities for training also indicates that their initial experience with this type of programming was successful.

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# Restoring Health

## PROGRAMS THAT FOCUS ON WELLNESS

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Global Information Systems and Global Positioning Systems Mapping  
*Turtle Mountain Community College*

Rural Health Center  
*Hawai'i Community College*

Honoring Our Health Diabetes Project  
*Turtle Mountain Community College*

Whirling Thunder Wellness Program  
*Little Priest Tribal College*

The Anishinabe Learning, Cultural and Wellness Center  
*Turtle Mountain Community College*

## Global Information Systems and Global Positioning Systems Mapping

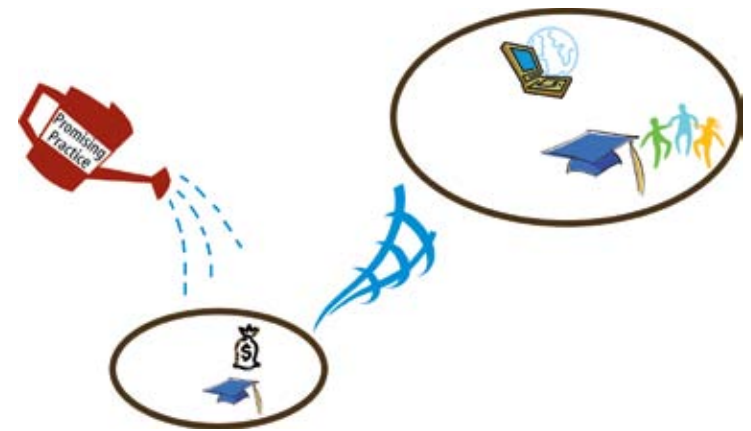
(Turtle Mountain Community College)

*To educate yourself is to do something intrinsically motivating.*  
[Shane Martin]

### About the Project: Applying New Technologies to the Growing Problem of Diabetes

In 2000, Turtle Mountain Community College (TMCC) applied for and received a Special Emphasis Extension Grant from the U.S. Department of Agriculture to address the high number of diabetics on the reservation. The grant used Global Information Systems/ Global Positioning Systems (GIS/GPS) technology as part of the Turtle Mountain wellness program, specifically to map the incidence of diagnosed diabetes on the Turtle Mountain reservation. The goal of the project was to provide a way for medical emergency vehicles to find the homes of people with diabetes more easily by using the resulting database.

The system has been in place for five years and initiated the creation of courses on GIS and GPS mapping as part of TMCC's geology and geography curriculum. They designed the courses so they could be transferable to institutions like North Dakota State University and the University of North Dakota and sent instructors for training in the technology. These newly trained instructors taught six-hour intensive labs to students on campus as part of the natural resource curriculum. Using the grant money, students and faculty located all of the homes of diabetics in the area and mapped those using GIS/GPS.



#### Started with:

**Human Capital:** Skills and knowledge of instructor; time and effort of students.

**Financial Capital:** Special Emphasis Extension Grant from the U.S. Department of Agriculture supports program.

#### Led to Increased Capital:

**Human Capital:** Students taught skills in GIS/GPS, diabetics received help faster due to GIS map, established curriculum for Wellness programs.

**Social Capital:** Community members participated in the mapping and coordination among agencies providing emergency services.

**Built Capital:** Global Information Systems/Global Positioning Systems (GIS/GPS) technology provides ways for the tribe to map lands.

Currently there is no qualified instructor to teach the course. However, the college is working to offer the courses again at the Turtle Mountain Wellness Center, as well as updating the map of diabetics in the area. Larry Henry, dean of academics, says that within the next few semesters they hope to offer the courses to students via the Interactive Video Network that links with other tribal colleges, as well as NDSU and UND.

#### Community and Self-Sufficiency:

“Growing in knowledge is a big part of wellness.” [Shane Martin]

Shane Martin, director of the Wellness Center, believes that having the GIS/GPS courses housed at the Wellness Center is important to their mission of implementing an “outdoor classroom.” In the past, the course was only offered to students studying at TMCC, but now they hope to open the program to the public. Students taking the courses can learn the system and use it to map out resources and characteristics on the reservation, which covers 102.5 acres. The system provides added benefits to the community. Not only does it support the diabetes mapping project, but according to

Martin, the system also helps the community find land their family owns and see if it is inhabitable by simply plugging in coordinates and looking at aerial views. These views provide information about the assets and challenges on the land.

Both Henry and Martin noted that TMCC hopes to update the mapping diabetes project information. This map is extremely useful for local emergency services providing support throughout the community, as well as the individuals with diabetes. Martin describes this aspect of healing and wellness as “knowing that you are safe,” because when a diabetic calls in need of immediate medical attention, explaining where they live can be difficult in such a very rural area. Having the GIS system in place and up-to-date means that a diabetic can call in and provide the coordinates to their home; then, emergency services can look on the GIS system and know exactly where the home is located. The system alleviates the stress in calling for aid and decreases the response time, thus increasing the patient’s chances for a positive recovery.

From Martin’s perspective, the program does more than provide services. The Well-

ness Center philosophy sees acquiring and using new knowledge as a key element of wellness. Thus, the more community members learn and know about this system, the more knowledge they can apply to keeping well.

The program contributes to family self-sufficiency and asset development in multiple ways. First, the training that students receive can lead to new educational and workplace opportunities, and the context of the training, as part of wellness, will help students use their knowledge wisely in their own lives and the lives of others. Second, the use of the mapping techniques in providing emergency services has helped the tribe recognize the importance of addressing the diabetes epidemic just as it helped individuals access needed healthcare in a timely manner. Attention to prevention and treatment options related to diabetes can significantly impact the stores of human capital on the reservation as it lessens the drain on family resources for care. Finally, the project’s ability to link people to land resources will aid them in choosing strategies for accessing the land.

“If you look at some of the history, the Indian people have had a whole

lot of trouble mapping out areas for their own uses in the past—borders, anything you can think of—their historical sites, their sacred sites.” [Monica Blackman]

Blackman, the first instructor of the GIS/GPS course and who has since left TMCC, says that learning this system impacts culture greatly because of its mapping capabilities. “This system,” as Blackman points out, “provides the local people a way to map out areas that they want to keep for their culture.” Additionally, the maps show ways to utilize more of the land because resources can be located. “On some reservations, you have mining, you have oil, you have dinosaur bones... whatever you’ve got, you could map out these areas and it’s a way to construct a database... build on it and put it to some use.”

### Leadership and Impact: Creating Partners Among Agencies

This may be a way to provide more jobs in the area, and it puts the reservation in a leadership position. [Monica Blackman]

The project has also created partners among agencies and afforded leadership roles to involved students. The mapping effort and the ability to identify assets and resources can lead to the creation of new ways to maximize the land’s potential. With this project, Turtle Mountain can demonstrate to other tribes the value of offering programs in this area as students work on mapping programs with varied uses for the tribe.

### Advice for Others: Build a Network for Success

Blackman offers four key pieces of advice about initiating a course or project like this. First, you must have a good base of support for the program, which at TMCC was the president of the college. Second, the instructor needs to have access to a good network of people and institutions to work with, such as other tribal colleges and land-grant universities in the area who can help design and offer courses to students. Third, a knowledgeable instructor who keeps up with the latest GIS and GPS technology is needed. Finally, it was also important for Turtle Mountain that the system was used locally to enhance culture and wellness. The system only works well if students are interested in learning and using it; students are attracted to the program and stay active

in it because of the connection to local concerns and issues. Showing students how it is applicable to their everyday lives increases interest and creates motivation.

### Evaluating Success: Impacting Wellness and Safety

TMCC sees impact from this program in various ways. First, the students filled out required evaluations for the instructor; these show that the students see successes that have come out of the mapping program. Turtle Mountain services use the system in ways that impact wellness and safety for local people. Additionally, offering the course at TMCC gave students a way to transfer courses to the larger universities.

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## Rural Health Center

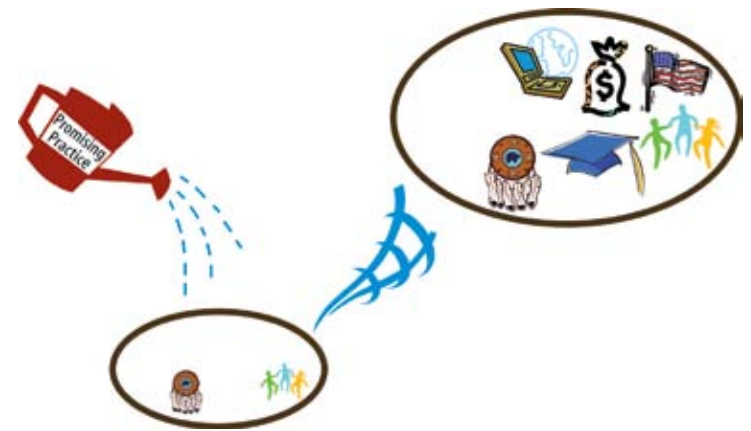
Hawai'i Community College

*For me, wealth is like health. If you have health, you have wealth. You cannot have one without the other. When you are healthy—body, mind and spirit—that is the wealth that you appreciate. I am not a wealthy person [financially], but I have so much to appreciate and that is what makes me healthy.*

### About the Project: Finding Local Solutions

In 1997, funding cuts threatened the emergency room in Kau'u with closure. Jessie Marquez stepped up and decided that she was going to take on a project to provide access to health care in the community. The community supported her efforts to go before the legislature to obtain funding for community health care, which they were ultimately able to achieve. In her efforts to win support to meet the community's need, Auntie Jessie, as she is called, began to learn more about alternatives to the emergency room closure, including learning more about Medicare flexibility and access to critical care hospitals. She returned to the community, telling them they needed to form a nonprofit organization. Volunteers from all sections of the community became part of the board of directors and met “in parking lots, in garages, in other rooms... We submitted the application and six months later we [became a nonprofit organization].” The Rural Health Center became a reality, and households could pay \$15 in annual membership dues for access to the Center.

To broaden their efforts to create a healthy community, the board members and coordinators of the Rural Health Center decided to



#### Started with:

**Cultural Capital:** Belief in young people and desire to make a better community.

**Social Capital:** Networking among community members and with outside agencies.

#### Led to Increased Capital:

**Cultural Capital:** Focused on importance of local cultures to emergency training and supporting young people.

**Human Capital:** Young people develop skills to succeed in school and as first responders, decreased drug use.

**Social Capital:** Increased networking with agencies, organizations, and other communities and within the community.

**Political Capital:** Received the attention and support of government entities, kept their hospital.

**Financial Capital:** Received funding to support center activities.

**Built Capital:** Attained several buildings in which to house their programs.

take on issues in the community such as drug abuse and economic development. They reached out to many different partners, including the Department of Health, schools, and other local, state and federal health agencies. The partnership with Hawai'i Community College brought them computers for a lab and technology to support participation in distance education. They also held fundraisers to raise money for the Center. Becoming a nonprofit organization gave them a way to have a formal structure in place and a staff who could run programs and write grants.

Gaining support for this project was not easy. Kau'u is an economically deprived community in a rural and remote area with 5,600 people spread out over 921 square miles. It is an extremely diverse area, with local Native residents and Caucasian landowners residing on the land. Project leaders had to confront a history of contentious relationships between the Natives and the Caucasian population, caused in part by the many empty promises made by mainlanders and Caucasians who move in, buy land and then leave. Land ownership practices differ between the groups, particularly in regard to Caucasian landowners buying land cheap

and then selling it for profit, causing local taxes to rise and thus raising the cost of living for Native Hawaiians.

Auntie Jessie was able to gain the community's trust by following through on this project. She became involved in every aspect of the community that she could, and when they asked for information, she gave it to them as soon as possible. She not only made promises, but was able to deliver on those promises.

One of the Center's most successful projects offers young people an extended first responder course that includes rescue techniques important to an island threatened by volcanoes, earthquakes and tsunamis. Many of these students go on to other college level coursework after participating in the program. Auntie Jessie's hope is that Hawai'i Community College will expand the learning opportunities available in the Center by offering courses.

The Center is particularly interested in courses in the health care profession, targeted to young people. "These young people can type—it's just a matter of getting them in the [right] direction—decreasing the use

of travel, staying in their community, opening up health careers in different areas."

### **Contributions to Community and Self-Sufficiency: Shaping the Future of the Community to Build on Local Strengths**

This project has significance for creating pathways to self-sufficiency at the family and individual level, as well as at the community level. The Center's presence has given the community hope for the future. The board members continue to learn more about non-profit management and community development.

The Center succeeds because it focuses on seeing the strengths and assets in the community, and the people find ways to build on them. Central to this success is the attention paid to working within cultural traditions, strengthening them as they adapt them to the formal structure of the Center and its relationships with partners. They have learned that they can shape the future of their community by fostering new leadership opportunities and working closely with community members. They have grasped the future and see opportunities for helping young people find their way as important

contributors to that future. Auntie Jessie thinks that if young people can become educated in a health-related profession in their own community, they would be more likely to stay in the community. This would also provide a way for young people to help their older relatives in the community who have health problems.

By bringing new skills into the community and exposing people to new opportunities consistent with their cultural values and history, the project also offers individuals access to educational programs that can lead to better job opportunities and that can strengthen families' abilities to create wealth.

### **Leadership and Impact: Leading the Way for Others**

The passion that we feel inside really drives us to... the next step.

The leadership from Auntie Jessie and the board of directors made the difference in this project, and volunteers on the board stepped up and gave their time and energy to make this project a reality. The impacts have been obvious in the community, but also felt statewide, "The entire state has benefited."

### **Advice for Others: Network the Opportunities**

Go for it!

Auntie Jessie says that making sure people are networked to opportunities in the community and at the college is extremely important. "I always make sure they know about workforce development, technology, health careers...and I have been consistent with telling them to connect with the college." Making connections with the unions and faith-based groups is also important, as well as communicating with legislators. She says that all you really need are "community people who are committed to their community" and "the community needs to take ownership as to what it is that they need, and once they identify what they need, then sit down and see what the colleges can do and what they can do for themselves."

The Center succeeds in bringing young people into the Center because they cannot access the Center's computers, classes or other resources unless they are drug free. The Center offers help with school work as well. Building on the Hawaiian cultural norm of Ohana—family in the largest sense—the Center creates a sense of belonging for those who use its services.

### **Evaluating Success: Look Around**

Trust has been the most important thing.

Some formal evaluations have been completed in terms of the programming that the Rural Health Center provides. Evaluation forms have been distributed "to find out what people like and what we need to do more." Jessie Marquez says that her personal evaluation of success is to just "look around. You could evaluate it just by what you see." College staff see that the Center has led to more interest in educational programs, and initial results indicate that these students are motivated to complete their programs.

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## Honoring Our Health Diabetes Project

Turtle Mountain Community College

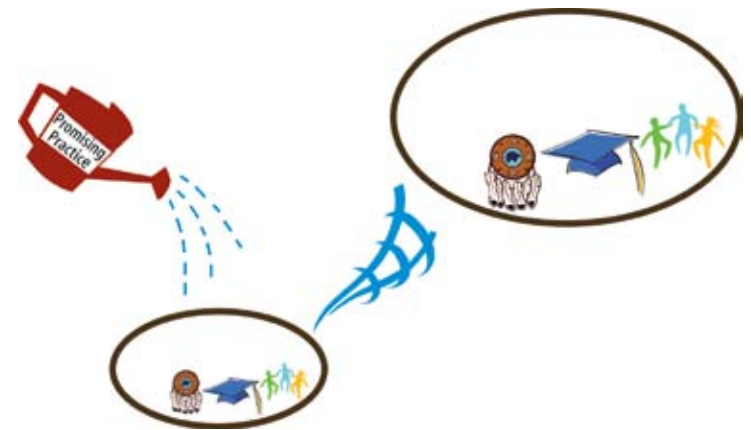
### About the Project: Working with Community to Seek Solutions

Turtle Mountain Community College faculty and staff became concerned about the widespread incidence of diabetes on the reservation and resolved to do something about it. They found an opportunity to write a proposal for funding to start a program on diabetes prevention. They received a grant from the Center for Disease Control program administered by the American Indian Higher Education Consortium.

Getting the Honoring our Health Diabetes Project up and running successfully took a lot of planning and coordination as Michelle Short-Azure, project director, describes. “In 2003 the project worked with a community group to develop a 10-year diabetes prevention awareness plan specifically for Turtle Mountain community members.” Short-Azure credits the program’s success to the group of community members who worked together to make it happen.

If you just look at any of the statistics on diabetes, both nationally and locally, you can see why [this project is] needed.

This program works with the community at all levels to prevent diabetes. Elders, schools, the Indian Health Service, community health representatives, county Extension agents and the Tobacco Coalition all work as partners in this effort. Short-Azure says the program is important because, “[it] promote[s] a healthy lifestyle which



#### Started with:

**Cultural Capital:** Focus on traditional foods and approaches to health.

**Human Capital:** Skills and knowledge of planning team.

**Social Capital:** Networking within the community and with other agencies.

#### Led to Increased Capital:

**Cultural Capital:** Renewed focus on important of culture and tradition to health.

**Human Capital:** Increased awareness of healthy living among participants.

**Social Capital:** Expanded network of interested groups and individuals.

emphasizes proper nutrition, being physically active and a positive attitude. And we do a number of interventions.” The project targets the staff and students at TMCC but also the community at large by providing in-services, educational courses and a newsletter about disease prevention. The planners made outreach a high priority. The program also offers blood sugar screenings, “and sometimes they will have, say like, 50-60 people come through, and they’ll have... maybe three to four people that have extremely high numbers that didn’t realize that. So... the nurse... refers them to Indian Health Service, which means that there may be people that are diabetic and they didn’t even realize it.” This program also provides people with ways to improve their lifestyle. For example, project staff initiated a walking club program that continues to thrive without a lot of coordination, as people just enjoy the physical activity and the personal interaction that it brings them.

### **Contributions to Community and Self-Sufficiency: Education and Promotion**

This project also has implications for self-sufficiency at both the community level and the individual or family level. By involving

the community in the prevention planning process, the project encourages self-determination and discourages relying on external resources for answers. As a result the community has expanded its capacity to successfully address its own challenges and grasp opportunities. For families and individuals, coping with this disease drains resources; prevention of additional cases will strengthen labor force participation, educational participation and opportunities for wealth creation.

### **Leadership and Impact: Talk About Health**

This program directly expands leadership skills by involving community members in the planning and implementation of activities. For example, Short-Azure discusses how the opportunity to go on the radio and talk about the program provides community members a chance to develop their leadership capacity and that “as a result of this [program], there are people that are learning leadership skills in terms of being able to talk publicly.” Community members have also been able to present their knowledge at workshops which Short-Azure says helped many of them to expand their self-confidence as leaders. Overall, the project

impacts the community by showing others that they are important to the process, as well as helping individuals to learn and enhance their skills and abilities.

### **Advice for Others: Listen to the Community**

Take the time and try to get as many people from the different community groups as possible.

Short-Azure discusses the need to invite all voices from the community to the table to plan a program like this. She says that the committee does not have to be “huge,” and that “10 or 15 key people” are sufficient. This committee must be committed to the success of the project for it to move forward, and “creativity, being able to...think outside the box” is also important for a project like this to succeed. Money is another necessary component, but Short-Azure thinks that a strong committee is most important. Short-Azure says that the first steps must include finding financial support and pulling together elders, “kind of the movers and the shakers in the community. Spend some time with them; ask them who you should network with.” The project’s success comes from tapping into the community to find

human resources, to see the strengths and assets, and to use them to build for success.

### **Evaluating Success: Valuable Feedback is of Key Importance**

I learned from the other groups, and I think they learned from us, too.

Several tribal colleges were funded for this project, and they met three times a year. Each group presented their project to the other colleges for feedback. Short-Azure said this conversation was extremely valuable and made them look at what needed to happen in the future to make the program even better.

Additionally, they did an “evaluation feasibility,” where an “evaluator came in and told us [how] or made suggestions about how we could evaluate [activities] in the future.” Short-Azure says the main goal of the program is to “get diabetes education out there.”

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## Whirling Thunder Wellness Program

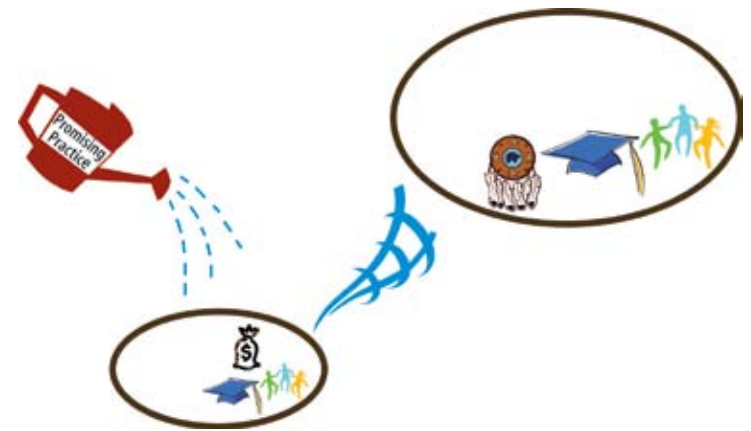
Winnebago Reservation

### About the Project: Focus on Prevention

The Whirling Thunder Wellness Program on the Winnebago reservation focuses on the prevention of diabetes and related diseases. For tribal members who already have diabetes, the program provides assistance to prevent complications; for younger people who are not diagnosed, the program helps them learn how to adopt healthy habits in order to prevent the onset of diabetes. There are 2,600 residents who live on the Winnebago reservation; one-third of the adults have Type 2 diabetes and 48% of the youth have indicators that predict they will become diabetic in the future (Government Innovators Network).

This award-winning program, housed within the Winnebago Tribal Health Department, partners with different educational and health entities to encourage a proactive, rather than reactive, approach to diabetes and other diseases. The Wellness Program also offers programs to create community awareness about diabetes, as well as about substance abuse; the program integrates culture into its programs and encourages healthy lifestyles that are “consistent with traditional practices” (Government Innovators Network).

Project managers designed many elements of the Wellness Program in order to help all members of the community learn how to improve their lifestyle, either through exercise, nutrition, education or a combination of all of these elements. The program coordinators, for example, set up a swimming class for older women in the com-



#### Started with:

**Human Capital:** Skills and knowledge of team.

**Social Capital:** Connections among tribe, college, hospital, and schools.

**Financial Capital:** Funding to support the program.

#### Led to Increased Capital:

**Cultural Capital:** Focused on importance of exercise and diet to health

**Human Capital:** Participants developed skills in managing their health, better health.

**Social Capital:** Expanded network of support individuals and agencies.

munity. Because the women were uncomfortable swimming during the day with others around, they held the course in the evening hours. They also provide healthy snacks during class, so not only are the women learning an exercise regiment, they also participate in healthy eating habits.

One of the main target populations of the program is tribal children. The program works with them to ward off unhealthy habits. Staff at the Wellness Program recognized that a risky time of day for youth is 3:00 p.m.–5:00 p.m., after school ends for the day. So, they began to offer several classes and athletic opportunities during these hours. Some of the classes include traditional language, nutrition, dance and cultural education. To try and deter the youth from making unhealthy choices during the summer, the program set up a number of cultural programs involving planting corn and sporting events through the Whirling Thunder Youth Sports Program. Parents are involved in the sports program as coaches, and youth can participate in a number of different sports. During the summer, program staff also screen young people, with parental consent, for diabetes and unhealthy behaviors.

In an effort to provide nutritional options for children, the Kidz Café opened, which offers healthy meals and snacks, including fruit, vegetables, bison meat and skim milk. The Café has been extremely successful with the children.

The Wellness Program also has many opportunities for adults, as there is a full service gym on site for them to use, as well as the Healthy Choice Café, much like the Kidz Café, which serves healthy meals. The gym has a number of creative themed health campaigns and group activities to keep adults exercising year round.

Team Up is another element of the Wellness Program that works directly with adults and offers an annual two-day learning conference. Adult tribal members leave Winnebago, and the Wellness Program pays for them to stay in a hotel while they learn about diabetes prevention. Education about nutrition and exercise is provided and modeled through activities. Morning walks and water aerobics are activities that attendees can take part in during the conference. Additionally, participants learn about portion control, as well as the ingredients in fast food and how they can avoid mak-

ing unhealthy choices. Diabetes testing is offered at this annual conference, and an ophthalmologist comes to discuss how diabetes can negatively affect a person's eyes if not taken care of properly. The Wellness Program provides information and care, plus teaches skills to youth and adults so that they can adopt a healthier lifestyle.

### **Contribution to Community and Self-Sufficiency: Reducing the Level of Illness**

The program contributes to the community by working to make healthy lifestyles a community norm. By focusing on attitudes as well as behaviors, the program hopes to reduce the level of illness in the community, thus positively impacting family and community income. A family without the added burden of caring for someone with a long-term disease has a better chance of becoming self-sufficient and adding to the overall wealth of the community.

### **Leadership and Impact: Encouraging Education**

“I have a group of high school kids, about 12-15 of them, and we're meeting almost twice weekly

now...and I'm trying to empower them...to teach the tobacco information to their younger relatives.”

Coordinators of The Wellness Program encourage their staff to take courses through Little Priest Tribal College that will provide them with additional training and certification. At one time, the program had one staff member; it has since grown into a highly-educated team of 12 staff members. The program offers different certificates to its staff members and to tribal members, including lifeguard certification, pool management, cooking and coaching. All of these educational and training activities grow more leaders in the community, in relation to making healthy choices. In one program, for example, young adults have been learning about the harmful effects of tobacco use. As Shelly Bear, RN coordinator explains, “The youth take what they have learned and, with the help of the coordinators, create skits they present to attendees at the yearly Wellness Conference.” Young people not only learn about tobacco, but also how to educate others in the process.

### Advice for Others

Project staff believe that finding ways to work with and support the Winnebago culture is vitally important to an effort of this nature. Support from local institutions also makes a difference. Finding ways to connect with young people is also critical to the project's success. Finally, keeping good records on participants and activities helps market the program.

### Evaluating Success: Winning the Fight Against Diabetes

The University of Nebraska recently conducted a study and deduced that Winnebago's health program was indeed helping in the fight against diabetes. Weight gain, according to the study, was significantly less for youth participating in the program's activities. In addition to this study, staff at Whirling Thunder are consistently collecting data to track their progress. From this data, they make decisions about future programming, with consideration to what is working with which populations. One anecdotal piece of evidence showed that the number of extra large T-shirts worn by participants at a fun-run was reduced from

one year to the next and “organizers of the same event couldn't give away the extra large T-shirts” the next year (Government Innovators Network).

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## The Anishinabe Learning, Cultural and Wellness Center

Turtle Mountain Community College

*The Wellness Center is basically there for holistic health and healing for anybody who feels like they would need an outdoor classroom area, or if they just need someplace to go to meditate.*

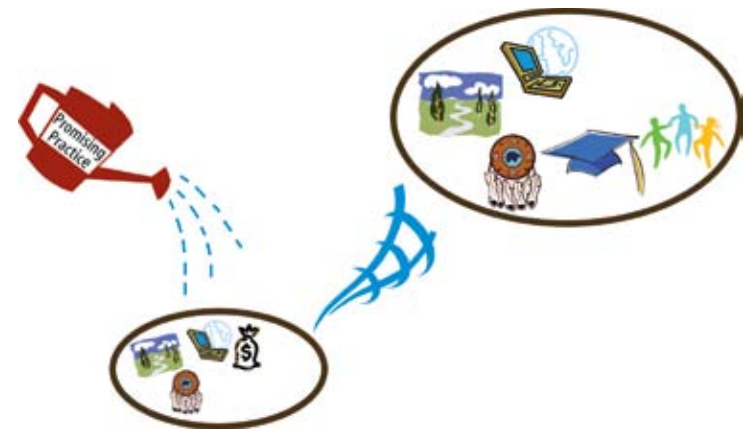
### About the Project: Committing to Health

The idea of “wellness” at Turtle Mountain has many important implications, including prevention, outreach and education for all members of the community. This effort goes beyond just health care; it also includes a sound education and healthy living. Gardening, youth leadership, equine classes, natural-resource management, agriculture classes and health programs are just a few of the ways that the Anishinabe Learning, Cultural and Wellness Center at Turtle Mountain Community College enhance the quality of life for Native people.

### Contributions to Community and Self-Sufficiency: A Healthy Education

It is just a matter of getting people to come and enjoy themselves... Just take a couple of days off and come in and try to learn something new.

The Wellness Center offers a way for adults to advance their degrees and focus on wellness for themselves, their families and the community at the same time. The Woodlands Wisdom program offers students the opportunity to take two years of dietetics and nutrition classes at the Center; then they can transfer to a four-year univer-



#### Started with:

**Natural Capital:** Land and lake.

**Cultural Capital:** Concern about linking traditional customs and food to better health for tribal members.

**Financial Capital:** Access to funds to purchase location.

**Built Capital:** Building on property.

#### Led to Increased Capital:

**Natural Capital:** Developed gardens and planting of traditional foods.

**Cultural Capital:** Reinforced traditions and customs that support healthy living.

**Human Capital:** Enhanced health, skills in gardening and using local foods.

**Social Capital:** Established links to organizations and to groups within the community.

**Built Capital:** Created new structures to support programming.

sity. TMCC offers courses at the Center on natural resources and agriculture, and in coordination with North Dakota State University, they offer an equine science program. USDA Cooperative State Research, Education and Extension Service (CSREES) assisted TMCC in completing a Global Information Systems and Global Positioning Systems project through the Center that mapped the area in terms of people with diabetes. The resulting map makes it easier for health professionals to find community members' homes in the event of an emergency.

Michelle Short-Azure, director of the Turtle Mountain youth leadership and Extension project, described a variety of additional short courses, open to the community, that are also offered. "We have the Native American gardening class where we work out at the retirement home with the elders. We have drip irrigation workshops. We have tree and lawn care workshops. We have food preservation workshops. These are all classes that we offer every summer and they are open to the public."

### A Garden of Knowledge

We are trying to get people back in touch with nature.

The nursery at the Wellness Center, as well as the community garden at the local retirement home, provide a way for youth and elders to work together on gardening projects, which they believe will lead to healthier eating and living. They distribute the products from the nursery and garden to the community. The garden also provides a place for interaction between youth and elders, Short-Azure points out. "The elders will tell them how when they were younger they managed their gardens, and they work hand-in-hand together. The elders are learning from the students and the students are learning from the elders, so they have this really good interaction." Gardening not only brings the youth and elders together, it teaches the importance of eating fresh fruits and vegetables and shows the participants how they can maintain a garden for their own use.

### Leadership and Impact: Healthy Choices Early Lead to Healthy People

We work a lot with the youth... giving these students a good foundation to be good future leaders.

Because diabetes is very prevalent in Native culture, one of the main programs at the Wellness Center is the Turtle Mountain Youth Leadership Program. As Short-Azure explains, it is incredibly important to catch young people early as they make decisions about their eating habits and lifestyle. "I think with obesity being such a big factor in our Native health that we need to keep... instilling in the youth's mind that they can change their lifestyle. They don't have to get diabetes. They don't have to get hypertension. They don't have to get heart disease." The Wellness Center also works with elders on health-related issues, but Short-Azure points out that many of them were so "set in their ways" it was difficult to help them change their lifestyles, so the Center has focused on youth. Along with learning about how to prevent diabetes, young people take part in a number of other activities that include mentoring and gardening.

### Advice for Others: Creating a Healthy Environment

We get down on our knees and get into the dirt, so you've got to be a really motivated person to want to do the things that we do. But we love our jobs. We love what we do.

For Short-Azure, setting up the Center has had its challenges. "We've hit a lot of brick walls, and we've just had to back up and start all over." Even with these challenges, however, she finds that it is well worth the effort because the Center is an asset to the community. In terms of the resources needed to create a Center like the Anishinabe Learning, Cultural and Wellness Center at TMCC, Short-Azure assures that organizers "always need the money," grant writers and the space to work in. Setting a vision for the future is also important. "You need to know what your goals are and you need to know what you are striving to get. Where are you trying to go with this, and what do you hope to do in the future with it? That is the biggest thing—you need to get the plans drawn up of what your Wellness Center is going to accomplish."

### Evaluating Success: Working for Wellness

Whether the money is there or not, we are going to work to keep it successful.

When evaluating their success, Short-Azure says that the center looks at the numbers of people that are attending workshops, courses and summer programs. She also sees the center as successful because it is open to the public, young and old, and offers cultural, educational and health-related resources that all can benefit from.

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# Additional Programs

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Hopi Pu'tavi Project, Inc.  
*Hopi Reservation, Arizona*

Community Wellness Advocate Program  
*University of Alaska Southeast, Sitka Campus*

The Building Trades Program and the SBC Construction Company  
*Sitting Bull Tribal College*

## Hopi Pu'tavi Project, Inc.

Hopi Reservation, Arizona

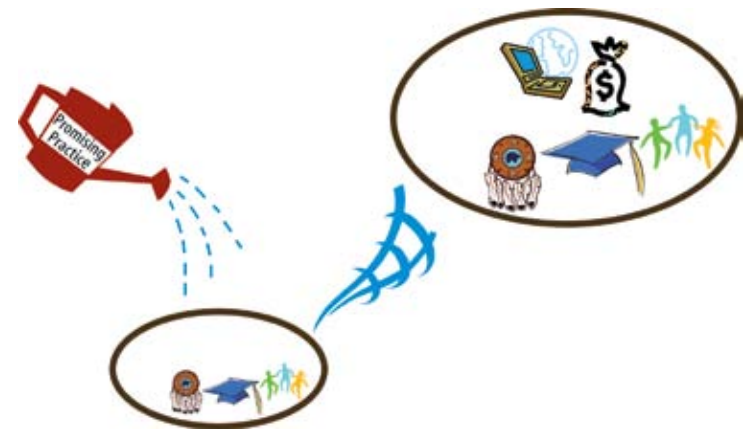
### About the Project

The Hopi Pu'tavi (One Path) Project, Inc. is a nonprofit organization located on the Hopi Reservation that believes in “working with the Hopi people, and the youth in particular, to enhance the quality of life and the culture.” Brenda Patterson, director of the Hopi Office of Youth Affairs, finds Pu'tavi to be much more grassroots in nature than bureaucratic, which is why she accepted the invitation to become part of the board of directors.

She is genuinely impressed with the spirit and positive attitude of the board members with whom she works. The board is made up of all volunteers, and no one is financially compensated for their work. Pu'tavi promotes learning and business skills for the Hopi community through activities such as an annual art show, as well as through computer courses where artisans learn how to market and sell their products online. All of these activities are funded by grants and are geared toward the advancement of the Hopi people.

### Contributions to Community and Self-Sufficiency: Encouraging Young People to Preserve Culture

One of the goals of the organization is to work with youth to preserve the Native culture by encouraging young artists. The promotion of cultural preservation helps individuals and the community as a whole, particularly when youth take pride in their cultural heritage and carry it with them through adulthood. The general mission of



#### Started with:

**Cultural Capital:** Focus on supporting Hopi artists.

**Human Capital:** Skills and knowledge to support organizational development.

**Social Capital:** Networking with groups to provide funding and support.

#### Led to Increased Capital:

**Cultural Capital:** Reinforced importance of cultural traditions.

**Human Capital:** Participants developed new skills.

**Social Capital:** Increased links among participants and with other groups.

**Financial Capital:** Increased support for the project and increased income for participants.

**Built Capital:** Established access to building and electronic technology.

Pu'tavi is to train artists and, thus, bring more business to the Hopi and Tewa people, not only to improve their quality of life but also to maintain their culture.

A major event that Pu'tavi holds every year is the Tuhisma Hopi Arts and Crafts Market. This two-day show includes nearly 50 artisans showcasing their work in booths; between admittance fees and sales, the show brings in \$120,000– \$150,000 each year. The Tuhisma Market acts as an economic generator for the Hopi. It's location on the reservation saves the artists money; otherwise artists would have to travel to art shows in other areas, requiring resources to support travel, housing and booth rental costs. The Pu'tavi Board uses this money to support the next year's event, and in the past two years, they have come out \$2,500 ahead. As this money builds up, they hope to use it to support more educational programs and full-time staff.

Collecting local input provides the impetus for change in the Tuhisma Market. At the end of the event, artists are asked for feedback, which is then used to plan the next year's market. Putting on the event involves the whole community with volunteers that

include board members, spouses and friends of board members, inmates from the jail and the police department. The Tuhisma Market definitely brings the community together each year, and as Patterson relays, they are “learning every year what we need to do next.”

### **Leadership and Impact: Building Skills, Increasing Income and Expanding Knowledge**

A silversmith training program, So'oh Tunatya, became part of the Pu'tavi when a Hopi silversmith, Roy Talahaftewa, wanted to teach adults silversmithing techniques; many classes in the past had focused only on youth. Roy also hopes to offer courses through a new facility they plan to build, funded through grants and fundraising. He has worked with individuals to sponsor young people for the classes, so that they can take part in them as well. These courses provide ways for the community to increase their skills and knowledge in math, chemistry, geometry and design through silversmithing.

Because of these opportunities in artistry, young artists move on to larger shows and win prizes on a “master level.” This suc-

cess indicates that young people develop confidence in their artistry and gain the skills they need to move beyond the local Tuhisma Market. Pu'tavi also offers computer training to help local artists create brochures and business cards, thus increasing their marketability. Funded through grants, Pu'tavi offers courses in the evening making it possible for more people to participate; in the past, the computer labs were only open during the day when most people work. Some of the participants in these courses had never used a computer before, so beyond increasing their marketing base, they also learn new skills.

Other Pu'tavi projects include doing a survey on traditional food security for single female-headed households; they won a grant from the Native Peoples Technical Assistance Office at the University of Arizona for this work. Additionally, Pu'tavi works closely with the Hopi Office of Youth Affairs on a number of projects, including the Hopi Girl Power Conference and the Hopi Boy Power Conference.

### Advice for Others: Focusing on Mission

Get a diversity of board members, even one that might throw the skunk on the table because they bring new thoughts and ideas and keep you accountable.

Patterson believes that knowing your mission up front is extremely important to starting an organization like Pu'tavi Project, Inc. In addition, a good team of leaders who are “loyal, dedicated...flexible...[and] strong enough to express their opinions and still work together professionally,” is key to success. “It is kind of like a family. You have to be loving and forgiving, because you all have the same focus on the mission of what you need to do. Be able to laugh.”

### Evaluating Success: Self-Reflection for Improvement

One evaluation strategy is to always get someone who is neutral to help identify what you are about, where you are going, and where you have been...

Patterson believes in the need for a neutral party to look at the program and see how things have been done and identify what needs to happen next. Additionally, she finds self-reflection helpful in the process, with each board member looking at how things are progressing and thinking about ways to improve. “For all of us who have worked so much with state and federal programs, it is a different way of thinking. It is more grassroots and you become very creative.”

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## Community Wellness Advocate Program

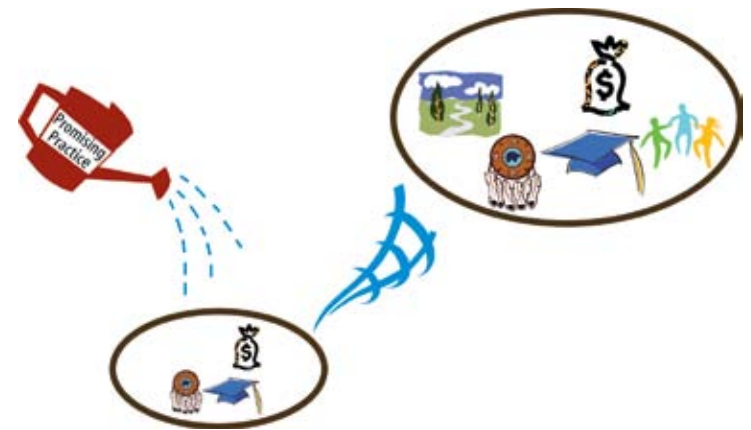
University of Alaska Southeast, Sitka Campus

### About the Project: Training to Promote Health

This project came out of a partnership between the University of Alaska Southeast, Sitka Campus and the Southeast Alaska Regional Health Consortium. Because there are few doctors in the remote villages of Alaska, the people in these villages rely mainly on para-professionals. This program used a capacity-building grant to deliver innovative distance education to students to train them in health education promotion and prevention in their local community or village. Primarily from rural areas, the students want to become health educators so they can help with their community's health needs. As the community members watch more TV and stray farther away from their traditional lifestyle and food, staying healthy has become a challenge, particularly for Alaska Natives who have very high rates of diabetes. Therefore, health promotion and prevention are key to a healthier future in the villages. Health advocates find jobs in the villages, but also in Anchorage and other locations, as employers see the value of wellness programs for employees.

### Contribution to Community and Self-Sufficiency: Using Local Resources to Support Wellness Strategies

The first health advocacy program project students worked on was a community assessment to determine the health-related needs of the community members. Conducting the assessment locally allowed the student to customize the process in keeping with each village's history and customs. Then, students developed culturally-appropri-



#### Started with:

**Cultural Capital:** Focus on traditional customs and foods that support healthy living.

**Human Capital:** Skills and knowledge of instructors.

**Financial Capital:** Grant funding to support the program.

#### Led to Increased Capital:

**Natural Capital:** Increased attention to natural resources that support traditional diet and exercise.

**Cultural Capital:** Reinforced importance of traditional diet and exercise for healthy living.

**Human Capital:** Students developed skills and used them to increase knowledge and action related to health living.

**Social Capital:** Enhanced program networks with other healthcare systems and employers.

**Financial Capital:** Increase in income, as students get higher paying jobs leading to family self-sufficiency.

ate approaches to wellness for the community. For instance, elders in one community gathered beach asparagus because it is an important plant to them and he taught others about its value and the traditional use of the plant. Other communities participate in cross-country skiing or frozen river activities for exercise. Through these activities, community members learn how to have a healthier lifestyle and realize that they can have control of their life; they have choices about how to keep their family healthy that they may not have considered before.

### **Leadership and Impact: Helping Communities**

Success is obvious on both sides: the health trainees build their self-confidence, awareness, interest in the community and interest in getting more education. The students gain strong leadership skills, as well as an education that will allow them to work in their own village. In terms of community impacts, the members recognize how purposeful their life is and they see their community differently, as they identify and access forgotten or undiscovered resources within the village. The trainees help their own communities to advance and preserve

health and culture, which has widespread and lasting impacts.

### **Advice to Others: Linking Wellness to Job Opportunities at the Local Level**

The community has to consider its readiness factors before jumping into a project like this one. Support from their health corporation is key, as is stakeholder “buy-in” and job opportunities. It is also helpful if the community has a clinic or focal point with a community health aid because that is health infrastructure that is already in place.

### **Evaluating Success: Sharing Stories from the Villages**

Success stories shared in the villages have been the main indicator of the program’s success. Otherwise, they are still working on identifying measurable indicators to evaluate the program.

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## The Building Trades Program and the SBC Construction Company

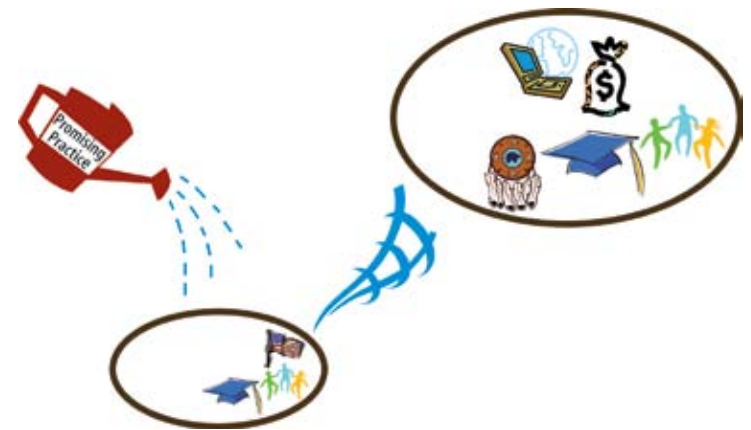
Sitting Bull Tribal College

*We went from one project a year to about six houses a year. It's really taken off, so it's been pretty successful for us.*

### About the Project: Building Physical Capital as They Build Human Capital

Dave Luger, an instructor in the Building Trades Program at Sitting Bull Tribal College and the home improvement director for Standing Rock Reservation, also runs SBC Construction Company at Standing Rock, which employs students and graduates of the Building Trades Program. The company began through a conversation Luger had with the president of the college. "I was sitting down with the president one day, [and I said]...we have the expertise, we have the tools and equipment. Why shut it all down and park it in the garage [in the summer] and then pick it up again [in the fall]?" At first, he planned to do one job during the summertime; that first summer they built a day-care center on the reservation. Now, they cannot keep up with all of the work. Not only does the company build houses and some commercial buildings, they also take repair jobs from community members on an as-needed basis.

The Building Trades Program began in 1997. Students can either enroll in the nine-month certificate program or the two-year associate's degree program. Students learn basic residential and light commercial construction and build a house each year they are in the program. In the mornings, students learn in a classroom setting; in the afternoon, they do their practicum and go on-site to practice



#### Started with:

**Human Capital:** Knowledge and skills of instructors.

**Social Capital:** Strong support from the tribe and college.

**Political Capital:** Support from tribal and college administration.

#### Led to Increased Capital:

**Cultural Capital:** Increased pride in the community.

**Human Capital:** Students developed skills and used them to increase knowledge, and to find jobs and contract opportunities.

**Social Capital:** Strengthened networks with other tribal programs, contractors and building supply companies.

**Financial Capital:** Students obtained higher paying jobs which leads to family self-sufficiency; college receives income to support programs; money from projects stays in community longer.

**Built Capital:** Increased number of new houses and tribal buildings; improved housing for seniors and others through repair program.

their skills. The houses they build are then sold; there are usually many interested parties. If for some reason a house would not sell, Luger has the option to buy it through the Home Improvement Program and give it to a needy family. Since 1997, the Building Trades Program and the SBC Construction Company have built and sold over 100 homes.

### **Contributions to Community and Self-Sufficiency: Changing Perceptions and Building Pride**

Our job is to train our people so [they] can walk onto these construction sites and start at a decent wage and get out there and get a job.

Students in the Building Trades Program learn the skills needed to work in construction, and Luger says their students are often nontraditional. “They are already into their mid to late 20s, into their 30s...they’ve already tried it on their own and have gone looking for work [and are told that they need more education].” Some of the students are interested in starting their own construction business and need the

skills to do so. Because the program can also lead directly into employment at the construction company, it provides students and graduates with a chance to earn a living wage and support themselves and their families. Luger says that when the students see completed homes on the reservation, they have a real sense of pride because they can say, “I built that.”

Luger shared a specific example of how a student entered the program and turned his life around. “He’s been incarcerated...heavy into alcohol, heavy into drugs...put that all behind him and now he’s got a family, and he comes to work everyday, been sober for 10 years... He just needed that feeling where he can accomplish something, and we gave him that opportunity, and he went with it. Now, he’s my right hand man here, employed full-time with the college.”

On a community level, Luger says it has changed public perception about the tribe. “People seemed to look at us before like, ‘Oh, they can’t do nothing down there. They’re down there on the reservation’... that’s totally wrong. We have all the expertise, all the skill in the world down here; we just need to be given a chance to prove it,

given a chance to get an education and then prove that we can do it, and we can.” The program also instills a sense of pride in the community, as “they see their own people out there on the job sites doing the work, and the money stays here. There are employment possibilities that way.”

Money that is brought into the program is shared between the Building Trades Program and the construction company. “Our goal is always to generate enough income through the year that we’re not a drain on the college.” In this way, the college, the community, the students and the employees all benefit.

### **Leadership and Impact: Creating Empowerment by Example**

We started this company from scratch with just students that had very little experience or none at all, and we built [it] into this thing that everybody likes.

The Building Trades Program and the construction company both instill pride and a sense of accomplishment for the students and employees. Additionally, it has

instilled pride in the community. “When [we] watched all these construction projects going on the reservation, they’re always outside contractors, bringing in their own people... And so when we developed the program, it was to get enough skill...to be able to take some of these jobs, and then it just evolved into the construction company.”

Soon, the construction company was bidding on jobs and money stayed in the community. The visibility of local people working locally is powerful; it creates strong feelings of empowerment and pride.

Luger is the home improvement director for the tribe, which means that he helps to make home repairs for local residents who are the “neediest of the needy,” which is difficult in times when tribal funds are tight. This is especially difficult in the dead of winter if someone’s furnace breaks down, water heater quits or a window is broken. “So, it’s tough...if there’s money, we never run out of business. There’s a big need, so we try to fill that need.”

### Advice for Others: Creating Relationships that Support Entrepreneurial Efforts

Have good people to work with, that’s the main thing.

For Luger, strong, positive relationships are key to success. He has great support from the tribe and the college, which makes for a truly collaborative atmosphere where everyone benefits. Luger advises talking to someone who is involved in a similar program before starting your own business because there were many things he did not know about the business end, in terms of payroll, workman’s compensation, liability and licensing. In order to better manage these aspects of the program, Luger says it’s important to involve the college business office from the very beginning. Another factor is making sure there is a market for what you are building. “If you build a house, who is going to buy it?... Is there a market for what you are going to do?” Luger also discusses the need to examine local competition and if you might be “stepping on someone’s toes” by starting a construction company with students and new graduates.

Another piece of the puzzle is finding a supplier that will back the program before any money is made on selling houses. Luger was lucky to find a supplier who trusted his word and gave him supplies based upon the fact that the company would sell a house a year later. The supplier took a good risk in that Luger’s company does thousands of dollars worth of business a year with them. “That’s where my loyalties lie... I stayed with the supplier who backed me when I needed somebody to get started.”

### Evaluating Success: Building Support So that Things Fall into Place

Everyone’s real receptive to what we’re doing.

The college has a standard assessment they do with every program, and counselors track students after they graduate to see how they advance after graduation. Additionally, students complete e-portfolios before they graduate, which is also part of the assessment process. Generally, Luger sees success throughout the Building Trades Program and the construction company because of all the support he gets from the college, community and other partners. “Everything just really fell into place.”

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# Appendix 1

## SUMMARY OF BEST PRACTICES

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The following list includes a short description of best practices that were recommended to us by our Native- and tribal-serving partners and our advisory committee. This is by no means a complete list. We encourage you to contact Mary Emery, associate director, at the North Central Regional Center for Rural Development if you have other best practices you would like to see added to the list. Mary can be reached at (515) 294-8321 or [memery@iastate.edu](mailto:memery@iastate.edu).

Thanks to funding from the Lumina Foundation for Education, future opportunities will be provided for our Rural Community College Initiative college teams to learn more about the practices they find most applicable to their specific RCCI goals. We offer these short descriptions to help you determine what practices best address the opportunities you have identified in your RCCI planning process.

These best practices are divided into three groups: those associated with expanding access to education, those that focus on economic development, and those centered on wellness and health. Please review this list and let us know which practices you would most like to modify for use at your institution. Our Lumina Foundation grant provides travel money to learn more about the practices, and we also have access to mini-grants of up to \$5,000 per institution to assist you in implementing the practice.

## Access to Education

### Customized Training and Continuing Education Department

Fond du Lac Tribal and Community College

The Customized Training and Continuing Education Department at Fond du Lac Tribal and Community College helps professional adults advance their skills in a number of different areas including building trust, leading change, valuing differences and much more. The department also works with businesses and industry in the area to try and meet their work-

force training needs through the college's customized training programs. Some of the courses offered provide students with ways to improve their leadership, interaction, productivity and supervisory skills. The department also offers courses on computer software programs, manufacturing and safety.

### **A Career Awareness and College Fair— An Opportunity to Envision the Future**

Fond du Lac Tribal and Community College

Targeted to students in grades eight to 11, the Career Awareness and College Fair at Fond du Lac Tribal and Community College provides students from surrounding high schools with an opportunity to learn about different careers and to think more about their future goals. In the spring of each year, high school and middle school students from the area are invited to participate in the fair, where 15-20 post-secondary institutions and nearly 75 business people present information and speak to students. Some 850 to 1,000 students from 25 different schools attend the fair each year.

### **GIDAK—Preparing Young People to Find Their Future**

Fond du Lac Tribal and Community College

Holly Pellerin, program coordinator at FDLTCC, has dedicated the last 20 years to providing young people with educational opportunities and has led development of many programs. In recent years, Pellerin headed up the Gear Up, Get Ready! Program, working on college awareness with students in the fourth through sixth grades. Tribal and non-tribal students in these grades entered the program and became acquainted with the college system, what it takes academically to enter college and how to apply for financial aid. Due to a technology glitch with the electronic grant proposal submission process, FDLTCC lost funding for Gear Up, so they developed their own program, *Gidakiimanaaniwigamig*, also referred to as GIDAK, which means "Our Earth Lodge." Exposure to academic life on a college campus helps students feel comfortable in that setting, and the GIDAK program addresses the barriers students face—financial, academic and disciplinary challenges—and helps the students and parents find options.

### **Teacher Education Program**

Turtle Mountain Community College

The teacher education program at Turtle Mountain Community College emerged from a group of faculty and administrators who recognized that students should not have to leave their community to pursue this degree. Currently, the college offers a bachelor's degree in elementary education, and they hope to offer degrees in secondary education, special education and language endorsements in the future. This program has proven successful and there is an increased awareness of the program from other institutions and potential students who want to advance their education.

### **Turtle Mountain Helps Map Pathways for Tribal Students**

Turtle Mountain Community College

With funding from the Navy and the National Aeronautics and Space Administration, and in collaboration with four other tribal colleges—Fort Berthold, Cankdeska Cikana, Sitting Bull and United Tribes Technical College—and North Dakota State University (NDSU), Turtle Mountain Community College works to make advanced

education as inviting as possible for young people. High school and college students can take part in seven Sunday academies, participating in math and science-related activities, throughout the course of the academic year. This program provides both high school and community college students a way to feel more comfortable with advancing their education.

### **The Ohana Mentoring Network**

Hawai'i Community College

The Ohana Mentoring Network, a program developed by Allen Salavea at Hawai'i Community College, began in 2004 through a Rural Development Project grant from the U.S. Department of Labor. The goal of this project is to coordinate mentoring opportunities for the island's youth as a way to counteract juvenile delinquency and youth drug use, particularly in regards to methamphetamines. Children from ages eight to 18 can participate in the mentoring program, and there are no socio-economic limitations. The mentors concentrate on listening to the students and providing feedback; these conversations range from talking about schoolwork to friends and families, to self-esteem issues, to socially appropriate behavior.

### **A Reading Outreach Program— Creating the Habit of Reading to Improve Literacy for the Future**

Little Priest Tribal College

Little Priest Tribal College (LPTC) faculty and staff noticed that students lacked adequate reading and writing skills when they entered their freshman year. Statistics indicated that many Native students suffer from poor reading and writing comprehension skills both at the elementary and college level. The Reading Outreach program on the Winnebago reservation was conceived by LPTC as a strategy to help students develop these skills early in life and to create a cultural change in how people on the reservation view reading. The program began through a grant from the National Institute of Museum and Library Services. Native Americans have an elegant oral tradition but not a tradition of reading. The library programs for both parents and children help provide a bridge between the oral tradition and English fluency.

### **Cisco Academy**

Fort Berthold Community College

The Cisco Academy at Fort Berthold Community College provides technology and teacher support to train students in networking technology. They also provide instruction from the Microsoft academy. Instructors are all certified with Microsoft and Cisco. Students taking these courses can earn their Master of Computer Applications degree (MCA); they are also eligible to take the industry tests for certification. The Academy offers training in desktop, server and active director networking, and also provides cross-training opportunities for students who want the skills to work in various networked environments. The program welcomes anyone who aspires to be a network administrator, and students range in age from 19 to 40. With plans to strengthen what they do by adding higher-level certifications, working toward a four-year degree in computer networking, and adding an MS engineering credential, they would like to build on their relationship with Microsoft to support additional training and educational programs.

### **A Higher Education Program and Mending the Net Partnership for Math and Science Education Outreach**

University of Alaska Fairbanks, Bristol Bay Campus

The Bristol Bay Campus partners with the Bristol Bay Native Association (BBNA) on a National Science Foundation Tribal Colleges and Universities (TCUP) grant. The BBNA has a Memorandum of Understanding with the campus to secure residential facilities and to help students transition from high school to college. The BBNA also assists with “village-based technology classes.” Its overall goal is work [employment] first, but they recognize that “in order to get employment you need to get an education.”

### **Welfare Reform—A 477 Program**

Fort Berthold Community College

The 477 Program—which consists of federal programs taken over by the tribe—at Fort Berthold Community College creates opportunities for people who will be bumped off of Temporary Assistance for Needy Families (TANF), so they can

earn two-year certificates. Participants receive \$200 per month for transportation expenses. After working with a counselor to complete a study/learning plan or Educational Development Plan, the college sends the participant’s plan back to their case workers at General Assistance and TANF. In addition to working with participants at Fort Berthold Community College, the program also sends clients to United Tribes Technical College. Most of the participants must first earn a General Educational Development certificate, and many have had no training at all. The program also works with the Boys and Girls Club and tribal programs to place 477 Program participants in a work situation.

### **A TRIO Talent Search Program**

University of Alaska Fairbanks, Bristol Bay Campus

The TRIO Talent Search Program assists 11- to 17-year old students to transition from a secondary to a post-secondary environment to earn a BA. Because no educational opportunity center operates in the region, the Talent Search Program at Bristol Bay may also work with adults interested

in successfully accessing higher education programs. Working with kids who have dropped out of school is a particular focus of this program. Because the area served by this program is so vast, making travel extremely expensive and difficult (some villages are accessible part of the year only by air), the program developed a partnership with local school districts to support outreach efforts. The federal program officer has, however, told them they can no longer use their funds in this way, so they are looking for other partners with whom to partner at the village level.

### **Bristol Bay Native Association Employment and Training—Workforce Development**

University of Alaska Fairbanks, Bristol Bay Campus

This program supports a wide variety of education and training programs with a particular focus on training for people in the fishing industry. “In the past we have sent people to a two-week value-added fisheries training program—[to learn] how to process their own fish. We helped them get... Coast Guard training to expand their business opportunities.” They also set up on-the-job training opportunities.

### **Onward to Teaching Excellence**

University of Alaska Fairbanks, Bristol Bay Campus

The purpose of the project is to bring more people, particularly those working as para-professionals, into Alaska villages and public schools. The project is part of a nationwide program with sites across the United States and is viewed to be an outreach program consistent with the land-grant mission. The project addresses the lack of understanding many on-campus faculty have about the situation of the non-traditional students. The project at Bristol Bay targets the paraprofessionals working in village schools. Here the focus is not just on supporting these students in completing courses; the program also focuses on developing culturally relevant curriculum so that students can learn math and science in particular by studying their own environment and cultures.

## **Economic Development**

### **Turtle Mountain Builds More than a Straw House**

Turtle Mountain Community College

Working with Red Feather, a non-profit organization dedicated to providing training for alternative housing construction on reservations, Turtle Mountain Community College meshed past construction techniques with more energy efficient building development. When Red Feather was selected to assist with the construction of a straw building at the Anishinabe Learning, Cultural and Wellness Center site, the college agreed to provide the services of the concrete technology students. In return, the students were afforded the opportunity to develop another marketable skill while assisting the actual construction of the building. The exterior walls of the straw building used materials similar to buildings from the tribal ancestral past—mud and grass/straw. Students from the college who enrolled in the concrete technology course, as well as volunteers from all over the United States and Canada, provided the labor for the building. The project

offered the college a new building, alternative construction skills for the students, and an unbiased view of one another's culture for the participants. When completed, the building will tentatively be utilized as a college science laboratory building.

### **The Juneberry Project**

Fort Berthold Community College

Native to North America, Juneberries grow from one coast to the other. "They've been used historically by hundreds of different Native tribes and settlers as they moved into the territory," says Kerry Hartman, one of the leaders of the berry project at Fort Berthold Community College. In the 1950s, the federal government flooded parts of the reservation, wiping out 90% of the Juneberry plants. In the past, the three tribes that live on the reservation—the Mandan, Hidatsa, and Arikara—used this plant for nutritional and medicinal purposes. An instructor at FBCC and a Ph.D. student at South Dakota State University, Hartman worked with other project partners to win grants from the U.S. Department of Agriculture Cooperative State Research, Education and Extension Service (CSREES) and the Natural Resources Education project.

The Affiliated Tribes and private landowners provided land for the project. Hartman and his colleagues planted four plots on the Fort Berthold Reservation to study what environments provide the best harvest. They expect their first harvest in three to five years.

### **Custodial Skills Training**

Hawai'i Community College

Hawai'i Community College developed this program to provide school custodians with the skills and tools needed to retain jobs and find opportunities for upward mobility, and to address the backlog of minor repairs that plague many schools. The seven-session training program focused on various skills such as electrical, plumbing and carpentry. Participants were required to complete one-day instruction in OSHA safety regulations and had on-the-job training where they actually did school repairs. The seven sessions were basically "hands on" with some open-book instruction related to the session topics. The success the custodians experienced by completing the training has encouraged them to seek additional opportunities.

### **Honokaa Ohana Incubator Kitchen**

Hawai'i Community College

The Honokaa Ohana Incubator Kitchen began in 1997 with funding from the Department of Labor. It functioned as an incubator "where businesses came in to learn how to be businesses...to be able to practice and perfect their food products, learn how to operate their business, keep their accounting,...do marketing and distribution and how to expand the services that they provided," according to Carol Yurth, program coordinator.

The individuals who participated in this project were economically low income or educationally disadvantaged. The incubator gave them a way to move their business ideas forward and they were only charged a minimal fee for the use of the services at the kitchen. Many people in the community had lost their jobs due to the closing of the plantations. The Kitchen Incubator was "one of the ideas that came out of community talking ... that maybe people could start their own businesses if there were opportunities available for them to do that."

A kitchen was available in an old hospital that had been shut down, and the Health Department agreed to bring it up to code. After several community meetings, Yurth said they were able to determine that there were indeed several individuals who were interested in using the kitchen to start their own business. Once the kitchen was established and running, they began to collaborate with the Welfare-to-Work Program which gave Temporary Assistance for Needy Families (TANF) clients a way to learn new skills and "transition to jobs that would be able to sustain them."

The incubator has been in operation for six years and continues to be sustainable with operating expenses paid by the business incubators.

### **Northern Plains Tribal Technical Assistance Program**

United Tribes Technical College

The Tribal Technical Assistance Program began as a result of the Federal Highway Administration's participation in the Local Technical Assistance Program (LTAP). Dennis Trusty, director of the Northern

Plains Tribal Technical Assistance Program, explains that LTAP “started with one of the early transportation bills, approximately 15-16 years ago. It started with just a couple of centers serving several states and proved to be fairly effective in helping local governments, towns, and counties to improve their knowledge and expertise in taking care of their roads.”

Because LTAP was successful, it gave the Federal Highway Administration the idea to start their own program with tribal governments. “With that, they initially started with the Tribal Technical Assistance Program (TTAP) in a couple of regions. From there, they expanded it to where now we have seven centers, including the Northern Plains TTAP located at United Tribes Technical College, which cover the whole geographic area of the United States with the exception of Hawaii.” The program at UTTC focuses primarily on developing new and improving existing transportation infrastructure. It also looks for ways to increase jobs in the community.

### **North Dakota/South Dakota Native American Business Enterprise Center**

United Tribes Technical College

The North Dakota/South Dakota Native American Business Enterprise Center provides business development, support and information. “We also help those who are just learning. We give them as much information as we can to help them on the path,” reports Brek Maxon, Project Director. “We are a technical assistance center working with Native American entrepreneurs in North Dakota and South Dakota and tribal entities to get their businesses off the ground or keep them in business.”

The program offers business plan package training, but where they “excel the most is one-on-one business assistance.” They also “try to work with more strategic growth initiatives; those companies doing a \$0.5 million or more [in sales]...” Their primary focus is contracting, farming and ranching, and small business.

### **Agricultural Extension at Fort Berthold Community College**

Fort Berthold Community College

The agricultural extension program at Fort Berthold Community College includes a number of programs that help local people engage in farming and gardening. Their outreach activities include tilling gardens for people all over the reservation. Overall they have helped with 107 garden plots. A “tractor is like gold on the reservation. Some of them have bought their own; also we charge \$10 per plot,” says Ron Klein, soil/plant science specialist and instructor at FBCC. A future goal for the program is to have a greenhouse.

They also are doing tree planting across the reservation. “A council member sent us a letter to prepare land for tree planting, and we got a new tractor and chisel plow and an Extension grant to get a technician.”

### **Partnering with the Bristol Bay Economic Development Corporation to Support Educational Access**

University of Alaska Fairbanks, Bristol Bay Campus

The Bristol Bay Economic Development Corporation targets students who want to get a degree and provides vocational training opportunities for those interested in increasing their skills and expanding their career opportunities. The Corporation supports educational access for those residing within their service area in five ways:

1. They provide funding for vocational courses, particularly those connected to the fishing industry. For example, in order to reduce the “cost of a course from \$111 to about \$75, making it easier for students to participate,” they often, “pick up the cost of the instructor, if there are traveling fees associated with getting to where the class is and any supplies or materials that may be needed for the class. They are doing hands-on types of things such as net mending and hanging classes, welding

classes.”

2. They offer a limited number of scholarships for full-time students. “This is a scholarship for residents within the CDQ [Community Development Quota] communities. [If] they are living at home and attending school here in Bristol Bay, it pretty much covers all of their basic educational expenses.”
3. They support 30-40 [students] with a part-time scholarship. “If the students are residents of the CDQ...and enrolled in a degree program and attending school part-time, they are eligible for up to \$1,000 a semester towards tuition fees and books.”
4. They provide support for a high school student to take a class at the college level. They can assist with the tuition and books up to \$500 a semester.
5. They provide funding for students to take vocational training at specialized facilities. ...“our average person is going to do some kind of blue collar work.”

BBEDC staff also travel to the “villages to make sure that all of these residents are aware of these programs ... and also out here in bush Alaska, make the application process simple enough so that the village

people can feel comfortable.” Making the process easy and forms simple “encourages them to become involved in the training program.”

### **An Expanded Adult Basic Education Graduation Equivalency Degree Program**

University of Alaska Fairbanks, Bristol Bay Campus

Like many other Adult Basic Education (ABE) Graduation Equivalency Degree (GED) programs, the one at Bristol Bay Campus works with people 16 years and older who are deficient in basic reading, writing and math or in need of basic skills, high school equivalency or workplace skills. Participants must have left school to be eligible. The program was mandated by the state to address the high number of students dropping out of school or unable to succeed in high school courses. This program, however, goes beyond these standard program elements as the staff at Bristol Bay seek to identify appropriate paths for participants and support them as they pursue those paths. Thus, in addition to helping people develop their skills to pass the GED tests so they can continue on to college, join the service, attend vocational training or apply

for jobs that require a high school education, they also work with participants who need help just finding a job.

The staff provide needed support to those students who find themselves unable to attain their goal, a GED perhaps, and assist them in finding a meaningful alternative. They do this work through a unique one-on-one partnership with local businesses. Sometimes, these businesses need a reliable worker for unskilled work. The program places and mentors participants from the ABE program as they learn to fill these positions through an unpaid internship.

So far, these unpaid internships have led to paying positions. These participants, many on disability, not only increase their income but also develop significant connections to the community, contributing to an overall increase in their quality of life.

### **Programmatic Strategies for Social Change— Maku‘u Farmers’ Market and Hydroponics Training Program**

Hawai‘i Community College

The Maku‘u Farmers’ Association, a community association of lessees who live on

Hawaiian homeland plots designated for agriculture, worked with Hawai‘i Community College and University of Hawaii at Manoa Cooperative Extension to develop hydroponics gardens and to sell their produce locally. They also created a growing farmers’ market that provides opportunities for local farmers to sell their produce and others to sell crafts and other products.

This project has had three substantial impacts on the community: increasing income, involving young people and preserving culture. First, the hydroponics program and the farmers’ market offer families a way to increase income and expand their networks. Those participating in the program have increased their bonding social capital with neighbors and their bridging social capital with agencies linked to the project. From the beginning, families have looked for ways to involve their children, not just as workers but as junior partners. They hope to instill a sense of entrepreneurship in each young person.

Finally, the project provides the families with a way to reinvigorate traditional values about land and land stewardship and reclaim cultural traditions. They use profits

from the farmers’ market to support cultural work, including the development of a cultural center with traditional plants at the farmers’ market site.

## **Wellness**

### **Global Information Systems and Global Positioning Systems Mapping**

Turtle Mountain Community College

In 2000, Turtle Mountain Community College (TMCC) applied for and received a Special Emphasis Extension grant from the USDA to address the high number of diabetics on the reservation. The grant used Global Information Systems/Global Positioning Systems (GIS/GPS) technology as part of the Turtle Mountain Wellness program, specifically to map the incidence of diabetes diagnoses on the Turtle Mountain reservation. The goal of the project was to provide a way for medical emergency vehicles to find the homes of people with diabetes more easily by using the resulting database. The system has been in place for five years and initiated the creation of courses on GIS and GPS mapping as part of TMCC’s geology and geography curriculum. They designed the courses so they

could be transferable to institutions like North Dakota State University and the University of North Dakota and sent instructors for training in the technology. These newly trained instructors taught six-hour intensive labs to students on campus as part of the natural resource curriculum. Using the grant money, students and faculty located all of the homes of diabetics in the area and mapped those using GIS/GPS

### **Honoring Our Health Diabetes Project**

Turtle Mountain Community College

Turtle Mountain Community College faculty and staff became concerned about the widespread incidence of diabetes on the reservation and resolved to do something about it. They found an opportunity to write a proposal for funding to start a program on diabetes prevention. They received a grant from the Center for Disease Control program administered by the American Indian Higher Education Consortium. Getting the Honoring Our Health Diabetes Project up and running successfully took a lot of planning and coordination as Michelle Short-Azure, project director, describes. “In 2003 the project worked with a community group to develop

a 10-year diabetes prevention awareness plan, specifically for Turtle Mountain community members.” Short-Azure credits the program’s success to the group of community members who worked together to make it happen. This program works with the community at all levels to prevent diabetes. Elders, schools, the Indian Health Service, community health representatives, county Extension agents and the Tobacco Coalition all work as partners in this effort.

### **The National Youth Sports Program**

Turtle Mountain Community College

Shane Martin coordinates the National Youth Sports Program (NYSP) at Turtle Mountain Community College. When Martin moved back to Turtle Mountain a few years ago, he was stunned at the prevalence of diabetes and obesity in young people and the lack of intervention through after-school programs. Looking for a program that would help youth make healthy choices, he found the National Youth Sports Leadership Program. “I think they started off with funding 13 universities and other program entities...to kick off part of the President’s Council on Fitness Initiative... Over the years, more money has been allo-

cated to provide funding for additional newcomers to come to these types of activities. Last year [2004] we were one of them that started... Now it is up to 218 programs throughout the United States that have the National Youth Sports Program.” NYSPs provide community youth with a summer program of physical activities in a variety of sports, lunch and educational programming. Many learn to swim, for example, through this program, and the program focuses on economically disadvantaged youth.

### **The Anishinabe Learning, Cultural and Wellness Center**

Turtle Mountain Community College

The idea of “wellness” at Turtle Mountain has many important implications, including prevention, outreach and education for all members of the community. The idea of “wellness” goes beyond just health care; it also includes sound education and healthy living. Gardening, youth leadership, equine classes, natural-resource management, agriculture classes and health programs are just a few of the ways that the Anishinabe Learning, Cultural and Wellness Center at Turtle Mountain Community College (TMCC) enhance the quality of life

for Native people.

The Wellness Center offers a way for adults to advance their degrees and focus on wellness for themselves, their families and the community at the same time. The Woodlands Wisdom program offers students a chance to take two years of dietetics and nutrition classes at the Center; then they can transfer to a four-year university. TMCC also offers courses at the Center on natural resources and agriculture, and in coordination with North Dakota State University, they offer an equine science program.

Another important project was the program in which the USDA/ Cooperative State Research, Education and Extension Service (CSREES) assisted them in completing a GPS/GIS project through the Center that mapped the area in terms of people with diabetes. The resulting map makes it easier for health professionals to find community members' homes in the event of an emergency.

Additionally, at the Center a variety of short courses, open to the community, are offered, which Michelle Short-Azure, director of the Turtle Mountain Youth Leader-

ship and Extension Project, describes as, "We have the Native American gardening class where we work out at the retirement home with the elders. We have drip irrigation workshops. We have tree and lawn care workshops. We have food preservation workshops. These are all classes that we offer every summer and they are open to the public."

### Rural Health Center

Hawai'i Community College

In 1997, funding cuts threatened the emergency room in Kau'u with closure. Jessie Marquez stepped up and decided that she was going to take on a project to provide access to health care in the community. The community supported her efforts to go before the legislature to obtain funding for community health care, which they were ultimately able to achieve.

In her efforts to win support to meet the community's need, "Auntie Jessie" began to learn more about alternatives to the emergency room closure, including learning more about Medicare flexibility and access to critical care hospitals. She returned to the community, telling them they needed

to form a nonprofit organization. Volunteers from all sections of the community became part of the board of directors and met "in parking lots, in garages, in other rooms... We submitted the application and six months later we [became a nonprofit organization]."

The Rural Health Center became a reality, and households could pay \$15 in membership dues for access to the Center. To broaden their efforts to create a healthy community, the board members and coordinators of the Health Center decided to take on issues in the community such as drug abuse and economic development. They reached out to many different partners, including the Department of Health, schools, and other local, state and federal health agencies. The partnership with Hawai'i Community College brought them computers for a lab and technology to support participation in distance education.

They also held fundraisers to raise money for the Center. Becoming a nonprofit organization gave them a way to have a formal structure in place and a staff who could run programs and write grants.

### **Whirling Thunder Wellness Program**

Little Priest Tribal College

The Whirling Thunder Wellness Program on the Winnebago reservation focuses on the prevention of diabetes and related diseases. For tribal members who already have diabetes, the program provides assistance to prevent complications; for younger people who are not diagnosed, the program helps them learn how to adopt healthy habits in order to prevent the onset of diabetes. There are 2,600 residents who live on the Winnebago reservation. One-third of the adults have Type 2 diabetes, and 48% of the youth have indicators that predict they will become diabetic in the future.

This award-winning program, housed within the Winnebago Tribal Health Department, partners with different educational and health entities to encourage a proactive, rather than reactive, approach to diabetes and other diseases. The Wellness Program also offers programs to create community awareness about diabetes, as well as about substance abuse. The program integrates culture into its programs and encourages healthy lifestyles that are “consistent with traditional practices” (Government Innovators Network).

### **Nutrition Training Program for the Northern Plains—Extension Outreach**

United Tribes Technical College

This program offers training and research-based information for staff working with the Women and Infant Care (WIC) program and includes nutrition education. They have developed a video and cookbook to support these efforts. They also have a community garden at their facility. Related to this project, they are working on developing nutritional information on traditional plants.

### **Food Safety and Food Security**

United Tribes Technical College

Partnering with other organizations such as casinos, Indian health services and tribal health programs, they are working on a national certification in food safety. These programs also lead to student recruitment.

### **Family Empowerment and Financial Management**

United Tribes Technical College

Working with a consortium of tribal colleges, this program develops curriculum

to address financial management issues. Within the partnership, various colleges have taken on specific roles; United Tribes Technical College staff are working on curriculum development for outreach education. As a result of this training, people are starting to talk about developing their own credit union.

## **Other Stories That We Have Collected:**

### **Community Wellness Advocate Program**

University of Alaska Southeast, Sitka Campus

This project came out of a partnership between the University of Alaska, Southeast, Sitka campus, and the Southeast Alaska Regional Health Consortium. Because there are few doctors in the remote villages of Alaska, the people in these villages rely mainly on paraprofessionals. This program used a capacity-building grant to deliver innovative distance education to students to train them in health education promotion and prevention in their local community or village. Primarily from rural areas, the students want to become health educators so they can help with their community’s health needs.

As the community members watch more TV and stray farther away from their traditional lifestyle and food, staying healthy has become a challenge, particularly for Alaska Natives who have very high rates of diabetes. Therefore, health promotion and prevention are key to a healthier future in the villages. Health advocates find jobs in the villages, but also in Anchorage and other locations, as employers see the value of wellness programs for employees.

### **Hopi Pu'tavi Project, Inc.**

Hopi Reservation, Arizona

The Hopi Pu'tavi One Path Project, Inc. is a non-profit organization located on the Hopi reservation that believes in “working with the Hopi people, and the youth in particular, to enhance the quality of life and the culture.” Brenda Patterson, director of the Hopi Office of Youth Affairs, finds Pu'tavi to be much more grassroots in nature than bureaucratic, which is why she accepted the invitation to become part of the board of directors. She is genuinely impressed with the spirit and positive attitude of the board members with whom she works. The board is made up of all volunteers, and no one

is financially compensated for their work. Pu'tavi promotes learning and business skills for the Hopi community through activities such as an annual art show, as well as through computer courses where artisans learn how to market and sell their products online. All of these activities are funded by grants and are geared toward the advancement of the Hopi people. One of the goals of the organization is to work with youth to preserve the Native culture, by encouraging youth artists. The promotion of cultural preservation helps individuals and the community as a whole, particularly when youth take pride in their cultural heritage and carry it with them through adulthood.

### **The Building Trades Program and the SBC Construction Company**

Sitting Bull Community College

Dave Luger, an instructor in the Building Trades Program at Sitting Bull Tribal College and the home improvement director for Standing Rock Reservation also runs SBC Construction Company at Standing Rock, which employs students and graduates of the Building Trades Program.

The company began through a conversation

Luger had with the president of the college. “I was sitting down with the president one day, [and I said]...we have the expertise, we have the tools and equipment, why shut it all down and park it in the garage [in the summer] and then pick it up again [in the fall]?”

At first, he planned to do one job during the summertime, and that first summer they built a day-care center on the reservation. Now, they cannot keep up with all of the work. Not only does the company build houses and some commercial buildings, they also take repair jobs from community members on an as-needed basis.

The Building Trades Program began in 1997. Students can either enroll in the nine-month certificate program or the two-year associate's degree program. Students learn basic residential and light commercial construction and build a house each year that they are in the program. In the mornings, students learn in a classroom setting; in the afternoon, they do their practicum and go on-site to practice their skills. The houses they build are then sold; there are usually many interested parties. If for some reason a house does not sell, Luger has the option

to buy it through the Home Improvement Program and give it to a needy family. Since 1997, the Building Trades Program and the SBC Construction Company have built and sold over 100 homes.

## Appendix 2

### INTERVIEW PROTOCOL—INFORMED CONSENT

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Dear \_\_\_\_\_:

Your program has been nominated as a promising practice in tribal- and Native-serving community development. We would like to interview you to learn more about this program. The information we collect will be written up in program descriptions and posted on the Web. We will also distribute it through workshops and other programs. We will not use names or personal information unless given permission to do so. Your affirmative reply to this e-mail will constitute informed consent. If you have questions about the project or the process of collecting information, please contact Mary Emery at (515) 294-2878 or e-mail her at [memery@iastate.edu](mailto:memery@iastate.edu). We very much appreciate your help and welcome any additional suggestions you might have for including programs and projects.

#### Protocol for Collecting Case Studies on Programmatic Strategies for Social Change

1. Name of program:
2. Type of program:
3. Contact information:
4. Program/project description:
5. Target audience:
6. Project/programs objectives:
7. Tell us about the place (community, reservation, tribe, village, etc.) where this strategy was initiated.

8. How did the program come into being? What vision of the future guided those who began it? What is the rationale for why it is needed and can make a difference?
9. How is (was) culture used to drive the strategy?
10. Please share an example of a project/program's success:
  - a. What made the project/program successful?
  - b. What conditions or circumstances lead to that success?
11. How do you see the college (or program instigators) building on the success of this program?
12. What evidence is there to support these successes?
13. What wishes do program staff have for the future?
14. Describe the program's short-term and long-term outcomes for:
  - a. The college?
  - b. The community?
  - c. The participant?
15. Describe how the project/program overcame challenges?
16. Has the project increased family self-sufficiency? If yes, how did the project increase family self-sufficiency? Please give us some specific examples.
17. Has the project increased access to education? If yes, how did the project increase access to education? Please give us some specific examples.

18. Has the project increased leadership within Native-serving institutions and communities? If yes, how did the project increase leadership within Native-serving institutions and communities? Please give us some specific examples.
19. Has the project increased community or individual assets or wealth? If yes, how did the project increase community or individual assets or wealth? Please give us some specific examples.
20. Has the project increased equitable economic development? If yes, how did the project increase equitable economic development? Please give us some specific examples.
21. Has the project increased the college's activities/abilities to engage the community in planning and project/program implementation? If yes, how did the project increase the college's activities/abilities to engage the community in planning and project/program implementation? Please give us some specific examples.
22. Has the project resulted in increased collaboration:
  - a. Between Native-serving institutions and 1862 Land-grants? If yes, how?
  - b. Within the tribe or on the reservation? If yes, how?
  - c. With other Native-serving organizations/institutions? If yes, how?
  - d. With other organizations/institutions in the area? If yes, how?
  - e. With other organizations/institutions outside the area? If yes, how?
  - f. Describe the impact of the increased collaboration on the college and the community its serves.
23. As a result of the project has the college increased its capacity to:

- a. Prospect for new ideas, opportunities and resources?
  - b. Seek feedback from participants or other stakeholders?
  - c. Obtain support from administration and/or governing board?
  - d. Assess and (re)design products, services, systems and procedures?
  - e. Follow up on previous clients/customers/participants?
  - f. Share your best wisdom with the world?
  - g. Experiment to remain innovative?
  - h. Engage in organizational reflection?
24. As a result of this project, what was learned?
- a. At the program level?
  - b. At the college level?
  - c. At the community level?
25. What advice would you give to someone interested in replicating this project/program?
- a. Who needs to be involved?
  - b. What resources are needed?
  - c. What are the first steps to take?
  - d. How was the project/program designed?
  - e. How was it marketed?
  - f. What are the evaluation strategies?