

Collaborating for Change

*Partnerships to Transform
Local Communities*

VOLUME 2



Collaborating for Change: Partnerships to Transform Local Communities, Volume II, highlights sustainable partnerships between OUP's Historically Black Colleges and Universities and Alaska Native/Native Hawaiian Institutions Assisting Communities grantees and their communities.

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

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Introduction

In January 1969, members of the Adult Education Association of the U.S.A., the Association of University Evening Colleges, and the National University Extension Association gathered at the University of Missouri in Columbia to discuss the role of colleges and universities in community development.

The question of just how involved institutions of higher education (IHEs) should be in their local communities was a timely topic for discussion in early 1969. During the previous academic year, universities nationwide had experienced widespread campus demonstrations as students began taking a keen interest in the world around them and urged their colleges and universities to do the same. With the changing social order as their backdrop, speakers at the Mid-Continent Conference on the Role of the University in Community Development explored with great passion how colleges and universities could help solve the challenging social issues of the day. Those pressing social issues had been dramatically spotlighted during the previous year, when the nation's cities erupted in rioting after the assassinations of Dr. Martin Luther King, Jr., and Senator Robert F. Kennedy.

Campus-community engagement was not a completely new idea in 1969. Colleges and universities had been serving their communities from Colonial days, and Ivy League colleges such as Princeton, Yale, and Harvard were founded with that express purpose. Engagement received a boost in the mid-19th century when the Morrill Act expanded the role of universities in promoting a growing agrarian economy, and the Settlement House movement saw institutions like the University of Chicago collaborating with Hull House to provide education and services to a predominantly immigrant urban population. But the concept of community engagement experienced a dramatic rebirth during the social turmoil of the 1960s, causing scholars and social activists alike to explore how IHEs could use their students' energy and idealism, their research agendas and curricula, and their relationships with local stakeholders to help revitalize communities and, in the process, empower the citizens of those communities.

The rebirth of community engagement brought with it a new optimism and idealism for what could be accomplished by ordinary citizens working together with their academic partners toward common goals. It also laid the foundation for many of the university-community partnerships that today are being championed by organizations like Campus Compact, Campus Community Partnerships for Health, and, most significantly, the U.S. Department of Housing and Urban Development (HUD).

HUD created the Office of University Partnerships (OUP) in 1994 as a vehicle to provide colleges and universities with financial and technical support to assist in the revitalization of their local communities

in partnership with their neighbors in those communities. For the past 17 years, OUP has supported more than 300 IHEs in their efforts to step outside the boundaries of their campuses and to join local residents in powerful initiatives that address such community-identified needs as affordable and decent housing, job creation and training for adults, educational success for youth, health promotion, small business development, and access to technology for residents of every age and income level.

The Foundation for Community Engagement

The Mid-Continent Conference on the Role of the University in Community Development did not make headlines when it took place in January 1969 or anytime thereafter. But many of the ideas that surfaced during that meeting—detailed in three scholarly papers that are still widely available¹—represent the basic tenets of good university-community partnerships. Forty years later, these tenets have come to be accepted and implemented by a host of modern colleges and universities and their community partners.

Chief among those tenets is the very concept of community development as an organic process that, according to noted educator Jack Mezirow of Columbia University, is designed “to assist individuals to acquire the attitudes, skills, and concepts required for their democratic participation in the effective solutions of as wide a range of community involvement problems as possible.”² During the 1960s, Mezirow and author Roland Warren both emphasized the critical role that education could play in promoting that democratic participation. In his 1963 book, *The Community in America*, Warren suggested that community development—which he defined as “the deliberate attempt by community people to work together to guide the future of their communities”—could not be separated from “the development of a corresponding set of techniques to assist community people in such a process.”³

The three scholars who presented papers at the Mid-Continent Conference maintained that it was the role of colleges and universities to help citizens learn these techniques. They went on to outline three primary pillars that should govern higher education’s role in community development. These pillars, listed below, survive to this day:

1. Community development is primarily an education process. Community development is a learned phenomenon, maintained conference presenter Daniel J. Schler from the University of Colorado. As such, it must be preceded and accompanied by learning on the part of people who take action in the public interest. This need for learning creates a unique and critical role for universities to teach local

1. Pulver, Glen C., Schler, Daniel J., & Cary, Lee. J. 1969. *The Role of the University in Community Development*. Papers presented at the annual Mid-Continent Conference, Jan. 12-14, 1969. Available online at: www.eric.ed.gov/PDFS/ED029588.pdf.

2. Mezirow, J.D. 1960. “Community Development as an Educational Process.” *International Review of Community Development*, 5, 137-38.

3. Warren, Roland L. 1963. *The Community in America*. Chicago: Rand, McNally and Co.

citizens how to engage in community-building activities in order to bring about needed changes in the social order.

“In this context,” concluded Schler, “community development appears to me to be the biggest undertaking that educational institutions have ever been challenged to become a part of.”

2. IHEs can stimulate community development by bringing education and resources to bear on local issues. Conference presenters stressed that colleges and universities have an important role to play in convincing local partners to join in demonstrations of how specific social issues and problems can be explored or solved. IHEs must find new ways to link university staff to community stakeholders by working cooperatively in coalitions and joint enterprises and being willing to develop partnerships not only with local organizations but with neighboring educational institutions.

Lee J. Cary of the University of Missouri at Columbia suggested that colleges and universities can be most useful in communities that “have not had an opportunity to come together and decide priorities [and] where no mechanism for conducting joint enterprises has been arrived at.” In these situations, IHEs can help their local partners develop a community development process from which programs and projects can evolve, “where action grows out of joint study [and] where involvement of people leads to group decision and action.”

3. Ultimately, local residents carry out community development, not colleges and universities. It is not the responsibility of the university to be the “direct action system” in community development, however. That role belongs to community leaders, who must set and implement goals and take an organized, coordinated approach to problem solving that involves the whole community.

“Advice of the experts is absolutely necessary in dealing positively and efficiently with urban problems, but the people must be involved in great detail if their needs and problems are to be honestly understood,” said Glen C. Pulver of the University of Wisconsin. “Those people most directly concerned with community development must insure the continued growth of citizen involvement in program development if real change is to occur in urban areas.”

Fostering and promoting that self-determination is the best gift a university can offer its partners in the community, concluded Cary.

“The direction in which the community moves is up to the community,” he said in 1969. “The university responds in appropriate situations and as it is called upon to respond. This is community service of the highest order. It is not peddling a packaged program to see who will buy. It is the people themselves deciding what they need and then requesting specific resources from the university. This is being relevant to the needs of society. This is the finest tradition of university outreach.”

Fast-Forward to Today

More than 4 decades after the Mid-Continent Conference on the Role of the University on Community Development, HUD and OUP have published a 2-volume publication that offers powerful testimony that the seminal ideas of the community-engagement movement that surfaced in 1969 have not been lost. With this second volume of *Collaborating for Change: Partnerships to Transform Local Communities*, HUD and OUP continue their celebration of the campus-community collaborations that were a hopeful dream in the 1960s and which, today, have succeeded in changing the economic and social landscape of large and small urban and rural communities nationwide.

The first volume of this publication, published in 2010, focused on the community-development work being accomplished by IHEs and their partners in three OUP grant programs: the Hispanic-Serving Institutions Assisting Communities Program, the Tribal Colleges and Universities Program, and the Doctoral Dissertation Research Grants Program. This second volume examines the partnerships being carried out at the local level by grantees and community stakeholders participating in OUP's Historically Black Colleges and Universities Program and the Alaska Native/Native Hawaiian Institutions Assisting Communities Program.

The colleges and universities featured in both volumes of this publication used their OUP grants to work closely with a variety of partners, including community-based organizations, local government agencies, public schools, houses of worship, civic associations, housing developers, health professionals, cultural organizations, banks, local merchants, foundations, environmental groups, social service providers, individual residents, and many other stakeholders. They helped to build and strengthen those partnerships by providing significant resources for education and learning, as well as financial and in-kind contributions; extensive knowledge about relevant community-development issues; research capabilities; and the energy and enthusiasm of faculty, staff, and students. Their partners made significant contributions as well. They contributed an intimate knowledge of community issues and residents and a proven ability to get things done at the local level.

In addition—and following the guidelines set forth by community-engagement pioneers in 1969—the grantees featured in the following pages brought their educational resources to bear on local challenges, joined with local partners to address those challenges and, ultimately, trusted those partners and the local residents they represent to make their own decisions about what was best for their communities. In the process, OUP grantees and their partners brought real and inspiring changes to their communities. For example:

- **Virginia University of Lynchburg** worked with a local neighborhood association, family development center, faith-based service organization, housing development group, and bank to revitalize housing and offer new hope to homeowners and renters in Lynchburg's Seminary Hill neighborhood.

- **North Carolina A&T State University** joined together with established local businesses in Greensboro to improve the local economy and job market by educating and supporting the owners of 40 new and expanding small businesses.
- **Tennessee State University** in Nashville created a citywide collaborative of elementary, middle, and high schools—as well as colleges, universities, and service organizations—to launch a research-based tutoring program that has spurred significant increases in local literacy rates.
- **Kapi'olani Community College** in Honolulu, Hawaii, joined with a local housing developer, public housing tenants, and local schools and universities to create a technology-equipped learning center and an educational pipeline that is helping low-income children and adults succeed in their educational endeavors and improve their health and quality of life.
- **University of Alaska, Fairbanks Interior-Aleutians Campus** in Fairbanks recruited a regional housing authority, a community-based organization devoted to promoting energy-efficient building technologies, and local schools and organizations to renovate an Alaska-Native “spirit camp” that has been instrumental in developing leadership skills, self-esteem, and an interest in pursuing higher education among young people in the university’s Upward Bound program.
- **University of Hawaii–West Oahu** partnered with a local provider of health services to establish an intensive, outpatient substance abuse treatment program that incorporates vocational training to ensure that clients who graduate from the program will have access to long-term and sustainable employment and education opportunities that can help them successfully rebuild their lives.

Conclusion

There is much to celebrate as HUD and OUP witness the success of the programs highlighted in this two-volume *Collaborating for Change* series. In addition, many more OUP-supported partnerships have worked diligently to revitalize their communities over the past 17 years. Their efforts have produced marked improvements in the lives of thousands of low- and moderate-income citizens throughout America, including some of our most vulnerable populations. The successes achieved by these programs are the result of the tireless and dedicated efforts of campus and community leaders alike.

HUD applauds the work of these grantees and their local partners and looks forward to many more years of helping IHEs and their partners work together to transform local communities.

SECTION 1

Historically Black Colleges And Universities



Rehabilitation and Construction Project Spurs Community Revitalization

Virginia University of Lynchburg

LYNCHBURG, VIRGINIA

Gracie Jones grew up in a four-room house in Campbell County, Virginia, with 14 other family members. As a child, she dreamed of owning a house with a big porch, a deck, and enough rooms to comfortably accommodate her family. Although she lived in various rental units for 23 years, her dream of homeownership dimmed, but it never died.

That is why the letter that Jones and other tenants of her Chamber Street apartment community received in July 2008 meant so much. Sent by the Lynchburg Housing Authority, the letter invited Jones and her neighbors to consider participating in a program sponsored by Virginia University of Lynchburg (VUL) that could help them become homeowners. Intrigued, Jones investigated further and eventually enrolled in a homebuyer program that set her on the path to fulfilling her homeownership dreams.

Meanwhile, about 5 minutes from Jones' apartment, low-income homeowners in the Seminary Hill community surrounding the VUL campus had similar dreams to live in stable, structurally sound homes. Over the years, some of those families invested money to upgrade and enhance their homes. But the majority of residents, unable to afford repairs, either continued to live in deteriorating houses or abandoned those homes altogether.

Homeowner Beverly "Winky" Cheagle, who has a disability and uses a cane, had actually taken both routes. Cheagle was living in a home that some had described as "unsalvageable." Leaks from the roof were so serious that ceilings on the home's upstairs had given way, making the upstairs bedrooms uninhabitable. Left with few other options, Cheagle had abandoned his entire second floor and was using a first-floor bathroom, kitchenette, and living room as his only living space.

Fortunately, the dreams of Jones and her neighbors on Chambers Street and the dreams of Cheagle and his fellow homeowners in Seminary Hill were about to intersect with the dreams of VUL President Dr. Ralph Reavis. A graduate of VUL, Reavis returned to Lynchburg in 2000 to fulfill his own 42-year dream of becoming the university's president and restoring the school to its former glory. For Reavis, reaching that dream would entail rehabilitating campus structures,

Building Gracie Jones' Dream House

J-Tek, Inc., owned by Jay and Laura Evans, served as the general contractor responsible for the new home construction project. They are an independent builder of Mod-U-Kraf Homes, LLC, a manufacturer of systems-built homes.

Gracie Jones' home was 80-percent complete when it was delivered to the Campbell Avenue site via a carrier on June 3, 2010, and lifted by crane onto the foundation.

"At this stage, it had interior walls of finished and primed sheetrock, interior wiring, plumbing, bath fixtures, cabinetry and countertops, doors, windows, a water heater, built-in appliances, and wall and ceiling insulation with some exterior siding and shingles installed," says Laura Evans.

Once the house was laid on its foundation, J-Tek staff completed the following work:

- Did interior trim and installed carpet.
- Completed siding, exterior trim, and installed shingles.
- Touched up painted walls and stained doors.
- Installed storm windows, storm doors, blinds, utilities (electric and plumbing) and HVAC, floor insulation, light fixtures/ceiling fans, and appliances.
- Built a masonry front porch and back patio, a saddle roof for front porch, and installed vinyl railings.
- Landscaped the property, replaced fencing, and poured walkways.



Gracie Jones' modular house is delivered by crane.



Front view of Gracie Jones' home.

- Installed gutters and downspouts, a gravel driveway, and a mailbox.
- Performed final inspection on July 12, 2010.

The final structure was a 52-foot ranch home with Summer Wheat siding, a front porch, and rear patio; 3 bedrooms; 2 full baths; a kitchen-dining area; and a living room.

increasing student enrollment, and revitalizing the university's Seminary Hill neighborhood.

By 2006, Reavis had succeeded in meeting many of his goals. Much of the VUL campus had been restored with funds from the city of Lynchburg, private corporations, and the U.S. National Park Service. In addition, student enrollment at VUL had climbed from a low of 30 students in 2002 to more than 200. Satisfied that VUL's internal restoration was on course, Reavis then turned the university's attention to revitalizing its local community.

With funds from the U.S. Department of Housing and Urban Development's (HUD's) Historically Black Colleges and Universities (HBCU) grant program, the university set out to create an initiative that would give Jones the home she always dreamed of and Cheagle a safe and accessible home. In the process, VUL and its community partners would revitalize a neighborhood that had become overrun by abandoned and decaying homes and overgrown, vacant lots.

"I refused to accept a mediocre existence for these residents, and I knew that there were resources out there that would enable us to help them," says Reavis, a former Baptist pastor who had led successful revitalization projects in Portsmouth, Virginia. "A university that lives near poverty or dilapidation in the community should do more than create transcripts. We have to be a part of the community and be socially involved in that community to raise the level of living."

VUL decided that it would take the lead in the Seminary Hill revitalization efforts, but it knew that those efforts could not succeed



**Virginia University of Lynchburg President
Dr. Ralph Reavis.**

if the university acted alone. As a first step, Reavis and his university team, led by Vice President of Institutional Development Dr. Doris Scott Crawford, identified community partners that shared VUL's dream for the Seminary Hill neighborhood. Those partners included the Lynchburg Neighborhood Development Foundation, a private, nonprofit organization that finances and develops housing in the central Virginia area; Jubilee Family Development Center, a neighborhood organization that offers programs and services to help at-risk youth develop their academic and social skills; the Bank of the James, a full-service, state-chartered community bank located less than 2 miles from the VUL campus; the city of Lynchburg; the Seminary Hill Neighborhood Council, a neighborhood watch group; and Providence Ministries International, a faith-based congregation in Lynchburg.

Working together, the partners decided that the revitalization of the Seminary Hill neighborhood depended on their ability to spur the construction of new homes that would be affordable for low- and moderate-income families and to help those families



Project Manager Dave Evans.

prepare for homeownership. In addition, current community residents needed support to rehabilitate their homes, which were showing signs of age and deferred maintenance.

The Process of Rehabilitation and Revitalization

Supported by HUD funds and strong local partners, VUL began the process of implementing three activities: selecting neighborhood homes to be rehabilitated, qualifying one resident to purchase the new home that would be built within the neighborhood with HUD funds, and offering homeownership training to other local renters. To be eligible for rehabilitation assistance, residents had to own the home they occupied. Residents interested in either rehabilitating their current homes or purchasing a new home had to show household earnings that were at or below the area median income and demonstrate that they were financially stable.

VUL's first major task involved conducting an extensive inventory and mapping of housing stock in the Seminary Hill neighborhood. The university's strong relationship with the city of Lynchburg proved invaluable in carrying out this effort. The city had already helped VUL navigate the application process to acquire Community Development Block Grant funds for its campus restoration project and to receive an historic district designation for the campus. The city was now prepared to step in again, this time by assigning City Planner Tom Martin to provide technical assistance to the VUL team as it planned grant activities and carried out its housing inventory. Martin helped the team obtain property information that was available through the city's Geographic Information System (GIS). He also reviewed the rehabilitation plans and helped the VUL team understand its target area.

"Tom was our 'go-to' guy when we needed information or answers from the city," says VUL Project Manager Dave Evans. "We called on him for everything from connecting area residents with city services to providing advice that helped us conduct neighborhood watch activities and connect with demolition experts."

Paving the Way for Rehabilitation

Before the canvassing and surveying of properties could begin, project staff thought it would be important to engage in community outreach activities that would help local residents become familiar and comfortable with HUD-supported activities. As a first step, the university sent local residents a letter that informed them about the HUD grant,

the property inventory, and an upcoming neighborhood meeting where they could learn more about both.

“During the meeting, we also assured residents that we were there to listen to their general issues and concerns, not just to talk about the grant activities,” says Evans. “We let them know that we would be here for the long haul, and that since we had the city’s ear, we could advocate for them on issues such as sidewalk curbing, and providing new street lights while fixing broken ones. We also encouraged residents to actively participate in planning the future of their neighborhood.”

VUL student volunteers, equipped with notepads and cameras, spent 3 months canvassing the Seminary Hill neighborhood to inspect and catalog each property. Volunteers photographed each vacant lot and took multiple photographs of each neighborhood structure, noting the condition of roofs, porches, windows, and decks, says Carol Larson, the project assistant who managed the inventory process. Volunteers also made records of homes that were owner-occupied, researched any tax record discrepancies, and then worked closely with City Planner Martin to solve those discrepancies.

By the end of the canvassing process, the VUL team had created a comprehensive notebook of 80 owner-occupied homes in the Seminary Hill neighborhood. While most properties in the neighborhood qualified for rehabilitation, VUL could not help everyone, says Evans. That made it necessary for project staff to prioritize the properties based on the homeowner’s age and physical disabilities as well as the property’s condition.

A survey and application completed by local homeowners helped to move that prioritization process along. VUL used the applications to determine whether homeowners met the program’s financial requirements while the surveys asked property owners to identify specific repairs their homes needed. Survey respondents were also asked to select their top five priorities for home rehabilitation from a list that included such tasks as painting; roofing; accessibility; electrical or plumbing upgrades; water damage remediation; or upgrades to siding, gutters, decks, porches, windows, floors, basements, or doors. Using both forms and information gathered during visits to applicants’ homes, the VUL team decided to focus its rehabilitation efforts on two key neighborhood priorities: roofs and foundations. Eight properties were selected for this work, and the owners of those properties were invited to participate in a four-session home rehabilitation program.

The weekly home rehabilitation classes were held on the VUL campus. An initial session provided an overview of homeownership and the rehabilitation process, including the need for residents to relocate during the rehabilitation process, the timeframe of the rehabilitation, and the order in which the work would be completed. During subsequent sessions, a home inspector provided homeowners with practical tips on preventive home maintenance and acquainted participants with the general structure of a home, including the electrical system, plumbing, and appliances. A financial advisor visited one class to discuss budgeting and saving. Individual counseling sessions were also conducted as needed and focused on



Before: Rear view of Winky Cheagle's house.



After: Rear view of Cheagle's handicapped-accessible house.

answering specific questions posed by program participants.

"I attended every class at the university," says homeowner Winky Cheagle. "They were great, and let us know exactly what they were doing, what to expect during the rehab, and how we could prevent similar things from happening again. I enjoyed the program 100 percent."

Fixing and Replacing

During the extensive renovation and rehabilitation process, which began in spring 2010, families were relocated to a local hotel while three local contractors worked simultaneously on the eight properties that had been selected for rehabilitation. The sheer age of those homes—all were built in the early 1900s—was responsible for many of the more common maintenance issues. Typically, roofs had been repaired so many times that water had simply been diverted from one section of the roof to another or—when gutters were missing—into the home's interior. Electrical problems often stemmed from the fact that many of the homes had first received electricity

when 60-amp service was considered more than adequate and fuses represented the latest electrical technology. Those electrical systems could not safely accommodate appliances that required 220 amps and a circuit-breaker system. Sagging and unsound foundations were also a problem, especially in homes that had been built with rock piers and sill plates instead of concrete cinder blocks and pressure- and termite-treated timbers.

Local contractors hired by VUL addressed these issues by replacing roofs, upgrading electrical systems, and reinforcing foundations. They also replaced vinyl siding, windows, and porches and repaired leaking pipes that had frozen and cracked due to poor insulation.

Contractors were particularly challenged by the conditions they found in Cheagle's home, but they were able to make a host of changes so the house would be livable again. They rebuilt Cheagle's foundation and converted his formerly two-story structure into a one-story structure with a porch and a fully accessible entrance. They also gave Cheagle two new bedrooms and a new bathroom, laundry, living room, dining room, and kitchen.

"I am very excited about what VUL is doing and about my new house," says Cheagle. "I visited the site every day during the rehabilitation and watched the progress being made. Everything is looking up. The neighborhood is looking better. It shows that there is a bright future coming, and it makes me want to live here forever."

Cheagle's sentiments are echoed by community organizations that have been working in the Seminary Hill neighborhood for many years.

"This project is a blessing to Lynchburg and to Seminary Hill," said Eyvonne Green, president of the Seminary Hill Neighborhood Council, in fall 2010. "All the people who got help are now ready for the winter. They had drafty houses, and now they are much better off. A lot of the residents were on fixed income and would not have been able to do this had it not been for the project."

New Construction and New Homeowners

As local contractors were rehabilitating the older homes of Cheagle and his fellow homeowners, a group of area renters, including Gracie Jones, were preparing for homeownership by taking part in a Four-Step Homebuyer Program sponsored by VUL and held at the Lynchburg Public Library. An initial general session explored the advantages and disadvantages of homeownership and gave participants an overview of budgeting, saving, and managing debt. Subsequent sessions explored credit counseling, mortgage application and approval, and closing costs and offered tips for locating a house, negotiating a contract, and hiring a home inspector. A



Gracie Jones (left) signing her mortgage papers.

final session familiarized participants with loan closing, titles, insurance, and home maintenance.

Jones was among 22 residents who completed the program. She and the others were then enrolled in a 5-week homeownership and financial assistance program, during which the Lynchburg Neighborhood Development Foundation screened and helped qualify them for up to \$10,000 in downpayment assistance. Gracie Jones was the first successful applicant and qualified to purchase the new home that VUL would build in the neighborhood with HUD funds.

"I went to the first session as a prospective homeowner and was a little intimidated and overwhelmed," admits Jones. "But Mr. Evans said he believed I would be successful in qualifying for homeownership because I was serious and determined. That strengthened my confidence and my ability. When I realized that I had qualified and that I would be getting a house, I was so happy. I felt like a child on Christmas morning."



**Vice President of Institutional Development
Dr. Doris Scott Crawford.**

Jones would eventually buy a 3-bedroom, systems-built house, which was constructed offsite in a controlled environment and then delivered to a previously vacant lot that VUL had purchased and that J-Tek, Inc., had prepared. Once the home was delivered to the site and lifted on to its foundation by a crane, J-Tek staff completed the installation by finishing the interior and installing siding, storm windows and doors, a front porch, gutters and downspouts, and landscaping.

“This is more than I ever dreamed of,” says Jones. “I always wanted a big porch, and now I have one with white trimming. I have a deck out back, my own private driveway, and a big tree in the front. This is a gorgeous house, I love it. It’s in a nice and safe neighborhood, so much better than where I used to live. Now I don’t have to listen to bullets hitting the walls at night.”

The Importance of Partners

While they are pleased with the changes that their HUD-supported project was able to bring to Seminary Hill, officially, the VUL team is hesitant to take full credit for the success of their home rehabilitation and homeownership programs.

“We could not have gotten to this point in such a manner without partners,” says Project Director Crawford. “They were engaged with us, and they have been with us and for us. We are the news kids on the block when it comes to community development. They gave us guidance where we needed it the most.”

That guidance began with the community outreach initiative, which took place at the beginning the project, and continued right through to the homeownership classes and mortgage assistance programs. Each partner brought its own assets to the revitalization effort, and each had a unique role to play. For example:

Seminary Hill Neighborhood Council. Because they serve as the official neighborhood watch group, members of the Seminary Hill Neighborhood Council had an intimate knowledge of their neighborhood. That came in handy during the VUL revitalization project. Council members suggested properties that could benefit from VUL’s rehabilitation services, and the council sent fliers about the project to each homeowner in the community.

“We did everything we could to get the word out about the program and the services,” says Council President Eyvonne Green. “We didn’t want even one resident to say that they did not know about it.”



House before rehabilitation project.

The council's willingness to assist VUL is indicative of a strong partnership that predates the HBCU grant. The council holds its monthly meetings at the university, and the group's Vice President, Charles Gough, is a VUL student who receives academic credit for the community service he provides through his council activities.

"Many of our members are elderly and are not as active as they once were, so the council was in decline," says Green. "We felt that in order for our organization to grow and progress, we needed younger, vibrant people as members and as a part of our leadership. Charles has brought a lot of the university students with him, and their involvement has helped to re-energize the council."

Jubilee Family Development Center. The Jubilee Family Development Center, located a mile from VUL, was tapped by the university as a venue for grant-related meetings and as a partner in soliciting resident feedback, recruiting residents to participate in VUL's homebuyer program, and hosting preliminary classes in homebuyer readiness and home maintenance. That role fit Jubilee staff members



House after rehabilitation project.

well since they have a long history of working with residents through the community center's programs and activities.

"Anything that benefits the community benefits us," says Executive Director Sterling Wilder. "We had worked with VUL before and were happy to collaborate with them again on this project. We were available to them at a crucial time, and we are still available to them and to the community even now."

Providence Ministries International. The VUL project was perfectly aligned with the mission of Providence Ministries International. Led by Dr. James Coleman, Providence has established itself as a community resource that helps to guide residents toward independence and self-sufficiency.

"Dr. Coleman and his team really know the residents of Seminary Hill and are familiar with their personal stories" says Project Manager Evans. "They were instrumental in recruiting and supporting residents who came to our meetings and the subsequent homebuyer classes. They provided childcare for class participants, monitored the group, and even provided refreshments."

Lynchburg Neighborhood Development

Foundation. The home rehabilitation and homebuyer programs, which met weekly for a month, were designed with assistance from the Lynchburg Neighborhood Development Foundation (LNDF). The foundation helped VUL recruit, educate, and qualify both first-time homebuyers and current homeowners interested in VUL's rehabilitation services. It also provided the templates that VUL used to design its homeownership and home maintenance classes.

"Our greatest contribution to VUL was our ability to help them assess community needs and get their arms around the neighborhood," says Laura Dupuy, LNDF executive director and the project's housing development consultant. "We gave them advice so that they could be precise in what they were doing. We helped them assess what needed to be done to help residents."

The Bank of the James. While LNDF developed the financing package that Jones used to buy her house, the Bank of the James guided Jones and other prospective homebuyers through the process of qualifying for a mortgage. That involved explaining how mortgages work and the need for a downpayment, impressing upon homeowners the importance of maintaining credit scores and managing money, and provided tips on what renters could expect when they became homeowners.

"One part of our role in the project was to meet with potential homebuyers who were chosen to purchase homes and work them through the process," says Brian Cash, a bank employee who served as a consultant to the homebuyer program. "When they are ready, we provide the financing for that."

The University as Community Anchor

The work that VUL has accomplished in its neighborhood since 2008 has gained the attention of city officials, who appreciate the fact that the university has become an anchor in its community.

"Neighborhoods that have such anchors have more of a chance to be successful and sustain that success, which makes for a stronger, sustainable city," says Bonnie Srvcek, deputy city manager and acting director of community development for the city of Lynchburg. "It's important that VUL know that our doors are always open to help them and to help the Seminary Hill neighborhood become stronger."

Those open doors are important to VUL President Dr. Ralph Reavis, who maintains that successful relationships with partners like the city of Lynchburg made the Seminary Hill project a success. Reavis urges other colleges and universities around the country to follow in VUL's footsteps and become anchors in their own communities. Working with neighborhood groups, church leaders, students, and residents to change the status quo can strengthen both the community and the university, he says.

"Providing services to residents with our HUD project builds good will and strengthens the relationship between VUL and the community," he says. "Can you imagine what would happen if all the nation's institutions of higher education were active and alive within the communities in which they exist? Too many of our institutions are nonchalant about the housing and economic conditions of people in their neighborhoods, and they have the expertise to work with them. They need to be alive within their communities."

Microenterprise Education Fosters Small Business Development

North Carolina A&T State University

GREENSBORO, NORTH CAROLINA

Entrepreneurs who come to North Carolina A&T State University (NCA&T) in Greensboro seeking help with a new business venture are often surprised at the straight talk they get when they first enroll in the university's Business Education and Mentoring (BEAM) program. That straight talk comes from one of the first instructors they encounter: the Rev. Odell Cleveland, chief executive officer (CEO) of Cal Tee Solutions, LLC, a Greensboro-based, minority-owned consulting firm and a strong NCA&T partner.

Cleveland teaches "Are You Ready?"—the first course in the BEAM program curriculum and the one designed to help local entrepreneurs decide if small business ownership is really for them before they invest too much time and money in a fledgling venture.

"I ask them tough questions and discuss the hard realities about starting and maintaining a business while keeping your integrity," confesses Cleveland. "Once I realize that some of them are not ready or capable of running a business for themselves, one of my greatest challenges is helping them to realize that in a respectful way. I let them know that every business is not a good business. If you can't make a profit from it, then don't be afraid to leave it alone. Don't invest money if you are not sure, because once it is gone, it's gone."

Participants who still want to be business owners after hearing Cleveland's advice will spend the next 8 months learning about what it will take to succeed. During their classroom experience, entrepreneurs will be matched with a personal mentor, like Cleveland, who views this counseling role as a golden opportunity to fulfill his commitment to his students and to his community.

"Giving back to your community means more than just giving money; it's about giving time," says Cleveland. "It's about listening, about sharing, and about imparting your experiences. That's what I do. I am a sounding board for them, and I make myself available to support and mentor them throughout the process."

Cleveland is not alone in his commitment to a high level of participation in the BEAM program.

Expanding a Small Business

Leslie Wright is a smart, determined, and focused young woman. She is not afraid to take risks and believes that she can accomplish anything she sets her mind to. In 2008, these qualities helped her to establish Partiez by Leslie, an event planning company.

Although she had achieved her goal of small business ownership, Wright was not satisfied. She wanted to grow her business, and she wanted it sooner rather than later. So, in spring 2009, she enrolled in phase one of NCA&T's Minority Enterprise Training and Development (METAD) program. Her first class was in business development.

"I have completed phase one, and it was awesome. It has made me a more confident businesswoman. I thought I knew what I was doing before I took the course, but I really didn't," says Wright. "I was confident in what I was doing, but I was undercharging greatly for my services. Now, I recognize my value and I am not afraid to charge what I am worth." Wright won free accounting services for 1 year and enrolled in phase two of the program in fall 2010.

However, free accounting services are not all that Wright received. She was awarded a contract to be the event coordinator for the Black Expo Tour, a trade show which is held annually in seven cities and provides African-American businesses the opportunity to showcase their products and services to the public and procurement officers from major corporations and government entities.

"I am event coordinator for the entire event. I negotiate contracts for the hotels, rooms, convention centers, the schools, vendors, and anybody involved with the trade show. I assist vendors with setup and breakdown, and I coordinate the flow of participants through the events. It's an amazing opportunity" explains Wright,



Leslie Wright, owner, Partiez by Leslie.

who took time out at the Black Expo 2010 to speak with individuals about the METAD program. "Program staff help you to research your field or area of interest, establish financial goals, and reach those goals by helping you to learn to charge what you are worth" was her program pitch. She wants METAD to have a booth at the 2011 Black Expo.

Wright also gives back to the community by internships and volunteer opportunities with her company. She believes that METAD is a valuable resource for the success and viability of small minority businesses.

"It changed how I do business and how I train my staff of four. Before I started the METAD program, I had a lot of ideas but didn't know how to make them become reality. The program has given me tools to move my business from a part-time dream to a full-time reality," says Wright.

For more information about Partiez by Leslie, contact Leslie Wright at Lez2006@yahoo.com

A number of other successful business owners in the Greensboro area have become active NCA&T partners and can take credit for making the BEAM program a successful training ground for local entrepreneurs. Another key to the program's success is the intensive research that went into its design, as well as the willingness of project staff to manage the program, continually evaluate its effectiveness, and expand and improve it as necessary.

Focus on Research

What Greensboro residents now refer to as the BEAM program first began in 2006 when NCA&T received a grant from the Historically Black Colleges and Universities (HBCU) program at the U.S. Department of Housing and Urban Development (HUD). The university used the grant to establish Minority Enterprise Training and Development (METAD), an initiative designed to promote and foster entrepreneurship by providing much-needed business education classes to local residents interested in starting a business. To supplement the METAD program, the university used HUD funds to establish the Business & Entrepreneurship Skills Training (BEST) Center, a small-business incubator that provides a first home for new businesses launched as a result of the METAD program. The entire initiative was led by project director Dr. Musibau Shofoluwe, a professor in the Department of Construction Management and Occupational Safety and Health (CM-OSH) in the School of Technology.

METAD was launched after CM-OSH project staff researched the current literature on business development, surveyed Greensboro residents, and discovered that those two



(left to right) Felicia Andrews, project assistant; Jacqueline Harris, project assistant; Musibau Shofoluwe, project director; and Tamara Dix, project manager.

information sources often told far different stories. For example, the 2005 Federal Financial Institutions Examination Council census outlined the overwhelming challenges facing the southeast Greensboro community, including high poverty, declining incomes, and low educational attainment. But Shofoluwe and his team learned from residents that, while they did face financial challenges, they also had myriad skills and hobbies that could help them earn extra income. Unfortunately, most residents lacked the resources and tools needed to transform those skills and hobbies into careers that could support themselves and their families.

NCA&T developed the METAD program to help local residents address these challenges. Yet, even after the program's successful launch in 2006, Shofoluwe and Project Manager Tamara Dix could not help feeling that there was more they could be doing to promote small business development and help residents find their way out of poverty.

Shofoluwe and Dix decided to consult again with local residents, this time surveying



Minority Enterprise Training and Development program graduates, 2009.

Greensboro's small business owners, budding entrepreneurs who were participating in the METAD program, and program consultants and partners. That second set of surveys identified several issues that continued to loom large for entrepreneurs, including their basic needs for startup and working capital, a place to house their fledgling businesses, and training programs that addressed business management practices. In addition, program consultants and partners emphasized the need to develop mentoring and counseling initiatives that would enhance the growth and development of existing minority businesses.

Published research confirmed the survey findings. For example, according to the U.S. Small Business Administration, more than half (66 percent) of newly established small businesses fail within their first 2 years, mainly due to their owners' lack of education and experience, poor management skills, and insufficient capital. Another study from the National Business Incubation Association reported that 87 percent of businesses beginning their life within an incubator have a 5-year survival rate, and 84 percent of those businesses stay in the community in which the incubator is located.

Armed with this information, Shofoluwe, Dix, and their colleagues at NCA&T began planning a major expansion for the METAD program that would help address the needs their research had uncovered. A second HBCU grant from HUD, which the university received in 2008, helped to transform METAD into the BEAM program, expand and enhance services offered at the BEST Center, and establish a microloan program that would provide working capital to entrepreneurs and small business owners.

BEAM: Expanding Business Education and Assistance

The new BEAM program would offer new and existing business owners an 8-month, two-phase business curriculum that included more than 50 hours of face-to-face business instruction and training. In addition to more intensive classroom time, the new program would also feature a strong mentoring component through which each participant would be paired with either a NCA&T staff member, a local business owner, or a member of the Greensboro Chamber of Commerce. BEAM participants would also receive more management training and ongoing technical assistance and counseling as they worked to launch their businesses.

Twenty participants were recruited for the first BEAM session. Admission decisions were based on personal interviews that helped determine each applicant's level of motivation to complete the program, as well as other criteria that included income, pre-test scores, and location of the proposed business. Once entrepreneurs were selected for the program, they began their

fundamental business education by attending classes where they worked individually and in small groups to learn about every aspect of launching and managing a successful business.

As participants moved through the first phase of the program, NCA&T program staff, service-learning students, and consultants took time to evaluate their business concepts. If a concept was viable, the participant received personal assistance in the development of a business plan. If the concept was not feasible, project staff worked with the participant to produce a better business idea. Participants also attended a three-part workshop in business plan development, which covered the purpose and value of the business plan, components and types of information to include, and resources for developing the plan. One-on-one counseling for participants continued throughout these workshops. With business concept and planning underway, participants then entered the second phase of the BEAM curriculum, which focuses on developing and strengthening business management skills.

By the end of the BEAM program, participants attain broad knowledge of a variety of business topics, including:

- Assessing a variety of business structures and choosing the best one.
- Complying with legal requirements for business startup.
- Building and managing credit.
- Developing business and strategic plans.



Minority Enterprise Training and Development Business Education and Mentoring participants.

- Selecting the right insurance.
- Understanding and locating financing sources.
- Managing business operations.
- Keeping track of business records and accounts.
- Creating marketing and advertising strategies.
- Assessing staffing needs.
- Creating an operational budget.
- Learning to manage money, projects, and time.
- Setting pricing for products and services.
- Offering good customer service.
- Forecasting sales.
- Understanding contracts and leases.
- Conducting e-commerce.



Elaine Gladney, small business owner of the Sweet Shop, with her first employee.

The BEST Center

To help sustain fledgling businesses after their owners complete the BEAM program, NCA&T decided to expand the BEST Center so it could serve as an incubator for more program participants and graduates. The BEST Center expansion would also send a strong message to the Greensboro community that NCA&T was serious about investing in small business development and was taking steps to ensure that new businesses, once successful, would stay in Greensboro, employ local residents, and improve the region's economic stability.

The BEST Center was originally housed in a 2,000-square-foot space on a 5-acre business campus located in the center of Greensboro and owned by project partner and local business owner Michael Woods. In its early years, the BEST Center leased its incubator space to four minority-owned businesses whose owners had completed NCA&T's METAD program. As incubator tenants, those businesses also gained access to a computer lab, an executive conference room, and

around-the-clock assistance from incubator staff and business counselors.

The university's 2008 HUD HBCU grant allowed NCA&T to expand the size of the BEST Center, which now provides 3,600 square-feet of space to eight businesses that have signed 2-year leases with the incubator. These tenants can qualify for reduced rents if they complete a 2-year action plan that sets benchmarks and realistic goals for their businesses.

The expanded BEST Center features space for a design and print lab where tenants can create quality marketing and advertising materials. In addition, a multipurpose room suitable for training activities has allowed NCA&T to transfer all of its BEAM training classes to the BEST Center. Teaching classes at the BEST Center has given instructors the ability to observe closely how well incubator tenants apply the techniques and instruction they learned in their BEAM classes and to provide coaching when needed. A "virtual tenants program" offers meeting rooms to business owners who do not have the capacity that warrants a long-term lease but need occasional meeting space in a professional environment.

Microloans: A Big Investment in Small Businesses

When NCA&T staff first began reviewing METAD applications back in 2006, they made a startling discovery. The average annual gross income of applicants was well under \$30,000, even for households consisting of two or more persons. It was clear that METAD enrollees would have trouble financing their businesses

without outside help, says Dix. To address this issue, NCA&T used an approved set-aside fund from its 2008 HUD grant to establish a microloan program that would provide 3-year loans of up to \$5,000 to at least six business owners who could not obtain a conventional loan after graduating from the BEAM program. In addition to helping launch small businesses, the loan program can also be used to create jobs. Twenty-five percent of a HUD-supported microloan will be forgiven if the borrower employs a low-income person for a minimum of 9 months.

The Greensboro Chamber of Commerce (GCC) was instrumental in helping NCA&T establish the loan program. Dix worked with Kathy Elliott, the chamber's vice president of small business, to set aside a pool of HUD funds that would be administered by the Greensboro Venture Capital Fund (GVCF), a nonprofit organization established by the chamber in 1996 to make loans to entrepreneurs who were "high-risk" borrowers. In addition to administering the loan fund, GVCF also provided loan document templates, which saved time and expense as NCA&T structured the microloan program.

"When GVCF started, it took us about 2 years to get our program together," recalls Elliott. "So NCA&T benefitted from integrating its new program with our established program. I'm glad we had our loan process in place to allow them to get out of the gate quickly and devote more time to helping their businesses, as opposed to being paper pushers."

Business owners interested in applying for a microloan submit their applications to NCA&T



(left to right) First microloan recipient Carina James, Legacy Couture; Charles French, Total Image Menswear; and Jacqueline Harris, project associate.

along with financial statements, tax returns, a credit bureau report, and a clear statement of how they intend to use loan funds. Once the loan is approved and the necessary papers are signed, GVCF disburses the check and oversees its repayment. Through its partnership with NCA&T, GCC waived the \$500-per-month fee it usually charges to manage third-party loans. This contribution effectively added \$15,000 of in-kind services to NCA&T's HUD-support business development initiative.

The program's first loan—for \$5,000 to Legacy Couture, a company specializing in jewelry, handbags, and fashion accessories—was distributed in early 2009. By early 2011, the program had made four additional loans to a small construction company, two retailers, and a local bakery.

"We have not turned anyone down so far," says Dix. "However, if an applicant is denied, we will help them create an action plan to make them loan-ready."



Rev. Odell Cleveland, CEO, Cal Tee Solutions.

Pleased with what she has seen so far, GCC's Elliott is hoping that both the BEAM program and the small businesses she helps launch will continue to succeed and, in the process, will help improve the Greensboro economy. GCC has gone the extra mile to ensure that success. It agreed to include BEAM participants in its quarterly credit camp, an intensive program that equips business owners to repair and manage their credit and retire debt that hinders their personal and business aspirations. Thanks to GCC, BEAM participants attend the credit camp and other chamber-sponsored workshops and seminars for a nominal fee. These educational opportunities are ordinarily open only to GCC members.

"Our goal is to build businesses that will create jobs," says Elliott. "Through the BEAM program, NCA&T is helping us fulfill that goal. Our partnership with them is strong, consistent, and positive."

Good Partners Equal Good Outcomes

Since the BEAM program was launched in 2008, six new minority-owned businesses have been established, and 10 existing businesses in the southeast Greensboro target area have been stabilized and expanded their services. In addition, more than 25 entrepreneurs continue to receive counseling as they progress toward business ownership of salons, a commercial cleaning company, retail establishments, and computer and Web-based businesses, to name a few.

"Our ultimate goal is to help our participants start or grow their businesses and create jobs within the community," says Dix, who teaches a BEAM course in strategic planning. "But none of what we have achieved or are trying to achieve could be done without the help of our partners. Not only do they bring a wealth of experience, knowledge, and resources but they help to point us in the right direction and avoid the bumps and bruises that come with community work. It's been amazing what they have done for us. They have put in hours that we could not possibly pay them for, and they do it without being asked."

In addition to the GCC, three other partners have adopted NCA&T's business-development goals as their own: Cal Tee Solutions LLC, Ashtae Products, and New Day Marketing.

Cal Tee Solutions, LLC. Rev. Odell Cleveland, the no-nonsense instructor who introduces BEAM participants to business education with his "Are You Ready?" course, has been "a faithful partner with us for the past 6 years and has mentored and assisted dozens of small business owners in our program," says Dix.

Cleveland, CEO of Cal Tee Solutions, says he believes it is his duty as an African American to share the lessons he has learned during his business career.

“HBCUs are about more than the homecomings, the sports, and the bands,” says Cleveland. “They are about giving of your time and experience and about helping a lot of people if you do. When the entrepreneurs come up to me and thank me for explaining something on a level that they can understand, that’s rewarding. It’s validating.”

Ashtae Products. Michael Woods, president and a CEO of Ashtae Products, is another contributor to the BEAM program’s success. An NCA&T alumnus and successful business owner, Woods has received several small business awards for his community involvement. This involvement includes teaching business classes at GCC and educating business professionals about how to build and sustain a strong business.

Familiar with his reputation for community service, the project team asked Woods to teach entrepreneurship classes in the METAD program. He has continued to be involved in the BEAM program, where he teaches budding entrepreneurs how to establish the best type of legal entity, obtain appropriate licenses and permits, secure needed loans, and build and manage credit. While Woods enjoys teaching, he is convinced that his company’s most valuable contribution to the BEAM program comes from its mentoring activities.

“The more you grow into your business, the more mentorship you will need,” says Woods. “Imagine that you are starting a business and



Michael and Ramona Woods, CEOs, Ashtae Products.

there is a successful businessman that you can talk to every day. You follow and you mimic his style and his work ethic to help grow your business from a small mom-and-pop shop to a multimillion-dollar business. That is priceless.”

In addition to teaching and mentoring, Woods and his company played a critical role in developing the BEST Center and giving it a permanent home. Since 2006, the center has been housed in a business park owned by Woods and has enjoyed a discounted monthly rent. Woods’ willingness to help NCA&T save approximately \$141,000 in rent expenses over 2 years comes from his passion for exposing entrepreneurs to real-world business environments and experiences.

“Entrepreneurs and small business owners can attend courses at the university and learn the nuts and bolts of starting a business before getting into market place,” he says. “Then at the BEST Center, they can strengthen their business skills, tap into the many resources available, and focus on growing their business.”



Cynthia Chapman, president, New Day Marketing.

New Day Marketing. Cynthia Chapman, president of New Day Marketing, became acquainted with the NCA&T small business initiative in 2009 when she agreed to be a guest speaker for an Effective Advertising class in the METAD program. The opportunity to help entrepreneurs and minority businesses and her love of marketing and business made it easy for Chapman to say yes when NCA&T asked her to do more.

As an instructor in the BEAM program, Chapman teaches participants about the critical components of effective small business advertising, how to develop an effective marketing strategy, and how to implement digital and online marketing. As a program coach, she helps small business owners and BEST Center tenants create successful business models.

“Business models are not just evolving; they have already evolved,” says Chapman. “If you are still using old-school models and techniques to achieve success in a new economy, you are behind the 8 ball.”

Chapman believes that one of the biggest challenges entrepreneurs and small businesses face is that they wear too many hats.

“Far too many small businesses don’t have staff in place to support many administrative functions, so they try to function in too many roles,” says Chapman. “Then they don’t have the time or the manpower for marketing. I let them know that they have to change this mentality because their businesses will eventually stagnate. I challenge them to either stay where they are and fail or grow their businesses by bringing in resources through subcontracting, outsourcing, or establishing partnerships.”

Many businesses fail because their owners do not know who to contact when they need help, says Chapman. That is why she is pleased to have a partnership with NCA&T and to be a part of the BEAM program.

“BEAM teaches students to think and act like business owners today, which will significantly impact their ability to make their companies successful,” she says. “These participants have a different mindset than students who go to a guidance office looking for a job after they’ve completed their studies. BEAM graduates know that they can create a job where there is none.”

Because they are potential employers in a city that desperately needs jobs, there is a lot riding on the ability of BEAM program graduates to succeed. The proven success of program partners like Cleveland, Woods, and Chapman provides inspiration—and important lessons—to keep budding entrepreneurs on the path to success. That is important, says Woods, because “stickability” may be the most important attribute

that new business owners need to make their dreams come true.

“You have to be able to stick it out,” says Woods. “Startups especially have to be able to hang in there. They must have the desire to succeed. We encourage them and we remind them that success is about a mental choice. If they hang in there and work hard, they will see their businesses succeed.”

Improving Literacy and Teacher Training Through Reading Clinics

Tennessee State University

NASHVILLE, TENNESSEE

There is nothing more powerful than an idea whose time has come. Just ask Dr. Tammy Lipsey.

In spring 2007, Lipsey had an idea to establish reading clinics that would provide teachers-in-training at Tennessee State University (TSU) in Nashville with additional hands-on practice in teaching reading while also helping to reduce the literacy gap experienced by many of the city's school children. Four years later, Lipsey's idea has blossomed into the Tennessee Literacy Partnership (TLP), a broad-based collaboration between TSU, the Metropolitan Nashville Public Schools (MNPS), local universities, and community-based service organizations. Together, these partners have succeeded in raising reading proficiency across the city while providing important training to undergraduate and graduate education students.

The idea for a reading clinic practicum came directly from Lipsey's experience working with TSU education students. As a TSU assistant professor and doctoral candidate, she knew that lectures, classroom observations, and textbooks were all valuable components of teacher training and education. But Lipsey felt strongly that future teachers also needed more hands-on, practical experience before they found themselves in charge of a classroom of students.

"Think about how hard it would be to manage 25 students in a room no larger than the size of an average living room," says Lipsey. "Then,

imagine what you would need to do to actually accomplish learning goals. Add to this the fact that a few of these students possess real learning difficulties, and you will begin to get a glimpse of how much skill is needed for teaching. If teachers don't have the skills and tools they need, it's very easy for these struggling learners to get left behind."

Lipsey knew that making reading clinics a reality would require focus, hard work, and funding. She also knew that she could not do it alone. That is why her first step was to share the reading clinics idea with Ronald Groseclose, then chair of TSU's

TSU Tutors—Building Bonds, Achieving Results

Jessica Summers

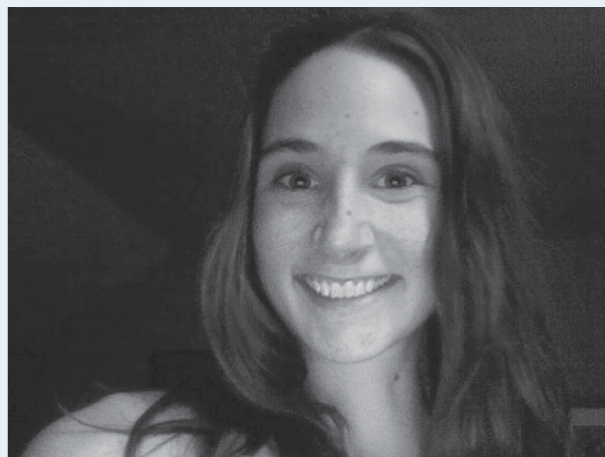
“Professor,” “visionary,” and “mentor” are words Jessica Summers uses to describe Dr. Tammy Lipsey, TSU assistant professor and district coordinator of the Tennessee Literacy Partnership. So when Lipsey contacted Summers about working in a summer 2009 reading clinic at the Pearl-Cohen 9th Grade Academy at McKissack in Nashville, she was honored and more than happy to say yes.

“Dr. Lipsey has taught me more about reading and writing than anyone else I know,” says Summers, who now teaches at Julia Green Elementary School in Nashville. “I could not turn down the opportunity to learn from her or for professional growth. She is so passionate about what she does. Her classes are full of energy and she teaches ideas that inspire you and encourage you to be an exceptional teacher. Her passion is intoxicating.”

Summers says the training she received from Lipsey demonstrated the importance of engaging a child and building a relationship of trust before starting work on academics.

“If child is not comfortable with you, there is nowhere to go with that child,” says Summers. “So Dr. Lipsey encouraged us to take a couple of days and build that relationship. Then we focused on the curriculum, which included practice sessions followed by constructive criticism.”

As a tutor, Summers used her first few sessions with students to assess and identify their strengths and areas of need. Then, she designed subsequent sessions to meet that need. Summers also spent time getting to know each child’s interests and used that knowledge to select books for the student or to help address any challenges that might arise. One of these challenges involved an encounter with an eighth-grade student who did not want to do the work.



Jessica Summers.

“I talked to her about some of her short- and long-term goals,” recalls Summers. “She wanted to buy a car and find a job. I told her that she would need her reading skills to read and comprehend the driver’s manual to obtain a license that would allow her to drive. I explained that she would need reading and writing skills to complete a job application. Once she realized the sessions would help her achieve her goals and help in navigating her everyday life, she was willing to cooperate and invest in the sessions.”

For Summers, instilling a love for reading and building lifelong readers and learners were the two most satisfying rewards she received from the clinics.

“It was so rewarding to see the kids get excited about reading and tell their friends that they got to read,” she says. “If they do not learn to love to read, I don’t think that I have accomplished my goal. When something clicks for them, and they see their own growth and are proud of themselves, that’s rewarding.”



Faida Stokes.

Faida Stokes

Within the first day of working at the Pearl-Cohen 9th Grade Academy at McKissack reading clinic, Faida Stokes was hooked. She liked the mission of the reading clinics and she was inspired by the contagious passion of Dr. Tammy Lipsey, TSU assistant professor and district coordinator of the Tennessee Literacy Partnership. In addition, she thought the reading clinic would offer a perfect opportunity to get some “face-time” with children using a method that worked.

“My approach to working with students was to jump right in,” says Stokes, who is completing her student teaching assignment at Two Rivers Middle School in Nashville. “Most of the students had received a taste of some form of intervention. They were eager to learn, so I was eager to help.”

During her initial tutoring sessions, Stokes made it a habit to explain to students what she expected of them. That made students more comfortable, she says.

“We had an understanding when they entered the clinic that we were working toward a reading goal,” she says. “I informed them that I was there to help them improve their reading level and their skills. Following that introduction, they all fell into step.”


Stokes was pleased with students’ attitudes, how well they used the reading tips she shared with them, and their desire to become better readers. All of these qualities helped to teach her to be more patient, says Stokes.

“I wanted them to jump a whole grade level in 2 weeks, but I had to learn that they were on their own journey,” she says. “I would like to think that I helped them to understand that reading is not difficult and that it’s something you have to work at to get better. I hope that I changed their outlook on upcoming life choices, such as deciding whether or not to go to college. I love the reading clinic, and I think that it should be a part of every school. I also think that more teachers should be trained in more interventions with students.”

Chris Falvey

Initially, Chris Falvey’s participation in the reading clinic was required for one of his TSU reading literacy classes. However, Dr. Lipsey, later approached him to work at the reading clinic as part of a student work program.

Falvey, who is currently completing student teaching at Cumberland Elementary in Nashville, was delighted and jumped at the opportunity to work at the clinics more regularly. He was energized by the children’s enthusiasm and the excitement that other tutors felt when their students made gains.



Falvey was well-trained and felt comfortable with the lessons, but he was nervous at first about interacting with the young students. However, the more time he spent with students, the more comfortable he became.

“The children loved the extra attention that they received,” says Falvey. “They were always very eager to come to the clinic and were open to all of the tutors who came in. I became someone that they could trust and depend on. That’s something that many children in the clinic are lacking.”

Falvey tutored students through reading clinics at Preston Taylor Boys & Girls Club/YMCA Center, Pearl-Cohn 9th Grade Academy at McKissack, and Charlotte

Park Elementary. His biggest reward came from seeing the excitement on the children’s faces as they began to make progress. In addition, says Falvey, he’s learned a lot from his students.

“The biggest thing I learned is how big an impact one person can have on the life of a child, especially when you build a strong bond,” he says. “Now as I work with my own classes, I develop similar connections with them, especially the ones who have had behavior problems. The results have been amazing. I have been able to watch students completely change how they respond and behave in the classroom.”

Teaching and Learning Department. Groseclose embraced the concept and suggested that Lipsey consider the McKissack Professional Development School, which is located adjacent to TSU's main campus, as a possible site for a pilot reading clinic program. He also urged Lipsey to speak with Dr. Deena Sue Fuller, director of TSU's Center for Service Learning and Civic Engagement, about possible funding options. Fuller was eager to help.

"I was so excited about Tammy's vision for a reading clinic and felt that this project could be an effective strategy to address a debilitating community need," says Fuller. "The schools around our campus are labeled as 'failing' schools and, despite our efforts to support them, the students in those schools have continued to perform poorly on standardized tests and other measures of learning. That poor performance is partly due to the fact that many students are so far behind in reading that they cannot learn other subjects."

The reading clinic seemed like a viable strategy to help those children make real gains in literacy. Fuller assured Lipsey that, together, they would figure out a way to implement a pilot reading clinic project and then expand it to other schools.

"I knew this was a winner for everyone," says Fuller. "The children in our community need successful experiences, and I knew this could be a powerful service-learning project that could raise the literacy levels of students in kindergarten through 12th grade. I also knew that the tutoring experiences would make our teacher-education candidates more effective teachers and provide pre-service teachers with



Dr. Deena Sue Fuller, Director, Center for Service Learning and Civic Engagement, TSU.

the knowledge and skills to effectively teach reading."

Launching a Pilot Program

Lipsey, Fuller, Grossclose, and other TSU faculty members wasted no time in requesting a meeting with Sharon Braedon, then principal of McKissack Professional Development School. A seasoned educator, Braedon was well aware of the literacy struggles facing students in area schools, including the 400 McKissack students in prekindergarten through eighth grade. She welcomed the opportunity to promote reading gain by providing her students with individualized tutoring that employed research-based instructional strategies.

Braedon agreed to dedicate space at her school for a reading clinic and to assign a staff liaison to work directly with TSU. She promised that teachers at McKissack would work with TSU faculty to refer students to the clinic, review the program's reading education techniques, and discuss the children's progress with TSU tutors.



Dr. Tammy Lipsey trains tutors.

Once an agreement was reached, Lipsey and Braedon approached the Metropolitan Nashville Public Schools (MNPS) to secure approval for the McKissack reading clinic. Gary Cowan, MNPS' executive director of instruction for middle schools was intrigued. Cowan knew that Lipsey had been trained in Reading Recovery, a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. He was encouraged that Lipsey would model the McKissack reading clinic curriculum on the Reading Recovery model while targeting students in kindergarten through eighth grade.

"It was a win-win situation for us, so we said yes," says Cowan. "We agreed to identify school sites, provide materials, and provide an individualized reading inventory of students so Lipsey and her team could identify their reading levels."

Lipsey, Fuller, and the TSU team developed two plans: a detailed plan for a one-semester reading clinic pilot at McKissack, and a long-range plan for expanding reading clinics to

two or three additional Nashville schools every year. With this critical step accomplished, Lipsey and Fuller then began focusing on funding and staffing the first phase of the clinic initiative. Financial support for the McKissack reading clinic was successfully secured from three sources: a grant from the Historically Black Colleges and Universities (HBCU) grant program at the U.S. Department of Housing and Urban Development, which provided needed supplies for the reading clinic; an Access and Diversity grant from the Tennessee Board of Regents, TSU's governing body; and a grant from United Parcel Service.

An Idea Bears Fruit

With the clinic's staff, curriculum, funding, and venue in place, Lipsey worked with Braedon and McKissack's Reading Specialist Judith Price to identify students most in need of tutoring. These students would participate in two, 30-minute tutoring sessions each week until they reached the average reading level of their respective grades.

At the same time, Lipsey supervised the training of the TSU undergraduate and graduate teacher education candidates and pre-service teachers who would provide tutoring through the clinic. Lipsey felt that establishing a strong tutor-student relationship would be crucial to the success of the reading clinic. So college students participated in 4 hours of initial training with Lipsey that included discussions on the expectations of the tutor, professional protocol, how to engage a child, and how to build relationships of trust. The second part of Lipsey's training focused on the clinic's five-part curriculum, which emphasizes vocabulary,

comprehension, phonemic awareness (sounds), phonics, and fluency.

The pilot reading clinic opened at McKissack School Professional Development School in the fall of 2007. The clinic provided instructional services to a wide variety of students who were reading at one to two grade levels below their current grade. While TSU undergraduate and graduate pre-service teachers worked with their McKissack students, they were also developing and refining their reading instruction skills and learning to plan and implement reading lessons for struggling learners.

Forty McKissack students participated in the 13-week pilot reading clinic, which took place both during and after school. The pilot's outcomes were encouraging: all 40 students made reading gains and, by the end of the clinic's first semester, were well on their way to reaching their grade-level reading goals.

Success Fuels Expansion

TSU held a second reading clinic at McKissack in the spring of 2008. Once again, 100 percent of the participating students made reading gains. The following fall, after MNPS renamed McKissack and reconfigured its student body to include only ninth graders, the TSU clinic continued to show positive outcomes. Fifty-three K-8th graders participated in the reading clinic at what was now called the Pearl-Cohn 9th Grade Academy at McKissack. Of those students, 51 improved their reading scores. In addition, rising reading levels helped the school to meet No Child Left Behind academic performance requirements. The percentage of McKissack students who were proficient in



Reading clinic tutor Sharon Osborne with student Jamontez House.

reading increased from 81 percent in 2007 to 87 percent in 2008. Principal Braedon credits the reading clinic with the advances.

Given this success, MNPS had no trouble buying into Lipsey and Fuller's proposal to expand the reading clinics into other Nashville schools and to begin holding reading clinics during the summer months. However, while she was thrilled with the expansion plans, Lipsey was initially challenged by the number of students who would need assistance. She estimated that reading clinics could serve about 60 students at each of the schools that had been identified by MNPS. These projections quickly led Lipsey to conclude that TSU could not address Nashville's literacy needs on its own. To broaden the pool of available reading clinic tutors, she began searching for—and found—two willing educational partners.

One of those partners—Nashville's Trevecca Nazarene University—committed its pre-service students to tutor in the reading clinics and its reading professors to help with training

and supervision. The second partner—the Preston Taylor Boys & Girls Club/YMCA—agreed to incorporate a reading clinic into its Fun Companies afterschool program, which is held at McKissack. The YMCA also provided supervision and tutors for the reading clinics held during regular hours at other schools.

To formalize their relationship, the universities decided to form the Tennessee Literacy Partnership (TLP), a collaborative that would be directed and funded primarily by TSU, and that would devote itself to improving literacy throughout Nashville. The new partnership quickly shifted into high gear. In 2009, TLP opened three additional reading clinics at the John Early Middle School, Charlotte Park Elementary School, and the YMCA Boys and Girls Club. By 2010, a fifth school was added to the program when Dr. Angela Chapman, a former principal at Charlotte Park Elementary School, became principal of Ross Elementary School and requested that a reading clinic for kindergarten students be established there.

“I think that the time and investment in the reading clinic is well spent,” says Chapman. “It’s a great resource for our students, and they make huge gains in reading as a result of participating. Their reading scores increase and their self-confidence is boosted because they have the opportunity to have one-on-one attention from someone, and they always benefit from that.”

While it was adding reading clinics, TLP was also adding partners to help it meet the growing demand for tutoring services. Those new partners included Belmont University and Lipscomb University, which soon began sending student tutors to reading clinics and



Tutor Ghariba Babiry with student.

allowing their facility members to help TSU support and supervise tutors and oversee clinic operations. Vanderbilt University followed suit by becoming a TLP partner in 2011.

Dr. Rachael Flynn-Hopper, director of Belmont’s reading specialist program, says her students have learned very specific skills from their reading clinic experience, including how to design and implement literacy strategies, employ data-driven decision making, and conduct interventions for students who are not achieving an expected level of progress in the classroom.

“It’s been wonderful for our students to get hands-on experience in an afterschool setting that is research based,” agrees Dr. Candace McQueen, Lipscomb University’s dean of teacher education. “I like the training involved, the practicality of the model, and the actual implementation. There’s not much room for error. It’s very specific, with fun elements that students can enjoy. It’s a model that can make real change quickly. You can see immediate results in one school year.”

Progress and Benefits

Every program partner—including the universities and their students and the school district and its students—have reaped myriad benefits from the reading clinics. Over the past 3 years, 98 percent of the youngsters who received tutoring have made gains ranging from one to three reading levels. Principals report that student self-confidence, attitudes about learning, and self-esteem have improved in the process. In addition, 98 percent of the youngsters surveyed by TSU said they enjoyed coming to the clinic, 95 percent liked reading with their tutor, and 91 percent believed they had improved “much” or a “great deal” as a reader. The students also reported that they learned new words, improved on test taking, and felt more at ease in class. Fifty-two percent of surveyed students said they believed they would go to college.

“It’s too early to document, but we believe that the reading clinics will improve graduation rates for the low-performing schools,” says Fuller. “We also hope that many of those students will choose to go to college because of the positive relationships they have had with TSU students.”

Individual MNPS schools participating in the clinics are pleased to see improved end-of-year test scores, to participate in reciprocal relationships with area colleges, and to have access to effective curricular resources and intervention strategies.

“The reading clinics are serving and helping a range of our students,” says Cowan of MNPS. “It’s particularly advantageous that our students are working with college students, who are closer in age to them and who take an interest



Dr. Lipsey, Metropolitan Nashville Public School officials, and local educators tour McKissack Reading Clinic.

in them. They know that these college students are invested in helping them make major strides in their reading and writing.”

In addition to helping younger students, the reading clinics have also been a boon to university tutors, who are gaining extensive knowledge and skills in reading interventions. To date, undergraduate and graduate students have worked with more than 200 students and provided more than 2,000 hours of tutoring to at-risk readers.

“Any time spent with a child who is struggling is always worth it,” says Lipsey. “It’s the mentorship relationship between a child who is struggling and the tutor that we know has contributed to the reading gain, and we are searching for ways to measure this.”

If enthusiasm among university tutors is any measurement, the reading clinic program can be deemed a complete success.

“I’m for putting reading clinics in all schools,” says Jessica Summers, a tutor at Pearl-Cohn

9th Grade Academy at McKissack. “I have reaped so many benefits from working at the clinics, and I am using strategies such as one-on-one instruction now with the children in my classroom.”

Tutor Chris Falvey, who worked at the Pearl-Cohn 9th Grade Academy at McKissack and Charlotte Park Elementary, echoes Summers’ sentiments.

“I had the opportunity to watch many children in the clinic develop relationships with their tutors and develop a love for reading,” says Falvey, who now teaches first grade. “I have also had the opportunity to apply lessons that I learned while working in the clinic to my first-grade class. I have students increasing 2 reading levels in 2 weeks, and the behavioral gains are even more impressive. I hope that in the future all schools are able to have their own clinics and all students will be able to receive such benefits.”

Expanding the Possibilities

The reading clinic project has brought national recognition to TSU, including a 2008 Outreach Scholarship W.K. Kellogg Foundation Engagement Award. In 2009, the university received a Higher Education Civic Engagement Award from the Washington Center for Internships and Academic Seminars, was a finalist for the C. Peter Magrath University Community Engagement Award, and was named to the 2009 President’s Higher Education Community Service Honor Roll with Distinction by the Corporation for National and Community Service. TSU’s university partners

have also benefitted from their involvement in the clinics, according to Flynn-Hopper.

“We now have an increased vested interest in seeing (MNPS) students improve,” she says. “We are in closer contact with their needs, and have specific ways to be more involved than we were before.”

The partnership between MNPS and TLP has also been strengthened significantly. Beginning in January 2011, the school district began providing core funding for the clinics and hired Lipsey as full-time district coordinator for TLP. Under Lipsey’s leadership, each school in the district has set aside and equipped a dedicated reading clinic space. In addition, each school’s reading specialist, teachers, and support personnel work with Lipsey to identify students who are in need of tutoring services.

TLP’s university partners have also increased their commitment to the reading clinics. Belmont University expanded its participation in TLP by offering its graduate students the opportunity to receive TLP training so they can become reading specialists. Lipscomb University has established a reading clinic at Cameron Middle School, one of the lowest performing schools in Tennessee. That clinic, which opened in January 2011, is staffed by students in the university’s graduate and undergraduate education programs, as well as top students from Lipscomb’s on-campus high school.

In addition, more community-based organizations are showing an interest in joining TLP. The United Way of Metropolitan Nashville and TLP are discussing the possibility of holding

parent and family training workshops as part of the family resource centers that the United Way sponsors with MNPS. Students and families visit these centers to receive help in resolving social and emotional issues that students bring with them to school.

“I thought the clinic would be a perfect fit to train family resource center staff who, in turn train parents on how to help their children who are struggling with reading,” says Carol Swann, coordinator of charter schools for MNPS and former education initiative manager for United Way of Metropolitan Nashville. “This is a simple, five-step method that you can teach to anyone, including parents, grandparents, and older siblings. It’s truly a promising way to help children gain much-needed reading skills, and they seem to love it.”

The YMCA of Middle Tennessee, the region’s largest provider of before- and after-school programs for youth, has also joined the reading clinic initiative. Its staff members work at TLP reading clinics several days a week and are also using the reading center curriculum in six schools where they provide supplemental educational support.

Strengthening Tutors and Partners

As the HUD-supported reading centers expand to more schools and as more colleges and community-based organizations become partners, TLP is working hard to maintain the quality and impressive outcomes that its innovative learning initiative has enjoyed to date. Fuller says she’s confident that the TLP will preserve its high standards by continuing to focus on its two primary assets: well-trained and well-supervised tutors, and community partners that bring a strong commitment and extensive expertise to the reading clinics. Lipsey agrees.

“HUD helped us get started,” says Lipsey. “We have expanded our work and shown ourselves to be a good partner in the community. Now, we are going to grow even more. This is no longer just a one-university project. It’s now a community project.”

HBCU SNAPSHOTS

Alabama A&M University

Huntsville, Alabama

2006, 2008

Goal of the Project: Alabama A&M University (AAMU) focused its 2006 and 2008 grants on the revitalization of the Edmonton Heights neighborhood through acquisition, rehabilitation, and resale of housing units and support of the AAMU Community Development Corporation and the Edmonton Heights Family Life Center, a neighborhood service center.

Role of the Partners: AAMU partners provided the following support:

- AAMU Community Development Corporation managed the acquisition, construction, and sale of 12 single-family units.
- The city of Huntsville Community Development Department provided downpayment and closing costs assistance for low-income homebuyers and sponsored revitalization activities through World Changers, a church volunteer group.
- The Volunteer Center of Huntsville/Madison County provided four VISTA workers who helped to plan and coordinate summer enrichment programs.
- The Alabama Cooperative Extension System supported a neighborhood Family Life Center with afterschool tutoring and mentoring programs and adult and elderly training programs.



Youth outside Edmonton Heights Family Life Center.

Benefit to the Grantee: The partnerships have helped AAMU leaders understand the challenges facing the low-wealth neighborhoods that are adjacent to the campus. In addition, the partnerships have provided opportunities for more than 70 students and 6 faculty/staff members to be involved in off-campus service-learning activities and have encouraged the creation of a formal campus service-learning program.

Benefit to the Community: As a result of both grant projects, 12 formerly vacant and dilapidated residential units were acquired, rehabilitated, and sold to low-income families. A neighborhood Family Life Center, which provides services to neighborhood residents, was created and supported through the partnerships. More than 50 owner-occupied homes were renovated through voluntary efforts. Up to 40 neighborhood youth participate in summer enrichment programs. Over the 6-year period, 150 youth received

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homework and other afterschool assistance during the school year. A total of three decorative signs were erected at each entrance to the neighborhood.

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Edmonton Heights home under construction.

HBCU SNAPSHOTS

Benedict College

Columbia, South Carolina

2004

Goal of the Project: The goal of Benedict College's 2004 HBCU grant project was to eliminate blight by constructing affordable housing in a community adjacent to the college in Columbia, South Carolina.

Role of the Partners: In this project, Benedict College's partners provided the following support:

- Regions Bank provided \$800,000 in mortgage loans for eight homebuyers.
- Richland County Government provided more than \$500,000 to install infrastructure, including water and sewer, and to acquire lots in the target area.
- HUD, through the YouthBuild Columbia Program, provided \$540,000 for student labor to construct four affordable homes.

Benefit to the Grantee: Students from the college have participated in community-building projects. Student business interns are now working with tenants of Benedict's business incubator to assist with expanding their businesses. This was an additional activity that was proposed in the grant. The new home units stabilized and cleaned up a block of drug-infested housing that threatened the safety of students and area residents.



Dixie Avenue new home construction.

Benefit to the Community: A new subdivision was developed, and a blighted area that contained a salvage yard and hazardous materials was eliminated. The first new homes to be built in that community in 30 years were completed. Twenty-five unemployed high school dropouts ages 18 to 24 assisted with the construction while earning their General Education Development certificates and gaining job skills.

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HBCU SNAPSHOTS

Dillard University

New Orleans, Louisiana

2007

Goal of the Project: The goal of Dillard University's 2007 grant was to:

- Establish a community resource center.
- Provide funds to assist 25 homeowners in home weatherization, mold remediation, and removal and replacement of soil.
- Sponsor grantwriting and 501(c)(3) workshops.
- Establish youth summits with local middle and high schools.
- Establish a community health center (mobile unit for low-income areas).
- Support minority business development and sustainability.

Role of the Partners: Dillard partners provided the following support:

- NeighborWorks America provided community leadership training to neighborhood residents.
- The Louisiana Disaster Recovery Foundation provided grant funds to nine neighborhood associations in Gentilly to create neighborhood signage.
- Entergy New Orleans sponsored the 2009 and 2010 housing fairs.
- Harvard University Alumni volunteers helped to renovate a home in Gentilly.



(left to right) Dillard Vice President Dr. Walter Strong, Mark Boucree of Capital One, and Nick Harris of Dillard Community Development Corporation accepting sponsorship check from Capital One Bank.

- Capital One Bank provided funding for community outreach initiatives in Gentilly.
- Region Bank and Federal Deposit Insurance Corporation workshops offered financial literacy classes for youth and adults.

Benefit to the Grantee: Dillard developed strong partnerships with local banks and businesses located in Gentilly because of the recovery activities. In addition, Dillard students had the opportunity to engage in and gain experience from corporate civic volunteering. They gained an appreciation for community service and service learning, creating strong leaders.

Benefit to the Community: As a result of the project, two neighborhood associations received their 501(c)(3) approval as nonprofit organizations. There is increased attendance at neighborhood meetings. Residents now have input into any development schedule for the

HBCU SNAPSHOTS

community. Local real estate developers meet regularly with neighborhood groups to get approval on future projects before any plans are finalized. In addition, new youth-centered activities have been offered and new senior citizen resources added. For example, Gentilly area youth participated in the youth summit “Reaching Out to Our Youth through Education and Mentoring,” cosponsored by the Dillard University Community Development Corporation (CDC) and the Gentilly Neighborhood Association. An afterschool program was established and currently serves 50 youth. Dillard CDC staff worked with EXCELth, a nonprofit primary health

organization, to provide a health services outreach initiative in the community. In addition, the Dillard CDC provided weatherization, mold remediation, soil removal and replacement, and window replacement to 25 homes in the Gentilly community.

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HBCU SNAPSHOTS

Elizabeth City State University

Elizabeth City, North Carolina

2009

Goal of the Project: The goal of Elizabeth City State University's (ECSU's) 2009 grant project is to increase the supply of standard, affordable, and energy-efficient housing and homeownership opportunities in rural northeastern North Carolina.

Role of the Partners: ECSU's partners provided the following support:

- The City of Elizabeth City provided leverage funds and in-kind support to complete home weatherization services, including home energy audit assessments and retrofitting of homes.
- The Economic Improvement Council provided leverage funds to support the weatherization of homes in the target area.
- The River City Community Development Corporation and the Northeastern Community Development Corporation provided technical support to assist with implementing housing workshops in homeownership, fair housing, and foreclosure prevention.
- Local lenders and real estate professionals provided technical support to assist with conducting homebuyer education seminars, workshops, and training sessions.

Benefit to the Grantee: ECSU has benefitted from these partnerships in several ways, including:

- Helping the university emphasize the public service component of its mission.



(left to right) **Morris Autry, Director, ECSU's Community Development Program and Dennis Gordon, Energy Officer, city of Elizabeth City inside home scheduled for rehabilitation and weatherization.**

- Increasing ECSU's credibility as a major stakeholder in the community and economic development of the region.
- Increasing ECSU's chances of receiving external grant funds by showing grantors leveraged and matching funds for its project from community partners.

Benefit to the Community: The number of homes rehabilitated and made more energy-efficient increased by an estimated 33 percent. The number of families assisted in becoming mortgage ready and who eventually purchased homes increased by an estimated 25 percent. The number of home foreclosures prevented increased by an estimated 25 percent.

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HBCU SNAPSHOTS

Hinds Community College

Utica, Mississippi

2009

Goal of the Project: Hinds Community College (HCC) focused its 2009 HCBU grant funds on the following economic and community development activities:

- Providing resources to support a microbusiness incubator.
- Repairing and rehabilitating single-family housing units.
- Conducting public service activities.
- Providing supportive services in health education and housing and employment counseling.

Role of the Partners: HCC worked with the Simpson County Community Action Agency to help area residents weatherize their homes. Weatherization measures included replacement and sealing of doors and windows, caulking, and the service and replacement of heating and air conditioning units

Benefit to the Grantee: Through its partnership with the Simpson County Human Resource Agency, HCC had additional resources to perform more comprehensive services on the homes selected for rehabilitation services. Since the Resource Agency is specifically concerned with providing weatherization measures that affect energy consumption, HCC expanded those resources to include the provision of health and safety, accessibility, and stability measures on the homes.



Hinds Community College renovated home.

Benefit to the Community: Over the past 4 years, HCC has rehabilitated approximately 30 homes in this community and provided assistance to more than 15 businesses, which cumulatively created or retained more than 20 jobs. In addition, HCC has worked with various social/civic organization to sponsor health fairs and no-cost health screenings within the community. Residents benefit most from these services because they alleviate the burden of travelling to healthcare facilities and the cost of the basic screenings.

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HBCU SNAPSHOTS

Howard University

Washington, DC

2005, 2006, 2008, 2009

Goal of the Project: Howard University is invested in economic development, rehabilitation and restoration, and building resident capacity and self-sufficiency in its surrounding neighborhoods. This investment is exemplified in the goals of the following four HBCU grant projects.

- 2005: Community planning, business development, workforce development, affordable housing, and neighborhood uplift.
- 2006: Rehabilitation of community facilities, Rehabilitation of historic properties, affordable housing, and microlending for small business
- 2008: Rehabilitation of historic structure for commercial reuse, beautification of and branding of neighborhood for business development, rehabilitation of a community facility, and façade improvement.
- 2009: Support and expansion of Neighborhood Networks activity at two public housing sites.

Role of the Partners: Howard University partners provided the following partnership activities:

- 2005: The Marshall Heights Community Development Organization collaborated with Howard University



Graduate of workforce development program.

in neighborhood planning and small business development. Shaw Main Streets led an effort to develop historic markers in the Shaw neighborhood

- 2006: Shaw Main Streets collaborated with Howard University and financial partners to develop a microloan fund. Howard University supported Manna, Inc.'s rehabilitation of the Antonal, a 12- unit affordable condo development
- 2008: The Howard Theatre Restoration, Inc., is leading the restoration of the historic Howard Theatre, and HBCU funding helped with the pre-development costs. Shaw Main Streets continued to lead the way with a branding of the neighborhood through a banner project. Development Corporation of Columbia Heights matched its funds with those of Howard University in a façade improvement project on Georgia Avenue.

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2009: The District of Columbia Housing Authority provided space for the Neighborhood Networks project, and the Park Morton Residents Association joined the Howard University team in planning and monitoring the content of community programming for the Neighborhood Networks center.

Benefit to the Grantee: Howard University has placed over 60 students in internships with faith-based or community-based organizations (FBOs/CBOs) in support of these projects. It has strengthened the capacity of more than 26 FBOs and CBOs, which opened up additional paid and unpaid internship opportunities. The environment around the campus has improved through the HUD-supported efforts. Service-learning activity within courses has grown significantly, and the university's relationship with its neighbors has improved markedly.

Benefit to the Community:

- 2005: 12 businesses improved revenues as a result of counseling, 14 participants in workforce development obtained improved jobs, the historic callbox project brought character to the Shaw neighborhood.
- 2006: Significant progress was made in the restoration of the Mary Church Terrell home in LeDroit Park, and 12 rehabilitated affordable condos opened in the Mt. Pleasant neighborhood.
- 2008: Significant progress was made in the restoration of the historic Howard Theatre.



Mary Church Terrell house renovation ceremony.

Neighborhood beautification and branding developed in the Shaw neighborhood. Emergence Community Arts Collective made their facility accessible to the disabled and elderly.

- 2009: More than 120 public housing residents have received computer training, workforce development training, academic enhancement (youth), and similar Neighborhood Networks support.

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HBCU SNAPSHOTS

Johnson C. Smith University

Charlotte, North Carolina

2008

Goal of the Project: The goals of Johnson C. Smith University's (JCSU's) 2008 grant project were to:

- Provide general housing rehabilitation for 15 low- and moderate-income, owner-occupied homes in the designated neighborhoods along the Northwest Corridor in Charlotte, North Carolina.
- Conduct personal money management and homebuyer education workshops to educate a total of 400 potential homeowners with pre-purchase counseling and homebuyer education and information.
- Hire off-duty police officers to serve as a safety patrol and provide surveillance at the area's criminal hot spots, thus decreasing calls for service and arrest activity.
- Provide technical assistance and training for 60 women-owned, home-based microenterprise businesses and provide seed and expansion capital.

Role of the Partners: In this project, JCSU's partners provide the following support:

- Representatives from the local Allen Tate Realtors office facilitated workshops for participants on what to look for when selecting a realtor.
- Representatives from BB&T Bank and Fifth Third Bank provide pertinent information to financial management workshop attendees



Women Entrepreneurship Program graduation.

on understanding their credit and how banks view their credit.

- The Charlotte Mecklenburg Police Department (CMPD) provides assistance to the neighboring communities through the Neighborhood Safety Program. This program allows for off-duty CMPD officers to patrol the 12 targeted neighborhoods.
- The city of Charlotte's Rehabilitation Program provides conditional rehabilitation assistance to homes within the targeted areas that are currently on the city's waiting list.
- The Cleveland County Community Development Corporation is providing Personal Money Management and Homebuyer Education workshops.
- Duke University graduate interns developed an energy sustainability presentation to educate the community about energy conservation. The interns made presentations at three neighborhoods within the Northwest Corridor, and the remaining nine neighborhoods will receive the presentation

HBCU SNAPSHOTS

in spring 2011. In addition, the interns developed a green business presentation for the women enrolled in the Women Entrepreneurship Program (WEP). This program is a collaboration between JCSU and Duke University and falls under the overall JCSU Sustainability Initiative, which is funded by the Duke Endowment.

- Legal Services of North Carolina, Inc., provided legal information to participants regarding predatory lending and consumer protection laws.
- Representatives from State Farm Insurance provided information on consumer insurance products for workshop participants.
- A regional representative from the U.S. Department of Agriculture provided participants with information about the home buying process, determining how much home they could afford and how to qualify for home loans.

Benefit to the Grantee: JCSU's civic engagement has been enhanced. Through a revised strategic plan, JCSU has expanded outside its campus to undertake development activities through public and private partnerships. It is now seen as a leader in facilitating revitalization efforts to assist neighborhoods and residents along the Northwest Corridor. Under the university's leadership, the collaboration between local



Johnson C. Smith University home rehabilitation project.

government, private for-profit businesses, and residents has grown.

Benefit to the Community: As a result of this partnership project, residents of the Northwest Corridor are more engaged in their communities as it relates to public policy formation and advocacy. Residents have also benefitted from the following programs:

- **Rehabilitation Program:** Through JCSU's partnership with the city of Charlotte, five homes have been completed, one home is presently being renovated, and nine have been identified with renovations scheduled for completion by January 2012.
- **Neighborhood Safety Program:** With the Neighborhood Safety Project, off-duty CMPD

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officers are available to patrol the service area, logging more than 575 hours.

- **Personal Money Management and Homebuyers Education:** In 2010, 45 persons received financial education assistance through participation and completion of the Personal Money Management and Homebuyers Education series of classes. All participants reported that their financial literacy knowledge was enhanced, and they are implementing the principals learned to improve their creditworthiness and to help them achieve personal financial goals. For example, two of them are currently pursuing homeownership and needed to improve their credit. As a result of what they learned in the classes, and with additional help from JCSU staff, they are getting closer to that dream. Both have made important strides in becoming credit worthy, and one has been preapproved for a home purchase. A new class began in January 2011, and individuals will complete the training in June 2011.
- **Women Entrepreneurship Program:** To date, 63 participants have signed up for WEP. Sixty of them have completed 26 hours of money management and small business development training. As a result of this program, 6 microenterprises/small



Women Entrepreneurship Program business owners' presentation.

businesses were launched, 27 were stabilized, and 27 were expanded. The microenterprises participating in WEP have created four new jobs. Although JCSU has met its goal for this activity, it continues to provide technical assistance and training. New business and personal development training classes began in February 2011.

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HBCU SNAPSHOTS

Langston University

Oklahoma City, Oklahoma
2009, 2010

Goal of the Project: The 2009 and 2010 HBCU grants target an improvement in economic development opportunities for the Langston community and the strengthening of the university-town of Langston partnership. The improvements include the construction of a new softball field, construction of a farmer's fresh food market, lighting for the new softball field, and capacity expansion for the Business Resource and Incubator Center in the Langston Retail Plaza.

Role of the Partners: The town of Langston provided in-kind contributions such as the land and provided funding. By working together, there is an opportunity to spur growth for both the university and the town of Langston.

Benefit to the Grantee: Having a new softball field with lights will be a boost to a relatively new softball program. The food market will be the first of its kind for the community, providing students and town residents with access to fresh food. As the community thrives, so too will the university.

Benefit to the Community: The Business Resource and Incubator Center provides a location close to the university for new economic development opportunities. The



(left to right) HUD Field Office Director Jerry Hyden, HUD/HBCU Program Project Director Linda Tillman, University President JoAnn Haysbert, and Langston Mayor Blayne Hinds at groundbreaking for the new regulation softball field.

regulation softball field will offer a location in Langston to watch the softball team play for the first time. The farmer's market will provide fresh food throughout the year. Many members of the community are active in university events, creating a sense of family within the community.

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HBCU SNAPSHOTS

Miles College

Fairfield, Alabama

2008

Goal of the Project: The goal of Miles College's 2008 grant project was to create and build capacity for the Miles College Community Development Corporation (CDC), now an IRS-designated 501(c)(3) organization. This allowed the college to address ongoing community and economic development needs in its surrounding neighborhood, including commercial and residential property acquisitions, improvements, rehabilitation, and reconstruction improvements; provide financial literacy counseling; and provide homeownership/homebuyer counseling and training.

Role of the Partners: Miles College partners provided the following support:

- Wells Fargo provided financial support and assisted in financial literacy and homeownership workshops.
- The city of Fairfield provided in-kind support over the life of the grant to include fee waivers, pre- and post- building inspections, and permits.
- Greater Birmingham Habitat for Humanity provided architectural support, drafting services, insurance support for volunteer labor, and supplemental supplies over the life of project.
- District II provided in-kind services and assistance in home purchasing.
- Home Depot provided in-kind support in the form of in-store materials and supplies

and 20-percent to 35-percent purchase discounts.

Benefit to the Grantee: As a result of this project, the college has formed a strong relationship with the city of Fairfield that is built on trust, respect, and a sense of unity. Through the CDC, the college is actively participating in various civic groups, assisting in grant writing, being an advocate for green space, and assisting in the revitalization of downtown Fairfield. In addition, Miles College seniors are actively engaged in offering tutorial assistance to the Fairfield public schools and a private academy.

Benefit to the Community: The grant helped Miles to complete the establishment of its CDC headquarters, purchase nine homes, and create a Neighborhood Block Watch program. With the help of Wells Fargo Bank, Miles College conducted 12 financial literacy workshops, 11 homeownership workshops, and assisted and counseled more than 150 neighborhood residents in neighborhood improvements, self-sufficiency, and asset building.

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HBCU SNAPSHOTS

Morgan State University

Baltimore, Maryland

2006

Goal of the Project: Morgan State University's goals for its 2006 HBCU grantee were to:

- Create a Neighborhood Revitalization Plan for the Northeast Community Organization's target area in the northeast quadrant of Baltimore.
- Create a community green space/play garden by upgrading the Northwood Appold Community Academy's (NACA) playground, and form a partnership with NACA to create, supervise, and sustain a community computer center on the grounds of the school.
- Complete the evaluation, stabilization, and schematic drawings as the first stage toward rehabilitation and renovation of a 200-year-old former grist mill located on the university's campus.

Role of the Partners: Morgan State University's partners provided the following support:

- The Northeast Community Organization (NECO), the umbrella organization uniting all of the neighborhood associations in the northeast quadrant of Baltimore, assisted with contacting and engaging the individual neighborhood associations in the development of the Neighborhood Revitalization Plan.
- The Northeast Development Alliance (NEDA), a local community development corporation, wrote the Neighborhood Revitalization Plan.



**Northwood Appold Community Academy
Computer lab.**

- NACA, a local public charter school, contacted and engaged staff, parents, and students in the design and building of the playground.
- The Baltimore City Department of Planning provided a city planner to assist with all aspects of the grant, especially the Neighborhood Revitalization Plan.

Benefit to the Grantee: The grant project and partnerships with NECO, NEDA, NACA, and the Baltimore City Department of Planning has allowed Morgan State University to further expand its service to the community at large. The Neighborhood Revitalization Plan activity, the playground, computer lab, and historic preservation activities have prompted requests for similar assistance and activities from other neighborhoods in Baltimore. In addition, the university has attracted additional partners, including Bel Air–Edison Neighborhoods, Inc., Coldstream, Homestead, Montebello Community Corporation, the Neighborhoods of Greater Lauraville, Inc., and others.

HBCU SNAPSHOTS

Benefit to the Community: The community green space/play garden and the computer more than 250 children daily. The evaluation, stabilization (hazard materials abatement), and the schematic drawings the former grist mill for its potential use as a welcome center to Northeast Baltimore and the campus are all complete. Community residents participated in all aspects of this first phase and are excited about the possibility of bringing this neglected building back online.

The Northeast Baltimore Revitalization Program has begun. The different neighborhood associations are participating in meetings and talking about their vision and the possible pathways to realizing their vision. The city has taken advantage of the excitement and has begun having meetings regarding a city initiative near the target area.

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MSU students Courtney Bruner McQueen and Regina Irizarry participate in the NACA/KaBOOM! Playground "Build Day."

HBCU SNAPSHOTS

Morris College

Sumter, South Carolina

2006

Goal of the Project: Morris College used its 2006 HUD HBCU grant to empower, support, and improve the predominantly African-American North Sumter neighborhood, which has high housing needs, including substandard occupied houses and vacant lots.

Role of the Partners: Morris College partners provided the following support:

- The Sumter County Community Development Corporation (SCCDC) provided administrative management services to the college in support of the grant.
- MSM Development Group provided construction management services to the SCCDC for the grant.
- The city of Sumter provided demolition services and removal of debris for the grant.
- South Carolina Community Bank provided staff and material to conduct homebuyer education seminars for the grant.
- The Carolina Homeowners Union provided staff and material to conduct homebuyer education seminars for the grant.

Benefit to the Grantee: Through its partnerships on this project, the college fulfilled a part of its mission statement: "Promoting the growth and development of the larger community through public service



New home constructed under 2006 HUD HBCU grant project.

programs." These partnerships have also brought the college into direct contact with various agencies and citizens within the Sumter community with whom they have had no prior contact, which increases the effectiveness of the college's public relations program.

Benefit to the Community: Six substandard owner-occupied homes were renovated substantially, one dilapidated house that had been badly damaged in a fire was demolished, and a new home was constructed on that site for low-income home purchase.

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HBCU SNAPSHOTS

Norfolk State University

Norfolk, Virginia

2006

Goal of the Project: The goal of Norfolk State University's (NSU's) 2006 HBCU grant was to provide technology, health, fitness, and literacy programs that would promote self-sufficiency for homeless veterans and residents of low-income and impoverished communities.

Role of the Partners: NSU's partners for this project provided the university with additional resources to serve the target populations:

- Berkley Boys and Girls Club provided space and staff for exercise and technology classes.
- Campostella Heights Health and Temperance provided vegetarian nutrition education for health fairs.
- Coastal Development Group provided financial aid and life skills workshops for General Educational Development (GED) students and veterans.
- Grandy Village provided space, staff, and participants for fitness activities.
- HomeNet provided homeownership counseling to participants.
- Falcon King Company (Karate 4 Kidz) facilitated karate classes for youth.
- Legal Aid Society provided free legal counseling to veterans and GED students.
- Madison Career Center provided GED counseling and testing for program participants.
- NAACP provided a literature workshop for community.
- Norfolk Public Schools (Campostella Elementary School) provided program space and staff for a literacy program.
- Plumb Line Ministries provided food, cash donations, and social activities for participants.
- Tidewater Community College provided information on higher education programs for participants.
- Tidewater AIDS Community Taskforce provided staff and information at a family conference.
- Vetshouse, Inc., facilitated educational workshops and GED counseling and testing.
- YMCA of South Hampton Roads Program provided space and staff for the health and fitness activities.
- YWCA Battered Women's Shelter provided program space, computers, and staff for technology activities.



Karate class for youth.

HBCU SNAPSHOTS

Benefit to the Grantee: These partnerships have provided extended learning experiences for students and the community, created opportunities for NSU staff and students to serve consumers beyond the campus walls, assisted with NSU's exposure and recruitment within the community. This has ultimately created strong relationships among NSU, the U.S. Department of Housing and Urban Development, and the community.

Benefit to the Community: As a result of this project, underserved populations participated in job readiness, education, health and wellness, and technical literacy activities that they otherwise might not have experienced.

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HBCU SNAPSHOTS

Rust College

Holly Springs, Mississippi
2007

Goal of the Project: Rust College's 2007 grant focused on the revitalization of historic downtown Holly Springs, Mississippi.

The city of Holly Springs serves as the essential government partner for this project. The city assisted with the preparation of the application to the Mississippi Main Street Association and provides funding for the staff and operational expenses associated with project activities. In addition, the Mayor and Board of Aldermen participate in the management and direction of the project by serving on the board of directors and by serving on the standing committees of the Holly Springs Main Street Association.

The Holly Springs Chamber of Commerce, the Holly Springs Tourism Bureau, and Marshall County support the programs and activities of the project through cash and in-kind assistance. Representatives from these entities serve on the board and standing committees of the Holly Springs Main Street Association.

Benefit to the Grantee: Over time, these partnerships have raised the visibility of the college and enhanced its reputation in the community as being concerned about community issues. These partnerships have had an impact on recruitment and retention by creating an inviting atmosphere for the students, staff, and faculty of the college. Through increased shopping with local merchants, the value of the college community as an economic driver is recognized.



Awards reception to honor project volunteers and participants.

Benefit to the Community: As a result of the planning charrette and through the collaboration between Rust College and its partners, a master plan for the revitalization of historic downtown Holly Springs has been developed. The Holly Springs Main Street Association—through its board of directors and four standing committees—has devised workplans for each element of the master plan and is currently pursuing their implementation. The community is becoming more aware of the project's goals and objectives and is actively supporting the effort by volunteering their time, participating in project activities, and becoming members of the association.

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HBCU SNAPSHOTS

Southern University at New Orleans

New Orleans, Louisiana

2009

Goal of the Project: The goal of Southern University at New Orleans (SUNO's) 2009 HBCU grant project is to provide technical assistance, low-cost facility rental through small business incubation, and access to microloans to small businesses in the New Orleans metropolitan region.

Role of the Partners: Liberty Bank and Trust executives will provide one-on-one business counseling, financial counseling, and business development to small businesses. Dryads Savings Bank executives will provide one-on-one business counseling, and financial and business development. The Louisiana Department of Economic Development is assisting clients with their costs for business services, in some cases a 75- to 25- percent split. ACCION Louisiana will provide revolving microloans to the clients of this project.



Building neighborhood pride.



Couple graduates from Southern University at New Orleans' entrepreneur training program.

Benefit to the Grantee: Individuals and community businesses can observe firsthand SUNO's community development activities and its continued support for small business development.

Benefit to the Community: This project and particularly the involvement of the various partners have helped small businesses involved in the project to receive assistance and guidance that they might not have been able to access on their own. These partnerships have forged lasting relationship between all parties concerned: the client, the university, and the community partners.

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HBCU SNAPSHOTS

Stillman College

Tuscaloosa, Alabama

2008

Goal of the Project: Stillman College focused its 2008 grant on community empowerment and economic development. Specifically, it sought to empower residents in West Tuscaloosa, Alabama, to become self-sufficient through a series of learning activities that included job readiness, job search, job placement, and job sustainability.

Role of the Partners: Stillman College partners provided the following support:

- The Community Technical College provided job-enhancing skills.
- The Small Business Roundtable provided business training,
- The Tuscaloosa Housing Authority provided two large buildings in two separate public housing communities for community-based learning centers for job training, homeownership and affordable housing training, and computerized job-enhancement training.
- The Tuscaloosa City Police Department will establish a police substation adjacent to the community-based learning center located in the Hay Court public housing community.

Benefit to the Grantee: The college established partnerships that provided in-kind services at no cost to the grant program and are committed to helping Stillman provide



Empowering young residents at community-based learning center.

long-term services rather than short-term stop-gap measures. As a result of this project, the college is more visible within the community and is seen as a learning refuge for low- to moderate-income residents. Stillman has hosted community programs that brought community adults and youth to the college, some of whom have enrolled in day and evening programs on campus.

Benefit to the Community: The city government worked with the program to rid the neighborhood of substandard houses and debris. The Tuscaloosa Housing Authority provided two buildings to establish community-based learning centers that brought learning opportunities to the target communities. College faculty and staff provided computer technology training. Some residents have been employed by the college partners while others were admitted to Stillman.

HBCU SNAPSHOTS

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**Empowering target residents
through employment.**

HBCU SNAPSHOTS

Tuskegee University

Tuskegee, Alabama

2007

Goal of the Project: Tuskegee University used its 2007 HBCU grant to strengthen the Tuskegee-Macon County Community Development Corporation (CDC) to enable it to address ongoing community and economic development needs in the campus neighborhood. Development of the community-built Greenfork Park was a specific focus of the grant.

Role of the Partners: The construction of the park was a true community effort. In addition to the HUD grant, the CDC leveraged the financial and in-kind help of the following partners:

- The Utilities Board of Tuskegee contributed funds and installed electrical outlets.
- The Macon County Commission contributed funds.
- The city of Tuskegee Public Works contributed manpower and building supplies.
- The Ministerial Alliance contributed funds.
- The Tuskegee Fire Department contributed manpower and sponsored food for the volunteers.
- Major L. Holland Architects and Associates reviewed the initial architectural plans and conducted site preparation.
- Albert C. Bulls Construction Company contributed manpower and tools.



Community-built Greenfork Park.

- Sippial Electric & Construction Company contributed manpower and tools.

Benefit to the Grantee: For Tuskegee University, this project was about investing in the community. The playground is tangible proof of this investment and is a strong example of what can be achieved when a university leverages local partnerships and inspires a community to work together.

Benefit to the Community: The project generated a passion for volunteerism that many residents believed did not exist within their community. The community is more united, and residents are working with Tuskegee students to have clean-up days at the park.

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HBCU SNAPSHOTS

Voorhees College

Denmark, South Carolina

2001, 2003, 2005, 2009

Goal of the Project: The focus of each of the college's grant activities has been homeownership, affordable rental housing, and the rehabilitation of owner-occupied housing.

Role of the Partners: Voorhees College partners have provided the following support:

- The Southern Carolina Regional Community Development Corporation, as subrecipient of the HUD HBCU grant, implements and manages all grant activities.
- The South Carolina State Housing Finance and Development Authority provided resources that were leveraged with funds from other agencies to provide affordable rentals, owner-occupied rehabilitations, and homeownership opportunities.
- The Federal Home Loan Bank of Atlanta provided funding for owner-occupied housing rehabilitation projects.
- The city of Denmark reduced project infrastructure expenses.
- Bamberg County waived dumping fees for disposal of demolished materials.
- Denmark Technical College provided community meeting space.



New home construction—unfinished frame.

Benefit to the Grantee: Through its grant projects, and with support from local partners, Voorhees College has experienced improved community relations and participated in the physical change of the community surrounding its campus.

Benefit to the Community: Eighty-seven homes of low- to moderate-income families were renovated, 27 affordable rentals were made available to the community, and 45 low- to moderate-income families purchased homes.

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HBCU SNAPSHOTS

Saint Augustine's College

Raleigh, North Carolina

2010

Goal of the Project: The goal of this project is to address community development needs and provide high-quality, affordable housing for low- to moderate-income residents in the blighted East College Park neighborhood adjoining Saint Augustine's College campus. HUD's HBCU grant will allow the Saint Augustine's College Community Development Corporation (SACCDC) to purchase 10 residential lots in the East College Park community and build single-family homes for first-time homeowners from surrounding communities and neighborhoods. Homebuyer institutes will be available to 30 families in this community.

Role of the Partners: This project has been developed in conjunction with the city of Raleigh, BB&T Bank, North State Bank, the YMCA of the Triangle, and DHIC, Inc.

The city of Raleigh, which owns the residential lots in East College Park, will sell them to SACCDC at a reduced price that will allow more funds to be used for supportive services to families and participants. The city of Raleigh will also offer first-time homebuyers a City Second Loan for the purchase of their home. The Ownership Within Neighborhoods to Encourage Revitalization program will allow homebuyers to get up to \$30,000 at zero percent interest for a second mortgage to purchase a new home. However, the homebuyer must qualify for a participating lender's first mortgage.



Homeowner information session.

North State Bank will provide the construction loan to build 10 single-family homes and BB&T Bank will provide mortgage loans to first-time homebuyers.

DHIC, Inc., a nonprofit organization dedicated to strengthening neighborhoods and families in the Research Triangle area of North Carolina, will help potential homebuyers become mortgage-ready by delivering standardized counseling and training developed by NeighborWorks America. DHIC will conduct free homebuyer institutes for participants.

The YMCA of the Triangle operates a quality afterschool learning program on the campus of Saint Augustine's College for K-9th grade students in southeast Raleigh who attend school in the Wake County Public School System. The program includes homework assistance and a literacy-based reading comprehension program. Saint Augustine's College students will assist the YMCA in providing youth tutoring and mentoring services throughout the year.

HBCU SNAPSHOTS

Benefit to the Grantee: Over time, the college hopes to gain 10 new homes and families as neighbors who contribute to the community, community organizations, homeowner associations, and the college community.

Benefit to the Community: Saint Augustine's College anticipates that 30 families will be recruited to participate in the homebuyer institute and will receive all the supportive services necessary to become homeowners when homes are built in the East College Park community. Family members will have the opportunity to participate in the homebuyer process throughout the year. Other supportive services such as tutoring, mentoring, and childcare will be available to participating families. The project will allow this blighted neighborhood to regain a large number of proud homeowners who will participate in the community in which they live.

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Homeownership institute participants.

HBCU SNAPSHOTS

University of the Virgin Islands

St. Thomas, U.S. Virgin Islands

2003, 2009

Goal of the Project: In 2003, the University of the Virgin Islands (UVI) used its HBCU grant funds and leveraged funds from local partners to reconstruct a historic building in a blighted neighborhood in the town of Frederiksted, St. Croix. The two-story facility currently houses classrooms for training and office space for the staff of UVI's Community Engagement and Lifelong Learning Community Outreach programs and offers voice and data infrastructure capable of videoconferencing and computing. Now, UVI is using its 2009 HUD HBCU grant to construct an extension to the two-story facility to house the Frederiksted Resource Center (FRC).

Role of the Partners: UVI is leveraging the financial and in-kind help of local partners to complete the FRC extension project and secure assistance and support for center programs and activities. The Virgin Islands Department of Labor is providing \$25,000 in financial support for K–adult software programs and will refer clients to the computer learning center for literacy, computer, and other skills training. The Virgin Islands Department of Education will contribute \$80,000 and provide support for the skills enhancement program focused on raising scores on the Scholastic Aptitude Test and other college entrance exams. The Virgin Islands Workforce Investment Board will provide an in-kind contribution of \$7,500 a year for 3 years for software programs.



Ribbon cutting at Fredrikstad Community Training Center opening.

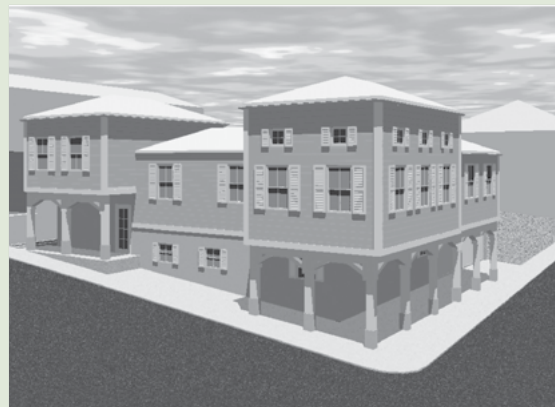
Benefit to the Grantee: UVI has combined the strengths of its partners to build strong community relationships and provide expanded educational opportunities. As a result, UVI serves as a valuable resource center and educational vehicle for the community. The university has provided professional development training for incumbent teachers, which will assist in making them qualified as part of the No Child Left Behind initiative. In addition, as a U.S. Department of Labor-eligible provider, UVI can work to address the specific needs of the clients in the labor pool. The local partnerships allow the university to address a wide variety of needs with consolidated services under one roof.

Benefit to the Community: This project has contributed to the revitalization efforts in the town of Frederiksted. The development and expansion of the services at FRC makes it possible for residents to gain access to the educational opportunities offered by UVI,

HBCU SNAPSHOTS

especially for Frederiksted residents. The center will focus on the development of programs that examine critical areas such as high rates of illiteracy, low educational attainment, and poverty in the territory.

UVI's strategic partnerships have leveraged resources to bring about much-needed programs. For example, the Certified Nursing Assistant/Home Health Aide (CNA/HHA) program was identified and instituted to address a lack of certified home health aides in the healthcare industry. More than half of the students enrolled in the program were unemployed or low- to moderate-income individuals and were supported by federal funding through the Virgin Islands Department of Labor. Ninety-six percent of the students successfully completed the 120-hour program. Many of the program graduates are now working as CNAs/HHAs at hospitals, doing homecare, and working at hospice facilities. Several program graduates are continuing their nursing education at UVI.



Artist rendering of Fredrikstad Resource Center.

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HBCU SNAPSHOTS

West Virginia State University

Institute, West Virginia

2004, 2008

Goal of the Project: For its 2004 and 2008 HBCU grants, West Virginia State University (WVSU) established the following goals:

2004—Develop a microenterprise training program and incubator facility that would provide:

- A variety of training programs to assist pre-venture and microenterprise clients to become operational.
- Assistance in comprehensive business plan development.
- A referral clearinghouse for businesses needing specialized assistance.
- Provide one-on-one coaching and mentoring for startup and struggling businesses.

2008—Develop a comprehensive digital and social media training program and incubator—targeting teachers, the workforce, and entrepreneurs—that would include the following:

- A coaching and mentoring program that pairs experienced entrepreneurs with participants of the DigiSo program.
- Free and low-cost office space, access to digital media equipment, and administrative support for incubator participants.

- An early state investment program administered by the Wyoming County Economic Development Authority.
- Marketing and mentoring assistance provided by Vision Shared to help promote the growth of digital and social media industry.

Role of the Partners: For each grant project, WVSU's partners provided the following support:

2004—The Department of Health and Human Services, Workforce West Virginia, Benedum Foundation, and the West Virginia Women's Business Center contributed to the recruitment of potential business clients, assisted in the delivery of the training programs, and provided additional funding for the hiring of a project coordinator.

2008—Create West Virginia, the West Virginia Film Department, and Workforce West Virginia assisted in the delivery of training programs, recruitment of students, mentoring of business owners, and marketing of the program.

Benefit to the Grantee: Because of both grant projects, WVSU experienced the following:

- Increased presence in the downtown minority areas.
- Increased capacity to provide much-needed services.

HBCU SNAPSHOTS

- Increased community awareness and utilization of the university.
- Recognition that entrepreneurship is critical to the development of West Virginia, and as such, is a much-needed educational opportunity for residents.
- Development of a new masters of business entrepreneurship program at WVSU. The addition of this MBE will allow for the growth of the mentoring and teaching component of the OSI program as the university continues the integration of its outreach and academic programs.

Benefit to the Community: This facility is housed in one of the most blighted areas of West Virginia. It serves as a central clearing facility for nonprofits who conduct training programs. In addition to the training services provided by the partners, the primary usage of the facility was small business development.

The specific outcomes related to the business development component for the 2004 grant project include the following:

- Sixty-one participants completed the training.

- Seventy-four clients developed components of their business plan, and 32 clients completed business plans.
- Through the assessment program, 45 participants were referred to other agencies for assistance with workforce placement or for advanced help with their business-related issues.
- Eighty-five recipients were coached after an initial assessment showed that they had a financially viable idea.
- Twenty-five new businesses became operational.
- Fifteen businesses reported at least a 20-percent growth.

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HBCU SNAPSHOTS

University of Arkansas, Pine Bluff

Pine Bluff, Arkansas

2008

Goal of the Project: The goal of University of Arkansas, Pine Bluff's (UAPB's) 2008 HBCU grant project was to:

- Provide operational support to Targeting Our People's Priorities with Service, Inc. (TOPPS) and Family Community Development Corporation (FCDC) for community-based after-school tutorial, summer enrichment, and cultural enlightenment programs for school-aged and adult residents of the University Park Neighborhood;
- Acquire 26 lots for the development of eight single family homes
- Provide technical assistance and training to 10 small businesses that apply to the Business Retention and Expansion Program offered by the city of Pine Bluff.

Role of the Partners: In this project, UAPB's partners provided the following support:

- TOPPS, Inc., a nonprofit community-based organization committed to providing effective and measurable services that will empower families and change our communities, implemented a North side mentoring program, in conjunction with a youth entrepreneurship training program for 50 students ages 8 to 17.

Benefit to the Grantee: As a corporate citizen, UAPB's future is linked to the conditions of the community. Therefore, it is obligated to aid in addressing these community conditions. These partnerships helped and are helping to elevate this historically significant community from despair, and better prepare and equip area youth for employment, college, and success in life.

Benefit to the Community: UAPB's Economic Research and Development Center provided grant funds to TOPPS for operation and training. With these funds and additional grants funds from other sources, TOPPS provided the following:

- Afterschool tutorial program which served 75 students in grades K through 11.
- Summer enrichment program which served 53 students from 7 to 17 years of age. Academic classes were taught in the morning and enrichment classes—consisting of sewing, photography, cooking, swimming, horseback riding, skating, bowling, and museum tours—were taught in the afternoon.
- A mentoring program directed by TOPPS' employees UAPB volunteers.
- Daily health, wellness, and nutrition activities that served a total of 110 people ranging in age from 6 to 70 years.

HBCU SNAPSHOTS

- Neighborhood cultural enlightenment programs.
- TOPPS along with FCDC and the Pine Bluff Housing Authority served nutritional meals to 227 children during its Summer Feeding program.
- Youth entrepreneurship training program offering training in how to operating and managing a business to youth age 14 to 18.

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SECTION 2

**Alaska Native/
Native Hawaiian
Institutions
Assisting
Communities**



Palolo Ohana Learning Center Provides An Opportunity to Succeed

Kapi'olani Community College

HONOLULU, HAWAII

During the late 1990s, Palolo Homes was a 306-unit public housing community sitting on 32 acres of land on Honolulu's east side. The 50-year-old complex was the largest public housing facility in Hawaii and had earned a reputation for the poverty of its residents and the deteriorating condition of its physical plant. Only 60 percent of the community's apartments were occupied, and 40 percent had been condemned due to problems with lead paint, asbestos, and leaking roofs. According to the *Honolulu Star-Bulletin*, the State of Hawaii, which owned the complex, was unable to keep up with the \$18 million in deferred maintenance that had accumulated on the property or to absorb the community's annual \$2,000-per-unit deficit.

Fortunately, Palolo Homes also had significant assets that, by 2002, were starting to turn the community around. First, the community's resident population represented a rich mix of diverse populations, including Native Hawaiians, Samoan, Tongan, Laotian, Vietnamese, and recent immigrants from Chuuke, Pohnpei, and the Marshall Islands. Equally important, the community was beginning to enjoy the support and involvement of two new partners that were actively demonstrating their commitment to helping residents improve their community and their personal lives.

One partner was a nonprofit housing corporation called Mutual Housing Association of Hawaii (MHAH), which purchased Palolo Homes in

2002 and promised to privatize the community, invest \$15 million in its rehabilitation, and give residents a voice in its operations. MHAH, which develops, owns, and manages multifamily rental communities serving families earning 20 to 80 percent of area median income, made good on those promises. Within a year of the purchase, all of the 63 buildings that make up Palolo Homes had been renovated and the property was 100-percent occupied.

Palolo Homes' second new partner was Honolulu-based Kapi'olani Community College (KCC), a 65-year-old, 2-year college that offers associate degrees, certificates of achievement, and certificates of completion in 45 program areas and enrolls more than 9,000 students. The

Kapi'olani Community College Students' Outreach to Palolo Homes

Engaging in service learning at the Palolo Ohana Learning Center (POLC) provides KCC students with valuable learning experiences and a deeper understanding of real-world issues, which complements their in-class work. In addition, it provides them with a long-term vision of what they might like to do personally, academically, and professionally. Amanda Amond, a service-learning student leader from KCC and a Palolo Homes resident, helps to recruit, orient, and monitor service learners.

“The OLC staff are open to students’ ideas and creativity, which empowers them to leave their mark on future generations.” says Amond “Service learning inspires them to be innovative so as to continually attract youth to the center and instills in them a sense of ownership and accomplishment.” Students also enjoy the following benefits:

- Discovering what they can contribute to the community.
- Working for youth success, education, and community development.
- Serving as positive influences to youth while offering support for older residents.
- Gaining new perspectives on childhood development, education, discipline, and values.



Amanda Amond, KCC service-learning student.

- Working with culturally diverse population including the children, OLC staff, and volunteers.
- Being a part of a team that is trying to shape the future.

Extending the hand of hope

KCC service-learning students are not the only ones benefitting from their outreach at the Palolo Homes’ OLC. The residents, particularly the youth, are enjoying and embracing life-changing experiences. Particularly important is their connection with college students who

help them learn about the possibilities of going to college.

One program that has really had an impact on the OLC youth is the Future Entrepreneurs program which allows students to create their own businesses. KCC student and former business owner Margie Hayashi led this program and taught the pre-teens and teens how to start a business from scratch, develop a business plan and a product, sell their product, and analyze the success (or failure) of the enterprise. Through this program, youth learned a lot about dedication and commitment, partnerships, budgeting, and ownership.

In addition to exposure to entrepreneurship, Palolo Homes children and youth have been

able to rediscover their own community. KCC lecturer John Sweeney developed a summer program where middle and high school students were asked to engage in visioning exercises in which they were to envision their community 50 years from the present and discuss, draw, and map what Palolo Homes would be like then. At first, the youth were very modern in their thinking: their community had malls and airplanes. However, they were taken on a field trip to a community space where they engaged in fruit picking, garden cleaning, and relaxing in nature. This changed their future vision to one that was greener, natural, and much like the island communities from which many of their families originate.



**Kapi'olani Community College Professor
Judith Kirkpatrick.**

partnership between KCC and Palolo Homes started small in 1998, when the college began using a grant from Campus Compact, a national coalition of college and university presidents, and MCI WorldCom, then a giant in the telecommunications field, to bring computers and computer literacy programs to the Palolo Homes community. Over the past decade, the KCC-Palolo Homes partnership has grown considerably and has led to the establishment of a state-of-the-art learning center and the creation of a pipeline program aimed at supporting long-term educational success for children and adults living at Palolo Homes.

For KCC Professor Judith Kirkpatrick, the Campus Compact/MCI WorldCom grant represented a perfect opportunity to bring computer technology to an underserved community and to bridge the digital divide that existed at Palolo Homes. Working with Dahlia Asuega, then president of the Palolo Tenants Association, Kirkpatrick and her KCC students transformed a 900-square-foot donated house, located in the middle of the property. The

house, dubbed the Hale was a 700-square-foot computer lab that would introduce students in kindergarten through 12th grade to the world of computing.

During the second year of the Campus Compact grant, however, something unexpected happened. MCI WorldCom declared bankruptcy, leaving KCC and its partners at Palolo Homes with a fledgling technology center and no grant funds. To their credit, the KCC team led by Kirkpatrick did not abandon the Hale or renege on the commitments it had made.

Strapped for cash, Kirkpatrick and her team knew they could not move ahead with their original plan to equip the technology center with new computers. Instead, they located and installed 20 older computers that KCC had replaced and no longer needed. Then, Kirkpatrick amassed a collection of donated spare parts so her technology-savvy team of service-learning students could fix the computers when they broke, which happened frequently. Finally, KCC students and Palolo Homes' resident volunteers worked hand-in-hand to open the technology lab each day and supervise the young people who used it. As the technology center flourished, KCC earned the trust of Palolo Homes' residents.

Building a Pipeline

While activities were getting underway at the Hale, four organizations—KCC, MHAH, the University of Hawaii at Manoa (UHM), and Chaminade University of Honolulu (CUH)—joined together in an informal partnership aimed at providing educational support for

younger residents of Palolo Homes and lifelong learning opportunities for adults living in the community. The result of that collaboration was the Palolo Pipeline Program.

“We have three institutions of higher education nearby but few students end up in higher education,” says Ulla Hasager, anthropology instructor at KCC and UHM and director of the Palolo Pipeline Program. “We wanted to help residents improve their education so that they would pursue higher education. But it was obvious that in addition to education, our focus had to be on the families, the environment, and communication among the residents and with outside institutions.”

In the early days of the Pipeline Program, KCC, UHM, and CUH each sent service-learning students to tutor young Palolo Homes’ residents at the schools they attended, including Palolo Elementary, Jarrett Middle School, and Kaimuki High School. In addition, service-learning students worked at the Hale computer lab, where they provided a variety of educational and cultural programs, including afterschool tutoring, English language instruction, high school equivalency classes, and leadership training.

As the Hale became a learning and recreational hub, its popularity among children and youth caused an unexpected dilemma, however. Before long, adults living at Palolo Homes felt left out, especially when there was not enough room at the Hale to provide activities for both age groups simultaneously. The obvious solution was to expand the computer center to accommodate activities for multiple age groups. Once again KCC stepped up to the challenge.

Expansion through Teamwork

Kirkpatrick leaned on her existing relationship with Dahlia Asuega, now the resident services manager for Palolo Homes, to help expand the technology center and to integrate more centralized, structured, and comprehensive programs and services. The Palolo Homes’ administration building provided the perfect location for such an expansion: a second floor featuring 5,480 square feet of space was vacant and had not been refurbished in over 40 years.

“I gave MHAH and Palolo Homes a year to recover from the renovation and construction of the Hale,” joked Kirkpatrick. “Then in 2005, I began talking with Dahlia about the refurbishment of the second floor of the administration building. The whole place needed to be refurbished, including the walls, ceiling, and wiring. It was only accessible by climbing about 30 steps, which was a barrier for the elderly and residents with disabilities.” Asuega was open to the idea.

Obtaining funds for the renovation was a true team effort. KCC used a 2007 Alaska Native/Native Hawaiian Institutions Assisting Communities (AN/NHIAC) grant from the U.S. Department of Housing and Urban Development (HUD) to support the renovation and the development and delivery of more comprehensive programs and services. MHAH Executive Director Dave Nakamura committed \$225,000 of Palolo Homes’ reserve funds toward the construction of the center and obtained a \$120,000 NeighborWorks block grant, which was leveraged with AN/NHIAC and Community Development Block Grant funds to build the center. The city and county of Honolulu, the



Mutual Housing Association of Hawaii President Dee Dee Letts at Palolo Ohana Learning Center grand opening.

Atherton Family Foundation, and State Farm Insurance Companies provided additional funding.

The teamwork did not end there. Nakamura, Asuega, and the Palolo Homes' staff worked with a local architecture firm to oversee and manage the design and construction of the learning center. They were careful to include Palolo Homes residents and local service providers in a collaborative design process that incorporated ENERGY STAR efficiency features. Kirkpatrick and her KCC technology students used their experiences working at the Hale to suggest ideas on how to design the space for maximum use, safety, and operation. Final approval of the concept and schematic drawings rested with the board of the Palolo Tenants Association, which named the facility the Palolo Ohana Learning Center (POLC). The concept of Ohana (family) emphasizes the interpersonal connectedness and social and economic responsibility of children, parents, and extended family members across multiple generations.

"MHAH emphasizes resident participation when working on a huge project like the construction and renovation of the learning center," says Asuega. "The resident services department worked closely with resident leaders and partners to get feedback and brainstorm ideas. It was our job to bring all the community elements together to make this project move as smoothly as possible, and it did."

During the POLC renovation process, a local construction team installed an elevator and air conditioning system, relocated an existing kitchen, made sure existing restrooms complied with Americans with Disabilities Act accessibility requirements, constructed classrooms and meeting rooms, upgraded the electrical system so it could accommodate the latest technology, replaced windows, installed new flooring, and added security systems and other amenities. After a year of construction, POLC at Palolo Homes officially opened its doors in December 2008.

The state-of-the-art learning center bears little resemblance to the small Hale technology lab opened at Palolo Homes in 1999. The center features 45 new desktop computers and 20 wireless laptops, a sound and video editing room, a public health nurse's station, a reading room, a demonstration kitchen, and a 100-seat multipurpose room used for classes and special events.

The POLC—Servicing the Educational Pipeline

The Palolo Pipeline Program has expanded along with the POLC. Today, the program serves as a service-learning umbrella program through which 400 students from KCC, UHM, and CUH work at Palolo Homes in partnership with community residents, the Palolo Tenants Association, Palolo Homes' staff, local volunteers, and community-based organizations and groups. Together, these partners design and deliver education, health, and employment programs that include:

- Early literacy tutoring and mentoring.
- Homework assistance and computer and Internet training.
- Computer, Internet, and microenterprise business development training.
- Health promotion and disease prevention workshops.
- Home healthcare training.
- Active aging programs that include financial literacy, computer literacy, and security workshops.
- Improved data collection and strategic planning workshops for quality-of-life improvement.
- Certificate programs that train residents to be dental or medical assistants.

In addition, Palolo Homes' residents come to the center to receive services that include health workshops and free blood pressure and weight checks by the KCC School of Nursing



Melissa Orozco and Palolo Homes children.

and nurses from the Department of Health's (DOH) Public Health Nursing Branch. Residents can also attend exercise classes conducted by DOH nurses or enroll in a variety of other classes. Recent classes have focused on such topics as business development, environmental development, economic development, entrepreneurship, martial arts, yoga, citizenship, performing arts, and massage therapy. The Palolo Ohana program, which is based at the center, provides comprehensive support and services for families.

A Variety of Benefits

Taken together, the services and programs provided at the POLC offer Palolo Homes' residents the resources they need to succeed in their educational endeavors and to improve their health and quality of life. These benefits alone would be enough to ensure the success of the center. But the POLC has also brought with it several additional benefits that are harder to quantify but equally important.



Dr. Robert Franco, Office of Institutional Effectiveness.

For example, through the POLC and the Palolo Pipeline Program, college students have had the opportunity not only to interact with children and youth at Palolo Homes, but also to show them, by example, that attending college is an achievable and worthwhile goal. This informal interaction has helped transform Palolo Homes into a place “where families expect their children to go to college and where parents are starting to see college in their own futures,” says Dr. Robert Franco, director of KCC’s Office for Institutional Effectiveness and a strong force behind the Palolo Pipeline Program.

“Residents have gotten the chance to know college students, learn about KCC, and about the possibilities associated with going to college,” agrees Kirkpatrick. “Palolo Homes’ parents now think of their kids as college bound as opposed to saying college is not for them. Parents are more aware and thankful about what the college has done for the community.”

At the same time, KCC, CUH, and UHM students have gained practical experience in a variety of disciplines, including teaching,

computer technology, human resources, social work, urban planning, health careers, and social research. Students have also found themselves collaborating with residents to develop and deliver a variety of programs, including an entrepreneurship class that designed t-shirts for the POLC. These and other learning experiences have shown that, in addition to being a safe space for children and families, the POLC is also an excellent place to demonstrate the effectiveness of service learning, says Franco.

“Service learning is an effective learning tool for our students and a means where we can continue to impact the quality of life of the Palolo Homes residents,” he says. “Our pre-education majors are learning about issues facing immigrant families and how to deal with them. Pre-health majors are exploring health promotion and disease prevention and conducted a successful promotion around diabetes prevention. KCC faculty are lending expertise to various programs such as tax preparation, computer literacy, and health services. This is where we are embedded. As a community college, we have a responsibility to be a place where community residents see thoughtful people engaging in building social capital.”

The key to the POLC’s success, says Asuega, is the near-perfect alignment of goals among all the partners. MHAH, KCC, and the POLC are all working to increase the knowledge and self-esteem of residents, to help them become more productive, and to build a stronger, healthier community, she says. In this respect, the KCC-MHAH partnership is an essential component

of MHAH's long-term commitment to build a strong and healthy community at Palolo Homes.

"The POLC is a place of hope, dreams, and imagination," says Asuega. "We have a unique and very rare relationship with KCC and the surrounding universities. It is a win-win situation when college students and people of low-income housing areas learn from each other. This would be a better Hawaii if more colleges throughout the state committed themselves to a long-term partnership with communities in need of educational support."

Rewards of Service

It did not take long for KCC to be recognized for its engagement at Palolo Homes. In 2010, the college received the Collaboration with Social Agencies Award presented by the Community College National Center for Community Engagement. Closer to home, the college has also gained the respect of MHAH.

"To have a college invest time, energy, and resources is a godsend and lends credibility to attract other partners," says MHAH's Nakamura.

Among those other partners is Oceanic Time Warner, the primary Internet service provider in Hawaii, which has donated 5 years of free Internet service to the POLC in a partnership with KCC. In addition, the company broadcasts special television programs to every Palolo Homes apartment on a dedicated cable station. The station features programming that is produced by the POLC for Palolo Homes' residents as well as a series of early-childhood reading tools, designed by Oceanic Time Warner, which are preparing children for Head



Children prepare for their performance at the POLC grand opening.

Start. All programs on the special channel are available at no cost.

More than a decade of engagement by KCC and its partners has helped convince Palolo Homes' residents that any effort to improve life for themselves and their children has to involve education, says Nakamura.

"That's why the OLC has become a hub of education for everyone," he says. "What amazes me about staff at KCC is how caring and committed they are to residents. When there is a need, they are there to help well beyond their professional teaching obligation. They are investing their hearts in this community and that investment is growing."

Franco echoes his sentiment and describes just how that investment is growing.

"Nearly all the children who reside in Palolo Homes attend Palolo Elementary School. The dedicated administration, faculty, and staff of the school have partnered with service-learning faculty, staff, and students from KCC, CUH, and UHM to develop innovative afterschool and

spring break tutoring programs at the school,” says Franco. “Furthermore, when the children return home from school, they also benefit from tutoring and mentoring provided at POLC. So both at school and at home youth experience a continuum of learning enrichment.”

In the 30 months since the center opened, 5,400 children, families, and students have participated in POLC programs, and the impact

of this OUP-funded project is seen in several areas. Fifth-grade math and reading proficiency has increased among Palolo Homes children. In 2008–2009 and 2009–2010, 57 percent of Palolo fifth graders were proficient in math, compared with 47 percent of fifth graders statewide. Fifth-grade reading proficiency increased to 54 percent in 2009, just 6 percentage points below the statewide average.

Blending Academics and Culture Builds Character at Gaalee'ya Spirit Camp

University of Alaska, Fairbanks Interior-Aleutians Campus

FAIRBANKS, ALASKA

When choosing spruce bark and spruce twine to make frames and baskets, it is best to look for specimens that have spread-out branches and long roots, says Elder Anna Frank. High school students follow Frank's advice to the letter when they visit the Gaalee'ya Spirit Camp, which lies across the Tamara River from Fairbanks, Alaska.

Frank, an elder of the Athabascan people inhabiting the region around Fairbanks for as long as anyone can remember, learned her basket-making skills at age 6 from her mother, grandmother, and aunt. She also learned about the medicinal properties of Native plants and the traditional string games that date back to "pre-contact" days when only Alaska Natives inhabited the region.

On the newly constructed stage at the Spirit Camp, Frank and other Athabascan elders instruct high school students in Native singing, dancing, and storytelling. They conduct talking circles, which provide a safe place where students can discuss the issues that affect them without censorship or judgment. They lead students along the river to collect chum salmon. They teach beading and skin sewing and help students make caribou drums, snow shoes, walking sticks, and purses from smoked moose hide. All of these

lessons are designed to foster what are known in this part of the world as heart skills: patience, participation, listening, and respect for elders.

Elder Howard Luke, a well-known and respected elder advocate for Alaska Native culture, is never far from the talking circles, dances, or basket-making classes at Gaalee'ya Spirit Camp. Luke established the camp on his own land because he felt strongly that Alaska Native youth needed greater access to traditional knowledge, skills, and historical memory.

"We are losing our traditions and losing our Native tongue," says Luke. "We ought to respect our culture, and we must respect nature. That's what I talk about mostly to the youth. I want to see our kids live unselfishly and walk the straight line."

The Gaalee'ya Spirit Camp's remote location seems a perfect place to learn this respect for

Gaalee'ya Spirit Camp Changes Lives

Howard Luke's Spirit Camp was a great experience because I was able to learn various cultural values and how to make traditional tools such as snowshoes, fishnets, birch bark baskets and frames, and drums. I also love Native singing and dancing and we were able to learn different styles of dance from different tribes. My favorite part was getting to interact with many elders and other youth my age. I have been able to go there for two summers in a row and it has made a huge difference in my life.

—Charles Teter

Grandpa Howard's camp made me think about how much our culture is important to our future and for many generations to come. It put me in touch with myself in a sort of spiritual way, bringing transformation to my life as I try to make wise choices. I think of the elder's wisdom often when I am faced with making a decision. My experience there makes me want to do better in life.

—David Galbreath

It's made me who I am today.

—Alfredo Quiroga

"It makes you look at life a lot differently," she said during a break between a talking circle and an Athabascan dance. "I don't get to do a lot of Native artwork and culture."

—Miranda Labrum, Effie Kokrine

"A lot of being out here is about respect. We respect our elders, help clean up, do dishes, carry the wood back. I help out my mom more when I get back."

—Lara Horine



Howard Luke surrounded by Upward Bound youth at the Spirit Camp.



Upward Bound students watch Elder Howard Luke cut fish.

culture and nature. The camp provides its young visitors with a welcome respite from the busyness of everyday life and provides a calming environment that is especially helpful to young people navigating the challenging—and sometimes painful—process of growing up. For this reason, the camp has become a centerpiece of the Upward Bound (UB) program sponsored by the University of Alaska, Fairbanks (UAF) Interior-Aleutians Campus (IAC), which manages six rural learning centers in Alaska’s interior region and along its Aleutian chain.

Because Alaska Natives have a high school dropout rate that is twice the national average, a college education can be a distant dream for many teens, who consequently find themselves shut off from 90 percent of the fastest growing and highest paying jobs. A lack of community engagement, healthy activities, and high rates of substance abuse add to these challenges. Committed to changing the dropout statistics and addressing the community’s concern for its younger members, IAC’s UB program delivers a number of intensive educational and social activities to a group of students in grades 9–11 at Effie Kokrine Charter School and Lathrop High School to ensure that they graduate from high school and pursue higher education.

A valuable component of the IAC’s UB program is a 6-week summer session that provides students with exposure to university courses and involvement with and mentoring from university faculty and Alaska Native elders and teachers. Students travel to IAC for 3 of those weeks to attend 1-credit classes and noncredit classes that cover such topics as drawing, microcomputer graphics, Tribal management,

justice, geology, English, and Native language. For the remaining 3 weeks, the UB students travel to the Gaalee’ya Spirit Camp to meet Elder Luke and to learn about Native culture.

UB students were first introduced to the Spirit Camp in 2008, when Luke donated its use to IAC for a 3-week cultural and academic pilot that involved 35 UB students. The pilot was considered an unmitigated success by students who found it compelling, valuable, and their favorite part of the UB program.

The Value of Culture Camps

Such glowing reviews would come as no surprise to Luke and others who advocate for enhanced cultural immersion as a remedy to many modern social problems and challenges. In fact, venues like the Gaalee’ya Spirit Camp are widely recognized as an effective way of developing leadership and self-esteem among young people, says UB Program Manager Amelia Ruerup. Getting in touch with their cultural heritage helps young people avoid self-destructive behaviors and strengthens them both personally and academically. By teaching traditional knowledge, these camps inspire youth to follow in the footsteps of their forebears in order to become healthy adults who lead strong, healthy communities.

“Culture gives the students a sense of self,” says Ruerup. “It lets them draw upon ancient traditional knowledge and wisdom and provides a spiritual base for them. At the camp, we have a balance of culture, wisdom, and knowledge.”



**Elder Howard Luke and Amelia Ruerup,
Upward Bound Program Manager.**

The Gaalee'ya Spirit Camp and other camps like it also hold indirect benefits for all Alaskans because they serve as an important vehicle to preserve a Native heritage that is in danger of extinction, says Ruerup.

"As our elders age, there is an urgency to share their knowledge of crafts, Native language, and history before they pass on," she says. "If not, this information will be lost because the generations of those who experienced things first-hand will be gone and Alaska Native youth will not have that knowledge."

First-hand knowledge is exactly what UB students receive at the Gaalee'ya Spirit Camp. Howard Luke, Anna Frank, and other elders serve as surrogate grandparents, aunts, and uncles to the students, often providing guidance that students do not get at home.

"Alaska Native elders such as Howard Luke have the experience of living off the land, so they can share experiences with students about hunting and making their own food and clothing," says Ruerup. "Then they compare those experiences with how they felt when

grocery and fabric stores were introduced. Luke brings a wonderful connection to young people and his camp provides a transformational experience for everybody."

An Aging Infrastructure

While UB students were transformed during their initial 2008 session at the Gaalee'ya Spirit Camp, that first summer session also convinced IAC and UB staff that the camp itself might benefit from some transformation.

"That first summer, it rained for 2 weeks and the kids were sopping wet," says Ruerup. "The kitchen and meeting areas were just wood posts with a tarp to cover us, and it could not protect us from the elements."

In addition to noticing the camp's structural issues, UB staff also anticipated that the camp's facilities would not be able to accommodate the increased number of UB students expected to use the facility in future years. Yet, UB and IAC staff also knew that Luke had limited financial means and could not afford to make the structural and electrical upgrades and carry out the extensive renovations the facility required.

"Howard Luke has worked diligently over the years to establish a place that fills a cultural gap for Native youth," says IAC Director Clara Anderson. "He wants to share Alaska Native traditions with as many youth as possible, and he was interested in renovating the camp to accommodate more visitors and activities. But he wanted partners who would respect the need to balance improvements with historical qualities."

Fortunately, IAC was prepared to be one of those partners. IAC facilitated the project and, most significant, it secured funding for the renovation project from the Alaska Native/Native Hawaiian Institutions Assisting Communities (AN/NHIAC) grant program administered by the U.S. Department of Housing and Urban Development (HUD).

A Broad-Based Planning Committee

Moreover, IAC took the lead in attracting organizations to help with the project. As a first step in the spirit camp's transformation, IAC staff convened a broad-based committee that included Luke and representatives from IAC, the Interior Regional Housing Authority (IRHA), the Cold Climate Research Center (CCRC), UB and the schools it serves, and local Alaska Native organizations and education leaders. During a series of meetings, these partners developed a preliminary renovation plan that would allow the camp to accommodate more students, provide shelter from the elements, and be aesthetically appealing, yet culturally relevant.

As planning proceeded, each partner identified the distinct role that it would play in the project. For example, Howard Luke agreed to provide cultural expertise, the camp land, and the site's original buildings and facilities. Other elders and local Alaska Native organizations contributed their support and encouragement.

IRHA would play a large role in the project by carrying out the majority of renovation and construction tasks at the Gaalee'ya Spirit Camp. A tribally-designated housing agency, IRHA oversees new construction, remodeling, and weatherization of housing for low- to



Clara Anderson (holding zucchini) and Elder Howard Luke.

moderate-income Native Alaskan families in 27 remote villages within the IAC service area. IRHA's familiarity with the challenges of building in remote sites and its awareness of the camp's cultural significance, made it an ideal partner, says Anderson. In addition, the housing authority had an interest in developing the kind of alternative energy solutions that the partners hoped to implement at the spirit camp.

CCRC is a Fairbanks-based nonprofit corporation created to facilitate the development, use, and testing of energy-efficient building technologies for cold climate regions. CCRC was particularly suited to participate in the Spirit Camp project because it had worked previously with IRHA staff to increase the housing authority's capacity to use alternative energy sources.

Making the Renovations

The design, renovation, and construction process at the Gaalee'ya Spirit Camp was a collaborative effort every step of the way, says Paul Snow, IRHA's construction coordinator.



Gaalee'ya Spirit Camp meeting area before renovation.

"IAC brainstormed design aspects for both the new and renovated structures," says Snow. "Howard Luke also gave us suggestions about older structures that needed to be upgraded."

Luke and key IRHA personnel visited Gaalee'ya Spirit Camp in early summer 2009 to assess the structural integrity of the buildings, which included a 30-foot-by-30-foot octagonal building, several cabins, and an octagonal plywood performance stage.

"Most of the buildings and structures were decades old," says Snow. "They needed to be weatherized, repaired, or rebuilt. They also needed electricity or electrical upgrades. There was no onsite well, and water had to be brought in. The shower consisted of a drum that caught rain water and was released through a gravity-fed pipe."

During the summers of 2009 and 2010—even as UB students visited the camp for their 3-week summer sessions—Snow and his team of contractors, builders, and electricians renovated and upgraded current structures while building new ones. By fall 2010, IRHA had used AN/NHIAC funds to make substantial renovations and upgrades, including electrical



New meeting structure with solar panel.

upgrades that provided better and more energy-efficient lighting; insulate cabins to prevent air and heat loss; and install solar panels, a new well, and a greywater system that recycles laundry, dishwashing, and bath water for landscape irrigation. Contractors built new structures that added space for instruction, food preparation, and communal dining. They also built a bath house with two shower stalls and sinks and an octagon-shaped plywood performance platform to replace the original—and deteriorating—stage. An area adjacent to the performance platform and eating area were leveled and seeded with grass so they could be used for recreational, cultural, and instructional activities.

Whenever possible, IRHA used designs and construction materials that reflected traditional Alaska Native practice. For example, wood was chosen to be the primary construction material since logs and wood are traditional Alaska building materials. In keeping with the practices of the Athabascan people, the new buildings and structures were designed to feature an octagonal shape whenever possible. Athabascans traditionally construct cyclical



Newly weatherized cabin.

(or circular) buildings—rather than the linear patterns common in Western culture—to represent their world view.

Signs of Success

By mid-2010, the Gaalee'ya Spirit Camp was ready to accommodate larger groups of students, including the 50 students that UB plans on hosting at the camp each summer. The new structures, which provide adequate space for students to engage in activities and remain protected from the elements, promise to make the facility easier to use and enjoy. "It really looks awesome," says Anderson.

The facility's renovation has allowed UB to expand its summer program, which now includes first aid certification and veterinary science. In summer 2010, 9 students received certification in cardiopulmonary resuscitation (CPR) and first aid, and 11 students received Emergency Trauma Technology training. In summer 2011, UB students will have the opportunity to take a UAF-IAC Construction Trades Technology course that will involve building the camp's "food cache," a traditional



New shower house.

Alaskan log cabin built on poles and used to store food in the winter.

The camp's new capacity has already made it a popular destination for groups sponsoring cultural events. In summer 2010, the Association of Interior Native Educators held its cultural camp at Gaalee'ya. The camp program featured hands-on training in cultural activities such as how to cut fish, use stories as a teaching tool, and make snow shoes and birch baskets.

"They like to learn in a traditional setting and this year they held their cultural camp on the river instead of in a sterile building," says Annette Freiburger, coordinator of the IAC rural center in Nenana and Gaalee'ya Spirit Camp events and activities.

A summer visit from rectors at the University of the Arctic could prompt even more visits to the campus by Native Alaskan students. The group of presidents, chancellors, and administrators from circumpolar universities met with Elder Luke and listened for several hours while he discussed living on the river as a former boat racer and dog musher.



Upward Bound youth at Spirit Camp.

“Elder Luke got a kick out of prestigious professors coming to learn from him,” says Freiburger. “However, his passion is counseling youth; they are his preferred audience. He wants them to learn about respect, culture, and living in harmony with nature, the land, and animals.”

By all accounts, Luke is accomplishing those goals through the 3-week experience that UB students enjoy at the Gaalee’ya Spirit Camp each year.

“We want our students to stay in school, graduate, and go to college,” says Anderson. “They enjoy it there, and they love Elder Luke. They build such a strong bond with him and

each other. They learn pride in who they are, learn to give speeches, and make things. This gives them confidence. They do not want to leave the camp.”

The camp experience also puts IAC in closer touch with high school students, says Anderson. That connection has helped IAC gain important insights into the needs of those students and to design more effective programs to help them transition into college, she says.

The strategy seems to be working. In 2010, the first UB cohort of 8 seniors graduated from high school and 3 went on to college, greatly surpassing national averages. In early 2011, 10 students in the second UB cohort were expected to graduate from high school and 8 were planning to enroll in college. One student was planning to attend the police academy while another was joining the military. Most important, all have career goals as well as plans for reaching those goals.

“Our primary goal is to see our students successfully through high school, and then hopefully to college,” says Ruerup. “Through this program we seek to combine academics with a strong cultural foundation to provide a well-rounded experience for our students to prepare them to step out into the world.”

Drug and Vocational Rehabilitation Clinic Generates Sustainable Employment and Education Opportunities

University of Hawaii-West Oahu

WEST OAHU—PEARL CITY, HAWAII

The relationship between poverty and substance use is painfully evident in the economically depressed Wai`anae region, located on the west coast of Hawaii's island of Oahu. The picturesque region is only 30 miles from Honolulu, Hawaii's capital and largest city. Yet Wai`anae, which is home to the largest population of Native Hawaiians in the Aloha State, remains geographically isolated from the capital's economic and employment opportunities.

That isolation has taken a toll on the entire region, where poverty rates range from 20 to 50 percent. Wai`anae residents are more likely to receive public assistance than residents of Honolulu and twice as likely to be unemployed. Homelessness in the region has increased dramatically in recent years. Crime and incarceration rates are high.

Local medical care providers are concerned about how these economic and social trends are affecting the health and well-being of residents. Nowhere is that concern more palpable than among health professionals who treat residents facing the challenges of substance abuse, which is prevalent in the region. Research suggests that often poverty can lead to substance abuse among those seeking an outlet to help them cope with financial, family, and personal stress. Substance

abuse can also exacerbate poverty, sending its victims into a downward spiral marked by unemployment, dependence on public assistance, homelessness, low educational attainment, crime, poor health, and depression.

Cognizant of and concerned about the grip that alcohol and drugs were exerting on at-risk Wai`anae residents, two organizations in the region—the University of Hawaii-West Oahu (UHWO) and the Wai`anae Coast Comprehensive Health Center (WCCHC)—decided in 2005 to collaborate on the construction of a new facility that would combine intensive outpatient substance abuse treatment with a vocational rehabilitation program. The partners' vision was simple and direct. If local residents could receive the substance abuse rehabilitation they

Malama Recovery Services Client Testimonials

- Malama Recovery staff has been very helpful in my recovery. They touch on ALL bases of recovery. Their love and dedication to prevent drug use has opened my eyes and mind to honesty and truth in sobriety. They give me tools to use when my sobriety is in jeopardy.
- From the day I first walked in their doors, Malama Recovery staff have made me feel welcome and at home. The counselors here have taught me not only about my addiction but also have addressed my inner core issues. They've showed me a new way of living life on life's terms, and taught me a way to want to help others in need. I am very grateful to be a part of Malama Recovery.
- Malama Recovery has helped me to take a more serious approach towards my recovery. Excellent facility!
- Malama Recovery has given me back my family and has instilled strength in my self-esteem and caused me to be a better parent and spouse and better overall.
- They have provided me with lots of help and education. It has helped me with my family struggles and getting through the tough times. My family and I all love Malama Recovery.
- It helped me be a better sober person and to look at things differently. Now I can be a better parent today clean and sober. I'm much happier today than I ever was "using!"
- It is a safe place to go when you need help. It is also very helpful to parents who are trying to get clean so they don't lose their children. Malama provides educational classes to stay clean and sober, also the new building will be able to help more addicts in recovery, because of bigger groups. We will have access to all other medical facilities.
- I believe the new facility will benefit the community by providing drug addicts and alcoholics a more up-to-date treatment center, a safe haven for chronic addicts.
- Our new building will help our community and will help us provide a safe place for our recovery. And will better us and our children in education.
- The new building will help our community greatly by providing a safe clean and sober environment for all clients or even non-clients of Malama and also for our children because by providing services for myself and others to learn coping skills to stay clean.
- I think it would help us addicts stay sober and a place for suffering addicts to learn about drugs and drinking. So we as addicts can be productive people to live with and start a new and sober life.
- It will extend outreach to the individual who are still suffering.
- It will provide more space for more clients with larger classrooms.

needed, then they would be free to access long-term and sustainable employment and education opportunities that could help them successfully rebuild their lives. The challenge would be making sure that recovering clients would be prepared to take advantage of those opportunities.

Community outreach was not a new experience for either the university or the health center. Both had worked independently for many years to stem the tide of poverty and substance abuse engulfing the region. UHWO, located in Pearl City, had worked with a variety of local partners to develop programs that expanded area residents' access to education, business opportunities, and healthcare. WCCHC, one of the state's largest providers of Medicaid-funded primary healthcare, had built an impressive network of five clinics on the western side of Oahu, including a 14-acre main campus in Wai'anae. Those clinics continue to provide a variety of health and case-management services to residents who are homeless, have chronic illnesses, or need help to improve their lifestyles or health behaviors.

Since 1994, WCCHC has operated the Malama Recovery Services (MRS) program, which was established to offer intensive outpatient substance abuse treatment to Wai'anae residents. While the MRS program filled a critical need in Wai'anae, its services remained limited mostly due to its remote location five miles from the health center's main campus. That location, in a converted Quonset hut in Nanakuli, meant that MRS clients with medical or other mental health needs and WCCHC clients with substance-abuse-related needs could not receive integrated care from both



The Malama Recovery Services Behavioral Health staff.

facilities simply because it was too difficult to travel between them. In addition, the MRS facility's small size prevented its energetic staff from implementing the full range of programs they felt local residents needed.

Combining Forces to Pursue a Broad Mission

The WCCHC Board of Directors, comprised primarily of community members, decided that a new building in a more centralized location was just what the MRS program needed to make it more effective and to help it reach more clients.

"We decided that moving and building would help us expand and enhance the continuum of existing clinical services we could offer our clients," says Nicole Wright, WCCHC staff psychologist and MRS director. "A more centralized program would bring substance abuse services to other clinics at our main campus and would also facilitate referrals between those clinics. MRS clients would have greater access to medical services provided by



Group room at the Malama Recovery Services clinic.

WCCHC. Conversely, WCCHC patients referred to the MRS program would have increased follow-up due to the visibility of the new clinic on the main campus.”

While its commitment to the new MRS facility was strong, WCCHC’s leaders knew they could not accomplish the project without a strong partner. Members of the WCCHC Board of Directors were aware that UHWO had used a 2002 grant from the U.S. Department of Housing and Urban Development (HUD) to help the Hana Health Center build a community kitchen on the island of Maui. Confident that a similar partnership with UHWO could expedite the MRS expansion project, WCCHC approached the university to gauge its willingness to join the initiative.

It took several meetings between representatives of the university and the health center to structure a project that would take advantage of the resources and skills that both organizations had to offer. The health center’s experience and expertise in the area of substance abuse treatment would guarantee that the new MRS facility could provide a high-quality offering

of expanded drug treatment services. The university’s experience and expertise in the area of education and training would make it possible to incorporate vocational rehabilitation into the MRS mission so that clients could find jobs once they got their substance abuse issues under control.

The UHWO/WCCHC partnership also allowed the university and health clinic to take on several broader goals that both partners hope will permanently change the region’s employment and economic future. The partners have set their sights on using the MRS program’s new vocational rehabilitation component to reduce the number of local residents who are homeless or receiving public assistance. They would also like to increase the number of trained professionals in the substance abuse rehabilitation field—a critical local need—by developing training and continuing education curricula for MRS staff and providing internships to UHWO students who are interested in pursuing careers in this field.

Dividing the Work

From the beginning, WCCHC and UHWO had distinct roles to play in the MRS expansion. For example, WCCHC took responsibility for designing the new building and overseeing construction from start to finish. At the university, Dr. June Aono and Dr. Susan Pelowski led efforts to secure funding for the project from the Office of University Partnerships at HUD. The university would also take responsibility for helping WCCHC develop the new center’s vocational rehabilitation curriculum, and for providing training and other educational opportunities to MRS staff

and university interns. However, even as the university prepared to make these contributions to the project, Aono was acutely aware of the benefits that UHWO would receive in return.

“UHWO benefits most by interacting with the target community,” she says. “That interaction has helped us develop a cultural understanding and appreciation for Native Hawaiian perceptions of health and healthcare.”

After UHWO received a 2005 Alaska Native/ Native Hawaiian Institutions Assisting Communities (AN/NHIAC) program grant from HUD, UHWO and WCCHC set out to construct a 2,040-square-foot facility at WCCHC’s main campus that would house the expanded MRS program. As expected, the construction process was not without its obstacles.

“Obtaining a permit for construction in Hawaii is a long process and never seems to be completed in the time planned,” says Aono. “[That permitting process] delayed this project by approximately 2 years. Fortunately, HUD was understanding and granted us two 1-year extensions.”

When the new HUD-supported MRS facility was finally occupied on October 30, 2010, the Malama Recovery Services Clinic featured seven offices, a reception area, and four technology-enabled training rooms. From this new location, four certified substance abuse counselors offer a variety of outpatient services, including assessments, treatment planning, case management, referrals to available community resources, individual counseling, group counseling, and family counseling sessions. Each MRS client receives between 6 and 8 hours per week of in-person treatment and a



The Malama Recovery Services clinic.

minimum of 1 hour per month of individual counseling.

“Our program’s mission is to provide outpatient treatment services for men and women with substance abuse problems,” says Dr. Nicole Wright. “We will provide our clients with a foundation of tools and skills necessary to manage daily life and become role models in our community.”

Measurable Outcomes

Since UHWO received its HUD grant in 2005, 554 new clients have entered the Malama Recovery Services program and 215 have completed their treatment. The MRS program is now working with UHWO to create and implement a vocational curriculum that will teach clients basic computer skills and help them perform job searches, create a resumé and cover letter, complete applications, and strengthen their job interview skills.

MRS has also become an active placement site for UHWO students, including those working toward a Certificate in Drug Abuse



Traditional Hawaiian practitioners who conducted the blessing at Malama Recovery Services clinic grand opening.

and Addiction Studies at the university. These students have gained valuable work experience and many have succeeded in securing employment in their area of interest upon

graduation, says Aono. In addition, UHWO professors have had the opportunity to perform community service by offering workshops and training sessions to clinic staff and helping WCCHC incorporate vocational rehabilitation into the clinic's existing programming. The contributions of faculty and students have helped UHWO fulfill its mission to become a valuable local resource for education and training, says Aono.

"We wanted to expand our service-learning programs and to share our knowledge and experience with the community," says Aono. "We've been able to accomplish this by having a location in Wai'anae where we can provide more training, consultation services, and help people to enter the job market."

AN/NHIAC SNAPSHOTS

Ilisagvik College

Barrow, Alaska

2007

Goal of the Project: Ilisagvik College's 2007 AN/NHIAC grant project empowered village organizations to be self-sufficient by providing in-house training in operational procedures for employees, including grants, tribal governance, finance, and human resources.

Role of the Partners: In this project, Ilisagvik College's partners provided the following support:

- Mikunda, Cottrell & Co., Inc., a firm of certified public accountants and consultants, provided accounting and QuickBooks training.
- The Falmouth Institute, a training and consulting company providing culturally relevant education and information services for North American Indian tribes and organizations, developed the curriculum used for village instruction.
- The Kuukpik Corporation, an Alaska Native Village Corporation, helped to coordinate trainings among its employees and other village entities and provided housing for visiting instructors.
- Alaska Growth Capital, a nationally recognized leader in economic development finance, collaborated on trainings in the villages.
- The Atqasuk Corporation invited the principal investigator of the Ilisagvik grant to



HUD Principal Investigator Birgit Meany and Point Lay Fire Chief Bill Tracey.

give a presentation on HUD to its board of directors.

- Inupiat Communities of the Arctic Slope is the sponsoring organization for Ilisagvik as a tribal college. It facilitated trainings and functioned as a liaison between the villages of Anaktuvuk Pass, Nuiqsut, Point Lay, and Atqasuk.
- North Slope Borough's Savaat Center provided facilities to hold trainings.
- The City of Anaktuvuk Pass hosted trainings.
- The Native Village of Point Lay hosted trainings in Point Lay.
- Ilisagvik College's Board of Trustees village representatives helped to coordinate trainings in their respective villages and promote the AN/NHIAC project.

Benefit to the Grantee: The project partnerships have introduced the college to a section of the population that normally would not have taken college classes and has led to

AN/NHIAC SNAPSHOTS

recruiting opportunities and positive college experiences. This experience has strengthened Ilisagvik College's relationship with the villages and local entities.

Benefit to the Community: The college has provided essential education to help surrounding villages improve operational procedures for grants, tribal governance, finance, and human resources. By providing free training, Ilisagvik College has helped these villages to conserve their declining budgets. Tagiugmiullu Nunamiullu Housing Authority employees received training and are able to apply their skills at work.

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Microsoft Office workshop at teleconference center.

AN/NHIAC SNAPSHOTS

University of Hawaii– Hawaii Community College

Hilo, Hawaii

2008

Goal of the Project: The focus of Hawaii Community College's 2008 grant project was to construct the Kamoleao Laulima Community Resource Center (KLCRC) building and community gardens and to provide relevant Hawaiian cultural, agricultural food service, and social programs for low- to moderate-income youth, adults, and families.

Role of the Partners: Hawaii Community College partners provided the following support:

- The Pana'ewa Hawaiian Home Lands Community Association provided direction in the planning and design of the KLCRC building and recruitment of community volunteers. In addition, the association provided 1.5 acres of land to construct the KLCRC building and community gardens, community volunteers to assist in the hand-clearing of invasive plants and trees from the project site, and food and supplies to feed volunteers.
- Haola, Inc., provided more than \$5,000 in financial support to purchase additional supplies and equipment for hand-clearing activities and food to feed project volunteers.
- The Queen Lili'uokalani Children's Center provided a staff person to recruit volunteers and gave more than \$3,000 to purchase food to feed the volunteers.



Ke Ana La ahana 9th graders help with community garden project.

- The Hawaii Community Correction Center provided over 200 inmate volunteers to assist in the hand-clearing and chipping of invasive plants and trees from the project site.
- The Hawaii State Department of Transportation Hilo Base Yard provided a heavy-duty chipper to assist in the chipping of invasive plants and trees.

Benefit to the Grantee: The partnerships have helped Hawaii Community College in:

- Creation of pathways between college programs and the community.
- Service-learning opportunities for students.
- Professional development and service opportunities for faculty.
- Forming partnerships among college programs, faculty, and students.

AN/NHIAC SNAPSHOTS

Benefit to the Community: As a result of this grant project, the community members will benefit from:

- An education and cultural center providing programs for economic development programs in agriculture and food service, as well as a gathering place where community members may learn about their culture and strengthen family and community relationships.
- KLCRC gardens producing food for community members.
- Knowledge and skills in agriculture.
- Increased knowledge and practice of Hawaiian culture.

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Diesel mechanic students assisted in hand-clearing and chipping of invasive plants and trees.

AN/NHIAC SNAPSHOTS

University of Alaska Fairbanks, Northwest Campus

Hilo, Hawaii

2006

Goal of the Project: The University of Alaska Fairbanks, Northwest Campus (NWC) used its 2006 HBCU grant to help build the Northwestern Alaska Career and Technical Education Center (NACTEC) dormitory facility. This facility provides safe, affordable housing for postsecondary regional students attending NACTEC for career and technical training.

Role of the Partners: NWC partners provided the following support:

- The city of Nome owns the land on which NACTEC was built and leases it to Nome Public Schools (NPS), who house the NACTEC facilities. The city served as contractor for the project.
- NACTEC is jointly funded by NPS and the Bering Strait School District and is located on NPS property. Students from 15 rural communities and regional schools are eligible to attend NACTEC sessions.

Benefit to the Grantee: NACTEC has successfully helped high school students from the Bering Strait region to develop career and technical skills, while offering dual credit for high school and college courses. In addition, the facility strengthens NWC's ability to engage 15 rural villages in educational opportunities that require students to travel to Nome to participate in workforce development training. NWC has assisted adults in developing skills in carpentry, small engine repair, and welding. These trainings helped students secure meaningful



NACTEC house.

employment, increased income, and continued access to ongoing employment opportunities in the region.

Benefit to the Community: In each subsequent year since the opening of NACTEC in 2007, more than 300 high school students from Bering Strait regional communities attended sessions and were housed in the new dormitory. The new dorm offers safe, affordable housing to low-income adults from villages throughout the Bering Strait Region, who travel to Nome to take workforce training. Each year, more than 125 adults (NWC students) attend training workshops and stay at the NACTEC House. The successful completion of an educational facility that benefits students throughout the region has resulted in genuine community pride, a sense of shared effort and accomplishment, and a safe modern facility for regional students to enjoy while they are learning.

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AN/NHIAC SNAPSHOTS

University of Hawaii at Manoa

Manoa, Hawaii
2008

Goal of the Project: The goal of the University of Hawaii at Manoa's (UHM's) 2008 grant project was to build the Kānewai Cultural Resource Center to provide a permanent public facility for the active development of cultural learning. The center creates a sanctuary for the practice of traditional culture and taro cultivation and serves as a resource for the statewide implementation of a cultural, experiential learning curriculum.

Role of the Partners: In this project, UHM partners provided the following support:

- Ho'okahe Wai Ho'oulu `Aina, a nonprofit community organization, provided guidance on cultural practices and the development of long-range plans for the lo'i. It also assisted in the review of the endangered species assessment and native plant collection for the project site.
- Kamehameha Schools helped with the implementation of center curriculum and land-based cultural projects and assisted in the overall care of the site.
- Ānuenu Immersion School helped with the implementation of the center curriculum and assisted in the cultural practices on the site.
- Protect Kaho'olawe 'Ohana, a grassroots organization dedicated to the principles of aoha `aina throughout Hawaii, provided cultural and historical expertise on the cultural reviews.
- The Hawaii Ecumenical Coalition assisted in the site rededication and cultural protocol.
- WCIT Architecture provided a pro bono architect for the project.
- Ace Land Surveying, LLC, provided topographic design and construction survey for the project.
- The University of Hawaii Heritage Center provided pro bono architectural services and design drafting with doctoral graduate students.
- Townscape, Inc., provided pro bono planning services and consulting for various project assessments.
- Wilson Okamoto Civil Engineering provided pro bono civil engineering consultation.
- Walters, Kimura, Motoda, Inc., provided a pro bono landscape engineering consultant.



Students participating in the cultural practice of poi pounding (ku'i 'ai) and the making of poi, a traditional staple food.

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- Nagamine Okawa Engineers, Inc. provided a pro bono structural engineering consultant.
- E.D. Ayson Engineering provided a pro bono mechanical engineering consultant.
- Moss Engineering provided a pro bono electrical engineering consultant.
- Lyon's Arboretum helped to protect the native plants in the project area by preserving tissue cultures and creating a seed/plant stock of all the plants in the construction area.
- Konia Freitas was instrumental in helping to develop the long-range plan for the project and assisted in the grant development.

Benefit to the Grantee: UHM administrators see the partnerships as an important example of community outreach and are supportive of the project. UHM professors and staff are eager to involve themselves in the project as they begin to develop their own special programs and projects.

Benefit to the Community: The project is not complete; however, the most significant impact so far is the increased blending of the



Students and community members participate in the maintenance and cultural practices of Kanewai.

communities here. It has united local cultural practitioners, students, professors, schools, and professionals of every discipline to one common focus.

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AN/NHIAC SNAPSHOTS

University of Alaska Fairbanks, Chukchi Campus

Fairbanks, Alaska

2007

Goal of the Project: The goal of the Chukchi Campus' 2007 grant project was to train the local workforce (plagued with high unemployment and poverty) in construction skills such as carpentry, electrical, and plumbing skills, which are in high demand in the region.

Role of the Partners: Project partners included Alaska Technical Center, a Kotzebue-based vocational training center which coordinated and provided facilities for training. The Northwest Inupiat Housing Authority (NIHA), Native Village of Kotzebue, the National Park Service, and Northwest Electrical provided training opportunities.

Benefit to the Grantee: The ability to support training programs in the construction trades attracts more male students to continuing education and training. A well-designed education and training path in construction leads to an improved workforce and

increased relevance of Chukchi College to the community, which needs more skilled labor.

Benefit to the Community: As a result of this project, several buildings and 27 multiunit housing facilities were renovated. Approximately 12 students completed training, increasing the skilled construction workforce in Kotzebue. Improvement in the quality of construction skills training and the increase in the skills of the workforce is an additional benefit of this project.

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AN/NHIAC SNAPSHOTS

University of Hawaii–Kauai Community College

Honolulu, Hawaii

2008

Goal of the Project: The goal of Kauai Community College's (KCC's) 2008 grant is to construct the Kekaha Community Enterprise Center to serve as a venue for workshops and classes on financial literacy, foreclosure prevention, and basic skills attainment for low- and middle-income residents of Kekaha, which include newly relocated Niihau residents.

Role of the Partners: Project partners include the Department of Hawaiian Homelands, which is providing a parcel of land to this project where the center will be constructed. The Council for Native Hawaiian Advancement (CNHA) oversees the coordination of architectural design and construction; coordinates and provides capacity-building services to the Kekaha Hawaiian Homes Association (KHHA); and coordinates financial literacy, homebuyer education, and foreclosure prevention services to the community. Hawaiian Community Assets provides housing-related services, financial literacy, homebuyer education, and foreclosure prevention services to over 40 families.

Benefit to the Grantee: Offering basic skills courses at the Kekaha Community Enterprise Center will establish a link with the college and provide an entryway into KCC and the entire University of Hawaii system. A large

part of the population of Kekaha is of Native Hawaiian descent, and their attendance at the college will enrich the cultural experience for other students. The project will strengthen ties with the Kekaha community and make KCC a viable option for their continuing education and training needs.

Benefit to the Community: The project has provided infrastructure and support for the services that will emanate from the center. For example, a Homestead Kit for governance, planning, financial management, projects, and resources was created. This has been distributed and used by KHHA community leaders in building the governing board's capacity. Housing, financial assistance, and education provided through the Kekaha Community Enterprise Center will move the community toward economic sufficiency and build an infrastructure of social support. In addition, the center will serve as a physical focal point for education in the community.

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AN/NHIAC SNAPSHOTS

University of Hawaii—Leeward Community College

Honolulu, Hawaii

2007

Goal of the Project: Leeward Community College (LCC) used its 2007 grant to expand the capacity of its partners to educate and train low-income youth from the Waianae Coast to develop the personal confidence, artistic talent, and rounded intellect needed to successfully complete high school and be successful in college. Specifically, activities focused on refurbishing an existing building to house an animation arts program and developing an integrated and project-based animation arts curriculum that integrates basic skills development and leads to higher education and professional opportunities for students.

Role of the Partners: Project partners include Waianae High School/Searider Media Production Academy. The project was a joint activity between the Hawaii Department of Education, Waianae High School, and LCC. The new animation arts building refurbished by the project is on the Waianae High School campus adjacent to a Searider Media Production facility. Waianae High School provided additional funding for project completion and secured donations from local organizations such as the Hawaii Masons Union.

Curriculum development projects, teaching implementation, and related student support services were jointly provided by Waianae High School and LCC.

Benefit to the Grantee: A high priority for LCC and the University of Hawaii has been to better address the needs of underserved communities in the state. The Waianae Coast was identified as one of the most underserved areas in Hawaii. Fostering college and community

partnerships goes a long way toward addressing this goal. Waianae High School recognized this relationship by naming LCC as its partner of the year in summer 2010.

Benefit to the Community: The Waianae Coast of Oahu has severe economic challenges. The population has a high unemployment rates, low average income, and low educational success rate that manifest in social issues such as homelessness, crime, and drug use. The project is geared toward raising educational achievement to help break the cycle of poor education, unemployment and underemployment, and antisocial behavior. Specifically targeted are improving college preparation, college attendance rates, and student success. The pilot program offered during summer 2010 was most promising in establishing a foundation for college-bound students. They acquired strategies for surviving in a college classroom environment, experienced college-level courses, and increased their knowledge of 3-D animation. Each student that completed the program is currently enrolled in a college or university, and most continue to pursue animation as a program of study.

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AN/NHIAC SNAPSHOTS

University of Alaska Fairbanks, Bristol Bay Campus

Dillingham, Alaska

2007

Goal of the Project: The University of Alaska Fairbanks, Bristol Bay Campus (UAF–BBC) established two specific goals for its 2007 grant. First, diversify employment opportunities for economic and community development in rural isolated villages by developing specific skills identified in their comprehensive community planning documents. Second, increase business opportunities for economic and community development for local residents in rural isolated villages by providing educational training and technical assistance.

Role of the Partners: UAF–BBC local partners provided the following financial and in-kind support:

- The Lake and Peninsula School District oversaw transportation cost.
- The city of Togiak provided room space electricity, staff time, supplies.
- The Ekwok Village Council provided room space, supplies, staff time, vehicle usage, and Internet access.
- The Koliganek Village Council provided room space, supplies, staff time, vehicle usage, and Internet access.
- Chief Ivan Blunka School provided funding for teacher salary, room use, materials use.



Utilizing construction trades training.

- The Bristol Bay Housing Authority provided training assistance.
- The Bristol Bay Economic Development Corporation provided training assistance.
- The Southwest Alaska Vocational Education Center (SAVEC) provided office space.
- The Manokotak Village Council provided office space and training space.
- Ekwok Lodge provided room and lodge space.
- Sundance Construction provided three trusses for New Stuyahok carpentry class.
- Unit Company hauled supplies for New Stuyahok carpentry class.
- The New Stuyahok Tribal Council provided office space for construction class.
- Alaska Works, Agnew Beck, and Southwest Alaska Municipal Conference supplied in-kind instructors.

AN/NHIAC SNAPSHOTS

- Chignik Lagoon provided room space.
- The Bristol Bay Native Association Temporary Assistance for Needy Families Program provided training assistance.
- The Bristol Bay Native Corporation provided training assistance.
- CH2MHILL, an Anchorage-based firm that provides employees for the oil/gas industry, and SAVEC offered a basic construction safety and employability skills classes to 15 residents of the Bristol Bay region. CH2MHill provided participants with the specific skills required to obtain jobs. Training is industry-specific and will result in industry-recognized skills and certifications through the National Center for Construction Education and Research. Successful completion of all training courses will result in employment for participants. An example of this successful partnership is the employment of at least 20 participants.
- The Bristol Bay Native Association provided training assistance.
- The city of New Stuyahok provided office space.
- Dillingham City Schools provided funding for a teacher salary and room and materials use.



Demonstrating native sewing skills.

Benefit to the Grantee: As a result of this project and other projects administered, UAF-BBC's role has become one of providing vocational and academic education opportunities and lifelong learning to the residents of the region. Through its various partnerships, the campus has provided the opportunity for a great number of the regions youth and adults to take classes that prepare them for further academic learning and build employment skills. Through this project, UAF-BBC has served 1,159 students, including 805 males, 1,136 Alaska Natives, and 343 area high school students. Dual credit courses are available that allow high school students to obtain college credits.

AN/NHIAC SNAPSHOTS

Benefit to the Community: To date, 311 students received onsite village-based construction trades training and offsite training for villages in Bristol Bay, exceeding its projected forecast of serving 188 participants. UAF-BBC has offered courses in construction and a student practicum course to eight students. Of the eight students, five were enrolled in a paid internship program. Not only were these students employed, but they were also enrolled in a program that supports a “Training to Apprenticeship to Job” model.

UAF-BBC has served 169 participants in onsite village-based computer training. The computer classes also enhanced sustainability of communities by expanding economic opportunities for the small rural villages of Bristol Bay. Furthermore, Bristol Bay residents were trained to become building maintenance technicians. To date, 13 students have been trained in building maintenance and weatherization. All 13



Exhibiting native art work.

students were employed by the Bristol Bay Housing Authority performing weatherization activities for HUD homes in the region.

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AN/NHIAC SNAPSHOTS

University of Alaska Fairbanks, Kuskokwim Campus

Bethel, Alaska

2006

Goal of the Project: The University of Alaska Fairbanks, Kuskokwim Campus (KuC) had three goals for its 2006 grant project:

- Preserve and promote at least nine Yup'ik cultural activities (Native foods, Native medicines and herbs, storytelling, traditional and nontraditional arts, games, traditional and nontraditional crafts, dance, toys, and tools) and propagate them into microbusinesses through training and mentoring.
- Succor 75 established or starting entrepreneurs with technological and business training using intensive workshops and mentors using Yupiit Piciryarait Cultural Center (YPCC) as an incubator facility for economic growth.
- Use the Village Training Center and workshops to guide 75 entrepreneurs to proficiency in e-commerce, allowing them to access to global markets.

Role of the Partners: KuC accomplished its goals with assistance of the following partners:

- AVCP Museum/gift shop provided expertise in Native focus and instruction, and conference rentals.
- The Bethel Council on the Arts sponsored events and lent their expertise in arts and instruction.

- The Art Guild of the Yukon Kuskokwim (YK) sponsored events, expertise in arts, instruction.
- The city of Bethel assisted with landscaping, library staffing, maintenance, and parking development.
- Alaska Sea Grant provided entrepreneurial planning and fish and birding tourism development and assisted with public relations.
- United Utilities, Inc., provided access to rural broadband Internet and grant community public access points within selected villages. (The original partner company was sold just after the grant started and the new company declined to participate.)

Benefit to the Grantee: The activity workshops and classes allowed Kuskokwim Campus to fulfill its mission to preserve and promote the Yup'ik culture. KuC and its partners have promoted small business growth through an incubator facility. Through a series of workshops and trainings in small business development, KuC fostered opportunities for entrepreneurial growth, including year-round Saturday markets and an annual Best in the West Small Business Competition.

AN/NHIAC SNAPSHOTS



Benefit to the Community: Traditional Native culture classes were offered in activities such as Qaspeq, jewelry, ulu making, Native dance, wooden spoon and toy making, fur hats, and Indian cooking. Many of the participants sold their items at the Saturday markets and attended KuC-sponsored business workshops. Small business classes and workshops were taught for new and emerging businesses to develop solid business plans, financial planning, tax information, and basic business acumen. Other workshops focused on assisting YK delta residents who had business ideas and projects for submission to the Alaska Native Federation's (AFN) Alaska Marketplace competition. As a result, in 2008, 12 applications were submitted. Ten were accepted as finalists and six were awarded funds. The second-year

participants again came to Bethel to work on their business plans and applications to submit to Alaska Marketplace and AFN. HUD workshops assisted 12 more entrepreneurs to submit applications. Six became finalists and three were awarded funds for 2009. In spring 2009, YPCC started the Best in the West Small Business Competition for YK delta small businesses. Thirty-five thousand dollars was awarded to the best business ideas.

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AN/NHIAC SNAPSHOTS

University of Hawaii–Windward Community College

Honolulu, Hawaii

2009

Goal of the Project: The Windward Community College 2008 grant project helped to secure title to the Waikalua Fishpond for its restoration, revitalization, and continued use as a cultural icon and educational tool.

Role of the Partners: Windward Community College partners provided the following support:

- The Waikalua Fishpond Preservation Society is currently responsible for restoration and educational efforts ongoing at the fishpond.
- The Pacific American Foundation—which will be the legal owner of the fishpond upon completion of the grant—is helping to restore the fishpond and will use it as an educational resource to fulfill its educational mission of educating the next generation of stewards.
- Kamehameha Schools uses the fishpond to provide hands-on experiences for students and staff. Students and staff regularly visit the fishpond to take part in both restoration efforts as well as using the pond as an educational tool.
- The Hawaii Institute of Marine Biology (HIMB) School of Ocean Earth Science and Technology combines research and outreach



Cleaning net teambuilding exercise.

in marine biology to include Hawaiian fishponds as part of its curricula. Staff and HIMB's visitors also physically participate in the ongoing activities at Waikalua Fishpond.

- The College of Tropical Agriculture and Human Resources, Department of Molecular Biosciences and Bioengineering, combines its aquaculture research and extension activities to include Hawaiian fishponds as part of its educational and extension activities.
- The State Department of Education has embraced the use of Hawaiian fishponds as a tool for culture-based education and focused on two culture-based curricula (Kahea Loko and Aloha Āina). More than 3,000 students visit the pond where they take part in specific lessons conducted in the field as well as practice stewardship first hand by removing invasive species and/or assisting with fishpond wall restoration.

AN/NHIAC SNAPSHOTS

Benefit to the Grantee: The fishpond provides a real-world location where students can experience principles of science, technology, engineering, and math firsthand in a holistic manner. Lessons learned in the classroom come to life for students who have become the major beneficiary of these partnerships. The experiences gained by working at the fishpond empower students to learn more about their role and responsibility in our society and in nature.

Benefit to the Community: This fishpond restoration has provided an opportunity for the community to take part in a project that raises awareness of the threats facing their environment. Equally important, the community can take part in alleviating those threats by participating in the restoration of this cultural icon. The pond project is also a reminder of residents' rich cultural heritage and provides a sense of place and ownership.



Kamehameha School students engage in paepae, a fishing activity.

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APPENDIX 1

HBCU Grantees 1998–2010



Historically Black Colleges and Universities Grants 1998–2010

The U.S. Department of Housing and Urban Development administers the Historically Black Colleges and Universities (HBCU) grant, which HBCUs can use to strengthen their local communities through neighborhood revitalization and economic development.

HBCU grantees have expanded their role and effectiveness in addressing community development needs by assisting community-based development organizations in areas such as housing rehabilitation, energy conservation, capacity building, and microenterprise development.

A list of HBCU grantees and the year(s) in which they received their grant(s) is below.

Grantee Institution	Grant Year(s)
Alabama A&M University Normal, AL	2008, 2006, 2000
Alabama State University Montgomery, AL	2004, 2001, 2000
Albany State University Albany, GA	2005, 1998
Alcorn State University Lorman, MS	2002, 2000
Allen University Columbia, SC	2004, 2000
Arkansas Baptist College Little Rock, AR	2000
Barber-Scotia College Concord, NC	2003, 2001, 2000
Benedict College Columbia, SC	2010, 2009, 2007, 2006, 2004, 2002, 2001, 2000, 1998
Bennett College Greensboro, NC	1998

Grantee Institution	Grant Year(s)
Bethune-Cookman College Daytona Beach, FL	1999
Bishop State Community College Mobile, AL	2000, 1999
Bluefield State College Bluefield, WV	2001
Bowie State University Bowie, MD	2001, 2000
C.A. Fredd Technical College Tuscaloosa, AL	2006, 2002, 2001
Claflin University Orangeburg, SC	2004, 2003, 2000
Clinton Junior College Rock Hill, SC	2007, 2005
Coahoma Community College Clarksdale, MS	2001, 1998
Coppin State University Baltimore, MD	2007
Delaware State University Dover, DE	2005, 2002
Dillard University New Orleans, LA	2007, 2006, 2002, 2000
Edward Waters College Jacksonville, FL	2001, 2000
Elizabeth City State University Elizabeth City, NC	2009, 2001, 2000, 1999, 1998
Fayetteville State University Fayetteville, NC	2010, 1998
Fisk University Nashville, TN	2002, 2000

Grantee Institution	Grant Year(s)
Florida A&M University Tallahassee, FL	2004, 2003, 2002, 2001, 2000
Fort Valley State University Fort Valley, GA	2005
Gadsden State Community College Gadsden, AL	2002, 2000, 1998
Hampton University Hampton, VA	2002, 2000
Harris-Stowe State University St. Louis, MO	2001
Hinds Community College–Utica Campus Raymond, MS	2009, 2007, 2004, 2001
Howard University Washington, DC	2009, 2008, 2006, 2005, 2003, 2000, 1999, 1998
Huston-Tillotson University Austin, TX	2000, 1998
Interdenominational Theological Center Atlanta, GA	1998
J.F. Drake State Technology College Huntsville, AL	2000
Jackson State University Jackson, MS	2001, 2000, 1998
Jarvis Christian College Hawkins, TX	2002
Johnson C. Smith University Charlotte, NC	2007, 2003, 2001, 1999
Lane College Jackson, TN	2003
Langston University Langston, OK	2010, 2009, 2006, 1999

Grantee Institution	Grant Year(s)
Lawson State Community College Huntsville, AL	2003, 2000
LeMoyne-Owen College Memphis, TN	2009, 2007, 2005, 2003, 2002, 2001, 2000
Livingstone College Salisbury, NC	2004
Meharry Medical College Nashville, TN	2000
Miles College Birmingham, AL	2008, 2000
Morehouse College Atlanta, GA	2002, 1999
Morgan State University Baltimore, MD	2006
Morris College Sumter, SC	2006
Norfolk State University Norfolk, VA	2006, 2002, 2000, 1999
North Carolina Agricultural and Technical State University Greensboro, NC	2010, 2008, 2006, 2004, 2002, 2000, 1999, 1998
North Carolina Central University Durham, NC	2008, 2002, 1999
Oakwood University (formerly Oakwood College) Huntsville, AL	2001, 2000, 1999

Grantee Institution	Grant Year(s)
Rust College Holly Springs, MS	2007, 2005, 2002
St. Augustine's College Raleigh, NC	2010
St. Paul's College Lawrenceville, VA	1999
Savannah State University Savannah, GA	2008, 2004, 1998
Shorter College North Little Rock, AR	2000
South Carolina State University Orangeburg, SC	2009, 2007, 2005, 2002
Southern University A&M College Baton Rouge, LA	2010, 2008, 2006, 2002
Southern University at New Orleans New Orleans, LA	2009, 2003, 1999
Southern University at Shreveport Shreveport, LA	2009, 2007, 2004, 2002
St. Philip's College San Antonio, TX	2001, 2000, 1999
Stillman College Tuscaloosa, AL	2008, 2005, 2002, 2001, 1999
Tennessee State University Nashville, TN	2009, 2007, 2005, 2000
Texas College Tyler, TX	2000, 1999
Texas Southern University Houston, TX	2007, 2005, 2003, 2001, 1998
Tougaloo College Tougaloo, MS	2000

Grantee Institution	Grant Year(s)
Tuskegee University Tuskegee, AL	2010, 2007, 2003
University of Arkansas at Pine Bluff Pine Bluff, AR	2010, 2008, 2006, 2004, 2002, 2001, 2000, 1999, 1998
University of Maryland, Eastern Shore Princess Anne, MD	2004
University of the District of Columbia Washington, DC	2000
University of the Virgin Islands St. Thomas, VI	2009, 2003, 2001
Virginia State University Petersburg, VA	1998
Virginia Union University Richmond, VA	2000
Virginia University of Lynchburg Lynchburg, VA	2008
Voorhees College Denmark, SC	2010, 2008, 2005, 2003, 2001, 1999
West Virginia State University Institute, WV	2008, 2004, 2000, 1999
Winston-Salem State University Winston-Salem, NC	2010, 2009, 2008, 2007, 2005, 2003, 1999
Xavier University of Louisiana New Orleans, LA	2006, 2000, 1998

APPENDIX 2

AN/NHIAC Grantees 2001–2010



Alaska Native/Native Hawaiian Institutions Assisting Communities Grants 2001–2010

The U.S. Department of Housing and Urban Development administers the Alaska Native/Native Hawaiian Institutions Assisting Communities (AN/NHIAC) program, which institutions of higher education can use for a variety of community development projects, including neighborhood revitalization, community economic development, energy conservation, microenterprise development, and job training.

AN/NHIAC grantees educate tomorrow's workforce and leaders, which in turn helps to build stronger communities with greater opportunities.

A list of AN/NHIAC grantees and the year(s) in which they received their grant(s) is below.

Grantee Institution	Grant Year(s)
Chaminade University of Honolulu Honolulu, HI	2003
Hawaii Community College Hilo, HI	2008, 2004
Honolulu Community College Honolulu, HI	2004
Ilisagvik College Barrow, AK	2007, 2005, 2003, 2000
Kapi'olani Community College Honolulu, HI	2010, 2007, 2004
Kauai Community College Lihue, HI	2008, 2004, 2001
Leeward Community College Pearl City, HI	2007, 2004, 2002, 2001

Grantee Institution	Grant Year(s)
Maui Community College Kaunakakai, HI	2005, 2001
Sheldon Jackson College Sitka, AK	2004
University of Alaska, Fairbanks Bristol Bay Campus Dillingham, AK	2010, 2009, 2007, 2005, 2003, 2001
University of Alaska, Fairbanks Chukchi Campus Fairbanks, AK	2010, 2007, 2005, 2002
University of Alaska, Fairbanks Interior-Aleutians Campus Fairbanks, AK	2008, 2006, 2004, 2001
University of Alaska, Fairbanks Kuskokwim Campus Bethel, AK	2009, 2006, 2003
University of Alaska, Fairbanks Northwest Campus Nome, AK	2006, 2003
University of Hawaii at Hilo Hilo, HI	2004
University of Hawaii at Manoa Honolulu, HI	2008, 2000
University of Hawaii-West Oahu Pearl City, HI	2009, 2005, 2002
Windward Community College Kaneohe, HI	2009, 2002

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