FY 2005
Multicultural Alliances

Alaska Native-Serving and Native Hawaiian-Serving Institutions Education Grants Program

Description of Funded Projects

Science and Education Resources Development
Cooperative State Research, Education, and Extension Service

U.S. Department of Agriculture
Washington, D.C.

July 2005
University of Hawaii Agribusiness Education, Training, Incubator. The purpose of this project is to enhance the University’s strong public post-secondary educational capacities by collaborating with state and private organizations to serve Hawaii communities with (1) high-value instruction and training in agriculture (2) high-quality product research, production, and delivery mechanisms, and (3) sophisticated technical, business and brand marketing support to create and sustain Hawaii’s world-class commercial agriculture production capabilities. Throughout this project, emphasis is focused on building capacity and ownership among Hawaii’s many rural agriculture communities, including large number of native Hawaiian and other underserved minority populations.

The immediate challenge is to take advantage of Hawaii’s unique agricultural environment and to develop statewide capacities to bring economically viable enterprises to maturity in a local context that also works globally. The approach is straightforward. The project seeks to identify, develop and support existing community-based agriculture initiatives and human resources that require immediate assistance by infusing those assets with education and technical training and professional-level business and marketing support required to become profitable and self-sustaining.

This is a nine-campus consortium proposal request that represents substantial partnership and coordination between several of the University of Hawaii’s two baccalaureate and seven two-year community colleges. For FY 2006 UH Hilo will serve as lead institution responsible for administrative and fiscal components, as well as hosting the Agribusiness Incubator project. It remains the aggregate responsibility of the consortium members and its support staff to ensure overall program success and to stimulate the local agricultural economy in ways that are both economically and environmentally sustaining.

Drum Beats: Place Appropriate Careers and Higher Education preparation for Alaska native Students. This project is a renewal application and consortium grant of five rural, Alaska Native serving institutions and the Cooperative Extension Service of the College of Rural Alaska University of Alaska Fairbanks. The proposed project is the result of prior year projects, specifically the results of regional assessments and outcomes of successful mini-grants. Drum Beats project goals are geared to help Alaska Natives earn degrees in the food and agricultural sciences: Goal 1- To promote rural Alaskan community and K-12 student interest in the food and agricultural sciences through outreach and education; Goal 2 - To create a career pathway into the food and agricultural sciences for Alaska natives through the development of four new post-secondary Certificates; and a new Associate of Science Degree; and Goal 3 - Increase the number of Alaska Natives enrolled in courses leading to a Certificate of Degree...in the USDA disciplines of plant sciences, animal sciences, veterinary medicine and environmental sciences. Overall objectives include developing a culturally appropriate, “stepping stone” approach to academics where students’ interest in these sciences are piqued through outreach and education, and where students earn one of four regionally-developed, thirty-credit Certificates which articulate to an Associate of Science degree.
Recruitment, Retention and Educational Equity for Remote Students through USDA Programs. There is a need for residents of Alaskan rural villages to become aware of the programs available at PWSCC. PWSCC serves an area of 44,000 square miles with 22 small town villages. The Community College provides an excellent stepping stone for students from the remote villages towards employment or a four-year college education. The three new programs developed with USDA support provides an opportunity for education and training in areas closely related to the culture and lifestyle in Alaskan rural villages. PWSCC has developed three programs and significantly enhanced our distance delivery capability with support from the USDA’s Alaska Native-Serving and Native Hawaiian-Serving Institutions Education Grants Program, including: 1) Tourism and Hospitality in Rural Alaska (2001-02); 2) Environmental Sciences (2002-04); and 3) Safe Food handling and Marketing (2003-04). This proposal will continue to assist PWSCC in taking the next step after the implementation of its new offerings. Recruitment and informational visits will be conducted to the remote sites within Alaska, giving students the opportunity to learn of the programs at the college. Follow-up will include registration of the students with scholarships being given to eligible students with primary consideration given to Alaskan native students. The program was begun in the 2004-05 academic year. With the initial success of the program, PWSCC would like to continue with this project by providing additional tuition for successful students from this year’s program and giving scholarships to more students who will begin their education during the 2005-06 academic year. The goal of this program is to recruit rural Alaskan students from around the state for these specialized programs. The students will attend a pre-semester camp for a week prior to the semester’s beginning. Then, through tutoring and mentoring, the program will increase the numbers of students seeking degrees and certificates and transferring to four-year institutions.

Strengthening Sheldon Jackson College’s Education Capacities in Fisheries and Outdoor Leadership. Sheldon Jackson College proposes a project involving two of its programs involving food and agricultural sciences. It will build the sustainability of its Fisheries programs through the addition of a new professional staff member with hatchery and mariculture expertise. We expect that this addition would increase the breadth of the program, result in increased recruitment of students, and increase the possibilities for increasing revenue that would support the program (through mariculture and increased cost-recovery opportunities). As a part of this, we propose work-study funding to promote educational equity and experiential learning for students in fisheries. Additionally, we propose the addition of a professional staff member in our Outdoor Leadership program who would manage a Center for Outdoor Education in Southeast Alaska and expand the opportunities to provide environmental education and adventure education. The addition of this person would foster student recruitment through increased experiential opportunities in the program, establish a safer program, and provide a manager who would steward the resources of the outdoor center and promote sustainability.