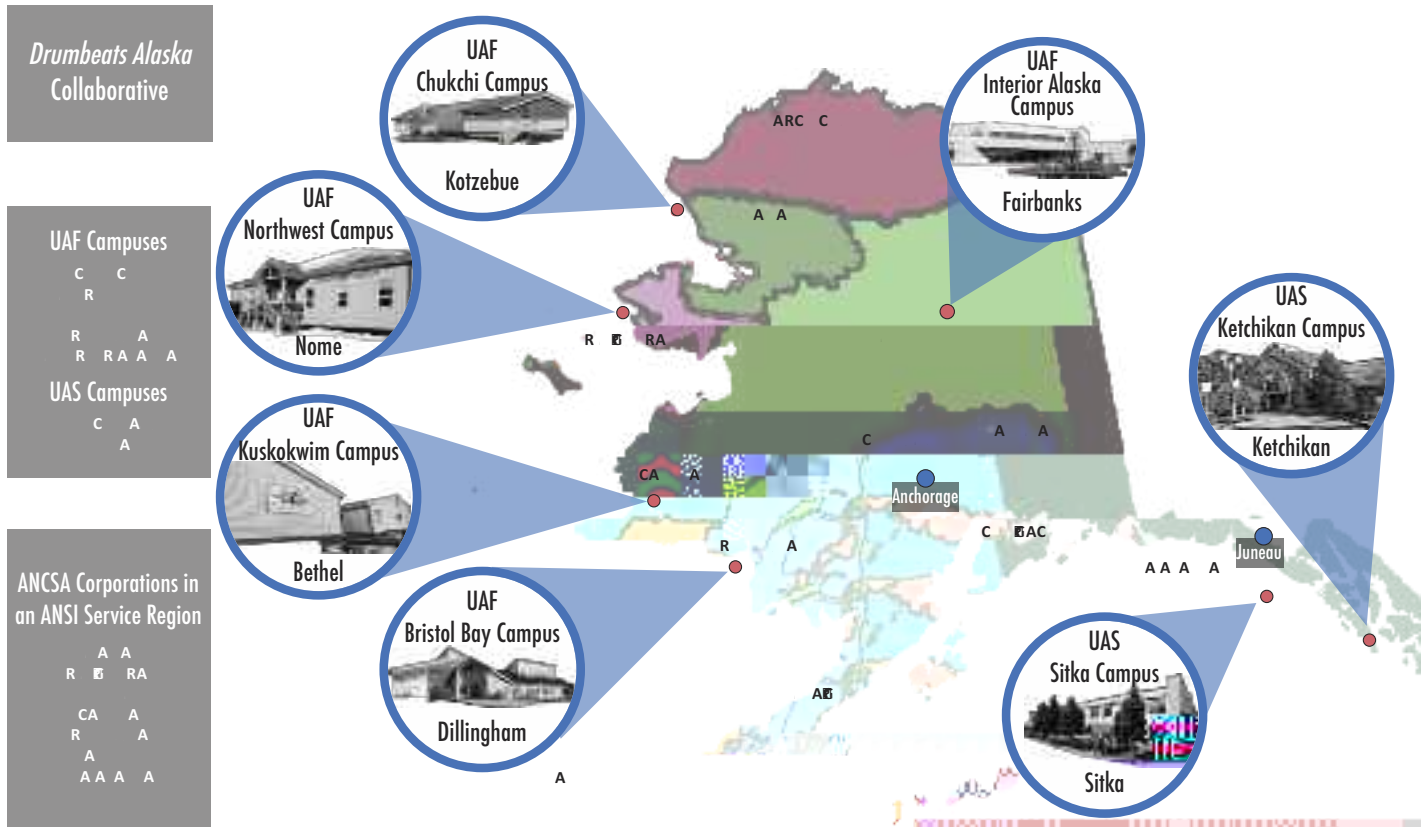


Drumbeats

06



Alaska Native-Serving and Native Hawai'ian-Serving Institutions Competitive Grant Program (ANNH)
U.S. Department of Agriculture (USDA) National Institute of Food and Agriculture (NIFA)


NIFA requests applications for the Alaska Native-Serving and Native Hawaiian-Serving Institutions Education Competitive Grants Program (ANNH) for fiscal year (FY) 2017...to support the activities of collaborative membership of Alaska Native-Serving or Native Hawaiian-Serving Institutions to enhance educational equity for under-represented students.

2017 Request for Application

m

Cover map: A graphic showing the Alaska Native Claims Settlement Act (ANCSA) corporation regions (sea boundaries not included) and the location of the seven Alaska Native Serving Institutions of the University of Alaska System by name and campus location. Bristol Bay Campus also provides educational services in the Aleut region. Map modified from <http://ancsaregional.com/ancsa-map>.

The *Drumbeats Alaska* Collaborative project is implemented in two distinct contexts: in a university climate and in rural and Alaska Native communities. This backgok a



For the past four years, 2014-2018, a statewide collaborative of the seven federally designated Alaska Native Serving Institutions (ANSI) of the University of Alaska System have operated programs through USDA NIFA funding. Five campuses are under the University of Alaska Fairbanks (UAF) and two campuses are under the University of Alaska Southeast (UAS).

The University of Alaska is a system of three 'major

acaVu*USWV_citp8ZhdZZEUE"vU}u*USWUdZbZEUE"qMkN}u*USZacb"u*USYYVW_EUE"qMVu*USWV_Y_EU





In 1971, the U.S. Congress passed the Alaska Native Claims Settlement Act (ANCSA). ANCSA divided Alaska into 12 geographic regions. Alaska Natives then organized Regional Corporation for each region which also contains numerous smaller rural Village Corporations, about 225 in all. "Rural" refers to communities outside the non-subsistence areas defined by the Joint Board of Fisheries and Game (5 AAC 99.015). Large areas of Alaska Native traditionally used land was claimed by the State of Alaska or the federal government.

Figure 2 is a map that shows traditional territories by culture. There are distinct Alaska Native cultures speaking 20 different languages (Alaska Native Language Center). Table 1 below shows the population and the percent Alaska Native by census area in the campus' service region.

Much like their ancestors, many Alaska Natives continue to maintain a close relationship to the land. Residents depend upon the harvesting of moose, caribou, fish, berries, seal, beluga, whale and other traditional foods (varying by geographical location) for the majority of their diets. This activity is traditional and necessary given the cost for food for a family of four with two children in rural Alaska. According to Alaska Economic Trends (June 2018), food costs in the regional hubs are 131% (or \$360 in Nome) to 169% (or \$463 in Kotzebue) over the average of \$275 in Anchorage.

our 3!\$Zacb_EUE"zaMsN]u*UdVa_EUE"cfUSZVa_EUE"cfMaN





One of the biggest ways Sustainable Energy courses enhance the level of energy sustainability is by educating people with the practical abilities to make changes. Sustainable energy literacy enables people in rural Alaska to make educated decisions regarding their energy practices. Students learn, for example, if they replace an incandescent light bulb for an LEDan in ,e ES

Objective _____ a ce _____ a??? _____ a??a _____ ????ge
▲ _____ , _____ ge a _____ a _____ itati _____ a??a _____ b _____ e ce _____ g

Each of the 60 students who participated in the

If we do our part to take care of the environment we can sustain the necessary food sources.

As foundational courses in science, environment and natural resources, many students surveyed told of personal actions to keep land and water clean such as picking up trash when they see it lying around and encouraging others to do the same.

Stewardship of resources is fostered when we learn to conserve water (not leave it running), compost our food (veg/fruit) waste; reuse paper reuse...

Well-being, as used in this report, means the improvement of the social well-being of people. In an Indigenous context well-being extends to self-determination and sovereignty. *Drumbeats Alaska* programs serve students and community members through education in the food, agricultural, natural resources and human sciences.

The High Latitude Range Management program is all about jobs and economic development. The reindeer industry has been in Alaska a long time, but historically it has been in subsistence context where people had to herd reindeer to eat. The program teaches animal husbandry as well as approved slaughter techniques.

In today's context, the HLRM program focuses on developing knowledge and skills for people in rural Alaska to create their own business selling reindeer meat. HLRM students learn how to slaughter and cut meat by USDA guidelines. The State of Alaska allows a field slaughter with certain constraints both on how the animal's slaughtered and how its

marketed in Alaska
h
market
in fitnem

hJSWdV_EUE"QMsNYa_ju*RVcScg_EUE"QMaiju*USWW_EUE"QMsNoM

Section





Objective c ea e a l l e ? ? e ce e a ?

As le



... – Our students become plant specialists. They may be people known for their plant knowledge but the training in our program gives them even more authority in their communities. Through courses they identify what plant they want to study, put the research together and make a presentation. This way, they automatically become multipliers of plant knowledge. We stress and discuss the responsibility that comes with this role, e.g. regarding poisonous plants, ethical and respectful harvesting and long-term sustainability.

... : To be able to run your own business, you have to have leadership skills. You have employees. You have to deal with the public. And that's where I've seen real changes in people and how their stature in their community has grown. They make decisions they never had to make before and now have the tools to evaluate their decisions. We've empowered them to become leaders by running their own businesses.

... : Our students and participants are more effective leaders by being able to decide what is sustainable - installing solar panels on their homes? Pursuing a project to replace light bulbs in their homes? Thanks to the knowledge of energy efficiency, they have a quantitative understanding knowing which project will make greater impact. Students also participate in self-identified projects to solve energy issues in their community. It builds their leadership skills either to evaluate or implement a project and has real impacts for the community.

... : Our Tribal Scholar students are quite shy. We often have them do presentations to the tribal elders during their luncheon and for most of them, it's the first time they've had to stand up and talk about something. The elders are so pleased to see the young people learning that I see that the students get a real sense of pride and excitement sharing their information. Those high school students are developing leadership skills.

... : There are internships in the occupational endorsements, they could be anywhere in Alaska where the students are – however, they need someone in to lead the internship. So, working with communities across the State, I have been trying to identify individuals who are leaders themselves, who will take on an educational role and help students.

... speaking to the community about the importance of the program.

en



All courses are organized with program partners which include:

- Tanana Chiefs Conference
- Ahtna Intertribal Resource Commission
- Bristol Bay Native Association
- First Alaskans Institute
- Yukon River Intertribal Fish Commission
- Kuskokwim Inter-Tribal Fish Commission

These organizations, participated in t

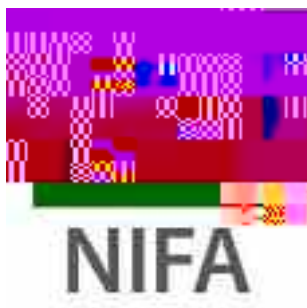




Looking







This material is based upon work supported in part by the National Institute of Food and Agriculture, U.S. Department of Agriculture, under Agreement No. 2008-51130-19548. Any opinions, findings, conclusions, or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the view of the U.S. Department of Agriculture.