

Pathways for Native American Students: A Report on Colleges and Universities in Washington State

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A Report from the Partnership for Native American College Access & Success Project

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Grays Harbor College
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With support from the Bill and Melinda Gates Foundation and Lumina Foundation for Education

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citation format: Akweks, K., Bill, N., Seppanen, L., Smith, B. (2010) *Pathways for Native American Students:
A Report on Colleges and Universities in Washington State*. The Evergreen State College: Olympia, Wa.



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Preface

Education is sacred work—through education, as Native people, we help our children and each other to be good human beings. In our traditional and historic experiences, education is the way that we learn about creation, spirituality, social and family relationships, and how to provide for ourselves. In our contemporary life, we are experiencing education in more formal settings such as schools, colleges and universities but that education still has the same purposes.

This report is a collection of stories about how we, as Native people, are experiencing higher education in the State of Washington. Our experiences are shared from an institutional perspective showing the many ways that state, independent and tribal colleges and universities are striving to meet the demand of tribal people for a high quality education that honors cultural identity and tribal goals. Our stories share many successes. Through this brief examination of our best practices, our pathways, successful strategies can be examined and explored toward creation of even more opportunities.

American Indians across the U.S. continue to be among those populations which have a low participation rate in higher education. This is true for tribal people in the State of Washington as well. There are many ways in which we continue to fail or limit the opportunity for education for Native people. This can range from inadequate preparation for college and limited financial aid to a lack of transportation or childcare. From our perspective as Native people, access to education not only removes barriers but honors the place-based experiences of tribal people and recognizes deeply embedded cultural identity.

Native people should be able to go to college wherever they want. No barrier to access is so great that it cannot be removed through our collective efforts. We have a right to education. We have a right to a post-secondary educational experience that honors our identities, promotes our social and economic well-being, builds our capacity as leaders and managers of our own resources and provides the training that we need to be successful in our careers.

The recommendations of this report focus on specific strategies to promote improved access. We appreciate the many ways that our allies throughout higher education including foundations, tribal, state and federal government partners and legislators and organizations in our communities have shown determination and willingness. More persistent and adequate resources are needed in order to continue to move forward with the recommendations.

The hands, hearts, and minds of many people touched this report. Their contributions are honored by each of us through our commitment to using the report to inform our discussions and our decisions.

My hands go up to each of you in appreciation for your work.

*Cheryl Crazy Bull, President
Northwest Indian College*

**No barrier to access
is so great that it
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collective efforts.**

Executive Summary

Introduction

This report is the product of a collaboration between Northwest Indian College, The Evergreen State College, Grays Harbor College, Antioch University-Seattle, and Muckleshoot Tribal College. Our partnership sprang from a common interest in better serving Native students and communities by strengthening programs and creating more seamless pathways between our institutions. An important part of our work was to explore the postsecondary education landscape for Native American students in the state of Washington.

Washington has a substantial Native American/Alaska Native population, with 29 federally recognized tribes and large urban Indian populations in Seattle, Tacoma, and Spokane. The Native populations are young and growing: for some tribes, nearly one-half of their entire population is under the age of 18. Washington tribes are in an important era of cultural revitalization and nation-building. Many are taking advantage of changes in federal policy that now promote self-governance in a broad array of areas. As a result, there is a rising need for Native American people with education and training beyond high school. Interest in all facets and levels of education is growing.

To increase our effectiveness, we need to know more about what tribes and Native students need, where there are overlaps and gaps in services, what various institutions are doing, and what is working (and not working) based on current data and trends. While various state agencies produce periodic reports relative to student and institutional diversity, Washington's colleges and universities have never developed a status report specifically on Native American students. We found these institutions eager to share their work and take up the challenge of learning more. This report, a planned dissemination conference and ongoing collaborative activities are vehicles for doing that.

Access and Attainment Levels for Native American Students

Our report is written against the backdrop of increasing national concern about growing higher education inequality, with attainment levels widening between Whites and ethnic populations – including Hispanics, African Americans, and Native Americans. These groups are under-represented at each stage of the educational pipeline (Kelly, 2005). Unfortunately, Washington state is no exception. Meanwhile, the benefits of a college degree – from higher salaries to increased life options—are becoming more evident in today's knowledge economy.

In recognition of the gap between those with postsecondary education and those left behind, the Washington State Higher Education Coordinating Board's 2008 Strategic Master Plan, *Moving the Blue Arrow: Pathways to Educational Opportunity*, has a goal of increasing the number and percentage of students, staff, and faculty of color in postsecondary education. The aspirational goals are two-fold: 1) by 2015, Washington will place in the top 10 states in achieving parity for under-represented minority students and for students in poverty who access higher education; and 2) by 2020, Washington will place among the top 10 states in achieving parity in these groups in terms of two- and four-year degree completion (Higher Education Coordinating Board, 2007, 35).

The State Legislature has also been exploring these pressing issues. As we began work on this project, we learned that it had recently commissioned studies on the K-12 achievement gap among underrepresented populations. We contacted the K-12 Indian Achievement gap



Faculty at Native Cases Institute creating culturally relevant curriculum.

research team at Washington State University to coordinate our efforts. Their report, *From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State*, was published in January 2009. Together, our reports offer an unprecedented opportunity to look deeply at the education system in a holistic way, from pre-school through graduate education.

Whole-System Reform Needed

A range of evidence and experience demonstrates that single, “silver-bullet” solutions are insufficient to address student success along the educational continuum; and it is clear that whole-system improvements efforts are necessary to help Native students successfully earn a postsecondary degree. Washington stands right on the national average of losing 30 out of every 100 students before they graduate from high school. The single-grade dropout rate for Native American students in Washington was 12% in 2004-05 for 12th grade students and 12.6% for juniors, more than twice the rate of students in general. And the problem is even deeper, since many Native students drop out even before entering high school. Native American students also lag in their on-time graduation rates from high school, at 48% in 2005-06 (compared to 70.4% for all students) (Education Trust, 2005. *Getting Honest about Grad Rates: How States Play the Numbers and Students Lose*. [www2.edtrust.org]). Equally alarming is the fact that the percentage of Native American high school graduates who go directly to college has been dropping from 52% in 1998 to 37.8% in 2003. (HecBd, 2006, 43).

Despite these data, overall participation rates in postsecondary education among Native Americans have improved in recent years at the undergraduate level, when one considers the many adult, “non-traditional” age students who enroll. However, critical rates of persistence and graduation continue to lag. Native American students are found in all types of institutions but are concentrated in two-year colleges, which tend to have lower completion rates. High enrollment rates and low success rates in basic studies offered in the first two years of college point to areas badly needing reform across curriculum, teaching and student services.

In 2005 in Washington, 13% of the overall Native population age 25 and older had bachelor’s degrees, compared with 23% of the white population. Attainment rates on Indian reservations are much lower than for urban students. Additionally, Native Americans are substantially under-represented in graduate and professional programs, which leads to a continuing problem of underrepresentation in teaching and other key fields. Without substantial work to create seamless pathways between the educational sectors, this situation is difficult to reverse.



Photo courtesy of Peninsula college

Building the college pipeline through youth programs.

Pathways for Native Students : Moving from Access to Success

In their efforts to increase diversity, colleges usually first turn their attention to access, focusing on the recruitment of students from underrepresented groups. They are now beginning to focus more on student success and degree and certificate attainment levels, recognizing that simply getting into college is not enough. As one scholar put it, access without success is NOT opportunity. This is leading to more research-based planning and data-driven interventions within and across institutions, singly and collectively as partners. At the same time, new methodologies for assessing student progress and supporting reform efforts are being developed and implemented.

Our report demonstrates that there are many pathways in Washington colleges and universities for Native American students. There are also many differences within the Native student population in terms of background, needs, age, and location. There is no single “typical Native student.” In addition to the urban-rural differences, the Native student population includes at least three sub-categories that often need to be served in different ways: 1) “traditional” college-age students who transfer to college directly from high school, 2) returning “non-traditional” students who stopped out and are returning to college, and 3) other adult students seeking a GED and/or returning for another postsecondary credential. In order to be more effective, all programming must recognize these differences.

Since so many Native students never finish high school, early awareness and college readiness efforts are critical to increasing postsecondary degree attainment

levels There are numerous programs that span the educational pipeline, from well-funded federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) to the Early Colleges for Native Youth pioneered by Antioch University. Colleges and universities throughout Washington offer many creative programs to encourage Native students to finish high school and go to college. Dual enrollment programs that offer college-level courses to students while still in high school are increasingly popular. These programs include Running Start, early college high schools, and College in the High School. Many colleges also work extensively with the large population of adults who want to complete a GED. Linkages between these efforts and college recruitment should be strengthened. This requires a more long-term relationship with the students and more cross-sector collaboration.

Students enter postsecondary education systems through various pathways, with plentiful opportunities in all types of colleges and universities. However, Native student persistence rates vary by institution. Dropout rates for Native students are highest in two-year colleges (as they are for all students, for a variety of reasons). Still, students who first attend a community college actually are more likely to attain a bachelor's degree than those beginning their freshman year in a four-year institution. Many Native students face the challenges of juggling school, community, family, and job responsibilities. Academic preparation levels are a major obstacle, with half of all students and half of all Native community college students needing to take at least one developmental (or "remedial") course in English and/or mathematics. (For these pre-college classes, students receive no college credit.)

At the same time, Washington colleges and universities are working hard to create effective programs. Many current efforts reflect what the literature suggests as best practices for Native student success:

- consulting and engaging tribal communities;
- providing connections to family and culture;
- supporting positive Indian identity;
- finding Indian role models or mentors in the student body and the faculty and staff;
- providing comprehensive, integrated student support services;
- using culturally relevant curriculum and teaching; and
- tailoring programs to fit student schedules and other specific needs.

Colleges increasingly are using the research on student success to guide their efforts that often focus on critical transition, or attrition, points. First-year programs in the form of "freshman experience" courses and learning communities are becoming more common on college campuses. The first quarter of the first year is an obvious focus because this is a major transition/attrition point. Washington colleges and universities—both large and small, private and public—lead the nation in creating learning communities that purposefully restructure the curriculum to promote curricular coherence, course integration, active learning, and a sense of community among students and instructors (Smith, MacGregor, et. al. 2004).

In addition to developing interventions around key transition points for students, many institutions are also working to create more culturally relevant curriculum and to restructure "gatekeeper courses" that have high rates of withdrawal and failure. Mathematics, for example, is a key gateway course for future study in science, mathematics, and engineering. As noted earlier, developmental education courses in English and mathematics are the single largest set of gatekeeper classes. IBEST course redesigns integrating basic skills into vocational programs is one recent successful strategy for addressing this issue (SBCTC, 2005, IBEST Report). Tutoring, mentoring, and supplemental instruction are also proven means of enhancing student success.

Another overriding feature of successful programs for Native students is attention to cultural traditions and tribal values. One preeminent value stresses one's relationships, along with reciprocal behavior inherent in honoring them. Other values are generosity and hospitality. Native students tend to thrive in institutions that acknowledge and nurture their culture, which occurs in various ways. Many institutions create a *physical sense of place* for Native students by providing gathering places, such as a multicultural service center lounge, or creating visible symbols on campus. Examples include the Welcome Figure at one entry to the Evergreen campus, the Longhouse at Peninsula College, and the diversity clock tower at Centralia College. These structures provide an important sense of hospitality and recognition for students who typically feel a sense of invisibility or isolation in many institutional settings.

Clear institutional leadership and support is a crucial element of successful programs. The authors of this report saw differences in how various institutions work with tribes. Nonetheless, it is very clear that many colleges and universities are trying to work within the spirit of the Centennial Accord of 1989, which provided a framework and protocols for the state and each of 26 federally recognized tribes to "respect the sovereignty of

the other.” Successful institutions recognize not only the legal principles of government-to-government relationships but also the need to continuously nurture *on-going* personal relationships that undergird formal agreements.

Successful institutions are characterized by distinctive practices in their decision-making processes. A number of the institutions stood out for *careful assessment and reflection* about what was working—and not working – as well as their use of that data in *program planning and continuous improvement processes*. They also were notable for *long-term perspective* on issues that require many years of focused attention, such as increasing Native student representation in the sciences. Many colleges have institutionalized their commitment to Native communities so that relationships extend beyond individual leaders or short-term grant-funded endeavors. Institutions with these deep commitments to Native education are *nimble* in their approaches and *forward-thinking* about how to improve and expand their efforts. Many of these institutions had a palpable sense of excitement as they described their hopes and dreams.

Part Two of the report contains the profiles submitted by 44 colleges and universities describing their Native American/Alaska Native faculty, staff, and students; academic programs and courses; public service programs; and student support services focusing on Native Americans. These profiles offer detailed information on a variety of effective initiatives and describe lessons and best practices. They provide fertile territory for anyone wanting to thoroughly understand the Native American postsecondary landscape in Washington state.

Recommendations

The report concludes with 12 recommendations:

1. Create and support vehicles to foster collaboration among Washington’s educational institutions, tribes and stakeholders. Relationships are key in fostering collaboration; creating shared solutions; and developing seamless, student-centered programs. We need more ways to build and nurture these relationships across the K-12 and postsecondary systems, while meaningfully engaging tribes, Native partners and other stakeholders. We believe in partnerships that are based on *mutual respect, mutual benefit, mutual accountability and mutual learning*. The recent K-12 Native achievement gap report also identified relationship-building (between tribes and school districts) as a top priority. We agree that the state, institutions and tribes should invest their resources and time into developing critically needed vehicles for greater collaboration across all relevant boundaries.

2. Support mechanisms for tribes to share with each other how they promote postsecondary education among their citizens, including implementing effective strategies to increase both access and success. Tribal communities are increasingly interested in all facets of education, and peer learning is an important vehicle for tribes to share how they are addressing the educational and training needs of Washington’s Natives. Opportunities for networking can build on existing avenues afforded by local, state and tribal entities such as the Affiliated Tribes of Northwest Indians and the Tribal Leaders Congress.

3. Washington leaders must make greater investment in the postsecondary needs of rural, reservation- and place-based populations to promote the state’s socioeconomic development. At the same time, much more information is needed on the educational needs of urban Indians. Education is community development, and it is economic development. In order to fully capitalize on the knowledge economy, every community needs a workforce with the right kind of skills in analysis, problem solving, teamwork and communication that are delivered through postsecondary education.

4. Financial barriers to college remain significant for many Native students. While there are numerous avenues of financial support from tribes, foundations, government, and individual institutions, financial resources are still insufficient for many students. Tribal resources are stretched thin, and aid eligibility rules vary. Tribes also vary to the extent which they encourage educational attainment through minimal qualifications they set for employment. In addition, Washington has many Native residents who are not members of local tribes and may not receive any support from their tribe. Many other Native students are not enrolled in a federally recognized tribe and thus qualify for less aid. Federal resources including Pell grants are crucial but insufficient. There are fewer scholarships for non-traditional age students. Graduate school support is often not available, except in the form of student loans. Part-time students may not be eligible for financial aid, making paid employment essential for many students. Early-college and dual-enrollment programs like Running Start can provide help some some students who can complete the first two years of college while they are still in high school, but these programs generally are not viable options for under-prepared students.

5. Institutions must listen and pay attention to the needs of Native students and tribal communities.

Nearly all of the highly effective programs identified in this report resulted from some kind of co-creation process that involved both Native communities and other partners in order to increase student success. Institutions are increasingly turning to surveys, regular meetings and listening sessions with tribal communities as a way of creating mutual understanding of both existing assets and needs.

6. Building the pipeline and bridging the gaps between the sectors (K-12 and two-year and four-year colleges) is an ongoing challenge if we are to improve Native American student success.

Too many Native students never finish high school, and too few of those who go on to college graduate. Much greater inter-institutional and cross-sector collaboration is necessary to identify barriers and forge solutions. More concerted efforts are needed to encourage more students to take advantage of educational opportunities (prep-college programs, scholarships, etc) at all levels of the education system. We need better information on why students leave and what we can do to promote college completion. We need to learn from and build on effective approaches and explicitly build connections and seamless pathways between institutions.

7. Identifying and finding effective approaches in critical gateway courses and at key transition points is crucial.

Research demonstrates that developmental education and beginning courses in English and mathematics are trouble spots for all students, including Native Americans. Concerted work is needed to improve student success in these early gateway courses if retention and degree attainment rates are to improve. Programs to encourage adult students to return to college are also a key strategy for Native student success. A number of efforts in Washington focusing on this approach are transferable and worth emulating.

8. Finding successful approaches in specific under-represented fields is important.

Developing successful approaches that increase Native representation in high-demand fields

is important. Native students are underrepresented in education, science, technology, engineering, and mathematics as well as professional areas such as dentistry and social work. Solutions to this issue must include focused work at the undergraduate level and even earlier to prepare students to enter graduate and professional programs.

9. Diversifying the faculty and staff is a key element in student success.

There is a need for more Native teachers at all levels of the education system and in all types of institutions. This requires the attainment of graduate degrees, but the most serious educational disparities for Native Americans are at the graduate level. We have identified some outstanding examples of successful Washington graduate, professional, and pre-professional programs focusing on Native Americans that can serve as good models. We also know that some colleges and universities have been successful in recruiting and retaining Native faculty and staff. This successful work needs to go much further.



Photo courtesy of TESC

Faculty at The Evergreen State College



Muckleshoot children sing at one of the listening sessions held to gather tribal input for the WSU report, *From Where the Sun Rises*.

10. When appropriate, make linkages between the needs of Native students and those of other underserved populations in order to more efficiently address gaps in service and awareness. While Native students have some unique circumstances and challenges, there are commonalities with other ethnic and place-based groups. Making these connections would help all such groups.

11. We must stay the course and maintain a long-term focus on Native student success. Building successful educational programs for Native students requires a long-term commitment and an ongoing process of dialoguing with tribes, responding with flexibility and creativity, and evolving the commitment in new directions as needed. Many efforts to support Indian education are grant-funded initiatives that may or may not turn into long-term initiatives that have staying power through the ups and downs of budgetary uncertainties. Successful schools are notable for their ability to “stay the course” and turn short term funding into long-term commitments. All of the institutions that have been successful have a long-term, value-based commitment that is integral to their identity and mission. They use a variety of approaches to support their long-term policy goals, which are manifest in their resource allocations, their faculty, staff and student representation, their policies, and their symbols.

This report clearly indicates that there is a need for improvements in postsecondary education efforts for Native American students and that there are many creative and effective efforts underway that can be profitably emulated and expanded.

12. More research and data is needed to more fully understand challenges and effectiveness of institutions and programs, while involving Native stakeholders as participants in holistic evaluation strategies. Further, continuous improvement and dissemination of what works is important. Successful institutions use continuous improvement methods to drive their planning and decision-making. On-going assessment is a key element, including an emphasis on wide discussion of the results and utilization of this learning in decision-making.

Conclusion

This report will be of interest to many different people and organizations, especially our Washington high schools, colleges and universities, the tribes, higher education and K-12 community leaders, funders, Indian organizations, and students and parents. We hope it will inspire all of us to push harder for student success and to learn from the inspiring examples and powerful practices at many of our institutions. This report clearly indicates that there is a need for improvements in postsecondary education efforts for Native American students and that there are many creative and effective efforts underway that can be profitably emulated and expanded.





Part One: Native American/Alaskan Native Participation in Postsecondary Education in Washington State



“Formal Indian Education in America stretches all the way from reservation preschools to prestigious urban universities far away from Indian cultural centers. This educational journey spans two distinct value systems and world views. In that meeting ground lies the opportunity for two cultures to both teach and learn from one another.”

—Vine Deloria Jr.

Introduction

The pursuit of higher education can be a transformative power. While seeking knowledge, skill and/or craft can be a uniquely individual domain, many Native American students bring to the collegial environment the innate values that surround the Native American experience—family, community, and culture. Native students in higher education not only bring their aspirations but those of their family and of their communities, reflecting rich cultural values which are extremely valuable to the academic environment. Educational institutions are beginning to recognize this and reorganize their educational environments to better support Native student success. In this process, they are building more vital learning environments for all students.

Washington has a substantial Native American/Alaska Native population with 29 federally recognized tribes and large urban Indian populations in Seattle, Tacoma, and Spokane. The Native American populations are young and growing with some tribes having as much as 45% of their population under the age of 18. Washington tribes are in an important era of cultural revitalization and nation-building. Many are taking advantage of changes in federal policy that now promote self governance in a broad array of areas. As a result, there is a rising need for Native American people with high school and college educations. Interest in education is growing.

At the same time, there is a long and checkered history of the relationship between Native Americans and mainstream institutions in the education system. While the provision of education is a guaranteed treaty right, it has long been associated with forced assimilation and the loss of culture. Today there is a search for educational solutions that guarantee Native American students the respect and competencies to live well in two worlds—contemporary mainstream society and the rich societies and cultures that are their heritage.

Colleges and universities are increasingly recognizing the distinct issues involved with providing education for Native students and communities and the appropriate processes for relationship-building. In Washington, in particular, there are now well established political frameworks for respecting and working with tribes. When the Governor and the Tribes signed the Centennial Accord in 1989, new protocols were put in place to recognize tribal sovereignty and operate through government-to-government relationships. These agreements were further detailed at the turn of the century in the Millennium Agreement of 1999. Many colleges and universities now work within these frameworks and expectations.

Washington’s colleges and universities represent an important resource for Native American education. Their teaching, research, and public service programs are a key component of building a competent workforce for our society. Better serving all students is also a moral imperative. We were very pleased to see how many institutions are stepping up to this challenge.

Our report is the product of a collaboration between The Evergreen State College, Northwest Indian College,



Courtesy of The Evergreen State College

Grays Harbor College, Antioch University-Seattle, and Muckleshoot Tribal College. Our partnership sprang from a common interest in better serving Native students and communities. Our institutions offer programs at some of the same reservation-sites. The programs we provide are, for the most part, complementary rather than competitive, since we serve students at different levels in the educational pipeline. But when we started to explore what each other was doing, it quickly became apparent that promoting more seamlessness and synergy between our efforts would help enhance the longer term educational success of Native students. Because this report came from institutions serving rural, reservation-based students, this report provides rich information on these, often neglected, efforts. We recognize that much more information is needed on the needs of urban Indians.

As we began working on this project, we learned that the State Legislature had recently commissioned studies on the K-12 achievement gap among underrepresented populations. We immediately decided that working with the K-12 Indian Achievement gap research team at Washington State University to coordinate our efforts was in everyone's best interest. Together, we had an unprecedented opportunity to look deeply at the education system holistically, from pre-school through graduate education.

We recognize that Native American education in Washington is in a major state of flux, and we need to know more about what tribes need, where there are overlaps and gaps in educational services, what various institutions are doing, and what seems to be working and not working to increase the success of Native American students in higher education. While there have been and will continue to be periodic diversity reports written by various state agencies and there is one national guide to Native Studies programs that we know about (Nelson, 2009), Washington's colleges and universities have never produced and shared a joint report on what they are doing to serve Native Americans. We think this is the first state report of its kind.

This report will be of interest to many different people and organizations, especially our Washington high schools,

colleges and universities, the tribes, higher education and K-12 community leaders, funders, Indian organizations, students and parents, and state legislators and state agencies. We hope this report will also inspire all of us to push harder for student success and learn from the inspiring examples and powerful practices at many of our institutions.

Methodology

This report brings together a multitude of information from widely scattered sources. The Office of the Superintendent of Public Instruction, the Washington Higher Education Coordinating Board, and the State Board for Community and Technical Colleges provided invaluable assistance in accessing their data bases. This report draws on many of their published and unpublished reports as well as special runs they did for us on various aspects of Native American student enrollment in Washington higher education. We are also grateful to various Washington tribes for sharing information for this report. The National Center for Higher Education Management Systems (NCHEMS) was generous in providing us with data drawn from the 1990 and 2000 US Decennial Census and the American Community Survey.

Statistical data on Native student enrollment and faculty included in the institutional profiles came from IPEDS, a national postsecondary education data collection program for the National Center for Education Statistics (NCES). This data base is a census based on annual institutional surveys.

The institutional profiles in Part II of the report were written by the participating institutions. While we made considerable efforts to contact all institutions, a few institutions did not respond to our request for information and are not included in the profiles. Because the information we requested was often widely scattered across different offices, it was not easy to assemble. Nevertheless, we found overwhelming interest in our report and support from the participating institutions. Site visits, websites, and various institutional supporting documents were also used to gather additional information.



... when we started to explore what each other was doing, it quickly became apparent that promoting more seamlessness and synergy between our efforts would help enhance the longer term educational success of Native students.



Structure of the Report

Part One of this report describes trends in Native American/Alaska Native participation in postsecondary education in Washington in two-year and four-year and independent and public colleges and universities. It provides a status report and an overview of the policies and practices that facilitate and impede student access and student success. Detailed portraits of successful efforts are provided, chronicling the many and varied efforts underway. Many of the individual institution's models could be profitably adopted by others. Indeed, we are hopeful that this report will generate interest in transferring some of the successful approaches.

Part Two of the report contains the profiles submitted by each institution in response to a request that was sent to all accredited two-year and four-year and public and private colleges and universities. We asked that they submit the following information:

- Statistical profile of Native American/Alaska Native faculty, staff, and students
- Academic courses & programs focusing on Native Americans
- Public service programs and initiatives focusing on Native Americans
- Student support services and student organizations focusing on Native Americans
- Best practices and lessons

Acknowledgements

Many people helped make this report possible. We wish to thank various individuals who read and contributed to early drafts—Louie Gong, Justin Guillory, Michael Pavel, Denny Hurtado, Jovana Brown, Cheryl Crazy Bull, David Cournoyer, Michelle Aguilar Wells, and Tracy Hosselkus. Our production team did outstanding work. Thanks especially to David Given-Seymour, who patiently and carefully edited the manuscript, Judy Nunez-Pinedo for cover design and Claire Bronson for overall report design. Much of the information in this report was gathered from existing data sources which a variety of individuals helped us access. Peter Ewell at the National Center for Higher Education Management Systems provided invaluable assistance. Dozens and dozens of individuals at the participating colleges and universities researched and wrote the invaluable institutional profiles for this report. Last, but certainly not least, without the financial support of the Bill and Melinda Gates Foundation and the Lumina Foundation for Education, this report would not have been possible.

We were impressed by the richness of the Native American higher education landscape in Washington and by the expressed interest in doing more. We hope all of our readers will enjoy reading this and learn as much as we did from writing it.

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Historical Background

The history of Native American education is closely intertwined with the changing currents of United States federal Indian policy. Native Americans have a unique relationship with the government. Many tribes signed treaties guaranteeing their rights to reservation land, education, and other services in exchange for ceding most of their extensive territorial homelands, but government upholding of these obligations has been uneven at best. Boarding schools, forced assimilation, termination, and relocation were an earmark of past policies well into the late 1950's. The consequences of these policies were culturally and economically devastating.

The last thirty years saw a reversal of these policies and the introduction of a new era with the policy of Indian Self-Determination, the development of robust tribal colleges across the United States, rising interest in education at all levels, and the emergence of various social and economic development opportunities. At the same time, widespread efforts began to preserve and revitalize cultural practices and Native languages. As a result of all these changes, the current period has been described as one of nation-building in Indian communities.

Tribal relationships with other levels of government have evolved and changed. As a result of their treaties, tribes have a primary relationship with the federal government. At the same time they must operate within a complex inter-governmental framework, and many issues, including education, do not fall neatly into one governmental jurisdiction. Developing boundary-crossing frameworks built on mutual respect, mutual benefits, mutual accountability, and mutual learning are ongoing challenges.

Washington is notable for developing the Centennial Accord, a political framework for the State to work with tribes. Signed in 1989 by the Governor and the State's tribes, the Centennial Accord is a formal statement recognizing tribal authority and the status of tribes as sovereign nations (see <http://www.goia.wa.gov>). Many state agencies have also signed formal agreements spelling out the ways in which they will work together. These agreements are important in maintaining momentum and framing the on-going conversations about inter-governmental and inter-organizational work. They provide important frameworks for relationship-building and co-creating a broader and more inclusive vision of success.

Cultural revitalization and nation building are now front and center in Indian Country (Jorgensen, 2007). While Native Americans remain among the poorest groups in America, current efforts are being made to close the economic gaps with the mainstream and attack the deep-rooted issues associated with poverty and inter-generational trauma resulting from colonialism.

The Path of Many Journeys: The Benefits of Higher Education for Native People and Communities (2007) offers a compelling case for investing in higher education, arguing that higher education is one of the main drivers of economic and social development for all Indian communities. As more tribes take up the challenge of managing their own affairs, they need many more Indian managers and administrators with appropriate credentials and experience. There is increasing recognition that education of Indian people is critical to community development and cultural survival and to building enduring legacies that will span seven generations and more for tribal communities.

To play an effective role in this critical period, higher education institutions will need to work seriously with tribal communities and develop approaches that foster Native student success. This calls for broader notions of student success and a curriculum more grounded in real community issues and needs, which includes a sense of how tribal communities and governments fit in the emerging global environments as nations.

As noted in our introduction, Native Americans and mainstream education have a checkered history. Previous studies on Indian education graphically describe the shortcoming of previous approaches and the rising opportunities (Demmert, 2001; Reyner, 2002; Cajete, 1994; Benham and Stein, 2003, *Indian Nations at Risk*, 1991, Pavel, et. al. 2009). The most prominent work is the 1991 study *Indian Nations at Risk: An Educational Strategy for Action*, produced by the Indian Nations at Risk Task Force. William Demmert, now Professor of Education at Western Washington University, co-chaired the Task Force. This broad ranging report surveyed the literature, held listening sessions throughout the US, did site visits, and commissioned studies. Although this report is now nearly 20 years old, its conclusions are, unfortunately, still valid.

The Indian Nations at Risk Taskforce attributes poor educational attainment to a variety of factors including unfriendly school climates that fail to promote academic, social, cultural and spiritual development; curriculum presented from a purely European perspective; low

Figure 1: Federally Recognized Tribes of Washington state



Source: Washington Governor's Office of Indian Affairs

expectations and relegation to low ability tracks that result in poor academic achievement; loss of native language ability and the wisdom of older generations; extremely high dropout rates; teachers with inadequate skills and training; limited library and learning resources; lack of native educators as role models; lack of opportunity for parents and communities to develop a real sense of participation; overt and subtle racism in schools combined with a lack of multicultural focus; limited access to colleges and universities because of insufficient preparation and funding and limited use of computers and other technological tools, principles and research (Indian Nations at Risk, 1991). The Indian Nations at Risk Taskforce and other research points to significant factors for success: cultural specificity, community involvement and support, appropriate role models, and a focus on community needs.

In Washington, there is rising opportunity and movement towards improving Indian education. *From Where the Sun Also Rises*, a legislatively commissioned 2008 study on Indian achievement in K-12, notes that we are clearly in a period of transition. While some of the factors that impede Native student success are still present, there has been considerable development in recent years, with a renewed sense of commitment and many new resources and effective models. Recent efforts to revitalize Native languages and the passage of House Bill 1495 to change the K-12 curriculum to include Native history are important signs of progress on the road to creating a more inclusive and culturally appropriate curriculum.

We found that much is also happening in higher education to support Native student success in Washington's colleges and universities. These efforts are the focus of the rest of this report.

Native American Demographics in Washington

Washington is home to 29 federally recognized Native American tribes, and a number of other tribes are in the process of seeking federal recognition. With an overall Indian population of nearly 165,000 people, it is estimated that 134,385 Native Americans live off reservations. Large urban Indian communities are found in Seattle/Tacoma/ Bremerton (86,649), Spokane (10,837), Bellingham (6,711), the tri-cities of Richland, Pasco and Kennewick (2,909) and Yakima (12,060). Substantial numbers of urban Indians come from tribes from different parts of the United States, especially Alaska (more than 6200). (The Alaska Indian and Native Population: 2000 Census Brief. Issued February 2002. U.S. Census Bureau).

Calculating population estimates is increasingly difficult as the population becomes more diverse and mixed, and many believe the official estimated numbers of Native Americans are too low. Many Native Americans are not enrolled in a federally recognized tribe and many are members of more than one tribe. Tribes also vary in terms of their tribal membership criteria. Washington is also home to many aboriginal people from other countries.

In the 2000 Census, which was the first census to allow respondents the option of selecting more than one race box, more than 6.8 million Americans indicated multiracial identification by checking the "two or more" race box. Although this number represents just 2.4 percent of the US population, it's the nation's fastest growing subpopulation, increasing in size at 10 times the rate of the White population. Researchers and scholars have described the increase in multiracial birth-rate throughout the 1980's as a "multiracial baby boom" and "evidence of a rapid national demographic shift (Root and Kelly, 2003)." Scholars estimate 25% of the population will identify as multiracial by the year 2050 (Lee and Bean, 2004).

The Native American/ Alaska Native population identifies with more than one race at much higher rates. On Census 2000 over 42% of the U.S. Native American population identified with two or more races. This is the highest rate of multiracial identification of any group other than Hawaiian or other Pacific Islander, a racial category that was just added to the decennial census in 2000. Multiracial Native Americans represent the greatest percentage of the multiracial population, and the Native American and White combination represents the most frequently reported racial combination. This is remarkable considering that the AI/AN population makes up a much smaller proportion of the overall population. Washington's Native American population closely reflects the national trend with 41.3% of the Native American population identifying with more than one race on Census 2000.

Scholarship is just starting to emerge exploring the implications of the increasing ethnic diversity of America and the dramatic increase in mixed-race identity (Lee and Bean, 2004) with some studies indicating that mixed

identity youth may be more at more risk for depression, substance abuse, and drop-out (Udry, 2003).

Projections from Washington's Higher Education Coordinating Board suggest that by 2030, more than 36 percent of the children in the K-12 system will be either from multiple racial or ethnic groups or from one of the following ethnic groups: Hispanic, African American, Asian and Pacific Islander, or Native American/Alaska Native. The proportion of students in the Hispanic group will increase most, with the mixed race/ethnicity category projected to increase from 4.4% to 8.2%.

Tribal Populations and Educational Attainment Levels

As Table 1 below indicates, Washington tribes vary considerably in size, but nearly all tribes have high levels of poverty and a relatively young and growing population. Twenty six percent of the United States population as a whole is under 18, while the Native American

TABLE 1: WASHINGTON STATE TRIBAL DEMOGRAPHICS

Tribe	Total Population	% Under 18*	% Native Americans within each Reservation census tract below poverty level	Educational Attainment Levels: % Native Americans 25+ within each Reservation census tract with High School Completion	Educational Attainment Levels: % Native Americans 25+ within each Reservation census tract with Bachelor's degree completion
Chehalis	469	39.9%	26.0%	31.9%	3.7%
Colville	7186	35.5	27.1%	30.7%	6.6%
Kalispel	175	38	24.0%	39.0%	0%
Elwha S'Klallam	283	44	33.2%	26.1%	1.7%
Lummi	2779	41.5	28.4%	28.3%	3.8%
Makah	1525	39.8	31.3%	36.2%	6.0%
Muckleshoot	1379	50.8	29.3%	28.3%	4.4%
Nez Perce	687	25	26.0%	32.2%	8.3%
Nisqually	438	38	18.5%	51.7%	8.4%
Port Gamble S'Klallam	466	45	17.8%	37.1%	7.1%
Puyallup	1241	44	25.7%	36.5%	4.0%
Quinault	1873	35.6	37.0%	31.3%	8.2%
Skokomish	625	41	32.4%	32.8%	4.4%
Snoqualamie	344	20	Not available	Not available	Not available
Spokane	2124	39	28.7%	38.4%	3.3%
Squaxin	548	38	32.8%	27.5%	1.3%
Tulalip	2310	45	29.2%	32.3%	5.6%
Yakama	7117	38.5	32.2%	35.0%	6.5%

Source: 2000 US Decennial US Census

population under 18 is 33%. The percentage is even higher in many reservation communities in Washington.

National comparisons indicate that in 2004, 28% of Native Americans age 25 and older had not graduated from high school vs 15% of the national population. (Institute for Higher Education Policy, 2007). In 2004, 42% of Native Americans pursued some form of higher education and 13% earned a Bachelors degree vs 53% and 28% of the national population. (Source: Institute for Higher Education Policy, 2007).

In 2005 in Washington, 13% of the overall Native population age 25 and older had bachelors degrees compared with 23% of the white population, though, as Table 1 indicates, attainment rates on Indian reservations are much lower.

The close relationship between education, earnings, and the economic prosperity of tribal communities is increasingly recognized by tribal leaders. As Table 2 indicates, states vary considerably in the median annual earning associated with different levels of education, but the relationship is strong and compelling for all ethnic groups, especially when computed over a 35-40 year lifetime. Nonetheless, the benefits of higher education in

relation to median earnings remain disproportionate across ethnic groups with whites in Washington with a high school diploma earnings \$31,335 (vs \$20,890 for Native Americans) and \$50,839 with a Bachelors degree (vs \$36,557 for Native Americans). In Washington large variations are also evident from county to county.

While much remains to be done, progress is being made. The number of Native American/Alaska Native students in colleges and universities across the nation has more than doubled in the past 30 years. In 2006, Native American/Alaska Native students accounted for 1 percent of total enrollment. Native American/Alaska Native student enrollment in all types of institutions reached 181,100 by 2006. More than half of these students are enrolled at two year institutions. 17,000 are at tribal colleges. Enrollment in tribally controlled colleges increased by 23 percent between 2001 and 2006, the highest rate of increase at all colleges and universities.

Nonetheless, there is concern that the participation rates of minority populations in higher education in Washington have remained relatively flat in recent years. (HECB, May 2007 Board Update). With the passage in 1998 of Initiative 200, which nullified affirmative action

TABLE 2: EDUCATIONAL ATTAINMENT LEVELS AND MEDIAN ANNUAL EARNINGS OF 25 TO 64 YEAR OLD AMERICAN INDIANS (AVERAGE 2005 TO 2007)

State	American Indian, Alaska Native					
	Less Than High School	High School Graduate	Some College, No Degree	Associate's Degree	Bachelor's Degree	Graduate or Professional Degree
Alabama	15,252	23,165	25,483	37,886	50,839	51,958
Alaska	11,907	17,861	26,436	30,707	46,763	55,923
Arizona	17,319	20,742	24,897	28,201	36,096	45,464
Arkansas	26,436	22,515	20,336	22,471	29,227	41,688
California	20,336	28,685	31,335	37,602	54,123	64,948
Colorado	21,934	25,330	34,639	34,639	29,487	43,722
Connecticut	2,089	26,112	32,474	50,839	67,113	55,923
Delaware	17,319	13,218	32,537	47,629	63,866	2,847
DC	11,907	35,721	69,278	27,062	68,936	101,679
Florida	18,801	26,112	27,062	33,556	35,588	52,224
Georgia	21,649	24,403	25,068	27,062	45,450	37,886
Hawaii	854	11,185	39,691	21,649	86,597	36,557
Idaho	17,285	22,732	19,484	28,144	35,588	47,002
Illinois	15,041	25,420	30,309	37,886	45,247	50,876
Indiana	19,484	33,961	28,144	43,299	38,969	31,335
Iowa	15,145	19,845	25,979	48,046	13,996	35,588

TABLE 2: CONTINUED

Kansas	30,309	26,112	22,471	29,227	28,723	44,913
Kentucky	14,072	22,039	28,201	38,646	43,868	46,546
Louisiana	20,783	24,897	31,335	35,588	42,197	52,873
Maine	14,309	20,263	22,471	28,201	21,649	15,252
Maryland	18,801	33,946	42,216	48,711	27,157	67,892
Massachusetts	19,532	27,453	31,335	20,336	47,002	40,570
Michigan	23,165	24,403	25,068	25,420	43,299	49,823
Minnesota	14,235	18,185	25,979	33,424	34,639	60,561
Mississippi	14,540	21,353	26,112	58,974	33,554	38,638
Missouri	19,484	25,979	16,190	34,855	31,335	45,435
Montana	11,489	16,712	17,211	29,246	32,474	41,780
Nebraska	10,445	23,814	18,402	29,283	27,679	20,437
Nevada	22,979	28,201	31,335	31,419	35,588	81,343
New Hampshire	17,319	16,269	21,649	27,062	5,222	57,447
New Jersey	25,979	25,979	31,392	66,091	41,078	53,269
New Mexico	14,072	20,890	22,369	29,246	38,638	52,224
New York	25,903	26,196	27,453	27,062	47,953	41,780
North Carolina	16,269	21,934	23,386	29,227	38,638	47,002
North Dakota	16,712	20,336	18,801	21,649	38,646	43,299
Ohio	13,787	27,062	35,617	26,112	42,757	79,381
Oklahoma	17,861	21,649	25,068	34,468	37,886	44,381
Oregon	17,319	20,783	25,979	32,474	26,843	38,638
Pennsylvania	31,335	22,369	23,386	29,182	39,691	37,621
Rhode Island	12,201	14,133	29,246	54,123	28,201	44,381
South Carolina	18,402	23,814	19,319	25,420	57,447	36,604
South Dakota	9,049	15,862	17,794	29,227	35,721	37,886
Tennessee	13,856	22,732	29,227	19,845	29,227	64,948
Texas	16,980	25,068	28,902	36,604	49,823	50,839
Utah	10,168	21,649	23,386	29,227	32,474	55,358
Vermont	1,932	20,576	26,436	7,423	36,604	18,801
Virginia	26,131	28,685	34,639	35,721	41,675	77,938
Washington	16,021	20,890	29,246	34,639	36,557	51,958
West Virginia	10,445	25,420	20,890	65,074	18,811	18,811
Wisconsin	20,567	25,979	22,732	27,157	36,557	47,002
Wyoming	29,227	21,099	28,201	23,814	30,526	94,004
United States	16,712	22,561	25,420	31,335	39,655	48,046

Source: 2005-07 American Community Survey, Public Use Microdata Samples

Note: Some Racial/Ethnic groups are very small in some states and, therefore, have substantial sampling error

efforts on campuses, enrollment of some minority groups directly from high school, including Native Americans, began to fall. This downward trend started to reverse in 2002 and 2003 for most minority groups, with the exception of Native Americans.

As Table 3 indicates, all of the different types of institutions in Washington play an important role in educating Native American/Alaska Native students.

Access has improved in recent years at the undergraduate level for Native Americans, but persistence rates and graduation rates continue to lag. Native Americans (and other minority students) are most under-represented in graduate and professional level programs. The percentage of minority and Native American faculty is much smaller than comparable undergraduate enrollment (HecBd, 2006, 9-11). This trend is typical of the nation. In 2005, Native Americans/Alaska Natives constituted less than 1 percent of faculty in degree-granting institutions (Status and Trends in the Education of Native Americans and Alaska Natives: 2008), US Dept of Education). Of the 52,470 K-12 teachers in Washington, only 394 (less than 1%) are Native American. The lack of Native American teachers is widely seen as a factor contributing to low performance rates at some schools with substantial Native student enrollment.

Washington has one of the most extensive community colleges systems in the United States but relatively lower participation and attainment rates for baccalaureate and graduate degrees. There are many efforts underway to expand the places and types of bachelor's pathways including branch campuses of universities, e-Learning, university centers away from the main campuses that bring multiple programs to distant communities, and more applied baccalaureate degrees at centers and at community colleges.

A majority of students enter higher education through community colleges which generally have lower graduation and transfer rates and disproportionately educate low income and minority students. Nonetheless, among bachelor's degree graduates in Washington who are Native American, a slightly higher percentage transfer from the community colleges than for students in general – 39% for Native American vs 38% for all students (Stern, P., Pitman, K., and Pavelchek, D. (2009).

A variety of factors explain lower success rates in two-year colleges (McIntosh and Rouse, 2009; Soares and Mazzaeo, 2008), including the characteristics of

Table 3: Washington State American Indian Student Enrollment by type of institute

Type of Institution	# American Indian/ Alaska Native Students (FTE)	% American Indian/ Alaska Native Faculty/staff
Two-year public colleges	4632	1.6% Faculty
Four-year public colleges & universities	1800	0.8% Faculty
Four-year private colleges & universities	500	0.7% Faculty
Tribal college (Northwest Indian College)	690	57% fulltime faculty + staff (2005)

Source: NCES IPEDS-2007 Fall Staff Survey

the students (more low income, working, part time, level of academic readiness), less institutional support, and lack of financial aid. Barriers cited in reports on Native American retention point to family obligations, transportation, and lack of day care as issues even at reservation-based programs.

There is concern nationally about growing higher education inequality, with attainment levels widening between Whites, Hispanics, African Americans, and Native Americans, with under-representation at each stage of the educational pipeline (Kelly, 2005). In recognition of the gap between those with postsecondary education and those left behind, the Higher Education Coordinating Board's 2008 Strategic Master Plan, Moving the Blue Arrow: Pathways to Educational Opportunity, has a policy goal of increasing the number and percentage of students, staff, and faculty of color in postsecondary education. The aspirational goal is that, by 2015, Washington will place in the top 10 states in achieving parity for under-represented minority students and students in poverty accessing higher education and, by 2020 will place among the top 10 states in achieving parity in these groups in completing two and four year degrees (HECB, 2007, 35).

Tribal Needs and Economic Impacts

The backdrop of needs for Native American individuals in higher education often mirrors the needs of their communities. With 29 federally recognized tribes and large Native American urban populations, the educational needs vary. As of the 2000 Census, 5,062 square miles of the State's 66,544 square miles of land remains Indian reservation and trust land (US Census Bureau, 2000). There is much diversity in the geographical regions across the State. This creates diverse needs for programming relevant to tribal needs.

What many people do not recognize is that Washington tribes are in a period of ambitious

nation building and cultural revitalization. As the federal policies have changed to emphasize self governance, tribes in Washington and elsewhere are stepping up to aggressively pursue self governance and building sustainable economics.

As W. Ron Allen (Jamestown S’Klallam) said in a recent interview,

(In recent years) tribes assumed greater control over how their federal resources could be used.... Increasingly, we took charge of our own destinies. The (Jamestown S’Klallam) tribe amended its constitution.... We developed more sophisticated governmental structures and expanded our capacity for managing tribal affairs. We are now capable of meeting our communities’ needs more effectively than any other government. We know our people and are sensitive to their cultural traditions and realities (Harvard Project on Native American Economic Development, 31)

On behalf of their people, tribal governments invest in health care, housing, education, youth programs, public safety, energy, environmental improvements, cultural resources and natural resources. Washington tribes have been leaders in pursuing self-governance and taking over management responsibility for services from the Bureau of Indian Affairs. Tribal communities offer institutions of higher education in Washington the rich opportunity to participate in the development of community in ways that create unique sharing between indigenous and academic knowledge.

The Growth of Tribal Operations

Over the last 20 years tribal economic growth in Washington has increased at a staggering rate. In 1997 the Washington Tribes contributed \$1 billion to the states economy. Tribal enterprises employed 14,375 Washington citizens full-time, including non-tribal employees (Tiller-Chase Report 1997).

More recent studies following the groundbreaking methodology employed in the 1997 Tiller-Chase report look at the impact of tribal enterprises (Taylor, 2006). Taylor noted that:

tribes employ thousands of Washingtonians in their casinos, their non-gaming enterprises, and their governments. They buy millions of dollars’ worth of goods and services from hundreds of vendors in communities near them and around the state. Those purchases and wages, in turn, yield millions in taxes for state and local governments. What is more, the tribes’ commercial investments underwrite important, tribally driven social,

economic, environmental, and cultural investments that produce significant and tangible results for Indians and non-Indians alike. (Taylor, 2006)

A 2008 report on Washington Tribal Governments Community Investments states that tribal governments are a major factor in Washington’s economy, especially in rural areas. The study identified these impacts (WIGA, 2008):

Employees: Approximately 25,000 full-time

Wages: More than \$700 million

Benefits: More than \$185 million

Goods Purchased: More than \$1.5 billion

The WIGA report adds “Tribal governments are investing hundreds of millions of dollars in new enterprises that include forest products, hotels, restaurants, agriculture, ranching, retail, transportation, real estate developmental, manufacturing, and aquaculture.”

A number of Washington colleges and universities including Gonzaga University, Seattle University, Antioch University, the University of Washington, Washington State University, Northwest Indian College, The Evergreen State College, South Puget Sound Community College, Everett Community College, Edmonds Community College, Tacoma Community College, Bates Technical College, and Grays Harbor College, have developed courses, certificates, and degree programs in various areas (law, business, tribal administration, social work, enterprise management, tribal governance, leadership, etc.) to specifically support various aspects of burgeoning tribal enterprises.

Natural Resources

The treaties that govern the relationships of tribes in Washington and the United States government, unequivocally state that natural resources remain the centerpiece culturally, economically, and socially of tribal communities. Tribes manage substantial resources and acreage within the boundaries of Washington and are major players in the state’s efforts to restore and manage key resources such as water, salmon, forests, and wildlife. Critical intertribal organizations, such as the Northwest Indian Fisheries Commission, play a key role in intergovernmental relationships to manage these key resources.

Many colleges and universities including the University of Washington, Washington State University, Western Washington University, The Evergreen State College, Northwest Indian College, Grays Harbor College, Walla Walla Community College, and Peninsula College, have developed natural resource and environmental studies programs with a link to tribal communities.

What Works in Native Student Success

Many efforts to attract diverse populations begin with a heavy emphasis on access and understanding and removing the barriers that limit access to higher education. Increasingly, the focus is shifting from an emphasis on access to work emphasizing student success. Successful institutions are using emerging research on student success and persistence to guide intervention efforts.

There is a substantial convergent literature on student learning and student success (Chickering and Gamson, 1987; Pascarella and Terenzini, 1987; Smith, MacGregor, Matthews and Gabelnick, 2004; Handelsman, Miller and Pfund, 2007; Bransford et al., 2000; Wiggins and McTighe, 1998; Tinto, 1993). The literature repeatedly points to key factors in student success. *The Seven Principles for Good Practice in Undergraduate Education* by Arthur Chickering and Zelda Gamson provides one widely referenced summary of important effective practices which include:

1. Encouraging contact between students and faculty
2. Developing reciprocity and cooperation among students
3. Using active learning strategies
4. Giving prompt feedback
5. Emphasizing time on task
6. Communicating high expectations
7. Respecting diverse talents and ways of learning (Chickering and Gamson, 1987)

Recent studies indicate that effective institutions seem to have a pervasive, seamless emphasis on student success (AASCU, 2007; Kuh, Kinzie, et. al., 2005). The overall institutional culture supports student success in numerous ways, including its curriculum and pedagogy, its recruitment and hiring practices, its professional development efforts, and its approaches to community-building within the institution. Active learning methods in the classroom, an emphasis on approaches that reach all students, highly competent, empowered and caring teachers, and high feedback also tend to be characteristics of effective institutions. In their landmark study of high performing colleges on the National Survey of Student Engagement, George Kuh and his team at Indiana University describe the “palpable sense of restlessness” that is typical of successful institutions (Kuh, Kenzie, et. al. 2005). They tend to be tenacious, inventive, and are always trying to improve their efforts. As a result, assessment is a key

practice at successful institutions, which are constantly looking at what works and how to improve their efforts.

At the same time, the literature on student success repeatedly notes that while there are many good practices to emulate, there is no single magic bullet for promoting student success. Effective approaches are multifaceted and more nuanced to the particular context of each institution and its students. This is also true of attempts to create successful learning environments for Native American students. Over-generalizing can be a serious mistake. There are many significant variations within the Native American student population that are important to understand in planning college success strategies.

The growing literature on culturally diverse students corroborates these principles of effective practice and expands the inquiry to examine factors more specific to students from under-represented populations (AASCU, 2007; 2004; Rendon, 1994 and 2006; Rendon et. al, 2004; Zwerling and London, 1992; Gonzalez, 2000, Tinto, 1993;

AASCU, 2007; Kuh, 2008; Kuh, Kinzie, et. al., 2005; Pavel, et.al. 2009). One of the notable recent approaches worth replicating works backwards from high graduation rates for Hispanic students to understand characteristics of successful institutions (American Association of State Colleges and Universities, 2007).

There has been a shift recently in the scholarship on Native Americans in higher education from a deficit-model perspective to an achievement-model perspective, with a growing number of scholars focusing on Native American student “success” rather than failure (J. Guillory, 2008). Native American cultural values have been blamed for the low academic achievement of Indian students since the early days of boarding schools

There has been a shift recently in the scholarship on Native Americans in higher education from a deficit-model perspective to an achievement-model perspective



suggest that staying connected to one's home community is an integral part of Native American persistence. Waterman (2004), Huffman (2001) and Willetto (1999) found that Native American culture, long thought by assimilationists to be an obstacle to academic success (Wright & Tierney, 1991), is actually a central factor in the success and achievement of Indians in college. These studies suggest that Indians can and should draw upon their cultural identity to succeed and resist the notion that their culture is an impediment to their academic success. They argue that educational programs and curriculum designers should incorporate and draw upon Native American cultural identity.

Other studies corroborate these

(Lomawaima, 1999). Typically, if “Native American and Alaska Native students perform below the level of their white counterparts on some measures, the fault is laid at the feet of Native culture and not the schools” (U.S. Department of Education, 2001, p. 5).

This paradigm shift has challenged scholars to go beyond asking why Native students leave college to exploring why many stay and graduate and trying to understand what factors and practices support Native student achievement. (Tinto, 2006) Some of the key factors that are emerging about Native American student success include the following:

- Strong family support
- Positive interactions with mentors (e.g., faculty, advisor, department staff members)
- Clear educational goals and personal motivation
- Institutional support
- Academic preparation
- Academic and social integration, and
- The ability to function bi-culturally. (Ortiz and HeavyRunner, 2003; Inglebret and Pavel, 2007).

A substantial literature points to the importance of families in supporting Native student success. Willetto (1999) notes that influences such as parental education, student's identification with their mothers, and family adherence to traditional cultural practices were salient factors to academic achievement. Other studies also

findings and suggest ways to put this into practice with new educational models. HeavyRunner and Marshall (2003) developed the Family Education Model (FEM) to improve the retention rates of Indian students attending tribal colleges. At the heart of the FEM is the concept of cultural resilience. Tapping into the close-knit family structure that characterizes tribal communities, FEM is designed to “engage family members in the life of the community college by enlisting them as partners and involving them in cultural and social activities” (p. 30). Culturally relevant models such as the FEM are making significant improvements in the retention of Indian students at tribal colleges. The curriculum at Northwest Indian College and the Native Early College high schools pioneered in Washington with an intergenerational focus are also building on these insights about the power of family involvement. Evergreen's reservation-based program is another example of this effort to connect family and community to the educational experience.

A number of studies also suggest that the desire to “give back” to one's own tribal community is a salient factor for students who persist through college and complete their college degrees (Brayboy, 1999; Garrod & Larimore, 1997; Garcia, 2000; Garvey, 1999; Jackson, Smith, & Hill, 2003; Waterman, 2004). Weaver (2000) observed that it is not uncommon for Native American students to earn degrees in “helping” professions such as social work, education, nursing and psychology for the purpose of helping their communities. The concept of giving back was a strong persistence factor in R. M. Guillory's (2002) study as well as the more recent

research by J. Guillory at Washington State University (2008) on Native American student persistence.

Reyner and Trent (2002) noted that reciprocity and the sense of giving back is fundamental to Native learning and spirituality. In Juntunen, Barraclough, and Broneck's (2001) study on Indian families and their perception of career choice, one participant in this study stated that "to be successful, I believe, is going back to where you were raised to help the people that are there" (p. 277). One intriguing finding in this study was that even those participants who did not grow up on reservations indicated a desire to work on a reservation, or to work in a way that would directly benefit Indian people.

Recent research on undergraduate students in Washington in reservation-based programs also suggests that serving as a role model for their children is a central motivation for adult students to pursue a college education (Smith, 2008). As one student put it, "I have an 11 year old daughter who is really inspired by my going to college. She has two medals this year for passing the WASL and is in a higher level of reading than her class. She wouldn't let me skip any of my Saturday classes."

Responsibility to the tribe is also a prominent theme. As one student put it, "I believe that as a Native American it is my responsibility to be familiar with what Native people and tribes have endured to get where they are today" while another said "once I'm done with school I will return to my community and make it a better place by offering what I know." Another commented, "we have all been part of a big change in the last few years. We are realizing that we are our own community and we need to bring our pride together to keep us moving forward."

Brayboy (1999) discovered that many Native students were motivated to succeed academically to use their education to benefit their people, but some eventually paid a heavy price both personally and culturally. Some had difficulty reentering their communities and lost their connection to the people. As such, Brayboy argues that for Native students, "the choice of attending an institution of higher education is much like a mortgage that students take out on themselves and their culture" (p. 26). In other words, in order to be successful in school, Native students feel pressured to sacrifice their cultural identities or "Indianness" in the process.

R.M. Guillory (2002) also indicated that while some students wanted to eventually return to their tribal communities to help their people, others were reluctant to do so because they did not want to face the adverse social conditions such as the "strong prevalence of drugs, alcohol abuse, poverty, and lack of job opportunities" that plague reservations (p. 156). Jackson, Smith, and Hill

A number of studies also suggest that the desire to "give back" to one's own tribal community is a salient factor for students who persist through college and complete their college degrees

(2003) described the tension that Native Americans feel between leaving the reservation to pursue a higher education as "paradoxical cultural pressure" (p. 548). While pursuing a higher education was encouraged, some of the student's expressed the fear of being perceived by the tribal community as selling out to the dominant culture.

The current literature also reveals that Indian students face numerous personal, social, cultural, economic and institutional challenges that impact academic performance, but many are successfully adapting to the cultural environment of mainstream colleges and universities that is often vastly different than the cultural environments that Indian students come from (Pavel and Padilla, 1993; Benham and Stein).

Social integration and feeling part of a community is important in Native student retention, so having a critical mass of Native faculty, staff and students can make all the difference. Successful institutions carefully nurture



Lowell Jones

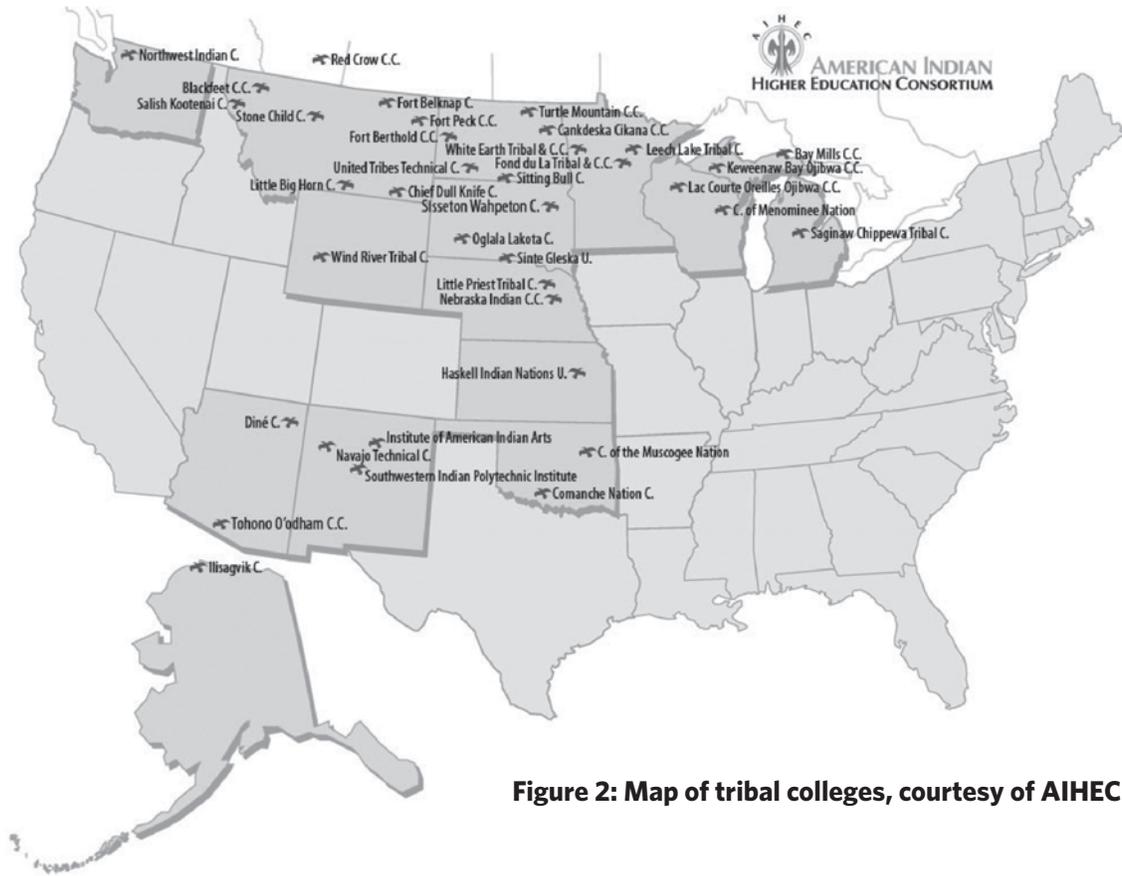


Figure 2: Map of tribal colleges, courtesy of AIHEC

a culture of inclusivity and hospitality. Faculty and faculty pedagogical approaches also matter. Some studies suggest that Native students prefer active-experimental approaches to learning and engagement in projects and small group discussions (cited in Ortiz and HeavyRunner, 2003). Recent research in Washington corroborates this finding, especially in terms of the use of Native cases and problem-based learning (Smith, 2008). In Washington, as we shall see, many of these successful practices are being put into place to support Native student success.

Tribal Colleges

One of the most important developments in Indian education has been the development of tribal colleges. In a 1997 study commissioned by the Carnegie Foundation the report characterized tribal colleges as “Symbols of a New Era” (Boyer, 1997). Of the 181,100 Native American/Alaska Native students enrolled in all types of institutions in 2006, more than half of these students are enrolled at two year institutions, and 30,000 are at tribal colleges. Enrollment at tribal colleges has grown at larger rates than all other types of institutions since 2001, increasing by 23 percent between 2001 and 2006, the highest rate of increase at all colleges and universities. Eighty percent identified themselves as Native American, and 66% were female (AIHEC AIMS Fact Book 2005).

The tribal college movement has developed on the recognition that effective education for Native American students was not occurring when Native students attended mainstream institutions (Benham and Stein, 2003). For several generations, Indian education was marked by an emphasis on acculturation and assimilation of tribal people into a Eurocentric world. Boarding schools, church and military-run day schools, relocation of individuals and families from traditional homelands in Indian country into urban settings, and the lack of culturally relevant educational strategies and programs directly led to the oppression and destruction of Native culture. Native languages and cultural and religious practices were significantly altered or lost, while traditional social and familial structures were severely disrupted. These actions played a major role in creating many of the problems that Native communities face today.

In the late 1950s and through the 1960s, Native Americans experienced a surge in Native pride and, along with the rest of the country, a blossoming commitment to local self-determination and civil rights. Leading the way in the development of tribally-chartered educational institutions, the Navajo Nation established Rough Rock Demonstration School and Navajo Community College, now called Diné College. These institutions were the first to be chartered by a tribal government under the

autonomous authority of their tribal constitutions and governed by all-Indian boards. The establishment of Navajo Community College in 1969 was quickly followed by the creation of several other tribal colleges in the Northern Plains and in California and in the decades that followed tribal colleges developed throughout Indian Country. Many of the tribal college began as small institutions offering very limited programs, but now, 25 years later a number of tribal colleges have become four-year institutions and universities. Tribal colleges were granted land grant status in 1994. This designation by Congress establishes that a formal relationship between the federal governments (USDA) and a college or university, to support activities (research, education and extension) related to agricultural and family sciences.

The Native American Higher Education Consortium (AIHEC) was founded in 1972 by the presidents of the nation's first six tribal colleges as an informal collaboration among its members. Through AIHEC, tribal colleges nurtured a common vision and learned to see themselves as a national movement. Their work—research, advocacy, and lobbying—was done through volunteerism and came almost exclusively from the presidents, community members, and other tribal and local leaders. Today, AIHEC has grown to represent 36 colleges in the United States and one Canadian institution and is the lifeline of these tribal colleges.



Tribal colleges face many challenges including chronic under-funding from the Bureau of Indian Affairs, competition from mainstream institutions, and lack of access in many states, including Washington, to state funding support for the non-Native students they educate. Political challenges can also arise as tribal colleges work out their relationships with changing tribal governments, but tribal colleges have become strong institutions in the Native American quest for self-determination and cultural revitalization.

Tribal Colleges in Washington

There is only one accredited tribal college in the Pacific Northwest. Forty federally recognized tribes and over 250,000 Native Americans inhabit Northwest Indian College's service area of Washington, Oregon, and Idaho with the main campus at Lummi Nation near Bellingham, Washington. Northwest Indian College began in 1973 as the Lummi Indian School of Aquaculture. In 1983, the Lummi Indian Business council recognized the need for a more comprehensive post-secondary college and chartered Lummi Community College, an Indian controlled two-year college designed to meet the needs of tribal people. In 1988, the institution was accredited by the Northwest Association of Schools and Colleges and later changed its name to Northwest Indian College to reflect its mandate to serve other tribes throughout the Pacific Northwest. In academic year 2008-2009, Northwest Indian College marked 25 years of service to native communities in the Pacific Northwest.

Tribal interest across the region in providing good educational opportunities to their people continues to provide fuel for periodic discussions about expanding the tribal colleges in Washington. A number of tribes aggressively pursue bringing existing programs from established institutions to their reservations as an alternative approach.



Northwest Indian College has played a significant role in expanding access to higher education opportunities as a regional tribal college to a previously underserved rural tribal student population. The current student body represents over 100 tribes from across the United States with strong populations from its tribal reservation sites at Tulalip, Muckleshoot, Nez Perce, Swinomish, Port Gamble and Lummi. Over the last 5 years NWIC has served approximately 1200 Native American students each year, more than any other institution in the State of Washington. (NWIC annual enrollment reports 2003-2008).

The vitality of the tribal college post-secondary system is demonstrated through culturally relevant academics and programming. The Coast Salish Institute at NWIC serves as model for Tribal teaching, research and development in the revitalization and preservation of native languages, community language development and Native American Studies. Academic and educational programs are also far reaching geographically and programmatically serving a Native American audience

at levels ranging from ABE/GED that prepare students to enter the workforce to a Bachelor's Degree in Native Environmental Science that blends indigenous knowledge with western academics to Continuing Education and Outreach Programs that train tribal employees to be competitive. Northwest Indian College utilizes culturally appropriate student development theories like the Family Education Model providing holistic approaches to serving Native American students and then applies those theories to programs such as First Year Experience and Service Learning to create innovative culturally responsive programs distinctive to the tribal college experience.

Northwest Indian College also serves as a primary pipeline to many 4-year institutions in Washington with articulation and partnership agreements with Western Washington University, The Evergreen State College, and Heritage University.

Northwest Indian College engages in research and partnerships on topics that impact tribal communities. The Northwest Indian College Center for

Northwest Indian College : The Power of Sovereignty in Higher Education

Through education, Northwest Indian College promotes indigenous self-determination and knowledge.

Northwest Indian College (NWIC) grew out of the vision of generations of Lummi people who wanted to educate their children without having to leave home and without having to give up their traditional ways. The Lummi Nation began its journey into higher education by creating the Lummi Indian School of Aquaculture (LISA) during the late 1970s. LISA combined innovative aquaculture education with traditional teachings by having Lummi elders in the classroom.

The spirit and purpose of Northwest Indian College can best be illustrated by the personal story of Mr. William Jones Sr., a founder of Northwest Indian College who has returned to NWIC as an Indigenous Leadership faculty. As an early day founder of NWIC, William Sr., tells an important story about the time he saved our tribal college from having our doors closed. In his life's work of serving the Lummi Nation, he served over 35 years as a member of the Lummi Nation tribal council with several terms as the Lummi Tribal Chairman, the Lummi Tribal Executive Director, and the Lummi Education Director. Today, William Sr. is the Indigenous Leadership faculty member in the Coast Salish Institute at NWIC. He fulfills an elder role for the institution and the students.

William Sr., a fluent Lummi language speaker, thought he had forgotten his language. Listen to his story:

"In 1989, I enrolled in a Lummi language class with Mr. Bill James. During one of the first classes he said to me, "Willie why are you here? You used to talk Lummi language to us in elementary school." I was very bewildered by that statement. In the class I struggled and finally dropped out. Through the many traumas of growing up in an alcoholic environment, I had forgotten the close relationship that I had with my great grand uncle, August Martin. As a young boy I was raised up in his old homestead with my sister, my late brother and other orphans -- we all called him cile (grandfather).

My cile was already very old and mostly blind at that time but he used to come and watch me play football, help me with my chores and oversee my homework. And when he talked our language to me, he addressed me as "wake-ah siam" a term of extreme endearment and respect. I believe now, that when he died, the language died within me and I forgot my true identity.

In the spring of 2008, I left the tribal council and became employed at NWIC. At the urging of my supervisor, I enrolled in the Lummi language class. My instructor was just a young man from our community named Lucas Washington. In fact, he was younger than my own children.

What I have learned in his classes has amazed even me. As a member of the longhouse, he naturally brings his

Healthy Living is a new institute that fosters health related education and research within Native communities. The National Indian Center for Marine Environmental Research and Education (NICMERE) is a collaborative partnership with NOAA/Northwest Fisheries Science Center for research and training in natural resources. Completed research includes Salmon Rearing studies, Ecological Characterization, Water Quality Sampling and Watershed Studies.

Northwest Indian College also hosts the annual Vine Deloria, Jr. Indigenous Studies Symposium which provides an intellectual forum for Native Scholars to advance new ideas and expand knowledge in the areas of traditional knowledge, religion and spirituality, law and policy and a critique of western science.

Committed to restoring a culture of abundance through education, Northwest Indian College has embarked on a successful \$40.2 million multi-phase capital and endowment campaign. As of March 2009 the Northwest Indian College Foundation has raised more

\$29 million to be used in capital construction projects that include Student Housing, a Center for Student Success, a Natural Resources Laboratory, Coast Salish Institute and House of Learning and Library Technology Building.

Northwest Indian College's educational role in tribal communities is to serve as an economic engine to help build sustainable tribal communities, promote health living, and support leadership and community development. In a 2004 NWIC alumni survey 65% of the respondents reported that they were employed while 16% reported they continued on with their education after receiving a 2 year degree. 52% of the alumni respondents earned an annual salary between \$20,000 and \$49,999 and 58% of NWIC alumni surveyed worked at a tribal organization. (2004 NWIC Alumni Survey)

cultural background into our teaching environment. He is able to relate to all his students whether they are male, female, young or elderly like me. He not only teaches us.

In 1983, the Lummi Nation founded Lummi Community College and eventually changed its name to Northwest Indian College, expanding its service area to include the tribal communities throughout the Pacific Northwest at Port Gamble, Tulalip, Muckleshoot, Swinomish, and Nez Perce (Idaho), while retaining its identity as a Lummi Nation chartered institution.



Northwest Indian College distinguishes itself in many ways from other institutions. Its core values as a College are shared through the Lummi values described in the strategic plan.

SELALEXW

Our strength comes from the old people. From them we receive our teachings and knowledge and the advice we need for our daily lives.

SCHTENGEXWEN

We are responsible to protect our territory. This means that we take care of our land and the water and everything that is on it and in it.

WXLEMICHOSEN

Our culture is our language. We should strengthen and maintain our language.

LENGESOT

We take care of ourselves, watch out for ourselves, and love and take care of one another.

Mr. William Jones Sr., a founder of Northwest Indian College, greets students.

Reservation-Based Programs

There are many college efforts to serve reservation-based students. Some of these are ongoing, long established programs. Special initiatives, often aimed at educating a single cohort or addressing shorter term educational needs, are developed on an as-needed basis. Some institutions, like Heritage University, offer an extensive array of off-campus programs at sites nearby but not on Indian reservations, including sites at Pasco, Wenatchee and Moses Lake.

Institutions report that site-based programs are crucial in reaching the large population of working adult students who live in reservation communities. Providing educational opportunities to place bound students is a key component in supporting the economic revitalization and self determination efforts of tribes. In almost all cases, these programs are offered at the invitation of the tribes.

There are challenges, however. Finding financially viable, high quality approaches has been a major issue. Many of the institutions struggle to meet minimal enrollment levels in these small communities. They also face difficulties in finding faculty and providing the breadth of courses needed to produce a high quality program.

Distance learning is providing a promising new avenue for delivering a rich curriculum in an economically viable fashion. At least 13 reservation sites served by Northwest Indian College are equipped with interactive television, connecting them to the College's main campus at Lummi and with one another. Internet-based courses are also available through NWIC and Grays Harbor College. The Washington K-20 system also connects many sites and provides rich curriculum opportunities. At many reservation sites, computer labs are available.

Many of the institutions that use e-learning as part of their delivery system rely on hybrid formats that combine

face-to-face meetings with online delivery. Some students enjoy the scheduling flexibility that comes with some forms of e-learning while others seem to prefer face-to-face instruction. Institutions continue to experiment with what works best with specific students in particular courses.

In recent years there has been a concerted effort on the part of institutions to try to work together in areas where their programs overlap or complement each other. The current Seamless Pathway Initiative between Northwest Indian College, Grays Harbor College, Evergreen State College, Antioch University, and Muckleshoot Tribal College is an example of an inter-institutional initiative to align the curriculum, coordinate support services, and strengthen the various college efforts at the Muckleshoot and Tulalip reservations. In a time of limited resources, these efforts to coordinate are especially important. Competition between institutions has usually made effectively serving the communities more difficult and led to both gaps and redundancies in service.

Finding effective ways to coordinate and collaborate with tribal education leaders is an important on-going aspect of serving reservation-communities. Tribes vary in their structures for building and managing their education programs. Muckleshoot has a relatively unique approach through Muckleshoot Tribal College which operates through partnership programs and coordinates the various colleges' offerings, and manages the educational facility.

Inter-institutional efforts

Washington's colleges and universities are also involved in a number of inter-institutional efforts to promote diversity, serve under-served students, and strengthen Native education. In addition to the large number of early awareness and college readiness initiatives described previously, there are other notable postsecondary inter-institutional efforts to work across traditional institutional boundaries and create a more seamless higher education system.

- **Two-college partnerships** are a common format for inter-institutional work. Some of these efforts are deep partnerships that go considerably beyond simple articulation agreements. Some are relatively short-term and project-driven such as NWIC's partnership to develop specific programs in education and environmental studies. Others are more long-lasting. The Grays Harbor College-Evergreen State College and Northwest Indian College-Evergreen reservation-based programs described above are an example of ongoing partnerships which provide seamless pathways to associates and bachelors degrees.
- **Multi-college partnerships** are also increasingly common. Written articulation agreements and



Tacoma Community College offers a tribal enterprise and gaming management certificate program at the Nisqually Reservation.

Table 4: Washington Indian Reservations and Colleges Offering Site-based Programs

Tribal Location	Early College High School	Adult Basic Education	Certificate, stand alone courses, training	Lower division AA program	Upper division BA program	Graduate Program
Chehalis						
Colville						
Elwha				Grays Harbor (GHC), Peninsula College	Evergreen (TESC) inactive*	
Lummi		NWIC	NWIC	NWIC**	NWIC	
Makah				NWIC*, Peninsula College	TESC inactive	
Muckleshoot		Muckleshoot Tribal College NWIC	Bates Technical College & Muckleshoot Tribal College	NWIC	TESC (BA liberal arts)	Antioch MA, MS org communication, mgt programs
Nisqually		NWIC	Tacoma CC (Gaming certificate program)	Grays Harbor	TESC	
Port Gamble				NWIC	TESC inactive	
Puyallup						
Quinault				Grays Harbor	TESC	
Shoalwater Bay				Grays Harbor		
Skokomish	x				TESC Inactive	
Suquamish	x			NWIC at nearby Port Gamble		
Snoqualamie						
Spokane	x			United Indian Nations Tribal College		
Squaxin Island	x			Grays Harbor		
Swinomish	x			NWIC		
Tulalip	x	NWIC		NWIC, Everett Edmonds	TESC	
Yakama				NWIC, Yakima Valley, Heritage	Heritage	Heritage
Olympia intensive format						MPA Tribal Admin TESC MPA/MES Tribal Admin/Env Studies TESC

*Sites listed as inactive are approved sites but currently there is not sufficient student enrollment to offer the program.

**At some additional locations, NWIC offers courses through distance learning.

memoranda of understanding are common formats for inter-institutional partnerships. The Seamless Pathway Initiative described below is one example. Washington State University has been a leader in developing such agreements with other colleges. As the state's only accredited tribal college, Northwest Indian College has been sought out as a partner for many such agreements and has been a leader in this area. The focus and depth of these agreements varies.

- **The University Center** located at Everett Community College is a state-supported inter-institutional structure. The stated funded center develops partnerships with colleges and universities for the purpose of providing baccalaureate and graduate degrees for the residents of North Snohomish, Island and Skagit Counties and provide the services and facilities that deliver these education opportunities. University Center offers on-line and in-class courses from six public colleges and universities. The University Center sponsors, among others, the Evergreen State College upper division program at Tulalip.
- **Muckleshoot Tribal College (MTC)** is a tribal educational structure to bring a variety of academic programs to the Muckleshoot Reservation through partnership programs. Current programs are provided by Antioch University, Clover Park Technical College, Bates Technical College, Grays Harbor College, Northwest Indian College, The Evergreen State College. MTC provides space, a computer lab, a writing center, and advising and support services for the partner programs.
- **The Seamless Pathway Initiative** between Evergreen, Antioch, Grays Harbor College, Northwest Indian College, and Muckleshoot Tribal College focuses on coordinating and aligning curriculum, and strengthening institutional services and

academic programs at the Tulalip and Muckleshoot reservations where these schools all offer programs.

- **The Native Case Studies Initiative**, based at The Evergreen State College, focuses on producing original Native case studies that can be used in college classrooms. A large number of cases are now available at their website at www.evergreen.edu/tribal/cases. The project offers an annual summer institute for faculty on teaching and writing cases. Northwest Indian College, Grays Harbor College, and Salish Kootenai College are partners in this ongoing initiative.
- **Inter-institutional faculty and curriculum development initiatives** have been an important form of collaboration to promote diversity and Indian education over the past 20 years and continue to be a major avenue for improvement efforts. These opportunities have been sponsored by various colleges and universities and usually funded by grants. One current example is the Achieving the Dream national initiative, supported by the College Spark Foundation, which involves six Washington community colleges in an effort to improve developmental education. Many inter-institutional faculty and curriculum development initiatives are also supported through ongoing structures such as the Washington Center for Improving the Quality of Undergraduate Education.

Inter-institutional collaborations are an important avenue for capacity-building in higher education. Washington has a good reputation among foundations for years of effective statewide educational initiatives. Foundations have tended to be more interested in projects that scale-up and reach a larger number of participants and institutions. The learning across institutions is also very important in gaining new perspectives. "It gets me out of my silo," is how one person put it, "and makes me part of a larger community of interest in improving Indian education."

Financial Aid

Lack of financial aid is widely assumed to be one of the major barriers to college enrollment and success for underrepresented populations, including Native Americans. The two main financial aid resources supporting college attendance of Native students come from tribal financial aid programs and Federal Pell grants. Tribal colleges have an additional source of support through the American Indian College Fund, a 20-year old national organization, which allocates about \$100,000 per year to each tribal college for this purpose. In some states, not including Washington, tribal colleges have successfully lobbied to make gain state



financial support for the non-Native students they educate.

Tribal financial aid program resources vary considerably. Native Americans from tribes outside Washington may or may not receive support to attend college from their tribes. Most tribal education directors report that their financial aid allocations are barely adequate to meet current needs, and some education budgets have recently declined, precisely at a time when demand is increasing due to the economic downturn. To fund the largest number of students, some tribes have a set maximum funding level per student... (e.g., \$4000 year at one large tribe) or a need level they will fund (75% at another tribe), but these figures are usually scaled up or down depending on the number of applicants and the size of the education budget.

Education directors usually manage an education budget drawn from multiple sources: Bureau of Indian Affairs compact funds, TANF funds, revenues from tribal enterprises, budgets from various department resources, and other special programs. They report that priority is generally given to full time undergraduate students and covering the cost of in- state undergraduate tuition. GED funding is usually a priority, since it is a stepping stone for many students to additional higher education. A few tribes provide living stipends on top of the cost of tuition and books. Funding to attend summers is secondary priority... if it is funded at all, and usually allocated only when a student's program requires summer attendance. Many report that numerous Indian students who minimally exceed the maximum income thresholds are lost to higher education because of their inability to meet the rising costs of higher education.

To maintain tribal support, students must remain in good standing and earn a 2.0 each quarter. If they do not maintain the requisite grades, an additional quarter on probation is generally allowed, with the students required to self pay for a successful quarter thereafter to restore their standing for tribal support. In an effort to increase completion rates and encourage accountability, some tribes are beginning to ask institutions to provide mid-quarter progress reports.

Educational leave is often provided for students who work in tribal jobs, with the amount of educational leave time varying between three and eight hours per week in the tribes we surveyed. In some cases, there are inconsistencies between overall educational leave policies and departmental implementation of this practice. Short staffing may make it difficult to allow employees the time off to take educational leave.

Graduate students and part time students have a harder time finding tribal financial support. These are significant barriers to college attendance and continue to

Many report that numerous Indian students who minimally exceed the maximum income thresholds are lost to higher education because of their inability to meet the rising costs of higher education.

exacerbate the problem of Native under-representation in graduate and professional programs. The inability to find support for attending college part time can lead to student's over-committing when they try to work full time, meet family obligations, and attend college full time. Some education directors are now actively encouraging students to enroll part time to increase student success rates.

Some tribal education coordinators report that they could profitably spend more time gathering scholarship information for students, but many of them wear several hats and have limited time. One education director at a small Western Washington tribe, for example, also supervises the Head Start and child care directors, the language program, the K-12 Education support, and the library in addition to the higher education program.

There are numerous college and university scholarship programs supporting Native students as described in the institutional profiles in Part 2 of this report. Some of these are one-year scholarships and a few offer multi-year forms of support. Particularly for graduate education, college and university support is crucial, since many tribes do not fund graduate or professional school. University financial support varies, with many providing only support for tuition. Some institutions (Seattle Central, Western Washington University) note that they also have agreements that allow Native students from some tribes in Idaho, Montana, Oregon or Canada to be classified as Washington residents for tuition purposes.

In addition, the **Washington Native American Endowed Scholarship** program helps financially needy students, with close ties to a Native American community, pursue undergraduate and graduate studies. Scholarship money comes from interest generated through an endowment funded by private contributions and the state. Students can use the scholarships at public colleges and universities and accredited independent colleges, universities, and career schools in Washington. The program annually awards about 15 scholarships ranging from \$500 to \$2,000. Priority is given to upper division and graduate students. Students are eligible to receive scholarships for up to five years. An average of 54 students applied in recent years for the 17 scholarships available. The Endowment has approximately \$600,000



Kim Heller (left), GHC Udall Scholar, has a special interest in encouraging tribal teens to continue their education.

in it and awards about \$27,000/year. The Friends of Native American Education raises funds to grow the Endowment. This may be a place where collaboration between institutions, tribes, and other organizations could increase the size of the Endowment. For general information, or to apply, contact: Ann Voyles at 360.753.7843

Two large sources of scholarship monies are the **American Indian Graduate Center (AIGC)** and the **Gates Millennium Scholar Fund**. Established 40 years ago, the AIGC is located in Albuquerque, New Mexico. It raises and administers funds to support Native American and Alaskan Native students entering and completing graduate studies. The AIGC Fellowship Program provides \$1,200,000 in fellowships to over 350 Native graduate students each year. The awards are typically between \$1,000 and \$5,000, with funding coming from the federal Bureau of Indian Affairs. The American Indian Graduate Center also administers a variety of corporate and private scholarships as well as running programs such as the Pre-Law Summer Institute. Their website at <http://www.aigc.org> has extensive information on loans and grants they administer as well as other financial aid resources. While the website emphasizes financial aid for graduate students, there is also information relevant to undergraduate students.

The Gates Millennium Scholar Program Initiative is one of the large scholarship funds available for outstanding undergraduate students. The program is designed for students entering college for the first time and meeting federal Pell Grant eligibility criteria. In 2008 there were 13,000 applicants for the 1,000 awards made. The program's goals are

- To reduce the financial barriers for African-American, Hispanic American, Native American/Alaskan Native and Asian & Pacific Islander American

students with high academic and leadership promise who are at a significant economic disadvantage.

- To increase the representation of these target groups in the disciplines of mathematics, science, engineering, education and library science, where these groups are severely underrepresented.
- To develop a diversified cadre of future leaders for America by facilitating successful completion of bachelors, masters and doctorate degrees.
- To provide seamless support from undergraduate through doctoral programs for students entering target disciplines.

Morris Udall Scholarships have been held by several Native students from Grays Harbor College and South Seattle recently. These highly competitive \$5000 scholarships include participation in a nationwide leadership institute. Approximately 80 awards are made each year. The focus is on students interested in environmental public policy and Native American students pursuing careers in health care or tribal public policy.

There are numerous other local sources of financial aid, ranging from corporations to programs focusing on special populations such as foster youth. Financial incentives remain a key factor in promoting Native participation in higher education.

Student Support Services

Student support services are an important component of successful efforts in Native American education. The literature clearly indicates that social integration and finding a sense of community is one of the significant factors in promoting student persistence in college. Nearly all colleges and universities in Washington have multicultural student services offices. Services focusing on Native American students are less common, and are usually found at large public four-year colleges and universities. In large universities, additional student support organizations focusing on Native American students are often available within departments and specific programs. Whatever the organizational structure, it is clear that multiple levels of knowledge are needed to provide excellent student support services for specialized populations. Some institutions could benefit by investing in more professional development opportunities for student support staff, similar to the government-to-government training provided by the Governor's Office of Indian Affairs.

Most multicultural service offices provide a broad array of services, including advising, counseling, and programming specifically focused on students of color. Programming may include cultural activities, diversity training, pow wows, and a variety of other activities.

Most Washington colleges and universities have federally funded TRIO programs. Many of these programs report high success rates in student retention and completion at both on campus and off-campus sites. TRIO is actually eight initiatives:

- Educational Opportunity Centers provide college entrance and financial aid information for older Americans who are economically disadvantaged
- McNair Post Baccalaureate Achievement prepares students for doctoral studies
- Student Support Services provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education
- Talent Search assists middle and high school students from disadvantaged backgrounds who have the potential to succeed in higher education
- Training Program for Federal TRIO Programs provides funding to enhance the skills and expertise of project directors and staff employed in the federal TRIO programs
- Upward Bound provides fundamental support to low income high school students in their preparation for college entrance
- Upward Bound Math-Science program funds specialized Upward Bound math and science centers
- Veterans Upward Bound is designed to motivate and assist veterans in the development of academic and other requisite skills necessary for acceptance and success in a program of postsecondary education

Washington community colleges with TRIO Student Support Services (SSS) programs

Bellevue Community College
Big Bend Community College
Centralia Community College
Columbia Basin College
Edmonds Community College
Everett Community College
Grays Harbor College
Lake Washington Technical College
(Disability Student Support Services)
Lower Columbia College
Pierce College
Seattle Central Community College

Skagit Valley College
South Seattle Community College
Tacoma Community College
Walla Walla Community College
Yakima Valley Community College

TRIO SSS programs at 4-year institutions in Washington

Central Washington University
Eastern Washington University
Heritage University
Northwest Indian College
The Evergreen State College
University of Washington
Washington State University

TRIO McNair Programs in Washington

Eastern Washington University
University of Washington
Washington State University

At many institutions, new strategies for student success aim at bringing student support services directly into the curriculum, often making counselors and other student services professionals part of the teaching team. These programs often take the form of First-Year Experience (FYE) courses which infuse study skills and college and career planning into the curriculum. Northwest Indian College has a robust FYE program and is part of the national FYE effort. They are also exploring linked courses as a student success strategy. Many of the public two and four year colleges also offer various forms of learning communities that link courses and often provide peer support systems as well. Colleges are also investing considerable effort in building early connections to students in the K-12 system to promote college awareness and college readiness. The next section of this report focuses on those efforts.

Creating Seamless Pathways between the K-12 Education System and Higher Education

It is clear that whole system improvements efforts are necessary to enhance Native student success in postsecondary education. In a recent study assessing the loss rates in the education systems of different states, Washington stands in the inenviable position of standing right on the national average of losing 30 out of every 100 students before they graduate from high school. The state also has a high lagged college attendance rate (Davies, 2006,5).

The drop out rate for Native American students in Washington was 12% in 2004-05 for 12th grade students and 12.6% for juniors, more than twice the rate of students in general. The problem is even deeper, since many Native students dropout even before entering high school. Native American students also lagged in on-time graduation rates from high school at 48% (compared to 70.4% for all students) in 2005-06 (Education Trust, 2005. Getting Honest about Grad Rates: How States Play the Numbers and Students Lose. [www2.edtrust.org].) The percentage of Native American high school graduates who go directly to college has dropped from 52% in 1998 to 37.8% in 2003. (HecBd, 2006, 43). As a result, there are now numerous efforts underway to better understand the so-called “achievement gap” and promote success for Native students in the K-20 education system.

Closing the Opportunity Gap in Indian Education

In 2008, the Washington Legislature commissioned studies of the “achievement gap in K-12 education” with individual reports on each ethnic group. The report on Native American education was prepared by a team of Washington State University researchers headed by Michael Pavel and published in December, 2008. This extensive report titled *From Where the Sun Rises: Addressing the Achievement of Native Americans in Washington* provides the most recent and thorough research on the current state of Indian K-12 education in Washington. The opening sentence of the report sets the tone, boldly saying they hope their report “...may someday be remembered as one of the last plans that was published before sweeping changes were fully integrated into our education system to support all children.”

This study focuses on four issues: 1) the extent to which the education system is addressing the needs of Native American students, 2) the data that are needed to better understand the achievement gap, 3) the characteristics of exemplary programs and practices, and 4) recommendations to close the achievement gap.

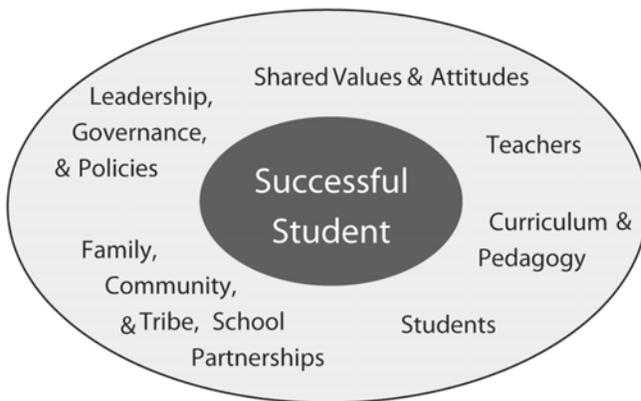
The study argues that we need to begin by re-conceptualizing the issue and see the achievement gap as an opportunity gap. It contends that we need to shift the paradigm towards relationship building. We need to build upon the numerous efforts underway to revitalize First People’s languages, and develop culturally appropriate curricula and culturally responsive pedagogy. This valuable report details numerous resources and models to draw upon and provides a comprehensive action plan within the framework of government-to government relationships. Figure 3 from their report summarizes key elements of such a plan. This plan is also applicable to higher education.

There are now numerous efforts underway to better understand the so-called “achievement gap” and promote success for Native students in the K-20 education system.

The report examines three data sets: the National Assessment of Educational Progress (NAEP), the Common Core Data (CCD) from the National Center of Education Statistics, and the Washington Assessment of Student Learning (WASL) data from the Office of the Superintendent of Public Instruction (OSPI). Despite the troubling issue of missing data in all of these data sets (74.4% of the districts were missing data on Native students), the

We are grateful to WSU and the authors of the recent report *From Where the Sun Rises: Addressing the Achievement of Native Americans in Washington* for generously sharing their data.

FIGURE 3: Elements of an Effective Government to Government Relationship Between a Tribe and a School



Shared Values & Attitudes

- Mutual respect & trust
- High expectations & a belief that all students can learn
- Consistent message that all students will graduate
- Holistic approach – emotional, social, physical, & academic development are interwoven
- Understand that building relationships take time
- Understand tribal sovereignty
- Respect for cultural & intellectual property rights
- Understand that racism exists & should be brought to the surface

Leadership, Governance, & Policies

- Dialogue occurs regularly between decision-making bodies
- Equity in decision-making & policy formation
- Tribe, parents, & schools partner in making decisions about use of Title VII & Impact Aid funds
- Commitment to increase number of Native school administrators & school board members
- Meetings take place at schools & on reservation
- Administrators participate in tribal community activities (e.g., honoring ceremonies, potlatches)
- Program evaluation to ensure policy translates into practice throughout the school

Students

- Validation of each student's gifts, contributions
- Individualized attention
- Active participation learning process, including
- Clear plan for path
- Careful tracking &
- Youth leadership preparation
- Opportunity for all learn about culture
- Sense of responsibility

Teachers

- Caring attitude
- Commitment to increase number of Native educators
- Participate in tribal community activities (e.g., honoring ceremonies, potlatches)
- Elders as educators
- Participate in professional development provided by tribe
- Regular communication with tribal program staff

Family, Community, Tribe, & School Partnerships

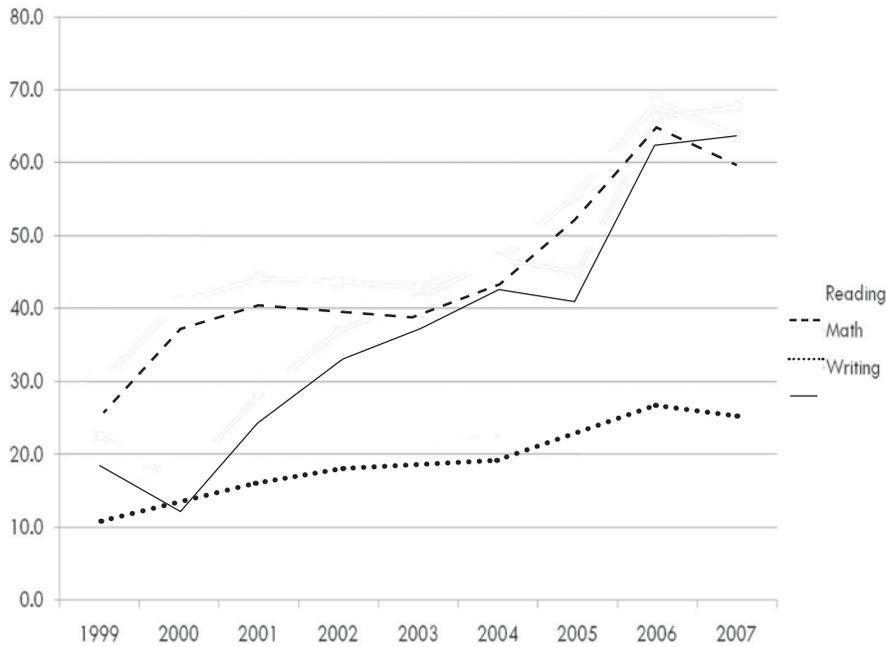
- Affirm value of family, tribe, & community involvement in schools
- Community-based learning & teaching partners
- Family & community volunteers in schools
- Wrap around, coordinated services
- Outreach to families through reservation-based activities
- Hold parent-teacher conferences on reservation
- Allow tribal employees paid time to volunteer in schools
- Understand that family members may have had bad experiences with education

Curriculum & Pedagogy

- Authentic, tribespecific curriculum pertaining to culture, history, & government
- Place-based learning
- Array of options for completing courses (e.g., credit retrieval opportunities, after school programs, flexible summer school)
- Diverse teaching & learning strategies
- Diverse means for demonstrating learning (assessment strategies)
- Native American Club
- Opportunity Fairs (show choices for after graduation)
- Consideration of concepts of time (e.g., wait time, past/present/future)
- Support at critical transitions (e.g., middle to high school)

Citation: Inglebret, E., & Brownfield, S. (2008). Elements of an effective government-to-government relationship between a Tribe and a school. In ChiXapkaid (D. M. Pavel), S. R. Banks-Joseph, E. Inglebret, L. McCubbin, J. Sievers, & Associates, *From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State* Washington State University, Clearinghouse on Native Teaching and Learning. Used with Written Permission.

FIGURE 4: AMERICAN INDIAN STUDENTS, GRADE 10. PERCENT PASSING WASL



Source: Washington Office of the Superintendent of Public Instruction.

research does indicate an achievement gap among Native American students at all of the tested grade levels (4th, 8th, 12th) and most of the subject areas, though pass rates have been steadily increasing over the past 11 years as indicated in Figure 4.

With high school graduation tied to passing the WASL tests, the WASL has been a key barrier to Native student progress into college. In 2009, nearly 48% of Native students in 12th grade did not pass the WASL test. In 2010, the WASL will be replaced by two new assessments that are currently being developed: the Measurements of Student Progress for grades 3-8 (MSP) and the High School Proficiency Exams (HSPE). The impact of this new form of student progress and achievement remains to be seen.

The Washington State University study suggests closer analysis of the data on student achievement. By combining the data sets, the 2009 research report was able to conduct a finer analysis of the demographic and economic factors associated with variations in WASL test scores. This analysis pointed to several critical factors that explained many of the differences: school personnel factors (number of fulltime teachers, student/teacher ratio, % of teachers with a Masters degree, student support personnel) and demographic factors (the percentage of Native students enrolled) and suggested “prevention and intervention strategies for increasing the WASL scores by examining the unique issues facing schools with higher percentages of Native students (Pavel, et. al., 9).” *From Where the Sun Rises* concludes with a call to establish policy and funding to implement a comprehensive education plan to increase Native American educational achievement. Specific goals

are spelled out in the areas of relationships building between teachers, administrators, school board and tribes; describing and monitoring the health and well-being of Native youth; achievement and educational attainment in critical academic areas; and assessment of learning.

Early Awareness and College Readiness Programs

Many Washington colleges and universities have high school recruitment and outreach efforts. Some of the larger institutions have student recruitment staff focusing specifically on Native students. Recruitment efforts typically include college visits, college fairs, campus tours, and help with the admissions and financial aid process. The University of Washington, for example, has a federally funded TRIO-Talent Search program that identifies and assists students from disadvantaged backgrounds and encourages them to complete high school and attend college.

One of the largest programs to promote early awareness and college readiness is through the GEAR UP program, “a federal program that provides six-year grants to education/community partnerships and states to increase the number of low income students who are prepared to enter and succeed in postsecondary education. Serving an entire cohort of students beginning no later than the 7th grade, GEAR UP provides services at high-poverty middle and high schools and college scholarships to low-income students” (Higher Education Coordinating Board (HECB), Washington GEAR UP Programs, 2007-2008). For further information contact Weiya Liang at weiyaliang@hecb.wa.gov.

In addition to the state GEAR UP program administered by the Higher Education Coordinating Board, other GEAR UP grantees and institutions include Evergreen, UW, WSU, CWU, EWU, Wenatchee School District, and the Yakima School District. More than 30,000 students are currently served by the Washington GEAR UP program. Approximately 3.2% (more than 1,000) of the students are Native American/ Alaskan Native/Native Hawaiian. Recent studies of the state program suggest that the GEAR UP program is effective in promoting early awareness and college readiness.

Many other federally funded college awareness/ readiness programs are also found in Washington. These include various Upward Bound summer programs for high school students (Evergreen, North Seattle, Peninsula, South Seattle), Talent Search (South Seattle, Heritage, UW), and MESA (University of Washington, Heritage). Funded through competitive grants, many of these programs have been in place for years. These efforts aim at students at various levels in the educational pipeline, most typically high school students.

Institutions have also designed their own programs to promote early awareness and college readiness. Washington State University offers a variety of programs including a five-day summer camp, NY'EHE (Native Youth Exploring Higher Education), and campus visitation and

transfer programs. Columbia Basin Community College offers a Multicultural Achievement Skills Camp for students in grades 6-8 to enhance their leadership skills.

For several years Peninsula College has run a successful summer program to involve Native students in science focusing on work on the Elwha River. This program is designed to attract more Native students to the sciences and builds on the recognition that interest must be cultivated early in their educational experience. Peninsula also offers other youth programs, such as "Paddle On," in collaboration with local tribes to introduce youth to the annual Canoe Journey and its significance to northwest tribes.

At Seattle University (SU), a Summer Business Institute is offered for college bound students of African American, Latino and Native American heritage. SU also maintains the Taqwsheby Vi Hilbert Ethnobotanical Garden which joins with the Seattle Public School's Huchoosedah Indian Education Program for annual planting exercises.

In the eastern part of the State, Spokane Community College offers a multicultural five week summer academy for 8th-10th graders. Eastern Washington University offers a summer camp for middle and high school tribal members at the Kalispel Camas Path and Learning Center that includes campus visits and career education. Eastern Washington alumni are teachers at Medicine Wheel Academy, an alternative school for 9-12 graders.



Photo courtesy of WSU.

Representatives of the Governor's Office of Indian Affairs (Mystique Hurtado, far left; and Craig Bill, far right) recognize the efforts of researchers (l-r) SusanRae Banks-Joseph, Michael Pavel, Ella Inglebret, Jason Sievers and Lali McCubbin in producing the Indian Achievement report.

Some colleges connect to local schools through service learning initiatives.

a campus visit program and a new program to promote student progress at the reservation's new charter school.

The University of Puget Sound is part of the national "College Horizons" program. This five-day intensive course in college counseling co-sponsored by the AIGC, American Indian Graduate Center and *Winds of Change* magazine. Approximately 80-85 American and Native Hawai'ian students attend. The program rotates to cover different regions of the country with the hosting school required to commit substantial funds. UPS hosted in 2006 in collaboration with the Puyallup Tribe and will again host this event in 2010. UPS also enjoys an ongoing relationship with Chief Leschi School through a Pen Palz writing/mentoring program, year-round "Access" programs, and a Summer Academic Challenge enrichment program.

Some colleges connect to local schools through service learning initiatives. At Pacific Lutheran University, for example, the Center for Public Service coordinates two programs that offer tutoring and mentoring to five local elementary schools with strong Native American and other minority student populations. In addition, their Volunteer Center coordinates a relationship with Chief Leschi School, a tribal school operated by the Puyallup tribe.

Heritage University (HU) works with the Yakama Nation Tribal School. HU science faculty teach science and run science exercises for 7th-12th graders. They collaborate with the Toppenish School District and the Yakama Nation Head Start program. HU has a community studies requirement as part of its core curriculum which offers an ongoing platform for projects for or with the local Native communities.

Middle College High Schools: American Indian Heritage Middle College

Middle Colleges are another avenue for colleges to work with high schools. A large-scale national reform effort, middle colleges are found throughout the United States and supported by a national consortium, the Middle College National Consortium (www.mcnc.us) Middle colleges are small high schools (usually 100 students or less per grade level), usually located on a college campus, and designed to serve under-served and under-represented populations through a strong academic program with

This program works closely with Eastern's Native American faculty and programs. Whitman College works with Nixyaawii Community School on the Umatilla Reservation on several fronts to increase interest in college through

a supportive and nurturing environment. Middle colleges vary in structure and curriculum and may or may not directly involve college faculty and curriculum.

Unlike early colleges and Running Start type programs described below, middle colleges are not dual enrollment programs where students can earn credit towards both a high school and college degree. The American Indian Heritage Middle College is located at North Seattle CC. It has a primarily Native American student population and a Native-focused curriculum. "Students earn a standard high school degree in a non-traditional setting. Working in partnership with community members, students are empowered to be successful both in academic endeavors as well as in society."

Dual Enrollment Programs

There are a variety and growing number of alternative high school and dual enrollment programs in Washington and the nation. These include Running Start, College in the High School programs, Advanced Placement, International Baccalaureate, and Early College high school programs. The racial and ethnic diversity of the state's alternative high schools mirrors the diversity in 12th grade students across the state. Native American students are well represented in alternative high school programs at 3.4 percent in Fall 2008. Native student participation rates are not readily available for all of above mentioned programs, but notable examples are described below.

Running Start

The largest of the dual enrollment programs, Running Start, allows students to combine the last two years of high school with the first two years of college and often simultaneously earn a high school degree and an AA degree. Since the program's establishment in 1990 participation rates have grown steadily to a current level of 16,826 students or 7% of the state's high school juniors and seniors. All of the state's community colleges and universities offer Running Start options as does Northwest Indian College. Studies of student success rates in Running Start suggest that the program is highly effective in terms of reducing the amount of time students spend in school, reducing the overall cost and increasing transfer rates and performance rates when they transfer (SBCTC, 2008). "Running Start students complete more of the credits they attempt, with better grades, than other recent high school graduates who are attending college" (SBCTC, 2008).

Eighteen percent of the students enrolling in Running Start in 2006-07 were students of color. "In Fall 2008, 1.8% of Running Start students were Native American. While the number of Running Start students who are Native American has grown much faster than the growth

Northwest Native Youth Leadership Summit

The Indian Education Office within the Washington State Office of Superintendent of Public Instruction offers an annual leadership summit for Native high school students from throughout the Northwest. Approximately 50 high school students attend the summit each summer. Many Native students have never been on a university/college campus or seriously considered attending a university/college. The summit often changes their minds.

The summit begins with a five day Native youth leadership summit and continues with follow up with Native students throughout the school year. The primary focus is the development of leadership skills



in Native youth as well as instilling pride in one's culture and tribe. The summit is held on one of Washington's university campuses (Western, Central or Eastern Washington University) to expose Native high school students to a university/college environ-

ment, utilize Native university/college personnel as instructors, mentors, and/or partners, & provide an opportunity to involve Native university/college students in various capacities throughout the summit.

Students applying to attend must write up to a 200 word essay on why they think they should be selected to participate and their views on our selected summit theme. Each summit has a unique theme. The 2008 theme was "Sovereignty, Treaties and House Bill 1495 (the Tribal Culture and History Bill which encourages school districts to work with their local tribes to develop and teach the local tribal history). The 2009 theme is "Chinook Wa Wa Language and Climate Change." Students will work as a team to explore and decide on a topic for their presentation which relates to the theme. Students working, as teams and individually, on specific segments of the presentation will utilize the library, computer and media labs to develop a powerpoint or video project for presentation to all summit participants and invited guests on the last day of the summit.

Each leadership team is led by a Native college student who is a junior, senior or graduate student at one of the local colleges or universities. Team leaders receive a stipend to help with their higher education expenses. A key component of the summit is involving Native student participants in local cultural activities.

Running Start students complete more of the credits they attempt, with better grades, than other recent high school graduates who are attending college.

of Running Start, the rate of participation in Running Start for Native Americans is lower than the participation rates in college in general (2.6 percent in Fall 2008), (SBCTC, "Native American Students-Programs for High School Students. Recent Trends-Fall 3004 to Fall 2008). Since Running Start students attend classes on a college campus, proximity is important and these efforts are not readily available to many students in rural areas.

Native Early College High Schools

The Early College School Initiative (<http://www.earlycolleges.org>) is a bold, innovative brainchild of the Gates Foundation aimed at stemming the high school drop out rate of students of color. Initiated in concert with the Kellogg, Ford, and Carnegie Foundations, the Gates foundation called upon a dozen intermediaries across the country to engage in a radical secondary-postsecondary school redesign that would target populations underserved in higher education.

In 2002, the Center for Native Education (CNE), housed at Antioch University Seattle, was selected as an intermediary of the Gates foundation because of its prior success with academic programs for Native youth, particularly in their retention and graduation rates. Funding was distributed by the CNE through competitive application to eight school districts and tribal communities across Washington enabling them to collaborate with higher education partners in the design of a blended high school and college program.

The early college school model quickly captivated the attention of tribes and tribal communities across the country. National statistics revealed that tribal students were 237 times more likely to drop out of school than white students, however new research had become available showing that students earning some college credit while in high school would be more likely to finish a postsecondary degree. The demonstrated success of the new early college schools in Washington was rewarded with additional funding from the Foundation to replicate the model on a national level. At the center of the CNE's model to create academically rigorous schools—whether public or private/charter schools—would be the inclusion of tribes and families as an important partner.

Today, the CNE has opened, or is opening, 15

A community based focus ensures that students receive critical support to help them in the important steps of tackling rigorous academic courses and transitioning to a college campus.

schools in seven states. The schools' support to one another has forged a national CNE coalition of schools, now known as the National Native Network of Early College Schools with joint collaboration of school districts, tribes/urban Indian communities, and colleges or universities. The early college model within the CNE network is best described as a community-based design that provides a culturally responsive learning environment where Native American students can earn anywhere from 1-2 years of college credit while completing their high school diploma.

A community based focus ensures that students receive critical support to help them in the important steps of tackling rigorous academic courses and transitioning to a college campus. Each school is required to form a steering committee which must include tribal members, parents and families and members of the larger community, all of whom provide commitment to a collective vision of academic success for each student. This vision is translated into close-knit relationship of all three partners in a student support system to provide an education that is both rigorous and relevant. Secondary schools provide both academic and individual guidance counseling, as well as college-readiness courses with an emphasis on study/organizational skills and critical thinking and inquiry.

After-school support services and attendance initiatives are offered by tribal education staff to help early college students stay in school. Often, tribal members not only act as group mentors, but also connect student learning to actual needs in their own communities—inspiring students to jump-start their learning options. Tribal staff also provide key assistance in helping involve parents in school activities, and by giving training on culturally responsive pedagogy. All tribes hold honoring ceremonies for the early college graduates and, in some instances, alumni gatherings are sponsored by the tribe for students who have enrolled in college. Post-secondary services include providing a specific counselor or coordinator to assist with de-mystifying the college application and enrollment process. College orientation courses specific to Native students are provided to cohorts at the schools.

Data is now being analyzed to learn not only how the early college design is being implemented, but to also pinpoint those activities that show

promise for continued replication among tribal communities with high drop out rates. Our first results suggest that early college schools have helped improve academic results among Native students:

- Data from five CNE Early College Schools show graduation rates range between 69% to 100%.
- Attendance rates at these same schools range from 83% to 94%.
- Free and Reduced Lunch rates at these same schools range from 51-100%.

Such findings indicate that Native children facing overwhelming circumstances of extreme poverty are responding favorably to this model. When asked what their early college school meant to them, students replied with a critical assessment of why they wanted to succeed in school:

- Their desire to learn was supported within their schools and offered them a chance to give back to their communities;
- They recognized the academic ethic needed for college completion; and
- They realized that a college degree would help them support their families and provide a better life for themselves

Although CNE targeted early college startups as a primary purpose, it has also implemented what is known as Making College the Norm (MCN), a college preparation project for middle school students. Promoting access to colleges for students by reaching into middle schools is the main intent of this project. Working in tandem with Early College tribal representatives and school staff, MCN college liaisons offer a look at academic and technical programs of study leading to career opportunities.

In 2006, CNE also received funding from the Lumina Foundation for the “New Path” program, designed to encourage Native adults to attend college courses alongside youth. This model has been well-received in tribal communities. Tribal, high school and college partners work collectively to develop where students of all ages learn together and receive college credit for New Path courses, many of which are offered onsite at Early College Schools.

For the 2007-08 school year, a total of 307 Native students were enrolled in the Washington CNE Early College network. The graduation rate for this population averaged 61 percent. Currently, the Center for Native Education Early College network works with seven school sites in Washington which serve almost one fourth of the state's federally recognized tribes:

Figure 5: Sites of Native Early College High Schools



Table 5: Native Early College High Schools

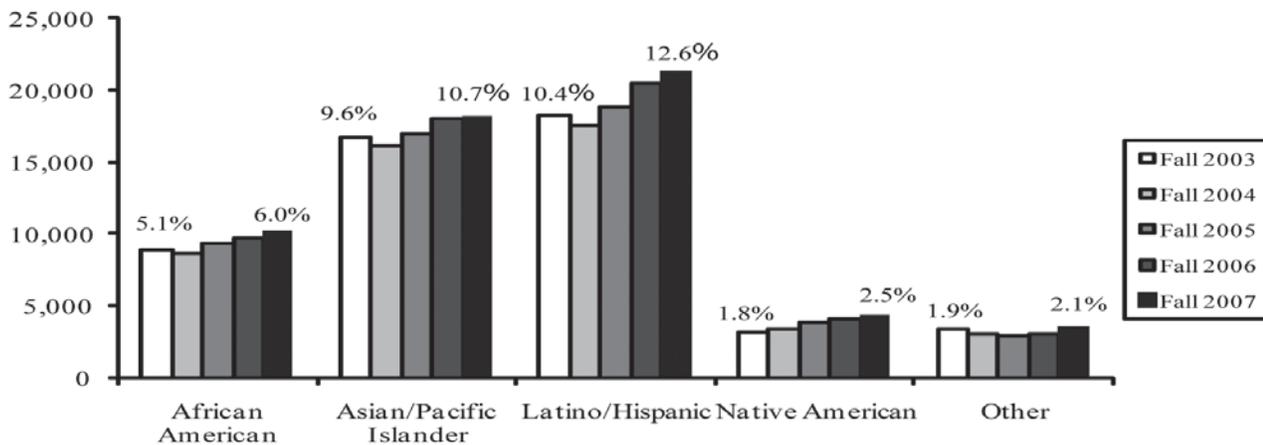
Early College High Schools & Location	Date school opened	Tribal Partner(s)	College Partner(s)
Medicine Wheel Academy Spokane, WA	January 2004	Spokane Tribe Kallispel Tribe	Spokane Falls Community College
Tulip Heritage Early College Marysville, WA	June 2004	Tulip Tribes	Everett Community College Northwest Indian College
Suquamish Early College School, Suquamish Wa	September 2008	Suquamish Tribe	Olympic College
Shelton Early College Shelton, WA	September 2005	Skokomish Tribe Squaxin Island Tribe	Olympic College
La Conner Early College La Conner, WA	September 2005	Swinomish Tribe	Skagit Valley College
Ferndale Early College School Ferndale, WA	September 2003	Lummi Nation	Whatcom Community College
Wellpinit Early College School Spokane, WA	September 2004	Spokane Tribe	Spokane Falls Community College

Indian Education in Washington's Community Colleges

Washington's community and technical colleges educate a large and growing number of Native American students with more than 4000 Native students enrolled in the State's 34 community and technical colleges. The population of students in Washington's community colleges has become more diverse over the past several years. This trend is expected to increase in the future.

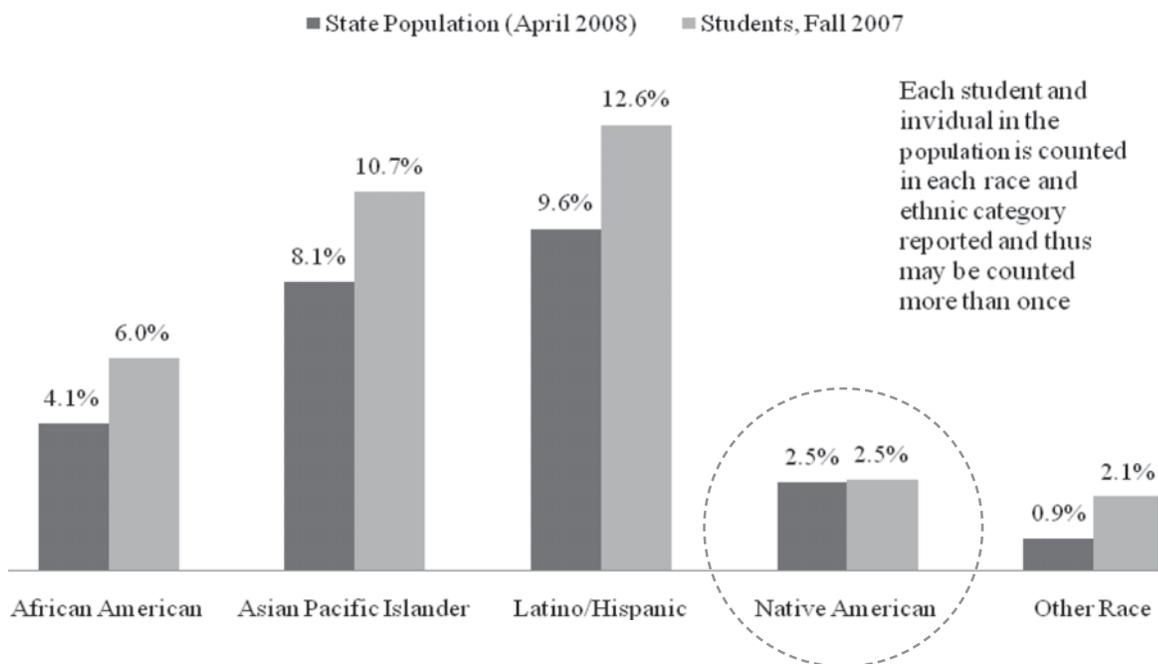
Native American student are now enrolled in the CTC system in the same proportion as in the population. All other groups of students of color are enrolled in college at rates that exceed the proportion in the population. As attainment of the nominal goal of "access" has been achieved, the colleges are turning increasingly towards attainment levels as the measure of success.

Figure 6: All Students of Color Populations Growing — State Supported



Source: SBCTC data warehouse. Excludes International Students.

Figure 7: Percent of Students and State Population of Color, Washington, 2008



Race and Ethnic Background by Mission Area:
Students of color represent increasingly greater percentages in all three mission areas: basic skills, transfer and workforce programs. In fall 2007, the growth in diversity is most notable in the increase of Latino/Hispanic

students attending with a transfer or workforce purpose. As Table 6 indicates, Native American students are represented well among transfer and basic skills students but are underrepresented—compared to the proportion in the population—in the workforce area.

Table 6: Washington Race and Ethnic Background by Mission Area 2003-2007

	Transfer Students					Workforce Students				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
African American	3,261	3,270	3,368	3,485	3,722	3,913	3,804	4,251	4,262	4,267
% of Total	5.1%	5.3%	5.6%	5.8%	6.1%	5.1%	5.2%	5.6%	5.6%	5.6%
Asian/Pacific Islander	6,452	6,530	6,192	6,720	7,094	6,567	6,191	7,203	7,415	6,918
% of Total	10.2%	10.5%	10.3%	11.1%	11.6%	8.5%	8.5%	9.5%	9.7%	9.0%
Latino/Hispanic	5,219	5,198	5,481	5,886	6,154	5,841	5,913	6,472	7,008	7,615
% of Total	8.2%	8.4%	9.1%	9.8%	10.0%	7.6%	8.1%	8.5%	9.2%	10.0%
Native American	1,097	1,279	1,490	1,584	1,651	1,396	1,453	1,644	1,814	1,864
% of Total	1.7%	2.1%	2.5%	2.6%	2.7%	1.8%	2.0%	2.2%	2.4%	2.4%
Other Race	1,494	1,312	1,147	1,204	1,276	1,351	1,097	1,105	1,082	1,169
% of Total	2.4%	2.1%	1.9%	2.0%	2.1%	1.8%	1.5%	1.5%	1.4%	1.5%
White	46,073	45,123	43,944	43,238	43,467	57,944	54,811	56,034	55,868	56,057
% of Total	72.5%	72.9%	73.0%	71.6%	70.8%	75.3%	75.3%	73.9%	73.3%	73.3%

Basic Skills as an Immediate Goal

	2003	2004	2005	2006	2007
African American	1,396	1,320	1,423	1,682	1,888
% of Total	7.3%	8.0%	8.4%	8.9%	9.7%
Asian/Pacific Islander	2,802	2,556	2,697	3,050	3,275
% of Total	14.7%	15.5%	15.9%	16.0%	16.8%
Latino/Hispanic	6,530	5,718	6,110	6,812	6,838
% of Total	34.2%	34.6%	35.9%	35.8%	35.1%
Native American	447	484	486	500	606
% of Total	2.3%	2.9%	2.9%	2.6%	3.1%
Other Race	350	461	463	622	891
% of Total	1.8%	2.8%	2.7%	3.3%	4.6%
White	7,600	6,104	5,959	6,529	6,195
% of Total	39.9%	37.0%	35.0%	34.4%	31.8%

Source: SBCTC data warehouse by Kind of Student and Race Ethnic Ind and Race Ethnic Code (excluding international students).

Note: Percent of total will not sum to 100 percent as a student may be counted in two race categories in the numerator though the denominator counts each student only once.

Table 7: STUDENTS BY RACE AND ETHNIC BACKGROUND STATE SUPPORTED FALL 2008

	ASIAN/ PACIFIC Islander	African American	Latino Hispanic	Native American	Other	White	Total Reporting Race	Total Of Color	% Of Color
Bates	264	388	309	121	35	2,642	3,748	1,115	29.7%
Bellevue	2,401	512	740	119	266	7,262	11,141	4,027	36.1%
Bellingham	104	51	160	81	44	1,936	2,376	440	18.5%
Big Bend	37	29	916	53	9	1,177	2,186	1,041	47.6%
Cascadia	212	46	162	32	58	1,501	1,957	503	25.7%
Centralia	67	33	390	70	38	2,707	3,270	597	18.3%
Clark	767	292	907	196	144	7,830	9,913	2,290	23.1%
Clover Park	423	626	310	89	2	3,817	5,184	1,433	27.6%
Columbia Basin	203	155	2,035	74	30	4,564	7,011	2,491	35.5%
Edmonds	1,498	538	1,141	156	127	4,471	7,663	3,432	44.8%
Everett	589	186	796	227	411	4,144	6,176	2,189	35.4%
Grays Harbor	88	43	280	168	9	1,924	2,419	581	24.0%
Green River	710	508	775	137	85	4,303	6,288	2,196	34.9%
Highline	1,563	1,107	1,182	133	952	2,676	7,414	4,909	66.2%
Lake Washington	518	133	445	32	133	2,668	3,895	1,259	32.3%
Lower Columbia	124	70	375	151	23	3,090	3,726	738	19.8%
Olympic	725	310	432	212	157	5,183	6,747	1,813	26.9%
Peninsula	89	28	171	156	11	1,606	2,011	448	22.3%
Pierce Fort Steilacoom	643	556	677	129	29	2,664	4,412	1,987	45.0%
Pierce Puyallup	357	149	367	96	17	2,257	3,097	974	31.4%
Renton	953	659	1,000	90	44	2,597	5,278	2,732	51.8%
Seattle Central	1,438	1,094	756	128	224	3,536	6,949	3,597	51.8%
Seattle North	976	539	375	120	282	3,148	5,264	2,262	43.0%
Seattle South	1,102	879	653	89	47	3,349	6,065	2,758	45.5%
Seattle Voc Institute	72	277	18	15	36	56	474	418	88.2%
Shoreline	990	471	358	128	82	3,368	5,145	2,005	39.0%
Skagit Valley	307	104	997	90	70	4,169	5,649	1,562	27.7%
So Puget Sound	595	208	387	172	76	3,478	4,703	1,425	30.3%
Spokane	224	189	293	234	85	5,205	6,076	1,011	16.6%
Spokane Falls	528	366	618	334	152	7,987	9,739	1,964	20.2%
Tacoma	590	607	484	157	100	3,309	4,990	1,878	37.6%
Walla Walla	67	50	669	94	23	2,814	3,648	899	24.6%
Wenatchee Valley	60	13	1,261	188	37	2,197	3,696	1,557	42.1%
Whatcom	262	62	380	104	82	2,971	3,730	886	23.8%
Yakima Valley	125	79	2,450	257	66	2,460	5,357	2,975	55.5%
COLLEGE TOTAL	19,671	11,357	23,269	4,632	3,986	119,066	177,397	62,392	35.2%

Source: SBCTC data warehouse Race Ethnic Ind.

*Spokane Institute of Extended Learning student headcounts are reported in Spokane Falls totals.

Table 8: TRANSFER STUDENTS BY RACE AND ETHNIC BACKGROUND—STATE SUPPORTED—FALL 2008

	ASIAN/ PACIFIC Islander	African American	Latino Hispanic	Native American	Other	White	Total Reporting Race	Total Of Color	% Of Color
Bates	3	3	1	1	1	5	14	9	64%
Bellevue	1193	303	356	64	125	3701	5,652	2,035	36%
Big Bend	22	14	246	26	4	627	918	310	34%
Cascadia	137	32	102	25	40	1185	1,476	332	22%
Centralia	29	11	56	20	8	706	811	124	15%
Clark	324	113	275	90	40	3318	4,041	835	21%
Clover Park	5	6	2	0	0	13	26	13	50%
Columbia Basin	150	85	1409	35	19	2286	3,952	1,695	43%
Edmonds	624	228	230	76	75	2022	3,102	1,217	39%
Everett	218	78	154	82	132	1921	2,494	654	26%
Grays Harbor	27	14	41	58	0	482	589	136	23%
Green River	348	216	167	80	48	2330	3,034	848	28%
Highline	702	384	176	63	190	1342	2,737	1,502	55%
Lake Washington	48	32	33	3	14	198	320	130	41%
Lower Columbia	35	20	48	32	8	782	902	141	16%
Olympic	298	124	170	72	58	1972	2,567	713	28%
Peninsula	24	15	45	42	5	516	622	127	20%
Pierce Fort Steilacoom	317	335	215	75	15	1468	2,234	930	42%
Pierce Puyallup	156	74	131	48	11	1258	1,594	413	26%
Renton	27	20	15	1	6	62	129	68	53%
Seattle Central	609	436	208	58	77	1579	2,841	1,364	48%
Seattle North	363	196	134	57	94	1042	1,790	833	47%
Seattle South	395	321	122	28	23	612	1,470	883	60%
Seattle Voc Institute	0	2	0	0	0	0	2	2	100%
Shoreline	413	147	113	51	28	1198	1,849	742	40%
Skagit Valley	135	58	185	38	34	1429	1,829	446	24%
South Puget Sound	239	103	161	81	36	1540	2,040	613	30%
Spokane	62	65	99	60	29	1363	1,641	310	19%
Spokane Falls	174	143	282	168	59	3509	4,188	804	19%
Tacoma	331	328	207	103	46	1768	2,617	972	37%
Walla Walla	27	20	164	27	10	826	1,051	248	24%
Wenatchee Valley	30	5	321	78	15	974	1,389	449	32%
Whatcom	149	46	158	61	47	1870	2,244	460	20%
Yakima Valley	39	34	598	61	18	960	1,676	748	45%
COLLEGE TOTALS	7,653	4,011	6,624	1,764	1,315	44,864	63,841	21,106	33%

Source: SBCTC SMIS Database Race Ethnic Ind.*Spokane Institute of Extended Learning student headcounts are reported in Spokane Falls totals.

**Table 9: WORKFORCE EDUCATION STUDENTS BY RACE AND ETHNIC BACKGROUND
STATE SUPPORTED—FALL 2008**

	ASIAN/ PACIFIC Islander	African American	Latino Hispanic	Native American	Other	White	Total Reporting Race	Total Of Color	% Of Color
Bates	158	255	188	93	27	1,827	2,537	719	28%
Bellevue	763	154	202	52	71	2,974	4,157	1,237	30%
Bellingham	98	46	138	65	37	1,664	2,048	384	19%
Big Bend	9	11	249	15	3	413	690	286	41%
Cascadia	32	12	17	6	12	243	314	76	24%
Centralia	19	6	46	14	5	710	791	90	11%
Clark	268	129	278	79	44	3,333	4,049	790	20%
Clover Park	320	533	188	75	1	3,424	4,483	1,103	25%
Columbia Basin	42	61	581	36	11	2,114	2,828	728	26%
Edmonds	512	214	420	67	36	1,752	2,906	1,241	43%
Everett	190	71	136	106	166	1,800	2,406	662	28%
Grays Harbor	32	19	58	61	4	777	909	172	19%
Green River	162	180	120	46	24	1,374	1,846	527	29%
Highline	315	281	139	51	125	1,012	1,862	906	49%
Lake Washington	372	97	321	26	92	1,912	2,796	906	32%
Lower Columbia	69	34	205	73	13	1,706	2,051	392	19%
Olympic	322	158	168	105	81	2,567	3,285	824	25%
Peninsula	33	8	50	77	6	801	950	171	18%
Pierce Fort Steilacoom	282	192	421	39	14	1,059	1,928	931	48%
Pierce Puyallup	174	57	196	32	6	681	1,100	461	42%
Renton	593	388	599	67	22	2,137	3,763	1,661	44%
Seattle Central	393	337	179	51	48	1,321	2,246	994	44%
Seattle North	435	233	153	48	119	1,718	2,638	973	37%
Seattle South	317	357	260	51	22	2,323	3,312	1,001	30%
Seattle Voc Institute	49	146	13	9	29	48	294	246	84%
Shoreline	439	224	150	67	49	1,879	2,678	918	34%
Skagit Valley	143	32	469	46	26	1,911	2,592	714	28%
South Puget Sound	276	82	165	70	25	1,575	2,123	614	29%
Spokane	156	122	192	167	54	3,724	4,300	682	16%
Spokane Falls	255	109	176	69	48	2,018	2,618	651	25%
Tacoma	197	234	149	51	33	1,374	1,953	649	33%
Walla Walla	33	23	384	57	12	1,523	1,993	505	25%
Wenatchee Valley	18	6	351	59	17	1,023	1,452	449	31%
Whatcom	86	9	111	35	28	961	1,192	266	22%
Yakima Valley	58	26	693	68	18	1,132	1,958	863	44%
COLLEGE TOTALS	7,620	4,846	8,165	2,033	1,328	56,810	79,048	23,792	30.10%

Source: SBCTC data warehouse

*Spokane Institute of Extended Learning student headcounts are reported in Spokane Falls totals.

**Table 10: STUDENTS WITH BASIC SKILLS AS IMMEDIATE GOAL BY RACE AND ETHNIC BACKGROUND
STATE SUPPORTED—FALL 2008**

	ASIAN/ PACIFIC Islander	African American	Latino Hispanic	Native American	Other	White	Total Reporting Race	Total Of Color	% Of Color
Bates	67	110	74	15	3	159	428	269	63%
Bellevue	296	31	153	0	58	144	682	538	79%
Bellingham	1	5	9	14	1	34	64	30	47%
Big Bend	5	4	399	12	1	88	506	421	83%
Cascadia	40	1	41	0	6	41	128	88	69%
Centralia	11	9	222	15	17	262	534	273	51%
Clark	144	37	336	17	54	529	1,104	587	53%
Clover Park	84	76	110	10	1	140	400	278	70%
Columbia Basin	4	8	34	2	0	35	82	48	59%
Edmonds	255	59	258	8	11	234	815	589	72%
Everett	179	36	500	38	110	387	1,227	860	70%
Grays Harbor	25	5	170	28	2	218	439	230	52%
Green River	174	108	477	7	9	406	1,172	773	66%
Highline	524	433	857	14	627	273	2,712	2,446	90%
Lake Washington	30	2	66	1	20	41	159	119	75%
Lower Columbia	14	11	97	31	2	191	322	154	48%
Olympic	64	22	81	20	10	207	394	194	49%
Peninsula	28	4	72	28	0	116	248	132	53%
Pierce Fort Steilacoom	23	12	32	11	0	28	101	77	76%
Pierce Puyallup	17	12	27	13	0	207	265	68	26%
Renton	311	240	378	21	15	316	1,263	960	76%
Seattle Central	371	283	343	15	83	87	1,170	1,092	93%
Seattle North	133	102	75	9	57	100	469	372	79%
Seattle South	340	188	235	3	2	63	830	768	93%
Seattle Voc Institute	23	129	5	6	7	8	178	170	96%
Shoreline	99	88	77	4	3	136	399	269	67%
Skagit Valley	19	8	321	5	8	131	490	361	74%
South Puget Sound	52	14	37	15	1	100	206	117	57%
Spokane	0	1	0	0	0	8	9	1	11%
Spokane Falls	75	107	148	83	30	963	1,369	437	32%
Tacoma	54	41	124	2	18	98	331	237	72%
Walla Walla	3	7	101	4	0	101	212	115	54%
Wenatchee Valley	8	2	587	50	5	112	760	652	86%
Whatcom	19	6	91	6	5	66	188	127	68%
Yakima Valley	22	16	1,085	123	29	221	1,490	1,275	86%
COLLEGE TOTALS	3,514	2,217	7,622	630	1,195	6,250	21,146	15,127	71.54%

Source: SBCTC data warehouse Race Ethnic Ind.



Diversifying the faculty and staff is a key element in student success.

Native Faculty in Washington Community Colleges

Full-time faculty of color in Washington’s community colleges were nearly 14 percent of full-time faculty in fall 2007. This percentage has steadily increased over the past five years. There was greater diversity in the full-time faculty ranks than among those employed on a part-time basis (11 percent part-time faculty were people of color). Of the full time faculty, the percentage of Native Americans ranges from 1.8% to 1.9%

during this five year period, indicating the full-time Native American faculty ranks are growing at the same rate as full-time faculty growth in general. Of the part-time faculty in Fall 2008, 0.8% were Native American.

Seven colleges had no full-time Native American faculty in Fall 2007—only 7 had 3 full-time Native American faculty. The colleges with no full-time Native American faculty did employ part time Native American faculty.

Table 11: TEACHING AND NON-TEACHING FACULTY (HEADCOUNT) STATE SUPPORTED

Full-Time	2003	2004	2005	2006	2007
Asian/Pacific Islander	173	175	185	200	213
African American	99	111	104	102	99
Native American	64	62	61	67	67
Hispanic	117	118	119	118	117
Other Race	1	2	1	1	2
Of Color	454	468	470	488	498
% of Color	13.3%	13.4%	13.5%	13.8%	13.9%
White	2,949	3,016	3,007	3,043	3,073
Total Reporting	3,403	3,484	3,477	3,531	3,571
Not Reporting Race	2	1	6	9	12
Part-Time					
Asian/Pacific Islander	176	174	205	217	234
African American	110	98	118	120	139
Native American	55	58	49	41	46
Hispanic	151	140	137	146	174
Other Race	9	4	5	7	5
Of Color	501	474	514	531	598
% of Color	9.5%	9.0%	9.7%	9.8%	10.8%
White	4,784	4,804	4,785	4,870	4,961
Total Reporting	5,285	5,278	5,299	5,401	5,559
Not Reporting Race	25	35	58	55	89

Source: Washington State Board for Community and Technical Colleges

Table 12: American Indian Faculty: Teaching and Non Teaching Faculty - all funds - 2007-08

	Fulltime	Part- time
Bates	2	3
Bellevue	4	5
Bellingham	1	1
Big Bend	0	2
Cascadia	0	3
Centralia	0	2
Clark	2	4
Clover Park	3	1
Columbia Basin	1	4
Edmonds	2	4
Everett	3	5
Grays Harbor	0	4
Green River	2	2
Highline	0	3
Lake Washington	0	2
Lower Columbia	0	2
Olympic	7	3
Peninsula	3	3
Pierce District	3	5
Renton	2	4
Seattle Central	1	4
Seattle North	1	1
Seattle South	4	2
Shoreline	4	1
Skagit Valley	3	2
South Puget Sound	6	3
Spokane	4	3
Spokane Falls	3	3
Tacoma	1	2
Walla Walla	3	2
Wenatchee Valley	2	4
Whatcom	2	3
Yakima Valley	4	4
	73	96
Fall Quarter Report - state funded only	67	46



Lowell Jones

Source: Washington State Board for Community and Technical Colleges

New Frameworks for Supporting Student Achievement & Measuring Progress

The Community College Approach to Retention

To measure student retention while accounting for stop-out patterns and the diversity of student objectives, SBCTC uses the progress made by the sub-group of students who enroll for the purpose of obtaining an associate degree at community and technical colleges or who enroll in a professional/technical program at technical colleges. SBCTC measures degree-seeking student progress by the number of successful quarters enrolled over a two-year period. This methodology is much more accurate than quarter-to-quarter retention rates and even yearly retention rates in describing college attendance rates since many students have legitimate reasons for stepping out for periods of time to later return:

- **Substantial Progress:** Students with degree plans graduating or earning some credit in four or more quarters over the two-year period.
- **Some Progress:** Students with degree plans earning some credit in two or three quarters over the two-year period.
- **Early Leavers:** Students with degree plans not earning any credit or earning credit in only one quarter and not returning within two years' time.

Full-time student progress patterns show a decrease in the proportion of students making substantial progress. For Native American students, there has also been a decrease in the percentage of early leavers. While not shown here, that means more students are earning credits for two or three quarters but not staying longer.

Data are not shown here for part-time degree seeking students, which is defined as those who start college on a part-time basis and enrolled for less than 12 credits. Part-time students are half as likely as full-time degree seeking students to make substantial progress over the two year period.

Degree/Certificate Completion/Transfer or Continuing Enrollment for Native American Students

One measure of positive outcomes for students used by a number of states participating in the Achieving the Dream national project is to track students with a college level goal for six years after entering college in a fall term. In Washington, as elsewhere, about half the student tracked over the six years either complete a degree or certificate, transfer, or are still working on completing a

Table 13: Progress Rates by Race/Ethnic* Group - Full-Time Students Making Substantial Progress

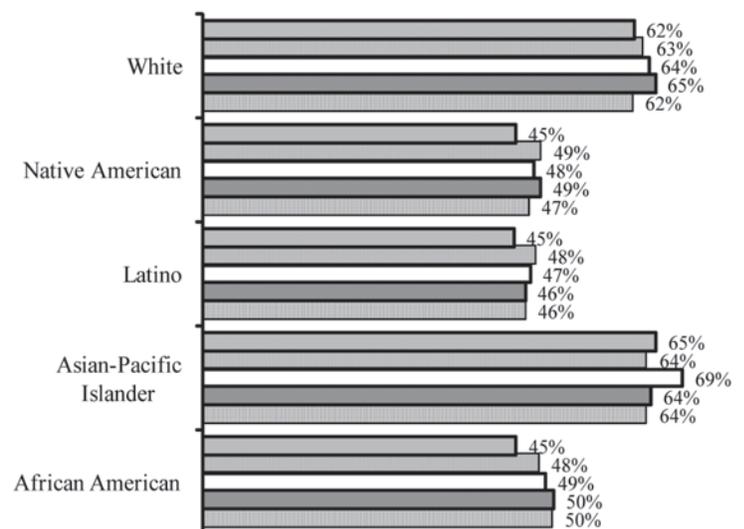
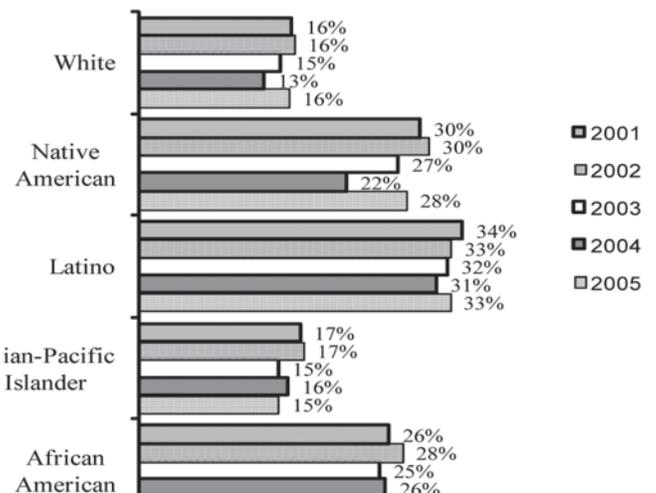


Table 14: Early Leavers



program. Native American students are less likely than other students to have a positive outcome. Most students who do not achieve a positive outcome in six years typically enroll in college for a short time only, frequently leaving during or after the first or second quarter.

Washington has been cited for its leading edge work in developing new assessment and incentive systems in this area (Collins, 2009). The state is also working on better addressing its increasingly diverse student body through course redesign efforts including both face-to-face and

online courses. The Enduring Legacies Project is an example of this effort with a focus on creating culturally relevant Native American curriculum (Hardiman, Smith, et al. 2007).

In 2007 the State Board for Community and Technical Colleges initiated a new incentive system to shift funding from exclusively focusing on enrollment to a focus on enrollment (access) and outcomes (success) with student progress tracked through achieve-

TABLE 15: COMPLETED, TRANSFERRED OR STILL ENROLLED

New in Fall of	Fall 99	Fall 00	Fall 01	Completed, Transferred or still Enrolled		
				By Fall 05	By Fall 06	By Fall 07
African American	2,949	3,096	3,371	47.6%	47.5%	49.8%
Asian/Pacific Islander	4,069	4,447	5,014	57.7%	58.1%	60.0%
Hispanic	3,539	3,969	4,586	45.2%	43.3%	43.0%
Native American	1,000	1,126	1,153	44.0%	48.4%	47.2%
Other Race	953	1,059	1,216			
White	39,929	41,563	43,452			

Source: Washington State Board and Community and Technical Colleges. 2009

Supporting Student Achievement & Measuring Progress

As the community college system has reached its access goal in terms of enrollment of students of color, it has increasingly turned its focus to improving student achievement and success. Since 2000, the State Board for Community and Technical College's staff has provided periodic reports on access and success rates for students of color. These reports examine enrollment diversity (three indicators are the ratio of percentage of students of color to percentage of population of color; ratio of percent of college-level students of color to percent of people of color; developmental education rates for students of color straight from high school at parity with whites), student progress and success (five indicators-adult basic education rate for students of color, adult basic education transition rate, college-level substantial progress rates for students of color at parity with average, increased student achievement, and students' with college goals-status sixth year after starting), and employment diversity (percent of staff of color compared to the state population of color). Several of these indicators are based upon an innovative methodology described below to better understand and raise achievement levels.

ment points over time. This new approach moves beyond looking simply at enrollment and retention rates. It is based on research identifying critical thresholds or tipping points for successful completion of a college certificate or degree. These critical thresholds include completion of the 1st 15 and 1st 30 college credits and completing critical classes in math or quantitative reasoning (SBCTC, 2008, 1). Research demonstrates that reaching these thresholds is a good predictor of degree and certification completion and strongly supports early intervention efforts.

The most current findings for the key indicators are summarized Table 16 from the March 2009 report that includes specific information on each ethnic group.

TABLE 16: SUMMARY OF GOALS AND INDICATORS

Area	Indicator	Status
Enrollment Diversity	<p>A. Ratio of percentage of students of color to percentage of population of color (all ages).</p>	<p>Overall access rates are high for all ethnic groups relative to their proportion in the overall population.</p>
	<p>B. Ratio of percent of college-level students of color to percent of people of color.</p>	<p>Apart from Hispanics, students of color enrollments in college-level courses are on a par with, or higher than their share of state population. College-level rates lag for Hispanic students but are growing faster than their state population growth.</p>
	<p>C. Developmental education rates for students of color straight from high school at parity with whites.</p>	<p>Fifty-three percent of all high school graduates take at least one developmental education class in math and/or English. Hispanic, American Indian, and African American students straight from high school still enroll in developmental classes at higher rates than recent white high school graduates. More needs to be done on improving college readiness of younger students of color.</p>
Student Progress and Success	<p>A. Adult Basic Education rate for students of color</p>	<p>More also needs to be done to increase the number of students who improve their basic skills. Apart from Asians, less than half of all other students make gains. Just over half of Asian students make gains. The percent of students that make gains is lowest for Native Americans.</p>
	<p>B. Adult Basic Education Transition rate</p>	<p>Transition rates from adult basic education to college level are improving in large part due to I-BEST. However, the transition rates need to improve much more, in particular for Hispanics and Asians- two groups that often need instruction in English as a second language (ESL).</p>
	<p>C. College-level substantial progress rates for students of color at parity with average.</p>	<p>With the exception of Asian students, other students of color with degree plans were less likely to make substantial progress toward their goal than were white students.</p>
	<p>D. Increased Student Achievement</p>	<p>This is an annual measure that spans all students regardless of their program.</p> <p>Achievement points for all students increased from the 2006-07 baseline year to one year later (Learning Year). Students of color contributed substantially to the one-year point growth. Apart from Native Americans, points per student were as high or higher for students of color than white students. Native Americans substantially lag the other groups in increasing their aggregate achievement. Still the number of students reaching completion, or even earning college-level points while growing remains only a small portion of all students enrolled.</p>

TABLE 16: CONTINUED

	<p>E. Students' with College Goals- Status Sixth Year After Starting</p>	<p>This longer-term view shows that successful outcomes are increasing for cohorts who begin with college-level goals. However, apart from Asian students substantially more needs to be done to close the gap between students of color and white students for completion (earning a certificate or degree). Additional differences exist for how students transfer. African American and Native American students are less likely to transfer with an Associate degree than other students. As found in the substantial progress measure, African American, Native American and Hispanic students who don't stay are more likely than other groups to leave after their first quarter.</p>
<p>Employment Diversity</p>	<p>F. Percent of staff of color compared to state population of color.</p>	<p>Staff is becoming more diverse, but still far less diverse than students and with the exception of classified staff also less diverse than state population. Diversity for administrators and full-time faculty is increasing, but at a slower rate than for student and population growth. This data is not broken out in terms of the various ethnic groups.</p>

Source: Washington State Board for Community and Technical Colleges, 2009



Peninsula College photos

Peninsula College Longhouse

Peninsula College – a thoughtful and holistic approach to serving Native communities

Perched high on the hills in Port Angeles overlooking the Straits of Juan de Fuca, Peninsula College sits in the traditional territory of the Klallam people, a far-flung area stretching across the northern Olympic Peninsula and into southern Vancouver Island.

Peninsula is notable for its thoughtful and holistic approach to serving its Native population. President Tom Keegan notes, "Our strategic plan is built around carefully crafted strategic goals and priorities which include modeling pluralism and outreach to diverse populations. These goals are promoted formally and informally across the entire institution through monthly meetings, administrative unit plans, and data-driven assessment that extends across the institution."

In working with the six local tribes the Hoh, Makah, Jamestown S'Klallam, Lower Elwha Klallam, Quileute, and Port Gamble S'Klallam Peninsula College has a clearly articulated philosophy and approach to serving its Native communities. Peninsula's President believes "the college should look like its community in terms of its student population and its instructional programs."

Does Peninsula look like its native community? "Yes," according to Keegan. "We do in terms of Native student enrollment, but we are always striving to do better in terms of student success."

According to Keegan, "The college's unique setting provides wonderful opportunities to build our instructional programs in a way that takes advantage of the Strait and Olympic National Park. And the fact that Peninsula College shares the peninsula with six indigenous tribes provides rich opportunities to deepen our relationships with Native communities. Our efforts over the past five years have been concentrated in both areas, often with overlapping connections that strengthen each of our goals."

Peninsula has done a remarkable job building on these opportunities and was featured in September 2008 in *US News and World Report's* Best Colleges issue. Its strong science curriculum draws on the involvement of Native students and clear connections with indigenous ways of knowing. In 2005, Peninsula College and Western Washington University's Huxley College of the

Environment were each awarded \$500,000 by the National Science Foundation to study the ecological effects of the removal of two major dams on the Elwha River, located on the Olympic Peninsula. Other innovative science curriculum efforts focus on undergraduate scientific research in the rainforests and global health issues in Costa Rica.

Efforts are now underway for similar projects focusing on prairie restoration with the Makah tribe. Faculty with extensive prior experience at the Ozette archeological dig are enthusiastic about new opportunities for collaboration with the tribes. One of these faculty is sociology and anthropology professor Jeff Mauger. "We have a lot to learn from both western and indigenous knowledge in, for example, taxonomies," he says. "The local tribes have some very different ways of categorizing species than the Western Linnaean taxonomy. Understanding why they are different really adds to the learning process."

Outreach and an appreciation for diversity are also important components in the College's Humanities curriculum. Over the past few years the campus has hosted a number of internationally known Native authors, including James Walsh, Sherman Alexie and Deborah Magpie Earling. Local and regional speakers have also enriched the college's programming by presenting on such diverse topics as the First People of Canada, the intertribal annual canoe journey undertaken by Canadian and American tribes, totem pole carving, and Native storytelling, to name a few.

On October 15, 2007, Peninsula College celebrated the grand opening of its new Longhouse, the first of its kind in the nation to be built on a community college campus. Known as the House of Learning - a k u s t á w t x , the Longhouse sits at the back of the main campus nestled in cedar trees. College leaders say the Longhouse makes an important value statement about the college's aspirations and valuing of tribal communities. In the short time it has been open, the Longhouse has become a magnet for the college's Native students and a growing array of Native programs and events, including Native American art shows by artists from local tribes, youth programming, language and culture classes, and community meetings.

Summer Cooper, a Peninsula College student from the Makah Tribe, says the Longhouse provides a special place for Native students. "Peninsula College is a beacon of hope for the native populations of the Olympic Peninsula. The Longhouse calls to us to gather in love and community. Its heart beats to the neighboring native communities to gather for education."

We have a lot to learn from both western and indigenous knowledge.

—ANTHROPOLOGY PROFESSOR JEFF MAUGER



Washington Community Colleges' Indian Education Programs

Washington's community and technical colleges offer a broad range of academic and public service programs to serve Native students and communities. Many of the community colleges have been involved in various statewide diversity projects over the last twenty years. Since the early 1990's, there have been various statewide multicultural initiatives led by the SBCTC and Evergreen's Washington Center for Improving the Quality of Undergraduate Education, including the Cultural Pluralism Project, funded by the Ford Foundation. Some of these initiatives included both two and four-year colleges and some were focused on community colleges. This continuous stream of inter-institutional initiatives over a twenty year period has provided ongoing capacity-building opportunities in both strategic planning for diversity, professional development, and curriculum development that is clearly evident in the programs and support services in the state's community colleges.

Six community colleges (Seattle Central, Tacoma, Big Bend, Yakima Valley, Highline, and Renton Technical College) are currently participating in the Achieving the Dream national project sponsored by the Lumina Foundation and College Spark Foundation. This data-based effort focuses on improving college success for non-traditional students. The participating colleges are piloting various efforts to improve student success, with many projects focusing on improving developmental education.

In addition to standard course offerings in subjects such as US and Washington (Pacific Northwest) History, most colleges report offering courses focusing on Native American history, literature, art, and culture, with an emphasis on the social sciences. The colleges have pursued diverse strategies for curriculum development with some creating specialized courses focusing on Native Americans while others use cross curricular strategies to infuse this information into a broad spectrum of existing courses. Many do both.

photo courtesy of Squaxin Island Tribe and South Puget Sound Community College



SPSCC President & Squaxin Island tribal chair display ancient basket recently discovered at Mud Bay excavation

Skagit Valley College is a good example of a college with a broad array of academic courses across the disciplines as well as community education courses which focus on Native American History, ethnography and related issues, including Native languages.

Understandably, the curricular offerings at all of the schools reflect the community they serve, their faculty, and the student body, as well they should. While many of the courses focusing on Native education are in the academic transfer offerings, a number of schools have also developed workforce training courses and programs to serve specific Native communities. Few of

the basic studies courses explicitly focus on Native students or content. Since many Indian students are in this part of the curriculum, there is a clear need for successful approaches to promote student progress in adult basic education and developmental education.

About half of the community colleges (Centralia, Edmonds, Everett, Highline, Lower Columbia, the three Seattle community colleges, Shoreline, Skagit Valley, South Puget Sound, and Tacoma) have a diversity requirement in the Associate of Arts direct transfer degree. Not surprisingly, these colleges have particularly rich academic course offerings. The diversity requirements at these schools have

Skagit Valley College: Serving Students through Curricular Innovation

Skagit Valley College has a long and growing commitment to serving diverse students, especially the large number of Latinos and Native Americans in the community. Its service area includes the reservations of the Upper Skagit and the Swinomish tribes.

Skagit's commitment to diverse students was, in part, a catalyst for the adoption of curricular reforms that promised more engaged teaching and learning and greater student retention. Skagit has gained national prominence over the past two decades for these curricular innovations. The College's emphasis on collaborative learning and its early successes in developing and assessing learning outcomes were significant factors in the selection of the College in 2000 as one of 16 community colleges in the nation to participate in the League for Innovation in Community Colleges' Learning Outcomes Project. This project served as the catalyst for a variety of teaching, learning, and assessment initiatives. Skagit is also noted for its performance on the national Community College Survey of Student Engagement (CCSSE) and its recognition by the MetLife

Foundation's Initiative on Student Success as a Best- Practice College in 2003-04, one of only four such awards that year.

The college offers a strong array of academic and professional technical courses which focus on Native American history, ethnography and related issues. A number of its courses are designed as interdisciplinary learning communities, an earmark of the SVC curriculum, which link several courses together. Learning communities are offered at hundreds of colleges and universities and have been shown to increase student engagement and success. Skagit was an early leader in the national learning community movement. Skagit also offers various Native American community service courses.

Among its more notable efforts to engage local Native communities is its support of Lushootseed language instruction. Its library holds some of the papers of Vil Hilbert, an Upper Skagit elder and University of Washington scholar who devoted her life to preserving the Lushootseed language and culture.

Over the years Skagit Valley has deepened its work to serve Native communities by becoming a partner with La Conner High School for a Native Early College High School. An example of the programming that resulted from this relationship is a learning community combining Native History and Web Design which paired Swinomish high school students with Swinomish elders to create a genealogy/tribal history website.

One of the special features of all of Skagit's work is its strong emphasis on assessment. This institution has been a leader in asking tough questions about "what works" and acting on what it learns.

Dear ones, if you remember nothing else, remember that acknowledgment is important. You will notice that any time you praise a child for doing a good job, they want to do it again.

VI HILBERT, UPPER SKAGIT ELDER



names which convey different points of view about the purpose of including diversity as a core course in an undergraduate degree. At some institutions, it is described as a multicultural requirement, or even more specifically a US Cultures course; at others, it is called a diversity requirement and covers a much broader range of subject matter.

Collaboration with Tribes

A number of community colleges have forged close relationships with neighboring tribes and developed programs to address specific tribal needs.

Bates Technical College has been the most active technical college working with Native communities, offering on-going leadership courses at the Muckleshoot Tribe as well as partnering with the South Puget Intertribal Planning Agency (SPIPA) on various projects. Bates also has a highly developed set of strategies to hire for diversity, including extensive community outreach. The college focuses extensively on recruiting and supporting diverse students. Renton Technical College reports that it

has worked with the Yakama Nation Housing Authority to develop a Building Apprenticeship Training program and is doing concerted work on developmental education as a participant in the Achieving the Dream initiative.

Walla Walla Community College worked closely with the Umatilla Tribe in developing sustainability plans and a new Environmental Water Center. They also collaborated to produce new curriculum on issues related to water, including tribal water rights and fishing practices as part of their Irrigation Technology program.

Both Everett and Edmonds Community Colleges offer an exceptionally strong set of courses through their diversity studies department. Service learning is a major focus for the work at Edmonds through Campus Compact, AmeriCorps, Project Reach (focusing on students with disabilities), and the Leaf School (Learn and Serve Environmental Field School). Both Everett and Edmonds also work closely with the Tulalip Tribes.

Everett's Tribal Enterprise Management program was created to support the workforce needs in the hotel

Everett Community College: Partnerships are a Core Strategy

Everett CC has many on and off campus Native American offerings, ranging from an Associate in Arts and Sciences degree with an emphasis on diversity studies to a growing array of reservation-based programs, including a Tribal Enterprise Management Program. This program combines in-class learning, online learning, and hands-on experience and focuses on the needs of employees of the hotel and casino enterprises on the reservation. Everett is planning to open an additional program in Tribal Administrative Services.

Everett is home to University Center, a state-funded center designed to meet the educational needs of people in Northern Snohomish, Skagit and Island counties for upper division and graduate programs. Eight colleges and universities offer a variety of degree programs through

University Center in various modes of instruction tailored to meet the needs of working adults. The Evergreen State College's Reservation-based Interdisciplinary Bachelors degree is one of the University Center offerings at Tulalip.

Everett is also a partner in the Native Early College High School program with nearby Heritage High School. Heritage High School instructors work with Everett instructors to offer a variety of college classes at Heritage high school.

Everett notes various lessons from its work: the importance of location of classes on the reservation; the need to thoroughly orient the faculty who teach the reservation-based classes; the need for a dedicated staff person to be a consistent contact; and the value of one-stop education and advising sessions coordinated with tribal calendars.



Students and instructor at Evergreen-Tulalip

The Evergreen State College's Reservation-based Interdisciplinary Bachelors degree is one of the University Center offerings at Tulalip.

and casino enterprises on the Tulalip Tribes reservation. Quil-Ceda, a unique and highly successful economic development area operated by the Tulalip Tribes, has been a driver for many of the educational offerings. Everett will soon initiate a new program, the Tribal Administrative Services program, that features a series of short term certificates relevant to employment in various offices in tribal government such as housing, education, protective services, environment, and grant management.

Nearby Edmonds Community College reports that it has also been working with the Tulalip for the past several years to provide courses in construction industry

training, hospitality, horticulture, and workplace fundamentals. Both Everett and Edmonds point to the importance of site-based classes. Both also use a two or three credit modular structure for some of their curriculum which they say fits better with the busy schedules of many of their students.

South Puget Sound Community College exemplifies another strategy for working with tribes. They have built a unique program in Cultural Resource Management around a very strong Anthropology Department. The program was designed in collaboration with tribal cultural resource managers and provides essential training for tribes which are increasingly focused on cultural resource management and preservation.

South Puget Sound Community College: Forging Effective Partnerships with Tribes to Build Unique Curriculum

South Puget Sound Community College is notable for academic offerings that have been developed in collaboration with tribal specialists in cultural resources. As tribal communities take charge of their own cultural protection and preservation programs, there is a need to gain technical training to assist in four specialty areas of cultural resources management: (1) archaeology, (2) language and culture, (3) museum studies, and (4) forensic anthropology. SPSCC offers online Cultural Resource Management certifications in each of these areas.

This 40 credit on-line certification program provides entry level college training and preparation courses for a focused career as a tribal cultural resources specialist. Students who complete all eight courses have a strong foundation that allows them to build cultural resource protection programs in their communities. Courses are shared through the statewide distance learning consortium, Washington Online. Several are part of the Grays Harbor College/

Evergreen State College Reservation-based Program.

SPSCC has a deep and ongoing relationship with the Squaxin Island Tribe. This includes work at the tribal museum and the Mud Bay Village archaeological excavation site. The Mud Bay site is a major field station for students in the Cultural Resource Management program. The relationship between the College and the Tribe marries the archaeological expertise of the former with the cultural knowledge of the latter.

Squaxin Island Tribal Cultural Resource Specialist, Larry Ross, says that recent changes in federal laws expanding the role of Tribal Historic Preservation Officers make this program especially important. The working relationships SPSCC has established are a forward looking example of how tribes and colleges can work together.

Photos Courtesy of SPSCC



Dale Croes and students at Mud Bay Excavation site (above)

Students at Mud Bay Excavation site near Olympia (right)

Grays Harbor College: Using Statewide Resources to Serve Reservation-Based Students

In September 2005 Grays Harbor College initiated a new and innovative program to address the educational needs of Native students in rural tribal communities. With generous support from the Lumina Foundation for Education, Grays Harbor College forged a partnership with The Evergreen State College to design a new Associate of Arts degree that would provide a seamless pathway into Evergreen's upper division reservation-based program at Quinault, Nisqually, Muckleshoot, Lower Elwha, and other sites. Designed as a hybrid distance learning program, the Grays Harbor degree takes unique advantage of the strengths in the community and technical college system across Washington and includes courses from eight different institutions (South Puget Sound, Spokane Falls, Big Bend, Pierce, Seattle Central, Walla Walla and Whatcom).

"This ability to draw on different institution's strengths has produced an exceptionally strong curriculum," said Grays Harbor Dean Mark Reisman. "Washington has a statewide course delivery capacity through Washington Online and we used it extensively. It also allowed us to create a financially viable model to serve small numbers of students in widely separated rural locations since the courses can enroll students from multiple reservation sites in a single class." The overall program design is high tech and high touch and that's what makes it work. An outreach coordinator who is also the students' advisor is a key factor in the program's success. The hybrid delivery mode combines internet based courses with face-to-face elements, including a local study leader, and a weekly reservation-based class, as well as monthly Saturday classes at Evergreen's Longhouse with the upper division students.

As one student noted, "even though we all meet face-to-face only occasionally, we have a connection

and friendship that has grown by participating in online and Saturday classes together. Getting to know my fellow classmates and learning their life stories have provided me with the inspiration to continue my journey as a learner." The new reservation-based program also involved re-designing existing online courses to make them more culturally relevant and the development of original case studies on significant issues facing Native communities. The cases are taught in some of the online courses and are the centerpiece of a popular new course called Battlegrounds in Indian Country that is offered once a month for both the Grays Harbor students and Evergreen's upper division students at Evergreen's Longhouse.

The program has also worked hard to create a faculty learning community across the institutions through a robust internal evaluation process, ongoing communication with participating faculty, and an annual Fall orientation. As one of the English faculty said, "The quarterly debriefing of the faculty and the write-up is very positive and community-building. My experience and voice matter to the process, and they result in new learning for me, for others, and for the program."

Does the program work? "Yes," according to Grays Harbor President Ed Brewster. "The Washington Board for Community and Technical Colleges has named the program as an Exemplary Student Achievement Program, and it's getting lots of national acclaim. It's great to see the students beginning to transfer to Evergreen's upper division, and they are well prepared and successful. This program is a model that could be used in many different communities."



Students in Grays Harbor program working case studies



Distance Learning and Washington Online

Washington Online is the Washington Community College distance learning program delivery system. Its more than 600 courses are drawn from the community colleges across the state, and many of the courses were designed to high instructional learning standards. Each individual community college decides whether or not to share its courses with other schools and whether or not to use courses offered by others. Washington Online represents a largely untapped resource in terms of courses focusing on Indian education that could be shared more widely across institutions. Some very strong and unique offerings are available through Washington Online, including the Grays Harbor reservation-based program courses and the offerings from South Puget Sound Community College. We were surprised to discover that some colleges explicitly disallow using Washington Online courses to fulfill their diversity requirement despite growing student use of eLearning opportunities and a rich online curriculum available. Hybrid distance learning models that combine e-learning with face-to-face support seem to well serve rural Indian communities, bringing a rich curriculum to small communities by aggregating student enrollments across sites.

Community College Student Support Services

Nearly all of the State's community colleges have a variety of student support services for working with diverse students. Often these offices serve all students of color, not Native students specifically. At some institutions these services are quite extensive. Many campuses publish monthly diversity event calendars and many coordinate month-long heritage celebrations.

At Bates College, for example, there is a College Diversity Center, which has a small library, a meeting

space, and computers for student use. In a similar vein the Multicultural Services Center at Olympic College provides an array of services including speakers, scholarship support, job counseling, and student support to attend related community events such as the Kitsap County Human Rights Conference. Quite a number of community colleges take advantage of the annual statewide Student of Color Conference.

Various scholarships earmarked for Native students and students of color are offered at a number of institutions and several specifically note that Native students of certain tribal affiliations who are residents of Idaho, Montana, or Oregon can be classified as Washington residents (for tuition purposes only) by submitting qualifying documents.

A few institutions (Grays Harbor, Walla Walla, Olympic) indicate they have a recruitment person specifically focused on recruiting Native students. Annual pow wows are offered at Clark, Edmonds, Everett, Spokane Falls, Skagit Valley, Walla Walla, and Wenatchee Valley. Several institutions (Grays Harbor/Evergreen, Spokane) offer special Native graduation celebrations.

Services at most community college multicultural centers typically include outreach, advising, counseling, advocacy, monitoring academic progress, educational planning, cultural events planning, and advocacy for curriculum and policy development. A number of colleges (Bates, Pierce,

Olympic) also offer diversity and leadership skill-building classes for students (and sometimes also faculty and staff). Federally funded TRIO Student Support Service (SSS) programs are found at a number of community colleges including Bellevue, Big Bend, Centralia, Columbia Basin, Edmonds, Everett, Grays Harbor, Lake Washington, Lower Columbia, Pierce, Seattle Central Skagit Valley, South Seattle, Tacoma, Walla Walla and Yakima community colleges. Many community colleges also have a Native Student Association, a Native American Club, or a First Nations Student Association, as it is called at Bellevue CC.

Students report that the physical space many multicultural service centers provide can be an important gathering space for them to feel at home on a commuter campus. South Seattle notes that their "Cultural Center has over 400

Students report that the physical space many multicultural service centers provide can be an important gathering space for them to feel at home on a commuter campus.





Native drummers at Longhouse opening

Annual pow wows are offered at a number of institutions including Clark, Edmonds, Everett, Spokane Falls, Skagit Valley, Walla Walla, and Wenatchee Valley. Several institutions (GHC/TESC, Spokane CC) offer special Native graduation celebrations.

student visits per month and that students find it to be a home away from home, where their initial contact is likely a person who looks like them with similar experiences and cultural background.” In a similar vein, Highline CC notes that their Inter-Cultural Center “is an intimate lounge and resource center for students, staff, and faculty.” One student at Peninsula College noted that she had always

felt welcome as a student but the opening of a Longhouse made her feel even more welcome as a Native student.

A smaller number of community colleges (Peninsula, Centralia) note an explicit tie between the multicultural student services work and overall institutional planning structures and processes. Usually these efforts include an institutional diversity plan.



Peninsula College Class in Costa Rica 2008: the research team including Jesse Charles, (Lower Elwha), Jacob Ray (Makah) show off their caiman handling skills,

Washington Public Four Year Colleges and Universities

Washington Public Four-Year Colleges and Universities educate more than 1800 Native American undergraduate and graduate students each year. The number of Native American undergraduates in Public Four-Year colleges in 2007 (1545) is up 9% from Fall 2005 (1438) while enrollment levels in graduate and professional programs were up only slightly from 260 in Fall 2005.

The State's four-year colleges and universities work hard to attract Native American students, do considerable outreach and recruitment, and offer extensive programming and support services. Graduation rates continue to need improvement. At public four-year colleges, graduation rates for Native American students average 51% compared

to an overall student completion rate of 64.8% (Hecbd, 2006, 28), but these rates vary considerably from college-to-college as well as for different programs.

The Evergreen State College has very high completion rates for Native American students and a longstanding, multifaceted commitment to Native American students and communities.

The Evergreen State College: A Long-term Commitment to Indian Education

The Evergreen State College has a commitment to diversity and Native education dating back to the College's founding in 1970. In 1971, Mary Ellen Hillaire, a Lummi leader, was hired onto the faculty. Over the years, Evergreen built an impressive array of academic and public service programs to serve Native American students and tribal communities. A traditional Longhouse opened in 1995, the first at a public college in the United States, which serves as a meeting space and offers an ongoing program promoting indigenous arts and culture. Other public service centers, the Northwest Indian Applied Research Institute and the Evergreen Center for Education Improvement, work with tribes on research and curriculum development.

Native studies are incorporated throughout Evergreen's interdisciplinary curriculum. In addition to extensive

on-campus programs, Evergreen has a special emphasis on serving reservation-based students and working with tribes through government-to-government agreements that take the form of tribal resolutions. A Bachelors degree is offered at a half dozen reservation sites. In addition, a unique Masters degree in Tribal Administration provides graduate opportunities for students.

Evergreen is notable for its Native undergraduate student population of 3.59% and graduate student enrollment of 7.8%. Equally impressive is the ratio of Native faculty at Evergreen, 6.6%. Academic Vice President Don Bantz notes that hiring a strong Native faculty and staff requires a long term commitment. But hiring for diversity becomes easier over time as a "critical mass" of Native faculty and staff becomes an attraction in and of itself. The institutional support and interest in continuing to build

out its Native programs has also attracted outstanding Native faculty to Evergreen.

When asked what attracted them to Evergreen, faculty members repeatedly pointed to the overall climate of the college in supporting Native student success.

As faculty member Alan Parker, put it, "I came to Evergreen because I saw that the College focuses on providing opportunities in higher education for tribal students. I saw that students were here because they were treated in a truly supportive manner. Since I have been here we (Native faculty) have been able to work together in



Evergreen Masters in Tribal Administration Program faculty (left and far right) and Quinault tribal chair

TABLE 17: WASHINGTON PUBLIC FOUR-YEAR COLLEGE & UNIVERSITY UNDERGRADUATE AND GRADUATE ENROLLMENT AND NATIVE FACULTY, BY INSTITUTION, 2007

Institution	Native Am Undergraduates (2007)	Native Am Graduate students (2007)	Overall Faculty (2007)	Native American Faculty (2007)
CWU	229 (2.2%)	28 (5.3%)	633	10 (1.57%)
EWU	180 (1.9%)	29 (2.3%)	631	8 (1.26%)
TESC	154 (3.59%)	24(7.8%)	242	16 (6.6%)
WWU	304 (2.3%)	13 (1.1%)	749	17 (2.26%)
WSU	264 (1.3%)	54 (1.3%)	2271	11 (0.48%)
UW-Seattle	368 (1.2%)	110 (0.9%)	4448	23 (0.51%)
UW-Bothell	20 (1.2%)	2 (0.7%)	112	1 (0.89%)
UW-Tacoma	26 (1.1%)	8 (1.5%)	170	2 (1.1%)
Total	1545	268	9256	88 (0.9%)

Data drawn from IPEDS, 2007

designing curriculum and academic programs that are dedicated to helping the students gain an understanding of real-world issues and life. We share a common “philosophy of education” that, I believe, is grounded in a worldview that comes from a “Native” perspective and epistemology. At the same time, we have been welcomed by all the tribal communities whose students we are privileged to serve and made to understand that they really value what we do and offer to their students.”

Inter-institutional collaboration is a hallmark of Evergreen’s approach. Its Reservation Based, Community Determined program, a collaboration with Grays Harbor College, is an example of a successful deep partnership that promotes student access and success. More recently, Evergreen has forged a partnership with Northwest Indian College and Antioch University as well to create seamless pathways at common reservation sites.

Evergreen is a leader in curriculum innovation. The College has developed Native curriculum in various forms and for diverse audiences, including a K-2 Curriculum, and a curriculum in collaboration with the Chehalis Tribe. The collaborative process by which this curriculum is developed is also of interest.

The most recent curriculum innovation is the Native Cases Initiative which began in Fall 2005 with support from the Lumina Foundation for Education and recently received substantial support from the National Science



Evergreen Master in Tribal Administration Program graduate

Foundation. This ongoing initiative focuses on developing original teaching cases that address the need for culturally appropriate curriculum focusing on issues in Northwest Indian communities. Each summer the Native Cases Initiative hosts a four-day faculty institute that teaches faculty from across the nation to teach and write cases. A Native Cases website is available at www.evergreen.edu/tribal/cases, providing free public access to the cases and a bibliography and articles about case teaching. For further information see: www.evergreen.edu/nativeprograms

Western Washington University has a variety of programs focusing on Native students. Two of its interdisciplinary colleges – Fairhaven College and Huxley College – are leaders in these efforts. WWU’s Huxley College of the Environment provides an interdisciplinary science experience to students. It offers various courses focusing on Native Americans, some including field trip and research experience. It should also be noted that Western Washington University and Huxley College have a large presence on the northern Olympic Peninsula with partner Peninsula College. Western’s education program is also strong. Faculty include well known Native researcher, William Demmert, Jr. Western has a variety of student support organizations and close relations with the neighboring tribal college, Northwest Indian College. The University

continues to build out its programs for Native students. A current student outreach endeavor called Destination Graduation focuses on bringing students who left college without graduating to return and complete their degrees.

Washington State University has made collaboration and outreach a key strategy for its work in Native American education. A formal memorandum of understanding with nine tribes in its region guides its efforts. The MOU established an ongoing Native American Advisory Board composed of tribal chairs or their designee that reports to the University’s President. In addition, a Native American Advisory Council to the Provost and a Tribal Liaison Office provide internal and external support for these efforts. In addition to agreements with tribes, WSU has led the way in forging inter-college agreements to work collaboratively.

Western Washington University: Fairhaven College-Serving Native Students through Innovative Programs & a Diverse Faculty

Fairhaven College provides students at Western Washington University with a small college experience and the ability to draw on the vast resources of a large university. Fairhaven is notable for its commitment to Native American education and its innovative interdisciplinary curriculum.

The college regularly offers a Native American Studies minor in American Cultural Studies as well as a variety of other courses and programs including the very successful **Law, Diversity and Justice Program**, established in 1991. This program aims at increasing the number of students from under-represented groups to seek careers in law and social justice. Graduates from the Law and Diversity Program have obtained positions as attorneys for private and public firms, in city government and legal services, and at the U.S. Department of Education and the Environmental Protection Agency. Graduates have also pursued careers in the justice system as Juvenile Probation Officers, Human Service Caseworkers, Prisoner Rights, Activists, law enforcement personnel, and as Union negotiators. Some have gone on to faculty positions at other Universities where they teach on a variety of law, diversity and justice issues. This is clearly a program other universities could profitably emulate.

The Center for Law, Diversity, and Justice (CLDJ) was established in 2006 at Fairhaven College to support the work of students, faculty and community members on issues of law, diversity and justice, pull together various threads of justice work at WWU, including Fairhaven, and among the diverse communities in Whatcom and Skagit Counties, and support students designing interdisciplinary concentrations in areas of Law, Diversity, and Justice.

One of the key ingredient’s in Fairhaven’s success is its diversity. Twenty percent of Fairhaven’s faculty and 5.3%

of the entering students in 2007-2008 identify as Native American. When asked why she came to Fairhaven, Native faculty member Raquel Montoya-Lewis (Pueblo of Isleta and Pueblo of Laguna Indians) said:

“ More than anything else, I came because it seemed to combine a deep commitment to students and teaching with a willingness to explore what it means to have true diversity at an institution. The fact that there were already two Native faculty at Fairhaven (Dan Rowe and Tanis S’ieltin) who appeared to be thriving and finding a niche for themselves encouraged me. Fairhaven has been willing to recognize that I continue to have deep connections to my own Native community (in the Southwest) and Native communities in the Northwest and that these connections would benefit my students and my teaching and research. Recently, I was offered the position of Chief Judge for the Lummi Nation. Fairhaven went above and beyond to retain me as a tenure track faculty member by reducing my position to half time but recognizing my work at Fairhaven over the past five years warranted keeping me on tenure track even though I’ve gone to half time. This combination, practicing as a judge and teaching at Fairhaven, has been the perfect combination for me to bring my interests together. I have been very actively supported by faculty at Fairhaven as I have found the best fit for my academic and professional career path.”



photo by David Scherrer/WWU

Raquel Montoya-Lewis Law & Diversity Program, WWU

In 2008, WSU signed another MOU with four other institutions in its region (University of Idaho, North Idaho College, Lewis and Clark State College and Northwest Indian College) to work together in service of Native American education through collaborations around course sharing, recruitment, student services, and early outreach.

Current programs include the Coeur d'Alene Partnership Program where Washington State University and the Coeur d'Alene Tribe agreed to work cooperatively to establish programs that reflect the priorities established by the Tribe. While many of the current projects focus on work with K-12 schools, the Partnership Program is designed to serve educational needs of Coeur d'Alene Tribe members of all ages.

In addition to a variety of courses throughout the disciplines that focus to varying degrees on Native American issues and culture, WSU has several major academic centers

of work. An interdisciplinary minor is available in Native American Studies. In addition, the *Plateau Center for Native American Studies* promotes research and program development and also interfaces with the many Native student service organizations at WSU. WSU has the most extensive elearning opportunities of the four-year universities and serves a number of reservation-based students through the K20 system which is available at sites throughout the state, including many reservation communities. The *Clearinghouse for Native Teaching and Learning*, described below, is a national resource for research and information on Native education. WSU also has very extensive outreach and recruitment programs, and seven campus organizations serving Native students. These include the American Indian Science and Engineering Society, the Native American Women's Association, the Indigenous Graduate Council, and others.

Washington State University: A National Center for research and resources on Native American Education

Washington State University (WSU) has played a leading role in supporting state and national efforts in Native American education reform. Over many years, the faculty at WSU have contributed significant research to the field and led numerous initiatives to improve K-12 education, often in collaboration with other colleges and universities.

The *Clearinghouse for Native Teaching and Learning*, located within the College of Education, is a resource center for research and curriculum and professional development materials. The researchers affiliated with this Center (Michael Pavel, SusanRae Banks-Joseph, Ella Inglebret, and Lali McCubbin) are widely published and produced, among other things, the latest study of Indian Achievement in Washington K-12 education, *From Where the Sun Rises*.

Guiding the work of the Clearinghouse research team is the following vision. "Indian education dates back to a time when all children were identified as gifted and talented. Each child had a skill and ability that would contribute to the health and vitality of the community. Everyone in the

community was expected and trained to be a teacher to identify and cultivate these skills and abilities. The elders were entrusted to oversee this sacred act of knowledge being shared. This is our vision for Indian education today."

This vision serves as a foundation for research that examines and identifies factors leading to educational

achievement. For example, team members are partnering with the National Indian Education Association to identify indicators of Native student success as they transition into and participate in higher education. Other research focuses on means for decreasing over-representation of Native students in special education. Crossing the life span is research examining life events and individual and environmental factors associated with resilience.

Research projects are designed to inform the development of programs and policy that foster educational access and achievement for Native American students. The intent is to generate knowledge that serves as a resource for schools, institutions of higher education, foundations, and governments aspiring to increase Native educational success and transitions from high school, to college, and then to the world of work and lifelong learning.

Fulfilling a professional development function for pre-service and certified teachers and administrators, the Clearinghouse provides a variety of services and expertise and assists in literature searches for class assignments, research projects, or professional development; develops Native-based curriculum; compiles archive materials in print and/or electronic form; networks with schools and organizations serving Native students; and identifies exemplary resources: curriculum, books, articles, and classroom materials. To this end it acquires and catalogs curriculum resources using Native language and culture, striving to provide the best selection of Native related education resources on the Internet. To accomplish this, the Clearinghouse collaborates with organizations across the nation.



Michael Pavel, director of the WSU Clearinghouse on Native Teaching and Learning.

The University of Washington educates more than 400 Native students with nearly 125 in graduate or professional programs. These students come from tribes across the nation as well as local communities. Bachelor degree recipients are scattered throughout the disciplines but tend to be concentrated in the social sciences, as they are at most colleges and universities. As one of the most successful public research institutions in the nation, the

University of Washington is a comprehensive institution offering a wide-range of dynamic academic programming geared to serve Native American students and tribal communities. From its early pre-college programs targeted to improve Native American academics and admissions to graduate level programs designed to increase community-based and Tribal Participatory Research, Native American students participation is evident at a multitude of levels.

University of Washington: Providing World Class Educational Opportunities for Future Native American Leaders

The University of Washington embraces and promotes a vibrant intellectual community. With discovery at the heart of the institution. The University of Washington is playing a vital role in educating and preparing the future leaders of Indian Country.

Emma Noyes, Colville, a senior from Omak Washington graduating in spring of 2009 with a double major in Public Health and Anthropology, is one of those students who has taken full advantage of all of the opportunities afforded at a major research institution.

Emma was introduced to the University of Washington through the High School summer ALVA program a component of the Genomics Outreach for Minorities Project (GenOM). The program is designed to provide

pre-college study in genomics and valuable research experiences in a laboratory where students observe the impact of this field in science and society.

While still in high school, Emma carried out a project on enrichment and isolation of bacterial strains from the sediment of Lake Washington. Emma isolated and identified a number of strains, one of which represented a novel species of the genus. This work was published in the International Journal of Systematic and Evolutionary Microbiology.

As an exceptional student, Emma received many honors and scholarships, including Costco Diversity Scholar, Morris K. Udall Scholarship, and a Bonderman Fellowship that featured around-the-world solo travel adventure focused on Indigenous Solidarity.



Of her many experiences, Emma says one of the most profound was serving as Native American Student Commissioner and advocating for the removal of Columbus Day from the university's academic calendar. Her efforts for systemic change were successful and she says "It felt satisfying to work within the system to help an institution understand the viewpoints of Native American students."

Emma attributes many of her early successes to the outreach and high school programming that UW offers, describing them as "essential" to student success.

Many Native American students and researchers are attracted to University of Washington from across the country for the innovation in current research opportunities.

Emma Noyes, Colville, a senior from Omak

Eastern Washington University has more than 200 Indian students studying a variety of academic subjects and pursuing a mix of careers. The University has a long-standing Department of Native American Studies and offers many courses and a minor in Native American Studies. They work closely with the Kalispel Tribe through a formal memorandum of agreement and have made a commitment to ensuring the continuation of the Salish languages by offerings two dialects (Kalispel and Interior). Eastern's Longhouse is a gathering place that houses the Native American Studies program as well as advising and various support services.

Central Washington University sits on ceded lands of the Yakama Nation, the largest tribe in

Washington and has a substantial Native American undergraduate and graduate student population. In addition to an Native American Studies Minor, the academic program includes a Masters degree in Resource Management. Central is notable for its array of scholarships supporting Native students, including the Resource Management fellowship program, the Science Talent Expansion Program, the College Assistance Migrant Program, and the McNair Program. Central's long established education program is also a substantial attraction for Native students. The University has large branch campuses in Western Washington, including CWU- Lynnwood, CWU-Des Moines, and CWU-Pierce County.

Clarita Lefthand, a full-blooded Navajo from Arizona, came to the University of Washington with hopes merge her scientific research interest with her indigenous community. Having earned a Master's degree from UW in Environmental Health, she is in her second year of a PhD program in the School of Public Health.

Clarita is focusing her research in two areas: environmental justice among indigenous populations and lab research in water quality systems. In the lab, Clarita is working on a method that aims to detect the presence of viable bacteria in water systems. "This type of research is interesting to me because of its direct applicability to real-world problems."

Her goal as a PhD student is to find ways to link lab work with environmental issues that Tribal Nations are experiencing. Clarita's overall professional goals are to enter academia after earning a PhD And, in the longer term, to contribute to improving science education among indigenous communities. "There are already many people working to improve indigenous education, including many Native students here at the UW. This type of work is so intensely needed and I wish everyone huge progress in this area!"

Clarita describes her research in environmental justice as exploratory, examining how indigenous communities are addressing their environmental injustices on their lands. "We are at a very intense time as a Native community. Our voice is being heard; I am curious about how communities view their issues relating to environmental issues and the strategies we can all share."

Megan Curry O'Connell MD/MPH, Cherokee and Ojibwe, chose the University of Washington not only because it offers one of the best primary care medical training in the country, but also for its Native American Center of Excellence, allowing her to combine good quality education in clinical care while focusing some of her training on serving Native American populations.

The Native American Center of Excellence (NACOE) at the UW School of Medicine works to attract Native American and Alaska Native students into careers in medicine. NACOE also coordinates the Indian Health Pathway curriculum that is open to both Native and non-Native medical students with a commitment to serve Native American and Alaska Native communities. The goals are to provide culturally appropriate training and clinical experiences in tribal, rural and urban settings; prepare students for careers in Native American health; and enhance curriculum and encourage research on Indian health issues.

Megan's goals in pursuing a degree in medicine include working in a rural Native American community in the area of family practice, which is an especially great need in Indian Country. In support of her educational goals, Megan received an IHS scholarship that covers tuition and a living stipend.

She feels that the University of Washington is uniquely positioned as a prominent medical school through its research opportunities and immersion in clinical experiences that serve Native American and Alaska Native communities in Washington, Wyoming, Alaska, Montana and Idaho region.

Megan says that connections to faculty and staff as mentors make the difference. "While the first two years of medical school can be 'soul crushing,' it's important to have personal support and campus support." Megan says she was fortunate to have a faculty mentor Dr. Terry Maresca, a Native American physician. In addition to providing mentorship Maresca helped her bridge both worlds, the medical world and Native world.

When asked about her advice to Native American students interested in pursuing degrees in medicine she's says this: "Once you are in medical school they are very interested and invested in your success; they do not want you to fail."

Washington Independent Colleges and Universities

Washington's private colleges and universities play an important role in Native education, educating approximately 500 Native undergraduate and graduate students each year. Many have extensive academic offerings at both the undergraduate and graduate level. Most of these institutions substantially support their Native students in terms of financial aid. At Heritage University, 92% of the students meet the criteria for financial aid eligibility.

Most institutions report that their Native students are distributed across various on-campus programs. A number of institutions, including Antioch University, Heritage University, Seattle University, and Pacific Lutheran, include a substantial emphasis on various

forms of action learning and community service in their undergraduate curriculum, which can take the form of working on Native issues and with Native communities. Pacific Lutheran University has a Center for Public Service to coordinate ongoing service learning,

TABLE 18: WASHINGTON PRIVATE FOUR-YEAR COLLEGES & UNIVERSITIES UNDERGRADUATE AND GRADUATE ENROLLMENT AND NATIVE FACULTY, BY INSTITUTION, 2007

School	Graduate Programs Offered	Native Students Undergraduate Enrollment	Native Student Graduate Enrollment	Native Faculty
Antioch University-Seattle	MS in Management; MA in Environment & Community; MA Whole Systems Design; MA Organizational Psychology; MA Strategic Communication MA Teacher Education	9	30	9.38%
Gonzaga University	26 Masters degrees, one Phd.; MBA American Indian Entrepreneurship; JD Law (New Native American Law program announced in 2009)	49	45	NA
Heritage University	M. Ed. And MIT Education	118	16	15%
Pacific Lutheran University	MA in Education, MS, Nursing, MFA, MBA	45	2	0.3%
Seattle University	40 graduate programs including Law	57	23 (all other grad programs) + 12 in Law	
Seattle Pacific University	15 graduate programs	27	8	0%
University of Puget Sound	M.A.T. & M.Ed Counseling MS Occupational Therapy	34	4	0.4%
Whitman	Undergraduates only	19	0	0%
Whitworth University	6 masters degrees	26	4	0.7%

which includes tutoring and mentoring students in local schools and a tribal school, Chief Leschi.

Close collaboration with Native communities is a key element a number of the independent colleges note in their success. Four of the private institutions – Antioch, Gonzaga, Heritage University, and Seattle University – stand out for their longstanding involvement with Native communities and their unique approaches to curriculum design and delivery to serve Native students.

Heritage University is the only American private, non-tribal university located on a Native American

reservation (the reservation of the Confederated Tribes and Bands of the Yakama Nation). Heritage is notable for its faculty and staff diversity. President Ross notes that their faculty and staff have been drawn from a variety of backgrounds and tribal affiliations (Samish, Coeur d'Alene, Upper Skagit, Lakota, Choctaw, Yakama, Colville, and others). “We have made special overtures and outreach to connect with some of them and get them interested in our institution, she says. And some have been referred by friends of Heritage.”

Heritage University: Focusing on Serving Under-represented Populations

Heritage University was founded by two Yakama Nation women, Violet Rau and Martha Yallup, and a Roman Catholic sister, Kathleen Ross. Since its founding in 1982, it has grown from 82 students to more than 1300. Its proclaimed mission is to “change lives and communities by providing quality higher education to people who-for reasons of location, poverty, or cultural background-have been denied educational opportunities.” Heritage serves the educational needs of Native students, especially the members and extended families of the Yakama Nation, and the growing population of Mexican immigrants.

Ross became the first and thus far only president of Heritage. Widely regarded as an inspirational leader, she won the MacArthur Foundation genius award in 1997, and then gave the money to fund scholarships and projects at the university. She will soon step down and run a new institute at Heritage focusing

on improving the success of first-generation college students, something this college knows a lot about.

Heritage is a nondenominational college that offers affordable associate degrees, baccalaureate degrees, and graduate degrees in a variety of disciplines. It has strong professional and career-oriented programs with top majors being business, education, social work, nursing and science. It offers graduate programs and baccalaureate programs built on associate degrees at community colleges in Moses Lake, Pasco, Wenatchee and Seattle. Many courses, such as Native American Cultural Arts, have been developed to include a focus on Yakama Plateau cultural and history. A community service component is required in the Heritage Core, a general education requirement for all undergraduates. This often includes projects with local Native communities.

Twelve percent of Heritage’s students are Native American. In 2008, the University was one of seven institutions nationally to receive a two-year, Native-American-Serving Non-Tribal Institutions, federal grant that will improve infrastructure for Native students and strengthen its signature first year Dream Catchers program for Native students.

The Dream Catchers Program focuses on the critical first year in college by enrolling students as a cohort in core required classes, matching them with Native advisors and faculty, building social networks for Native students, providing leadership opportunities, networking with Yakama tribal leaders, and generally helping students learn to balance their academic and personal lives.

“Offering baccalaureate degree programs from a campus located within the Yakama Nation Reservation gives students a special opportunity to stay closely connected to their families and communities. At the same time, they are developing the academic competence and leadership skills to provide the expertise and leadership our communities need in the future. Heritage offers a win-win opportunity for Native students,” according Dr. Winona Wynn (Assiniboine-Sioux), Director of the Dream Catchers program.

Philip Burdeau, Heritage University Student



When asked what brought them to Heritage and what keeps them there, Native faculty and staff remark that they find a true community with the students, faculty, and staff and feel that Heritage is a very healthy and effective environment in which to see Native students succeed. They also comment that everyone at Heritage University knows the mission – to provide quality, accessible higher education to multicultural populations which have been underserved. They believe that having the mission so strongly in

everyone's sights creates an effective synergy for success.

Antioch University-Seattle has a long history of serving Native communities and their efforts continue to evolve and grow. Antioch has had outstanding success in hiring Native faculty. Designing the programs to accommodate place-bound students has been important. Antioch's programs, for example, are located on the Muckleshoot Reservation, and they are offered at times convenient for working adults.

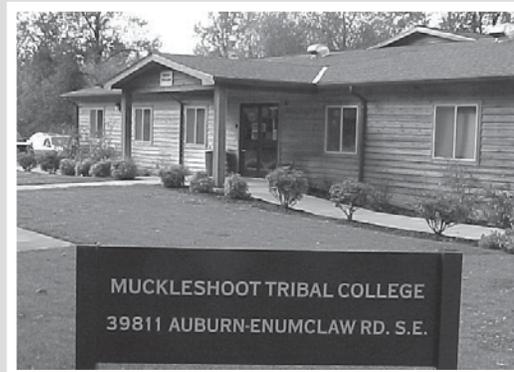
Antioch University-Seattle: Leading National Efforts to Rebuild Native Education through Place-based Culturally Relevant Curriculum

Known nationally for its innovative approaches to education, Antioch University-Seattle (AUS) has a long-standing history of working with tribal communities on behalf of Native student education. Antioch's approach is constructivist and experiential with an emphasis on place-based curriculum and student engagement, an approach consistent with research on Native student success.

Since 2002, Antioch's First Peoples' Teacher Education Program has offered education degrees and preparation for state teacher certification. The focus is on learning ways to effectively teach Native children while incorporating the values and traditions of Coast Salish peoples. Undergraduate and graduate programs in education have been offered in partnership with the Muckleshoot Tribal College (MTC) since 2002. The most recent cohort graduated in June 2008.

In 2002, the Center for Native Education at Antioch University Seattle was selected as an intermediary for the Gates foundation's Early College High School initiative because of its prior success with academic programs for Native youth, including successful retention and graduation rates. Early college high schools combine the first two years of college with high school requirements with the intention of granting mostly first generation college-goers a jumpstart on a college degree. Antioch operates the only early college high school programs specifically focused on Native students. The "New Path" and "Making College the Norm" programs are additional Antioch programs aimed at raising college readiness and awareness among Native people who have not completed high school. (See related section in report)

Current AUS President, Dr. Cassandra Manuelito-Kirkvliet, herself a Navajo woman and the first female Native American president of a non-Native university, has a deep commitment to education for Native peoples. Her commitment is demonstrated by her actions to expand the reach of Antioch's educational offerings.



Antioch's newest partnership with the Muckleshoot Tribal College is the First Peoples' Program in Creative Change which began in fall quarter 2008. The Center for Creative Change prepares graduate students to lead creative social change wherever they are—in organizations, communities and nonprofit groups, businesses, social service agencies and government departments. All of the Center's programs are designed to nurture students to become visionary

leaders, creative designers and lifelong learners who can help create a sustainable and just world. Antioch degrees include an M.S. in Management or M.A.s in Environment and Community, Organizational Psychology, Whole Systems Design or Strategic Communication. All of these master's degrees are now available at Muckleshoot with an emphasis on learning ways to effectively design and lead change while incorporating the values and traditions of Coast Salish peoples.

In October 2008, a SAMHSA grant was awarded to the Lummi Nation to fund a Lummi System of Care. They will utilize the concept of lineage as a culturally based wrap-around services for children with serious mental health needs, creating an infrastructure change that results in a culturally based system of care. AUS Psychology program masters' and doctoral students and faculty will work with the Lummi Nation.



Seattle University law student, Barbara Wells, is one of many students interested in Indian Law. She grew up in Auburn

Founded in 1887 by Father Joseph Cataldo, SJ who wished to create a Catholic school in the Pacific Northwest for Native Americans, **Gonzaga University** has been a leader in Indian education for many years. It offers a unique Native American Entrepreneurship MBA degree which is a hybrid distance learning program combining an intensive summer residential experience with online courses during the academic year.

Gonzaga's Law School has also been a leader in Indian education. In 2008 Gonzaga announced that it will begin a new Federal Indian Law program to prepare future attorneys and Native governmental leaders. "The first phase of the program began last June when the Federal Indian Law Clinic"...was launched in partnership with the Kalispel Tribe. "The second phase focuses on the creation of the Institute for Development of Economic Policy for Indigenous People to focus on advancing principles of economic self-determination" (Indian Country Today). The program will be guided by an advisory board including representatives from 10 Inland Northwest tribes.

Pacific Lutheran University has a mission-based commitment to developing a global perspective including an understanding of the intercultural and intellectual richness of the world and offers a broad array of courses across the disciplines that address Native American perspectives. They report that

all of their Native students receive financial support along with considerable student support services.

Whitman College notes that its efforts are expanding. Recent involvement with the Nixyaawaii School on the Umatilla Reservation has deepened their curriculum involvement in Native issues as well as enhancing student recruitment efforts.

The University of Puget Sound offers more than 25 courses including Native American perspectives over a number of academic disciplines. The University is part of the College Horizon program, a national five-day course in college counseling co-sponsored by the Native American Graduate Center and Winds of Change magazine that typically draws about 85 Native high school students.

Most of the independent colleges note a strong connection between the institution's strategic plan and their diversity commitment. A best practice at **Whitworth College**, for example, is having diversity issues as a critical part of their strategic plan. Intercultural relations is one of the eight major divisions of their 2005-2010 strategic plan, providing the moorings upon which decisions are made with explicit diversity benchmarks.

Seattle University is another example of an institution with a mission-driven, multifaceted commitment to Indian education. In its mission statement, Seattle U. indicates it is “dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.” It has successfully integrated issues affecting Native Americans into courses throughout its undergraduate curriculum, often with a community service element. The First Generation and Children’s Literacy Project is an example of a service learning initiative where SU students serve as tutors to elementary, middle, and high school students of color.

The School of Law is another center of work in Indian education at Seattle U, dedicated to educating Native and non-Native students, attorneys and community leaders in the areas of Federal Indian Law. The Law School reports that it enrolls 12-16 Native students each year and has outstanding retention (94-100%) and graduation rates (91%). Seattle University’s Law School is somewhat unusual in offering both a full-time, day program and a part-time evening program to accommodate working students. The School of Law was recently ranked #1 in the nation for its Legal Writing Program and #12 for its part time program (*US News and World Report*, 2009).

Seattle University: Pursuing Social Justice through Indian Legal Education

In 2008, Washington became the second state to add Federal Indian Law to its state bar exam. This has had an important impact on the curriculum of all Washington colleges that provide legal education and a salutary effect of educating all law students in Federal Indian history and law. Seattle University is aggressively stepping up its efforts in this area and has high aspirations for the future.

In 2005, the Indian Land Tenure Foundation, a respected nonprofit committed to the preservation, restoration and management of Native American land by Indian people, created the Institute for Indian Estate Planning and Probate at Seattle University, the only one of its kind in the United States. This Institute provides training and education on the Native American Probate Reform Act as well as estate planning services to Indian Country. In the short time since it was established, the Institute has provided services and training to more than 7,000 people on 25 Indian reservations. Douglas Nash (Nez Perce), who has practiced law for more than 34 years, serves as the Institute Director along with Cecelia Burke, Deputy Director.

An alumna of the SU law program herself, Burke says that social justice is not a slogan at Seattle University, “students come here because they see a program that truly does this. It permeates the environment and the opportunities are broad and deep here.”

How have they worked with Indian communities to build successful relationships? Burke, says “this happens through relationship building over many years. We only work with tribes at tribal invitation. SU Indian law leaders such as Doug Nash, Eric Eberhard, and others have years of experience working with Washington tribes, and their work has great credibility and respect. Word of mouth is powerful,” says Burke, “in spreading the word. We’ve tried to create collaborative networks with local



Douglas Nash (Nez Perce), who has practiced law for more than 34 years, serves as the Institute Director along with Cecelia Burke, Deputy Director.

legal services as well. We believe in providing access to resources and information by bringing in the best and the brightest and then disseminating information and resources further. I'm really proud of this school."

"There are opportunities now that were unheard of 10 years ago," says Eric Eberhard, who recently joined Seattle University as a Distinguished Practitioner after years of legal service on the Navajo, Hopi, and White Mountain Apache reservations and a 15 year partnership in the Indian Law Practice Group in the Seattle office of Dorsey and Whitney LLP.

Eberhard has big ideas about curriculum expansion into new areas in the law school. "Economic development and entrepreneurship are very important emerging areas. When tribes act in their new roles as owners of natural resources and businesses, that takes us into new areas of the law. We're excited about developing these new areas of the curriculum in collaboration with the tribes. I've been impressed by the diversity at Seattle U. It's unusual to see social justice concerns as strongly tied to corporate and business expertise as it is here."

Second year law student Barbara Wells is one of many students interested in Indian Law. She grew up in Auburn, Washington and was the first in her family to go to college, eventually earning a BA from the University of Washington and a MA in Native American Education from the University of Montana before going on to Law School.

She heartily concurs with Eberhard. "Seattle U has terrific opportunities for law students," says Wells. "The Native American Law Student Association really wants to get SU law school on the map. This summer I will do an externship with the Institute for Estate Planning at Muckleshoot, and I'm also looking at a possible externship with the Tulalip Tribal courts for the fall. That would allow me to combine my two loves—criminal law and Indian law. I'm really interested in the special ways the tribal courts operate with approaches that reduce recidivism and support dispute resolution."

Getting to law school wasn't easy for Wells. "It has been very challenging," she said. "I wasn't a typical student with parents who'd gone to college. I made it by keeping my eye on the prize. The social justice issue and my outrage at the disparities in our society fueled my commitment."

Experiential learning and real world, applied work is a major emphasis at Seattle U's School of Law. Externships and internships provide opportunities for more than 90 students each year. Settings include the court system (tribal and non-tribal), the Department of Labor, the Department of Social and Health Services, and legal services organizations such as the Northwest Justice Project.

Stephanie Nichols, Attorney for Native American Projects and Director of the law school's Study in Alaska Program, develops and oversees the programs where students serve Native communities, as well as a unique summer program to study Environmental and Native law in Alaska that is open to students from law schools throughout the United States. A graduate of Seattle U's law school, Nichols also has experience working with Washington tribes and clerking for the Northwest Intertribal Court System.

She says Seattle University is a better institution because of the law school and the law school is better because of being at SU. "It's a terrific fit with a focus on the community, the public interest, and giving back," she says. "When I was deciding on where I would attend law school, I was really looking for a school that is integrated within and contributes to the community. Seattle U does that. The law is the language of power. We need good people to speak that language on behalf of communities who often go unheard and unnoticed. Those qualities drew me here. For example, last evening we honored students who do pro bono volunteer work with street youth, the elderly and communities of color. It's amazing to see what our students do."



Stephanie Nichols says it's amazing to see what our students do.

Conclusions about What Works in Washington

As we have seen in this report, there are many pathways in Washington colleges and universities for Native American students. There are also many differences within the Native student population in terms of background, needs, age, and location. There is no single “typical Native student.” In addition to the urban-rural differences, the Native student population includes at least three sub-categories that often need to be served in different ways: 1) traditional college-age students who transfer to college directly from high school, 2) returning nontraditional students who stopped out and are returning to college, and 3) other adult students returning to seek a GED and/or other college credential. College programming in Washington reflects and recognizes these differences with institutions often playing different roles in terms of their focus.

Since so many Native students never finish high school, early awareness and college readiness efforts are critical to increasing degree attainment levels in postsecondary education. There are numerous effective programs that span the educational pipeline from well-funded GEAR UP programs to the Native Early College high school programs, pioneered by Antioch University. Colleges and universities offer many other creative early awareness programs to encourage Native students to finish high school and go to college. Dual enrollment programs are also increasingly popular with students enrolling in Running Start, Early College High School, and College in the High School programs.

Many colleges also work extensively with adults who did not complete high school but now want to return to complete a GED. This is a large population. More work clearly needs to be done to encourage students to return to complete high school and then go further in higher education. Linkages between these high school completion programs and college recruitment need to be strengthened. This requires a more long-term relationship with the students, more follow-up, and more cross-sector collaboration.

Students enter the higher education systems through various pathways, and there are good opportunities in all types of colleges and universities. Native student persistence rates vary by institution. While dropout rates for Native students are highest in two-year colleges, as they are for all students, students who attend a community college are actually slightly more likely to attain a baccalaureate degree than those beginning their freshman year in a four-year institution. Still, many Native students face the challenges of juggling school, community, family, and job responsibilities. Academic preparation levels are a major obstacle to overcome, with half of all students and half of all Native community college students needing to take at least one pre-college course in English and/or mathematics.

At the same time, Washington colleges and universities are working hard to create effective programs. Many of the current efforts reflect what the literature on Native student success suggests are best practices: tribal involvement, providing connections to family and culture, supporting Indian identity, finding Indian role models and mentors in the student body and the faculty and staff, comprehensive and integrated student





Family connections are an important part of college success.

services, cultural relevance in curriculum, culturally appropriate pedagogy, and programs that meet specific student needs in terms of scheduling and content.

Colleges are increasingly using the research on student success to guide their efforts. First year programs in the form of learning communities and first-year experience courses are becoming more common. Siting these efforts in the first quarter of the first-year is an obvious first step since this is a major transition (and attrition) point. Washington colleges and universities, large and small, private and public, lead the nation in building learning communities, which are now common throughout the nation, to purposefully restructure the curriculum to promote curricular coherence, course integration, active learning, and a sense of community (Smith, MacGregor, et. al. 2004).

In addition to siting interventions around key transition points for students, many institutions are also working to identify and restructure “gatekeeper courses,” courses with high withdrawal and failure rates. Mathematics, for example, is a key gateway course to study in the sciences, mathematics, and engineering. Developmental education courses in English and mathematics are the single largest set of “gatekeeper” or “graveyard classes.” IBEST course redesigns integrating basic skills into vocational programs are one recent successful strategy for addressing this issue (SBCTC, 2005, IBEST Report). Tutoring, mentoring, and Supplemental Instruction are also successful, proven means of enhancing student success.

Cultural continuity and respect is an overriding feature of successful programs for Native students. Students thrive in institutions that foster this. This is done in various ways. Many institutions create a physical sense of place for Native students by providing gathering places, such as a multicultural service center lounge, and/

or having visible cultural symbols and places on campus. Examples include the Welcome Figure as you walk onto the Evergreen campus, the Longhouse at Peninsula College, and the diversity clock tower at Centralia College. These physical spaces provide an important sense of hospitality and recognition. This is also cultivated through events such as pow wows, heritage celebrations, film festivals, and special graduations and honorings.

Clear institutional leadership and support is a crucial element of successful programs. We saw differences among institutions in the ways they work with tribes, but it is very clear that many colleges and universities understand and are trying to work within the spirit of the Centennial Accord by recognizing the government-to-government relationships and the appropriate protocols. Successful institutions recognize that on-going relationships need to be nurtured to keep formal agreements current and alive.

Successful institutions are characterized by distinctive practices in their decision-making processes. They seem to have an evidence-based culture focusing on assessment and continuous improvement. A number of the institutions we visited stood out for their careful assessment of what was working and what was not working and their use of that information in their planning. They were also notable for their long-term thinking about issues that take many years to come to fruition such as increasing the representation of Native students in the sciences and recruiting a diverse faculty and staff. They are nimble in their approaches and forward thinking about how they can improve and expand their efforts to support Native education. Many of these institutions had a palpable sense of excitement as they described their hopes and dreams.

Recommendations

Our report concludes with twelve recommendations:

1. Create and support vehicles to foster collaboration among Washington's educational institutions, tribes and stakeholders. Relationships are key in fostering collaboration; creating shared solutions; and developing seamless, student-centered programs. We need more ways to build and nurture these relationships across the K-12 and postsecondary systems, while meaningfully engaging tribes, Native partners and other stakeholders. We believe in partnerships that are based on *mutual respect, mutual benefit, mutual accountability and mutual learning*. The recent K-12 Native achievement gap report also identified relationship-building (between tribes and school districts) as a top priority. We agree that the state, institutions and tribes should invest their resources and time into developing critically needed vehicles for greater collaboration across all relevant boundaries.

2. Support mechanisms for tribes to share with each other how they promote postsecondary education among their citizens, including implementing effective strategies to increase both access and success. Tribal communities are increasingly interested in all facets of education, and peer learning is an important vehicle for tribes to share how they are addressing the educational and training needs of Washington's Natives. Opportunities for networking can build on existing avenues afforded by local, state and tribal entities such as the Affiliated Tribes of Northwest Indians and the Tribal Leaders Congress.

3. Washington leaders must make greater investment in the postsecondary needs of rural, reservation- and place-based populations to promote the state's socioeconomic development. At the same time, much more information is needed on the educational needs of urban Indians. Education is community development, and it is economic development. In order to fully capitalize on the knowledge economy, every community needs a workforce with the right kind of skills in analysis, problem solving, teamwork and communication that are delivered through postsecondary education.

4. Financial barriers to college remain significant for many Native students. While there are numerous avenues of financial support from tribes, foundations, government, and individual institutions, financial resources are still insufficient for many students.

Tribal resources are stretched thin, and aid eligibility rules vary. Tribes also vary to the extent which they encourage educational attainment through minimal qualifications they set for employment. In addition, Washington has many Native residents who are not members of local tribes and may not receive any support from their tribe. Many other Native students are not enrolled in a federally recognized tribe and thus qualify for less aid. Federal resources including Pell grants are crucial but insufficient. There are fewer scholarships for non-traditional age students. Graduate school support is often not available, except in the form of student loans. Part-time students may not be eligible for financial aid, making paid employment essential for many students. Early-college and dual-enrollment programs like Running Start can provide help some some students who can complete the first two years of college while they are still in high school, but these programs generally are not viable options for under-prepared students.

5. Institutions must listen and pay attention to the needs of Native students and tribal communities. Nearly all of the highly effective programs identified in this report resulted from some kind of co-creation process that involved both Native communities and other partners in order to increase student success. Institutions are increasingly turning to surveys, regular meetings and listening sessions with tribal communities as a way of creating mutual understanding of both existing assets and needs.

6. Building the pipeline and bridging the gaps between the sectors (K-12 and two-year and four-year colleges) is an ongoing challenge if we are to improve Native American student success. Too many Native students never finish high school, and too few of those who go on to college graduate. Much greater inter-institutional and cross-sector collaboration is necessary to identify barriers and forge solutions. More concerted efforts are needed to encourage more students to take advantage of educational opportunities (prep-college programs, scholarships, etc) at all levels of the education system. We need better information on why students leave and what we can do to promote college completion. We need to learn from and build on effective approaches and explicitly build connections and seamless pathways between institutions.

7. Identifying and finding effective approaches in critical gateway courses and at key transition points is crucial. Research demonstrates that developmental education and beginning courses in English and mathematics are trouble spots for all students, including Native Americans. Concerted work is needed to improve student success in these early gateway courses if retention and degree attainment rates are to improve. Programs to encourage adult students to return to college are also a key strategy for Native student success. A number of efforts in Washington focusing on this approach are transferable and worth emulating.

8. Finding successful approaches in specific under-represented fields is important. Developing successful approaches that increase Native representation in high-demand fields is important. Native students are underrepresented in education, science, technology, engineering, and mathematics as well as professional areas such as dentistry and social work. Solutions to this issue must include focused work at the undergraduate level and even earlier to prepare students to enter graduate and professional programs.

9. Diversifying the faculty and staff is a key element in student success. There is a need for more Native teachers at all levels of the education system and in all types of institutions. This requires the attainment of graduate degrees, but the most serious educational disparities for Native Americans are at the graduate level. We have identified some outstanding examples of successful Washington graduate, professional, and pre-professional programs focusing on Native Americans that can serve as good models. We also know that some colleges and universities have been successful in recruiting and retaining Native faculty and staff. This successful work needs to go much further.

10. When appropriate, make linkages between the needs of Native students and those of other underserved populations in order to more efficiently address gaps in service and awareness. While Native students have some unique circumstances and challenges, there are commonalities with other ethnic and place-based groups. Making these connections would help all such groups.

11. We must stay the course and maintain a long-term focus on Native student success. Building successful educational programs for Native students requires a long-term commitment and an ongoing process of dialoging with tribes, responding with flexibility and creativity, and evolving the commitment in new directions as needed. Many efforts to support

Indian education are grant-funded initiatives that may or may not turn into long-term initiatives that have staying power through the ups and downs of budgetary uncertainties. Successful schools are notable for their ability to “stay the course” and turn short term funding into long-term commitments. All of the institutions that have been successful have a long-term, value-based commitment that is integral to their identity and mission. They use a variety of approaches to support their long-term policy goals, which are manifest in their resource allocations, their faculty, staff and student representation, their policies, and their symbols.

12. More research and data is needed to more fully understand challenges and effectiveness of institutions and programs, while involving Native stakeholders as participants in holistic evaluation strategies. Further, continuous improvement and dissemination of what works is important. Successful institutions use continuous improvement methods to drive their planning and decision-making. On-going assessment is a key element, including an emphasis on wide discussion of the results and utilization of this learning in decision-making.





Part Two: Institutional Profiles



Two-Year Colleges

Participating Institutions

Bates Technical College

Bellevue Community College

Bellingham Community College

Big Bend Community College

Centralia College

Clark College

Columbia Basin College

Edmonds Community College

Everett Community College

Grays Harbor College

Green River Community College

Highline Community College

Lower Columbia College

North Seattle Community College

Olympic Community College

Peninsula College

Pierce College

Renton Technical College

Seattle Central Community College

Shoreline Community College

Skagit Valley College

South Puget Sound Community College

South Seattle Community College

Spokane Community College

Spokane Falls Community College

Tacoma Community College

Walla Walla Community College

Wenatchee Valley College

Whatcom Community College

Yakima Valley Community College

These institutional profiles of accredited colleges and universities in Washington were written by representatives at the contributing institutions to a common template describing their academic programs, public service programs and student support services.

Bates Technical College

Bates Community College uses strategic partnerships to deliver resources and services to Native Americans throughout Central Western Washington. Located in Tacoma, the college operates on three campuses.

Academic Programs / Courses

A long-standing relationship between Bates Technical College and the Muckleshoot Indian Tribe provides key services to American Indian Students and Tribal Communities. These programs include:

- Leadership courses at the Muckleshoot Tribal College
- GED course offerings and job skill training for the Muckleshoot Job Corporation
- Organizational Management Development Courses for the Muckleshoot Indian Casino

In addition, Bates fosters partnerships with the South Puget Intertribal Planning Agency (SPIPA). SPIPA is a tribally chartered, 501(c) (3) non-profit consortium; funded in part by federal and state grants.

Public Service Programs

Bates Technical College participates in a variety of community outreach efforts and programs, making every effort to promote diversity. The College currently supports Human Resource Employee annual training updates for the Puyallup Tribe Health Authority. It is also a proud participant in Washington State Native American Higher Education Consortium Native American College Fair.

In recent years, Bates Technical College has established November as *National American Indian Heritage Month*, honoring the generations of American Indians and Alaska Natives who have contributed to the character of our country.

Student Support Services

The **College Diversity Center** serves as a diversity resource for students, staff, and community, providing a large conference room and a smaller meeting area, with a “conversation corner,” a library area with books, community resource information, and two internet café workstations available for student use.

The **IDEAL Committee** (*Integrating Diversity and Equal-Access in Learning*) is an integral part of the Diversity Center at Bates Technical College, initiating and supporting efforts that promote diversity at all levels of the

institution while fostering a learning and working environment that is equally accessible and barrier free.

LEAD is a diversity awareness training opportunity for students. Initiated in the 2005-06 school year, it offers workshops on leadership and diversity twice a month in the Diversity Center.

Lessons and Best Practices

Best practice measures, including tracking of Native American student applications and hiring staff for diversity, are implemented regularly.

For Additional Information:

Bates Technical College
Downtown Campus
1101 South Yakima Avenue
Tacoma, WA 98405
253.680.7000
info@bates.ctc.edu

Bellevue Community College

In addition to course offerings that focus on Native American culture and history, Bellevue Community College encourages Native student enrollment by providing student support programs, like the *First Nations Student's Association*, and offering Native American scholarship opportunities.

Academic Programs / Courses

ETHN 120: Intro to Native American Study:

SOC 120: Intro to Native American Study

ETHN 121: Native Americans & Film

SOC 121: Native Americans & Film

THE EYE OF THE HEART: Native American Literature and History

Student Support Services

Bellevue Community College is proud to offer a wide array of student support services that promote diversity and leadership in students. Programs include Multicultural Services, Annual Students of Color Conference and the Institute for Community Leadership. Native American students

receive direct support from the First Nations Student Association, which supports and promotes understanding of Native American culture throughout the college, providing leadership opportunities for students.

ANNUAL BCC AMERICAN INDIAN FILM FESTIVAL

The Film Festival is sponsored by the Squaxin Island Tribe, the Muckleshoot Tribe, the BCC TRIO Program, BCC's Campus Activities Board, the Kirkland Performance Center, and the Bellevue Community College Foundation.

Scholarships

American Indian Endowed Scholarships, various Native American Scholarships.

For Additional Information:

Bellevue Community College
3000 Landerholm Circle SE
Bellevue, WA 98007-6484
(425) 564-1000
admissions@bellevuecollege.edu

Bellingham Technical College

Bellingham Technical College serves the Native American community through partnerships with tribal organizations in Whatcom County, including the Nooksack Tribe and the Northwest Indian College.

Academic Programs / Courses

The partnership between the Bellingham Technical College and the Nooksack Tribe extends to a variety of initiatives:

- A current federal project focuses on increasing education and career success of tribal members. The college provides adult basic education in Nooksack, and the Tribe provides support services to tribal members who are attending BTC.
- A partnership with the Nooksack Casino provides a certificate program for casino workers.

Bellingham Technical College works with Northwest Indian College to assist Native students to transition to BTC's professional technical programs.

Student Support Services

Students from diverse cultural and ethnic backgrounds, of varying abilities, and for whom English is not their language of origin are assisted by BTC's **Diversity Support Services** in accessing, pursuing, and attaining success in achieving their educational goals. The College is developing a Native American student organization.

Scholarships

Bellingham Technical College's Foundation was gifted \$37,500 in scholarship funds from ConocoPhillips Ferndale Refinery in late December 2007. These funds will provide four full scholarships to Lummi Native Tribal members who enroll in BTC's Process Technology or Instrumentation and Control Technology Programs.

For Additional Information:

Bellingham Technical College
3028 Lindbergh Avenue
Bellingham WA 98225
(360) 752-7000
beltcadm@btc.ctc.edu

Big Bend Community College

Located in Moses Lake, the Washington State Board of Education authorized Big Bend Community College in 1961.

Academic Programs / Courses

Pacific Northwest History (1800 - 2000)

Art Appreciation: Part of the Grays Harbor College reservation-based program curriculum, this has been redesigned for diversity and is offered as part of Washington Online.

Student Support Services

Student Support Services at Big Bend include a Native American Club.

Big Bend is part of the Washington Achieving the Dream Project aimed at improving the college success of non-traditional, under represented students.

For Additional Information:

Big Bend Community College
7662 Chanute Street NE
Moses Lake, WA 98837
(509)793-2222
1-877-745-1212
bbccinfo@bigbend.edu

Centralia College

Centralia College is the oldest continuously operating community college in Washington. Founded in 1925, the College has a rich heritage of professional, technical, transfer, and basic skills programs. In addition to academic programs celebrating diversity, the College honors Northwest individuals and groups who have made significant contributions to the history, community, or culture of the region.

Academic Programs / Courses

ANTH 100: Survey of Anthropology
ANTH 206: Cultural Anthropology
ANTH 210: Indians of North America
ANTH 225: Cultural & Ethnic Pluralism in Contemporary Society
ANTH 235: Myth, Ritual, and Magic
ENGL 260: Non-Western World Literature
HIST 110: History of Intolerance
HUM 110: Ethics and Cultural Values
SPEE 250: Intercultural Communication

Public Service Programs

The Clocktower Diversity Project honors Northwest individuals and groups who have made significant contributions to the history, community, or culture of the Northwest, or have distinguished themselves in their chosen fields. The Clocktower Project pays tribute to a broad range of individuals, recognizing and honoring persons of diversity who have had a substantial impact on our society.

Centralia Community College celebrates Native American Month in November.

Student Support Services

Associates of Centralia College Organized to Recognize Diversity (**ACCORD**) is a student organization that supports, encourages, and assists in student development.

The **Open DOOR** (Diversity, Outreach, Opportunity, and Retention) Center staff is committed to providing services to recruit, retain, and graduate underrepresented student populations.

The mission of the **Diversity Committee** is to:

- Increase awareness of and appreciation for our multicultural heritage
- Encourage social responsibility and good citizenship related to issues of diversity
- Influence curricular change, instructional strategies, student services and personnel practices which facilitate student and staff sensitivity and openness to diverse ideas, peoples, and cultures.

The responsibilities of the Diversity Committee includes providing direction, support, and planning for multicultural activities, cultural infusion in the curriculum, issues related to international student programs and study abroad, the diversity plan, and issues related to providing support services to non-traditional students.

For Additional Information:

Centralia Community College
600 Centralia College Blvd
Centralia WA 98531-4099
360-736-9391
admissions@centralia.edu

Clark College

Clark College was founded as a private, two-year junior college in 1933, and serves southwest Washington.

Academic Programs / Courses

SOC 131: Race and Ethnic Relations in the US
English 280: American Multi-ethnic Literature
HIST 245: Native American History
HIST 219: Native American History
HIST 214: Pacific NW History
CEP 050: Native American Addictions

Student Support Services

Multi-Cultural Storytelling Club
Multicultural Students Union (MSU)
Unity Totem Pole
Native American Holocaust Museum
Clark College Pow Wow

For Additional Information:

Clark College
1933 Fort Vancouver Way
Vancouver, WA 98663
360-699-NEXT
admissionrequest@clark.edu

Columbia Basin College

Columbia Basin College expands and renovates programs to meet student needs. With more than 7,000 students per quarter, CBC maintains small class sizes and a talented caring faculty.

Academic Programs / Courses

Intercultural Studies: Native American Culture
HIST 214: Pacific Northwest History
HIST 219: Native American History
ENGL 180: Multicultural Literature
ART 120: Art History of the Americas
GEO 150: Cultural Geography

Public Service Programs

Columbia Basin College offers a variety of services aimed at increasing the public awareness of diversity. It celebrates Native American Heritage Month in November each year. The Multi-Cultural Achievement Skills Camp (MASC) provides the opportunity for 6th to 8th grade students to enhance their leadership skills through teamwork, individual goal setting, and communication activities.

- The Office of Diversity promotes awareness and understanding of the College's progress in all areas of diversity

- Diversity Magazine
- CBC Minority Scholarships
- Upward Bound

For Additional Information:

Columbia Basin College
2600 North 20th Avenue
Pasco, WA 993012
509-547-0511

Edmonds Community College

Edmonds Community College focuses on quality programs, services, and activities for students. This strategic area of focus enhances learning with innovative and comprehensive educational opportunities and services that exhibit commitment to collaboration, accessibility, and a global perspective. Faculty members teach critical thinking, written and oral communication, quantitative skills, and group interaction. Emphasizing these core, college-wide abilities provides a consistent educational focus that encourages students to develop knowledge, habits, and skills for lifelong learning.

Academic Programs / Courses

The Diversity Studies Department connects student services to instruction to create dynamic teaching and learning opportunities that promote diversity. The study of diversity may include volunteering in the community, sharing life experiences, learning through hands-on experience, being a leader, and working for social justice.

DIVST 100: Introduction to Diversity Studies
DIVST 125: Race and Ethnic Relations
DIVST 130: American Religious Diversity
DIVST 140: Northwest Coast Cultures
DIVST 210: North American Indians
ANTHR 140: Northwest Coast Cultures
HORT 207: Native Plant/Landscape
LEGAL 296: Indian Law

The Center for Service-Learning provides support for service-learning courses and college and community based events.

- **LEAF School:** The Learn-and-Serve Environmental Anthropology Field (LEAF) School provides students with opportunities to earn academic credit and an AmeriCorps' education award while assisting local government, tribes, businesses, and nonprofit agencies with environmental stewardship.
- **ReachAbility:** ReachAbility involves students with disabilities in service learning.
- **Retention Project:** This Washington Campus Compact program supports the success and retention of disadvantaged youth and first-generation college students through mentoring, tutoring, and service-learning opportunities.

Student Organizations

Student support services and student organizations include:

- First Nations Student Association
- Academic and Career Advising
- Childcare
- Counseling Center
- Equity and Diversity Center
- Financial Aid
- Learning Support Center
- Services for Students with Disabilities
- TRIO
- Office of Student Life
- Student Government
- Diverse Ethnic and Cultural Clubs

Public Service Programs

Annual Pow Wow: Edmonds Community College has hosted an annual Pow Wow for the past twenty-three years, providing education about Native American culture and issues to the community-at-large. The Pow Wow is a celebration of traditional Native American singing, drumming, dancing, and arts and crafts. In preparation, a class on Pow Wow cultural traditions is held for students, college personnel, and community members.

Coastal Gathering: This is a Northwest traditional gathering that celebrates Native American food, music, and traditional dance. Local and national Native Americans speak on diverse topics focusing on Native American history, rights, sovereignty, and bloodlines.

Reservation-based Programs at Tulalip: The College partners with the Tulalip Tribe to provide reservation-based classes year round in the following departments:

- Construction Industry Training
- Horticulture
- Hospitality/Tourism
- Management
- Occupational Safety & Health

For Additional Information:

Edmonds Community College
20000 68th Ave West
Lynnwood, WA 98036
425-640-1459
info@edcc.edu

Lessons and Best Practices

Partnership with the Tulalip Tribes

Edmonds Community College has been working with the Tulalip Tribes for many years. The Business Division has a contract with the Tulalip Tribes to provide courses in Construction Industry Training (CIT), Hospitality, Horticulture, and Workplace Fundamentals. Exemplifying best practices, students integrate their skills and knowledge into their community. For example, the basic carpentry skills that CIT students gain are used to build much needed small structures for community members, organizations, or businesses, adding value to the community and meaning to their coursework.

Another best practice is the credit structure of Edmonds Community College class offerings at the Tulalip Tribe. Since many students are employees of various tribal operations, the College offers classes in two or three credit modules to accommodate working schedules. Existing curriculum is divided into stand-alone modules, so that when a student finishes each one, they have gained specific skills. However, each module completed leads to a "Certificate of Completion" from the College. Modules can be combined to meet certificate and degree requirements from the College as well. This best practice allows students to have small successful experiences, earn college credit, and work towards a variety of credentials.

Everett Community College

Everett Community College has developed many academic and public service programs that serve Native American students and tribal communities.

Academic Programs/Courses

Offered on the Tulalip Reservation, the **Tribal Enterprise Management Program** meets the needs of the tribe's hotel and casino enterprises. Students progress through a series of short-term certificates relevant to the hotel, restaurant, and gaming services, developing the skills needed to progress from entry level to management positions. The program combines classroom learning, online interaction, and hands-on experience. A tribal program that provides tuition for Native students.

When fully operational, the **Tribal Administrative Services** program will feature a series of short-term certificates that support workers in many tribal agencies, including education, housing, protective services, environment, and grants management.

The **Diversity Studies A.A.S.** degree emphasizes the multicultural skills needed to succeed in today's global world. Focusing on a foundational understanding of sociology, courses offer an overview of history and issues, and a concentrated study of U.S. cultures, experiences

outside the U.S., and current social issues. Recommended courses to meet degree requirements include Contemporary American Indian Cultures, Indian Cultures of the Northwest Coast, and Native American Literature.

Reservation-based B.A. Program

The University Center, administered by Everett Community College, offers a Tulalip Reservation-based, community-determined, Bachelor of Arts degree program from The Evergreen State College.

Additional Courses

ENG 120: Native American Literature

ANT 211: Indian Cultures of the Northwest Coast

Student Support Services

Student and Enrollment Services supports students taking courses at the Tulalip Reservation through "one-stop" information, registration, orientation services, mid-quarter intervention services, and tuition payment management.

Student Clubs and Activities

1st Nations Club: Promoting unity among all indigenous peoples, the 1st Nations Club provides a support base to attain personal, educational, and community goals and to enrich member knowledge of tribal customs and beliefs. The 1st Nations Club collaborates with local tribes to offer the Annual Coastal Gathering and Annual Hibulb Pow Wow.

Scholarships

Established in 2007, the Dr. Willard Bill Memorial Scholarship Endowment is awarded to indigenous peoples of the United States and Canada who promote and contribute to their indigenous cultures.

Public Service Programs

The College partners with Marysville's Heritage High School on a **Native Early College Program** Initiative. Funded by Antioch University's Center for Native Education, this program provides college courses in English, Art, and Human Development / Intro to College Learning to high school students on the main campus and at Heritage High School.

Hosted by the 1st Nations Club and co-sponsored by Muckleshoot Tribes, the **Hibulb Pow Wow** was founded in 1990 to honor Native ancestors who once lived near the mouth of the Snohomish River. The Pow Wow features traditional Native American dancing, drumming, singing, and arts and crafts.



Lessons and Best Practices

- Classes located on the reservation are a necessary element of service.
- Orientation of the faculty who teach the reservation-based classes is a high priority. Each Division provides a teacher's manual and an orientation for their faculty.
- One-stop sessions in conjunction with tribal calendars (fairs, information sessions, etc.) are valuable.
- The College dedicates at least one staff person to serve as a consistent contact for external as well as internal audiences.
- Collaboration with funding agencies on the reservation is valuable and necessary.

For Additional Information:

Everett Community College
2000 Tower Street
Everett, WA 98201
425-388-9100
admissions@everettcc.edu

Grays Harbor College

Grays Harbor College is a comprehensive community college offering a full array of academic, basic studies, and vocational programs and certificates. Special efforts are made to serve the Shoalwater Bay, Chehalis, and Quinault Nations.

Academic Programs / Courses

HIST 210: Native American History
HIST 219: Native American History
ANTH 206: Cultural Anthropology
ANTH 210: Indians of North America
ANTH 220: Pacific Northwest Coast Peoples
ENG 253: Multicultural Literature in America
ENG 060 & BIOL 100: As part of the reservation-based program, include culturally relevant content

Reservation-Based AA Degree Program

The College offers a reservation-based Associate of Arts Degree in collaboration with The Evergreen State College. The program serves reservation-based students at the Quinault, Squaxin Island, Nisqually, Muckleshoot, Lower Elwha Klallam, and Shoalwater Bay reservations.

This direct transfer AA degree program is taught as a hybrid distance learning program. It combines online and on campus courses with weekly site-based classes. Students typically take courses that meet one Saturday each month at Evergreen.

Courses are offered through Washington Online, a statewide distance learning delivery system, and are taught by faculty from 13 community colleges. This delivery system has solved the previously intractable problem of providing small rural communities with a rich curriculum. The curriculum is fast-paced, challenging, and collaborative with an excellent faculty who are very student-centered.

Faculty has added culturally relevant material to their instructional design. Extensive formative program evaluation has been critical in developing and improving this program, and has resulted in a true learning community among faculty, study leaders, and students, and between The Evergreen State College and Grays Harbor College.

Most students who complete this program transfer into Evergreen's upper division Bachelor's degree program. Studies indicate that students in the GHC program are much more likely to stay in college and earn a degree. Integrated student support services are a key element of the program design.

Student Support Services

The Native American program coordinator provides support services for the reservation-based program. The coordinator is the liaison between the student, the faculty, the College's main campus services, and the program advisor for the students.

Native American Awareness Day celebrates the richness of Native American Culture and includes a traditional blessing ceremony, Native American speakers, storytelling, basket weaving, drum making, and dancing.

The **Native American Student Association** sponsors an annual Native American Awareness event and offers educational fieldtrips, fundraisers, and Native American informational sessions.

The **Native American Program Office** offers liaison services between the student and the student's host tribe. The Coordinator, a Native American, helps students transi-

tion to the College setting. A recent objective is to increase Native American scholarship searches and services.

Lessons and Best Practices

Inter-institutional collaborations between two and four year colleges can increase student persistence and the baccalaureate completion rate among Native American students. The Grays Harbor reservation-based program is an excellent example of a highly successful program. This model is replicable. Various components of this program are noteworthy, including site-based study leaders, the hybrid e-learning approach, e-portfolios, course redesign, faculty development, formative assessment, student support services, and the inter-institutional model.

Most colleges cannot offer a comprehensive curriculum. Building effective programs to serve distinct populations is most effective and efficient when they draw on the State's extensive course offerings available through Washington Online curriculum.

For Additional Information:

Grays Harbor College
1620 Edward P. Smith Drive
Aberdeen, WA 98520
360-532-9020
admissions@ghc.edu

Green River Community College

Named for the river winding through the campus, Green River Community College offers degrees and certificates in academic, professional, and technical programs. Located on 186 acres, Green River is committed to maintaining the ecological integrity of the campus's forests.

Academic Programs / Courses

ANTHR 202: Socio-Cultural Anthropology
ANTHR 210: Indians of North America
ANTHR 215: Northwest Coast Indians: The Nuw Chah Nulth
ANTHR 220: Northwest Coast Indians
PTI 0377: Southwest Indian Prehistory & Culture

HIST 021: U.S. History 1
HIST 022: U.S. History 2
HIST 024: Pacific NW & Washington State History
HIST 200: The Pacific Northwest
HIST 220: History of American Civilization
American Ethnic and Minority Studies (AMES)

Multicultural Learning Modules: During the 2003-2004 academic year, the Multicultural Equity Council and the Learning Outcomes Committee sponsored a project in which faculty from across the disciplines designed modules that integrated multiculturalism and that are adaptable by other instructors for use in a variety of courses. The modules that emerged are designed for all faculty to use as a reference and/or to adapt for their own courses. The modules are:

- Teaching In & Understanding Diverse Classrooms www.greenriver.edu/learningoutcomes/MLMPhilJack.htm
- Major Authors: A Study in Multiculturalism
- www.greenriver.edu/learningoutcomes/MLMMoorBrownell.htm
- The Diversity Kit
- www.greenriver.edu/learningoutcomes/MLMDiversityKit.htm

Continuing Education Course

PTI 0366: NW Coast Indian Culture

Public Service Programs

Green River Community College partners with the Thunderbird Treatment Center in Seattle, providing inpatient treatment for low income populations, veterans, and Native Americans.

Student Support Services

- Native American Student Association
- Multicultural Equity Council
- Diversity Services is committed to providing programs and services to recruit, retain, and graduate under-represented student populations. Diversity Services works to educate and enrich the campus and surrounding community, to affirm and value all differences, and to strengthen community partnerships with Green River Community College. Diversity Services creates opportunities for collaboration and respect to ensure a safe climate at Green River Community College.

Other Programs & Initiatives

- Cross-Cultural Support and Empowerment
- Diversity Services Advisory Board
- Mentoring Programs
- President's Commission on Diversity
- Scholarship Advocacy and Preparation
- Student of Color Conference
- Washington Achievers Program

For Additional Information:

Green River Community College
12401 SE 320th Street
Auburn, WA 98092-3622
(253) 833-9111
admissions@greenriver.edu

Highline Community College

Highline Community College delivers innovative education and training opportunities to foster student success in a multicultural world. It is part of the Washington Achieving the Dream Project aimed at improving the college success of non-traditional, under represented students.

Academic Programs / Courses

BIO 125: Wilderness Biology
ANTH 202: Cultural Anthropology
BUS 207: Cultural Awareness & Business Protocol
HIST 121: United States History Through 1815
HIST 122: United States History: 1815-1900
HIST 210: Pacific Northwest History
HSER 260: Culturally Competent Practices
LIBR 132: Serving Diverse Communities
SOC 130: American Diversity
SPCH 200: Intercultural Communication
CGG 118: Media Matters: Race, Class, & Gender
CGG 155: Native American Studies
CGG 156: Northwest Native Peoples

Student Support Services

The **Inter-Cultural Center**, a resource center for stu-

dents, staff, and faculty, is a safe space to explore and celebrate diversity. The Center provides peer mentoring, a multicultural library, and a meeting space for student organizations.

Multicultural Services supports students of color with advising, leadership development, advocacy, campus diversity programs, and College Success Seminar courses designed for multicultural students.

Scholarships

- Welcome to the College Success Foundation
- Washington State Achievers Program (WSAP)
- Chateau Ste. Michelle Scholarship Fund
- Costco Scholarship Fund
- GET Ready for Math and Science Conditional Scholarship Program
- Leadership 1000 Scholarship Program

For Additional Information:

Highline Community College
South 240th Street & Pacific Highway S.
Des Moines, WA 98198
(206) 878-3710
admissions@highline.edu

Lower Columbia College

The mission of Lower Columbia College is to ensure each learner's personal and professional success and influence lives in ways that are local, global, traditional, and innovative.

Academic Programs / Courses

Lower Columbia College integrates Native American issues, including culture and history, into various courses in the college curriculum.

Student Support Services

The College's Student Support Services promote student success, including tutoring sessions and individual advising. Extracurricular learning opportunities include speaker forums, cultural excursions, leadership retreats, and membership in the campus Multicultural Students in Unity Club.

All students are invited to participate in extra-

curricular activities by joining the Multicultural Club. Club members may apply for a multicultural book scholarship.

The College collaborates with the Longview and Kelso Indian Education programs, promoting LCC as a college option to high school students. In addition to site visits, students visit LCC for a “hands-on” college experience. In turn, their tribal programs assist our students with information and documentation of their tribal affiliation.

Participants of the Kelso Indian Education Program are eligible to apply for the American Indian Hand in Hand scholarship.

Lessons and Best Practices

A partnership with local Native American educational entities provides a book scholarship for Native students, increasing their ability to complete coursework successfully.

For Additional Information

Lower Columbia College
1600 Maple Street
PO Box 3010
Longview, WA 98632

North Seattle Community College

North Seattle Community College is known for the breadth of its educational choices, the support it provides its students, and the excellence of its instruction. Established in 1970, NSCC has enabled more than 180,000 students to pursue their educational goals.

Academic Programs / Courses

American Ethnic Studies Program

AME 150: America’s Ethnic History

AME 151: Societies and Cultures of the U. S.

ANTH 106: American Mosaic

ANTH 125: Human Variations

ANTH 204: Archaeology

ANTH 206: Cultural Anthropology

ANTH 210: Indians of North America

ANTH 216: Northwest Coast Indians

PSYC 200: Lifespan Psychology

SOC 150: Race and Ethnic Relations in the U. S.

WMN 200: Issues of Gender, Race, and Class in Women’s Lives

HIST 214: Pacific Northwest History

HIST 219: Native American History

Courses with Native American content

ART 100: Introduction to Art

ART 121, 122, 123: Ceramics

ART 281, 282: Jewelry Design

ENGL 244, 245, 246: American Literature

ENGL 112: Introduction to Fiction

Student Support Services

Student Leadership and Multicultural Programs Office

Diversity Lecture Series

Arts and Lectures Program

American Indian Endowed Scholarship

Public Service Programs

American Indian Heritage Middle College (AIH-MC) High School: AIHMC is located one block south of campus. The school is Native-focused, and while the student body is primarily Native American, all students are welcome. Students earn a standard high school diploma while learning in a non-traditional setting, receiving individualized attention and support. All enrolled students are extended the use of the NSCC facilities, including the Wellness Center, library, and counseling. Furthermore, students receive free placement testing for Running Start and may apply to Upward Bound.

Upward Bound: Upward Bound supports Seattle high school students in their preparation for college by providing tutorial support, classroom instruction, academic and personal counseling, college application assistance, scholarships, and financial aid. Services are provided within the high school environment during the academic year and on the NSCC campus during an intensive 6-week summer program.

For Additional Information

North Seattle Community College
9600 College Way North
Seattle, Washington 98103
206-527-3600
NSCCinfo@sccd.ctc.edu

Olympic College

Founded in 1946, Olympic College serves a diverse group of more than 12,000 students annually.

Academic Programs / Courses

Art 115 & 116: Native American Art
ECE 190: Multicultural Education
PSYC 200: Lifespan Psychology
HS 110: Diversity, Ethics & Professionalism
ANTH 206: Cultural Anthropology
ANTH 207: Linguistic Anthropology
ANTH 210: Indians of North America
ENGL 264: Native American Literature
HUM 215 & 216: History of American Culture I & II
HIST 136 & 137: US History 1 & 2
HIST 219: Native American History
CMST 153: Intercultural Communication
CEAC 034: Introduction to NW Native Carving

Student Support Services

The **Multicultural Services Center** supports the success of diverse populations. Students, faculty, staff, and community members come together to study, explore identity issues, learn about other cultures, and dialogue in a safe and welcoming space. The Center promotes diversity by working with staff and faculty on curriculum, policy, assessment, and classroom management issues.

Public Service Programs

The College works closely with the Port Gamble S'Klallam, Skokomish, and Suquamish tribes to provide educational opportunities at tribal centers. Programs offered are dependent on the needs and initiatives of the tribes and have ranged from GED preparation to vocational training programs.

Olympic College supports **Early College in the High School Programs** at the Suquamish Tribal Education Department and Shelton High School. These programs offer high school students dual credit (high school and Olympic College) courses infused with Native American Cultural elements.

For Additional Information:

Olympic Community College
1600 Chester Avenue
Bremerton, WA 98337-1699
360-792-6050
prospect@oc.ctc.edu

Peninsula College

With a long history of service to Native Americans, Peninsula College maximizes student access to higher education. Students living in remote locations, like Makah Tribal students living in Neah Bay, are actively recruited. The College models a culture of mutual respect and acceptance that embodies diversity and promotes a civil society. Outreach to diverse populations and contributing to a healthy, vibrant community by engaging diverse populations are strategic priorities. The College has a growing array of outreach efforts to Native communities and Native American students.

Academic Programs / Courses

The College integrates Native American issues, history, and cultural perspectives across the curriculum and disciplines. Examples include:

Addiction Studies: The Addiction Studies program incorporates the Red Road Medicine Wheel approach to sobriety and wellness. Program faculty network with the Northwest Indian College and Clallam Counseling and include Native American speakers and presenters in the courses.

HSSA 101: Intro to Addictive Drugs

HSSA 172: Cultural Diversity

Early Childhood Education: The Early Childhood Education program maintains relationships with many tribes, including Makah, Quileute, and Lower Elwha, through their Head Start and childcare centers. Tribal members attend classes through interactive television in Forks or Neah Bay. Tribal members who complete a Child Development Associate through Head Start can receive up to 12 credits toward an ECE certificate or degree.

Family Life Education: The College collaborates with the Lower Elwha Tribal Head Start program to provide Parenting Education to families.

National Science Foundation Research Grants:

Peninsula College has received several National Science Foundation grants to involve Native American students in field based research projects in the Elwha watershed and/or Costa Rica.

History

HIST 146: U.S. History I

HIST 147: U.S. History II

HIST 148: U.S. History III

HIST 214: Pacific NW History

Music

MUSC 105: Music Appreciation: A World of Sound

Sociology

SOC 115: Understanding Diversity

Student Support Services

Opportunity Grant: As part of a Washington State Opportunity Grant, the College assists students with the cost of tuition, books, and supplies.

Tribal Outreach: The Tribal Outreach Committee meets with tribal members regularly to coordinate outreach efforts and address the educational needs of tribal communities.

Native American Nations Club: Activities include a Native American Awareness Week and participation in the Students of Color Conference.

Composite Canoe Class: The College received a Department of Labor grant to fund a Composite Canoe Class with the Quileute Tribe. The program incorporates IBEST instruction with Composite Structures and Industrial Mechanics training to construct ocean-going canoes.

Public Service Programs

Peninsula College is committed to including the tribal community in collaborative efforts surrounding educational programming, economic development, cultural enrichment, and a variety of other issues.

Workforce Education and Customized Training: The College provides classes and training in basic skills, family literacy, and early childhood education at three tribal sites. Customized job skills training meets short term, project specific needs, including the following:

Quileute Tribe: "Writing in the Workplace"

Quileute Tribe: Excel 2003 and Excel 2007

Self-defense training

Makah Tribe: CAT 111 - Windows

Upward Bound TRIO Grant: This program is designed to prepare 50 low income, academically at-risk high school students for college. High schools with the greatest number of Native American students are participating in this project.

House of Learning Longhouse: Peninsula College's House of Learning Longhouse is the culmination of a long-term collaboration between the College and six local tribes. The nation's first Longhouse on a community college campus is the result of a vision to create a place where people can gather to share their cultural traditions with acknowledgment and respect for their unique differences and diversity.

The House of Learning Longhouse provides a welcoming environment for students to meet, study, and interact. It provides a place where courses that embrace the spirit of the Longhouse can be offered. These include anthropology, indigenous botany, natural resource management, sociology, literature and more. All are infused with Native American culture and perspectives.

The Longhouse provides an educational environment for the College and community in which people can share and learn about cultural awareness. By hosting events such as cultural ceremonies, performances, classes, and art exhibits, and by encouraging greater participation by our tribal communities, it is the College's hope to increase the number of Native Americans who experience educational success and post-secondary education.

A gift of laptop computers makes it possible for Native American students to use the Longhouse as a drop-in study space.

The Paddle On!: In collaboration with local tribes, this program introduces youth to the Canoe Journey, addressing why it began and its significance for both participants and the community.

Students learn how their tribe prepares for the journey, the importance of that preparation, and what the journey means to their tribe. Program participants spend time on the Challenge Course learning to work as a team while developing problem solving and communication skills. Youth learn the significance of the canoe paddle and have the opportunity to paint a miniature version of a paddle with the assistance of local tribal artists.

Community Collaborations: Peninsula College is represented on the Port Angeles School District Superintendent's Multi-Ethnic Committee, the Port Angeles Community Multicultural Alliance, and Native American Student Support Committee.

Lessons & Best Practices

Collaboration with tribal communities has resulted in partnership efforts, including the Longhouse Project. This has proven to be an integral resource for the recruitment and retention of Native American students who are severely underrepresented in colleges and universities.

Partnerships have provided an opportunity to offer basic skills training and family literacy classes at tribal sites.

The Community Impact of the House of Learning Longhouse project is evidenced by the ongoing participation of internal and external collaborators, including tribes, organizations, agencies, schools, and businesses. The collaborations that drove the project are showing a return through ongoing partnerships, program and grant development efforts, a desire for Longhouse specific programming, increased recruitment and retention efforts, an increased presence of Native American students and families, increased partnering between the College and tribes, and a call for professional development. All activities continue to strengthen the College and heighten its ability to work with tribal populations.

For Additional Information:

Peninsula College
1502 East Lauridsen Boulevard
Port Angeles, WA 98362
1-877-452-9277
admissions@pcadmin.ctc.edu

Pierce College Fort Steilacoom

For 40 years, Pierce College has been committed to helping people realize their own possibilities. The College is one of the largest educational providers in Washington State and is nationally ranked in degrees conferred.

Academic Programs / Courses

ENGL 210: Introduction to American Literature
POLS 210: United States Federal Indian Policy
ANTH 210: Indians of North America

Student Support Services

Multicultural Student Services promotes the recruitment, retention, and successful completion of educational programs for students of color. The office fosters a college climate embracing a multicultural curriculum, support services, and student activities. The office is an advocate and dynamic change agent on behalf of students of color. Services include promoting access and student success, providing academic advising, educational planning, career exploration, financial aid and scholarship processing, ethnic clubs, student leadership development, and other student programs that support students of color.

For Additional Information:

Pierce College Fort Steilacoom
9401 Farwest Drive SW
Lakewood, Washington 98498
(253) 964-6500
www.pierce.ctc.edu/other/contact.php3

Renton Technical College

Renton Tech provides training for persons seeking marketable job skills or upgrading current skills. Specialized programs allow students with or without high school credentials to complete low-cost training, making job entry and success possible.

Public Service Programs

Partner in the **South Central Workforce Council Construction Skills Panel** to:

- Assist the Yakama Nation Housing Authority in developing a Building Apprenticeship Training (BAT) program with the AGC and Department of Labor.
- Develop a Mentoring Program for Native Americans interested in the Construction Industry.

Renton Technical College is part of the Washington Achieving the Dream Project aimed at improving the college success of non-traditional, under represented students.

For Additional Information:

Renton Technical College
3000 NE 4th Street
Renton, WA 98056
425- 235-2352
www.rtc.edu/ContactUs

Seattle Central Community College

Seattle Central's graduates and transfer students match or beat the grades of 4-year students at national institutions. Its professional and technical graduates enrich themselves and the region with jobs in many high paying industries.

Academic Programs / Courses

MUSIC 110: Introduction to World Music
PSYC 206: Lifespan Development
POLSCI 170: Minority Politics in America
HUM 105: Intercultural Communications
HIS 145: Women, Race & Class
HIS 111: US History: Pre-Colonial to 1877
ASL 102: Describing Style & Patterns of Clothing
CSP 100: A Discourse of Power
SHS 210: Multicultural Counseling
SOC 150: Race and Ethnic Relations in the U.S.
HIST 214: Pacific Northwest History
ANTH 110: North American Indians
ANTH 135: Cultural Ecology
ANTH 206: Cultural Anthropology

Student Support Services

Seattle Central is part of the Washington **Achieving the Dream Project** aimed at improving the college success of non-traditional, underrepresented students.

Scholarships: Students from some tribes in Idaho, Montana, or Oregon can be classified as Washington residents for tuition purposes. Scholarships include the **Muckleshoot Tribal Council Endowed Scholarship**

RISE: Resources and Inspiration for Student Engineers! is funded by the National Science Foundation. It supports students aspiring to become engineers, with special encouragement to Native Americans, African Americans, Latino / Hispanics, Hawaiian-Pacific Islanders, and Women.

The M. Rosetta Hunter Art Gallery is committed to fostering multicultural awareness and providing programming that reflects the diversity of the student population at Seattle Central.

For Additional Information:

Seattle Central Community College
1701 Broadway
Seattle, WA 98122
206-587-3800

<http://seattlecentral.edu/outreach/inquiry.php>

Shoreline Community College

Shoreline Community College offers excellent academic, professional, technical, and workforce training programs to meet the lifelong learning needs of its community. Dedicated faculty and staff are committed to the educational success of all students.

Academic Programs / Courses

HIST 219: Native American History
HIST 256: Northwest Native American History
Intra-American Studies 119: Introduction to Native American Studies
HIST 219: Native American History
Intra-American Studies 256: Northwest Native American History

Student Support Services

First Nations Student Club: The governing student group determines the activities of the club each year.

The Multicultural Center provides an opportunity for people of all cultures to meet, explore their cultural origins, and work toward understanding, respect, and appreciation for the diversity within the campus community and society-at-large. The Multicultural Center promotes student academic success and personal empowerment.

Ken LaFontaine First Nations Scholarship: A scholarship providing First Nations students with financial assistance in a time of need prevents disruption of their continued studies.

For Additional Information:

Shoreline Community College
16101 Greenwood Avenue North
Shoreline, WA 98133-5696
206-546-4101

www.shoreline.edu/ims/default3.aspx

Skagit Valley College

In 2007, *Washington Monthly Magazine* ranked Skagit Valley College among the best community colleges in the nation.

Academic Programs / Courses

In addition to the following courses, Skagit Valley College integrates culture and content across the curriculum

CMST 205: Intercultural Communication

ECE 211: Diversity in Education

ETHNC 100: American Minorities

ETHNC 112: Voices Along the Skagit

ETHNC 210: Native American Song and Dance

HSERV 232: Pluralism in Human Services

MUSC 129: World Music

ANTH 204: Archaeology

ANTH 206: Cultural Anthropology

HIST 219: Native American History

SOSC 132: Student Leadership Seminar

LUSED 121-223: First -Second Year Lushootseed Salish (six courses)

Student Support Services

Calling All Colors Club

Multicultural Student Services

Multicultural Student Services Calendar of Events

The Champions of Diversity (COD) Awards

TRIO Student Support Services

Public Service Programs

- **Early College in the High School:** The College and the LaConner School District receive ECHS grant funding for programming for Native American students. A recent program paired Swinomish tribal elders with Swinomish high school students to create a genealogy / tribal historical website.
- Vi Hilbert, an Upper Skagit elder recognized for her work preserving the Lushootseed language and culture, donated a set of papers to the Skagit library for student in community work. She did this in recognition of Skagit's support of Lushootseed language instruction and connection with the Native American community.

- Faculty sabbaticals have supported linguistic and cultural research on the Navajo reservation, an ethnographic cross-comparison of Native American and Maori cultures, and historical research and a monograph of the Pilgrim Mission in Nome, Alaska.
- Skagit's Student Life and faculty have brought Native American storytellers, craftspeople, drummers, and local tribal canoe journey members to campus as part of cultural and educational programming. In addition, the College has co-sponsored on-campus Native American pow wows.

Community Education Programs

Northwest Coast Indian Art

Pre-historic Southwest Indian Art

Northwest Coast Indians

Native American History

SRART 052 Indian Art

For Additional Information:

Skagit Valley College
2405 East College Way
Mount Vernon, WA 98273
877-385-5360
admissions@skagit.edu

South Puget Sound Community College

South Puget Sound Community College's student centered education facilitates seamless transitions by maximizing learning opportunities and eliminating barriers to success. Students are prepared for life choices that enable them to adapt to a changing world.

Academic Programs / Courses

Cultural Resources Certification Online: Online Cultural Resource Certifications are offered in Archaeology, Language and Culture, Museum Studies, and Forensic Anthropology. This series of eight classes provides Native American and Agency student training in Cultural Resource Management, preparing students for a focused career as a cultural resources specialist.

ANTH 111: Archaeological Field Surveys
 ANTH 112: Cultural Resources & the Law
 ANTH 204: Archaeology
 ANTH 210: Indians of North America
 ANTH 216: Northwest Coast Indians
 ANTH 230: Northwest Coast Indian Art
 ANTH 265: Introduction to Museum Studies
 ART 114: Art of Africa, Asia and the Americas
 ECE 235: Educating Children in a Diverse Society
 HIST 214: Pacific Northwest History
 LIT 211: American Ethnic Literature
 MUSC 213: Music of Native North America

Reservation-Based Program: SPSCC contributes four courses in Anthropology to the Grays Harbor College reservation-based program.

Public Service Programs

The **Kenneth J. Minnaert Center for the Arts** has numerous performances, art shows, and lectures for and about Native Americans.

Student Support Services and Student Organizations include the Office of Diversity and Equity and the Student Senate, Senator for Multicultural Affairs

For Additional Information:

South Puget Sound Community College
 2011 Mottman Rd SW
 Olympia, WA 98512
 360-754-7711
www.spscc.ctc.edu/index.html

South Seattle Community College

South Seattle Community College students come from richly diverse backgrounds and demonstrate the motto “Start Here, Go Anywhere.” SSSC offers a number of classes that encourage critical thinking about the diverse communities and world we live in.

Academic Programs / Courses

AME 151Z: Societies and Cultures of the US
 AME 201Z: Diversity and Social Justice
 ANTH 206: Cultural Anthropology
 CMST 101: Perspectives on Communication
 EDUC 206: Introduction to Education
 ENGL 256: Contemporary World Literature
 ENGL 258: Literature of American Culture
 ENGL 233: Coming of Age across Cultures
 HIST 113: Colonial America
 MUSC 110: Introduction to World Music
 SOC 101: Survey of Sociology

Student Support Services

- The Cultural Center provides a safe space where students can study, find resources, borrow textbooks, and seek peer support.
- Annual celebrations include the First Nations Celebration and Salmon Bake.
- The Student Success Services Office promotes academic achievement among disadvantaged populations. Qualified students receive assistance in applying for financial aid, transferring to four-year universities, searching for scholarships, and tutoring.

Public Service Programs

The SSSC **Upward Bound Program** serves students at Evergreen and Tyee High Schools, preparing low-income and first generation college students for a post secondary education.

The **Talent Search** program serves Seattle Public Schools in West Seattle, helping students to explore career options, understand what it takes to get into college, and develop strategies for test taking and improved study skills.

Lessons and Best Practices

The Native American Student Commissioner is a paid student employee who works in the Cultural Center and conducts student outreach through events and activities.

The Cultural Center is visited by over 400 students monthly. Students' initial contact is likely with a person who looks like them, has had similar experiences, and has a comparable cultural background. Students can use the Center to make connections with peers, as a study or meeting space, or to get valuable campus and community resources and referrals.

SSCC understands the importance of establishing personal relationships with both the students and the community organizations that work with Native American, Alaskan Native, and Hawaiian Native populations. As such, SSCC provides ongoing **Professional Development in Recruitment and Retention Practices**.

For Additional Information:

South Seattle Community College
6000 16th Avenue SW
Seattle, WA 98106
206-764-5300

www.southseattle.edu/enrolling/apply.htm

Student Support Services

- Spokane CC Multicultural Resource Center
- Multicultural Student Services
- Native American History Month Celebration
- Equity and Diversity Council
- Multicultural Advisory Council

The **Native American Student Organization** raises awareness of Native American culture, history, and contemporary Indian issues through activities and events.

A **Native American Graduation** celebration is sponsored by local tribes and honors graduates of Native high schools, colleges, and universities.

Public Service Programs

Multicultural Summer Academy: A five-week summer program for 8th through 10th grade students of color provides cultural history lessons, ethnic identity awareness, and cultural art projects.

For Additional Information:

Spokane Community College
1810 N Greene St
Spokane, WA 99217
1-800-248-5644
SCCInfo@scc.spokane.edu

Spokane Community College

Spokane Community College is highly regarded for its professional / technical programs and has a strong educational tradition in the liberal arts. The College's four critical learning abilities – problem solving, responsibility, communication, and global awareness – are supported and enhanced through curriculum and student services.

Academic Programs / Courses

HIST 140: American Indians
HIST 214: Pacific NW History
HIST 219: Native American History
ART 112: Non-Western Art
ANTHR 201: Cultural Anthropology
SOC 221: Sociology of Racism and Minorities

Spokane Falls Community College

Spokane Falls prides itself on offering quality education and services. A large liberal arts transfer program, state-of-the-art professional and technical programs, and developmental courses in mathematics and English are just a few reasons student choose Spokane Falls.

Academic Programs / Courses

ART 112: Non-Western Art
HSSUB 182: Cultural Diversity in Addition Counseling
CMST 227: Intercultural Communication
ANTH 206: Cultural Anthropology
ANTH 210: Indians of North America
ECED 230: Learning Environments

ENGL 247: American Multicultural Literature
 ENGL 295: Special Studies in Literature
 HSGER 115: Multicultural Perspectives in Human Services
 HIST 136: US History
 HIST 214: Pacific NW History
 HIST 219: Native American History
 HUM 107 - Introduction to Cultural Studies
 MUSC 109: World Music
 SAL 101: Salish I
 SAL 102: Salish II
 SAL 103: Salish III
 SOC 201: Social Problems
 SOC 221: Race and Ethnic Relations

Reservation-based Program: Spokane Falls teaches Music Appreciation in the online Grays Harbor College Reservation-based program.

Student Support Services

- Red Nations Student Club
- Native American Month
- Multicultural Student Services
- Financial aid and recruiting outreach at on-site reservation-based information sessions.

Public Service Programs

Native American Early College Initiative: SFCC offers college credit to Native students through Spokane Public School's Medicine Wheel Academy. College faculty teach college courses that constitute academic dual credit toward a high school diploma and a liberal arts college degree.

Pow Wow: SFCC provides both fiscal and in-kind support to an annual Pow Wow.

Making College the Norm: Spokane Falls Community College is participating in a new initiative under the direction of the Center for Native Education at Antioch University. "Making College the Norm" develops middle and high school pipelines for Native students by creating college orientation courses in cooperation with classroom teachers and allowing on-campus experiences.

For Additional Information:

Spokane Falls Community College
 3410 W Fort George Wright Drive
 Spokane, WA 99224
 509-533-3500

www.spokanefalls.edu/Apps/Inquiry/Default.aspx

Tacoma Community College

The mission of Tacoma Community College is to create meaningful and relevant learning, inspire greater equity, and celebrate success in people's lives and communities. TCC offers 45 state approved professional and technical programs. The nearly 15,000 students are able to take courses at one of many campuses, including the main campus in west Tacoma, Gig Harbor Peninsula Campus, Washington Institute for Service Excellence at the Tacoma Mall, Madison School, The Evergreen State College-Tacoma, Washington Corrections Center for Women, and Mission Creek Corrections Center for Women.

Academic Programs / Courses

HIST 252: Native Americans in Popular Culture
 HIST 219: Native American History
 EDP 130: Individual and Cultural Diversity
 HD 110: Human Relations
 HD 113: Diversity and the Dynamics of Differences
 HSP 261: Understanding Diversity
 CMS T110: Multicultural Communication
 HUM 120: American Multicultural Arts Experience
 ANTH 210: Indians of North America
 EDUC 220: Diversity in Education
 ENGL 234: Intro to Mythology & Folk Stories
 ENGL 242: Contemporary Non-Western Literature
 ENGL 244: American Literature I
 ENGL 245: American Literature II
 ENGL 246: American Literature III
 ENGL 271: Contemporary American Fiction
 ENGL 280: Literatures of Diversity
 MATH 106: Ethnomathematics
 PSYC 200: Lifespan Psychology
 SOC 101: Introduction to Sociology
 SOC 262: Race and Ethnic Relations

The American Ethnic and Gender Studies Certificate Program is a multidisciplinary program coordinating courses, activities, and projects to enhance the student's

understanding of the roles and functions of gender and ethnicity in the United States.

Gaming Program at Nisqually Red Wind Casino:

A 14-credit Tribal Enterprise and Gaming Management Professional Certificate program uses the Nisqually Red Wind Casino.

Bridge Program with The Evergreen State College:

An AA transfer degree program is available for students of color at Evergreen's Tacoma campus.

Student Support Services

The Center for Academic Support and Achievement supports students who are first generation, economically disadvantaged, and/or disabled by providing academic and educational planning services, tutoring, writing assistance, technology resources, cultural events and activities, and more. The Center provides a meeting space for the Native American Student Union.

The Native American Student Union's mission is to *inform, educate, and inspire all TCC students. We believe that the vision of harmony in a multicultural society will challenge us to create a better world and we welcome all people willing to assist in achieving this goal.* Consisting of primarily Native American students, the club participates in fundraising activities for the annual TCC Pow Wow.

Other activities and organizations include:

- Multicultural Calendar
- Native American / Indigenous Heritage Month
- President's Council of Cultural Diversity
- Multicultural Advisory Committee
- Diversity Employment Day

Public Service Programs

TCC's Student Life and Activities and the Native American Student Union collaborate with the Tacoma School District's Indian Education Program and the Puyallup Tribe to sponsor an **Annual Pow Wow**.

For Additional Information:

Tacoma Community College
6501 South 19th Street
Tacoma, WA 98466
253-566-5000
www.tacomacc.edu/

Walla Walla Community College

Walla Walla Community College has a long history in support of its Native American neighbors. Located on approximately 100 acres, the campus is a cultural and educational center for Southeastern Washington.

Academic Programs / Courses

HIST 210: Northwest History

HIST 240: Western Minority History

LIT 261: Native American Literature

The Irrigation Technology degree and many seminars developed around water-related issues have been recorded and are offered to industry partners for credit. WWCC has contracted with the federal government to develop a conservation fish trap and conduct water-related seminars. Tribal rights and other issues of importance to local Native Americans are incorporated into the seminars and curriculum.

Reservation-Based Program. WWCC provides the mathematics sequence for the Grays Harbor reservation-based program.

Student Support Services

WWCC's has a **Native American Recruiter** who provides assistance with scholarship and grant applications, identifying sources of funds for books and supplies, and provides on-going support and information needed to help Native American students succeed.

The Multicultural Center provides services to students, including scholarship information, academic advising, tutoring, referral assistance, and exposure to different cultures and ethnic groups. The Center serves as a liaison between WWCC and diverse community groups. Events include on-campus concerts, lectures, and student-run celebrations.

Other Student Support Services include:

- Multicultural Calendar
- Intercultural Student Organization.

Scholarships

- **The Multi-Cultural Scholarship** is a \$100 award for a student of color who exhibits achievement in a vocational or academic transfer program.

An additional \$100 scholarship is awarded for demonstrating improvement in an individual program.

- **Kenneth B. Wells Memorial Multicultural Scholarship**
- **Avista Minds in Motion Scholarship**

Public Service Programs

The WWCC **Pow Wow** is sponsored in conjunction with the Umatilla Tribe.

The WWCC environmental **Water Center** is the result of a collaboration among the Umatilla Tribe, governmental agencies, and educational entities.

For Additional Information:

Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362
1-877-992-9922
www.wwcc.edu/CMS/index.php?id=196

Wenatchee Valley College

WVC enriches North Central Washington by serving students' educational and cultural needs. The College provides high-quality transfer, liberal arts, professional, and technical degrees, and continuing education for students of diverse ethnic and economic backgrounds.

Academic Programs / Courses

NAL 101: Native American Language
CED 669: Native American Drum Making
CED 670: Traditional Native American Beading

Student Support Services

Multicultural Affairs & Student Events promotes opportunities to students of color, using advocacy, education, and networking to strengthen higher education. The office strives to unite and integrate diversity through events, speakers, and workshops.

Public Service Programs

At Omak, WVC offers **Cultural Diversity Week** with world music and performances, American Indian environmental advocates, historical presentations, a Cinco de

Mayo celebration, and the Annual United Pow Wow.

The Annual United Pow Wow at the Omak Tribal Longhouse is sponsored by the WVCO / Red Road Association, Omak Middle School, Omak High School, and Paschal Sherman Indian School.

For Additional Information:

Wenatchee Valley College
1300 Fifth Street
Wenatchee, WA 98801
1-877-982-4968
www.wvc.edu/contact/form.asp

Whatcom Community College

WCC shares the service area for Native American students in Whatcom County with Northwest Indian College, Bellingham Technical College, and Western Washington University. WCC has been reaching out to prospective Native American students through early intervention programs in collaboration with Antioch University.

Academic Programs / Courses

The Early College Program has coordinated college course revision teams that include faculty from Northwest Indian College and Whatcom Community College. These WCC courses have been revised for cultural congruency.

ART 106: Pacific NW Native American
ART 189: NW Indian Art - 21st Century
ANTHR 106: Pacific NW Native Americans
ANTHR 150: NW Coast Ethnobotany
ANTHR 220: NW Coast Native Americans
HIST 209: Native American History

Student Support Services

The Early College Program has:

- Provided Native American students with opportunities to serve as tutors for pre-college Native Americans
- Offered cooperative education credit to pre-college and WCC-enrolled Native American students
- Provided research opportunities into challenges facing Native American college students attending

- predominantly white institutions
- Offered a college textbook loan program
- Provided opportunities to attend quarterly conferences at the Center for Native Education at Antioch University Seattle

Lessons and Best Practices

WCC hires Native American work-study students to serve as academic tutors and mentors for Native American high school students.

The **Early College Program** focuses on supporting Native American youth in the Ferndale School District with mentoring, peer-tutoring, placement testing, college study skills courses, and internship programs. This has been a very effective program, resulting in positive Native American student persistence and success.

For Additional Information:

Whatcom Community College
237 West Kellogg Road
Bellingham, WA 98226
360-383-3000
admit@whatcom.ctc.edu

Yakima Valley Community College

Yakima Valley Community College provides adult basic education, workforce, and transfer programs for an area that includes the Yakama Reservation and the communities of Goldendale, Toppenish, Wapato, and White Swan.

Academic Programs / Courses

YVCC offers an Ethnic Studies program that focuses on appreciating and understanding the history and cultures of American ethnic and cultural minorities.

The Social Science Department offers certificate programs in Ethnic Studies. Three curriculum program options have been designed to help students acquire cultural knowledge and skills. These are: Ethnic Studies Option, Native American Specialty Option, and a Native American Studies Option. Courses offered are:

ETHS 101: American Ethnic Minorities

ETHS 103: Media, Art, and American Ethnicity

ETHS 105: Ethnic Women

ETHS 107: Race and Ethnic Relations

ETHS 120: African American Experience

ETHS 145: US / Indian Relations

ETHS 180: Ethnic Cultures 1

ETHS 181: Ethnic Cultures 2

ETHS 185: Field Experience

ETHS 199 & 299: Independent Study / Field Experience

ETHS 200: Ethnic Curriculum

ETHS 203: Ethnic Storytelling

ANTH 220: Indians of the Mid Columbia

AH 150: Allied Health / Introduction to Cultural Competency

HIST 215: Washington / Pacific Northwest History

Student Support Services

Academic Support Services and Student Organizations: YVCC provides a variety of support services, outreach programs, and student organizations for Native Americans, including:

- Tiin Ma Club is led by a YVCC advisor who is Native American
- Upward Bound
- GEAR UP
- Transfer Club
- Diversity Lecture series

Achieving the Dream is aimed at improving college success for non-traditional students. As a partner in this initiative, YVCC is required to disaggregate student unit records by gender, ethnicity, and age, to identify gaps in achievement, and to implement strategies to close these gaps and improve success rates.

Public Service Programs

Plateau Arts Initiative: YVCC's Larson Gallery is the lead organization in community wide arts initiatives. Occasionally, these events feature a variety of arts and educational experiences related to the Native American experience, with a focus on the Yakama Nation.

For Additional Information:

Yakima Valley Community College
South 16th & Nob Hill Boulevard
Yakima, WA. 98902
509-574-4600

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Independent Four-Year Colleges and Universities

Antioch University-Seattle

Heritage University

Pacific Lutheran University

Northwest Indian College

Seattle University

Seattle Pacific University

University of Puget Sound

Whitman College

Whitworth University

Antioch University Seattle

Antioch has always been known for its innovative approaches to learning. From its founding in 1852, Antioch has been a progressive force in higher education, opening doors to women and African American students when few other colleges were willing to take such steps. From the outset, Antioch established itself as innovative, although it wasn't until the 1920s that Antioch became synonymous with sweeping transformations in higher education.

One of five Antioch University campuses across the United States, Antioch University Seattle (AUS) takes pride in its progressive heritage and continues to foster ground-breaking programs in higher education.

AUS has a long-standing history of working with tribal communities on behalf of Native student education. Antioch's approach is constructivist and experiential, with emphasis on place-based curriculum and student engagement. AUS President, Dr. Cassandra Manuelito-Kirkvliet (Navaho), the first female Native American president of a non-Native university, has a deep commitment to education for Native peoples. Her commitment is demonstrated by her actions. An Associate Academic Dean position was added in 2008-09, with a portfolio that includes 50% time on outreach and program development with Native students and non-Native students who work with Native peoples. In addition, a part-time Program Development Specialist was added to assist with recruitment and curriculum design and revision.

Academic Programs

School of Applied Psychology, Counseling, and Family Therapy

In October 2008, a Substance Abuse and Mental Health Services Administration (SAMHSA) grant was awarded to the Lummi Nation to fund a Lummi System of Care. They will utilize the concept of lineage as a culturally based wrap-around service for children with serious mental health needs, creating an infrastructure change that results in a culturally based system of care. AUS Psychology master and doctoral students and faculty will work with the Lummi Nation.

- The School's five academic degree programs are:
- Child, Couple, and Family Therapy
- Mental Health Counseling
- Art Therapy

- Integrative Studies in Psychology
- Doctorate in Clinical Psychology The Master degree student's Plan of Study includes the "Counseling Specific Populations" course. One option is American Indians and Alaska Natives. Students learn first about their own culture(s) and then study others.

Center for Programs in Education

Antioch offers education degrees and preparation for state teacher certification. Through the First Peoples' Education program, undergraduate and graduate programs in education have been offered since 2002 in partnership with the Muckleshoot Tribal College (MTC). The most recent cohort graduated in June 2008.

The focus is on learning ways to effectively teach Native children while incorporating the values and traditions of Coast Salish peoples. Degree programs offered include a Bachelor of Arts in Liberal Studies with preparation for elementary certification, Graduate Teacher Preparation for elementary teacher certification, and a Master of Arts in Education for Experienced Educators.

The Center for Creative Change

The Center for Creative Change prepares graduate students to lead creative social change in organizations, communities, nonprofit groups, businesses, social service agencies, and government departments. All of the Center's programs are designed to nurture students to become visionary leaders, creative designers, and lifelong learners who can help create a sustainable and just world. Degree programs offered are an Master of Science in Management and Masters of Arts in Environment and Community, Organizational Psychology, Whole Systems Design, and Strategic Communication.

This is Antioch's newest offering in partnership with the Muckleshoot Tribal College (MTC). The First Peoples' Program in Creative Change began in fall quarter 2008. This new program offers the five master's degrees at MTC with an emphasis on learning ways to effectively design and lead change while incorporating the values and traditions of Coast Salish peoples. The Management degree program was requested by tribal members. All five degrees are in line with the Muckleshoot Indian Tribe's commitment to seamless pathways in education for their people.

First year courses:

- Systemic Thinking for a Changing World
- Communication Design
- Critical Inquiry and Research Methods
- Global Pluralism
- Ecological Sustainability
- Transformative Leadership and Change
- Tribal Law

This program of study also includes two Reflective Practice Courses, where students gain hands-on experience with successful creative change.

Public Service Programs & Initiatives

Early College High School

In 2002, because of its success with academic programs for Native youth, including successful retention and graduation rates, the Center for Native Education at AUS was selected as an intermediary for the Gates Foundation's Early College High School initiative. Early college high schools combine the first two years of college with high school requirements, with the intention of granting mostly first generation college-goers a jumpstart on a college degree. Antioch's Center for Native Education is the only Gates foundation intermediary to focus on the needs of Native youth. Results indicate that early college schools have helped improve academic results among Native students.

The Center for Native Education provides consulting services and technical assistance nationally to Native educators and tribal communities who are interested in the early college school design. The Center for Native Education is part of Antioch's Education Department.

Student Support Services

Various student support services are available at AUS under the direction of the Student Dean. These include outreach to and gatherings for students of color.

President's Committee on Diversity

The Diversity Committee is comprised of students, staff, administrative personnel, and faculty. Their mandate and passion is to promote a community that appreciates, encourages, and celebrates diversity. They do this by awarding mini-grants for diversity projects, creating spaces for cultural celebrations, and providing opportunities for education and reflection about multicultural issues as well as issues impacting other underrepresented groups such as the LGBTTQ communities.

Global Issues and Perspectives Free Lectures

Sponsored by the Center for Creative Change, this monthly series has included topics that come from indigenous communities and/or have impact on them, including:

- Climate Change Impact on Indigenous Communities
- Ways Women Lead: A View from Four Countries (Burkina Faso, Zambia, Nepal, U.S.)

- Finding the Road Home: The Impact of Cultural Reconnection
- PATH – A Catalyst for Global Change
- Beyond Globalization and Economics: Systems Thinking and Earth Ethics for a Sustainable World

The Horace Mann Awards

The Horace Mann Awards honor individuals who have won victories for humanity in their work or volunteerism. Recipients are recognized at the annual Horace Mann Awards event, a fundraiser to benefit the Scholarship Endowment at AUS. Recent recipients include individuals with a strong commitment to the Native community.

Lessons and Best Practices

Recruiting, hiring, and retaining a diverse faculty and staff. AUS has a solid record and commitment to being a learning community that invites and sustains a diverse faculty and staff. Over half the faculty members at our Muckleshoot Tribal College program are Native American.

Recruiting and retaining Native students. AUS admissions and programming reflect our commitment to providing education to Native American students. Instead of assuming that Native students who have experienced poor histories with higher education would come to our Seattle campus, we extend ourselves and provide services where we are invited.

Curriculum design resources. A half-time program associate position is dedicated to culturally relevant curriculum design. This is useful to students both during their program and, because it allows them to be change agents within the Native community, after they graduate.

Collaboration. Native community members are central to any conversations about programs that AUS would offer in their communities.

For Additional Information:

Antioch University Seattle
2326 Sixth Avenue
Seattle, WA 98121
(206) 441-5352
www.antiochsea.edu

Heritage University

As the only American private, non-tribal university located on a Native American reservation, Heritage University is a unique nonprofit, independent, non-denominational, accredited institution of higher education. Its home campus on the Confederated Tribes and Bands of the Yakama Nation reservation is the only institution located within south central Washington's Yakima County that provides undergraduate and graduate degrees. It offers baccalaureate degrees at four community college outreach sites (Moses Lake, Columbia Basin, Wenatchee, and South Seattle). The mission of Heritage University is to *change lives and communities by providing quality higher education to people who, for reasons of location, poverty, or cultural background, have been denied educational opportunities.*

From its founding by two Yakama Nation Native American women in 1982, the University has shaped its programs to serve the educational needs of Native students, with particular emphasis on the members and extended families of the Yakama Nation, as well as the growing population of Mexican immigrants.

The first two Chairs of Heritage's Board of Directors were Native American. Currently, three of 22 Board members are Native American.

Academic Programs

American Indian Studies Program

Heritage's Humanities Program houses Associate of Arts degrees in American Indian Studies and Humanities as well as Bachelor of Arts degrees in American Cultural Studies. The latter includes the American Indian Studies major. The Associate degree and the major program allow students to explore the entire spectrum of cultural studies or specialize in a particular field, such as the arts, language / linguistics, or history and culture. The alternative tracks provide excellent support for practical careers involving multicultural or multilingual skills as well as preparation for professional and graduate studies in fields such as linguistics, museum science, professional writing, library science, history, American studies, ethnic studies, and American Indian studies.

Dream Catchers Program

Initiated in 2006, Dream Catchers offers Native American students culturally relevant and responsive support during the critical first year of college by:

- Enrolling them collectively in core courses

- Assigning Native faculty, when possible, to teach core courses
- Matching them with Native advisors
- Helping them learn to balance their academic and personal lives
- Giving them an opportunity to network with Yakama tribal leaders
- Helping them build social networks
- Providing them with leadership opportunities

In fall 2008, Heritage was one of seven institutions nationally to receive a Native American Serving Nontribal Institutions award to fund this program.

Native American content in other coursework includes:

ART 240: American Indian Cultural Arts

ART 340: American Indian Cultural Arts II

ENG 342W: Native American Literature

HIS 311: Native American History

HIS 312: Pacific Northwest History

PHIL 411: Native American Culture and Philosophy

REL 330: Native American Film and Music

SOWK 310D: Survey of Human Services with Indigenous People

Sahaptin Language

Sahaptin Language courses are offered each term at Heritage. Students can earn up to 15 credits and a minor in the Sahaptin language and culture.

Virginia Beavert, well-known linguist of the Sahaptin language and professor at Heritage University, and University of Washington linguist, Sharon Hargus, are producing the first comprehensive Sahaptin language dictionary under the auspices of Heritage University and the University of Washington Press.

The Heritage Core

A community service component is required in The Heritage Core, a course required of all freshmen and transfer students. The community service project often includes projects for or with the local Native American community. In November 2008, one class planned, cooked, and served a special dinner for the homeless in Wapato, a community that is 75% Native American.

Public Service Programs & Initiatives

Toppenish School District and Yakama Nation Head Start Early Learning Teacher Training

In collaboration with Northwest Indian College, which

provides the instruction, local Native teachers and teacher aides for early learning centers take courses by teleconference on Heritage University's campus.

Yakama Nation Tribal School

Heritage University science faculty teach science and lead special science activities in Toppenish at the Yakama Nation Tribal School for 7th through 12th graders.

Student Support Services & Organizations

Alliance for Minority Participation Program

Heritage University is a partner in the National Science Foundation's program to increase the number of Native students who earn degrees in science, math, and computer science. The Louis Stokes Alliance for Minority Participation provides annual funding for Heritage's Native science students to pursue research and internship opportunities.

American Indian Science and Engineering Society

Heritage University has a chapter of the American Indian Science and Engineering Society (AISES). Each year Native students and faculty attend the regional AISES conference, and often the national conference. Often, one or more Heritage students give presentations.

Society for the Advancement of Chicano and Native American Science

Heritage University Native and Hispanic students and faculty attend the annual conference of the Society for the Advancement of Chicano and Native American Science (SACNAS), with students giving presentations each year in the poster sessions.

The Arts and Sciences Center

Opened in 2008, the Arts and Sciences Center includes two science project rooms dedicated to joint student-faculty-Yakama Nation science projects. These rooms, built at the request of the Yakama Nation Department of Natural Resources, are adjacent to four large state-of-the-art science labs and a science prep area. During 2008-09, a salmon DNA project is underway in the project rooms.

The Nursing Advisory Committee

Heritage's Nursing Advisory Committee includes a member assigned from the Indian Health Service Clinic in Toppenish.

High-School Equivalency/GED Program

The high-school equivalency / GED program enrolls many Native Americans. In the past three years, 51 Native Americans have completed the program and earned their GEDs.

Mellon Mays Undergraduate Fellowships

Heritage is one of five West Coast universities included in this Andrew W. Mellon Foundation program. The others are Stanford, UC Berkeley, the University of Southern California, and the California Institute of Technology. Fellowships encourage underrepresented students to consider college teaching as a future career. Each year, ten Heritage students, typically including at least three Native students, are chosen for faculty-student funded research opportunities.

Native American Mentoring

Students in the Native American Studies program serve as mentors for less advanced students. These mentorships are arranged through organizations such as the Heritage University Dream Catchers Program.

Indigenous Plants and Dyes Project

A senior Native science student, in collaboration with one of Heritage University's science professors, conducted a three-year applied research project (2005 – 2008) to identify native plants which produce dyes. This project involved students at the Yakama Nation Tribal School as well as adult Yakama tribal members.

Yakama Nation Youth Powwow

In June 2007, Heritage University hosted this three-day event. This will become a regularly scheduled event, to be run jointly by the Yakama Nation youth programs and Heritage University.

Peace Pole

A hand-crafted Peace Pole monument was installed on the Heritage University campus. It displays the message and prayer "May Peace Prevail on Earth" in six different languages and honors Heritage University's 25th year. It includes the message in the Yakama Sahaptin language: "Waat itxanata tl'xaatwit naakni tiichampa."

Yakama Nation Internships

Business majors intern in the Yakama Nation Economic Development Office. Other students intern in two of the Yakama Nation Technology – Open Use Computer Centers. Another internship has been funded by Heritage University for the Yakama Nation Library and Archives.

MESA Program

University of Washington contracts with Heritage University to operate the MESA – First Nations program in central Washington. Run by a former Heritage University Native student, the program reaches out to Native students in five local high schools, providing students with special science, math, and engineering opportunities.

Talent Search

Heritage University runs a TRIO-funded outreach program of Talent Search in three high schools in the Yakima Valley. Native students are prepared for college through mentoring activities.

Indian Club

The Indian Club, Native Voices “Skulitmama Sinwit,” provides on-campus activities for students as well as community events, such as family dinners for Native people throughout the region.

Multicultural Dance Club

This group performs for various regional and local community events. Included in their repertoire are indigenous Aztec dances.

EAGLES Student Support Program

This program is a referral and intervention support program to assist students experiencing academic, personal, or family barriers to educational success. It serves a number of Native students.

Campus Architecture and Interior Design

Planning and execution of campus buildings intentionally include Native American designs and symbols. For example, each building constructed on campus has a different Klickitat basket traditional design in the exterior brickwork.

Scholarships

Heritage University has a number of scholarships designated for Native American students, including the Wapsuxiat Scholarship, the Vision Hunter Scholarship, and the Catholic Indian Missions Scholarship.

For Additional Information:

Heritage University
3240 Fort Road
Toppenish, WA 98948
(888) 272-6190
www.heritage.edu

Northwest Indian College

The Northwest Indian College (NWIC) is the only accredited tribal college in Washington, Oregon, and Idaho. Its mission statement is: *Through education, NWIC promotes indigenous self-determination and knowledge.*

NWIC has grown out of the Lummi Indian School of Aquaculture, which was founded in 1973. In 1983, the Lummi Nation recognized the need for a more comprehensive college and chartered the school as Lummi Community College. In 1988, in recognition of a broader mandate to serve all Northwest tribes, it was renamed Northwest Indian College. NWIC was accredited in 1993.

NWIC is in a unique position. Rather than serving one tribe or a closely related group of tribes, as is the case with most tribal colleges, NWIC serves many tribes throughout a large geographic region. The main campus is at Lummi Nation near Bellingham, Washington. Full-service extended campuses are located at four reservations in Washington (Swinomish, Muckleshoot, Port Gamble S'Klallam, and Tulalip) and one in Idaho (Nez Perce). Courses are offered through distance learning modalities at each other Washington tribe.

During the 2007-08 academic year, the College provided academic courses to 1,142 students. Approximately 27% were served at the main Lummi campus. All others were served at either the extended campuses or through distance learning modalities.

Over 80% of NWIC's students are members of federally recognized tribes. Most come to NWIC from Pacific Northwest tribes, but in any given quarter, the College will enroll students from as many as 70 to 100 tribes from throughout the U.S. and Canada. Women make up approximately two-thirds of the student body and nearly half of all students are in the 30-49 year age group.

In its most recent Five Year Strategic Plan, NWIC identified four strategic initiatives.

- NWIC strengthens individual and tribal prosperity through excellent and culturally relevant education, research, and training.
- NWIC increases resources to fulfill its Mission.
- NWIC enhances the living values of our tribal communities and embraces bringing traditional ways into living contact with contemporary society.

- NIWC builds sustainable tribal communities and people through promotion of healthy living, leadership development, and community development.

Academic Programs

Since her appointment in 2002, President Cheryl Crazy Bull (Sicangu Lakota) has led NWIC on a transformation from a tribal college based on a western education model into a tribal college grounded in Coast Salish cultural values that operates within the arena of Western education. The College's unique curriculum blends traditional Native American culture, college-level courses, basic skills enhancement, and modern technology.

Programs of Study

NWIC offers a Bachelor of Science degree, Associate of Arts and Sciences transfer degrees, one Associate of Science Transfer degree, one Associate of Applied Science transfer degree, and Associate of Technical Arts degrees, eight Certificates, and one Award of Competency (two quarters or 30 credits). Most programs of study are available on the Lummi campus. Selected programs are available at extended campuses and/or through distance learning modalities.

Bachelor of Science

Native Environmental Science

The Bachelor of Science in Native Environmental Science meets the critical need for effective Native American leaders and environmental scientists who are rooted in their culture. This program explores the interrelatedness of Native ways of knowing, traditional ecological knowledge, and "Western" science. It emphasizes hands-on learning, community service, place-based research, and internships. This program was designed with considerable input from Pacific Northwest tribal elders, cultural and political leaders, environmental managers, educators, and students.

Students can choose either of two options within the field of study. The Native Environmental Science Concentration builds on basic knowledge in chemistry, biology, geology, and math, and emphasizes connections between these fields both from a scientific perspective and a Native holistic view. It is intended for students interested in pursuing careers in tribal natural resources agencies or in other positions that require a strong background in biology and environmental science.

The Interdisciplinary Concentration Option (Native Environmental Leadership) allows students more flexibility in designing a program that meets their academic,

professional, and personal goals within the framework of the degree program. Students design their own program of study under the guidance of a faculty and staff committee. If necessary courses are unavailable at NWIC, students may take approved upper division courses at nearby Western Washington University or any other accredited college or university. Students using this route can earn degrees in everything from ethnobotany to environmental health.

Associate of Arts and Sciences Degree and General Direct Transfer Degree

Native American Studies

The Associate of Arts and Sciences degree in Native American Studies includes core courses that introduce students to Native culture, history, language, and values. Coursework and required extracurricular activities increase each student's understanding of the unique political status, rights, and responsibilities of tribal nations. The emphasis is on providing students with a broad and realistic understanding of issues that impact Native communities and people. The Native American Studies degree program is a direct transfer degree designed for students who are interested in transferring to a four-year college or university to earn their bachelor's degree.

Native Oksale* Education

The AAS in Native Oksale* Education provides core education courses in the context of a Native American Studies curriculum. This direct transfer degree is designed for students interested in teaching at the K-8 level and who will transfer to a four-year college or university to earn their bachelor's degree.

Associate of Science - Transfer Degree

Life Sciences

The Associate of Science Transfer degree in Life Sciences provides core courses in science and mathematics in the context of a Native American Studies curriculum. It is for students interested in careers in marine biology, health sciences, or natural resources. The Life Sciences degree is designed to meet most of the prerequisites for entrance into a four-year college or university science program.

Associate of Applied Science - Transfer Degree

Early Childhood Education

The Associate of Applied Science - Transfer degree in Early Childhood Education is for students pursuing careers in the early care and education fields. With a strong emphasis in early childhood, students are prepared for a variety of employment opportunities in Head Start, childcare, and other birth-to-six programs. The degree also prepares students to transfer to specific four-year degree programs.

Associate of Technical Arts Degree

Chemical Dependency Studies

The Associate of Technical Arts in Chemical Dependency Studies provides core courses in the context of a Native American Studies curriculum. It is for students interested in careers in chemical dependency counseling. Successful completion of the program of study combined with the required hours of supervised internship field experience qualifies students to apply for Washington State Chemical Dependency Counselor Certification.

Information Technology

The Associate of Technical Arts in Information Technology prepares students for entry-level and intermediate-level employment in many information technology fields. Beyond the core IT classes, students can focus on computer repair and support, network support and administration, or microcontroller / robotics.

Running Start and High School Completion

NWIC has participated in the state-wide Running Start Program since 2006. Running Start offers high school students the opportunity to take college courses and earn college credit without any tuition expenses. NWIC has also offered adult high school completion classes and high school credit retrieval courses since 1987.

Public Service Programs & Initiatives

Continuing Education and Cultural Outreach

In 2004, NWIC undertook a needs assessment of the tribes it serves. The top priorities for community education were: individual / family wellness; traditional culture; positive parenting; youth development; life skills; job readiness; financial literacy; and professional development. In 2005, the NWIC Cooperative Extension Office was created to coordinate the College's community education programs. The Extension Office has initiated or expanded courses and programs on each topic.

Extension programs are offered in many formats and locations. It is common for people to join one program, and then move to another and yet another. While some programs are of short duration, people's involvement typically is long-term.

A basic traditional principle of the Coast Salish educational model is interrelatedness. This holistic worldview was applied to all aspects of life, including education. All subjects were taught as one. The NWIC Extension Office uses this model in implementing programs. Even though it offers programs on many topics, each incorporates elements of all others.

Center for Service Learning

An internationally recognized leader in the field of Indigenous Service Learning, NWIC has developed a broad network that closely links students, faculty, and community-based organizations in an effort to improve the quality of life in communities served by the College. Service-learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. Students not only learn about democracy and citizenship, but become key players in contributing to the betterment of their very own communities. For example, Head Start students recently worked with NWIC students to plant a garden for Lummi elders. This demonstration garden is used to teach the importance of healthy lifestyles across generations.

Coast Salish Institute

The foundation of NWIC's educational philosophy is the belief in tribal identities and the right to function as tribal nations. The mission of the Coast Salish Institute is *to preserve and revitalize Coast Salish culture*. The characteristics that inform the programming of the Coast Salish Institute and the institution at large are:

- Restoration and use of native languages
- Protection and expansion of homelands
- Preservation of inherent rights and self-governance
- Strengthening of family and community social systems
- Sustainability and economic self-sufficiency
- Protection of religious and spiritual practices

Student Support Services & Organizations

NWIC offers services and organizations to assist students in identifying and achieving their educational, career, and personal goals. Student Support Services are designed to complement the instructional programs and assist students in reaching their fullest potential. The Center for Student Success provides experiences that foster student leadership, active community participation, cultural awareness, and responsibility for self and others.

American Indian Business Leaders (AIBL)

Our AIBL chapter is part of a national organization designed to support the American Indian business student and/or entrepreneur. The primary focus is to use its student foundation to assist tribal economic growth and stability with an emphasis on culturally appropriate American Indian business development.

Science and Engineering Society (AISES)

AISES is part of a national organization that nurtures the building of community by blending science

and technology with traditional Native values. Through educational programs, AISES provides opportunities for American Indians and Alaska Natives to pursue studies in science, engineering, and technology.

Language and Culture Club

The Language and Culture Club promotes and renews interest in the cultural heritage of American Indians. The Club provides students with the opportunity to participate in cultural and traditional activities like the Stick Game, Hand and Round Drumming, Pow Wow, and Native Dance.

Phi Theta Kappa International Honor Society

The NWIC Beta Theta Beta Chapter of Phi Theta Kappa is part of an international organization that focuses on scholarship, leadership, service, and fellowship. By sponsoring an honors program, leadership program, and service program, the Honor Society supports student excellence and creates opportunities for students to make a difference in their communities.

American Indian Higher Education Consortium (AIHEC) for Students

AIHEC supports the work of tribal colleges and universities and the national movement for tribal self-determination. The AIHEC Student Congress is one of its more important auxiliary organizations. The annual AIHEC Student Conference attracts hundreds of representatives from tribal colleges, including students, faculty, administrators, and community members.

Lessons and Best Practices

Student / faculty interaction: NWIC has been nationally recognized for its high level of student / faculty interaction as demonstrated by the Community College Survey of Student Engagement.

First Year Experience: NWIC has developed the First Year Experience to help incoming students succeed. It is a successful model of collaboration between faculty and student services staff that supports students who are taking college level classes for the first time. Grounded in Native perspectives and values, the First Year Experience:

- Builds a community of learners in ways that increase student success and support
- Aids students in completing pre-college math and English while gaining successful learning skills
- Develops students' ability to think contextually and to integrate content
- Increases students' self-awareness by helping them identify and maintain cultural and tribal relevancy

Family Education Model: NWIC's Student Support Services staff uses the *Family Education Model* (FEM) as

the foundation for program development. The *FEM* was developed by Native American educators, social work professionals, and university advisors from five higher education institutions with high numbers of Native students. The Model builds on these assumptions:

- Students and their families need the College to act as their liaison with existing social and health services in times of crisis
- Tribal colleges must enlist, develop, and structure the ability of family members to support student efforts
- Tribal colleges must engage family members in college life by encouraging their involvement in cultural and social activities

For students who live distant from the main campus, NWIC staff attempt to replicate a student's family and community through a variety of culturally-based activities that are similar to those they would have available at home. Replicating the extended family structure within the College culture enhances students' sense of belonging and leads to higher retention and graduation rates.

Distance Learning: Due to family obligations and a variety of other valid reasons, many reservation-based Indians choose to stay in their hometown rather than travel elsewhere for employment or training. Recognizing this, NWIC takes college to the students rather than requiring that students come to the main NWIC campus. Not only does NWIC provide courses at its primary campus at Lummi Nation, but it also offers courses throughout the region. Over 70% of our student body takes courses at locations other than our Lummi campus.

Full-service, staffed extended campuses are located on four reservations in Washington (Port Gamble S'Klallam, Swinomish, Muckleshoot, and Tulalip) and one in Idaho (Nez Perce). At each extended campus, courses are offered in both face-to-face settings as well as via two-way, real-time interactive television (ITV) using the Washington State K-20 Network. The K-20 Network also connects NWIC to over 20 other tribal communities, making College courses available broadly.

On-line courses are offered via the Moodle course management system. Independent learning contracts are text-based with telephone and e-mail support. Hybrid courses combine multiple distance learning modalities.

Culturally-based Curricula: Research shows that cultural congruency between course curricula and a student's cultural community is a key element of student success. When Native students' tribal history, language, and culture are valued in the classroom, motivation for learning increases. This, in turn, leads to academic success.

Our educational philosophy is based on the belief

that the opportunity for postsecondary education must be provided from within the Native American community and that coursework must grow out of and be based on Native culture.

At NWIC, we nurture the concept that education is attainable, that there is a path to a better quality of life, that the Native way of knowing is legitimate, and that there is hope for a brighter future.

New Campus Construction: NWIC was recently commended by the Northwest Commission on Colleges and Universities for its efforts in developing, implementing, and continually improving its comprehensive Campus Master Plan. In 2005, the College began a \$40.2 million capital project to construct a new campus. Buildings completed to date include:

- Student Housing (67 beds)
- Kwina Classroom / Office Building
- Early Learning and Daycare Facility
- Swinomish Campus Classroom/Office Building

Construction of a new Center for Student Success is underway. In summer 2009, ground will be broken for a Natural Resources Laboratory and Classroom as well as a Cooperative Extension Building. Other buildings scheduled for completion during 2010 or 2011 include a Library / Technology Information Facility, the Coast Salish Institute, and the *Siam La-Leng* (Honorable House of Learning).

For Additional Information:

Northwest Indian College
2522 Kwina Road
Bellingham, WA 98226
(866) 676-2772
www.nwic.edu

Pacific Lutheran University

Pacific Lutheran University (PLU) is located six miles south of Tacoma, in suburban Parkland, on a 146-acre woodland campus. Throughout its history, PLU has remained closely affiliated with the Lutheran church and is now a university of the Evangelical Lutheran Church in America.

Founded in 1890 by Scandinavian immigrants, PLU's commitment to serve a diverse group of students continues. Over 35% of entering freshmen and transfer students are first generation college students.

With more than 3,600 students, the University offers a unique blend of academically rigorous liberal arts and professional programs. Students develop skills in decision-making, analysis, communication, and reasoning that prepare them for a lifetime of success – both in their careers and in service to others.

PLU offers a full range of liberal arts academic programs – such as psychology, history and the natural sciences – anchored by the College of Arts and Sciences. The University also provides students the opportunity for professional study in business, education and movement studies, nursing, and social work. Each program maintains a strong liberal arts emphasis at its core. Masters degrees are offered in business, education, marriage and family therapy, nursing, and creative writing.

PLU is committed to developing in all students a global perspective, including an understanding of the intercultural and intellectual richness of the world. It is reflected in its mission statement: to educate students for lives of thoughtful inquiry, service, leadership and care – for other persons, for their communities, and for the earth.

Academic Programs

The College of Arts and Sciences and the Professional Schools regularly offer courses that address Native American, First Nation, or Indigenous perspectives.

These courses include:

- ANTH 102: Introduction to Human Cultural Diversity
- ANTH 192: Practicing Anthropology: Makah Culture Past and Present
- ANTH 210: Global Perspectives: The World in Change
- ANTH 225: Past Cultures of Washington State
- ANTH 230: Peoples of the Northwest Coast
- ANTH 330: Culture and Peoples of Native North America
- ANTH 332: Prehistory of North America
- ANTH 335: Aztecs (currently being expanded to include Mesoamerican antiquity)
- ANTH 350: Men and Women in World Culture
- ANTH 361: Managing Cultural Diversity
- ANTH 368: Edible Landscapes: The Foraging Spectrum
- ANTH 385: Marriage, Family, and Kinship
- ANTH 387: Special Topics: Indigenous Peoples

- ANTH 392: Gods, Magic, and Morals
- COMA 304: Intercultural Communication
- COMA 314: Intercultural Workshop
- EDUC 205: Multicultural Education
- ENG 217: Topics in Literature/Cross Cultural
- ENG 342: American Ethnic Literatures
- IHON 283: Conservation and Sustainable Development
- HST 252: 19th Century American History
- HST 461: Pacific Northwest History
- NURS 365: Culturally Congruent Health Care
- NURS 370: Nursing Situations with Families: Childbearing
- NURS 380: Nursing Situations with Families: Childrearing
- NURS 430: Nursing Situations with Communities
- REL 230: Religion and Culture
- REL 231: Myth, Ritual, and Symbol
- REL 236: Native American Religious Traditions
- REL 239: Environment and Culture
- SOCI 101: Introduction to Sociology
- SOCI 387: Special Topics: Race and Ethnicity

Public Service Programs & Initiatives

Tutoring and Mentoring Services

The PLU Center for Public Service coordinates two community work study programs that offer tutoring and mentoring services to five local elementary schools with strong Native American and other minority student populations. Approximately 18-20 PLU students participate as literacy tutors in America Reads and 19 students act as tutors / mentors in the After School Enrichment Program (ASEP). Tutors with America Reads are placed at one of the five partner schools and assist individual teachers and general school Reading Specialists with student reading and reading comprehension skills. ASEP mentors are placed at James Sales Elementary School and paired with a “little buddy” for the purposes of tutoring, mentoring, and being positive role models.

Volunteer Center

The Volunteer Center, a student-run arm of the PLU Center for Public Service, maintains a relationship with the Puyallup Tribe's Chief Leschi School, providing student volunteers to fulfill community needs and support programs.

Student Support Services & Organizations

The Diversity Center

Encourages students, faculty, and staff to share their authentic selves with the PLU community. It brings together people and ideas to celebrate shared human experiences while exploring, affirming, and enriching dignity and diversity in our community. The Diversity Center strives to be an inclusive and inviting space for students to congregate and enjoy community. In addition to the open door policy, the Diversity Center programs weekly and monthly activities that provide unique opportunities to learn about and socialize with people of other cultures.

Students of Color Retreat

The Students of Color Retreat is a day-and-a-half program that creates a safe atmosphere for dialogue and learning for self-identified students, faculty, and staff of color at PLU. The retreat is about exploring the experiences of people of color and empowering success at PLU and our wider community.

Heritage Month Celebrations

PLU hosts campus-wide educational and entertaining programs honoring historically underrepresented groups (Hispanic / Latino Heritage Month, Native American Heritage Month, International Education Week, Black History Month, Women's History Month, Pride Week, Diversity Week, and Asian-Pacific Islander Month.)

Advocacy Coalition

The Advocacy Coalition challenges students to develop their leadership skills and provides a space for deeper conversations on issues of social justice and advocacy. Clubs network with one another, plan events, and promote equity within their clubs and the broader PLU community. Clubs involved include Amnesty International, Students for Peace, and Circle K, though all of PLU's 60+ clubs and organizations are invited to participate.

Financial Aid to Native American/Alaskan Native Students

There are 48 students currently enrolled at PLU who state their ethnicity as Native American / Alaskan Native. These 48 students received a total of \$431,130 in financial aid during the 2008-09 academic year.

Rieke Leadership Award

Students interested in developing leadership skills around matters of diversity on campus and in society are encouraged to apply for the Rieke Leadership Award, an honor established in 1988 by President William O. Rieke. The award reaffirms the university's commitment to inclusiveness and diversity. Recipients are students of any ethnic background who demonstrate their leadership in

promoting racial and ethnic diversity at PLU and beyond.

Recipients are expected to participate actively in curricular and co-curricular activities in a multi-ethnic context. Each Rieke Scholar works with PLU's Diversity Center to enrich the fabric of university life while increasing their own leadership skills.

The Erling O. Mork Scholarship

The Mork Scholarship honors Erling O. Mork, who taught at PLU for a short time and served as Tacoma's city manager from 1975 to 1989. The scholarship is given each year to students who bring diverse perspectives to PLU, exhibit proven leadership and involvement, demonstrate financial need, and, whenever possible, are first-generation college students.

Additional Scholarships for Students of Color and First Generation Students:

- Martha Jones Nursing Scholarship (prefer Native American)
- Capt. W. Larry and Mrs. Janie D. Eichler Scholarship Fund
- Berg Minority Scholarship
- A.A. Gronberg and E. Peterson Scholarship
- Bank of America Foundation
- Brian Olson Memorial Scholarship
- Thomas Dixon Endowed Scholarship

Lessons and Best Practices

PLU has a professional staff position in the Admissions Office dedicated to multicultural recruitment.

PLU has successfully integrated into its academic curriculum the perspectives of Native American, First Nation, and Indigenous peoples.

The Center for Public Service is a successful model for community outreach to Native American and other minority primary and secondary school students in the community.

The Diversity Center and special programs such as its students of color retreat, heritage month celebrations, and advocacy coalition all support Native Americans on campus and in the community.

PLU provides financial aid support to all of its Native American students.

For Additional Information:

Pacific Lutheran University
12180 Park Avenue
Tacoma, WA 98447
(800) 274-6758
www.plu.edu

Seattle Pacific University

Founded in 1891, Seattle Pacific University (SPU) has a long, distinguished history in Christian higher education. The vision for SPU is to *engage the culture and change the world with the gospel of Jesus Christ*. SPU is founded on the belief that God wants all of his children, everywhere, to flourish, always. SPU's task is to participate in that drama and help make the world better by equipping graduates to become change agents.

Located just minutes from downtown Seattle, SPU is committed to engaging and serving in the modern city, cultivating a global consciousness, supporting the church, and addressing the crisis of meaning in today's culture.

SPU's campus houses six schools and colleges: Arts and Sciences, Business and Economics, Education, Health Sciences (Nursing), Theology, and Psychology, Family, and Community. The university offers 60 undergraduate degree programs, 44 undergraduate minors, 15 graduate programs, and 60 certificate programs and specializations.

Academic Programs

The School of Education regularly offers courses related to cultural diversity. Each professional educator certification program (teacher, school counselor, principal, superintendent, program administrator) requires at least one course related to how cultural diversity impacts education. Although the following courses are general survey courses, each includes information regarding Native American populations.

EDUC 2300: Diversity & the Classroom

EDU 4200: Elem Gen Mth II: Strat Dvrs Lrn

EDU 4250: Sec Gen Mth II: Strat Dvrs Lrn

EDU 6133: Diversity in America

EDU 6525: Culturally Responsive Teaching

While these are the "stand alone" courses, all certification programs emphasize issues of diversity, the individuality of students, and the particular and personal nature of learning. Also imbued within each program are the specific instructional tools and processes that assist professional education candidates to deal successfully with historically marginalized populations, including Native Americans.

Student Support Services & Organizations

Mosaic

The Mosaic club includes students from many backgrounds and interests who are committed to establishing

cross-cultural bridges. They provide leadership in the celebration of culture and diversity at SPU by developing and participating in multicultural events and social activities (e.g., guest speakers, field trips, parties, concerts). Examples of recent Mosaic Native American events include Lenore Three Stars speaking on campus, Marissa Perez facilitating a Native American celebration, students attending powwows held in the Seattle area, and Richard Twiss speaking in chapel.

Early Connections Orientation

Early Connections is a pre-orientation program that welcomes new ethnic minority students to the SPU campus. It prepares them for what lies ahead and provides tips on how to get connected and succeed at SPU.

SPU Urban Youth Preview

Multiethnic students volunteer to assist the Undergraduate Admissions Office in welcoming to campus prospective students from urban areas and diverse backgrounds. Mosaic Cadre and other students on campus participate by spending time with visiting students as they tour the campus, enjoy a basketball game, visit classes, and stay overnight in the residence halls.

Intercultural Bridges Retreat at Camp Casey

SPU students from a range of cultural backgrounds come together to make connections and discuss ways to get involved in multiethnic activities on campus.

National Christian Multicultural Student Leaders Conference (NCMSLC)

Hundreds of students involved in multiethnic activities at Christian colleges spend three days examining what it means to live, study, and worship in a multicultural academic community. Participants learn to use their knowledge, skills, and experience as upcoming leaders to be agents of change on their campuses, in their communities, and throughout the world. SPU has sent a group to NCMSLC since 2002 and begins assembling the team of students at the beginning of fall quarter.

Multi-Ethnic Student Leadership Fair

The idea was first envisioned by a group of students who attended NCMSLC. When they returned to campus, they formed a committee focused on leadership development—creating leadership opportunities and making those opportunities more visible to ethnic minority students. Student leaders representing clubs, departments, and programs host tables and provide information and personal insight about leadership positions and opportunities.

Annual International Dinner

Sponsored by Mosaic, the Annual International Dinner is a celebration of food, music, and culture from around the world.

Ames Scholarship Program

Forty-four Ames Scholars are supported in part through a fund started by a \$1 million donation from SPU friends Gary and Barbara Ames.

For Additional Information:

Seattle Pacific University
3307 Third Avenue West
Seattle, WA 98119
206-281-2021
www.spu.edu

Seattle University

Founded in 1891, Seattle University (SU) draws upon the Jesuit tradition of moral and intellectual development to educate critical thinkers and compassionate leaders. This tradition is reflected in its mission: *Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.*

As one of the 28 Jesuit colleges and universities in the U.S., Seattle University continues the Jesuit's 450-year-old tradition of academic excellence, dedication to service, and the formation of the whole person. Community service is more than an extracurricular offering at Seattle University.

Seattle University's urban campus houses eight schools and colleges: Business and Economics, Arts and Sciences, Education, Nursing, Science and Engineering, Law, Theology and Ministry, and the Matteo Ricci College. The university offers 61 undergraduate degree programs, 40 graduate programs, and 22 certificate programs.

Academic Programs

College of Arts and Sciences

The College of Arts and Sciences regularly offers courses in our Cultural Anthropology, English, History, Social Work, and International Studies degree programs that address Native American, First Nation, or Indigenous perspectives. These courses include:

ANTH 330: Anthropology of Religion

ANTH 391: Contemporary Indian Reservations (Canada and the U.S).

ANTH 438: People of the Pacific Northwest

ANTH 440: Shamanism

ANTH 120: Anthropological Perspectives (When taught by Dr. Ted Fortier, it focuses on Native American Anthropology and involves a Service Learning Project on the Muckleshoot Reservation)

ENGL 393: Indigenous American Literature

HIST 340: American Indian History

INST 485: Indigenous Movements in Latin America

PLSC 483 - Native American Encounters

SOCW 400: Social Work with Children and Youth

The following courses, while general in their scope, all include the perspectives and/or contributions of Native American, First Nation, or other Indigenous peoples of the Americas:

English 110: College Writing

English 120: Introduction to Literature

English 254: Readings in American Literature

English 374: American Renaissance

English 375: American Novelists

English 493: Indigenous American Literature

Public Service Programs & Initiatives

College of Arts and Sciences

Seattle University's Taqwsheblu Vi Hilbert Ethnobotanical Garden, located on the SU campus, is the site for an annual planting exercise with Seattle Public Schools' Huchoosedah Indian Education Program. Faculty members use the garden and include significant amounts of (primarily Northwest Coast) Native-related material in several SU classes.

Seattle University hosted the Indigenous Forum during the World Trade Organization conference, and has hosted three Sacred Sites Conferences for the Indigenous Environmental Network.

Albers School of Business and Economics

The Summer Business Institute is an on-campus experience for college bound juniors from African-American, Latino, and North American Indian heritages. Students stay in dorms and become acquainted with college coursework through a series of short workshops on accounting, finance, administration, international business, marketing, management, and other areas. Students learn about the college admissions process, financial aid, and scholarships. Current SU students are

on hand to answer questions and provide support for the high school students. As part of the program, students visit the headquarters of Costco and the regional headquarters of Qwest to learn from top executives about the skills they will need for a successful career in business.

Student Support Services & Organizations

Office of Multicultural Affairs

The Office of Multicultural Affairs encourages students to be agents of change by empowering moral and ethical leaders to be active, engaged citizens who serve their communities. We are dedicated to the promotion of a campus community that appreciates, encourages, and celebrates diversity. We do this by advocating for students, creating spaces for cultural celebration, promoting leadership development, and providing opportunities for education and reflection about multicultural issues.

First Nations Club

The First Nations Club supports the academic, personal, and social well-being of Native American students at Seattle University. Students meet and talk together while facilitating social and cultural exchanges on a personal and public level. Bringing to light the significant contributions Native Americans have made and continue to make on American culture, the club promotes the cultural heritage of First Nation peoples to the greater campus community by confronting stereotypes, promoting sovereignty, and supporting issues relevant to Native Americans.

OMA Alliance

The OMA Alliance includes representatives from various student organizations on campus who work together to acknowledge and promote cultural diversity. Clubs network with one another, assist in the planning and organization of events, and discuss important campus and community issues or concerns. Organizations who choose to be affiliated with OMA receive administrative and programming support, leadership training, and club advocacy.

Heritage Month Programs

These campus-wide educational programs honor and explore the experiences of historically underrepresented groups (e.g., African American, Asian and Pacific Islander, Hispanic/Latino, Native American, women, and GLBTQ communities.)

First Generation and Children's Literacy Project

In SU's First Generation Project and the Children's Literacy Project, service-learners serve as tutors to elementary, middle, and high school students who will be

the first in their family to attend college. Many of these youth are African American, Latino, Native American, or Asian/Asian American.

Costco Scholarship Program

Scholarship assistance is provided to under-represented students including those of African American, Native American, and Latino heritage.

Lessons and Best Practices

Hiring a diverse faculty and staff. Seattle University has an outstanding record and commitment to recruiting and retaining a diverse faculty and staff.

Curriculum integration. Seattle University has been successful at integrating issues affecting Native Americans into courses, often with a community service element incorporated.

For Additional Information:

Seattle University
901 12th Avenue, P.O. Box 222000
Seattle, WA 98122-1090
(800) 426-7123
www.seattleu.edu

Seattle University School of Law

Emblematic of its dedication to the twin pillars of academic excellence and education for justice, Seattle University School of Law offers a number of academic and public service programs serving Native students and tribal communities. The School of Law is committed to educating and training both Native and non-Native students, attorneys, and community leaders in the areas of Federal Indian Law and other legal, cultural, and policy issues that impact Tribes and Native people.

Academic Programs

Institute for Indian Estate Planning and Probate (IIEPP)

The Indian Land Tenure Foundation (ILTF) created the Institute for Indian Estate Planning and Probate (IIEPP)

in May 2005. It is the only one of its kind in the country. The IIEPP entered into a unique partnership with Seattle University School of Law. Through its presence within the law school, the Institute provides education and training on the American Indian Probate Reform Act to students and attorneys across the country, as well as estate planning services to Indian Country. The IIEPP oversees estate planning projects in eight states, including law school externship projects funded by the ILTF, and estate planning legal service projects in the Northwest, Midwest, and Great Plains regions that are funded, in part, by grants from the Paul Allen Foundation and the Bush Foundation. The IIEPP is actively working to establish new projects and providing training at all levels on estate planning in Indian Country under the new Act.

Attorney for Native American Projects

A unique partnership between the School of Law's Access to Justice Institute and the Institute for Indian Estate Planning and Probate has led to the creation of an Attorney for Native American Projects position within the School of Law. Stephanie M. Nichols, staff attorney for this project, develops and oversees programs, both locally and nationally, that create legal opportunities for law students while serving within and on behalf of Native American communities. For example, the Attorney for Native American Projects directs the Indian Estate Planning Project Summer Internship and supervises a paralegal who provides estate planning services to tribal communities in Eastern Washington.

Indian Estate Planning Project – Summer Internship

This summer internship project places students in their second or third years of law school on Indian reservations throughout Washington, Oregon, Idaho, and Montana. Law students work directly with clients under the supervision of experienced attorneys while providing will drafting and other estate planning services to tribal members. Interns and supervising attorneys attend a one week, fully paid training session at the School of Law that includes estate planning under federal, state, and tribal laws, professional responsibility, and an introduction to tribal custom and culture in the communities served.

Local / National Legal Internship Opportunities for Law Students

The Attorney for Native American Projects is collaborating with tribal communities and affiliates throughout the country to develop other legal opportunities for law students.

Indian Trusts and Estates Clinic

Seattle University School of Law, through its Ronald A. Peterson Law Clinic, has established the first Indian

Trusts and Estates Clinic in the country. This three credit integrative clinic provides experiential learning for law students and pro bono estate planning legal services for Indian clients. Students work in teams of two to represent low-income Native Americans in estate planning matters involving both their personal property and their interests in federal trust lands through the preparation of wills, powers of attorney, and health care directives. As part of this clinic, students receive instruction in the Federal Law and Tribal Probate Codes that govern the estates of the Native American clients. The Indian Trusts and Estates Clinic is taught by the Deputy Director of the IIEPP, who serves as an adjunct faculty member with the School of Law

Federal Indian Law Course

A survey course in Federal Indian Law is offered on a yearly basis to students in both our full- and part-time programs. This course introduces students to the special federal statutes and court decisions governing the unique legal status of Indian tribes, Indian individuals, and Indian property

The State of Washington now includes Indian Law as a subject tested on the Washington State Bar Examination, so this course provides students with the foundational knowledge necessary to pass that portion of the bar exam.

Indian Law and Natural Resources Seminar

This course explores: the basis for tribal ownership of, and rights to, natural resources; the nature and extent of those rights today; tribal managements of those resources; the interface and conflicts among tribal, state, and federal agencies over the use and management of these resources; and the implication of selected federal statutes.

Study Law in Alaska Program

Students from Seattle University School of Law or other accredited law schools can take part in our Study Law in Alaska Program. In cooperation with the University of Alaska-Anchorage, the School of Law offers a program focusing on environmental and Alaska Native law each summer. Designed for law students at ABA-approved law schools who have an interest in exploring career options in Alaska, the program includes a substantive course, "Alaska Natives and Environmental Law," and a variety of related externships and internships that examine Alaska law and practice.

Integration of Indian Law into Foundational, Required and Elective Law Courses

A number of School of Law faculty regularly integrate Indian Law cases and studies into their curriculum for both First Year and upper division courses. Tribal jurisdiction is discussed in the first year Civil Procedure

courses. The Doctrine of Discovery is critiqued and analyzed in Property classes. Cultural issues are incorporated into Criminal Law courses. Upper division courses that incorporate Indian Law issues and studies into the curriculum include:

- Environmental Justice
- Natural Resources
- Adoption Law and Practice
- Law and Religion
- Housing Law and Policy Seminar
- International Intellectual Property
- Asian Americans and the Law
- Legal Research Methods

Two local prominent Indian Law attorneys, Gabe Galanda and Debora Juarez, act as advisors to the School of Law faculty on Indian Law curriculum matters. They provide consultation on possible Indian Law cases and topics for integration into courses and assist in finding appropriate guest speakers on these topics.

Faculty Scholarship and Service

Professor Catherine O'Neill dedicates her scholarship to issues specifically pertaining to the intersection between Environmental and Indian Law. She is widely published in preeminent law journals, including the *Journal of Environmental Law and Litigation* and the *Stanford Environmental Law Journal*. Professor O'Neill is a frequent national and local presenter and expert witness on issues protecting tribal rights and how those rights are impacted by sustaining the environment. She also serves as a pro bono consultant for law firms representing tribal interests.

Several other School of Law faculty members have incorporated Native American issues into their scholarship, including Margaret Chon, who is the Donald & Lynda Horowitz Professor for the Pursuit of Justice, and Kelly Kunsch, Reference Librarian.

Externship Opportunities

Students at the School of Law regularly earn academic credit for their work as legal externs with the Tulalip Prosecutor's Office and the Suquamish Tribal Court.

Working Group on Federal Indian Law Curriculum

The School of Law created a Working Group on Federal Indian Law Curriculum in 2005. It addressed the need for greater Federal Indian Law educational opportunities at the law school and prepared a report and recommendations, which were presented to the faculty in the spring of 2006.

Public Service Programs & Initiatives

IIEPP Projects and Initiatives

IIEPP Testimony before U.S. Senate Committee of Indian Affairs

Douglas Nash, Director of IIEPP, testified before the U.S. Senate Committee on Indian Affairs on May 22, 2008, to address the backlogs in Fee to Trust, Probate, Leasing, and Environmental Impacts within the Bureau of Indian Affairs. This testimony was a follow-up session to the October 2007 hearing at which he testified on the issue of probate and backlogs within the Bureau of Indian Affairs.

Anishinabe Legal Services

The IIEPP provides support to a half-time attorney and a half-time paralegal to provide estate planning services on the Leech Lake and White Earth reservations in Minnesota. Under a three-year grant funded in April 2007, the project provides drafting services and has also provided community education to nearly 500 individuals.

Dakota Plains Legal Services (DPLS)

Since 2004, DPLS has provided estate planning services to reservations in South Dakota, initially under a grant from the Indian Land Tenure Foundation. The IIEPP provides support to DPLS.

Indian Wills Project

The Attorney for Native American Projects, in collaboration with a paralegal located in Eastern Washington, provides will drafting and other estate planning services to tribal members on the Spokane and Colville Indian Reservations. In spring 2009, law students will be able to work with the Attorney for Native American Projects to provide remote legal services to these tribal members.

Arizona Externship

An intern from the 2007 summer project completed an externship in collaboration with the IIEPP, Indian Land Tenure Foundation, University of Washington, and Arizona State University School of Law. The intern focused on tribal and community education efforts at the Gila River Indian and Salt River Pima-Maricopa Indian Communities while providing outreach to the Phoenix Indian Center and Inter-Tribal Council of Arizona.

IIEPP Services and Trainings

As of December 2007, the IIEPP had provided services and trainings to nearly 7,000 individuals spanning across 25 Indian reservations. The IIEPP provides services, materials, and trainings to an array of entities, including tribal governments, attorneys, Indian landowners, U.S. Department of Interior, Office of Special Trustee, Bureau of Indian Affairs, National Congress of the American Indian, U.S. Senate Committee of Indian Affairs, Office of Hearings and

Appeals, and dozens of universities throughout the country. IIEPP has conducted many national symposiums with two of them at Seattle University School of Law and one at Arizona State University in collaboration with the School of Law.

Tribal Court Judges

School of Law Professors Lisa Brodoff, Gregory Silverman, and Douglas Nash regularly serve as Tribal Court Judges and Judicial Advisors. Professor Nash currently serves as a judge for the Tulalip Tribal Court of Appeals and is also a Judicial Advisor to the Warm Springs Tribal Court of Appeals in Oregon. Professors Brodoff and Silverman serve as trial and appellate court judges throughout the Pacific Northwest and northern California for the Northwest Intertribal Court System.

Tribal Court Clerkship

Through the Northwest Intertribal Court System, law students have served as clerks for cases pending before various tribal courts. These clerkships provide opportunities for students to conduct extensive research in federal, state, and tribal law, attend oral arguments, and work with the Chief Justice to draft the Court's opinion.

Student Support Services & Organizations

Native American Law Scholarship

The Native American Law Scholarship is a three-year, full-tuition scholarship awarded to an admitted student of the School of Law who is an enrolled member of a federally recognized tribe. The recipient will demonstrate a commitment to Native issues, academic achievement, and/or social justice activities prior to coming to law school.

Native American Law Student Association

The Native American Law Student Association (NALSA) advances the study of Indian Law; encourages scholarship, social activity, and the association of students for their mutual advancement by research and practice; promotes closer affiliations between Native American students and other students; and furthers a higher standard of ethics, culture, and civic welfare of the law school community. All law school students are welcome to join NALSA. A faculty member serves as the advisor to this student organization.

Lessons and Best Practices

Hiring a diverse faculty and staff. The School of Law has an outstanding record of recruiting and retaining a diverse faculty and staff.

Curriculum and scholarship integration. The School of Law faculty, across all legal disciplines, actively integrates Indian law cases and issues impacting tribes and tribal communities into their curriculum and scholarship.

Community integration. Through faculty service as tribal consultants, judges, and judicial advisors, the Institute for Indian Estate Planning and Probate and Attorney for Native American Projects, the School of Law's faculty, staff, and students are actively integrated into tribal communities and exposed to relevant tribal issues both within our Pacific Northwest region and across the country.

For Additional Information:

Seattle University School of Law
901 - 12th Avenue, P.O. Box 222000
Seattle, WA 98122
(206) 398-4000
www.law.seattleu.edu

University of Puget Sound

The University of Puget Sound encourages a rich knowledge of self and others, an appreciation of commonality and difference, the full, open, and civil discussion of ideas, thoughtful moral discourse, and the integration of learning in ways that help its graduates meet the highest tests of democratic citizenship. Such an education liberates each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.

The small class size, significant access to dedicated teaching faculty, and the personal scale of Puget Sound support student success. The campus Diversity Statement, approved by the faculty senate and the board of trustees, underscores Puget Sound's commitment to the success of all students:

We Acknowledge

- the richness of commonalities and differences we share as a university community
- the intrinsic worth of all who work and study here
- that education is enhanced by investigation of and reflection upon multiple perspectives

We Aspire

- to create respect for and appreciation of all persons as a key characteristic of our campus community
- to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts
- to foster a spirit of openness to active engagement

among all members of our campus community
We Act

- to achieve an environment that welcomes and supports diversity
- to ensure full educational opportunity for all who teach and learn here
- to prepare effectively citizen-leaders for a pluralistic world

Academic Programs

The University of Puget Sound undergraduate curriculum includes over 25 regularly offered courses that incorporate Native American, First Nations, and/or Indigenous Peoples perspectives. These courses are distributed over a number of departments and programs including Communication Studies, Comparative Sociology, English, Environmental Policy and Decision Making, History, and Religion, as well as in the upper division, interdisciplinary Connections core curriculum area.

Courses with a substantial Native American/First Nations/Indigenous Peoples focus include:

Communication Studies 105: The Rhetoric of Race Relations: From Abolition to Civil Rights and Beyond

Comparative Sociology 215: Race and Ethnic Relations

Comparative Sociology 230: Indigenous Peoples: Alternative Political Economies

Connections 335: Race and Multiculturalism in the American Context

English 132: Writing and the Environmental Imagination

English 486: Native American Literature

History 360: Frontiers of Native America

In the School of Education, attention to historic and current cultures of Native Americans is explicitly woven into Social Studies education and English/language arts education for elementary and secondary pre-service graduate students.

Public Service Programs & Initiatives

Community Involvement and Action Center

The University of Puget Sound's Community Involvement and Action Center (CIAC) has promoted a program called *Pen Palz* to encourage written communication between students at Chief Leschi School, a tribal school operated by the Puyallup Tribe of Indians, and current Puget Sound students. The program was created to help Chief Leschi students develop their writing skills and develop mentoring relationships. Last year there were 15

Puget Sound students involved with this program. Chief Leschi students also participate in Puget Sound's year around "Access Programs" and the summer "Academic Challenge" enrichment program.

College Horizons

College Horizons is a five-day intensive course in college counseling co-sponsored by the American Indian Graduate Center and *Winds of Change* magazine. Typically, 80 to 85 Native American and Native Hawai'ian students attend a session held on a college campus. Host colleges rotate, allowing the program to reach many regions of the country over several years. Two sessions are held each year. Puget Sound last hosted a session in 2006 and will host again during summer 2010.

Each summer, 60 faculty, drawn from high school college counselors and college admission officers, participate in one or both of the two sessions. A Puget Sound admissions officer participates in at least one session each summer. The College Board and tribal organizations also provide faculty to support the sessions.

College Horizons participants learn about the college admission process and are coached about standardized tests, writing essays, securing recommendations, and building relationships with college admission staff members. Each student receives an individual tutorial on writing a college essay. A special feature of College Horizons is that Native American and Native Hawai'ian students have an opportunity to meet, socialize, and work with other students who have the same educational ambitions they do.

Hosting a College Horizons program requires the college to commit \$40,000 to \$50,000. Puget Sound was fortunate to partner with the Puyallup Tribe of Indians to host its College Horizons session in 2006.

Graduate Horizons

Graduate Horizons, the sister program to College Horizons, is a residential four-day program. Native American undergraduates work with a group of Native and non-native faculty members plus current graduate students to learn strategies for coping with graduate school, the application process to graduate school, and life after graduate school. A major part of the workshop involves collaborative work on writing powerful personal statements that can enhance graduate school applications. The Director of Physical Therapy or another faculty member from Physical Therapy and Native graduate students have participated in the Graduate Horizons workshop as faculty members annually for four years and will be participating again in the summer of 2009.

Student Support Services & Organizations

Many facets of student support are available at Puget Sound, including campus educational activities, strong advising, and student organizations.

Multicultural Student Services

Multicultural Student Services (MCSS) is committed to enhancing intercultural awareness and creating a learning environment in which the entire campus community feels welcomed and respected. Staff provides resources and support for all students interested in exploring multicultural issues. There are two major arms of support:

- The **Diversity Theme Year (DTY) Program** provides educational activities to the campus community centered on a theme chosen annually. In the 18 years of producing the DTY program, our campus has hosted lectures, films, visual and dance performances, powwows, and discussions focused on celebrating diverse cultures. DTY has sponsored lectures by author Sherman Alexie, activist Wilma Mankiller, and exhibits from artists such as Pete Peterson. During the 2008-09 academic year, DTY co-sponsored Native American History Month activities with the Native American Student Association.
- The **Student Diversity Center (SDC)** is the social support center for many diversity groups, including the Native American Student Association, and its predecessor, the First Nations club. The SDC is a “home away from home” where students hold meetings, prepare food for cultural programming, and host events such as discussions and movie nights. Through the SDC Governing Council, groups are encouraged to collaborate and find support. The SDC has significantly expanded and been remodeled in the last four years to better serve the needs of all SDC clubs.

Native American Student Association

The Native American Student Association (NASA) offers a point of connection and produces events and activities aimed at introducing others to Native cultures. Activities of the past several years include:

- Native American food, dance, and movies
- Students participated in a local sweat lodge
- A poster series about Columbus Day
- Ride-sharing to local powwows
- Traditional Native crafts such as bead-working
- Recognized American Indian/Alaskan Native Heritage month
- Brought Clover Park’s Native Pride Dancers to perform on campus

- Brought Native lecturers and performers

Other

In 2004, members of the Puyallup Tribe participated in a blessing ceremony for the inauguration of Puget Sound’s president, Ronald R. Thomas. In May 2004, Nisqually elder Billy Frank Jr. accepted an honorary doctorate. In May 2000, Puyallup leader and Puget Sound alumna Ramona Bennett’s received an honorary doctorate.

Puget Sound hosted (or will host) lectures by prominent scholars, artists, and authors including:

- Taiaike Alfred (*Wasáse: Indigenous Pathways of Freedom and Action*)
- Sherman Alexie (*Without Reservations: An Urban Indian’s Comic, Poetic, and Highly Irreverent Look at the World*)
- Al Zantua
- Alumnus and Skokomish Tribal Nation member and tradition bearer Michael Pavel featured in the alumni magazine *Arches* in 2003

The Abby Williams Hill Collection includes paintings of Native Americans, writings regarding Native American life, and some Native American artifacts. The Slater Museum of Natural History, under the auspices of the Native American Graves Protection and Repatriation Act, has taken the lead to repatriate Native American remains that had been part of the museum collections.

Scholarship Assistance

Puget Sound is supporting 23 Native American students with Opportunity Grant funding equal to \$197,290 in 2008-09. The Opportunity Grant is selectively awarded to students on the basis of ethnicity/race and/or first generation status.

Lessons and Best Practices

Collaborative ventures, respect for the wider community, and commitment to its core liberal arts mission all contribute to Puget Sound’s successful educational model.

Through attention to the individual, institutional support for financial aid and student activities, and strategic partnerships, Puget Sound supports all students.

For Additional Information:

University of Puget Sound
1500 North Warner
Tacoma, WA 98416-1062
(800) 396-7191
www.ups.edu

Whitman College

Whitman College, a private, independent, non-sectarian, residential, liberal arts college, has been in continuous operation in Walla Walla since 1882. The College maintains a tradition of rigorous study in the liberal arts, provides a nurturing and supportive residential life program, and offers a comprehensive array of extracurricular opportunities that enrich the mind and the body.

The College emphasizes a strong student / faculty teaching and research relationship, a curriculum that encourages critical thinking and analysis, and an educational experience that promotes citizenship and leadership in a changing technological and multicultural world.

The College currently enrolls 1,455 students from 43 states and 31 nations, nearly 21% of whom are minority or international students.

Academic Programs

The College many courses dealing in whole or part with the history, culture, and literature of Native Peoples of the Americas. These include:

- Anthropology 248: Native Cultures of North America
- Anthropology 241: Culture, Health, and Indigenous Development in the Andes
- Environmental Studies 349: Regional Literatures of Place: The West and the South
- Education 348: Multicultural Education
- History 250: Colonies to Nation: North America, 1600-1800
- History 287: Colonial Latin America
- History 378: Native American History, 1492-1890
- Politics 335: Globalization and the Cultural Politics of Development in Latin America
- Politics 400A: Theories of Rights
- Religion 260: Religion in America from the Civil War to the Present
- Whitman College Semester in the West

Public Service Programs & Initiatives

Nixyaawii Community School

In October 2005, Whitman College and the Nixyaawii Community School, located on the Confederated Tribes

of the Umatilla Indian Reservation, received a \$25,000 grant from Washington Mutual Bank to support a program to study, evaluate, and promote student progress at the reservation's new charter school, while also encouraging students to consider college as a real possibility. The grant includes \$10,000 in scholarship money to help a Nixyaawii graduate attend Whitman College.

In February 2007, 34 seniors, 18 juniors, and 5 chaperones from the Nixyaawii Community (High) School of the Confederated Tribes of the Umatilla Indian Reservation spent the day at Whitman, touring campus, meeting President George Bridges, sampling classes and learning about athletic programs. Their visit, part of the College's ongoing commitment to multicultural recruitment, was organized by a team from the Office of Admission.

In June 2008, three Whitman professors led an intensive writing workshop on campus for a group of sophomores, juniors, and seniors from the Nixyaawii Community School.

Visiting Scholar

Tomson Highway, internationally renowned Cree Canadian playwright, novelist, and musician, was on campus for a week in October 2008, as an O'Donnell Visiting Scholar. He participated in classes, met with students, and made two public presentations about First Nations literature in the context of Canadian literature.

Student Support Services & Organizations

Whitman College Intercultural Center

The Whitman College Intercultural Center fosters diversity, inclusion, and respect for all in the Whitman community. The Center strengthens Whitman's intercultural community and ensures a positive Whitman experience for those from historically under-represented backgrounds. The Center enriches the experience of the student body and community by providing opportunities to engage and educate the campus as a whole on diversity issues. Working with a variety of campus constituencies, the Intercultural Center facilitates and encourages ongoing dialogue on issues of diversity among students, staff, and faculty.

The American Indian Association

The American Indian Association is a student-organized group composed of Indian and non-Indian students, dedicated to educating themselves and others in order to preserve Indian culture. They share the diverse traditions of their people and educate other interested members of the student body through informative Native entertainment, speakers, and educators.

Lessons and Best Practices

Whitman College's involvement in and support of the Nixyaawii School has deepened our curricular involvement in Native American issues and served as a recruiting tool to increase our Native American student population.

Whitman continues an aggressive program to recruit a diverse student body and hire and retain a diverse faculty and staff.

For Additional Information:

Whitman College
345 Boyer Avenue
Walla Walla, WA 99362
(877) 462-9448
www.whitman.edu

Whitworth University

Whitworth University is a private, residential, liberal arts university affiliated with the Presbyterian Church. Whitworth's mission is *to provide its diverse student body an education of the mind and heart, equipping its graduates to honor God, follow Christ, and serve humanity*. The mission is carried out by a community of Christian scholars committed to excellent teaching and to the integration of faith and learning.

Academic Programs

Whitworth offers courses in its English and History degree programs that address Native American perspectives. These include:

EL 228: Multicultural American Literature

EL 231: Native American Poetry

HI 228: Identity, Race, and Power in American Life

HI 384W: Pacific Northwest History

HI 396: American Indian History

Articulation Agreement

Whitworth has an articulation agreement with Salish Kootenai College allowing students to transfer credits into Whitworth's Bachelor of Liberal Studies program.

Public Service Programs & Initiatives

Native American Heritage Month

In honor of Native American Heritage Month, the Four Directions Native American Club sponsored many activi-

ties in November 2008, including:

- Young Nations Celebration Powwow and WSU Round Dance
- Food Fair with Indian Tacos
- Native Bead Art Sale
- Craft Night

Whitworth Speakers and Artists Series

The Whitworth Speakers and Artists Series presents a broad range of voices, perspectives, and ideas that enrich the intellectual and spiritual life of the campus and the larger community. Whitworth faculty and staff are confident that Christian worldviews and Christian thinkers are sharpened by rigorous and open intellectual inquiry and by engagement with the broadest spectrum of ideas. This confidence motivates Whitworth to invite to campus speakers and artists who can help the community engage in critical and careful thinking, civil discourse, and effective action to honor God, follow Christ, and serve humanity.

Student Support Services & Organizations

Office of Intercultural Student Affairs in Student Life

Whitworth gives attention to the needs and characteristics of its student body, including ethnic, socio-economic, and religious diversity, especially in its educational and student services programs. In the Student Life area, the needs of diverse segments of the student body are addressed through staffing in the international and multicultural areas, including a full-time assistant dean for programming and diversity and a half-time intercultural assistant.

Four Directions Native Club

The club welcomes Native American students to Whitworth University and educate students at Whitworth about Native Americans.

Lessons and Best Practices

Including diversity issues within the strategic plan.

Intercultural Relations is one of the eight major divisions of the 2005-10 strategic plan, the set of moorings upon which decisions are made. Diversity benchmarks are included within the other divisions of the current plan.

Hiring a diverse faculty and staff. Whitworth is committed to recruiting and retaining a diverse faculty and staff.

For Additional Information:

Whitworth College
300 West Hawthorne Road
Spokane, WA 99251
(800) 533-4668
www.whitworth.edu

Four-Year Public Universities and Colleges

Central Washington University

Eastern Washington University

The Evergreen State College

University of Washington

Washington State University

Western Washington University

Central Washington University

A comprehensive, four-year public university, Central Washington University (CWU) grants baccalaureate and master's degrees from the main campus in Ellensburg, Washington and from six off-site centers: CWU-Lynnwood, CWU-Moses Lake, CWU-Des Moines, CWU-Pierce County, CWU-Wenatchee, and CWU-Yakima.

CWU's Ellensburg campus sits on ceded lands of the Yakama Nation and CWU recognizes the status of Native Americans as the First People of this land. CWU honors and affirms established Federal policies under which Native American tribal governments are respected as distinct legal and political entities with their own powers of self-governance and self-determination. CWU is committed to improving the quality of educational services and opportunities provided to Native American students.

As a community of scholars, CWU is dedicated to:

- Helping every student develop and achieve their goals
- Excellence, achieved through a diversity of ideas and people
- A rigorous curriculum and exceptional teaching
- Intellectual inquiry, exploration and application
- A supportive university community

Academic Programs

American Indian Studies Minor

The American Indian Studies minor provides an interdisciplinary opportunity to learn about American Indian peoples, to facilitate research and creative activities that concern American Indian peoples, and to recognize the diversity represented in the rich heritage of American Indians. Team-taught by an interdisciplinary group of faculty, core courses provide students with perspectives from different academic disciplines and American Indian people, many of which can be further explored through American Indian Studies electives.

Required Courses:

AIS 101: Pre-Contact Period of American Indians, Pre-AD 1492

AIS 102: Contact Period of American Indians, AD 1492 to 1890

AIS 103: Emergence of Contemporary American Indians, AD 1890 to Present

Public Service Programs & Initiatives

Native American Advisory Council

The Native American Advisory Council advises and consults with the University President. The Native American Advisory Council meets twice annually and reinforces commitments made in a Memorandum of Understanding between the University and several Native American tribal governments. These include the Confederated Tribes and Bands of the Yakama Nation, the Confederated Tribes of the Colville Reservation, and the Confederated Tribes of the Umatilla Indian Reservation.

The Council's mission is to promote unity and cooperation between Native American Indian students, signatory tribes, and CWU.

Student Support Services & Organizations

McNair Program

Central is committed to increasing the number of low-income, first generation undergraduates and underrepresented minority students who earn doctoral degrees. Funded by Congress through the U.S. Department of Education, there are 178 McNair Programs on campuses nationwide. CWU is proud to have been one of the original McNair institutions in the country and among the first in Washington State.

This program prepares participants for doctoral studies through involvement in research and other scholarly activities. The two-year McNair Scholars Program includes:

- One-on-one meetings with a faculty mentor in the student's field of study
- A paid, nine-week, full-time summer research fellowship
- A teaching mentorship in the student's field
- Training in how to write and present a scholarly research paper
- The opportunity to present a paper at two research conferences, including Central's Symposium on University Research and Creative Expression
- Guidance through the graduate school application process, including applying for fellowships

Native American Student Association (NASA)

NASA promotes and contributes to the knowledge, awareness, and understanding of tribal history and culture, and works to improve the educational and economic opportunities of Native Americans. In recent years, graduating Native American students have received stoles made by Central staff to wear during their commencement ceremony. NASA hosts annual Indian Country events to increase the awareness of tribal communities. These include films, dances, drumming performances, themed American Indian dinners, traditional regalia shows, dreamcatcher workshops, speeches by Native leaders, flint-knapping demonstrations, and poster sessions. Students travel to a broad range of events and conferences. Staff and faculty work together to provide dinners for NASA members and their families.

Science Talent Expansion Program

Launched in 2003 with a grant from the National Science Foundation, the Science Talent Expansion Program (STEP) focuses on increasing the number of students obtaining STEM (Science, Technology, Engineering, and Mathematics) degrees, with a focus on increasing the number of traditionally underrepresented students in STEM undergraduate majors. Underrepresented students are defined as low-income, ethnic and racial minorities, women, persons with disabilities, and first generation college students. The goals of STEP are: (1) to provide direct, significant, and sustained benefits to the student population; (2) to recruit and retain students in STEM fields through academic support and mentoring; and (3) to direct students equipped with essential knowledge and skills toward successful STEM careers. These departments participate in STEP: Industrial and Engineering Technology, Biological Sciences, Geological Sciences, Mathematics, Chemistry, Physics, and Computer Science.

College Assistance Migrant Program

Through the College Assistance Migrant Program (CAMP), CWU provides support to freshman students from migrant and seasonal farm-working backgrounds. Tribal members who have been involved in fisheries activities are eligible to participate. CAMP students are eligible for a variety of services, including financial support, academic assistance, career planning services, and cultural enrichment opportunities.

Native American Graduate Fellowships in Resource Management

Any qualified Native American or Native Alaskan with a bachelor's degree is eligible to apply for a graduate fellowship. The program supports Native Americans in their educational goals, and prepares tribal members to manage cultural and natural resources. Each year, two to four new

students are selected on a competitive basis. Each student's program of study is designed to meet individual needs and goals. Necessary undergraduate coursework may be included. Most students will include a supervised internship in their program. Participants making satisfactory and continuous progress may be granted a second year of support, but renewal is not guaranteed. The Fellowships are funded by the U.S. Bureau of Reclamation. The Fellowship program began with three participants in September of 1994 under a Memorandum of Understanding between the Commissioner of the Bureau of Reclamation and the Dean of Graduate Studies and Research at CWU. Since then, at least five students have been enrolled every year in the CWU Graduate School. The program has had 63 fellowship recipients.

Features of the Fellowship Program:

- Full tuition for up to six quarters of study
- A monthly stipend of \$1,000 through the academic year
- Students may teach or be research assistants, but it is not required
- A summer stipend of approximately \$2,000 for a two-month supervised research period will assist in the development of a field project or thesis to help meet the master's degree requirements
- A limited allowance for books and copying plus assistance with costs for travel to selected professional meetings

For Additional Information:

Central Washington University
400 East University Way
Ellensburg, WA 98926
(866) 298-4968
www.cwu.edu

Eastern Washington University

More than 200 Native-American students attend Eastern Washington University (EWU). While their academic studies and career plans vary, each has access to EWU's American Indian Studies program, which, for 20 years,

has offered academic courses, advising, counseling, and cultural support.

Academic Programs

A minor in Indian Studies includes these courses:

IDST 101: Introduction to Indian Studies

IDST 321: Contemporary Indian Issues

ANTH 355: Indians of the Northwest

IDST 121: Introduction to Federal Indian Policy

IDST 380: Survey of Native American Literature

IDST 496: Tribal Economic Development Problems

Courses in other departments across campus with a focus on American Indian culture and related issues include:

ADST 308: Cultural Diversity and Chemical Dependency

SOWK 498: Indian Child Welfare

ANTH 355: Indians of the Northwest

Public Service Programs & Initiatives

Indian Awareness Week

This annual spring event celebrates the music, art, and history of Native Americans. American Indian Awareness Week was established over 35 years ago as an event to increase awareness of Native American cultures and introduce non-Native participants to the accomplishments and contributions of Native Americans locally and nationally. The event traditionally features a nationally-known speaker on Indian issues.

“Spirit of the Eagle” Powwow

“Spirit of the Eagle” is typically the culminating event of Indian Awareness Week. The campus is treated to the beat of native drumming, the color and pageantry of tribal dancing and costumes, and the aroma and savory flavors of traditional Indian foods.

Longhouse Education and Cultural Center - Gathering Place

This former church building has been remodeled and now serves as the headquarters for the American Indian program. While the first floor consists of faculty and staff offices, the lower level is devoted to student offices, a study area with computers, and space for meeting and socializing.

Recruiting, Advising, Counseling

American Indian Studies provides academic advising as well as personal and situational counseling. The staff assist students with career counseling, tutorial services, financial aid, and assistance with admissions.

Student Support Services & Organizations

Native American Student Association (NASA)

A student organization advised by the staff of the American Indian Studies Program, NASA includes over 50 active Native and non-Native EWU students who are committed to supporting the Native American community. Advisors encourage students to be involved in the campus community, and learn skills that will benefit their education and future careers. NASA meets at the American Indian Center, known as the “Longhouse.”

Work with Medicine Wheel Academy

The Medicine Wheel Academy is open to students in grades 9 – 12 who are seeking to complete their high school education. Its mission is to develop the skills and talents of all students through rigorous learning experiences, supportive relationships, culturally relevant curriculum, and relevant real life applications. The program connects students with their community and culture in an educational environment. Students are supported and empowered to succeed academically, preparing them to be self-directed contributors in their communities and in society. The teachers at Medicine Wheel are Eastern alumni. They work closely with EWU faculty and staff to encourage Medicine Wheel students to pursue a higher education.

Scholarships and Endowments

The Joseph and Winona Hungate Memorial Endowed Scholarship provides financial support for students from Wellpinit, Mary Walker, and Springdale High Schools.

EWU’s American Indian Education Program and Alcohol and Drug Studies Program recently received a \$600,000 bequest. In accordance with the wishes of the donor, \$250,000 will be matched by the state of Washington for an endowed professorship in American Indian Studies and Alcohol and Drug Studies. This will be the first such position in the state. The remainder will provide scholarships and funding for the development of this combined program, including practicum sites on Northwest reservations.

Tribal Transportation Grant

The Northwest Tribal Technical Assistance Program (TTAP) is funded by cooperative agreements with the Federal Highways Administration and is intended to assist tribes in developing transportation resources, infrastructure, and development opportunities for Northwest Tribes. Northwest TTAP publishes quarterly newsletters, the Northwest Tribal Transportation News, and provides materials about road and highway planning to interested tribes and parties. TTAP also provides training on intergovern-

mental transportation planning and seminars on topics of concern to American Indian tribal governments.

Office of Multicultural Student Services

The Office of Multicultural Student Services is dedicated to student success and the promotion of a campus community that appreciates, encourages, and celebrates diversity.

Kalispel Wellness Center and Summer Camp

EWU hosts a summer camp for the Kalispel Camas Path and Learning Center. The camp provides tribal middle and high school students with an introduction to university life. Students experience dormitory living, outdoor activities, career education, and university life.

A Native Project

The Native American Treatment InterVention Education (NATIVE) Project is a nonprofit organization that serves youth and families in the surrounding area. Incorporated in 1989, the NATIVE Project is a legal, urban, Indian organization that serves all races, ethnicities, sexual orientations, and religions. They advocate for all children and families, but especially serve as a resource regarding Indian issues.

The NATIVE Project offers chemical dependency assessment, treatment, and aftercare / relapse prevention for youth 10 to 18 years of age. Students, mostly through practicum placement, work in the chemical dependency department providing alcohol / drug assessments, individual and group counseling (with supervision), and aftercare and relapse prevention.

Lessons/Best Practices

Hiring a diverse faculty and staff: Eastern Washington University has an outstanding record of recruiting and retaining a diverse faculty and staff.

Inter-institutional collaboration: In August 2007, the Kalispel Tribe and Eastern Washington University signed a memorandum of agreement to establish a working relationship that will further the mission of both entities.

Curriculum innovation: The American Indian Studies program is working with tribes to ensure the continuance of the Salish languages. The courses currently offer two dialects of Salish (Kalispel and Interior) both for students and community members.

For Additional Information:

Eastern Washington University
EWU 101 Sutton Hall
Cheney, WA 99004-2447
www.ewu.edu

The Evergreen State College

The Evergreen State College has a commitment to Native education dating back to the College's founding in 1970. The college has a number of academic and public service programs serving American Indian students and tribal communities, long embracing a philosophy of serving reservation-based students and serving communities through government-to-government agreements that take the form of tribal resolutions.

Academic Programs

Evergreen reinvents a large part of its curriculum every year and offers an array of interdisciplinary programs including Native American content. The following programs are offered every year:

Master of Public Administration - Tribal Administration Program

The Tribal Governance program is the sole degree-granting program in the country to focus on structures, processes, and issues specific to tribal governments. The concentration is appropriate for those working with governmental or other organizations in a liaison role with tribal governments. Students matriculate as a cohort and complete this structured program in two years. The program provides current and future tribal leaders with the knowledge and skills needed to work successfully in Indian Country, preparing students for a wide range of jobs in tribal, federal, state, and local governments, and in non-profit organizations. Tribal MPA students may also jointly pursue a Master of Environmental Studies (MES) degree at Evergreen. The program is offered in an intensive format to accommodate the schedule of working adults. Approximately 30 students are admitted in each cohort.

Reservation Based Community Determined Program

The Reservation Based Community Determined Program, founded in 1989 by Carol Minugh, is designed for place-bound students who live or work on a reservation or

have social or cultural ties to tribal communities. Scheduled to meet the needs of working adults, this liberal arts program is for students with 90 or more college credits and leads to a Bachelor of Arts degree. Classes are held twice weekly on the reservations at Lower Elwha, Muckleshoot, Nisqually, Port Gamble S'Klallam, Tulalip, and Quinault. In addition, all students attend class one Saturday a month at the Evergreen Longhouse. For students with less than 90 credits who have similar ties to tribal communities, the Grays Harbor College Reservation Based Associate of Arts degree program coordinates with the Evergreen program to provide students a seamless pathway to a Bachelor's degree. Hundreds of students have earned their Bachelor's degree since the program began in 1989. They are now serving in Indian country and elsewhere in numerous ways. The program serves 40 to 60 students per year.

Native American and World Indigenous Peoples Studies (NAWIPS)

The NAWIPS program is the curricular planning area encompassing interdisciplinary Native American and World Indigenous undergraduate programs on the Olympia campus. The on-campus, one-to-three quarter-long programs apply Indigenous perspectives to Native Studies and examine the effects of European / American social values and structures on Native history and contemporary life. NAWIPS curriculum focuses on the vitality and diversity of Native nations and respects the value of Indigenous knowledge. It examines the global effects of colonialism, the unique treaty relationships between tribal nations and settler governments, political decolonization, cultural revitalization in the contemporary era, and the responsibilities of non-Native neighbors and allies in this process. NAWIPS programs focus on the Indigenous peoples of the Pacific Northwest, the Americas, and the world.

Gateways Initiative

The Gateways Initiative has been in operation since 1996 and provides educational services to incarcerated youth at Maple Lane and Green Hill. Educational services include both credit and non-credit classes and activities such as culture fairs, heritage festivals, theater performance classes, and workshops. At Green Hill, a hybrid distance learning Associate of Arts degree is in place. It serves from six to eight students and is supported by a study leader and a face-to-face seminar once a week. This AA degree is offered in collaboration with Grays Harbor College. The Gateways Initiative is based on the tenants of participatory research and responds to residents' educational and cultural needs. Evergreen students from the campus participate in the program by serving as peer mentors. The program has been highly successful.

Public Service Programs & Initiatives

Evergreen has a variety of state-funded public service centers that collaborate with tribal communities on a variety of issues.

The Evergreen Center for Educational Improvement

The Evergreen Center for Educational Improvement seeks the best instructional tools, techniques, and models, and then creates opportunities for sharing them. The Center collaborates with school districts, professional organizations, government agencies, businesses, and communities to address issues of educational restructuring and reform around math, science, and culturally appropriate curriculum. Teams of educators and community members join in their efforts to develop integrated curricula for their schools and community. The Center developed a Native American reading curriculum for grades K-2 throughout Washington (21 books plus a DVD for teachers), and recently completed work with the Confederated Tribes of the Chehalis on a community-based history and culture curriculum of the Chehalis people.

Longhouse Education and Cultural Center

The Evergreen State College's Longhouse Education and Cultural Center is the first building constructed on a public campus that is based on Native American tradition. It represents a physical embodiment of Evergreen's commitment to our partnerships with tribes. The Longhouse provides service and hospitality to students, the College, and the surrounding Native communities. With a design based in the Northwest Indigenous Nations' philosophy of hospitality, its primary function is to provide a gathering place for hosting cultural ceremonies, classes, conferences, performances, art exhibits, and community events. The primary public service work of the Longhouse is to promote Indigenous arts and culture. It does so through continuing programs such as Native art sales and symposia, Native Arts marketing service, an Artist-in-Residence Program, and Native creative development program. It also hosts gatherings of Native artists, including basketweavers, woodcarvers, and Pacific Rim visual artists.

Northwest Indian Applied Research Institute

In 1999, the Washington Legislature established the Northwest Indian Applied Research Institute (NIARI) at The Evergreen State College to work with tribes on issues of critical importance to the future of their communities. NIARI uses research methods to address important issues such as Tribal Governance, Economic Sustainability, Natural Resource Management, and Cultural Revitalization. Through the development of NIARI, the College has extended its commitment to the Indigenous people of Washington State by helping local tribes meet their eco-

conomic, governance, and resource goals. The Institute also provides real-life learning opportunities for Evergreen students. The Institute's mission is to serve the interests of the area's tribes, by applying the principles of applied research, putting theory into practice, and making available college and community resources to address the needs of Washington state tribes and Native people.

Native Cases Initiative

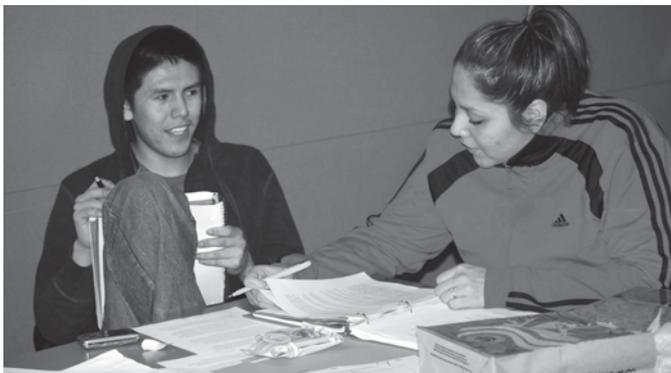
The Native Cases Initiative began in fall 2005 with support from the Lumina Foundation for Education. This ongoing initiative focuses on developing original teaching cases that address the need for culturally appropriate curriculum focusing on issues in Northwest Indian communities. Each summer, the Case Initiative hosts a four-day faculty institute that teaches faculty how to teach and write cases. A Native Cases website provides free public access to the cases and a bibliography and articles about case teaching (www.evergreen.edu/tribal/cases). About 30 cases that address a wide range of issues in Indian Country have been developed and are used extensively in the Evergreen undergraduate curriculum and at other institutions. Native student response to the cases has been extremely positive.

Student Support Services & Organizations

Various student support services, reach-back programs, and student organizations are available at Evergreen, including:

- American Indian Science and Engineering Society Chapter
- Upward Bound
- The GEAR UP Program (works with the Chehalis Tribe)
- Native Student Alliance
- Special Scholarships

Evergreen awards cultural diversity scholarships as well as other scholarships, grants, and loans. Most focus on undergraduates and first-year students. Usual scholarship capacity used is 100%.



Lessons and Best Practices

Hiring a diverse faculty & staff. Evergreen has an outstanding record of recruiting and retaining a diverse faculty and staff.

Inter-institutional collaboration. The Reservation Based Community Determined program and the collaboration with Grays Harbor College is an example of a successful deep partnership to promote student achievement.

Curriculum innovation. Evergreen has developed Native curriculum in various forms and for diverse audiences, including the Native Cases Project, the K-2 Curriculum, and the Chehalis Curriculum. The collaborative process by which this curriculum is developed with tribes is also of interest. Many of these resources are free and available to the public.

For Additional Information:

The Evergreen State College
2700 Evergreen Parkway NW
Olympia, WA 98505
(360) 867-6170
www.evergreen.edu/nativeprograms

University of Washington

Founded in 1861, the University of Washington is one of the oldest state-supported institutions of higher education on the West Coast and one of the preeminent research universities in the world. UW offers over 250 degrees within 150 departments across 18 colleges and schools. It also operates and manages both the UW Medical Center and Harborview Medical Center. The University ranks 41 out of 130 Tier 1 National Universities (*U.S. News and World Report*). Twenty of its graduate programs rank in the top 20 (out of 34 ranked programs) and 15 programs in the top 10 (*U.S. News and World Report*).

Academic Programs

American Indian Studies

The Department of American Indian Studies offers a major and a minor in American Indian Studies, and a master's degree in Native American Documentary Film,

Video, and New Digital Media in partnership with the Department of Communication. The American Indian Studies program approaches its teaching and research from a decolonized, community-based, and global perspective. Faculty and students strive to develop theories and methodologies that increase knowledge about Indigenous peoples and support the needs of Indigenous communities. The program promotes faculty and student exchange programs with institutions that are committed to a deeper understanding of Indigenous communities and peoples throughout the world.

Native Voices Program

Native Voices is a master degree program, formally linking the departments of American Indian Studies, Women Studies, and Communication, and informally linking students and faculty from around the University. The program explores relationships between academic disciplines and media, and provides support for Native social science and humanities scholars and students to investigate media as a tool for research and dissemination. The Native Voices program works effectively for students from women studies, Indigenous studies, history, anthropology, the health sciences, and other UW programs.

Native Voices provides students with a framework for developing professional media projects with Indigenous theories and methodologies. Students study, research, and produce documentary films and digital media relevant both to Native American communities and to the nation as a whole. They receive an education focused on communication theory and research, which can provide a basis for doctoral work in communication or related disciplines.

Native Voices has produced programs dealing with boarding school history, Indian child welfare, border issues, identity, environmental issues, and Native health and wellness. Native Voices films are in use in more than 1,000 schools and libraries around the world and have been screened at prestigious venues such as the Sundance Film Festival and the National Museum of the American Indian.

Native American Law Center

The Native American Law Center promotes the development of Indian law and encourages Native Americans and others with an interest in Indian law to attend law school. The Center is a resource to Indian Tribes, other governments, and individuals in the Pacific Northwest, Alaska, and across the country. It was founded to carry on and expand the work of the late Ralph W. Johnson, who for 44 years, taught at the UW Law School and provided direct assistance to tribes in Washington State and across the nation.

Objectives include:

- Strengthening tribal institutions and their cooperative relations with local, state, and federal governments
- Supporting economic growth for American Indians
- Promoting intergovernmental cooperation among new institutions
- Advocating collaborative relationships to address environmental problems
- Facilitating resolution of tribal, state, and local conflicts
- Clarifying Indian Country governance and status
- Realizing Alaska Native priority subsistence rights
- Achieving fulfillment of Indian treaty fishing and hunting rights
- Providing consultation to tribal institutions, students, and local and federal governments on contemporary Indian issues
- Assisting tribal governments in the regulation of research activity within their communities

Indian Health Pathway

Housed in the School of Medicine, the Indian Health Pathway (IHP) is open to both Native and non-Native medical students with a commitment to serving American Indian and Alaska Native communities. The IHP: (1) provides culturally appropriate training and clinical experiences in tribal, rural, and urban settings; (2) prepares students for careers in American Indian health; and (3) enhances curriculum and encourages research on Indian health issues.

The IHP provides a lecture series, small group discussions, research opportunities, and immersion clinical experiences in medical practices that serve American Indian and Alaska Native communities in the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) region. The program components are taught by American Indian and Alaska Native faculty who have experience working directly with Native communities. Upon completion of the requirements, students receive a Certificate of Completion, are honored at a Blanket Ceremony, and are recognized by the Dean at graduation.

Courses include:

- UCONJ 530: Issues in Indian Health: Past, Present, and Future
- FAMED 680, 681: Traditional Indian Medicine Clerkship in Primary Care Setting, Indian Health Care Clerkship

Indigenous Wellness Research Institute

The School of Social Work's Indigenous Wellness Research Institute (IWRI) is a University-wide, interdisciplinary institute that supports the health and wellness of Indigenous people.

IWRI supports regional Indigenous communities by partnering with tribal organizations to develop community-driven research. This builds tribal research capacity and technology while creating pipeline initiatives that allow Indigenous youth to develop their scientific and research skills in the area of health disparities.

IWRI supports students from a variety of disciplines through academic mentorship and financial, social, and cultural support. Faculty and staff mentor undergraduate and graduate Native students across UW through research placements, practica, and fellowship support. IWRI hosts student luncheons, a seminar series, and distributes a quarterly newsletter.

University of Washington-Bothell

Tulalip Data Services

The Tulalip Tribes and UW-Bothell formed Tulalip Data Services (TDS) to define and implement a technology plan for the Tulalip reservation. This plan assists with the long-term goals and strategic plan outlined by the Tulalip Board of Directors. The early stages of the partnership included participation from Everett Community College. The TDS program provides opportunities for hands-on learning that complement a well-defined education and career pathway for tribal members. Participants in the TDS Tribal Internship Program work with UW-Bothell students and graduates on real-world technology initiatives that help prepare them for the workforce and/or further academic achievements. Interests explored by interns include new media, game design, marketing, web development, cultural preservation, geographic information systems, and VoIP technologies.

University of Washington-Tacoma

University of Washington-Tacoma offers a limited number of courses that focus on Native Americans:

TCSIUS 340: History of US-American Indian Relations

TCXUS 479: Contemporary Native American Women's Literature

TIBCUS 365: North American Indian Traditions

TIBCUS: Native American Cultural Areas

Public Service and Outreach Programs

Center for Experiential Learning: The Pipeline Project

The Pipeline Project recruits UW undergraduates to

volunteer in four areas of interest: the environment, higher education, K-12 schools, and arts and culture. Volunteers benefit from a variety of experiential opportunities, including educational seminars that link tutoring opportunities to the academic experience.

The Pipeline Project also sponsors an Alternative Spring Break Program to send UW undergraduates to rural areas around the state to work in K-12 classrooms. Students travel to the sites in teams of five and work with four to six classrooms at each site.

Projects at Tribal Schools include:

- Literacy Arts at Paschal Sherman Indian School and Neah Bay Elementary School

UW students work with children in an elementary or middle school to develop ideas for a story or poem, write a rough draft, edit the draft, and illustrate the poem for a book. A culminating festival of published works is held at each site.

- Environmental Education at Quileute Tribal School

UW students facilitate an environmental education project with elementary and middle school students. They also engage in an environmental service project on the Olympic Peninsula to learn about the local ecology and environmental issues.

First Nations Mathematics, Engineering, Science Achievement (MESA)

First Nations MESA engages Native American students in the study of mathematics and science linked with local culture. Housed in the College of Engineering, First Nations MESA works with K-12 tribal schools and schools with high numbers of Native American students.

Established with support from the Bill and Melinda Gates Foundation, First Nations MESA builds on relationships with Tribes to design programs that respect the contributions to mathematics and science from many cultures.

Projects include:

- Professional development for teachers and school teams in National Science Foundation LASER (Leadership Assistance for Science Education Reform) institutes
- MESA Mentor Workshops bring Native American college students and professionals to tribal schools, inspiring students with real-life success stories
- Wonderful Watersheds hands-on learning activities connect classroom learning with local habitat through projects such as stream restoration

Native American Center of Excellence

The Native American Center of Excellence (NACOE)

was established by Dr. Walt Hollow (Assiniboine), the first Native American graduate of the UW School of Medicine. Developed and sustained with federal funding, NACOE is now fully funded by the School of Medicine.

The goals of NACOE:

- Attract American Indian and Alaska Native students into careers in medicine
- Coordinate the Indian Health Pathway certification program
- Recognize Native healing traditions and integrate them into Western medical education training
- Provide continuing professional development for American Indian and Alaska Native physicians in the region
- Encourage appropriate research on Native health issues
- Support multicultural outreach and diversity efforts at the School of Medicine

NACOE opportunities for faculty include:

- Faculty Development Seminar: This annual seminar offers American Indian and Alaska Native physicians in Washington, Wyoming, Alaska, Montana, and Idaho with continuing medical education. Workshop topics include current teaching methods, administrative skills, disease and wellness focused medical updates, research training, and traditional healing.
- Research Partnership: NACOE partners with the Native American Research Center for Health in Portland, Oregon, to offer interested faculty additional training on research methodology.

Healing of the Canoe Project: The Suquamish Tribe, the Port Gamble S'Klallam Tribe, and the UW Alcohol and Drug Abuse Institute

Healing of the Canoe: The Community Pulling Together (Suquamish) / Healing of the Canoe: The Strong People Pulling Together (Port Gamble S'Klallam) was one of 25 projects funded in 2005 by the National Institutes of Health, National Center for Minority Health and Health Disparities. The project goal is to plan, implement, and evaluate a community-based and culturally congruent intervention aimed at reducing health disparities and promoting health in the Suquamish and Port Gamble S'Klallam Tribes. Tribal members serve as co-investigators, while community members serve as key personnel. The project is in Phase II, having been renewed for five years, with the potential for an additional three years of funding.

Hood Canal Dissolved Oxygen Program

The goal of the Hood Canal Dissolved Oxygen Program (HCDOP) is to determine the causes of low dis-

solved oxygen in Hood Canal and the effect on marine life. HCDOP is a partnership of 38 organizations, including the Skokomish Indian Tribe and the Port Gamble S'Klallam Tribe. Within HCDOP, the Integrated Assessment and Modeling effort is a UW-led, multi-year study, in which scientists work with local, state, federal, and tribal government policy makers to evaluate potential corrective actions that will restore and maintain a level of dissolved oxygen that reduces stress on marine life. Tribal involvement in both planning and executing the study has been strong since the program's inception in 2003.

Student Support Services & Organizations

Office of Minority Affairs and Diversity

The Office of Minority Affairs and Diversity (OMAD) offers programs that address student, faculty, and staff diversity, curriculum, research, and community service. OMAD also provides 14 pre-college, retention, and student support programs that serve approximately 12,000 students per year. Programs that provide services directly to Native American and Alaska Native students include:

UW Tribal Liaison

The Tribal Liaison position is located in OMAD on an interim basis. Resources are being phased in to support the position, which is proposed as an administrative position in the House of Knowledge. The position creates a central point of contact for tribes and native communities to access the comprehensive resources of the UW.

Native American Advisory Board

The Native American Advisory Board (NAAB) advises the UW's Vice President for Minority Affairs and Diversity on outreach and retention strategies for Native students, faculty, and staff.

NAAB advises the Vice President on issues related to: legislation and policy; scholarship; educational partnerships and pathways; funding and grants; professional development; educational resources and pedagogy; recruitment and retention; and enrollment management and outreach.

NAAB priorities include:

- Planning and construction of a longhouse-style building on the campus for class space and as a central meeting place for Native students and the community
- Expansion and integration of Native American knowledge, history, and information into the academic curriculum
- Gathering and reviewing data about how the University can better create a supportive community for Native American students
- Advising on recruitment, retention, and promotion

of Native American faculty and staff in academic and administrative units

Pre-College Programs: Recruitment and Student Outreach

Native American services include a full-time Native recruiter who works with high school students throughout the Pacific Northwest, focusing on those on reservations and in high schools with large Native populations. Recruitment efforts have successfully increased the number of applications and enrollment of Native students each year. In addition, the annual Native American Student Day is a state-wide event that brings an average of 200 high school students to the UW.

TRIO Talent Search

TRIO Talent Search identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to participants, encouraging them to graduate from high school and continue on to the postsecondary school of their choice. TRIO Talent Search at the UW has been funded by the US Department of Education since 1994.

Native American services include counselors in Skagit, Snohomish, and Yakima Counties (including Marysville, Toppenish, Granger, White Swan, Wapato, Mt. Vernon, Sedro Woolley public schools and the Yakama tribal school) and visits to community colleges and universities.

Support for American Indian and Alaska Native Medical Students

The Native American Center of Excellence offers: Student Support

Some stipends are available for American Indian and Alaska Native medical students to attend the Annual Association of American Indian Physicians meetings and cross-cultural medicine workshops, the Native American Research Center for Health Workshop, and to cover expenses for U.S. Medical Licensing Exam Materials for Board preparation courses.

Prematriculation Program

This six-week summer program for incoming American Indian and Alaska Native medical students prepares them for the first year of medical school.

Tutorial Assistance Program

A learning specialist is available to assist American Indian and Alaska Native medical students.

Research Advisor Program

A research advisor is available to advise American Indian and Alaska Native medical students in their required research projects.

Native Programs with Aquatic and Fishery Sciences: Peninsula College and Grays Harbor Community College

The School of Aquatic and Fishery Sciences Student Services Office works closely with advisors from Peninsula and Grays Harbor Colleges to streamline the transfer process. Due to the geographic locations of these colleges, these efforts assist in the recruitment of Native transfer students from the Olympic Peninsula.

Tribal Leadership Summit

The Summit is a gathering of senior leaders from the UW and tribal governments to promote partnerships, advance mutual goals, and address issues facing local tribal communities. The Summit was instituted in 2007 within the framework of the Washington State Centennial Accord, which recognizes tribal sovereignty and calls for government-to-government conversation around issues facing tribal communities.

University-wide Initiatives

House of Knowledge

The UW and the region's Tribes are leading an effort to build the House of Knowledge (HOK), a longhouse-style facility, on the University's Seattle campus. The mission of the HOK is "to provide a multi-service learning and gathering space for Native American students, faculty, and staff, and others of various cultures and communities to come together in a supporting and welcoming educational environment to share their knowledge and their cultures with one another."

A primary purpose of the House of Knowledge is to increase Native American students' success at UW, preparing them for leadership roles in their tribal communities and the region. The HOK will support students' ability to remain involved in their home tribes and communities through its social and academic programs and its symbolic design. The HOK will also be a portal for connecting Native communities with UW faculty and staff for the purposes of research and economic development.

Annual UW Powwow

For nearly 35 years, in support of the First Nations student organization, American Indian Studies has helped design and staff a three-day competitive powwow, the second largest in the Northwest. The Powwow draws from 10,000 to 15,000 participants and spectators.

Annual Raven's Feast Native American Graduation

Ceremony

American Indian Studies faculty and staff host a celebratory salmon feast for students and their families, held annually at Daybreak Star on Puget Sound. The feast draws from 500 to 600 people.

Burke Museum of Natural History and Culture

The Burke is the Washington state museum responsible for maintaining state collections of natural and cultural heritage. The Museum partners with Indigenous communities on cultural heritage programs, including collections, research, exhibitions, education and training, the preservation of languages, and the development of tribal museums. The Museum relies on its 12-member Native American Advisory Board for guidance on policy, programming, and collections.

Student, Faculty, and Staff Organizations

American Indian Student Commission

The American Indian Student Commission (AISC) is one of seven commissions established by Associated Students of UW to help support students from underrepresented backgrounds. AISC is an intertribal organization that promotes Native culture and education as well as Native students' interests, needs, and welfare. AISC supplements and complements the formal education of Native students and encourages them to express their opinions and interests.

First Nations @ the University of Washington

The mission of First Nations @ the University of Washington is to promote higher education among Native people, share Native culture with the UW community, and strive for diversity. Since 1971, First Nations @ UW has sponsored the Annual Spring Powwow, the largest student-run event at the UW.

Native American Student Organization, UW-Tacoma

Native American Student Organization at UW-Tacoma is a student-led organization that reinforces leadership skills, cross-cultural communication, and inter-group relations. It also strengthens the development of Native American identity through student-centered cultural programming. NASO sponsors: (1) presentations on tribal customs, dances, regalia, and Native sovereignty; (2) presentations by Indigenous people from other parts of the world (Canada, Pacific Islands, South America); and (3) films on Native peoples.

Native American Students in Advanced Academia

Native American Students in Advanced Academia (NASAA) brings together graduate and professional students of Native American, First Nations, and Alaska Native

descent, as well as other Indigenous peoples. It increases awareness of the diversity and excellence of research, work, and achievement of these students and provides a forum for socializing, networking, and disseminating information. NASAA increases awareness of work by Native American researchers and scholars at an annual symposium for graduate and professional students.

American Indian Science and Engineering Society

American Indian Science and Engineering Society (AISES) is a national nonprofit organization that nurtures community building by bridging science and technology with traditional Native values. Through its educational programs, AISES provides opportunities for American Indians and Alaska Natives to pursue studies in science, engineering, business, and other academic areas.

Medicine Wheel Society

Medicine Wheel Society brings together people, traditions and customs, and the spirit that enables American Indian and Alaska Native medical students to maintain their sense of community. It provides a support network for Indian medical students by partnering with American Indian and Alaska Native health professionals.

Native American Law Student Association

Native American Law Student Association's (NALSA) mission is to strengthen the legal community with professionals of Native descent and to promote the study of federal Indian and tribal law. NALSA supports Native American law students by connecting them with Native communities.

Society for the Advancement of Chicanos and Native Americans in Science

UW students established a local chapter of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) in 2007. As the sole SACNAS chapter in the Pacific Northwest, the group's primary goal is to increase student diversity in UW undergraduate and graduate science programs.

Native Faculty and Staff of the University of Washington

Native Faculty and Staff of the UW (NAFSUW) is open to all faculty and staff at the three UW campuses, UW Medical Center, and Harborview Medical Center. The mission of NAFSUW is to:

- Create and sustain an American Indian / Alaska Native (AI/AN) and First Nations community of the UW that celebrates achievements, acknowledges milestones, represents concerns, and provides advocacy for community members when needed
- Create an environment that attracts, welcomes, and

retains AI/AN/First Nations faculty, staff, and students

- Acknowledge the service that Native faculty and staff provide to students formally and informally through mentorship and other student assistance
- Develop effective, ethical, respectful, and culturally appropriate cutting edge research partnerships with Tribal communities
- Improve the career pipeline for AI/AN/First Nations faculty and staff into the higher administration of UW

For Additional Information:

University of Washington Seattle
1410 NE Campus Parkway
Box 355852
Seattle, WA 98195-5852
(206) 543-9686
www.washington.edu

University of Washington Tacoma
Campus Box 358400
1900 Commerce Street
Tacoma, WA 98402-3100
(800) 736-7750
www.washington.edu

University of Washington Bothell
18115 Campus Way NE
Bothell, WA 98011-8246
(425) 352.5000
www.washington.edu

Washington State University

Washington State University provides education to 24,400 students statewide in 200+ fields of study. Courses are taught at campuses in Pullman, Spokane, Vancouver, and Richland, Washington, and through Distance Degree Programs. As one of two land grant institutions in Washington, WSU has extension offices in all counties and ten learning centers throughout the state.

Working with and for Native American communities is a priority at Washington State University. Examples include:

- A **Memorandum of Understanding** was signed between Washington State University and six tribes in

the region in November 1997. This MOU created the Native American Advisory Board to the President for the purpose of increasing educational opportunities for Native Americans. The MOU also committed to the creation of a Native American Advisory Council to the Provost and staff support as needed to support these initiatives. Nine tribes have signed the MOU.

- The **Native American Advisory Board** to the President is composed of: the tribal chairs, or his or her designee, of each signatory tribe; the Chair of Native American Alliance (student organization); the Chair of Ku-Au-Mah Alumni Society (WSU Native American Alumni Alliance); the Provost and Executive Vice President; Vice President for Enrollment; Vice President for Student Affairs, Equity, and Diversity; Vice President for Economic Development and Extension; and Vice President for Development.

- The **Native American Advisory Council** to the Provost is composed of WSU faculty, administrative professionals, staff, and undergraduate and graduate students. The Council meets with the Provost semi-annually to identify concerns and provide recommendations. The Council also provides reports to the Native American Advisory Board to the President as requested.

- The position of **Tribal Liaison** was created in January 1998 to provide support for the Native American Advisory Board and to promote recommendations of the Board. Liaison work is both internal and external and includes the creation, promotion, facilitation, implementation, and coordination of initiatives and activities across the university. The Liaison provides oversight for Native American outreach and recruitment through Westside and Eastside Outreach Coordinators, provides joint oversight with Multicultural Student Services for Native American Student Retention Services, and chairs the Native American Advisory Council to the Provost.

Academic Programs

Plateau Center for American Indian Studies

The Center was created in response to a recommendation of the Native American Advisory Board to the President to create a program focused on the Plateau tribes and their histories, cultures, political and social organizations, contemporary issues, and interactions. The Center promotes research through expos, symposia, coursework, community engagement, partnerships, and learning experiences. The Center supports opportunities for “interdisciplinary programs that foster integrative and collabora-

tive scholarship” related to Native issues, knowledge, and perspectives and/or their intersections with mainstream thought and society, contributing to new knowledge and understandings. A goal of the Center is to create programs that “foster competencies” and “preeminence” in American Indian Studies and research, specifically within the unique geographic and cultural context of the Plateau and Pacific Northwest tribes. As a program within the Tribal Liaison Office, the Center interfaces with Native American Student Services to promote graduate and undergraduate research, internships, civic engagement and service-learning opportunities, and leadership development for Native students.

American Indian Studies Minor / Certificate

American Indian Studies at WSU combines specialties in anthropology, history, comparative American cultures, art, literature, and music within a minor or certificate. A student must be degree-seeking to be eligible for a minor. This is not required for the certificate.

Clearinghouse for Native Teaching and Learning

The Clearinghouse serves the university and communities as a resource for identifying effective curriculum resources, creating high-quality professional development materials, and disseminating useful information and products to improve Pre-K-12 teaching and learning for American Indians and Alaska Natives. The Center Director and Associates are actively involved in research related to American Indian education and achievement and recently completed the achievement study, “From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State.”

Public Service and Outreach Programs

Native Youth Exploring Higher Education

Native Youth Exploring Higher Education (NY'EHE), a five-day summer camp for Native American students who will be entering the 9th grade, introduces students to the Pullman campus, programs of study, and how to prepare for admission and success in a post secondary institution. Students stay in residence halls and attend academic and cultural workshops presented by WSU faculty and tribal elders and cultural specialists during the day and participate in recreational activities in the evening. Workshops incorporate science, technology, engineering, math, and communication concepts with activities that explore contemporary needs of tribes in the Northwest. Current Native American college students serve as mentors and chaperones.

Fall and Spring Campus Visitation for High School Native American Students

The fall visitation on the Pullman campus focuses on Native American juniors and seniors in high school, while

the spring visitation is designed for freshmen and sophomores. Parents, educators, and counselors are encouraged to attend. Activities include a campus tour, interaction with Native students, faculty, and staff, a welcome by the WSU Palouse Falls Intertribal Drum Group, and other grade-appropriate material.

Spring Transfer Day

Transfer Day targets students from tribal and community colleges throughout the Northwest. Interested students and tribal and community college advisors and counselors are invited to participate. Agenda for the day includes meetings on the WSU Pullman Campus with transfer center representatives, admission counselors, distance degree staff, and Native American faculty and staff. Admissions counselors can also evaluate incoming credits if transcripts are sent in advance. Attendees participate in a campus tour and an orientation to student services and opportunities for Native students.

Native American Faculty, Staff, and Administrative Professional Association

The Native American Faculty, Staff, and Administrative Professional Association (NAF-SAPA) supports the recruitment and retention of Native faculty, staff, and students, serves as mentors and a resource for undergraduate and graduate students, and provides a collective voice for Native issues on campus.

Ku-Au-Mah Alumni Society

Serving Native American alumni, the Ku-Au-Mah Society:

- Provides educational, professional, and social development opportunities that will assist alumni in staying abreast of current trends in their chosen professions and current issues affecting Native Americans;
- Facilitates and stimulates leadership among Native American alumni that will contribute to the growth and development of opportunities for Native Americans and Native American communities;
- Serves as a resource to WSU for developing a curriculum and environment that is relevant and sensitive to Native American cultures;
- Serves as a resource to Native American students currently enrolled in WSU, including efforts such as advocacy, student recruitment, retention, and mentoring;
- Reflects and fosters the strengths of Native American students, families, and communities while promoting, protecting, and preserving Native American traditions and cultures, and promoting understanding;

- Advocates for and assists in fostering and developing partnerships between WSU and regional Native American tribes and organizations.

Additional programs serving future Native American college students include:

- CAMP (College Assistance Migrant Program)
- Upward Bound
- Educational Talent Search.
- Student Support Services & Organizations

The Native American Student Center meets the educational needs of Native students while providing a place for students to meet and interact with one another. Services include: academic advising, student mentoring, student advocacy, scholarship and financial aid information, campus and community referrals, free tutoring and educational workshops, computer and internet access, tribal contacting, personal advising and counseling, student organization involvement, and a listserv for opportunities, scholarships, events, and resources. The Native American Student Center is located within Multicultural Student Services in the Compton Union Building with access to programs, resources, and the larger Student Affairs services and network.

Native American Health Science Services

This program provides early outreach, recruitment, and retention services for Native Americans in health science careers. The main office is on the WSU Spokane Campus, but outreach includes other campuses. The Director collaborates with faculty in initiatives related to Native American health concerns and community outreach and staffs the WSU Native American Health Advisory Board. A pipeline program for health sciences is the Na-ha-shnee Summer Institute for Native American high school students entering grades 10-12. This camp, located in Spokane, helps students explore the nursing profession and is being expanded to include other health professions. Curriculum preserves and enhances cultural identity and Native American heritage, provides hands-on learning about the nursing and health professions, and assists students in preparing for college.

The Native American Culture House preserves and promotes learning and appreciation of Native American cultures and creates a gathering space where university personnel and the community can enhance cultural understanding and inclusion.

Native Student Organizations

There are seven Native student organizations on campus, each with a unique focus. Organizations assist students in exploring various aspects of Native American leadership and community involvement, fulfill important social needs, and provide opportunities for personal development.

AISES

The American Indian Science and Engineering Society (AISES) works to increase the number of American Indian scientists and engineers and develops technological leaders within the Indian community. AISES, a national private nonprofit organization, has an active WSU chapter. Its members are committed to networking, professional and leadership development, and community service.

ASWSU Ku-Au-Mah

Ku-Au-Mah, which means “cougar” in the Nez Perce language, promotes awareness of Native American cultures and issues. Annual events include the Pah-Loots-Pu Celebration and Native American History Month.

Gamma Delta Pi

This is a Native American sorority.

Native American Alliance

An umbrella organization for all of the Native groups, Native American Alliance coordinates activities and communications between campus Native American student organizations and is the primary fundraiser for various activities throughout the year. The President of Native American Alliance serves as the student representative to the Native American Advisory Board to the President.

Native Indigenous Graduate Council

The Native American Graduate and Professional Student Association, Native Indigenous Graduate Council, orients new Native graduate professional students and coordinates activities and opportunities of interest to Native American graduate and professional students.

Native American Women’s Association

The Native American Women’s Association (NAWA) addresses the needs and concerns of Native American people with a special emphasis on issues that affect Native American women. NAWA sponsors and organizes programs which encourage Native women to assume leadership roles on campus. The Association sponsors social, cultural, and educational activities. NAWA also co-sponsors the Pah-Loots-Pu Celebration and Native American Heritage Month.

Palouse Falls Intertribal Drum

This group provides an opportunity for the cultural expression of Native pride through music.

Additional programs serving current Native American college students include:

- Student Support Services
- McNair Post-Baccalaureate Achievement Program

For Additional Information:

Washington State University
P.O. Box 641067
Pullman, WA 99164-1067
(888) 468-6978
www.wsu.edu

Western Washington University

Western Washington University is committed to engaged excellence in fulfilling its tripartite mission of teaching, scholarship, and community service in a student-centered environment. WWU offers a liberal arts foundation with opportunities to develop professional skills.

WWU is comprised of the Graduate School and six undergraduate colleges: College of Business and Economics, College of Fine and Performing Arts, College of Humanities and Social Sciences, Fairhaven College of Interdisciplinary Studies, Huxley College of the Environment, and Woodring College of Education.

As a public institution of higher education, Western serves the needs of the citizens of the state of Washington by providing undergraduate and select graduate programs in Bellingham and at selected locations elsewhere in the state.

Diversity is central to WWU's stated *Mission and Strategic Planning Goals* and considered an integral part of a quality education. In addition to recruitment of a diverse student body, faculty, and staff, the University strives to enhance support services for students, improve its policy environment, increase the quality and amount of on-campus programming, and broaden the curriculum to reflect the diversity of the world today.

Academic Programs

Fairhaven College of Interdisciplinary Studies

Twenty percent of Fairhaven's faculty and over 5% of entering students in the 2007-2008 academic year were

identified as Native American. Fairhaven College offers various courses relating to American Indian topics including:

FAIR 263b/AMST 202: American Indian Experience

FAIR 310j: Federal Indian Law

FAIR 310n: American Indians in the Cinema

FAIR 366e/AMST 301: Comparative Cultural Studies

FAIR 391e: American Indian Resistances and Activism

FAIR 399b/AMST 315: Contemporary Native American Issues

FAIR 464d: Advanced Topics in American Indian Studies

Fairhaven College offers a minor in American Indian Studies. It provides students with an in-depth investigation of the cultures, traditions, histories, and arts of indigenous peoples of the Western Hemisphere. The minor is recommended for students who plan to collaborate with American Indians in research, educational, environmental, creative, and political projects. The minor, which is interdisciplinary and compatible with many academic majors, requires completion of the following courses:

Core courses

AMST 301/FAIR 366e: Comparative Cultural Studies

AMST 202/FAIR 263b: The American Indian Experience

AMST 315/FAIR 399b: Contemporary American Indian Issues

Any one of the following courses

ENG 235: Intro to American Indian Literature

HIST 275: The Indian in American History

ANTH 361: Native Peoples of North America

FAIR 451x: Advanced Topics in American Indian Studies

Elective courses

Other courses under advisement may include independent study projects (specially-arranged independent learning.)

Huxley College of the Environment

Huxley College courses with a Native American component include:

ENVR 475: Native American Planning and Natural Resources Policy

EGEO 497v: Colonial Landscapes in the Pacific NW

College of Humanities and Social Sciences

These Anthropology Department courses have a Native American focus:

ANTH 361: Native Peoples of North America

ANTH 462: Native Peoples of the Northwest
ANTH 314: Archaeology of North America
ANTH 411: Archeology of Northwestern North America
RECR 479: Ecotourism, Principles, Practices, and Project:
Field Trip to Neah Bay
Eng 235: Intro to American Indian Literature
HIST 275: The Indian in American History

Woodring College of Education

The **Center for Education, Equity, and Diversity** supports the Woodring College of Education's mission in its commitment to an education that promotes cultural understanding and social justice in a pluralistic, democratic society. The Center focuses on issues related to equity, diversity, self-exploration and identity, inter-group relations, multicultural education, democratic empowerment, and civic engagement. Special attention is paid to issues of retention and success for historically underrepresented populations. The mission and goals of the Center are based on the belief that all children and adults can learn and develop in a psychologically supportive and culturally affirming environment. The Center is committed to an intercultural dialogue that will lead to the kind of sustainable community we want to create with the next generation.

Public Service and Outreach Programs

Woodring School of Education

William Demmert, Jr., is leading a study of four indigenous-language-immersion schools in the U.S. A recent article in *Education Week* highlighted his research on measuring the impact of culture-based curriculum on student achievement.

Dr. Demmert, a member of the Oglala Sioux and Alaska Tlinget tribes, believes that culture-based education and the integration of native language and culture into school curriculum is promising for Native Americans, many of whom have not done well in conventional schools. His team developed the indigenous-language test used as the benchmark by the Navajo-immersion school.

Whatcom Reads

WWU's Wilson Library is a community sponsor for "Whatcom Reads," a common reader program for Whatcom County. The current selection is Sherman Alexie's book, *The Absolutely True Diary of a Part-time Indian*.

Student Support Programs & Organizations

Northwest Indian College (NWIC) Transfer Program

Students are provided with a personalized orientation to WWU's campus, ongoing advising, referrals to EDUC

108, and a weekly newsletter. NWIC transfer students benefit from the support of an assigned Academic Support Coordinator who provides assistance with class selection, financial aid navigation, educational development, and major preparation. Ongoing close coordination through the NWIC Transfer Access Program includes bi-annual inter-institutional meetings to share information and strategize ways to improve existing services.

The All Nations Louis Stokes Alliance for Minority Participation (ANSLAMP)

ANSLAMP is a National Science Foundation funded program to increase the number of Native students successfully completing degrees in Science, Technology, Engineering, and Math (STEM). Student Outreach Services is coordinating with the College of Sciences and Technology to develop programs and activities to meet this goal. The AMP Scholar Program provides quarterly stipends to those students who are enrolled in a STEM discipline, are seeking or involved in research activities with a mentor, and have a 3.0 GPA or greater.

Native American Student Union (NASU)

Affiliated with the Ethnic Student Center (ESC), the Native American Student Union is a student-run organization that seeks to promote awareness of Native issues at WWU and in Whatcom County. NASU assists students in transitioning to Western, developing cultural identity, providing a sense of community, and being active in social justice. The ESC offers study space, computer access, and resource information. It is open to all students.

Multicultural Achievement Program (MAP) Scholarships

Western's MAP scholarships range from \$500 to \$2,000 and are available to incoming freshmen and transfer students who have demonstrated an ongoing commitment to multiculturalism and diversity. More than 200 WWU MAP scholarships are awarded each year.

The Sodexho MAP Dining Services Scholarship assists undergraduates who demonstrate a commitment to diversity and who assist Residence Life in their efforts to promote diversity. The Sodexho MAP Dining Scholarships are up to \$1,000 per academic year.

U.S. Bank Minority Scholarships

Recipients must be declared majors in the College of Business and Economics (CBE), a member of an ethnic minority group, have a permanent residence in a community served by U.S. Bank, and demonstrate strong academic merit and potential.

Ethnic Student Center – Native American Academic and Leadership Scholarship

Two \$500 scholarships are awarded to students in recognition of their outstanding academic achievement and service to the Native American community.

Lessons and Best Practices

The Law, Diversity, and Justice Concentration

Housed in Fairhaven College, the interdisciplinary Law, Diversity, and Justice (LDJ) Concentration is a degree program designed to increase the number of people from underrepresented groups seeking careers in law and social justice. Students combine the LDJ Core Curriculum with courses from throughout the University to develop the skills and knowledge necessary for success in law school and other careers involving justice work.

Non-resident Reduced Tuition

In-state tuition is charged for American Indian students from federally recognized tribes in the states of Montana, Idaho, and Oregon, as well as for Canadian First Peoples students from the J Treaty contract.

Education 108

EDUC 108 introduces Native American students to Western culture, academic policies, campus life, academic programs, and support services. This class shows students they are not alone, and provides links to other Native Americans on campus as well as follow-up advising.

Destination Graduation

This Student Outreach Services program assists students who have left college without graduating to return and complete their degrees. Students who have been out of the university system for more than one year, have earned 140 credits, and who previously maintained a grade point average of 2.0 or greater are eligible to participate. While not specifically designed for Native students, it does serve Native students. Students who participate receive assistance with the reapplication process, personalized academic advising, fee waivers (for income-qualified students), and financial aid and scholarship guidance.

For Additional Information:

Western Washington University
516 High Street
Bellingham, WA 98225-9009
(360) 650-3440
www.wvu.edu/diversity/stats.shtm/

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