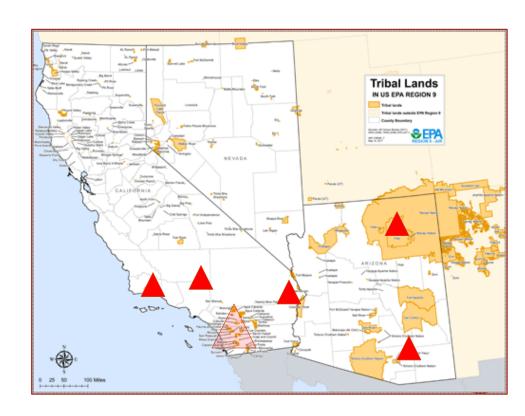
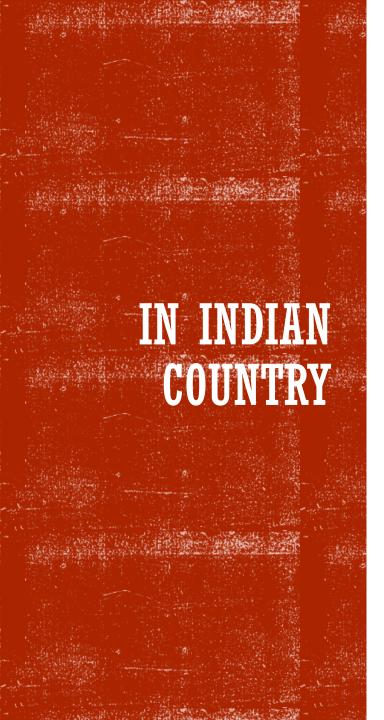


NATIVE
AMERICAN
LEADERSHIP,
UNIVERSITIES
AND OUR
FUTURE

MY HISTORY

- I am from the Hopi reservation to take part in our initiations and some ceremonies but did not grow up there.
- I went to San Diego schools (undergrad and Law)
- Met my wife who is from the Santa Ysabel Band of Diegueno Indians (Former in-house counsel and Council member)
- We started a non-profit that works with At-Risk native students within that region. It has been in existence for 25 years and has provided academic services to over 2000 Native students.
- Currently I am the TLCEE Director.





- Normally our Native American
 History is ignored in our primary and secondary schools.
- Lack of inclusion, discrimination, controversial history has led to suspicion among our Tribes creating a barrier between Tribal Communities and Non-Native communities.
- These barriers that divide Indian country and the non-native world has create a lack of inclusion that continues, even though, many work within the non-Native world.



Assimilation Policies (Federal government policy)

Designed to eliminate
Native of culture and
history - and to adopt
that of mainstream
America.

Capitalism vs Native Community ideals

Differing philosophies of culture and how people learn

Maybe this is why, Western Education now is looked at with suspicion?

WHAT WENT WRONG IN EDUCATION

THE CRISIS OF DIMINISHING CIVILITY, COMPASSION, AND DECENCY IN THE UNITED STATES

By Kirk Francis
President, United South and Eastern Tribes
<u>usetinc.org</u>

...2018 graduating class of the U.S. Naval Academy, President Trump stated, "Together there is nothing Americans can't do, absolutely nothing. In recent years, and even decades, too many people have forgotten that truth. They've forgotten that our ancestors trounced an empire, tamed a continent, and triumphed over the worst evils in history... America is the greatest fighting force for peace, justice and freedom in the history of the world... We are not going to apologize for America."

...despite repeated requests from Indian Country to stop his derogatory use of the name Pocahontas, President Trump once again used the name as an intentional slur during a June 2018 campaign stop in Nevada. These two recent examples serve as present-day reminders that there continues to be a need for greater understanding, education, awareness, truth, and respect...

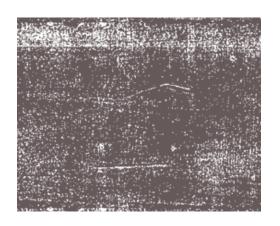


Higher Education out of reach based On lack of Resources

For the upper middle class and Wealthy, students are being groomed to pursue higher education

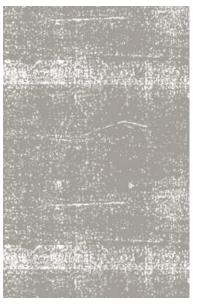
They can afford tuition cost and students can gain entrance with college prep.

- Standards to pursue higher education has gone up (Medium Grades)
 - SDSU 3.9 GPA
 - UCLA 4.3 GPA
 - Fresno State: 3.4 GPA
- Costs of pursuing higher education has dramatically risen.
 - UCLA appx. \$32,000 per academic yr.
 - SDSU appx. \$29,000 per academic yr.



One Percent Education

By Neal Gabler Jan 20, 2012



Who are these academic
l percenters? To a large
extent, they are the
children of the l percent...
They attend private
Schools and summer
Camps...
Their educational
dominance culminates
With competition for
Spaces at the best
Schools...



WE NEED THE TOOLS OF EDUCATION

We need the tools of Education to assist in working with our Non-**Native Communities** and we need leadership to help govern our Native Communities...



WHY WE SHOULD CREATE OPPORTUNITIES FOR OUR NATIVE AND TRIBAL COMMUNITIES

Processes of globalization and government policy make new demands on Native Communities, while at the same time Native are reasserting Native identity, culture, and community in an environment of continuous endangerments to their political autonomy and culture. Only an education program that researches

Native issues and trains leaders and community members with contemporary knowledge and brings the skills of higher education to Native communities will help in supporting native nation building and continuity. (Duane Champagne, Ph.D. Dept. of Sociology, UCLA)









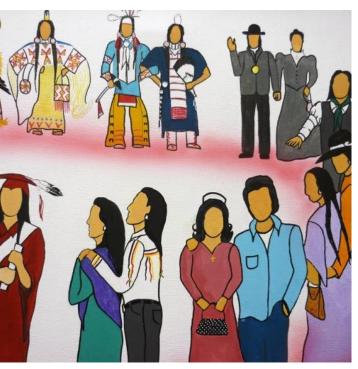




DEVELOPING COMMUNITY BASED PROGRAMS

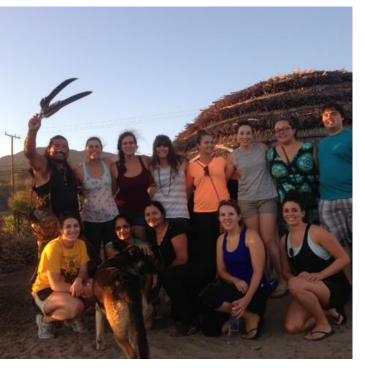
- In some respects we must outreach to our native community and offer meaningful academic programs that will benefit their communities.
- We must developed courses that are native in scope (Legal, cultural preservation, economic development) to assist our communities in understanding complex issues effecting Indian country.





FINDINGS: WORKING IN INDIAN COUNTRY

- Culture is important as it is their identity that makes them whom they are. (PL-S)
- where they are from is important, as many of our creation story evolve from various locations near or on their reservations. (PL-G)
- Concerns on where they are going, the future should include many things
- Knowing there is a Native Culture to be proud of as there are no mention of Natives in our schools. If there is then 1 hour for an entire race is not enough. (AIR)





EDUCATION PHILOSOPHY

A philosophy of developing and using American Indian content as a basis for instruction should exist within our projects.

Understanding historical references, community and economic development, and Federal constructs affecting our Native Nations gives us the ability to give our students a means to having greater understanding of Indian Country and assist in their professional development.

TRIBAL LEARNING COMMUNITY & EDUCATIONAL EXCHANGE, UCLA SCHOOL OF LAW

- Created in 2003 through an endowment from the San Manuel Band of Mission Indians. Officially opening in 2004
- Our mission is "to serve our Native American Community through our Native peoples' perspectives, that are both tribally and culturally respectful, and will allow the pursuit of a greater future for all, through our educational exchange."

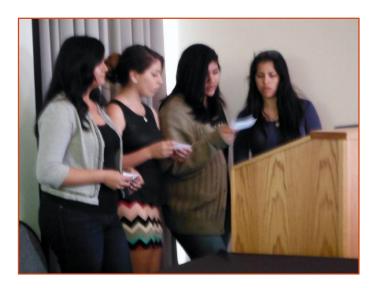




TLCEE SUMMARY OF GOALS AND OBJECTIVES

TLCEE's goals can be summarized as follows

- Development of relevant courses for delivery to the Native community
- Collaboration with Native community members and traditional knowledge bearers;
- A focus on enhancing Native governance and nation building; and
- The creation of pipeline programs that encourage and support Native Students to pursue and enroll in university level courses at UCLA.





WHAT UC ADMISSIONS EXAMINES

Comprehensive Review

- All achievements (both academic and non-academic) and challenges are considered in the context of the opportunities the student has had and how the student has taken advantage of those opportunities and overcome challenges to be a high achiever
 - Academic Accomplishments
 - Strength of coursework (HL, AP, Community College coursework), GPA, SAT/ACT
 - Personal Achievements
 - Commitment & Leadership, After School Academic Preparation Programs, Honors/Awards
 - Life Experiences
 - Cultural Involvement, Life Obstacles & Challenges, Special Circumstances

Personal Statement

- This allows student to make best case for admission
- NOT a repeat of what is already in the application
- Highly recommend to talk about cultural involvement.



MERGING UC / CULTURE IDEALS / TLCEE / COMMUNITY NEEDS





Combining UC admissions standards and our Educational Model with community ideals the following are to be included within our pipeline projects:

- Cultural Based Instruction
- Community involvement to assist in culturally based topics
- Research methodology
- Mentoring from university and alumni
- Academic Workshops
- Developed Project at end of each program.

TLCEE LEADERSHIP PIPELINE PROJECT

- Introduction to Tribal Legal Studies:
 - Introductory course on historical and legal concepts leading up to the establishment of Federal Indian Law.
- Economic Development in Tribal Communities
 - Economic Development within Indian Country and models used in Tribal and urban communities.
- Cultural Resources and Law
 - Understanding NAGPRA and cultural resource protection.
- Leadership and Communications Course.
 - Develops ideals on leaderships and writing





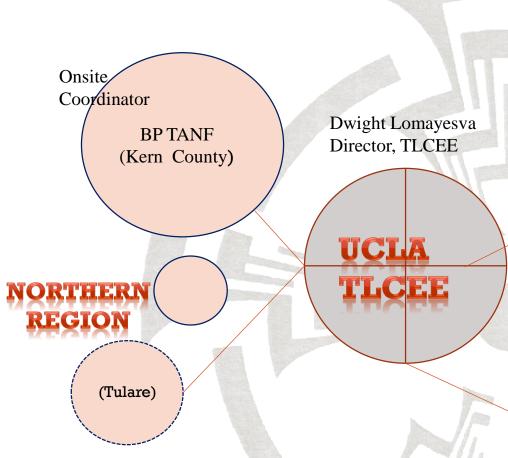
Gold Certification = 16.5 university units

YEAR 1 FAST FACTS

- 14 students accepted to 4 year universities within the region
- 1 student at UCLA
- Continued improvement of retainment of students per quarter.
- 3 Internships for students who completed courses
- 7 universities working together
- 3 UCLA Departments working together.
- 4 Non-profits working for this program.
- AmeriCorps Program working with our Pipeline Project.
- Projected Fall is 12 pods or roughly 55 students.







INLAND REGION

Inland Regional
Coordinator

BIE School (Riverside)

Grouped in localized pods our students meet 1-2 times per week to review the material.

AIR
Programs
(SDSU)

SD County

SOUTHERN REGION

Pilot Program Winter 2014

100% Passing 60% Retention



MORE STUDENTS TAKE ONLINE CLASSES BUT PASSAGE RATES LOW, STUDY SAYS

Los Angeles Times - By Jason Song, May 14, 2014

More California community college students are taking online courses than a decade ago, but fewer are completing and passing those classes compared with traditional ones, according to a study released Wednesday.

Overall, enrollment in online community college courses grew by almost 1 million classes between 2002 and 2012, according to the study, conducted by the nonprofit Public Policy Institute of California. The group studied six years of data, including grades and course enrollment, from the state's 112 two-year colleges, which make up the largest two-year college system in the country.

In 2012, <u>about 60%</u> of students enrolled in online courses finished with a passing grade, about 10 percentage points fewer than the number of students who successfully completed traditional classes, according to the study. Some racial minorities also did worse in online classes than their white and Asian counterparts...

http://www.latimes.com/local/lanow/la-me-ln-online-classes-20140514-story.html







STATS FROM FIRST YEAR USING LEADERS MODEL

WE ARE BEATING NATIONWIDE ADULT STATISTICS...

Introduction to Tribal Legal Studies (Fall 2014)

Bakersfield Pod

Passing	Did Not Pass	Participants	Passing
72%	28%	17	100%

Cultural Resources and Law (Winter 2015)

Passing	Did Not Pass	Participants	Passing
75%	25%	16	75%

Economic Development in Tribal Communities (Spring 2015)

Passing	Did Not Pass	Participants	Passing
62%	38%	17	80%

Tribal Nations Building and Writing (Summer 2015)

Passing	Did Not Pass	Participants	Passing
86%	14%	23	100%

<u>Analysis are taking from the those students that are registered after the 2nd week of courses</u>. We understand that some students, upon realizing the magnitude of academics, may decide to drop from the course. We estimate 15% will drop within the first two weeks but we work towards having our student continue within the course.



















Where we started...







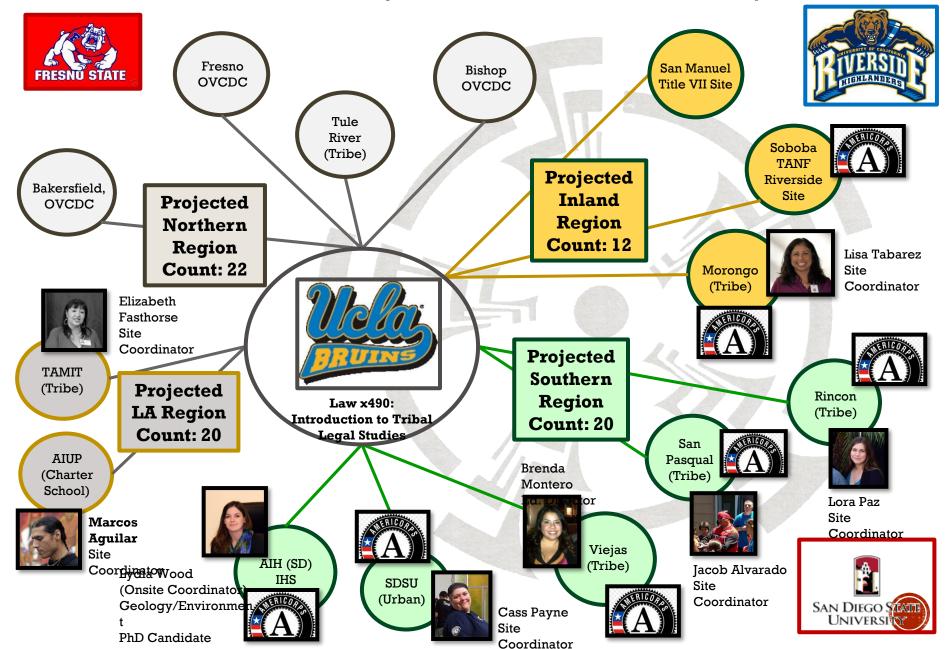








Leaders: 2016 Fall Projections Student Participants



Leaders Y2: 2016 Student Admissions







Morongo band of Mission Indians San Pasqual Band of Mission Indians Morongo band of Mission Indians Juaneno Band of Mission Indians

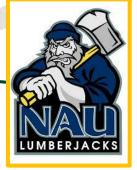
Viejas Band of Kumeyaay Indians





Tohono O'odham Nation Oneida Nation Navajo Nation

Viejas Band of Kumeyaay Indians Pine Ridge, Lakota





Leaders: 2018-19 Student Admissions — 18 students

Note: These are of reporting students who have given this information or we have obtained from Community Coordinators.









5 Students:

(Upland HS)

(San Pasqual-Kumeyaay)

(Bishop Tribe)

(AIUP Prep.)

(Tule River

Reservation)

(Delaware Tribe of Indians / Cherokee)

(Delaware Tribe of Indians / Cherokee)

(AIUP Prep.)

<u>2 Students:</u> (AIUP Prep.) (Rincon)

> (Hopi / Navajo)



LEADERS 2018

(Navajo)

(Santa Ysabel) (Mesa Grande)

BAKERSFIELD COLLEGE







3 students)

(Big Sandy

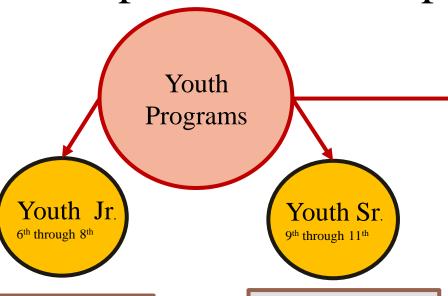








Proposed: Youth Pipeline Plan



- 1. University Acclimation
- 2. Academic workshops
 - · Financial Aid
 - Admission
 - Etc.
- 3. Brief university research methodology based on Native Cultural topics.
- 4. Start of Academic Plan with coordinator
- 5. Monitoring of students from 6th through 12th. (ADVOCACY)

- 9th through 11th
- 2. 2 university level courses
 - **AIS History**
 - **Nations Building** and literature







- 2
- coursework, and determination to pursue higher education beyond that of UC Admissions looks for: Leadership, Ability to take University Level secondary school.

- Native Youth Leaders
- 11th through 12th
- 2. University Level courses based in Law from UCLA Extension.
 - Introduction to Tribal Legal Students
 - (Moot Court)
 - Tribal Economic Development
 - · Tribal Cultural Preservation in CA
 - Tribal Governance
- Academic Certificate



