

**PROJECT 10: DEVELOPING A SYSTEM-WIDE COMMUNICATION STRATEGY
WITH MINNESOTA'S 11 TRIBAL NATIONS**

A 2007-2008 Luoma Leadership Academy Action Project

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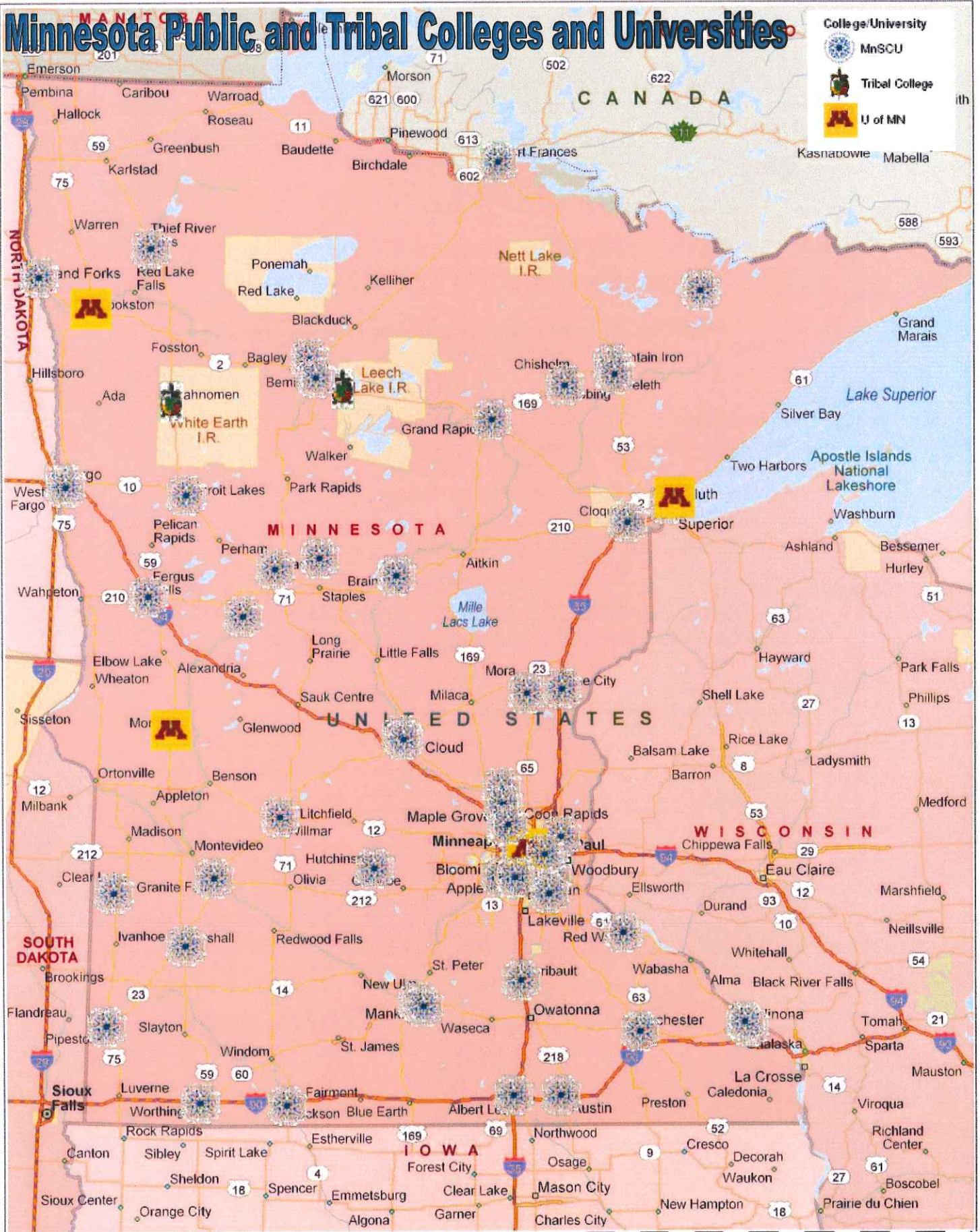
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Introduction

One of the key Strategic Directions for the Minnesota State Colleges and Universities (MnSCU) is to enhance Access and Opportunity for “people with different backgrounds to experience the benefits of higher education.”¹ As part of this strategic initiative, MnSCU is specifically aiming to enhance its accessibility and relevance for Minnesota's Native American communities.

Our Luoma Action Learning Team has been working on a project that can contribute to the realization of MnSCU's goal for enhanced educational access and success of Native Americans. Although our Team's project is related to MnSCU's Strategic Direction, our objectives are more narrowly focused on analyzing the effectiveness of MnSCU's current communication channels being used to reach, recruit and retain members of Minnesota's Eleven Tribal Nations. Our Team's analysis and recommendations are centered on improved methods of communication. We also evaluate some of the MnSCU programs that constitute the “content” or the “message” being communicated to Minnesota's Native Americans about the educational experiences that MnSCU has to offer.

Our Team has learned a great deal while conducting this project, but there is much more yet to be accomplished. If MnSCU's commitment to the state's indigenous peoples is to be fully met, then a greater effort will have to be made to build real relationships with each of Minnesota's Eleven Tribal Nations. Minnesota's Tribal Communities each have distinct identities, and a dedicated effort to increase educational access and opportunity requires programs that are designed to be sensitive to tribal diversity. While it is true that a number of the tribal nations share common languages and histories, the differences among the communities are significant. Consequently a “mass market” approach has little chance of achieving the targeted impact of encouraging increased Native participation in MnSCU's educational programs.

MnSCU's goal of improving its outreach to Native Americans requires programs that are intentionally-designed to build trust and establish true cooperative relationships with the Tribal Nations. MnSCU will need human and financial resources to identify, contact and sustain associations with tribal leaders, high schools and communities in a genuine collaborative manner that is capable of “opening the doors” of college access for Native Americans.

To further increase communication effectiveness, MnSCU also needs to seek the assistance of Native American “role models” who are respected among native peoples and have a real connection to their home communities. Such Native spokespersons can demonstrate how MnSCU's educational programs are truly accessible for Tribal members, and provide evidence that the pursuit of these programs yields results that are relevant to the Tribal Community. It will take considerable time to build these relationships with tribal members, and additional efforts are needed to coordinate efforts throughout the MnSCU system to convey a statewide commitment and positive message to all the tribes. But if the relationships are authentic, and if the respected spokespersons can tell their stories in ways

¹ <http://www.mnscu.edu/board/accountability/1/E/summary1e.pdf>

that build trust and confidence in the value of MnSCU programs, then Native American communities are much more apt to perceive MnSCU's efforts as a genuine offer of access and opportunity. If the relationships are consistently nurtured over a long period of time, then tangible results are more likely to occur.

Above all, our Team came to realize that facilitating increased Native American access to higher education will involve listening first to the needs of the Tribal Nations, and then respond by establishing long-lasting relationships that have the capacity to meet those needs. World-renowned leadership and organizational expert, Steve Covey, said it best when he stated that we should "Seek first to understand, then to be understood."

The structure of this report is to first build our comprehension of Minnesota's Tribal Nations and their educational needs, and then analyze how alternative communication models could combine the appropriate "message" and "media" to contact, recruit and retain Native American students in MnSCU institutions.

Understanding Minnesota's Eleven Tribal Nations

There are eleven distinct and separate Tribal Nations within the state of Minnesota. It is important to note that each of these Tribal groups is independent and autonomous. We can also identify how the 11 Nations share several characteristics in common (i.e., such as language, cultural values, and histories).

If MnSCU and its member institutions are to create attractive educational options for the citizens of the Tribal Nations, then programming at MnSCU and its institutions must be respectful of, and sensitive to, the various cultural traditions of each Nation. Learning how to balance the demands for diversity against the economic pressure to have streamlined general student recruitment plans will not be an easy task. Real resources will be needed to figure out how to create programs of sufficient sophistication that truly respect cultural traditions while being adequately cost-efficient to be viable and sustainable. The solution will be to build relationships with key members of Tribal Communities so that the advantages of collaboration will help create programs tailored to the needs of tribal members, and also simultaneously make effective use of the available financial and human resources that can be allocated to this Access and Opportunity initiative.

Minnesota's Tribal Nations

Bois Forte
Fond du Lac
Grand Portage
Leech Lake
Lower Sioux
Mille Lacs
Prairie Island
Red Lake
Shakopee-Mdewakanton
Upper Sioux
White Earth

When building a communication plan aimed at increased recruitment and retention of Native American students, it is necessary to understand that every Tribal community, both large and small, has its own communication process. At first blush, one would think that identifying the predominant mode of communication within a Tribal Nation might be relatively simple to determine. Outward appearances might indicate that a MnSCU institution could figure out the standard outlets for giving and receiving information within a Native American community. These could include print media like the local newspaper and

electronic media such as radio and TV. Also, in today's world the Internet might play a communication role for Native American communities. There are also local newsletters, local posting of flyers and other informal means of disseminating information.

A more in-depth analysis of Native American communities and their preferred modes of communication reveals that it will be necessary to look further than the most obvious and/or traditional methods. In some instances, communications media that depend on higher-end technologies may not be very effective in reaching the prospective students, particularly when we consider that many Tribal Lands (Reservations) are often extremely rural areas. Reservations may lack the communications infrastructure that is common (or taken for granted) in urban areas. There are a myriad of reasons as to why Native Americans, who live on or near a Tribal Reservation, may not have access to technology-dependent communication outlets. In addition, the Tribal people who do live in the metro areas do not always have a reliable communication link back to the Reservation, so innovative methods may also be needed for reaching these individuals with information about the special opportunities that would encourage them to consider the option of "going to college."

Current estimates claim that there are more than 58,000 Native Americans living in Minnesota. With this large of a target population, the approach for creating an effective communication plan needs to be multi-faceted. A "one size fits all" approach has little chance of working. MnSCU's task (whether it is performed by the Chancellor's Office or by a particular state college or university) is to break free from the mass-market approach, and seek to develop a better "mouse trap" that will address the overall goal of enhancing access and success of American Indian students.

Communication Plans and the Role of Tribal Governments

Each of the 11 Tribal governments has a role to play in the communication process. All too often, lawmakers, administrators, institutions and other government entities do not understand the functions performed by Tribal governments. In some cases, communication plans have failed to recognize the significance of Tribal governments in determining how announcements and/or communications within the Community are perceived and received. The general judgment within a Tribal Community, about whether a proposed program is seen as worthy of consideration and/or viewed as legitimate, can depend on how it is presented to the decision makers within a Tribal Government. If the authority of a Tribal Government is either intentionally, or unintentionally, ignored or forgotten by a state official, then any effort to promote Native participation in a new policy or program may be very limited or nonexistent because the proper protocols were not observed. Tribal government officials are the elected representatives of each Tribal nation and should be treated with the same respect and stature as other elected officials.

Consequently, it is very important to understand the protocol and process in approaching Tribal governments and most importantly to recognize their role within the Tribal community. In many instances the support of the Tribal government can make all the difference in the success or failure of any project.

Inviting Tribal Input to the Communication Plan

MnSCU's commitment to expanded Access and Opportunity for Native Americans will require administrators, staff, and faculty to understand and work with a variety of Tribal entities, including governments, school officials and liaisons. The task is challenging, but not impossible. The state colleges and universities simply have to decide that Tribal Access is a priority, and then take actions that are clearly intended to be more effective in communicating the value of public higher education to the Native American Communities. The power of reaching out to the Tribal Community, and asking for their input, is an important finding supported by the Native American Higher Education Initiative (NAHEI).

This NAHEI program, funded by the W.K. Kellogg Foundation during 1994-2002 was designed to increase educational opportunity and access for Native American students. This initiative was aimed at helping Native American people increase their levels of educational attainment. NAHEI was the single largest foundation program ever to focus on tribal education, and it developed a new model of higher education for Native students. Many of the program participants were Native Americans who had not been well served by traditional systems (see Addendum A).

To support and encourage increased access to higher education, NAHEI identified and embraced culturally-appropriate programs that tribal people endorsed, and could operate themselves. In the past, most public programs targeted to support Native causes tended to dictate solutions with little meaningful consultation of tribal people. Other educational efforts were focused on Native assimilation into the national culture. In contrast to these previous programs, one of the main lessons sited in a report by the W.K. Kellogg Foundation, was recognition of the need to be flexible in organizational practices and to maintain a "Native cultural emphasis on ceremony, integration of spirituality, storytelling, differing orientations to time, and a deep respect for the wisdom of elders." By respecting these ways rather than imposing a more rigid structure both sides benefited. (NAHEI Profile: Capturing the Dream in Addendum B).

A simple recommendation for MnSCU, regardless of whether the program originates with the Chancellor's Office or a particular state institution² (), is to assign a Native American outreach coordinator who can seek permission to attend a Minnesota Indian Affairs Council meeting. Such an effort would be one way to approach the 11 Tribes, and gain their input and trust for the design of programs that can respect Native cultural patterns while increasing access and opportunity for Natives who would consider pursuit of a college education. Although it would be just a small step forward, it is this type of involvement that can assist MNSCU to build much needed relationships with Tribal representatives.

Access and Retention

According to national data for the 2006-2007 academic year, over 3200 Native American students were enrolled in Minnesota public and tribal colleges and universities. Of those, 73% were enrolled in MnSCU institutions that averaged 2% Native American students

² Individual institutions have varying levels of academic offerings and student services. See Addendum G for details

varying from a high of 14% at Fond du Lac Tribal and Community College to no reported Native American students reported at five institutions (see Addendum F).

The enrollment data demonstrate that that much more needs to be done to actively communicate with the Tribal Nations to recruit additional Natives to attend college at a MnSCU institution. Our Action Learning Team also suggests that the inability to communicate the MnSCU message about educational opportunity to a larger proportion of Tribal members is merely a symptom of two larger issues – access and retention.

Access for the Native American population is a very significant barrier, and actions must be taken to address this core issue, if Native college enrollment is to improve. One of every three Native Americans lives in poverty and only 4 percent have a bachelor degree. This is unacceptable-but it is unlikely this cycle will be broken without a substantial financial commitment by MnSCU and/or its individual institutions. Although many Minnesota tribes offer scholarships for prospective Native American College students, a greater commitment from MnSCU would almost certainly make significant inroads towards increased Native American enrollment. Schools that offer tuition waivers, such as the University of Minnesota-Morris (UMM), have far outpaced the national average in attracting Native American Students. Native American students made up 7.2 percent of the UMM population in 2005, compared to just 1 percent of undergraduate students nationally (see Addendum C, Bob San and Judy Riley-UMNNews-from enews, April 21, 2005).

It is also difficult to attract Native American students without first *retaining* the ones that initially attend. It is far too common for Native Americans to start college, and then be unable to finish their degrees because of financial, cultural and personal challenges. Improved retention rates can only be fully achieved by creating programs that demonstrate a true and specific commitment to the Native American student. Institutions that offer Native American scholarships, targeted Student Support Services, academic tutoring programs, and resource centers are examples of how an institution can show a commitment to assisting Natives in successfully earning their degrees. Intentionally created retention programs can have a positive impact on the success of Native American Students.

Real efforts to demonstrate that MnSCU institutions do care about Native's retention and degree completion rates would certainly provide a solid starting point to initiate the often under-valued yet highly-effective form of advertising...word of mouth. When one particular member of the Indian Affairs Council and former UMN students was asked if he felt lack of effective communication was a primary cause of low enrollments of Native American at MnSCU Schools he said, "I can not hear you unless you have something to say."

"I cannot hear you unless you
have something to say."
Indian Affairs Council Member

In other words, it is not always the means by which we communicate, but more often the strength of our message. This insightful observation, obtained from a conversation with a Native American, opened the minds of our Action Learning Team and helped us to focus our research and formulate our recommended "communication" plan. Institutions such as the University of Minnesota – Morris have shown a real commitment to Native American students, and these students have responded with a significantly higher Native American graduation rate. According to the Minnesota Higher Education Services Office, only 29 percent of American Indians students who entered Minnesota's four-year colleges in 1994

graduated in six years, while data from the same student cohort at the University of Minnesota – Morris (UMM) demonstrate that 53 percent of the Native Americans graduated from their institution in 6 years.

South Dakota State University- Flandreau Indian School Success Academy

The commitment to Native Americans at UMM is important, because it provides evidence that meaningful efforts to recruit and retain Natives make a difference. It is also useful to seek out other model programs that have also been successful in opening-up educational opportunity for Native Americans.

Monumental strides towards increased access and retention could be achieved within MnSCU, if consideration is given to creating and implementing a program modeled after the South Dakota State University (SDSU) – Flandreau Indian School Success Academy (Mary Jo Lee, personal communication). This program is an intensive college preparatory program for Native American high school students. The program emphasizes career areas identified by tribal leaders as being of critical need in their communities. Originally, the Flandreau Plan was to offer a one year academy. But the response in the year 2000 (inaugural year) was overwhelming, and the program was converted to a 4-year comprehensive program. The Flandreau Academy Plan is now set-up as a complete college preparatory program serving freshmen, sophomores, juniors and seniors attending Flandreau Indian School (FIS).

Each student in the Flandreau Academy visits SDSU 15 times before he or she is a senior in high school. Each visit is an opportunity for FIS students to picture themselves successfully attending classes and events as college students. Freshmen participate in hands-on workshops in all of the University's seven colleges. Sophomores participate in four "focus days," where they make visits to University academic programs that students have identified as their areas of interest. The junior year is designed for those that consider themselves college bound. During this year each student comes to campus for four sessions in March and April. Topics are: Making the Decision to Attend College, Paying for a College Education, Choosing Your Path and So What's Next. Seniors sign up for special sections of SDSU's Basic Writing course and/or Algebra. The classes meet twice a week at SDSU and once at Flandreau High School. The Success Academy Students have an opportunity to earn 3-6 college credits upon successful completion. A commencement ceremony caps off each year. In order to accomplish such ambitious program it is crucial to begin building relationships with the tribal nations and tribal high schools (see Addendum D).

Another South Dakota Outreach Model: 2+2+2

The 2+2+2 program, also from South Dakota, should be further explored and considered. This program is a collaborative program between the reservation high schools, the tribal colleges, and South Dakota State University. Native American Students spend 2 years at each institution. The program combines several methods to assist students in completing their degrees. These methods include articulation agreements between all three schools, experiential learning opportunities for high school students, student support services,

mentoring and scholarships and distant education opportunities much like the following recommendations (see Addendum E, Nichols, T.J., Nichols, L.S., and Kayongo-Male, D., 2000).

Recommendations to Reach the Tribal Nations

Our Action Learning Team recommends a three phase plan that includes improving access through outreach, enhancing retention and communication.

Access

Access is one of the primary barriers to education attainment. Cultural differences and poor socioeconomic conditions all contribute to these barriers. It is unlikely that access can or will be improved without a monumental paradigm shift in priorities, accompanied by the needed funding and allocation of both capital and human resources to act on those priorities. The scope of this undertaking far exceeds the decision making ability of this group. However we suggest that more research be performed, followed by real commitments made to design and implement the following actions:

1. Enhanced scholarship opportunities or tuition waivers for Native Americans.
2. Work with tribal leaders to develop partnership with Tribal Colleges and MnSCU institutions that can offer courses and or degree at various Tribal Colleges that may not already be offered.
3. Develop Satellite institutions at areas without Tribal Colleges yet still have a significant Native American Population
4. Enhance On-line learning opportunities for Native American Students.
5. Develop college preparatory programs hosted at one or more of the MnSCU colleges for Native American high school students modeled after the SDSU- Flandreau Indian School-Success Academy. (See Addendum)
 - a. Assign Native American Mentor, Outreach coordinator, or Student Support Services Professional to help complete college application
 - b. Waive application fee
 - c. Offer Prep sessions for ACT and Transportation to the testing
6. Explore the visibility of developing a program such as the 2 + 2 +2 program
7. Offer Native American Orientation

Retention

If we are to effectively communicate a positive image that will be passed down through the various Tribal communities we must retain the Native American students. There is substantial research and evidence to support the impact of student services on student retention. In his model of undergraduate student attrition, Tinto theorizes that students' pre-college traits lead to varying initial levels of goals and institutional commitment. These commitments, in turn, influence the manner in which the student interacts with the academic and social environment of the institution, resulting in varying subsequent levels of integration in the institution's academic and social system. "Other things being equal, the higher the degree of integration of the individual in the college system, the greater will be

the commitment to the specific institution and the goal of completion” (Tinto, 1975, cited in Terenzini & Wright, 1986, pp. 6-7).

This integration must be facilitated by the colleges, not the student. We believe MnSCU must engage the Native American students and take a very active role in ensuring their success. We can only do this by providing an adequate number of support staff and/or peer mentors.

Retention would certainly provide a solid starting point for the often undervalued yet most effective form of advertising... word of mouth. To provide the meaningful programs that are capable of increasing degree completion rates for Native Americans, we recommend:

1. Increase retention efforts by implementing or enhancing Native American Student Support Services and scholarship opportunities
 - a. Identify and study the best practices of the MnSCU schools that currently have Native American Student Support Services, Scholarships, or Resource Centers.
 - b. Develop a realistic budget and goal of incorporating these successful elements into the Student Support Services of the MnSCU institutions.
2. Recognize that Native American students need to be actively and persistently engaged inside and outside the classroom.

Communication

One of the major factors for failed communications is the messenger. All too often the individual, group or organization delivering the information has no relevance to the groups receiving the information.

It stands to reason that a group of Indian high school students would respond more positively to an Indian athlete like Billy Mills³ or Gary Sargent⁴ than they would to a non-Indian athlete. The “System” needs to consider the best way to deliver its message to maximize the impact that message has on the target audience.

There are a variety of individuals, organizations and informal groups and experienced professionals that could be accessed by MnSCU to effectively offer the message of access and opportunity to the Native American communities. The group should include Native American alumni, elders, teachers, veterans, entertainers, leaders, athletes, and business professionals. To the extent that these messengers are trusted by Native Americans, then they are more likely to be effective.

The recommendations of our Action Learning Team in the area of improving MnSCU's communication plan are as follows:

³ Born June 30, 1938 at the Pine Ridge Indian Reservation in South Dakota, William “Billy” Mills, Lakota and an American long distance runner, earned the gold medal in ten thousand meter race at 1964 Olympics in Tokyo. http://en.wikipedia.org/wiki/Billy_Mills

⁴ Born February 18, 1954 in Red Lake, Minnesota, Gary Alan Sargent, full-blooded Ojibwa, played 402 games in the National Hockey League (1975-1983). http://en.wikipedia.org/wiki/Gary_Sargent

1. Hire a full-time outreach coordinator to facilitate/coordinate the following points.
 - a. Schools such as the St. Joseph Indian school in Chamberlain, South Dakota, have an outreach coordinator that visits the reservation and holds town hall meetings to field questions and concerns regarding the school.
 - b. The efforts of these coordinators have yielded modest, yet measurable, success in this approach and more importantly they have made inroads to the building of these crucial relationships
2. Arrange to be included in the Indian Affairs Council meetings in an effort to achieve the following.
 - a. "Break the Ice" and begin building a collaborative relationship with the tribes.
 - b. Announce the revitalized commitment of reopening and refining communication lines with the tribes and solicit feedback from Tribal representatives
 - c. Request Tribal government assistance in educating key "System" administrators this would be regarding existing communication methods within the Tribal communities.
 - d. Set-up a collaborative task force to develop and refine some of these points.
 - e. Build relationship based on mutual respect and trust.
3. With the input of the 11 tribes, organize a list of national Indian spokes-persons who will work with MnSCU in developing the message and delivering it. (e.g., Billy Mills, "Famous" Dave Anderson)
 - a. Carefully select role models for their ability to build connections and trust with Minnesota's Eleven Tribal Nations.
 - b. Commit the dollars necessary to hire these spokes people to serve as ambassadors of the MnSCU system
4. Identify, recruit and organize a group of Native American College Students or recent graduates to act as peer mentors/ambassadors.
 - a. In conjunction with this, identify one or two teachers in the junior highs or high schools of each tribal community to plan and coordinate periodic classroom visits with these mentors
 - b. Develop a college preparatory program for Native American high school students modeled after the South Dakota State University-Flandreau Indian School-Success Academy (see addendum)
5. Mobilize Existing Resources
 - a. There are a vast number of underused resources available like the current Indian students who are currently in MnSCU. We have also listed a number of contacts in our addendum that we highly recommend using as additional resources. We can use these individuals to test our message and to tap into other existing communication resources.
 - b. We could further enhance the current data and thereby the communication strategies by attempting to capture the tribal lineage of our Native American population upon enrollment. The communication "problem" may be very different from one Nation to the next. As a show of good faith and in recognition of the individual differences between the Minnesota Tribal Nations, we recommend capturing the specific Nation(s) of individual

students. The common standard application should be changed to allow designation of tribal affiliation.

6. Implement a comprehensive marketing/public relations plan to include the following:
 - a. Initial Press Release to announce Press Conference
 - b. Press Conference featuring national Indian spokesperson, Tribal Chairs and OOC representative- to kickoff comprehensive marketing campaign.
 - c. Series of Press Releases to media outlets listed on (Addendum A)
 - d. Professionally produced radio and television spots featuring the designated national Indian spokes person and the peer mentors.
 - e. Professionally produced newspaper and posters featuring the designated national Indian spokesperson and the peer mentor

Summary and Conclusions

Communication is more than simply saying the right things to the right people or producing flashy print, television or radio advertising. The best communication models are built on the solid foundation of the brand identity of a reputable product. Communication plans can succeed through a grass roots implementation or an all out multi-million dollar media blitz. But, the one common key to success is the value of the brand and the impact on the consumer and the relationships that are built between the provider and the consumer. The impact that our Action Learning Team hopes to create with our recommendations is a bright and prosperous future for Native Americans. In order to achieve this goal, we must not only be willing to sit down with tribal leaders and communicate our message, we must be willing to enhance the message by committing to specific Native American programs through a collaborative approach.

Some of the proposed ideas in this report would require MnSCU to make considerable investments in financial and human resources. If the Access and Opportunity Directive is a high priority, then the allocation of significant resources should follow. However, it is also important to highlight the range of recommendations that are not cost prohibitive, but instead require a genuine effort by MnSCU to engage the Tribal Community and the Native American Students. It is likely that partnerships and funding could be built with both Native American and Non-Native American Corporations or Companies to secure funding for projects that are built in true collaboration with the Eleven Tribal Nations. Many companies such as Famous Dave's, founded by a Native American, could be solicited for funding. We believe that by first focusing on the content of the message, and by building relationships that can improve access, then we have the fundamentals of a communication plan that can really work. We recommend an approach that is collaborative, flexible and mindful of cultural differences.

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<http://www3.sdstate.edu/Academics/CollegeOfEngineering/redirect/SDSUFlandreauIndianSchoolSuccessAcademy/>W.K. Kellogg Foundation, Native American Higher Education Initiative: Education the Mind and the Spirit.

Resources/Contacts

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Steve Wahl, Dean of Students, St. Joseph Indian School, Chamberlain South Dakota.

Addendum A: Profiles in Programming

PROFILES IN PROGRAMMING

Native American Higher Education Initiative

Educating the Mind and the Spirit



The face of the 21st Century Native American is both old and new—a testament to the tenacity and vibrant creativity of indigenous peoples of the Western Hemisphere. In so many ways, the rapidly increasing numbers of Native American college graduates today represent the convergence of past, present, and future. These Native graduates, particularly those from Native institutions of higher education, are prepared to lead and create change in their communities, as well as other locales throughout the world.

Just a half century ago, many young Native Americans would not have gone to college, let alone be proud of their cultural heritage and the knowledge therein. Today, however, there is hope for American Indians, Alaska Natives, and Native Hawaiians who want to pursue a higher education, as a renaissance is occurring in higher education and tremendous changes are resulting. The Foundation has played a key role in advancing this movement and developing the next generation of leaders, academically prepared, civic-minded, and culturally grounded in their identity.

This includes student leaders like Assiniboine student, Jodi Magnan, who hopes to use a business degree to raise buffalo on the Fort Peck Indian Reservation, where unemployment is 30 percent. A tribal college program, funded by the Kellogg Foundation, focuses on buffalo, which — although once nearly extinct—are both an economic and spiritual resource for Plains tribes. “I’m going to college to learn to raise buffalo”, said Magnan, a 24-year-old mother of three, “so we can get back to the old way of eating healthy and find new ways to develop the growing bison industry for the benefit of reservation communities.” A partnership of ten tribal colleges and nineteen tribes involved in the Northern Plains Bison Education Project are developing curricula that include courses such as range management, prairie ecology, animal science, and conservation of habitat, all with a cultural foundation. These colleges are integrating a Western science model with an indigenous model, resulting in a whole new body of knowledge that graduates are applying.



Addendum B: Capturing the Dream

Native American Higher Education Initiative

Capturing the Dream

On graduation day at the tribal college on the Navajo Nation reservation, students lead the procession by carrying a sacred basket of corn pollen and a planting stick made of greasewood. The graduates proceed not to the standard march, "Pomp and Circumstance," but to the Navajo Prayer Journey Song sung by a medicine man on stage.

Since 1996, the graduates have included new teachers bound for reservation schools with preparation in Navajo language and culture.



"I am truly grateful for this school and the Diné Teacher Education Program," said Johnny Secatero, a Class of 2000 graduate. Secatero is the product of the first baccalaureate degree program available at the tribal college. The program was created with funding by the W.K. Kellogg Foundation through its Native American Higher Education Initiative (NAHEI). Launched in 1995, the initiative – which encompassed a total of \$30 million in grants for the planning and implementation phases – sought to expand educational opportunity and access for Native students.

"The big difference [with NAHEI] is that the Kellogg Foundation never



Native American Higher Education Initiative

- \$30 million investment, including planning and strategic grants, to expand higher education access to Native students
- Catalyzed resources through partnerships among 30 tribal colleges and other universities
- Supported new Native pathways of learning, including culturally appropriate curriculum and student-focused learning
- Strategies included promoting community economic development, tribal language and culture, and leadership skills

Addendum C: Native Americans at UMM

Dedicated to the Native American



Johanna Farmer is one of 150 Native American students on the Morris campus.

By Bob San and Judy Riley

From *eNews*, April 21, 2005

Four years ago, Lisa Rainbow came to the University of Minnesota, Morris, (UMM) because of its strong academic program. This spring, she is graduating. And, she says, she couldn't have done it without UMM's American Indian Tuition Waiver.

"I came [to UMM] with my belongings and no money, [but] the tuition waiver program saved me because my family is unable to support me financially," says Rainbow, a sociology major and member of the Spirit Lake Nation in North Dakota.

The history of the UMM American Indian Tuition Waiver is rooted to the campus grounds. In 1887, the Sisters of Mercy (an order of the Roman Catholic Church) established the American Indian Boarding School on the site that is now the Morris campus.

"The boarding school was part of a government effort to mainstream Indian children," explains UMM chancellor Sam Schuman. "The Sisters of Mercy surely thought they were doing a good and useful thing, but from today's perspective, the off-reservation boarding schools were not a good idea. They were a place that took kids out of their families, out of their communities, and imposed upon them most of the conventions of the majority culture. [The students] weren't allowed to speak their own language; they were dressed up like white, middle-class workers."

However, the nation's Indian boarding schools began closing by the early 1900s, says Schuman. At about the same time, the Sisters of Mercy turned over their school--its land and buildings--to the federal government.

"The nuns had one requirement in the transaction," says Schuman. "No matter what institution was built on the land, American Indian students would be given an education there for free. It was a condition the federal government accepted."

UMM has honored this promise since its founding in 1960, waiving tuition for American Indian students it admits. To be eligible for the tuition waiver, students must meet UMM admissions requirements and show documented proof of their American Indian heritage or ancestry. Applicants are not required to be residents of Minnesota.

"I think a key aspect is that UMM is dedicated to teaching about Native Americans. We, as Native students, are not alone in trying to be educated," says Farmer.

The impact of the tuition waiver program has been positive. American Indian students make up 7.2 percent of the UMM student population, compared to just 1 percent of undergraduate students nationally. They are the largest student-of-color population on campus, comprising 7 percent of the nearly 2,000 students enrolled.

American Indian students who attend UMM are also graduating at higher rates. According to the Minnesota Higher Education Services Office, only 29 percent of American Indian students who entered Minnesota's four-year colleges and universities in 1994 graduated in six years. For the same cohort at UMM, 53 percent graduated in six years, and an additional 5 percent graduated from another college within the University of Minnesota system.

Johanna Farmer is another student who credits the tuition waiver for much of her success. A Lakota from the Rosebud Sioux Tribe and Cheyenne River Sioux in South Dakota, Farmer is graduating in four years with a degree in Native American studies.

"The tuition waiver made college affordable," says Farmer. "It allowed me to stay at Morris, and do all the incredible things UMM has to offer." Farmer has been able to hold two internships, study abroad, participate in UMM campus activities, and serve two years as the UMM student representative to the U's Board of Regents.

"[The tuition waiver] is critical as most Native students come from a lower socio-economic status and may not otherwise be able to afford to go to a four-year university," says Julie Pelletier, UMM assistant professor of anthropology. "It also expresses a sense of welcome to Native students to know that they are considered a valuable part of the campus community."

"UMM is dedicated to Native Americans in more ways than just the tuition waiver," says Farmer. "I think a key aspect is that UMM is dedicated to teaching about Native Americans. We, as Native students, are not alone in trying to be educated."

In addition to the waiver, UMM offers two other programs geared toward Native students--the Multi-Ethnic Student Program and the student-led Circle of Nations Indian Association.

The tuition waiver program costs UMM nearly \$1 million per year--the cost to cover tuition for 150 American Indian students. Schuman is actively seeking funding support for this unfunded mandate from the federal government. And he pledges that UMM will continue to honor the tuition waiver.

"It's a significant fiscal burden, but it's the right thing to do and we are not going to stop doing it," he says. "Native American students are a vital part of the UMM community."

Addendum D: SDSU Flandreau Indian School Success Academy



South Dakota State University-Flandreau Indian School Success Academy: "Where All Students Are Honored Students"

The South Dakota State University-Flandreau Indian School Success Academy is an early and intensive college preparatory program for Native American high school students. Success Academy began in the SDSU College of Engineering eight years ago, and since then has expanded to involve the entire university. Success Academy exposes students not only to college, but also to the careers open to college graduates. The program emphasizes career areas identified by tribal leaders as being of critical need in their communities, for example, engineering, agriculture, education, pharmacy, nursing, journalism and nutrition.

Success Academy has two goals. The first is to help more American Indian students prepare for and succeed in college. The second is to make South Dakota State University into the kind of place where that can happen.

FIS request
initiates
program;
Respectful
collaboration is
hallmark of
partnership



SDSU-FIS Success
Academy began in
September 2000

FIS Assistant Principal Sandy Koester, SDSU College of Engineering Assistant Dean Richard Reid and SDSU College of Nursing Professor Tom Stenvig confer at a Success Academy steering committee meeting.

with a request from the FIS administration and faculty. Would SDSU be willing to create a college readiness program for FIS students, a program that would complement FIS's newly undertaken school reform efforts? The answer from SDSU was an enthusiastic "yes."

In December 2000, FIS Superintendent Betty Belkham and then SDSU President Peggy Gordon Miller signed a memorandum of understanding, committing their institutions to

narrowing the educational achievement gap between Indian and non-Indian students. Then a steering committee, composed of faculty, administrators and staff from both FIS and SDSU, was formed to launch and oversee all aspects of the new Success Academy partnership.

Since the beginning, respectful collaboration between educators at both FIS and SDSU has been the key to building a strong program. A network has developed between faculty and staff at the Flandreau Indian School and at South Dakota State University. Essential connections have been established, connections that are helping more Indian students finish high school and advance on to post-secondary education of all kinds—technical college, community college, tribal college, four-year college and university. FIS students daily see the connection between diligent study in high school and continuation on to post-secondary education.

The SDSU-FIS Success Academy program that began in Fall 2000 was intended to be a one-time, freshman-year-only experience. The school reform efforts, underway at FIS at that time, were guided by a Talent Development High School Model, developed at Johns Hopkins University. The freshman year activities in the TDHS model were called "Success Academy," so the fledgling SDSU-FIS program took its name from that.

Plans changed at the end of year one, due to an overwhelmingly enthusiastic response to the program from students and staff at both schools. During each subsequent academic year (2001-02, 2002-03, 2003-04), another cohort of students was added to the SDSU-FIS Success Academy program. SDSU-FIS Success Academy is now a comprehensive, four-year college preparatory program serving all freshmen, sophomores, juniors and seniors attending FIS. Each individual student visits SDSU 15 times before he or she is a senior in high school. Each visit to the campus is an opportunity for FIS students to picture themselves successfully attending classes and events as college students.

Freshmen participate in hands-on workshops in all seven colleges

All 75 freshmen come to SDSU for seven full-day visits during their first year at the Flandreau Indian School. Students rotate through hands-on workshops in

all seven of SDSU's academic colleges (Engineering, Pharmacy, Nursing, Arts and Science, Education and Counseling, Family and Consumer Sciences, and Agriculture and Biological Sciences). Workshop topics have ranged from "Native Americans and Journalism—21st Century Storytellers" to "Wokunze—A Life Pathway in Nursing."



SDSU College of Nursing Lab Coordinator Peggy Hoffman shows FIS freshmen how to remove staples from an incision during a workshop titled "Wokunze - A Life Pathway in Nursing."

After the workshops FIS students have dinner with SDSU presenters and SDSU Native American Club members. After the meal the entire group attends a campus event together (like a basketball game or a theater production).

Sophomores attend four focus days

All 100 FIS sophomores come to SDSU for four full-day visits during their second year in high school. These visits focus on four areas identified by FIS students as being of particular interest to them and not covered in the freshman year program. The sophomore visits include a Focus on the Arts Day, a

Focus on the Military Day, a Focus on American Indian Studies Day and a Focus on Health, Physical Education and Recreation Day.

Following the hands-on workshops, sophomores stay for evening meals, hosted by the SDSU Native American Club. These SDSU students are strong positive role models for the Success Academy scholars. Sophomore dinners are also followed by campus events, which have included a performance by hoop dancer Jackie Bird and an exhibition by noted Indian painter Arthur Amiotte.



SDSU theater students show FIS sophomores how to apply makeup during Success Academy's Focus on the Arts Day.

Juniors learn how to turn college dreams into realities

The junior year program is designed for those students who consider themselves college-bound. About 25 juniors come to campus for four sessions in March and April. Topics are: Making the

Decision to Attend College, Paying for a College Education, Choosing Your Path and So What's Next. Staff from SDSU's Student Affairs Division and College of General Studies are instrumental in planning and presenting the junior year program.

In addition, about 25 faculty, retired faculty and staff members from SDSU serve as "academic parents," working one-on-one with juniors from FIS. The "academic parents" have lunch with the Success Academy scholars, discuss with them their plans for higher education and accompany them on visits to the academic departments in which the students intend to major.



SDSU Professor Emeritus Ron Peterson, who serves as a Success Academy "academic parent," discusses college plans with two FIS juniors over lunch.

Seniors earn college credits—and prepare for higher ed

Thanks to a generous grant from the Citigroup Foundation and additional support from the South Dakota Space Grant Consortium, each fall 10 FIS seniors sign up for a special section of SDSU's Basic Writing course.

These seniors are enrolled as concurrent high school/SDSU students. The class meets twice a week, once at SDSU and once at FIS. The Success Academy scholars earn three college credits when they complete the course.



SDSU Math Professor Christine Larson teaches Basic Algebra each spring semester to Success Academy seniors in the Lakota-Dakota conference room at South Dakota State University.

Another course, this one Basic Algebra, is offered to the same cohort of students during the spring semester. Thus the Success Academy seniors have six college credits completed before they finish high school.

On certain nights throughout the academic year, the FIS seniors stay at SDSU for dinner and hands-on work sessions. During the work sessions, students complete college applications, apply for financial aid, prepare for the ACT test and visit the academic departments in which they intend to major. The goal is for all 10 students to be admitted to college before they graduate from high school.

Commencement ceremony ends school year

Each academic year ends with a commencement ceremony, recognizing all the Success Academy scholars who have participated in the program during the previous nine months. Success Academy ceremonies typically begin with an honor song, acknowledging the scholars' commitment to furthering their education. The commencement speech is delivered by a prominent Native American leader, such as State Senator Ron Volesky in 2001 and Miss South Dakota Vanessa Shortbull in 2004. Scholars then walk across the stage and receive plaques, engraved with their names, from SDSU's vice president and deans.



During the annual Success Academy commencement, FIS students walk across the university stage and receive engraved plaques, bearing their names, from SDSU Executive Vice President Mike Reger, SDSU Dean of Family and Consumer Sciences Laurie Stenberg Nichols and SDSU Assistant Dean of Engineering Rich Reid.

Class pictures are taken. These pictures are mailed to the students' homes during the summer. Enclosed with the photograph is a letter from the Success Academy coordinator to the students' families, describing the Success Academy program of the past year and thanking family members for all the ways they support their children's education.

Smooth transition
to college is
Success

Academy's goal

Now in its eighth year, SDSU-FIS Success Academy has served well over 1,000 American Indian students. Fifty-eight Success Academy students have enrolled for classes at SDSU as concurrent high school students, and 19 of these students have enrolled at SDSU as true college freshmen. This is a 500 percent increase over the number of FIS students continuing on with their education at SDSU before the start of Success Academy. In addition, many Success Academy graduates have continued on with post-secondary education at other institutions throughout the state and nation.



Civil Engineering Professor Chuck Tiltrum is one of 250 faculty, retired faculty and staff members from throughout South Dakota State University who have shared their enthusiasm for their disciplines with Success Academy scholars during the past six years.

While Success Academy is not, first and foremost, a recruitment tool for South Dakota State University, one aim of the program is to create a natural bridge between neighboring institutions, a bridge that will allow many more students than before to move easily from high school graduation at the Flandreau Indian School to college admission at SDSU. And, while Success Academy is still, first and foremost, a college preparatory program, a retention component has recently been added to work in conjunction with the university's existing support services and to ensure that Success Academy scholars attending SDSU do complete their baccalaureate degrees.

To date, SDSU-FIS Success Academy has involved more than 250 faculty, retired faculty and staff members at South Dakota State University. Collaboration with the Flandreau Indian School has opened up new ways of seeing and knowing for SDSU administrators, faculty, staff and students. As a result, SDSU is building its capacity to help American Indian students prepare for and succeed in college. Each visit to the university campus by FIS students provides SDSU personnel with new opportunities for learning, growing and improving.

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The Flandreau Indian School
The following South Dakota State University units:
College of Engineering
College of Arts and Sciences
Office of Academic Affairs
College of Pharmacy
College of Nursing
College of Agriculture and Biological Sciences
College of Family and Consumer Sciences
College of Education and Counseling
College of General Studies
Student Affairs Division
Office for Diversity Enhancement



Contributions of many kinds sustain the SDSU-FIS Success Academy. Since the start of the program in Fall 2000, hundreds of faculty members from South Dakota State University and the Flandreau Indian School have donated their time and effort to exposing FIS students to college and to the careers open to college graduates. Professor of Biology and Microbiology Carol Wake is one of those faculty members.

Addendum E: 2+2+2

People of Color in Predominantly White Institutions
Building Diversity in the University and the
Community—Fifth Annual National
Conference (2000)

University of Nebraska ☒ Lincoln

Year 2000

"2+2+2" COLLABORATION ADDS UP TO SUCCESS FOR AMERICAN INDIAN STUDENTS"

Timothy J. Nichols ☒

Laurie Stenberg Nichols †

Diane Kayongo-Male ‡

☒ Assistant to the Director of Academic Programs, College of Agriculture and Biological Sciences, South Dakota State University.

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This paper is posted at DigitalCommons@University of Nebraska - Lincoln.

<http://digitalcommons.unl.edu/pocpw15/33>

Addendum F: Native American Student Enrollment

Native American Student Enrollment at Public and Tribal Colleges and Universities in MN

College/University	NA Pct of enrollment	Total enrollment	Est. NA Headcount	Proportion of all NA students
Alexandria Technical College	1%	2253	23	1%
Anoka Technical College	1%	2167	22	1%
Anoka-Ramsey Community College - Coon Rapids*	1%	7531	75	2%
Bemidji State University	3%	4249	127	4%
Central Lakes College – Brainerd*	2%	2912	58	2%
Century College	1%	8448	84	3%
Dakota County Technical College	1%	2976	30	1%
Fond du Lac Tribal & Community College	14%	2181	305	9%
Hennepin Technical College - Brooklyn Park	1%	5432	54	2%
Hennepin Technical College - Eden Prairie	2%	1325	27	1%
Inver Hills Community College	1%	5345	53	2%
Itasca Community College	4%	1183	47	1%
Lake Superior College	2%	4828	97	3%
Mesabi Range Community and Technical College – Virginia*	1%	1497	15	0%
Metropolitan State University	1%	6022	60	2%
Minneapolis Community and Technical College	2%	8316	166	5%
Minnesota State College - Southeast Technical – Winona*	1%	1905	19	1%
Minnesota State Community & Technical College - Fergus Falls*	2%	6093	122	4%
Minnesota State University, Mankato	1%	12535	125	4%
Minnesota State University, Moorhead	1%	7126	71	2%
Minnesota West Community & Technical College - Granite Falls*	1%	2850	29	1%
Normandale Community College	1%	8656	87	3%
North Hennepin Community College	1%	6294	63	2%
Northland Community & Technical College - Thief River Falls	4%	4120	165	5%
Northwest Technical College	11%	1095	120	4%
Pine Technical College	2%	780	16	0%
Rainy River Community College	4%	400	16	0%
Ridgewater College – Willmar*	1%	3918	39	1%
Riverland Community College – Austin*	0%	3472	0	0%
Rochester Community and Technical College	0%	5835	0	0%
Saint Cloud State University	1%	14707	147	5%
Saint Cloud Technical College	1%	3773	38	1%
Saint Paul College	1%	4806	48	1%
South Central College – Mankato*	0%	3406	0	0%
Southwest Minnesota State University	0%	5606	0	0%
Vermilion Community College	1%	826	8	0%
Winona State University	0%	7601	0	0%
Leech Lake Tribal College	87%	198	172	5%
White Earth Tribal and Community College	63%	106	67	2%
University of Minnesota Morris	10%	1747	175	5%
University of Minnesota Crookston	1%	2414	24	1%
University of Minnesota Duluth	1%	10076	101	3%
University of Minnesota Twin Cities	1%	32113	321	10%

* Institutions that include enrollment data for more than one campus

Addendum G: Current Native American Academic Offerings and Student Services

Alexandria Technical College

Status unknown

Anoka Technical College

No special programming

Anoka-Ramsey Community College - Coon Rapids

No special programming

Bemidji State University

Student Clubs: Council of Indian Studies,
American Indian Science and Engineering Club

Academic Offerings: Indian Studies major and minor

Support Staff: 20

Special Orientation

Special Facility

Scholarships: Minnesota scholarship fund

Support Services: Indian Health Services,
American Indian Resource Center
Native American into Medicine Program
Mentor Program
Full-time Counselor

Central Lakes College - Brainerd

Status unknown

Central Lakes College - Staples

Status unknown

Century College

Multicultural surveys

Dakota County Technical College

No special programming

Fond du Lac Tribal & Community College

Student Clubs: American Indian Business Leaders, Anishanabi Student Congress

Dedicated Faculty: 5

Special Services: Tutoring, lending out equipment (computers and calculators)

Hennepin Technical College - Brooklyn Park

Status unknown

Hennepin Technical College - Eden Prairie

Status unknown

Hibbing Community College

Status unknown

Inver Hills Community College

No special programming

Itasca Community College

Student Club: Ojitchida Club

Academic Offerings: Native American Studies (2 years)
Diploma in Native American Studies (1 year)

Dedicated Faculty: 3

Special Facility: Club Room

Scholarships: 3 ranging from \$750 to \$1100

Special Services: Tutoring, Special counseling, Attendance Tracker

Lake Superior College

Student Club: Intercultural Club

Academic Offerings: Anthropology of American Indians
Introduction to Native American Literature

Mesabi Range Community and Technical College - Virginia

Student Club

Academic Offerings: Literature, cultural and sociology

Special Facility

Special Services: Advising, counseling, advocacy services with community resources

Academic Journeys: Programming for high school students who are
Band members

Mesabi Range Community and Technical College - Eveleth

Status unknown

Metropolitan State University

Student Clubs: Voices of Indians Concerned for Educational Success

American Indian Advisory Committee

Academic Offerings

Dedicated Faculty: one for ethnic studies and one for social work

Special Orientation: Native American Advisor

Scholarships: underserved populations including, American Indians; Financial Aid office
coordinates the distribution of tribal and state Indian grants and scholarships

Special Support Services: 1 full-time professional advisor/coordinator

3 academic advisors of American Indian decent

Minneapolis Community and Technical College

Academic Offerings: Intro to Literature. Art, Art History, Cinema, Pop Culture, Ojibewe 1
and 2

Faculty: 3- non-dedicated faculty members

Special Support Services: Native American Advisor

Minnesota State College - Southeast Technical - Winona

Status unknown

Minnesota State College - Southeast Technical - Red Wing

Status unknown

Minnesota State Community & Technical College - Fergus Falls

Status unknown

Minnesota State Community & Technical College - Moorhead

Status unknown

Minnesota State Community & Technical College - Detroit Lakes

Status unknown

Minnesota State Community & Technical College - Wadena

Status unknown

Minnesota State University, Mankato

Status unknown

Minnesota State University, Moorhead

Status unknown

Minnesota West Community & Technical College - Granite Falls

Status unknown

Minnesota West Community & Technical College - Canby

Status unknown

Minnesota West Community & Technical College - Jackson

Status unknown

Minnesota West Community & Technical College - Pipestone

Status unknown

Minnesota West Community & Technical College - Worthington

Status unknown

Normandale Community College

Academic Offerings

Faculty: Some Faculty, but not dedicated

North Hennepin Community College

Status unknown

Northland Community & Technical College - Thief River Falls

Student Club: The All Nations Club.

Academic Offerings: American Indian Studies

Scholarships: Work closely with scholarship offices on the reservations where students are from

Work closely with MN State Indian Scholarships Offices.

The Workforce Investment Act Program from the Minneapolis American Indian Center helps fund our students who are enrolled members of a particular band or tribe and are enrolled in our occupational or technical programs.

Special Support Services

Northland Community & Technical College - East Grand Forks

Status unknown

Northwest Technical College

Special Support Services: Native American advisor

Pine Technical College

Status unknown

Rainy River Community College

Status unknown

Ridgewater College - Willmar

Status unknown

Ridgewater College - Hutchinson

Status unknown

Riverland Community College - Austin

Status unknown

Riverland Community College - Albert Lea

Status unknown

Rochester Community and Technical College

Status unknown

Saint Cloud State University

Status unknown

Saint Cloud Technical College

Status unknown

Saint Paul College

No special programming

South Central College - Mankato

Status unknown

South Central College - Faribault

Status unknown

Southwest Minnesota State University

Status unknown

Vermilion Community College

Academic Offerings: Native American History, Native American Philosophy and
Introduction to Indian Studies

Scholarships: Preference is given to Native American Student with a 3.0 GPA for the Bob
and Lil Cary Memorial Scholarship (\$500)

Winona State University

Status unknown

