



# Indian Country

THIS WEEK FROM

## TODAY

THE PREMIER E-NEWSLETTER SERVING THE NATIONS, CELEBRATING THE PEOPLE

### *A Letter from the Publisher*

*Shekóli.* No matter the beauty of the campus, the size of the programs, or the excellence of its professors, an institution of higher learning is defined by its students. This week, we have attached a bonus to our newsletter: a digital edition of our annual 48-page Special Education issue, a print version of which is being distributed to tribal high schools, colleges and various conferences. In it, readers will find articles on Native students who are striving for new levels of personal excellence. Their stories serve as tangible signs of the strength of education in Indian country, and as inspiration to current students who are contemplating higher education.



who graduated from Navajo Tech; the Sequoyah Gates scholars; and the conservation and biology training of students at Oglala Lakota College thanks to its Ornate Box Turtle Project.

Students will also find many potential avenues of study mentioned within these pages. Not to be missed is a highly informative piece by Dr. Dean Chavers on correcting common missteps in essays and on applications, in addition to an overview of several strong scholarships and finally, the centerpiece of the magazine, ICTMN's annual Tribal College Listing.

Our cover subject, Dahkota Brown, has been worthy of admiration for a few years even though he is still in high school. In the eighth grade he started the successful after-school program Native Education Raising Dedicated Students (NERDS). In 2013 he was named one of five Champions of Change by the Center for Native American Youth. And, as he relates in the profile about him in this issue, he recently helped orchestrate the introduction of legislation in California to ban the offensive and racist R-word and mascot in the state.

The magazine also features other celebratory stories, including this year's Champions of Change; a brand new class of medical professionals from the University of New Mexico; 185 satisfied students

During the year, IndianCountryTodayMediaNetwork.com frequently publishes instructive and illuminating articles that help shape and describe the state of education across our many nations. There is no better path to the enrichment of a life than cultivating an active mind. We must all help support the endeavors of Native educators and students alike.

*Na ki wa,*

Ray Halbritter

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## The Dangers of Disenrollment

*Joseph Hamilton, chairman of the Ramona Band of Cahuilla, despairs of the current trend toward rapid disenrollment without thought of the consequences:*

I strongly believe in tribal sovereignty, which does include a tribe's right to disenroll members. However, disenrollment is not an innate right of tribal peoples. It was foisted upon tribes by the federal government in order to extinguish us.

The point is not that we can't hold contradictory views about this issue, but instead that we had better start talking

about disenrollment and finding solutions before it's too late. Unfortunately, nobody in tribal leader circles is willing to talk. I fear that if we don't talk and, more importantly, take some form of action, we run the real risk that Congress will exercise its "plenary" power over tribes and decide who is Indian—an idea almost too scary to consider.

Disenrollment should be executed only in the most extreme cases. Tribal leaders who are considering disenrolling members must keep in mind what those individuals and the entire tribe stands to lose. They need to recognize that the entire tribe suffers when members are

kicked out.

Tribal governments must be thoughtful when carrying out this supreme act. Due process is key. Tribes should develop clear laws, policies, and procedures well in advance of any disenrollment. Then they should honor those rules and procedures, even if they don't get the outcomes they want. That is sovereignty.

Failure to take these steps will mean that every Indian faces the threat of not being an Indian. More tribes will become like country clubs, instead of families, where members can be added or excluded at the whim of a governing board.

<http://bit.ly/1Gv6qdn> ☞

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## Hands Off Native Women's Wombs

*The GOP's latest effort to defund Planned Parenthood, highlighted by recent displays of videos ostensibly showing its officials discussing the sale of fetal tissue, is arguably racist, says Gyasi Ross (Black-foot Nation/Suquamish Territories):*

As a matter of legislative fact, the same privileged white men who love making financial decisions about all women's wombs have an inordinate amount of control over Native women's wombs in particular. That is because Indian Health Services funding and priorities are dictated by those same privileged white men

who want to defund Planned Parenthood and who feel they know what is best for women generally.

Indian Health Services is the primary health care provider for most Native people. Yet although the U.S. has a trust responsibility to provide health care for Native people, privileged legislators largely get to choose what type of health care they'll provide. God forbid that their politics clash with the health care that those Native women need. There are specific examples of times when the reproductive rights (human rights!) of Native women have clashed with the politics of those privileged legislators.

Specifically, as recently as the 1960s

and 1970s, the Indian Health Service deceptively sterilized a large percentage of Native women between the ages of 15 and 44. The doctors failed to provide women with necessary information regarding sterilization; distributed improper consent forms; used coercion to get signatures on those forms; and lacked the appropriate waiting period (at least seventy-two hours) between the signing of a consent form and the surgical procedure.

The proposed GOP shutdown of Planned Parenthood, and the desire to interfere with women's wombs, is uniquely Republican, and it affects Native women uniquely. <http://bit.ly/1Vz1onh> ☞

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## The Threat To Yucca Mountain

*Ian Zabarte, Principal Man for Foreign Affairs of the government of Newe Sogobia, opposes a federal proposal to store nuclear waste under Yucca Mountain in Nevada:*

We have informed the Department of the Interior that Newe Sogobia is not for sale and that Yucca Mountain is not Bureau of Land Management Land. We have informed the Environmental Protection Agency that the environmental radiation protection standards for Yucca Mountain do not protect Newe Sogobia. We

have informed the Department of Energy (DOE) that our land and people are being destroyed by the development of Yucca Mountain as a high-level nuclear waste repository.

The central issue that affects the Newe results from the destruction of our property, impairing our treaty reserved rights to use our lands and life-giving water. Nothing in the Treaty of Ruby Valley ever contemplated the destruction of Newe Sogobia by American nationals through their agency, the U.S. government. I and many Newe have expressed alarm at the systematic policies and practices that place a disproportionate burden of risk

upon Newe practicing traditional religious lifeways that require water for praying, cleansing and healing—with no response.

The cultural resource study protocol of "cultural triage" justified for use in the Yucca Mountain site characterization process is an attack. Triage is used in response to natural disaster or declared war. There is no war or natural disaster here that might require its use. What was created and used by the DOE is an immoral act forced upon the ethnic Western Shoshone people for the benefit of the U.S. and the profit of the nuclear industry.

Our intent is to stop, correct and prevent these acts. <http://bit.ly/1Rqsc8K> ☞

IN THE UNITED STATES DISTRICT COURT  
DISTRICT OF NEW MEXICO

**RAMAH NAVAJO CHAPTER, OGLALA SIOUX TRIBE, and PUEBLO OF ZUNI,**  
for themselves and on behalf of a class of persons similarly situated,  
Plaintiffs, vs. SALLY JEWELL, Secretary of the Interior, et al., Defendants.  
No. 1:90-CV-00957-JAP/KBM

**SUMMARY NOTICE OF FINAL SETTLEMENT**

TO ALL MEMBERS OF THE RAMAH CLASS:  
PLEASE READ THIS NOTICE CAREFULLY.  
IT CONTAINS IMPORTANT INFORMATION ABOUT A PROPOSED FINAL SETTLEMENT  
AGREEMENT IN THE ABOVE-REFERENCED CASE.  
THIS NOTICE DOES NOT CONTAIN  
ALL TERMS AND CONDITIONS OF THE PROPOSED  
FINAL SETTLEMENT AGREEMENT.  
THE COMPLETE AGREEMENT, INCLUDING ITS APPENDICES, THE JOINT MOTION FOR  
PRELIMINARY APPROVAL OF THAT AGREEMENT, AND THE APPLICATION FOR  
ATTORNEYS' FEES AND COSTS MAY BE FOUND AT: <[WWW.RNCSETTLEMENT.COM](http://WWW.RNCSETTLEMENT.COM)>.  
QUESTIONS MAY BE ADDRESSED TO CLASS COUNSEL.

In 1990, the Ramah Navajo Chapter brought suit against the Government in the United States District Court of the District of New Mexico claiming that the Department of the Interior (DOI) improperly calculated indirect cost rates for Indian Self Determination and Education Assistance Act, Pub. L. 93-638, as amended (ISDA) contractors. In 1993, the District Court certified a class of all Tribes and tribal organizations that have BIA ISDA contracts or compacts. In 2012, the Supreme Court ruled that the plaintiffs' claims covering fiscal year 1994 and later years were not barred by the government's appropriations law defense. *Salazar v. Ramah Navajo Chapter*, 132 S. Ct. 2181 (2012). Following nearly three years of settlement discussions, including final negotiations facilitated by Chief U.S. Magistrate Judge Karen B. Molzen, the parties have agreed upon the proposed Final Settlement Agreement now pending before the Court.

The parties have agreed to a proposed Final Settlement Agreement (FSA), which requires Defendants to pay \$940,000,000 to settle the remaining claims in this lawsuit. The settled claims are for alleged underpayments of contract support costs by the Bureau of Indian Affairs (BIA) and/or the Office of Self Governance (OSG) under ISDA during fiscal years 1994 through 2013. Your Tribe or tribal organization may be a Class Member eligible to share in this settlement. The settlement is not final until approved by the Court.

**SUMMARY OF SETTLEMENT TERMS**

Under Rule 23 of the Federal Rules of Civil Procedure, the Court advises you as follows:

1. The Class consists of those Indian tribes and organizations that have entered into contracts with BIA or self-governance funding agreements with OSG under ISDA at any time between FY 1994 and FY 2013.
2. Upon payment by the Defendants of the settlement amount, the Class Counsel will be deemed to have fully released the Defendants from all settled claims as to underpayment of contract support costs, both indirect and direct, for FY 1994 through FY 2013.
3. Each eligible Class Member will be entitled to share in the net settlement amount remaining after the deduction of (1) attorneys' fees and costs; and (2) funds for a reserve account to cover certain expenses.
4. Each eligible Class Member's share has been predetermined according to a methodology set forth in the Final Settlement Agreement.
5. Each Class Member will be required to file a claim on a form to be provided by the Settlement Administrator. Unclaimed amounts exceeding \$10,000,000 will be repaid to the United States Treasury.
6. Class Counsel have applied to the Court for an award of attorneys' fees of 8.5% of the settlement amount for achieving this final settlement. The Government agrees that an 8.5% fee is fair and reasonable for achieving this settlement and supports the application for attorneys' fees. Class Counsel have also applied for reimbursement of estimated costs to date of \$1,158,222.01 to be paid out of the settlement amount.
7. Class members that entered the Class since March 27, 2002 (identified on Table 2, at pages 21-22, of Appendix 2 to the Final Settlement Agreement, ECF No. 1306-2, Sept. 16, 2015), may request exclusion from the Class by filing a Notice of Exclusion with the Court on or before November 19, 2015. If a Class Member is excluded, that Class Member's share of the Settlement Amount will be retained by the Government and the Settlement Amount will be reduced accordingly.

## OBJECTIONS

Any Class Member that wishes to object to the proposed settlement or fee application must file a Notice of Intention to Appear and Object (Objection) with the Clerk of the Court and deliver it to all listed Counsel no later than November 19, 2015, and must appear at the fairness hearing described in this Notice. If more than one Class Member makes the same objection, the Court may designate one of them to present the objection at the hearing. Objections must be sent to the Clerk of Court, 333 Lomas, NW, #270, Albuquerque, New Mexico 87102. Each Objection must include (i) a reference to the case number, "No. 90-CV-0957;" (ii) a statement of each reason for the Objection; (iii) the specific ground(s), if any, for each reason, including any legal support, evidence, papers or briefs the Class Member wishes the Court to consider; (iv) the person or persons who will present the Objection at the hearing; and (v) the signature of the responsible official or attorney for the Class Member making the Objection.

### Objections must also be sent to the following attorneys:

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The Court will conduct a hearing at the Federal Building and United States Courthouse, 421 Gold SW, Sixth Floor, Albuquerque, New Mexico at 9:00 o'clock a.m. on January 20, 2016, at which time the Court will hear Objections, if any, to the settlement and fee application and thereafter render a ruling approving or declining to approve the settlement, and acting upon the fee application. Persons intending to appear at or attend the hearing are advised to so inform the Court and to reconfirm the date, time and place of the hearing by contacting the Clerk of Court before traveling to Albuquerque.

## DEADLINES

The Court and counsel must receive any Objections or other motions or applications for relief no later than November 19, 2015, 45 days after the dissemination of this Notice.

**APART FROM FILING OBJECTIONS, PLEASE DO NOT CONTACT THE COURT OR THE CLERK'S OFFICE ON ANY SUBSTANTIVE MATTER DEALING WITH THIS NOTICE EXCEPT TO CONFIRM THE DATE OF THE FAIRNESS HEARING.**

## Susan Taffe Reed Out As Dartmouth's Native Program Director

Susan Taffe Reed, whose appointment last month as Native Program (NAP) Director at Dartmouth College sparked widespread controversy, has been reassigned from that post, the college has announced.

The announcement was delivered via an email to students on October 1 by Vice Provost for Student Affairs Inge-Lise Ameer. "We recognize that the distraction of media coverage and questions about her appointment have been challenging for all you," read the email. "While Susan remains an employee of the College, we have made other arrangements to support the Native American Program going forward."

Taffe Reed was widely touted as the president of the Eastern Delaware Nation. However, despite its name, the organization is not a federally recognized tribe. Rather, it is a 501(c)3 nonprofit entity that allows non-Natives to join "as social members." Taffe Reed was never accused of misrepresenting her background or credentials. Nonetheless, they proved incompatible with the leadership of one of the country's preeminent collegiate Native American programs; Taffe Reed was widely accused of being a "fake Indian."

It is not clear in what capacity Taffe Reed will continue at Dartmouth. The primary contacts for Native American Program students will be NAP Coordinator Kianna Burke, a 2012 Dartmouth graduate with a degree in Native American Studies, and Interim Undergraduate Dean Jeremy Guardiola.

Among Taffe Reed's critics were Dr. Nicky Michael, a tribal councilwoman for the Delaware Tribe of Indians in Oklahoma. "Her [Taffe Reed's] identification and your promotion of her as a Delaware is appropriation and cultural theft of our language, culture and identity," she told Dartmouth officials. "I am saddened, disturbed and shocked." <http://bit.ly/1Q7nlbz> 📧

## Portland Says 'No' To Columbus Day

BY JACQUELINE KEELER

The city of Portland, Oregon last week joined a growing number of cities that have dispensed with celebrating Columbus Day. On October 7, the city council voted unanimously to designate the second day in October as Indigenous Peoples Day.

In testimony before the city council, Native representatives and human rights advocates spoke in favor of the renaming, citing the various atrocities visited upon the New World by European colonization. The council resolution was a collaborative effort among many local Native American leaders and organization, including the Native American Youth and Family Center (NAYA) and the Confederated Tribes of Grand Ronde.

The tribal chairman, Reyn Leno, reminded the city council that his tribe signed the Willamette Valley Treaty of 1855, which ceded the land that the city now occupies. "This is a very historic and moving day," he said. "This is a first step forward and we just need to keep going in a positive direction."

"Growing up I was never taught the real truth in school," actor Dyami Thomas (Klamath/Leech Lake Ojibway) told the city council. "We were taught to praise Columbus for his discovery. It's time for all people to learn the actual truth about what really happened. Something so brutal should never be disguised as heroic." Later, he told Indian Country Today Media Network, "It was pretty awesome; it was such a blessing to see everyone come out and actually support the mayor, the commissioners."

Other cities that no longer observe "Columbus Day" include Berkeley, California; Seattle, Washington; Minneapolis/St. Paul, Minnesota; Lawrence, Kansas; and Oklahoma City, Oklahoma. <http://bit.ly/1VHiHb1> 📧

## New Member Proposed for National Indian Gaming Commission

E. Sequoyah Simermeyer (Coharie) has been formally proposed as an associate member of the National Indian Gaming Commission (NIGC), the regulatory body for the \$28.5 billion tribal gaming industry. Simermeyer's proposal was announced in the *Federal Register* on September 30.

For the past five months, the NIGC has been operated solely by its chairman, Jonodev Chaudhuri (Muskogee). If approved, Simermeyer will fill the second of three NIGC seats that are required by the Indian Gaming Regulatory Act

of 1988. The third seat, of vice chair, has been vacant since January 2013.

The NIGC may operate without issue as long as either the chair or vice chair positions are seated. It is also required that at least two of its members be members of federally recognized tribes and from different political parties.

Simermeyer has served as counsel to Sen. John Barrasso (R-Wyoming), chairman of the Senate Committee on Indian Affairs, for the past year. He has helped draft legislative proposals and committee reports, prepare oversight and legislative hearings, and advised Barrasso on several issues pertaining to Indian country.

Prior to joining Barrasso's staff, Si-

mermeyer was deputy chief of staff to the Assistant Secretary-Indian Affairs at the Interior Department. He was named to the National Center for American Indian Enterprise Development's "40 Under 40" list in 2011.

If appointed, Simermeyer will serve a three-year term. His proposed appointment, which does not require full Senate confirmation, is undergoing a 30-day comment period that ends October 30.

The NIGC is responsible for regulating the more than 450 Indian gaming facilities associated with nearly 242 tribes across 28 states. <http://bit.ly/1JXKubh> 📧



## Tribes Propose Joint Management Effort For Bears Ears Monument

BY ANNE MINARD

A coalition of several Four Corners-area tribes is proposing an initiative to oversee the 1.9 million-acre Bears Ears National Monument in what would be the first wholly collaborative land management effort between Native Americans and the federal government.

The Bears Ears are majestic twin plateaus that rise above pristine landscapes between Moab, Utah and the Arizona border. The area, filled with historic homes, villages, granaries and ancient trails, has long figured in the histories of numerous tribes. It is still used today, especially by Navajo and Ute people, for the gathering of herbs, medicines and firewood. However, increased visitation and damage to some of the most sacred sites within the proposed monument threatens its cultural and spiritual integrity.

Thus, the Bear Ears Coalition was formed on July 17; it now includes representatives from the Navajo Nation, the Zuni Nation, and the Hopi, Northern Ute and Ute Mountain Ute tribes. The coalition is devising a blueprint for government-to-government relations and collaborative decision-making that would govern all aspects of running the monument. The group expects to propose a Presidential Proclamation in mid-October.

"All of our tribes have said we want to push the envelope," said Eric Descheenie, spokesman for Navajo Nation President Russell Begaye and co-chair of the coalition. "We're tired of consultation. We're tired of 'advisory.'"

"In the past, the tribes have been separate on various issues," said Willie Grayeyes, Utah Diné Bikéyah's chairman. "With this project we stand together, on common ground."

The effort has garnered support from the All-Pueblo Council of Governors, which includes the leaders from 20 pueblos in New Mexico and Texas, along with numerous conservation groups.

<http://bit.ly/1jcKEq2> 🌐

## In Tribal Victory, Idaho Supreme Court Rules Instant Horse Racing Machines Illegal

BY JACK MCNEEL

"Instant horse racing machines" have been declared illegal in Idaho by the state's supreme court, heartening the Coeur d'Alene Tribe, which had opposed what it regarded as legal irregularities in the matter.

Only three locations had installed the machines before the ruling came down last month. But if the current law governing use of the machines had remained in place, it could have allowed one such location in each of Idaho's 44 counties—with no limit on the number of machines at any location. This could have seriously affected Idaho's tribal casinos.

The case began over two years ago, when the Idaho legislature voted yes on the machines. But when the machines were installed, they proved to be different from those shown to the legislature. In fact, they bore an uncanny resemblance to slots, which are illegal under the state constitution.

The legislature thereupon declared the machines illegal by a supermajority margin in both houses. Gov. Butch Otter vetoed the legislative bill; however, he failed to return his veto to the senate within the five-day limit required by law. The bill should have immediately become law, but the veto was allowed to stand. Thus, instant horse racing machines were allowed to continue, at which point the Coeur d'Alene Tribe took the case to court.

"We are very pleased," said Coeur d'Alene Tribal Chairman Chief James Allan of the decision. "This pivotal decision reaffirms that even Idaho's highest elected officials must follow the constitution. The court is upholding a law that was passed by a supermajority of both the Idaho Senate and the House of Representatives. This is exactly why our government has checks and balances in place." <http://bit.ly/1McvtQv> 🌐

## Severe Human Rights Violations Are Found in Paraguay

BY RICK KEARNS

Indigenous people in Paraguay have been attacked, forced off their lands and, in some cases, subjected to enslavement and human trafficking, according to a report issued by the United Nations Special Rapporteur on the Rights of Indigenous Peoples.

The 24-page report, published in August by Victoria Tauli Corpuz, found that many human rights abuses continue to plague the indigenous population "despite Paraguay's solid legal framework with the recognition of the pre-existence of Indigenous Peoples in the country and their fundamental rights."

"Challenges include but are not limited to the lack of adequate implementation of Indigenous Peoples' rights to lands, territories and resources; obstacles to Indigenous Peoples' access to justice and remedy; the government's failure to comply with its duty to consult; and Indigenous Peoples' general situation of poverty, dispossession and insufficient access to adequate social services," the report stated.

On September 22, Juan Miguel Gonzalez Biboloni, Director of Human Rights in Paraguay's Ministry of Foreign Relations, formally acknowledged the report at the U.N.'s Human Rights Council in Geneva, Switzerland. He pointed to ongoing efforts by educational, health and indigenous rights departments in

the government to address the problems mentioned, including loss of territory and lack of prior consultation. Citing at least 10 government departments and agencies that are providing health, education, food, family and legal services to most of the 711 indigenous communities in Paraguay, he also noted the work of the National Paraguayan Indigenous Institute in providing general advocacy services.

The report was based on interviews conducted by Tauli-Corpuz among indigenous communities, activists, teachers, workers' groups, judges, government and business officials, representatives of non-governmental organizations, and other individuals and associations.

<http://bit.ly/1hsvtqZ> 🌐

# Learning On The River

*An education about a special waterway* BY ALYSA LANDRY

**Bottom Line:** *For thousands of years, indigenous people in Oregon and Northern California have relied on the Klamath River. Today, an innovative college program is exploring it as “living classroom.”*

Federally designated as a “wild and scenic river,” the Klamath River flows 260 miles from south-central Oregon, cutting through the Cascade Mountain Range and emptying into the Pacific Ocean on California’s coast. The second largest river in California, the Klamath has long served as a major artery for Native subsistence, transportation and ceremonies. It has also accommodated trappers, gold miners, settlers, farmers and anglers.

Now college students are using it as well. Starting this year, freshmen at Humboldt State University are embarking on a program designed to help them get up close and personal with the Klamath.

The program, called Klamath Connection, is a new, place-based curriculum that takes students out of the classroom and deposits them on the riverbanks, where they take water samples and learn from tribal experts about the river’s history and its current issues.

“The goal is for incoming freshman to make connections with the river as a sense of place,” said Amy Sprowles, assistant professor of biological sciences. “Then, by studying the river and the biological and chemical aspects of it, they will have a true connection to their coursework.”

Sprowles, along with wildlife professor Matt Johnson, developed the program with funding from a \$4.6 million grant. It was split among eight California State University campuses and earmarked for helping students complete degrees in the science, technology, engineering and math (STEM) fields.

“The Klamath Basin is the ultimate liv-

ing classroom,” Johnson said. “The rivers, forests and people of the Klamath are the ultimate teachers.”

Sixty-four students majoring in biology, wildlife, environmental science or zoology are enrolled in this year’s Klamath Connection; organizers hope this pilot



*Chook Chook Hillman shows how to take water samples.*

program will grow in the coming years. Although only a handful of the students are Native, the program focuses on the Native connections to the river.

“We have in the program emphasized Native groups, their cultures and the science and ecological knowledge their scientists have been working on,” Sprowles said. “We are intentionally working with tribes to broaden the perspective of our students and how they think about the river.”

Called the “Everglades of the West,” the

river has a watershed that covers more than 12,600 miles. That area includes the native lands of several tribes. In California, the Yurok, Hoopa Valley, Karuk, Quartz Valley and Resighini Rancheria reside near the river, while the Modoc and Klamath live along the river in Oregon.

But the river is in danger. Dams in the upper basin have led to water quality issues downstream, including a marked decrease in salmon. The Environmental Protection Agency has classified portions of the Klamath as “impaired” because of the presence of toxic algae.

In 2002 alone, as many as 70,000 adult Chinook salmon were killed by disease that was caused when farmers and ranchers diverted too much river water during a drought year. Klamath Connection students will study this disaster, believed to be the largest fish kill in the history of the American West.

“The river is in a pretty bad state right now,” said Chook Chook Hillman, a water quality technician and member of the Karuk Tribe. “We’ve been narrowly dodging catastrophe since the fish kill. We’ve just been putting stopgap measures in place to keep it from getting really bad.”

Hillman worked with Humboldt students during a summer immersion session held ahead of the fall semester. The four-day session included camping along the river and visits

with scientists from the Yurok and Karuk tribes. Students also took water samples they will analyze throughout the semester.

Hillman hopes students emerge from the program dedicated to careers in the STEM fields and specifically qualified to help the Klamath River recover.

“Our people have always lived close to the river, so we try to get people to understand what it means,” he said. “It’s our church. It’s our grocery store. It’s our school.” <http://bit.ly/1LlpeRU> 🍷

# Santee Sioux Preparing For First Marijuana Resort

*National and tribal trends will comingle in new venue* BY SARAH SUNSHINE MANNING



*The first marijuana plants in the Flandreau Santee Sioux Tribe grow facility are shown here seven days after planting.*

**Bottom Line:** Many tribes are embracing the Justice Department's open memorandum on marijuana. One tribe in South Dakota is embracing it—and then some.

This coming New Year's Eve, the Flandreau Santee Sioux Tribe will be opening its latest venture on its reservation in Flandreau, South Dakota—a smoking lounge complete with a VIP section, a bar with alcohol, live music and food.

And in this particular lounge, marijuana will be openly sold and smoked. For the Santee Sioux are preparing to unveil what is in effect the nation's first marijuana resort.

"We want it to be an adult playground," tribal president Anthony Reider told CBS News. "There's nowhere else in America

that has something like this."

The Santee Sioux legalized the sale and use of marijuana on tribal land in June, the first tribe in South Dakota to do so. Now, in promoting and purveying cannabis to all comers, they are riding a wave of liberalized drug attitudes and the prospect of economic growth through pot.

"When completed, this economic development project will help to create many important additional new jobs and increase economic stability for the tribe and its many members," said Reider. The tribe estimates that its marijuana resort could generate up to \$2 million a month, which it hopes to direct to youth projects, culture and language programs, and mental health facilities.

In December 2014, the Justice Department issued a now famous memorandum allowing tribal nations to grow and sell marijuana. As long as tribes meet the same guidelines as do states that have opted for legalization, the memo said, federal prosecutors will not enforce federal marijuana laws.

Like many other tribes, the Flandreau Santee Sioux have seized on this memo as an opportunity to assert tribal sovereignty and to capitalize on a valuable prospect to diversify its economy.

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Marijuana is among the fastest growing industries in the nation. Currently, it



is legal to purchase recreational marijuana in Alaska, Colorado, Oregon, Washington, and the District of Columbia. Many more states have decriminalized marijuana possession. Medical marijuana, at present, is legal in 24 states. And as *USA Today* recently reported, 11 states are likely to legalize recreational marijuana soon.

But even though marijuana is gaining greater acceptance nationally, the Flandreau Santee Sioux Tribe's venture still faces considerable legal hurdles: Marijuana remains illegal in the state of South Dakota. So, to guide their venture, the tribe has contracted with the Denver, Colorado-based marijuana company Monarch America, Inc.

Navigating the unique jurisdictional issues while maximizing tribal sovereignty has been an arduous process. With many South Dakota state officials are leery of the project, the Santee Sioux are striving for full transparency. Therefore, the tribe has invited state officials to tour not only the marijuana lounge, which is still under construction, but also the adjacent dispensary and the grow facility.

The state-of-the-art facility tracks every plant with a bar code, from seed to germination to consumption. Full audits can be conducted at any time. "This is as clean and professional as it can get," said Jonathon Hunt, a cultivation expert and vice president of Monarch America.

All marijuana on the premises will be dispensed and smoked in the marijuana lounge, which will be open only to patrons 21 and over. Only one gram at a time will be dispensed per individual; the price will be \$12.50 to \$15 per gram. Subsequent grams will be dispensed only after the package with bar code from the previous gram is returned. Lockers on-site will store pre-purchased marijuana and personal pipes. A shuttle service will be provided to prevent those who partake from driving while under the influence.

Tribal officials and Monarch America are also prepared to prevent marijuana from being illegally smuggled out of the facility. In the event that pot is confiscated either within the Flandreau city limits or in surrounding areas, the contraband

can be subjected to genetic testing to determine its provenance.

The December 31 opening of the facility is likely to be a closed event, limited to the first 1,000 guests who purchase tickets. As of the end of September, "about 100 people have already called to say they're coming," said Flandreau Santee Sioux tribal attorney Seth Pearman. Other tribes are also slated to visit the grow facility and resort site, and many more are expressing interest.

Thirty-one of the 60 cannabis strains that will ultimately be offered will be available for the New Year's Eve unveiling. Among them will be varieties with such colorful names as "Girl Scout Cookies," "Aurora," "Shark," and "Green Spirit." The plants will be untouched by pesticides and heavy metals.

"It's the cleanest marijuana you can get," said Jonathan Hunt.

\* \* \*

Behind this budding enterprise, there are competing visions of tribal independence and wariness about growing pot for profit.

"Aside from making money, this is about sovereignty," said Flandreau Santee Sioux tribal council member Kenny Weston. "We have sovereignty and we have to assert it. The goal for many tribes is to become self-sustaining. Revenue from the marijuana venture will help us to get closer to this."

As for the Flandreau Santee Sioux community at large, a recent survey indicates that some tribal members do not agree with the venture. However, a majority of the tribe supports it.

"Alcohol and gambling are already here," said Weston. "When casinos were a new option for tribes, many feared that they would bring organized crime and prostitution. This never happened." The same risks involved with driving away from the marijuana resort while under the influence are virtually no different than driving away from a bar, Weston argued. "If you disagree with marijuana, just don't come, just as others choose not to frequent bars or casinos."

He added, "The fear and stigma associated with marijuana is all propaganda.

During boarding schools, our way of life was outlawed, and so many of our own people assumed it was bad. When marijuana is decriminalized, that stigma will also fall away."

Flandreau Santee Sioux Tribal member and documentary filmmaker Sarah Weston is being tasked with filming the groundbreaking progression of the marijuana venture. "In documenting the process," she said, "what I am finding is that the marijuana issue is bringing out other issues in the community that were already there—for many, a veiled attitude of racism toward tribal members."

While filming and conducting interviews, Weston encountered community members who have shared incidents of backlash since tribal marijuana legalization. They have cited harassment from city law enforcement, and some tribal members who held positions of influence in the city of Flandreau are coincidentally being removed or asked to resign. (The city of Flandreau is largely non-tribal land, and tribal members are in the minority.)

"Some people don't accept change well," said Council member Kenny Weston, "and some others do."

As for any general fears associated with the new venture, Jonathan Hunt dismissed them.

"The fears are government scare tactics," he said. "We welcome anybody to do their own research. There has already been a 5-million-person experiment in Colorado. Fears of crime and teen use of marijuana in Colorado—none of them came true. Nobody has died as a result of marijuana consumption. It is impossible to overdose, and crime actually declined in Colorado."

For the Flandreau Santee Sioux, the financial prospects of marijuana sales trump any legal or social risks of getting into the marijuana business. However, the anticipated economic impact will only be proved over time. Until then, the tribe is emphasizing the tribal sovereignty of the venture.

"We encourage other tribes to jump on board, band together, and back each other up on this," said Kenny Weston. "We need to look ahead, and be prepared to help our people." <http://bit.ly/1KY1C4o> 🌿

# Thorpe Won't Return Home

*Remains will stay in Pennsylvania* BY HARLAN MCKOSATO

**Bottom Line:** *More than 60 years after Olympic legend Jim Thorpe died, he will by all indications remain interred far from the place of his birth.*

The long-running attempt to return Olympic hero Jim Thorpe to his Oklahoma birthplace apparently ended last week when the U.S. Supreme Court declined to hear an appeal by his Sac and Fox Nation and his family to repatriate his remains.

Thorpe, who won gold medals in the pentathlon and decathlon at the 1912 Olympic Games in Stockholm, died in 1953; his third wife, Patricia ("Patsy"), arranged for his interment in a borough that now bears his name in Carbon County, Pennsylvania. His descendants and his Nation have battled that decision for years, arguing that Thorpe should be laid to rest near his relatives in what was, at the time he was born in 1887, designated "Indian Territory."

"It is sad news," said Bill Thorpe, one of Thorpe's remaining sons, of the Supreme Court's decision. "I was very disappointed. I believe the Supreme Court should have looked at this a little bit closer and given us a reading on it. I don't believe they did. ... That's what hurts."

Thorpe's sons and the Sac and Fox Nation filed their case in the Middle District of Pennsylvania in 2010, invoking the Native American Graves Protection and Repatriation Act (NAGPRA). When the court found in favor of the plaintiffs, the borough appealed.

The United States Court of Appeals for the Third Circuit reversed that judgment last October, citing a doctrine that said the trial court's decision was "so shocking" that it could override NAGPRA. The

tribe and the Thorpe family appealed the decision to the Supreme Court, unsuccessfully.

The high court's decision on October 5 to deny the appeal has made for bitter feelings.

"Jim Thorpe never set foot in the Borough of Jim Thorpe, Pennsylvania, and never wanted to be buried there," said the plaintiffs' attorney, Steve Ward. "He


in general in our country's history for the traditions and religious beliefs of American Indians."

"Bill and Richard [Thorpe] have sought to remedy this great injustice for most of their adult lives," said Ward. "They were young men at the time of their father's funeral. They saw law enforcement show up on Sac and Fox Indian land and forcibly remove their father's casket and they were really helpless."

"There was a big crowd," recalled Bill Thorpe, now 87, of that incident. "We were at a dinner table finishing a farewell dinner to Dad, when [Patsy] along with the police and the mortuary people took his body. We tried to stop them but we really didn't have the rights. We let her [Patsy] know that we were not happy with the decision she was making. We were going to put him to rest the next day."

Ward argued that the language of NAGPRA provided for a repatriation process that was never completed in this case.

"The Third Circuit essentially short-circuited the processes under NAGPRA," he said. "I respectfully disagree with their decision that it would be 'absurd' to repatriate this American Indian man as intended by the statute. I cannot understand why the people of [the borough of] Jim Thorpe are not happy to work with the sons of Jim Thorpe to repatriate his remains."

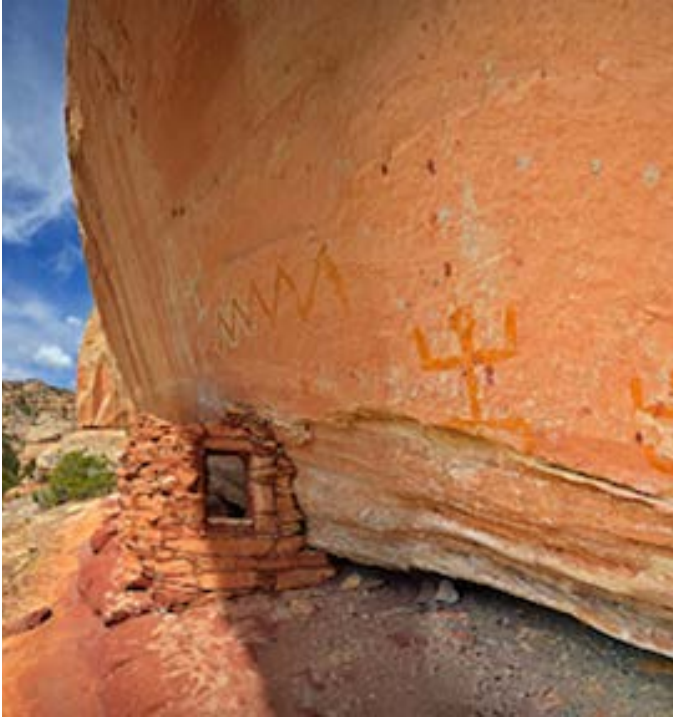
"The legal tools that were given to Indian people and tribes to correct this type of injustice haven't worked in this case," he concluded. "For the moment, Sac and Fox people and Indian people in general are just going to be left with the view that the legal remedy they have was worthless." <http://bit.ly/1LbdvSH> 



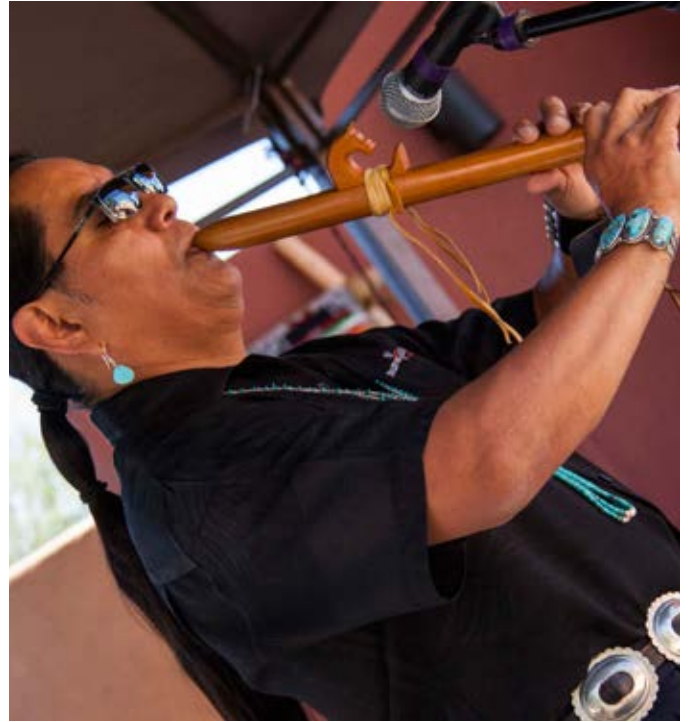
*The remains of Jim Thorpe will not be repatriated.*

was shopped around the country in a very macabre bidding effort to bury him in a place that would provide financially for his non-Indian third wife. No one disputes he was buried there as part of a very grandiose tourism and economic development scheme that was never realized."

"I want to express our disappointment about the [Supreme Court] decision not to review the ruling of the Third Circuit," said Kay Rhoads, Principal Chief of the Sac and Fox Nation of Oklahoma. "The famous Sac and Fox athlete's remains were taken forcibly from a traditional burial ceremony in 1953 under circumstances that illustrate the lack of respect



*Several Four Corners-area tribes hope to join with the federal government to manage Bears Ears National Monument.*



*The flutist Andrew Thomas (Navajo) was one of many performers at the New Mexico State Fair.*



*Interior Secretary Jewell tried her hand at wiring solar panels at the Shinnecock Nation's tribal "Solarthon" on October 1.*



*Lindsay Robertson is the University of Oklahoma's first Chickasaw Nation Native American Law Chair.*

COURTESY TIM PETERSON; JASON MORGAN EDWARDS; COURTESY DEPT. OF INTERIOR; UNIVERSITY OF OKLAHOMA



# Headlines from the Web

## REELS, JONES AMONG CANDIDATES FOR MASHANTUCKET COUNCIL

<http://bit.ly/1L26Wl9>

## ALTERNATIVE ENERGY SOURCE COMING TO ROSEBUD RESERVATION

<http://bit.ly/1OlRtm4>

## DONALD TRUMP DOESN'T THINK THE REDSKINS SHOULD CHANGE THEIR NAME

<http://wapo.st/1WIaq3R>

## FOUR BEGIN TERMS ON MOHEGAN COUNCIL

<http://bit.ly/1VEwKhW>

## FEDERAL MURDER INDICTMENT UNSEALED IN SHAWNEE CASE

<http://bit.ly/1QZsSB1>

## STATE REACHES KENO DEAL WITH TRIBES, PAVING WAY FOR GAMES

<http://bit.ly/1OmDUD0>

## Upcoming Events

### ALZHEIMER'S DISEASE/DEMENTIA IN NATIVE AMERICAN COMMUNITIES CONFERENCE OCTOBER 15-16

This inaugural national conference addresses a phenomenon largely unknown among Native Americans, who often lack the vocabulary necessary to describe it. Three concurrent tracks will provide detailed instruction to address medical care, caregiving issues, care innovations and policy implications. Both plenary and concurrent sessions are crafted to enhance each participant's ability to bring new knowledge, skills and program innovations back to their designated workplace. Conducted by the Banner Alzheimer's Institute's Native American Outreach Program.

**Location:** Scottsdale Plaza Resort, Scottsdale, Arizona

### CALIFORNIA INDIAN CONFERENCE OCTOBER 15-17

The 30th anniversary of the University of California Berkeley's California Indian Conference will continue the institution's tradition of the sharing and exchange of knowledge, scholarship, and issues of importance related to Califor-

nia Indians, past to present. This year, special attention will be paid to submissions that speak to the conference's origins, what has been accomplished through its annual meetings, changes over the years, and future directions for the conference.

**Location:** University of California Berkeley

### ALASKA FEDERATION OF NATIVES CONVENTION OCTOBER 15-17

"Heroes in Our Homeland" is the theme of this year's incarnation of the largest representative annual U.S. gathering of Native peoples. Working sessions on matters ranging from drug abuse to business innovations, panel discussions on oil revenues and Alaska's economic crisis, and reports on subsistence and health matters will be highlighted. Speakers include Anchorage Mayor Ethan Berkowitz, Fairbanks Mayor John Eberhart, Alaska Gov. Bill Walker, U.S. Sen. Dan Sullivan and National Congress of American Indians President Brian Cladoosby. Awards presentations, the introduction and election of leaders and procedural matters will round out the event.

**Location:** Dena'ina Center, Anchorage, Alaska

### NATIONAL CONGRESS OF AMERICAN INDIANS CONVENTION & MARKETPLACE OCTOBER 18-23

A wide array of topics, consultations and concerns will be spotlighted at the NCAI's 72nd annual convention, beginning with a Regional Indigenous Peoples and Nations Consultation on Climate Change on the first day of the proceedings. The ensuing sessions will embrace such broad-ranging themes as gaming, water rights, sacred sites, law enforcement, voting, health, technology, homeland security, natural disasters, federal trust responsibility, higher education and the digital divide.

**Location:** Town and Country Resort, San Diego, California

### AMERICAN INDIGENOUS RESEARCH ORGANIZATION MEETING OCTOBER 22-24

Presentations will include "Neocolonialism in Education," "Searching for the Native American Female," "Exploring a Contemporary Maori Philosophy of Knowledge," "Indigenous Knowledge and Practice," and "Comparative Methodology: Enhancing Social Work Practice in Indigenous Communities."

**Location:** Salish Kootenai College, Pablo, Montana

## LETTERS TO THE EDITOR

Re Dartmouth College's decision to appoint Susan Taffe Reed, a member of no federally recognized tribe, as its Native American Program Director:

After 45 years of graduating high-powered American Indian students from around the country, Dartmouth had a plethora of resources about American Indian people and persons at their fingertips that no one else in the country might

have. Just how many kegs did they tap the night before making that decision?

I have a recalcitrant kitty I am going to put in for the position the next time it comes up.

—Jimmy Dial  
Chesapeake, Virginia

Regardless of our ancestral heritage not being the same, as people of good will

we agree on many of the same basic ideas that self determination, entrepreneurship and persistence underlies our only path to true success in life.

For these reasons I subscribe to *Indian Country Today* because of the wisdom I can glean and the hope that I see in its pages.

—Susan McCurdy  
LaCrosse, Wisconsin





## TOP NEWS ALERTS

From [IndianCountryTodayMediaNetwork.com](http://IndianCountryTodayMediaNetwork.com)

### OJIBWE BOOK WINS LITERARY PRIZE

Brenda J. Child has won the Jon Gjerde Prize of the Midwestern History Association for her book *My Grandfather's Knocking Sticks: Ojibwe Family Life and Labor on the Reservation*, which tells of Ojibwe life during the first half of the 20th century from the author's vantage point of growing up on the Red Lake Indian Reservation. Selection committee chairman Professor Andrew Cayton called the book "an eloquent study of family life which locates personal experience in the larger experience of the Ojibwe people and the Midwest."

### NEW HEAD FOR HUALAPAI ENTERPRISE

The Grand Canyon Resort Cor-

poration, a tourism entity of the 2,300-member Hualapai Tribe of Arizona, last week named Mark Mortenson as its chief executive officer. Prior to his new job, Mortenson spent the last eight years as president and CEO of the Buffalo Society of Natural Sciences, an organization that manages the Buffalo Museum of Science and the Tiff Nature Preserve. Before that, he spent 20 years at the Walt Disney Company, finishing as a vice president of Global Operations Management.

### CHARGES FILED IN OSAGE ROLLS CASE

A former employee of the Osage Nation of Oklahoma has been accused of falsifying membership applications to add non-Natives to its rolls. The Na-

tion's Attorney General's office has charged Asa Cunningham, the former assistant director of membership for the tribe, with three counts of tampering with public records, thereby possibly bilking the Nation out of thousands of dollars. The charges stem from an Osage Nation Police Department investigation.

### HISTORIC INDIAN LAW APPOINTMENT

The University of Oklahoma has named Lindsay Robertson the first Chickasaw Nation Native American Law Chair at the university's College of Law—the first time a permanent faculty member will hold a Native American law chair position at any U.S. law school. Robertson, who holds a Ph.D. in history in addition to his law degree, joined the faculty

in 1997. He currently teaches courses in federal Indian law, comparative and international Indigenous Peoples law, constitutional law and legal history.

### HONORS FOR TURNING STONE

The Showroom, the Oneida Nation's 800-seat cabaret-style venue at Turning Stone Resort Casino in Verona, New York, won "Showroom of the Year" honors at the Global Gaming Expo's Casino Entertainment Awards on September 30. "It's a tremendous honor to have The Showroom at Turning Stone hailed as a premier entertainment venue," said Oneida Nation Representative and Nation Enterprises CEO Ray Halbritter, publisher of *This Week From Indian Country Today*.

# How Did I Miss That?

*Grandstanding over Planned Parenthood, New Hampshire traffic fines and Donald Trump's nether regions* BY STEVE RUSSELL

Planned Parenthood President Cecile Richards spent over five hours getting grilled by Republican members of the House Committee on Oversight and Government Reform. It was a prime opportunity to confront Richards with video of Planned Parenthood selling body parts of fetuses . . . if such video existed outside the fevered imagination of Carly Fiorina.

There being no evidence with which to confront Richards, her interrogators made speeches to each other and complained about her salary—which is not paid with public funds.

\*\*\*

The pièce de résistance of the Planned Parenthood roasting was brought forth by Chair Jason Chaffetz (R-Utah), who finally confronted Richards with some “evidence.” Chaffetz projected a Cartesian chart purporting to show abortions going up and cancer screenings going down.

Surprised by the chart, Richards might be excused for not noticing immediately that it had no Y-axis and so was mathematical gibberish, but she did say it was incorrect. Chaffetz assured her it came directly from Planned Parenthood corporate filings. Unfortunately for Chaffetz, he neglected to remove the credit line on the slide: SOURCE: AMERICANS UNITED FOR LIFE.

“With all this noise,” my embarrassed Republican cousin Ray Sixkiller commented, “you would think Planned Parenthood is funded by the government.”

(Ray was referring to the fact that most of the federal money Planned Parenthood gets is not in the form of grants or subsidies. It is Medicaid reimbursement for providing healthcare to poor women.)

\*\*\*

The Donald is in high dudgeon about Fox News allowing *National Review* editor Rich Lowry to comment on the second

Republican debate, “Carly Fiorina cut his balls off with the precision of a surgeon.”

Trump demanded an apology from Fox and a fine of Lowry by the FCC. Lowry tweeted, “I love how Mr. Anti-PC now wants the FCC to fine me. #pathetic” and, directly to The Donald, “man, you can dish it out but you REALLY REALLY can’t take it.”

\*\*\*

The *Texas Observer* reported that Texas Attorney General Ken Paxton, a Tea Party favorite currently facing three felony securities fraud indictments, took credit for the passage of the “pastor protection bill” in an appearance at the First Baptist Church in Grapevine. He related his Herculean efforts to make the political lift necessary to rescue religious people from being forced by the government to perform gay marriages.

How could Paxton get away with that when everybody with the IQ of a houseplant knows the First Amendment already protects religious people from that horrible fate? How could he get away with that when the bill passed 141 to 2? How could he get away with that when even the LGBT caucus voted in favor?

Paxton’s appearance at the church was advertised as a Northeast Tarrant County Tea Party event. “That explains why he was sure nobody knew about the Constitution,” Cousin Ray snarked, “but it does not explain why the First Baptist Church should have a tax exemption.”

\*\*\*

The American Civil Liberties Union of New Hampshire has released a report on the Granite State’s sliver of the national disgrace over jailing poor people who can’t pay traffic fines. The study concludes that New Hampshire spent \$166,870 in 2013 in a futile attempt to collect \$75,850 in fines.

Cousin Ray was not impressed. “Why

should I think New Hampshire turnips bleed any better than Texas turnips?”

\*\*\*

Reuters reported that 717 people were killed and 863 injured among Muslim pilgrims in Mina, Saudi Arabia, who were on their way to stone the Devil. This was one of the principal ceremonies of the Hajj, the sacred journey expected of every observant Muslim who is financially and physically able to participate.

Cousin Ray suggested that the Devil is fighting back.

\*\*\*

The Taliban in Afghanistan took the northern city of Kunduz, the first taking of a major city since the U.S. invasion in 2001. The neoconservative claim will be that President Obama is about to lose Afghanistan and we need to cease withdrawal. Kunduz is in the north and the Taliban’s ethnic base, the Pashtuns, are in the south. The fight for Kunduz was about 500 Taliban against about 7,000 government troops.

“Training Afghans,” Cousin Ray snorted, “is going about as well as training Iraqis.”

\*\*\*

Kim Davis, the clerk who won’t work in Georgia, visited privately with the pope. Showing similar judgment, the pope canonized Fr. Junipero Serra. *The New York Times* reported that somebody painted a “saint of genocide” graffiti, which the police called a “hate crime.” As the *Times* reported, “Historians agree that he forced Native Americans to abandon their tribal culture and convert to Christianity, and that he had them whipped and imprisoned and sometimes worked or tortured to death.

“Frank’s a good man,” Cousin Ray sighed, “but a terrible judge of character.”

<http://bit.ly/1JLLQFZ> ☞

# UPCOMING POW WOWS

## **45TH ANNUAL WACCAMAW SIOUAN TRIBAL POW WOW**

10/16/15—10/17/15  
7230 Old Lake Road  
Bulton, NC  
910-655-8778

[Waccamaw-Siouan.com](http://Waccamaw-Siouan.com)

## **34TH ANNUAL INDIAN EDUCATION POW WOW AND FALL FESTIVAL**

10/16/15—10/18/15  
Long Hunter State Park  
2910 Hobson Pike  
Hermitage, TN  
615-232-9179

[naia@naiatn.org](mailto:naia@naiatn.org)

[NAIATN.org/](http://NAIATN.org/)

## **14TH ANNUAL CHEROKEE'S OF ALABAMA FALL INDIAN POW WOW**

10/16/15—10/18/15  
National Guard Armory  
Highway 69 West  
Arab, AL  
256-590-8109

[mbreedlove39@gmail.com](mailto:mbreedlove39@gmail.com)

[Facebook.com/CherokeesOfAlabama](https://Facebook.com/CherokeesOfAlabama)

## **11TH ANNUAL HUNTING MOON POW WOW**

10/16/15—10/18/15  
UW-Milwaukee Panther Arena  
400 West Kilburn Avenue  
Milwaukee, WI  
414-847-7320

[HuntingMoonPowWow.com](http://HuntingMoonPowWow.com)

## **23RD ANNUAL LAND OF FALLING WATERS TRADITIONAL POW WOW**

10/17/15—10/18/15  
Middle School at Parkside  
2400 4th Street  
Jackson, MI

[Facebook.com/landofthefallingwaters](https://Facebook.com/landofthefallingwaters)

## **WOLF DEN POW WOW**

10/17/15—10/18/15  
Wolf Den State Park  
Pomfret, CT  
860-428-7271

## **4TH ANNUAL NATIONAL CHAMPIONSHIP INDIAN POW WOW**

10/17/15—10/18/15  
9333 Southwest Loop 410  
San Antonio, TX

[TradersVillage.com/san-antonio/events/4th-annual-native-american-indian-championship-pow-wow](http://TradersVillage.com/san-antonio/events/4th-annual-native-american-indian-championship-pow-wow)

## **LANCHESTER HARVEST FESTIVAL AND POW WOW**

10/17/15—10/18/15  
Salisbury Park  
Gap, PA

[Facebook.com/lanchesterharvestfestival](https://Facebook.com/lanchesterharvestfestival)

## **RED CLAY POW WOW**

10/23/15—10/25/15  
Red Clay State Park  
1140 Red Clay Park  
Cleveland, TN  
423-240-7270

[naservices@gmail.com](mailto:naservices@gmail.com)

[NAServices.org](http://NAServices.org)

## **32ND ANNUAL ROY TRACK MEMORIAL MESA POW WOW**

10/23/15—10/25/15  
Pioneer Park  
525 East Main Street  
Mesa, AZ  
602-799-0260

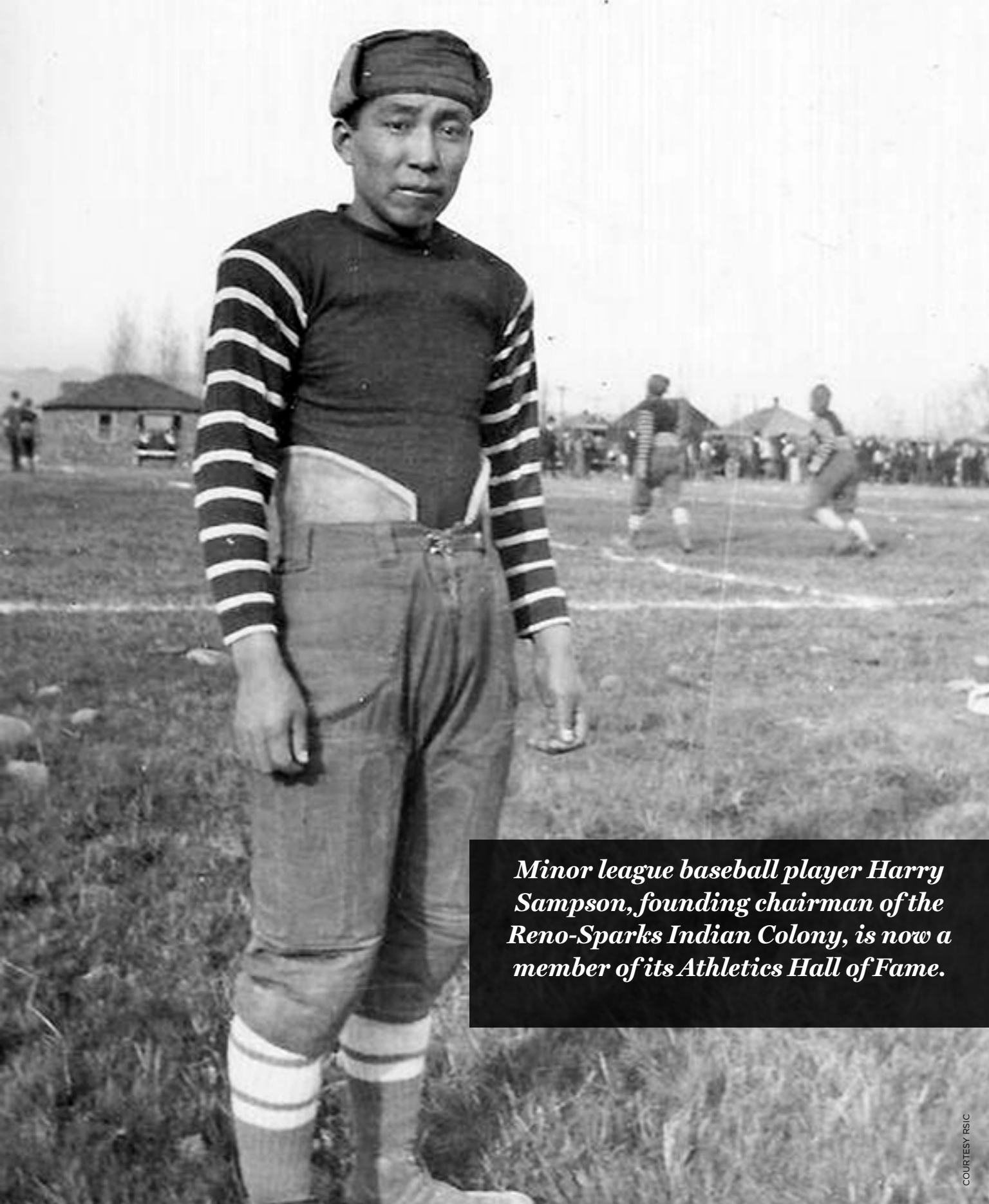
[roytrack@aol.com](mailto:roytrack@aol.com)

## **38TH ANNUAL UNIVERSITY OF WISCONSIN- MILWAUKEE AUTUMN POW WOW**

10/24/15  
University of Wisconsin-Milwaukee Ballroom  
2200 East Kenwood Blvd  
Milwaukee, WI  
414-229-5880

[joylogan@uwm.edu](mailto:joylogan@uwm.edu)

[aiss.UWM.edu](http://aiss.UWM.edu)



*Minor league baseball player Harry Sampson, founding chairman of the Reno-Sparks Indian Colony, is now a member of its Athletics Hall of Fame.*

COURTESY RSIC

**THE BIG PICTURE**



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HITTING THE  
BOOKS**



**CHASING  
TURTLES FOR  
SCIENCE**

**2015  
SPECIAL  
EDUCATION ISSUE**

# Indian Country

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Teachers and Curriculum  
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**PLUS**

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## A LETTER FROM THE PUBLISHER

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*Shekóli*. No matter the beauty of the campus, the size of the programs, or the excellence of its professors, an institution of higher learning is defined by its students. Throughout this magazine, our annual Special Education issue from *This Week From Indian Country Today*, readers will find articles on Native students who are striving for new levels of personal excellence. Their stories serve as tangible signs of the strength of education in Indian country, and as inspiration to current students who are contemplating higher education.

Our cover subject, Dahkota Brown has been worthy of admiration for a few years even though he is still in high school. In the 8th grade he started the successful after-school program, Native Education Raising Dedicated Students, or NERDS; in 2013 he was named one of five Champions of Change by the Center for Native American Youth; and, as he relates in the profile about him in this issue, he recently helped orchestrate the introduction of legislation in California to ban the offensive and racist R-word and mascot in the state.

The magazine also features other celebratory stories, including this year's Champions of Change; a brand new class of medical professionals from the Univer-



sity of New Mexico; 185 satisfied students who graduated from Navajo Tech; the Sequoyah Gates scholars; and the conservation and biology training of students at Oglala Lakota College thanks to its Ornate Box Turtle Project.

Students will also find many potential avenues of study mentioned within these pages. Not to be missed is a highly informative piece by Dr. Dean Chavers on correcting common missteps in essays and on applications, in addition to an overview of several strong scholarships. Finally, of course, there is the centerpiece of the magazine, ICTMN's annual Tribal College Listing.

During the year, IndianCountryTodayMediaNetwork.com frequently publishes instructive and illuminating articles that help shape and describe the state of education across our many nations. There is no better path to the enrichment of a life than cultivating an active mind, and we must all help support the endeavors of Native educators and students alike.

*Náki wa,*

Ray Halbritter



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TOC: Courtesy Dahkota Kicking Bear Brown





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\*Source: Georgetown University Center on Education and the Workforce forecasts of educational demand through 2020.



# NTU Students Earn 62 Medals at SkillsUSA Competition



*A bumper crop of gold medals for, from left, Roderick Brown, Virlecia Begay, Orlynda Jodie, DeeAnna James and Brenda Joe.*

Proud students from Navajo Technical University took home 62 medals during the NM SkillsUSA championships held in Albuquerque, New Mexico from April 9-11. They were up against students from other higher education institutions across the state, all of them competing in hands-on trade, technical, and leadership contests.

Adriane Tenequer, a junior at NTU who plans to start her own business after graduation, was chosen to serve as president of the competition. "I passed a panel interview and training at the national SkillsUSA competitions in Kansas City in 2014, and afterwards I was thrilled to be named president," she explained in a university press release on how she snared that honor. Tenequer was a gold medalist this year.

"From competing last year, I knew to

bring all the materials I needed to plan my lesson and create everything on-the-spot to do my teaching demo, and sure enough I won again," said Marell Charley, a two-time gold medalist who plans to become a history teacher.

Vernon Kaye, a digital manufacturing major at NTU was on a two-man team that won gold in the Additive Manufacturing event. They used a 3-D printer to create an adaptor for a robot arm.

"I like SkillsUSA competition because you apply your learning from scratch. We were tested for our project, and I had to learn how to adapt to the tools I was provided, like a 3-D printer that was smaller than what I was used to, and I had to figure out how to downsize my product to fit," he said in the university press release. "SkillsUSA stresses professionalism, right down to

what you have to wear, so you have to step up in every way."

Calvin Price, an Energy Systems major, was involved in a Teamworks event that stretched on for nearly two days. "I worked on the plumbing part of the project, while my teammates each had their own parts to work on," said Price, who will graduate this month and plans on attending Arizona State University to study Sustainable Energy.

All 33 of the gold medalists from NTU will travel to the national SkillsUSA competitions in Louisville, Kentucky in June.

"NTU has one of the largest memberships in a SkillsUSA chapter," Kaye said in the release. "There's talk about getting Navajo Nation recognized as a 'state,'" which would allow the nation to hold its own round of competitions. 🌟



A close-up photograph of a construction site. A worker's hand is visible on the right, holding a yellow wooden form that is being filled with wet, grey concrete. The concrete is being poured from a chute, creating a textured surface. In the background, a red light is visible on a piece of machinery.

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# Art Education Makes a Comeback At Haskell

LORI HASSELMAN



*Sun plaques made by ceramics students on display at the Fine Arts Open House.*

With the reappearance of art courses and now the director's seat filled at the Haskell Cultural Center and Museum, art education has come full circle at Haskell Indian Nations University in Lawrence, Kansas. It is the first time in seven years that students have been offered a painting class, and the first time in three years since they have studied ceramics.

Jancita Warrington, the director, knows that for many students, the Haskell Cultural Center and Museum is a place where tourists look at pictures about Haskell history. Warrington wants to set the record straight.

"I want students to understand there really is a difference between museum and cultural center," she said. "A museum takes something that's dead in the past and preserves it to study later... A cultural center actually celebrates a living culture of people. It should be the community center of

Haskell. That's why I want the students to get involved."

Art education has been on the back burner since long-time instructor and Kiowa-Comanche artist, Blanche Wahn-ee, retired. The art program suffered through several leadership changes over seven years until working artist, Gina Adams, was invited to the university to teach painting and ceramics as part of an art appreciation course.

The next semester, acting dean of humanities, Josh Falleaf, provided Adams with teaching space. "We're coming together from all different departments to bring the arts back to all the students here at Haskell," Falleaf said.


Adams has been happy with the results, and the talent of the students. "The students come here with a traditional sense of their culture," Adams said. "I give basic skills like

color theory and how to create coil pots and pinch pots. I teach the skills, but then you want to see what the students can bring to it and that's been really great to see."

Two fine arts open houses have been held showcasing the students' work. Haskell President Dr. Venida Chenault attended both events and supports the return of the arts to Haskell. "It's nice to see all the energy and the work that is back in this room," Chenault said. "It's been a long time since we've had this many folks in here for any kind of show. It's great and it's exciting."

Traditional workshops and cultural classes in beading, moccasin-making and cradle boards are some of the projects on Warrington's list, as well as traditional feasts. "Around those tables during those casual times when you are beading or sewing or helping teach others are where your stories come out, where your vitally important information comes out that has to do directly with your identity," Warrington said.

Warrington discusses a time when tribal people were not allowed to express their culture. They found other avenues of expression that are in some of the designs and textiles on display. Warrington hopes to pass these tribal-cultural art forms on to the next generation of Haskell students. "To be able to revive the art at Haskell to me is vitally important because the students need to understand that it is a form of expression not just cultural art but many different forms of expression," said Warrington. "We come from a great people that were based in art. We didn't define it as it is today, but the same concepts are the same things we've used for hundreds of years."

The center is committed to student engagement and cultural diversity in the programs they hope to provide. Students are encouraged to stop by and visit with Warrington and share their ideas. 

*Lori Hasselman, Delaware Tribe of Indians of Oklahoma, is a 2015-2016 Native American Journalism Fellow who produced this story for the newsroom immersion program run by the Native American Journalists Association at the National Native Media Conference in Washington, D.C. She is a senior at Haskell Indian Nations University.*

LORI HASSELMAN





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**TABULATOR** Mariea Jones

**TABULATOR** Christina Johnson

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	1st	2nd	3rd	4th
<b>MEN'S 18 to 54</b> N. Traditional, S. Straight, Grass Northern Fancy, Southern Fancy, Chicken Dance	\$1,000	\$800	\$600	\$300
<b>WOMEN'S 18 to 54</b> N. Traditional Buckskin, S. Traditional Buckskin N. Traditional Cloth, S. Traditional Cloth, Jingle, Fancy Shawl	\$1,000	\$800	\$600	\$300
<b>SENIOR MEN'S 55 to 64</b> N. Traditional, S. Straight (Grass and Fancy Combined)	\$1,000	\$800	\$600	\$300
<b>SENIOR WOMEN'S 55 to 64</b> N. Traditional, S. Traditional (Jingle and Fancy Shawl Combined)	\$1,000	\$800	\$600	\$300
<b>MEN'S GOLDEN AGE 65 &amp; Up</b> N. Traditional, S. Straight	\$1,000	\$800	\$600	\$300
<b>WOMEN'S GOLDEN AGE 65 &amp; Up</b> N. Traditional, S. Traditional	\$1,000	\$800	\$600	\$300
<b>TEEN BOYS 13 to 17</b> N. Traditional, S. Straight, Grass, Fancy	\$325	\$225	\$125	\$100
<b>TEEN GIRLS 13 to 17</b> N. Traditional, S. Traditional, Jingle, Fancy Shawl	\$325	\$225	\$125	\$100
<b>JUNIOR BOYS 7 to 12</b> (N. Traditional and S. Straight Combined) (Grass and Fancy Combined)	\$150	\$100	\$75	\$50
<b>JUNIOR GIRLS 7 to 12</b> (N. Traditional and S. Traditional Combined) (Jingle and Fancy Shawl Combined)	\$150	\$100	\$75	\$50

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Marketing director Nancy Harjo Serna

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statement is: “Tribes Protecting Tribes.”

AMERIND Risk distributes \$45,000 annually among nine regional housing authorities, which set their own scholarship application criteria and select scholarship awardees. Interested applicants can contact Serna at AMERIND Risk. “These students are the future leaders of our communities,” she says.

One event that draws huge community support from New Mexico residents and Pueblo leaders is AMERIND’s annual golf fundraiser. This April, 120 participants played in the 2015 Protecting Tribal Families Golf Fundraiser at the Twin Warriors Golf Club in Santa Ana Pueblo, New Mexico. AMERIND Risk shared half of the proceeds of \$13,400, with the American Indian Graduate Center (AIGC) to support its scholarship fund.

AMERIND’s portion of the proceeds went toward its Family Emergency Fund that assists uninsured Native families who have experienced hardships due to unforeseen disasters or loss to their home.

While the AMERIND Risk Family Emergency Fund provides much-needed relief to devastated families, the company’s generosity also lends the opportunity to educate members of Indian country on the importance of securing insurance. “We feel very passionate about getting the word out to them [about the need to get insured], so that if Mother Nature wreaks havoc or catastrophic things happen, we can pay their claims and get them back in their home,” Serna says.

Another outreach effort is the annual AMERIND All-West Native American Basketball Classic tournament, co-hosted each April with the United Native American Housing Association and the Great Plains Tribes near Denver, Colorado. This year, AMERIND’s support helped to provide six \$4,000 college scholarships to Native American youth. In March, volunteers and participants celebrated the tournament’s 30th anniversary.

One way the tournament inspires Natives is through field trips to nearby colleges. “Youth learn the basics of applying for college and what to expect when they move away from home to college,” says Jason Adams, UNAHA Chairman and Executive Director of the Salish & Kootenai Housing Authority.

The basketball classic has a tradition of renowned guest speakers. “We always have guest speakers who are really relatable to the kids, successful minorities such as Muhammad Ali, U.S. Senator Ben Nighthorse Campbell, many Miss Indian USA winners, and various NBA and NFL stars—both current and past,” says tournament manager David Heisterkamp, who has volunteered at the basketball event for 21 years.

## Teaching Safety and Respect


Considering 72 percent of the more than \$385 million in claims paid by AMERIND since 1986 has been fire-related, AMERIND takes fire safety and prevention very seriously. It has hosted an annual fire safety poster contest for youth for the last 22 years. Recently, the focus has expanded to include campaigns against texting and driving. AMERIND awards three poster contest winners \$1,000 each.

Kenneth Ruthardt, AMERIND Risk safety representative, will lead a seminar on fire safety at AMERIND Risk’s 2015 Institute to be held October 6-8, at the Isleta Resort & Casino in Albuquerque, New Mexico. Grease fires are a deadly issue. He says, “If you pour water on a grease fire, it explodes up the wall and across the ceiling. It turns into a fireball instantaneously.”

Ruthardt will also announce AMERIND’s recently launched initiative to reduce arson. “We created an arson award program that pays up to \$10,000 in the event of an arrest and indictment of the suspect.” Tips can be made anonymously.

## Circulating Money in Indian Country

AMERIND also gives money to Native American-controlled organizations that can improve tribal lives. It sets aside nearly half a million dollars for the National Congress of American Indians, the Native American Finance Officers Association, the Native American Human Resources Association, the National Indian Child Welfare Association, the Native American Rights Fund, and many more Native nonprofits.

“We give back to Native associations that help Indian country. We’re more than just an insurance company,” says Derek Valdo (Acoma Pueblo), AMERIND CEO. 



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# Highlighting the Resiliency of Native Youth Through Champions for Change

PATTY TALAHONGVA

Most adults might be uncomfortable talking about sexual abuse or suicide or even the loss of culture, but some Native youth are tackling these tough issues head on. The 2015 class of Champions for Change was recognized in Washington, D.C. for their efforts. The Center for Native American Youth took over this White House initiative three years ago to promote youth who are making a difference in their communities. “On a national advocacy, policy level, the Champions for Change program is about celebrating good news” said Erin Bailey, CNAY executive director. “While it is true that Native youth are the most vulnerable population in the country, it is also the case that Indian country is home to some of the most resilient, powerful, and impactful leaders, including Native youth.”

Consider 15-year-old Hamilton Seymour, Nooksack, the youngest Champion, and his “Native War Canoe” initiative. When he was 12, his father committed suicide. After dealing with that tragedy he found a way to get other youth involved in the culture. By carving traditional canoes and then learning how to paddle and how to sing traditional songs he says it promotes the culture and a healthy lifestyle for his peers. It also gives the youth a chance to address their grief and heal.

Jazmyn Espinoza, 18, Stockbridge Munsee Band of Mohican, is a sexual abuse and suicide survivor. Her experience led her to create, “The Warrior Circle Project.” It’s a safe space at the community center where youth can talk about challenges they face including bullying. They also address health and wellness and offer each other peer support.

For her, being selected as a Champion reinforced her belief that she is making

a difference. “This is even more proof that if you keep trying you can succeed at amazing things and you can impact people everywhere.”

“The 2015 CFC class is extraordinary,” Bailey said. “In addition to their powerful personal stories and the remarkable programs they have built, I think what impressed me most was their commitment to building on success. These young



*Interior Secretary Jewell, center, with some of this year's champions.*

people came into the CFC recognition week with an eagerness to learn from each other, network with and across resources, and build connections with each other. From the second I walked in the room and met them for the first time, I felt like I had the privilege to meet genuine people, who were already changing lives but not afraid of using our new, broad platform to expand their impact.”

For 18-year-old Rory Taylor, Pawnee, that means telling the world the low high school graduation rates in Indian country are unacceptable. As a college freshman at Pomona College in California, Taylor is the executive director of the Claremont College IndigeNATION Scholars program. There he and his peers mentor local high school students. They also include cultural education to help the Native students stay connected

to their tribal communities.

Carin Young, 22, Native Hawaiian, figured out a way to connect water balloon fights and victims of sexual abuse with her “Break the Silence” annual event. In the Hawaiian culture water is healing, so when a balloon is broken, that symbolizes the breaking of the silence around sexual abuse. When the water hits the ground it nourishes and promotes growth, much like how talking about the abuse will help a person heal. So in this non-threatening and fun way she gets people to talk, and helps them and their families heal, like her own family had to heal when they found out her older brother had been abused. “Sexual abuse is one of the most unreported crimes. It’s hard for a young boy to come forward. It dampens the victims’ ability to start their healing journey,” she said.

Tatiana Ticknor, 16, Yup’ik, Tlingit, and Dena’ina, is a “Community Doer” as part of the First Alaskans Institute. She motivates her peers to participate in the culture and learn the languages of their people. They also find ways to involve elders in activities.

In D.C., Champions met with members of Congress and Interior Secretary Sally Jewell. “The future of Indian country is going to rest with the next generation,” said Jewell. “We want to make sure we’re setting up the youth on a path for success.”

The youth will spend the next year engaging with CNAY staff, and once their year is up that doesn’t mean the relationship ends. “I’m going to continue to fight for youth,” Taylor said. His ambitions include being a U.S. senator. He wants Native youth to know they can be whatever they want to be. “Those words aren’t hollow.”

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# Montana Steps Up for Native Students, Future Leaders

**TANYA H. LEE**

While school boards and politicians in some states say they cannot understand why a high school U.S. history course would have anything to say about events that occurred before the arrival of Europeans, the State of Montana has taken a completely different tack in regard to its 12 American Indian tribes.

The state's Office of Public Instruction has initiated efforts in its K-12 classrooms specifically relevant to the tribes—including the Indian Education for All program, the Schools of Promise initiative and the hiring of two full-time specialists whose job it is to help teachers working on closing the achievement gap. The Montana State Legislature supports tribal colleges by providing funding for non-tribal students attending those schools.

Indian Education for All is exactly what its name implies. All students in Montana public schools learn about the history and contemporary lives of the tribes living in the state. The state's approach to developing curriculum for IEFA exemplifies its commitment to providing accurate and authentic information about the tribes.

OPI State Superintendent Denise Juneau, Mandan and Hidatsa Tribes, explained, "In 2009 our legislature provided \$2 million to be divided among the tribal governments in our state to develop their own tribal histories." The

tribes alone were responsible for determining what story they wanted to tell and how that story would look.

"Some tribes created DVDs, some created textbook-like materials, some had a poster series that went along with a curriculum. We took those products and created tribal history documents, curriculum and timelines that brought it all together," Juneau said.



*OPI State Superintendent Juneau*

Every lesson and piece of research created by OPI is funneled through the Montana Advisory Council on Indian Education, whose members are designees appointed by the tribal governments, and must be approved by the council members and their respective governments.

Teacher development has been critical to making IEFA work. OPI "supports educators on their journey to becoming more culturally proficient so they feel able to implement IEFA in their classrooms," said Mandy Smoker Broadus, Fort Peck Assiniboiné & Sioux, director of Indian education at OPI.

The American Indian population in Montana is about 7 percent, but 11 to 12 percent of Montana's public school students are American Indian/Alaska Native, while 98 percent of the teaching force is white. Nonetheless, professional development for teachers in IEFA

topics has been hugely effective. "We took those teachers who were interested in working on this effort and trained them," Juneau said. "We needed to give them a lot of information that had been lacking in their own educational experience. Once they caught the bug of Indian education and what it meant and filled the gaps in their own knowledge, they were the ones who really moved IEFA forward."

Juneau continued, "We now have three different tiers of professional development—teachers learning basic facts; teachers developing and sharing lesson plans and resources; and a small group of master IEFA teachers, who are presenting on IEFA at conferences."

In 2014, IEFA cost \$20.40 per student plus \$134,000 in discretionary grants to some school districts, according to Madalyn Quinlan, chief of staff at the Office of Public Instruction.

"Is the program working?" ICT-MN asked Broadus. "That's the million-dollar question," she said. "We do know that our graduation rates for [American Indian] students have increased slowly over time. We have no way to tie that directly to IEFA, but I firmly believe that if students are in school environments where their history and culture and identity are respected, then that increases the likelihood of their staying in school and graduating."

Montana is also committed to closing the achievement gap. Any school that has an American Indian student gets an additional \$200 per student per year and OPI also gets state-level funding aimed at that goal. OPI has two full-time specialists dedicated to helping teachers help Native students. One person focuses on academics and gives workshops for teachers; the other is focused more on the whole child and works with teachers on student engagement, student leadership, student wellness and other issues, Broadus said.

The OPI's Schools of Promise initiative is a partnership between schools, communities and the office to improve Montana's persistently lowest achieving



schools. The initiative serves schools on the Fort Peck Indian Reservation, Northern Cheyenne Reservation and Crow Indian Reservation.

In an effort to support tribal colleges and increase opportunities for all Montanans, the state has for the past several years partially funded non-tribal students at tribal colleges. A bill to increase that funding has fought its way through the state legislature this year, said Laura John, Seneca/Blackfeet, state-tribal policy analyst at the Montana Budget Policy Center. She said she expects the current version, which funds students at a maximum of \$3,280 per student per year, an 8 percent increase over the funding level for the past several years, to be approved shortly.

Montana's commitment to integrating information about American Indians has extended to modifying Common Core standards. "One of the


things that makes our state pretty significant is that we have modified Common Core standards to incorporate American Indian content throughout," Broaddus said.



*Superintendent Juneau celebrates with some graduating Native students.*

IEFA is not just for American Indian children. It's about creating the next generation of national, state and local leaders and citizens. "Our leaders need to have a truthful history of both our

country and our state to really be able to lead," Broaddus said. "I think about the type of leaders our kindergarteners and first graders are going to be when they graduate. They're going to be able to create policies that move our state together knowing that everybody in this state, no matter their background, really lends to the fabric of our community and that we all look out for each other."

The OPI is eager to share curriculum and resources. All of Montana's materials related to IEFA—lessons, units, history, Common Core adaptations—are available to anyone who wants to use them. "We have numerous resources and lesson plans on our website," Broaddus said. "They are all available for download for free for anybody. And educators can call us with questions and ideas." 

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# 9 Ways Native American Education is Getting Better

TANYA H. LEE



*Good news in classrooms, covering everything from better Internet access to local testing standards.*

“Native youth and Native education are in a state of emergency,” according to the White House Native Youth Report. The 2014 report makes recommendations to improve education for American Indian and Alaska Native children. Some promising initiatives and trends are already underway. Here are a few of them:

## Elementary and Secondary Education Act Reauthorization

Both the House and Senate have passed versions of the ESEA Reauthorization. Both would undo many of the most controversial parts of No Child Left Behind (NCLB), which has not served Indian country well. While reading or language arts, math and science testing would still be required, states would be able develop or adopt their own “challenging State academic standards” and the tests for measuring whether or not students have met those standards.

Schools would no longer be judged on whether they had met annual yearly

progress; instead states or local agencies would determine which schools needed improvement and what—if anything—they would be required to do about it.

The bills both require that test results show disaggregated data—that is, data by race, ethnicity, gender, poverty level and other criteria, which means it will still be possible to know how American Indian/Alaska Native children are doing compared with other students.

In stark contrast to NCLB, the federal government would be prohibited from interfering with state and local decisions by offering incentives to encourage schools to use a particular set of standards, including Common Core standards, or assessments, such as the Smarter Balanced Assessment System.

Both bills contain provisions that enhance tribes’ participation in determining educational policies and decision-making. While moving the federal government out of local education deci-

sions may be good for Indian country, where many American Indian/Alaska Native children do not do well on standardized tests, civil rights leaders have expressed concern that minority children will get short shrift as a result.

## Tribal School gets NCLB Waiver

The Miccosukee Indian Tribe of Florida became the first tribally-controlled school to receive a federal waiver from NCLB requirements. It permits the tribe to set its own definition of adequate yearly progress and to determine what tests it will use to measure children’s academic achievements.

## Pueblo of Isleta Takes Over BIE School

The Bureau of Indian Education authorized the conversion of Isleta Elementary School from a BIE school to a tribally-controlled grant school. The school had been operated by the U.S. government since the 1890s. Moving schools from BIE to tribal control was a major recommendation in the BIE’s 2014 Blueprint for Reform. At the end of August, Assistant Secretary – Indian Affairs Kevin K. Washburn announced that \$1.75 million in funding would be available to tribes to support tribal education departments with a view to taking over BIE schools.

## Funding for Tribal Colleges

In August, the U.S. Department of Education announced more than \$50 million in new grants to 31 American Indian Tribally Controlled Colleges and Universities.

## Improvements in Curriculum

Public schools are beginning to develop curriculum to teach students about the history and contributions of Indigenous Peoples. The Oregon State Legislature is considering a bill that would require its school districts to implement a “historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum.” Kentucky is “working on a curriculum about Kentucky Native Americans geared to Common Core standards. Other states—Washington, Montana, North Dakota and Maine, for example—mandate teaching Native American history and

culture to all students in public schools.

### Bans on Indian Mascots, Logos

California, Colorado, Oregon, the District of Columbia, Oklahoma City, Madison and Houston have proposed or passed bans on mascots and logos that are derogatory to American Indians. In April, Oneida Nation Representative and CEO of Oneida Nation Enterprises Ray Halbritter said the use of derogatory terms to describe Indian people "is not just an issue for Native Americans. Researchers at the University of Buffalo reported earlier this month that American Indian nicknames and mascots are not neutral symbols and that their continued use by schools, professional sports teams and other organizations has negative consequences for everyone, not just Native Americans."

### Broadband Initiatives

High-speed Internet is critical to improving education in Indian country. Through the White House ConnectED initiative,


intended to bring next-generation broadband to 99 percent of America's students by 2018, Apple, Inc., awarded a grant to provide iPads and Macs to Hoopa Valley High School on the Hoopa Valley Indian Reservation and to improve wifi at the school. Verizon is supplying network infrastructure for American Indian youth at 10 school-related dorms on reservations across the West and Midwest and President Obama announced that the ConnectHome initiative would provide free or discounted broadband service to public housing residents in 27 cities and the Choctaw Nation.

### Generation Indigenous Initiative

President Obama's Generation Indigenous (Gen I) initiative is intended to improve opportunities for Native youth. Among the programs are a National Tribal Youth Network to support leadership development, and a Cabinet Native Youth Listening Tour. On July 9, the White House hosted the first Tribal Youth

Gathering in collaboration with United National Indian Tribal Youth and the Departments of Justice and Health and Human Services. The Youth Gathering brought together over 875 Native youth representing 230 tribes from 42 states.

### No More Sequestration?

In June, Senators Jon Tester, D-Montana, and Tom Udall, D-New Mexico, introduced a bill to exempt the Indian Health Service, the Bureau of Indian Affairs, and certain other programs for Indians from sequestration cuts. This legislation would exempt the Bureau of Education, among other federal agencies dealing with Native American interests, from further cuts under sequestration. Expanding the provisions of the Senate bill, Rep. Don Young, R-Alaska, Ranking Member Raul Ruiz, D-California, and Rep. Betty McCollum, D-Minnesota, introduced on July 14 a bill that would exempt the BIA, BIE and IHS, as well as the Administration for Native Americans. 



### U.S. Department of the Interior

### Land Buy-Back Program for Tribal Nations

## LAND CONSOLIDATION EFFORTS UNDERWAY

The Land Buy-Back Program for Tribal Nations, created to implement part of the **Cobell Settlement**, is offering fair market value to landowners for voluntarily restoring fractional land interests to tribes, which helps ensure that Indian lands **stay in trust**.

- Many landowners have already been paid.
- The Program has successfully concluded transactions worth more than \$500 million, restoring the equivalent of more than 975,000 acres of land to tribal governments.
- All sales are voluntary, but landowners will only have 45 days to accept.

**Landowners are encouraged to contact the U.S. Department of the Interior to learn about eligibility and to ensure that their contact information is up to date.**

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# Bringing Native Art and Higher Education Together

ALYSA LANDRY

Nearly 4,000 students have graduated from the Institute of American Indian Arts, but no two individuals have had the same experience.

Located about 12 miles southwest of the Santa Fe Plaza, IAIA is the only fine arts institution in the nation that offers four-year degrees in Native American and Alaska Native arts. Here, in one of the most vibrantly artistic cities in America, students can immerse themselves in studio or cinematic arts, creative writing or indigenous or museum studies.

On any given day, students can be found painting, sculpting, dancing or working in a state-of-the-art fabrication lab, said IAIA President Robert Martin, who is Cherokee. The institute's mission, to empower creativity and leadership in Native arts and cultures, means artists determine what to study and how.

"We know how important art is to all the indigenous cultures," Martin said. "So we encourage students to bring their traditions, heritage and culture and to build on that with their own originality and creativity, and to take it to the next level."

About 500 students per year call this 140-acre campus home, Martin said. As many as 112 tribes are represented on campus any given year—with about 80 percent of all students coming from indigenous communities across the country.

Although this historically Native

school is also open to non-Natives, all students receive an education steeped in Native culture.

"We have students from Canada, China, Japan, England and Australia," Martin said. "You do not have to be indigenous to attend, but our mission is to create leadership in American Indian cultures, so whether they're Native or not, it will be presented from a Native perspective."

Much of what is offered at IAIA now comes from a long legacy of Native arts in the Southwest, Martin said. Established in 1962, during the administration of President John F. Kennedy, the institute opened on the campus of the Santa Fe Indian School.

In 1975, the institute became a two-year college offering degrees in studio arts, creative writing and museum studies. Congress in 1986 established the Institute of American Indian and Alaska Native Culture and Arts Development, making IAIA one of only three congressionally chartered colleges.

The campus quickly earned a reputation for being the only national center of scholarship for American Indian arts, but still it lacked the kind of campus and facilities necessary for its educational goals, Martin said.

"The first 24 years of existence, we were BIA-operated and funded," he said. "And during all that time, we never had our own campus."

Then Congress enacted legislation that "essentially said that Native arts and culture are the only ones that are indigenous to this country, and they needed to be supported and researched," Martin said. "It recognized that IAIA is the birthplace of contemporary Native art. It recognized how important art is to all these cultures."

During the 1990s, the institute began designing a campus that is, in itself, a work of art. From an aerial view, the campus is laid out along the solstice lines with nods to the four sacred directions.

"The primary element is the central plaza," said Dyron Murphy, Navajo, and principle of Dyron Murphy Architects. Murphy was an intern during the 1990s and helped design IAIA's master plan. IAIA opened its doors at its new location in 2000.

"Everything radiates from that central



*Exploring the dynamics of ceramics*

point," Murphy said. "The four directions were really viewed as the defining principles of what would be the layout of the entire campus, and the buildings are laid out in relation to the solstice."


Murphy has designed five of the institute's 12 buildings, and the firm is working on a sixth—the new performing arts and fitness center. The goal, Murphy said, is to infuse the campus with "a voice for all tribes."

"Representing all nations from the North American continent is quite a task," he said. "We try to capture common themes of traditional Native thought, reverence of nature and their place in the world."

One year after opening its new campus, IAIA was accredited to award four-year degrees. And in 2013, it launched a master of fine arts program in creative writing. The first class of 17 students graduated from the MFA program in May.

IAIA also operates the Museum of Contemporary Native Arts in downtown Santa Fe, and the Center for Lifelong Education, which is open for distance learning to all indigenous people worldwide.

Although IAIA continues to explore, innovate and push its boundaries, much of its success is tied to its history, Martin said. Many of the institute's 4,000 graduates have gone on to have prestigious careers.

"IAIA is about advancing the notion of contemporary art while acknowledging the history and artistic expression that came before," he said. "Now you see our artists at the Santa Fe Indian Market or the Heard Museum or other places. Every time there's Native art, there's always a connection to us." 

# Sequoyah Gates

## Sequoyah High School Graduates Five Gates Scholars

Every year the Bill and Melinda Gates Foundation awards 1,000 minority students, 150 of which are Native American, up to \$250,000 in college scholarships. This year, five of those scholarships are going to seniors at Sequoyah High School in Tahlequah, Oklahoma.

Sequoyah's 2015 Gates Millennium Scholars are Sadie Red Eagle, 18, of La Mesa, California; Tyler VonHolt, 18, and Payne Ummerteskee, 17, both of Muldrow; and Bailee Smith, 17, and Billy Sunday III, 19, both of Tahlequah.

"It is a tribute to the hard work and dedication shown by our students to be selected as Gates Millennium Scholars,"

Sequoyah Schools' Superintendent Leroy Qualls said in a press release. "Sequoyah is consistently one of the top schools in the nation in the number of Gates Millennium Scholarship recipients each year, which is something we take great pride in."

Sequoyah High School has produced



*Sequoyah High's Millennium Scholars*

63 Gates Scholars since 2002. According to the American Indian Graduate Center, which chooses American Indian recipients for the scholarship, Sequoyah is among the highest producers of Gates Scholars in the country every year.

"To be named a Gates Scholar feels

really rewarding because I don't have to worry about the price of college," said Red Eagle, Otoe-Missouria, who will attend Dartmouth College and study political science, in a press release. "My family can't afford to help pay for school, so I would be forced to pay everything out of pocket or take on thousands of dollars in student loans. I don't have to worry about that now."

"I wasn't expecting to get it, so I'm extremely relieved," said Ummerteskee, a Cherokee Nation citizen who will attend the University of Tulsa and major in pre-med and chemical engineering. "If I didn't get it, I wasn't going to be able to go to my first choice for college, because I didn't have the money to pay for it. Gates allows me to attend the college I really want to go to."

VonHolt, Cherokee, will attend Rogers State University and major in pre-med. Smith, Choctaw, will attend Northeastern State University and study elementary education. Sunday, Cherokee Nation, will attend the University of Hawaii and major in athletic training. 📍

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# Chasing Turtles

Chasing Turtles (Very Slowly) For Science and Fun

CHRISTINA ROSE

At Oglala Lakota College in Kyle, South Dakota, students are on a fast track thanks to the Ornate Box Turtle Project. With access to field work often reserved for master's level programs, Allesandra Higa, professor of Conservation Biology at OLC, said, "This project has really improved higher education for our students." It will also improve the lives of the turtles.

The project is led by Higa in collaboration with consultants Dr. Hugh and Holly Quinn, local experts on the habits, habitats, and ecology of reptiles and amphibians in South Dakota.

The turtles were located by turtle-sniffing dogs. "Every time we find a turtle, we mark it on a map and we can see all the places he's been in a year or two," explained student Camille Griffith, who has been tracking the turtles since 2012. "Some only travel [65.5 feet] in a year and others have gone a mile. They come back to the same spots over and over again, which is really important

to know for conservation. Say you are putting a road right through their area, that's not going to stop them from going to the spot."

The students have come to know some of the turtles well. "There is one we call Stumpy because he has three and a half legs. He makes his way around just as well as the others," Griffith said.

Students attach tiny transmitters to the turtles, which send a radio signal to a receiver in order to track them. The turtles are tracked every three days from March to October, and the students have amassed more than 1,000 locations for them. For the most part, the turtles spend their days eating, traveling from one area to another, and reproducing. But if there are other activities the turtles are engaged in, this research may reveal it, Griffith said.

The transmitters stay attached to the turtles for a year, even as they burrow to hibernate, travel through vegetation, and reproduce.



*Professor Allesandra Higa teaches Conservation Biology at Oglala Lakota College.*

Through the box turtles, Tada Vargas, Lakota, a junior at OLC, learned how to do DNA extraction, amplify fragments of DNA, and boost sequencing through OLC's collaboration with Black Hills State University. She is now furthering her work in genetics through a bison project and believes she will continue in the field of genetics after she graduates.

The idea for the program began in 2009, when Higa, who is from Brazil, was teaching a field ecology class with Dr. Hugh Quinn at an OLC Summer Course. When a student arrived holding a box turtle, Higa asked him where he found it. "He said, 'Crossing the road.' The next day another student found another turtle and brought it to us and this happened for three consecutive days," she said.

Higa and the students did a search in the South Dakota Heritage database which tracks wildlife in the state. They found only 19 historical records of box turtles in South Dakota, and the records were decades old. Griffith said, "They didn't know how many there were, but they knew there was a lot of threats."

People pose a threat to the turtles



*Some of the intrepid turtle hunters, coming out of their shells*



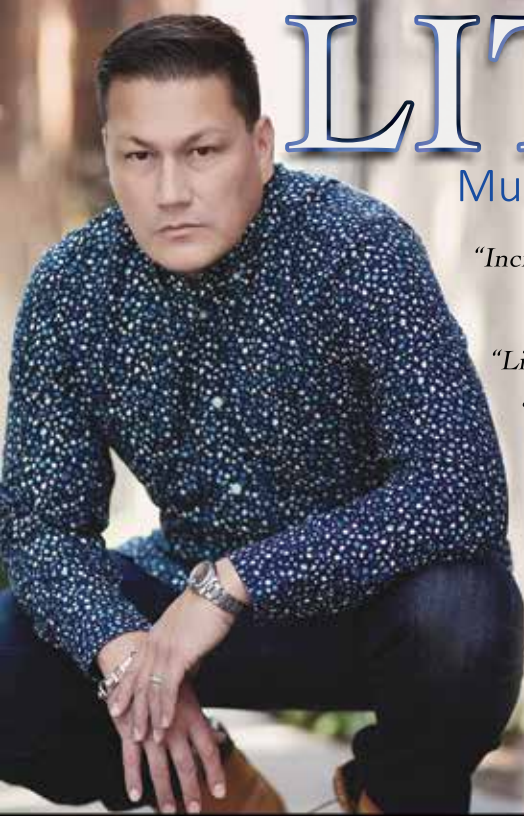


Wendy Green, Allesandra Higa, and Osceola Bluehorse gather data.

through illegal international trade for turtle meat and keeping the turtles as pets. “Unlike other types of turtles, the box turtles don’t survive well as pets,” Griffith said. Coyotes and raccoons, which will eat juvenile turtles, also pose a threat.

Flyers about the turtles are posted around the Pine Ridge Reservation—where OLC is located—and even children have been able to learn about them in the field. “Now if people see a turtle in the road, they will stop to help them cross the road,” Griffith said.

Higa said the project has been as good for the students as it has been for the turtles. “We knew the turtles could be here but we didn’t know where. We didn’t know how many, or if the population is stable or declining. This is why there is a state of concern, because of the lack of information. With our study we can do a deeper analysis to see if the species is in danger or in any stress.” 🌿



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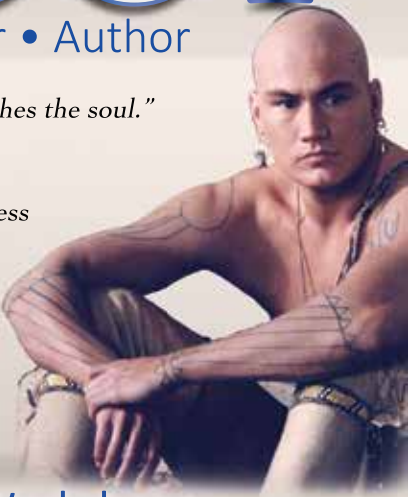
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## Sealaska Doles Out 289 Scholarships to College Students

Marissa Brakes, an undergraduate student studying criminal justice at Boise State University, is just one of 289 Sealaska scholarship recipients for the 2015-2016 academic year. And this award is important to her.

"My goal is to obtain my undergraduate degree, debt free," Brakes said in a press release. "The scholarship I receive from Sealaska allows me not to take out a loan. Plus, I only have to work part-time while attending school full-time."

"Marissa's story is a great example

of the impact the scholarship and internship programs provide," Sealaska President and CEO Anthony Mallott said in the release. "Not only is she driven to obtain her degree, but she also is gaining valuable experience as a 2015 Sealaska intern with the finance department in Juneau. Both the scholarship and internship programs are examples of Sealaska's priority on leadership development and capacity building for our shareholders."

This year's scholarships total \$459,000. "Every dollar that Sealaska contributes to scholarships is a long-term investment into our community," Sealaska Chair Joe Nelson said in the release. "With more than half of our 22,000 shareholders living outside of Alaska, we need to make conscious efforts to bring some of our best and brightest back home. As vice chan-

cellor of Enrollment Management for University of Alaska Southeast, I support the recently launched Come Home to Alaska program. It allows a student from the lower 48 with family ties in Alaska to avoid the non-resident tuition surcharge. For the average full-time student, that is a \$12,000 annual savings.

Sealaska has funded the scholarship program since the early 1980s, and set up a scholarship endowment in 1989. The organization also contributes to the program through Sealaska Timber Corporation, a benefit of the timber harvest program. Between the scholarship endowment fund and the corporation, \$13.1 million has been contributed to the scholarship program, which is managed by the Sealaska Heritage Institute out of Juneau, Alaska. 🍷

## NTU Graduates 185 Students—7 With Bachelor's Degrees

In 2013, Navajo Technical University pushed to become a university, it did so to allow more students the opportunity to earn baccalaureate degrees. The school carried out that mission on May 15, when seven students graduated with bachelor's degrees during spring commencement.



*Sherietta Brown and Tim Goodluck Jr. embrace.*



*JoVanna Becenti of Coyote Canyon*

These weren't just any bachelor's degrees either—these seven students earned degrees in STEM fields. It was fitting that Dr. Stan Atcitty, Distinguished Member of Technical Staff at Sandia National Laboratories in the Energy Storage Technology and Systems department, was the commencement speaker for the event. In 2006, Atcitty was recognized as the first American Indian male to receive a Ph.D. in electrical and computer engineering. In 2012, President Barack Obama presented him with the Presidential Early Career Award for Scientist and Engineers, the highest honor bestowed by the U.S. government for



*NTU Commencement*

outstanding scientists and engineers. A total of 185 students earned a certificate, an associate's, or a bachelor's degree at the commencement—that breaks down to 64 students who received an associate's, and 114 who earned a certificate. 🍷



*Proud owners of Applied Science degrees*



## Getting Ahead with University of Tulsa: Online Indian Law Program Offered

The Master of Jurisprudence in Indian Law program at the University of Tulsa College of Law started in the fall of 2011 with 10 students. The two-year program graduated its first class of four in the spring of 2013. This year, the program graduates seven students.

With the current student enrollment, more than 30 tribes are represented in the program, and even a couple of First Nations students, the MJIL program is useful for several career paths. "As the program director, I'm really fascinated by what the student's intentions are with the degree,"

said Shonday Harmon, a citizen of the Muscogee (Creek) Nation, and MJIL program director. "It's really interesting too, our student body comes from all walks of life."

Students range from traditional age students, just finishing bachelor's degrees, to professional adults like attorneys and judges going back to school to study Indian law.

She said the program gets students who are already employed with their tribal communities, and the program can make them more promotable from within.

Harmon also told ICMTN about Dr. Fred Knowles, Chair of the Native American Studies program at Valdosta State University. "He was already teaching at a different university, he picked up our degree to help him with his current Native American Studies program," Harmon said. "He now teaches Indigenous Rights with us."

Harmon said that some students pair the MJIL program with a bachelor's degree in Native American Studies so they can go on to teach.

The online program consists of 30 credit hours with seven required courses and a capstone master project. Other classes include Introduction to the Federal Legal and Administrative System, Principles of Federal Indian Law, Tribal Government, Introduction to Legal Writing, Research Methods in Indian Law.

"Having the flexibility to work with an online program is something that is really valuable to me," said Lauren Truitt, a staff attorney and now 2015 MJIL graduate, in a video. "I wouldn't have been able to pursue a degree like this had it not been online. Classes are tailored to people who don't necessarily come from a law background."

For more information about the MJIL program visit [MasterinLaw.utulsa.edu](http://MasterinLaw.utulsa.edu). 

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# Is There A Doctor in the House?



Some proud UNM graduates on May 6 were, from left, Yvette Brown, MD; Olivia McLendon, BA; Kendall Brown, MSN; Dana Wilson, Pharm. D.; Elaine Garrett, BSDH; Raelynn Benally, BSN; Glynn Stump, BSN; Armanda Herrera, BSN; Travis Townsend, MD; Shawndell Bowers, BSDH; Kenna Sheak, MD; Sophia Barker, Pharm. D.; Micah Clark, MS; Sima Manavi, MD; and Lisa Antonio, MD. Tassy Parker, PhD, RN, Director CNAH-IKID, is on the far right.

## UNM Graduates 39 Native Medical Professionals

**TANYA H. LEE**

The University of New Mexico Health Sciences Center graduated a record 39 American Indians in the health professions.

"We could almost open our own hospital!" quipped Tassy Parker, Seneca, who holds several positions at the university, including director of the Center for Native American Health. Established as part of the Health Sciences Center in 2002, the CNAH partners with New Mexico's 22 tribes around health issues, addresses health disparities and runs a student recruitment and retention program.

The May 2015 graduates included 9 MDs, 17 nurses, 4 doctors of pharmacy, 2 physician assistants, 2 dental hygienists, a master of public health and a master of health education. Three students earned bachelor's degrees in medical labs.

One of the signature programs at the CNAH is student development. "We make lots of visits to really remote areas to talk to students about opportunities here at the university," Parker said.

Families are welcome at CNAH presentations. "We often ask the families to come so they can understand what the process is, how long their children will be gone from the community, how do they know that they will be OK? We try to get the families engaged as much as possible because we know that part of

the success of our students depends on the support of their families and communities."

Other programs at the university also recruit American Indian students into the medical field. The New Mexico legislature funds a BA/MD program in collaboration with the UNM College of Arts and Sciences and the UNM School of Medicine. Students apply in their senior year of high school and if they are accepted they join a cohort of about 25 students. They stay together for four years of college, then take the entrance exam for medical school. If they get high enough scores, they are automatically admitted to the UNM School of Medicine, Parker explained.

Kenna Sheak, Creek/Cherokee, was a beneficiary of that program. She was born and went to school in Grants, New Mexico, then started college at UNM and has pretty much stayed there, she said. Sheak just began her residency in pediatrics at the university's School of Medicine.

Sheak describes another key advantage offered to American Indian students through the CNAH. The Dr. Ervin Lewis Native American Student Center is a gathering place for students and a resource room.

Sheak said the group who frequents the center "is very welcoming and open.

It was really nice that there was a community already set up and you had people you could go talk to. If you needed help there were people who could help. Or commiserate with you if you were having a hard time." The center has books and reference materials, computers, printers and a phone for students to use, as well as a refrigerator, microwave and sink for breaks.

"Because there are so few Native American students here I don't think we would find each other if it weren't for the student center. Our schedules are



*Micah Clark, Master's in Health Education*

DALLAS MORGAN, SHOOTUP PHOTOGRAPHY (3)



Travis Townsend, psychiatrist in Albuquerque

different and we are in different classes and different programs,” Dana Wilson, who just graduated with a doctorate in pharmacy, said. “It was helpful to know there were other Native American students around going through the same thing that you were going through.”

Another function of the CNAH is to help students find ways to pay for medical school. “We have a number of options,” said Parker, including “financial aid available through the federal government and tribal funding streams. The university itself can also provide some scholarships.”

IHS Indians Into Medicine grants have been available for the past four years. The current grant period has ended, but Parker said she hopes IHS will be able to add another IIM program to the three it already has.

“We don’t know how soon that might happen,” she says. “But even with loss of that program, we can leverage the resources that we currently have here at the CNAH, as well as across campus. Also we have some private sector funders who earmark their contributions for American Indians going into the health professions.”

Adequate financial aid is critical to student success, said Sima Manavi, Navajo/Irani, who graduated with an MD in May and is now doing her residency at the California Pacific Medical Center. “The hardest thing in college [for some students] is not being able to focus on school because they have a lot of financial struggles. Having the money to go to school is especially important if you want to go to medical school because it’s not easy.

“I went to college basically for free,” she said, “because I applied for so many scholarships. I focused on scholarships available for Native American students, particularly Navajo students, such as businesses on the reservation and the Navajo tribal government.”

Students need to actively seek and apply for opportunities available to them. “The biggest thing that Native American students who are pursuing higher education is to realize that there are resources out there for every aspect of their career, they just need to look for them,” Manavi said.

Parker says the CNAH owes its success to the support of UNM Health Sciences Center Chancellor Paul Roth, MD, MS, and to the Health Sciences Center Associate Vice Chancellor for Academic Affairs Leslie Morrison, MD. Morrison “has been an unwavering source of support for our student development initiative,” said Parker. 🌟

*For more information about opportunities in medicine for American Indian students at UNM, contact Micah Clark, 505-272-9873.*

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# Holding the Fort Lewis Line on Free Tuition

ALYSA LANDRY



*Mortar boards and big smiles at Fort Lewis Commencement*

Before he even considered going to college, Byron Tsabetsaye ruled it out.

While attending high school on the Navajo Nation, Tsabetsaye didn't know anything about college applications, financial aid or selecting a major. An average student, Tsabetsaye said his teachers didn't expect him to go to college, so he didn't either.

"As a student on the reservation, it was hard to find support in terms of people encouraging me to go to college or telling me how to get there," he said. "There just wasn't the expectation, and so I limited myself and my views on higher education. I ruled it out because I thought my parents couldn't afford it."

Yet Tsabetsaye, the son of a homemaker and a Navajo Housing Authority employee, was destined for something

greater. He was poised to become a first-generation college graduate, but he didn't know where to start.

Then a friend introduced him to Fort Lewis College in Durango, Colorado.

Fort Lewis awards more bachelor's degrees to Natives than any other college or university in the United States. Only one other institution, the University of Minnesota, Morris, offers free tuition to Native students.

Tsabetsaye enrolled and excelled. He served as student body president before graduating with a Bachelor of Arts degree in English in 2013. He finished a Master of Arts degree in higher education and student affairs this spring at New York University, but he attributes his success to Fort Lewis.

"Looking back at myself, it seems al-

most impossible that I didn't know about college opportunities," he said. "At Fort Lewis College, it's not just a tuition waiver but an opportunity for Natives to go to college."

Fort Lewis offers bachelor's degrees in 30 disciplines, including programs in science, technology and math, and it boasts more than 80 registered student organizations. With 162 tribes represented—including several from Alaska—it's in the running for most diverse campus in the nation.

But this small liberal arts college perched atop a hill overlooking Durango is becoming a source of controversy for Colorado as the annual tuition tab increases. More than 1,100 Native students enrolled last year, comprising 30 percent of the total student population—and placing an unprecedented financial strain on the state.

Colorado last year paid \$16 million in tuition for Native students at Fort Lewis, with \$15 million of that for out-of-state students. The growing bill pits a century-old charter against contemporary questions of who should foot the bill.

"A lot of people don't understand the tuition waiver," said Yvonne Bilinski, director of the college's Native American Center. "All they understand is that it's costing the state of Colorado X number of million dollars per year and Indians get something for free. That rankles people."

Bilinski, Navajo, did a public presentation earlier this year to help people "go back in time" and put things into perspective.

Fort Lewis began as an Army post in nearby Pagosa Springs, Colorado, in 1878, and was relocated to Hesperus two years later. In 1891, it was decommissioned and converted into a federal Indian boarding school, pulling students mainly from Southwest tribes and educating them in trades like sewing, cooking, farming and animal husbandry, Bilinski said.

In 1911, the fort was transferred to the state of Colorado to establish an agricultural and mechanical arts high school. Approved by Congress, the deed came with the stipulation that the facility would "be maintained as an institution of learning to which Indian students will be admitted free of tuition and on equality with white





*Crowning the Miss Hozhoni winner*

students" in perpetuity.

Although it began as an Indian boarding school, only nine Native students were enrolled in 1957, the year after the school moved from Hesperus to a 250-acre plot in Durango, Bilinski said. Seven years later, Fort Lewis awarded its first baccalaureate degrees, and by 1970, Native enrollment had ballooned to 192.

"Obviously, they came because of the tuition waiver," Bilinski said. "That's the most expensive part of education."

Since 2009, the Native population has increased by 43, percent, yielding re-

cord-high tuition bills for the state and prompting Colorado lawmakers to seek federal assistance. The Native American Indian Education Act, introduced in the House by Colorado Rep. Scott Tipton, has attracted at least 40 co-sponsors. The Senate is considering a similar bill, sponsored by Colorado Sen. Cory Gardner.

The bill is the second attempt in the last two years to relieve Colorado of the burden of paying tuition for all Native students when the majority of them come from out of state. It calls on the Secretary of Education to pay tuition for all out-of-state students at both Fort Lewis College and the University of Minnesota, Morris, while cautioning that failure to do so puts the tuition waivers "at risk of being terminated by severe budget constraints being experienced by these colleges and the states which support them."

Fort Lewis College President Dene Kay Thomas supports the bill "to the core."

"I will be the first to admit that nobody could have seen the national impact that the charter would have," she said. "If you think back to then, New Mexico and Ari-

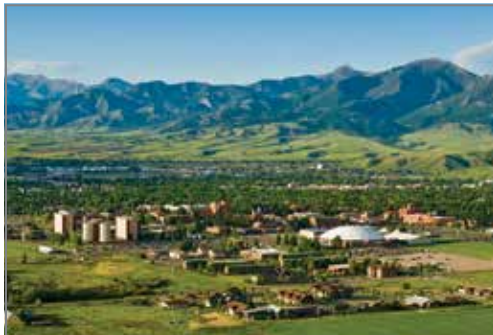
zona were territories. Modern transportation didn't exist. We had horses and not much else."

Now, Natives are still the most underserved population in America, Thomas said. According to a 2011 report on Minorities in Education, American Indians and Alaska Natives account for only 0.7 percent of the bachelor's degrees awarded annually.

There's no question Fort Lewis College is helping to bridge that gap, Thomas said. It's No. 1 in the nation when it comes to Natives earning bachelor's degrees in the STEM fields.

But to Thomas, the tuition waiver—unintended and underfunded as it may be—means more than enrollment numbers or success stories.

"We are a country of laws and principles," she said. "When we look at what the country has taken from Native Americans, to suggest that we don't owe them education as a federal trust responsibility disregards the enormous sweep of history. This is the moral, ethical, right thing to do." 📻



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# American Indian Graduate Center Now Focuses on All Levels of Higher Education

STEPHINE POSTON

The higher education industry is booming. According to the U.S. Department of Education, National Center for Education Statistics, enrollment projections in post-secondary, degree-granting institutions is expected to increase 15 percent from 2010 to 2021. Despite an extended period of growth among U.S. colleges and universities, the hurdle of paying for higher education persists.

The National Center for Education Statistics found that between 2002–2003 and 2012–2013, prices for undergraduate tuition, room, and board at public institutions rose 39 percent, and prices at private non-profit institutions rose 27 percent, after adjustment for inflation.

That's where the American Indian Graduate Center (AIGC) comes in. AIGC works to build, promote, and honor self-sustaining American Indian and Alaska Native communities through education and leadership. Historically, the organization provided scholarships and fellowships to graduate students, but in recent years has expanded its scholarships and services to include undergraduate and vocational programs.

AIGC supports any field of study at the undergraduate and graduate levels. Nineteen percent of undergraduate recipients are in the Business fields, which include International Business, Business Administration, Accounting, Economics and Finance. Seventeen percent of undergraduate recipients are in the Science, Technology, Engineering and Mathematics (STEM) fields.

Twenty-five percent of graduate recipients are in health fields, which include all medical degrees and public health. Eleven percent of graduate recipients are in the education fields, which include masters and doctoral degrees in Education Leadership and Administration.

Joan Currier, the organization's Chief Operating Officer, describes the organizations' work as straightforward and holistic. "The idea is simply to provide scholarships for Native students, and provide advisement and resources to our students to help them to be successful. We will fund over 800 students per year. Our main goal is to fund students in higher education, and to support them through degree completion," Currier said. "We work with students throughout the country who are pursuing degrees in all fields of study. I think we probably surpass any other organizations by the breadth of students that we are able to help."



Jamie Lea Frederick, AIGC scholarship recipient

AIGC, which operates as a national private 501(c)(3) non-profit based in Albuquerque, New Mexico, has disbursed some 17,000 undergraduate and graduate fellowships totaling over \$55 million since established in 1969.

If you consider the impact of just one American Indian or Alaska Native student reaching graduation because of the financial support offered through AIGC, the impact of the organization's collective efforts are an educational game-changer in Indian country. AIGC manages a number of scholarship programs—some specialized in various fields of study and others more general—through partnerships with private industry and public agencies. The breadth and pedigree of organizations involved with AIGC is a testament to AIGC's efficacy in reaching American Indian and Alaska Native students at all levels of education.

REDW, New Mexico's largest locally-owned certified public accounting and business consulting firm, in 2015 created the "REDW Native American Scholarship

in Accounting." The scholarship program provides financial assistance to undergraduate and graduate American Indian and Alaska Native full-time students seeking an accounting degree. We recently had 64 applications for this inaugural scholarship.

The "Wells Fargo American Indian Scholarship" is an undergraduate scholarship available to enrolled members of federally recognized tribes pursuing a career or degree in fields related to banking, resort management, gaming operations, and management and administration. This academic year there were 178 scholarship applications.

The U.S. Department of Interior also entrusted AIGC with administering the \$60 million Cobell Scholarship Fund. The fund was established to defray the cost of attendance at both post-secondary vocational schools and institutions of higher education, including graduate and professional schools. There were 3,441 applications and 294 scholarships awarded; 2 vocational certificates, 256 undergraduate and 36 graduate students.

Flintco, a century-old commercial construction company with offices in Arkansas, New Mexico, Oklahoma, Tennessee and Memphis, worked with AIGC to establish a scholarship specific to students interested in a career in construction management. The partnership between AIGC and Flintco began in 2015.

The list of partnerships forged by AIGC includes tribal donors like the San Manuel Band of Mission Indians and Wells Fargo Bank, as well as a long-list of individual, personal donors. Many of them are AIGC alumni.

"AIGC has never veered from its purpose to support education and leadership in Indian country, and as a result we've grown fellowships specific to public health, nursing, library science, fine arts, journalism, medicine, dentistry, finance, construction, business, and accounting, to supplement the funds that are available to students in all fields of study," Currier said. "We've adapted how we make connections and identify new scholarship programs for American Indian and Alaska Native students. We want every student to have the opportunity to enter a higher education program and complete that program. AIGC makes that possible." 🌟

# 29 Natives Graduated from University of Minnesota Thanks to SMSC Scholarship

This year the University of Minnesota graduated 29 Native American students thanks to the Shakopee Mdewakanton Sioux Community (SMSC) Endowed Scholarship program. Those 29 students were celebrated on April 25. This is the sixth graduating class that has received the SMSC scholarship, representing 21 tribes from across the United States.


Any student in financial need from any University of Minnesota campus is eligible for the SMSC scholarship. Scholarship recipient, Carla Big Bear, a member of the Mille Lacs Band of Ojibwe, who graduated in May from the University of Minnesota Duluth with a master's degree, spoke at the celebration. "The SMSC Scholarship program let me focus more on learning than on how I was going to

pay for it. This scholarship is making a tremendous impact on many people in Minnesota and across the U.S.," she said

Law school may also be in her future.

Graduates at the celebration were honored by SMSC with a star quilt, and congratulated by friends and family.

"The SMSC endowed scholarship is here to ensure that deserving students like you have the chance to overcome financial hurdles and become the next generation of leaders in your communities," said SMSC Vice Chairman Keith B. Anderson in the release.

In the past seven years almost 200 Native American students have received the SMSC Endowed Scholarship. The scholarship program was established with a \$2.5 million gift from the Shakopee Mdewakanton Sioux Community in 2009. The University of Minnesota matches the interest earned on the fund. 



*This was the sixth graduating class for SMSC*

in a press release. Her degree in tribal administration and governance will aid her on her way to work in Washington, D.C.



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# Tribal College Students Face Challenges to Graduate

CHRISTINA ROSE

Tribal colleges face different challenges and a greater lack of resources than most other higher education institutions. When tribal colleges lack resources, it's graduation rates that suffer.

However, there is also good news. The American Indian College Fund is growing, and in the last year, \$7.1 million in scholarships was distributed to students and tribal colleges. Yet, according to Dr. Cheryl Crazy Bull, CEO and president of the College Fund, tribal colleges are still stretched very thin.

Crazy Bull said colleges face “such incredible shortages of resources that the lack of investment is harmful to students. I really hope the tribal colleges will eventually be fully funded with all the resources they need to be competitive in the higher education world.”

Staying in college is not easy for rural Native students who live in impoverished areas. Because tribal colleges are open to all high school graduates, real eligibility is determined by their finances. “There are federal guidelines that surrounds financial eligibility and there are limits on how much of a Pell Grant you can get,” Crazy Bull said.

Students receiving financial aid can lose their funding if a college doesn't provide necessary classes within a certain period of time. “You only have so many semesters to finish



*Cheryl Crazy Bull, President and CEO of the American Indian College Fund*

with Pell, which is the main source of federal financial aid, and you have to make academic progress or progress towards your degree. There are so many factors that affect low income and students of color who don't have the experience or wherewithal to stay on track.”

Some of the more isolated tribal

colleges are seeing declining enrollment, Crazy Bull said. “When I talked to the presidents, a lot of them attribute it to the stressors that are going on in the communities, the drugs, lack of finances, resources. It's so frustrating because there is really a very rich cultural environment, but the poverty and lack of resources is

debilitating,” Crazy Bull said.

It isn’t just students who struggle, but the colleges themselves. “Tribal colleges have to make decisions about where they will allocate resources,” Crazy Bull said. “From a leadership perspective, a tribal college president has to deal with the faculty, student issues, accreditation issues, and the facility, as well as make decisions about allocating resources. It’s very challenging.”

Generally speaking, tribal colleges reflect the economy of their local reservations. The College Fund website states that unemployment rates on reservations can be as high as 85 percent. Native youth face some of the lowest high school graduation rates nationwide and have the lowest educational attainment rates of all ethnic and racial groups. Less than 13 percent of American Indian and Alaska Native students have earned a college degree, compared to 28 percent in other racial groups.

The high school graduation rate has improved in some places but overall it hasn’t, Crazy Bull said. “Statistically, it’s pretty much the same. But there are some places where there has been an increase in graduating students.”

“Things are so tough in our communities that I am constantly reminding the staff that we are in the business of saving people’s lives. People might not realize it because they don’t have that kind of engagement with tribal communities, but I see it,” she said.

Attracting students and keeping them in school is difficult and extremely important, Crazy Bull said, especially in light of the suicide crisis facing many reservations. “I would speculate that going to college could have an impact on whether or not a kid might commit suicide,” she said. She added that students in tribal colleges tend to create extended families, “a cohort of relationships.”

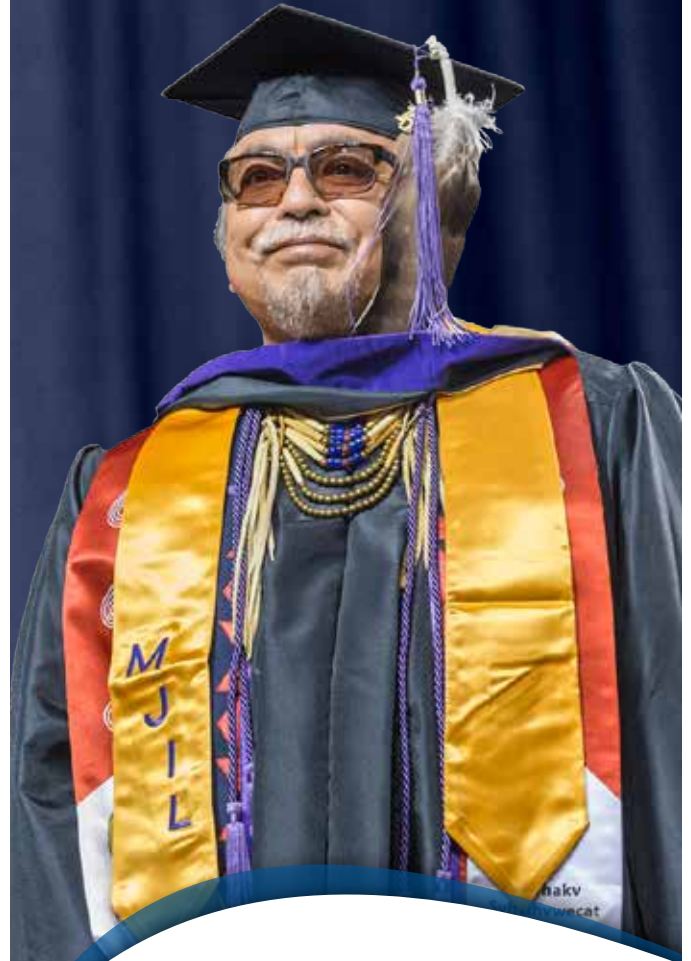
The tribal colleges also offer an environment of acceptance and support. Access to college wellness resources could potentially get them through some of the challenges they face, Crazy Bull said. “It is also interesting to speculate that school provides structure. When I was a school superintendent, I used to tell kids, you know what? If you come to school, you get to be in a safe place and you get to develop the skills to cope with what’s going on out there that’s not safe.”

The College Fund was established by the American Indian Higher Education Consortium and serves accredited full members of AIHEC. Their hope is to meet the national goal set by education providers: that 60 percent of adults attain a post-secondary education. “For that to happen, the colleges have to engage more with recruitment and help students stay in school,” Crazy Bull said.

AIHEC is a membership organization that provides service to the 34 accredited tribal colleges and associate member colleges not yet accredited. “The tribal colleges are badly needed and we badly need more,” Crazy Bull said. Regarding the recent decline in attendance, she said, “I just think young people are not seeing the kind of future we wish they would see.” 🌸

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# Tohono O'odham Community College Gets Top-Notch Art Degree Program

CHRISTINA ROSE



*Three TOCC students work on print projects while one works on a drawing project.*

Francisco A. Fraire Jr. has been drawing for as long as he can remember. Now he's a student at Tohono O'odham Community College, and thanks to a new Fine Arts Associate Degree program there, he will be able to smoothly transition to the Institute of American Indian Arts to continue his education.

"I really didn't know about any programs until I came here," Fraire, 28, Pascua Yaqui, said. "Right now it's my second semester, and they are giving us career goals."

Kimberly Lund, Visual Art and Design Instructional faculty, was hired by Tohono O'odham Community College last spring to start the program. Lund brings her experience from the Persian Gulf, where she went after completing her

Ph.D. There she developed two colleges, including the College of Fine Arts at the University of Sharjah in the United Arab Emirates. Lund left the Middle East and returned to Arizona in 2008.

Dr. Mario Montes-Helu, TOCC's academic chair of general education, said Lund was hired last spring because of her qualifications and experience developing schools around the world.

One of Lund's immediate goals was to ensure that students who earned their Associate of Fine Arts degrees would be able to pursue higher education. The new arts program does that. "Once they get that associate's degree, they can now go to IAIA for their Bachelor's Degree, which is fabulous," Lund said. With the addition of the new program, she said, "We are

going to be inviting other tribal colleges to send their students here for Fine Arts."

On March 16, 2015 the college signed a Memorandum of Understanding with the Institute of American Indian Arts, in New Mexico, which will allow TOCC's AFA graduating students in good standing to transfer there.

The AFA degree program hosts a full range of courses based on a strong art curriculum. "They are getting the real deal here, so they can transfer anywhere," Lund said, noting that last fall, the students had their first exhibition at the Tri-National Gallery in Ajo, Arizona, and two students sold their work. "There is a natural visual, intuitive, and spatial ability in the population here that is astonishing," she said.

In November, artist Shelly Taylor, Klamath, was brought on board to teach Drawing 1. Attending an art school with a degree program has meaning for her. When she attended the Art Institute of Tucson, she was devastated to later find that none of her credits transferred to IAIA.

Taylor comes to the school from the Klamath Falls Reservation in Oregon. She had minor concerns about teaching for a different tribe, but said it took only a little while before she and the students reached a comfort level. "Something is working," she laughed. "They are responding, and students who have already taken the class, are still coming back to draw."

As a reading and drawing "nerd," Taylor said she struggled to avoid the pitfalls of reservation life. Surrounded by drugs and drinking, and troubled by her best friend's suicide, Taylor said, "Art saved my life. My students know I understand historical trauma, and there are other





Joyce Miguel's artwork earned her third.

reasons we feel more comfortable in a tribal school setting. There is a commonality and when we claim our identity, we reach our potential."

Taylor takes issue when people tell her, "It's just art." "In my experience, Natives have a knack for visual space. We draw things, we weave things, we bead things, we create things. We are visual engineers, to my mind," she said. "When we create, we honor creation in us, so we honor

Creator by creating. It is not 'just art.' It is everything that we are."

Student Christina Garcia, Tohono O'odham, took the drawing class somewhat on a whim and is surprised at how much she enjoys it. "I am in the beginning stages," she said. "I didn't know if I could draw, and now I am being told I have a hidden talent."

Garcia started with Basic Drawing and said it brings peace to her day. "It changes the mood in taking the other classes. There is a calm when you can break up your studies; there is a different energy in the art classes," she said. "My go-to crafts until now have been baking, cooking and sewing," Garcia said, and admits she is looking forward to taking more art classes. "This program is a stepping stone. A lot of the classes filled up, just by word of mouth. Our instructors are really wonderful."

Garcia said the new program will be a real boon to the community, especially for the students who have not had the opportunity to take their art further. Fraire



Francisco Fraire works on his drawing.

agreed, saying Lund "informed me of all the possibilities, and kind of gave me a sense of direction."

TOCC is a small college in the Sonoran Desert, located about 60 miles from Tucson, and 20 miles from the Mexican border. There are currently about 250 students enrolled, and close to 20 in the art department. The college began as a vocational school and is becoming much more focused on education, Lund said. 📍



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# 12 Places to Find College Scholarships for Native Students



*Student ambassadors at the College Fund gala in Chicago*

While most parents and students are just thinking about getting back to school, high school students should always be thinking about applying to as many scholarships as possible. The more money that can be earned through scholarships means less loans to pay back later.

The **Gates Millennium Scholars** program chooses 1,000 minority students each year—150 of which are Native—to receive scholarships of up to \$250,000 that are good until they graduate at a university of their choice. Just keep in mind that while becoming a Gates Scholar will be worth the effort, it won't be an easy task.

"The application process was really grueling," said Lakin Keener, 18, a 2013 Gates Scholar from Sequoyah

High School. "I spent six months on it. I probably spent two months on one essay alone."

For more information, and to apply, visit [GMSP.org](http://GMSP.org).

The **American Indian College Fund** has been providing Native students with scholarships and other support since 1989. The organization recently celebrated its 25th anniversary with two galas—one in New York City and one in Chicago.

"As a child of a large family, I know it is my responsibility to fund my education," Miranda Perez, Menominee, said at the Chicago gala. She was the student ambassador chosen to speak at the event, and is a recipient of College Fund scholarships.

Application deadlines vary for scholarships offered by the American Indian College Fund. For more information, visit [CollegeFund.org](http://CollegeFund.org).

**Catching the Dream** operates three scholarship programs for Native students—MESBEC, the Native American Leadership Education program and the Tribal Business Management program. MESBEC includes math, engineering, science, business, education and computers and is the oldest program. "These fields are the ones in which tribes need graduates the most, and the fields in which there are the fewest Indian graduates," says the Catching the Dream website.

For more information, visit [CatchingtheDream.org](http://CatchingtheDream.org).

The **American Indian Science and Engineering Society** provides scholarships to Native students in an effort to increase the representation of American Indians and Alaska Natives in STEM—science, technology, engineering and math—fields.

The 2015 AISES National Conference will be held November 19-21 in Phoenix, Arizona. Applications for travel scholarships to attend and information about scholarships offered, can be found at [AISES.org](http://AISES.org).

The **Association on American Indian Affairs** began in 1922 as the Eastern Association on Indian Affairs. It was started to help protect the land rights of a group of Pueblo. It became the AAIA in 1946 and awarded its first scholarship in 1948. For more information on scholarships offered, visit [Indian-Affairs.org](http://Indian-Affairs.org).

**Indian Country Today Media Network** offers a convenient list of scholarships for Native students to browse through while they decide where to apply. View the full list at [IndianCountryTodayMedia](http://IndianCountryTodayMedia)

Network.com.

The **Indian Health Service Scholarships** website says: "The IHS Scholarship Program provides qualified American Indian and Alaska Native health professions students an opportunity to establish an educational foundation for each stage of your pre-professional careers."

Having served nearly 7,000 students who work for the IHS, private health facilities or their own communities, the scholarship program, "provides financial support in exchange for a minimum two-year service commitment within an Indian health program in your chosen health professional discipline."

For more information on what is offered, visit [IHS.gov/scholarship](http://IHS.gov/scholarship).

The **Bureau of Indian Education** offers a long list of American Indian scholarships for undergraduate and graduate students in various amounts involving essays, direct applications and more. To apply, visit [BIE.edu](http://BIE.edu) and click on "Parents and Students."

The **Accredited Schools Online Blog**

is written by Maggie O'Neill, a Northern Nevada researcher who specializes in scholarship resources and grants for minorities and veterans. With a long list of resources including charitable organizations, corporate institutions and direct links to the application process, the blog is a resource with a considerable amount of generous guidance. To check it out, visit [AccreditedSchoolsOnline.org](http://AccreditedSchoolsOnline.org).


Since it was founded in 1969, the **American Indian Graduate Center**, headquartered in Albuquerque, New Mexico has awarded more than 16,000 scholarships totaling over \$44 million to graduate students in all fields of study.

As an organization that says its mission is to: "Build, promote, and honor self-sustaining American Indian and Alaska Native communities through education and leadership," They have scholarships that are tribal, need-based, athletic, achievement-based, and much more. Find all of the scholarships available at [AIGCS.org](http://AIGCS.org).

As the website says, the **Horatio Alger Association Scholarship** is "one of the nation's largest need-based college scholarship programs in the country, which specifically assists high school students who have faced and overcome great obstacles in their young lives."

With over 70 programs that it administers to students and minorities, [ScholarsHoratioAlger.org](http://ScholarsHoratioAlger.org) is another great option.

The **Fastweb** database is one of the largest aggregators of student scholarships, and can be a good source for Native students who want to look for more than just Native-specific scholarships. Dr. Dean Chavers, director of Catching the Dream said there are fewer than 200 Native scholarships listed on [Fastweb.com](http://Fastweb.com), so applying to as many as the student qualifies for is best.

"Native scholarships represent less than one-tenth of one percent of all scholarships," Chavers says in his essay "How to Find and Win Scholarships." "We urge students to find all the scholarships they are eligible for, and apply to them. Scholarships are not all equal." 

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# Love of Wisdom

Group of Pueblo Indians Get Their PhDs at ASU



*Doctoral candidate Corrine Sanchez, left, with her mother, as she gets ready to defend her dissertation.*

This year's graduating class at Arizona State University was special because it may have included the largest group of Native American doctoral graduates to ever collect degrees at one time, notes AZCentral.com.

The 10 graduates are all Pueblo Indians who were a part of the first joint endeavor between ASU's School of Social Transformation and Santa Fe Indian

School's Leadership Institute. The program is meant to train researchers and scholars within Pueblo communities.

"It's really emotional. I don't have words to describe it," Carnell Chosa, one of the graduates, told AZCentral. "It feels like a blessing and it feels, in a sense, like a miracle."

It is a big deal, as Bryan McKinley Jones Brayboy, President's Professor,

director of the Center of Indian Education and ASU's special adviser to the president on American Indian Affairs, pointed out in a press release, only one out of 7,000 Alaska Native and Native Americans who reach the ninth grade will go on to obtain a doctorate degree.

"This accomplishment is big stuff," Brayboy said in the release. "Framing the graduation and successful comple-

tion of the program in those stark terms, this is no joke.”

“It’s a tremendous accomplishment because it’s not only about statistical issues,” the program’s other co-director, Elizabeth Sumida Huaman told AZCentral. “It’s really also about the type of work they’re doing. These are extremely conscientious researchers. Their work is extremely ethical, and their work is about moving their communities forward through self-determination. When you talk about social change or social transformation, this is it.”

The graduates, who got their degrees on May 11, come from some of the 19 Pueblos in New Mexico, and received doctorates in topics like Justice Studies and Social Inquiry. They all plan on returning to their communities to work.


Like Chosa, who is focused on



Cohort member Carnell Chosa

engaging youth through innovative community programs. “My research looks at what do we need to do through programming to keep our young people engaged and find a way to look at all of our Pueblo communities and bring them together, Chosa said in the release. “One of the things we did was to create a newsletter, which was to bring the voices of the youth back into the communities by sharing their viewpoints with the elders. As the world changes and our Pueblo changes, our form of engagement has to evolve.”


All of the graduates were able to complete their doctorates free of charge, with the majority of funding coming from the W.K. Kellogg Foundation. Brayboy told AZCentral that funding is the program’s biggest challenge going forward. He said they are waiting to see if the foundation will be renewing its grant for a second group of students. 📍



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# King of the NERDS

*Dahkota Kicking Bear Brown has met Obama, been on MTV and has hosted youth events that help make sure Native kids graduate* **VINCENT SCHILLING**



*Dahkota Kicking Bear Brown has met with Obama five times.*

In 2013, Dahkota Kicking Bear Brown was named one of five Champions for Change by the Center for Native American Youth for his after-school study group NERDS. In the two years since, this 16-year-old Miwok youth has shown no signs of letting up—he has met with President Barack Obama, got a hug from the First Lady, has appeared on an MTV special, and has hosted two annual NERDS Native Youth conferences.

NERDS – Native Education Raising Dedicated Students – is an after-school group that focuses on helping Native students. Concerned for the welfare of his fellow students who were not on target for graduating, Brown, who is now a junior at Argonaut High School in Jackson, California, started the program while he was in 8th grade. “NERDS started as a group of friends, and has grown to a network of peers I now consider family,” he told ICTMN. “Our after-school program grew to be so successful we turned NERDS into a trademarked nonprofit.

“Currently there are nine NERDS clubs throughout Northern California, and we have over 250 students who proudly call themselves NERDS and at least 19 students have now graduated who were before failing or struggling,” Brown explained. “We also have a recognized logo and a very successful summer school program.”

Since being recognized as one of the initial five Champions for Change in 2013, Brown has continued to work for Indian country from his California home as well as in the nation's capitol. As a result of his work, he has met with President Obama five times.

One of those meetings was with the United States Senate Youth Program—Brown was the first federally recognized Native selected in the Hearst Foundation's 53-year history. “They send 104 students a year and during the event, I gifted the President a NERDS medal-



lion I beaded myself last summer. It is the only one in existence.”

Brown even managed to get an embrace from First Lady Michelle Obama. On April 8, Brown was asked to travel to Washington, D.C. to moderate a youth panel discussion at the White House as part of the Obama Administration’s Gen-I Native Youth initiative, where he met the First Lady. “She hugged me, and we got our photo together,” Brown told ICTMN. He’s eagerly anticipating getting a copy of that shot sent to him by the White House staff.

Capitalizing on the success of his after-school tutoring program, Brown took the NERDS name and created an annual NERDS Youth Gathering, which began in 2014. During his conference this February—which was created and hosted by Brown—more than 130 Native youth from all over Northern California traveled to the event to learn from a plethora of speakers and mentors about life after high school, including useful information about colleges and universities, trade schools and careers in the military.

Brown invited a wide range of speakers to talk to hopeful students, like Dr. Melissa Leal, who holds a Ph.D. in Native American Studies and was the lead



*Brown at the second annual NERDS youth conference, held in February.*

researcher for the “MTV World, Rebel Music: Native America” documentary. Leal shared an MTV World promotional video as part of President Obama’s newest initiative geared toward Native youth, called Generation Indigenous, and sometimes referred to as just Gen I. Brown was one of 38 youths from

across the country selected to be part of the inaugural class of Gen-I.

William Mendoza, executive director of the White House Initiative on American Indian and Alaska Native Education, spoke to students about Gen-I and the first ever National Native Youth Conference, which was hosted over the summer in Washington, D.C. by the President and his White House staff.

Other speakers at the NERDS Conference spoke about applying to colleges and scholarships, and there was even a session on ways of ending teen suicide. “The guest speakers were amazing, but just a small part of the day to make the gathering successful. It is hard to believe that a group of students, some barely old enough to drive, organized the entire event,” Brown said. There were 25 booths for students to browse including a number of colleges and organizations.

During the event, the Jackson Rancheria Band of Miwuk Indians donated \$5,000 to NERDS.

The band has been supportive of the



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Brown, with William Mendoza, center, from the White House Initiative on American Indian and Alaska Native Education

program since Brown started it, providing opportunities for community service, and a primary funding source to start NERDS, said Brown. “The 2nd Annual NERDS Youth Gathering would not have been possible without the continued support of the Jackson Band of Miwuk Indians,” he added, thanking them repeatedly for their continued support.

That money will be put to good use, too. NERDS will create an annual scholarship for graduating seniors who are part of the program, and will be starting NERDS programs at other schools across the country.

Brown is also looking beyond his school program, and hoping to help Native youth in other ways. One issue that he’s very concerned about these days is the racist team names and mascots that disparage Native culture.

“I encourage everybody to read the report published by the Center for

American Progress on how these racist mascots affect our youth,” he said. “There’s great research and remarks from Native youth about why these mascots really do hurt. They dehumanize our Native peoples and take away our cultural identity among non-Natives. They have given non-Natives a false sense of what Native people really look or act like.

“When people think of our American Indian and Alaska Native people, they don’t think of 566 federally recognized tribes across the country or 2.1 million youth that are falsely represented by the mascots and caricatures used by teams with race based mascots. All they see are football helmets and big-nosed heads on baseball jerseys.”

“School is hard enough as it is,” said Erik Stegman, Director of Field Outreach and Advocacy for the Poverty to Prosperity Program at American Progress. “For Native youth, they face some

of the highest rates of violence, suicide, substance abuse and health disparities in the country. When we allow their heritage, culture, and community to be defined by a logo, mascot, or team name, we’re only making it worse for them. That’s why our report lays out recommendations for local, state, and federal education agencies to take action and transform these unwelcome and hostile learning environments into supportive ones for Native students.”

Brown said people should not be afraid to take a stand and speak out, boycott major sponsors and if the Washington team has to change their name, all teams that use Native mascots will follow.

Looking back on all of his work, Brown said he is excited about what the future will bring, but he has one regret. “When I met the First Lady, I was going to ask her daughter Malia to the prom, but I chickened out.” 🍀



# California Bans Racist Team Name

SIMON MOYA-SMITH

On September 10, California became the first state in the country to pass a bill banning the use of the word “redskins” at its public schools—and Dakota Brown, an activist and Native American high school student, helped make that happen.

Brown, 17, who spoke with ICTMN about this victory, said he hopes the other 49 states will follow suit by passing similar legislation.

**What message is the state of California sending to the rest of the country?**

I think the real message is telling every other state that there is definitely evidence that the use of this racial slur as a name is absolutely wrong. And our California legislature agrees with that. I think [this is] California leading by example, realizing that maybe it's time for a change and that these racist mascots aren't right.

**Why is this word “redskins” particularly offensive?**

It's demeaning. It's hurtful. It dehumanizes Natives just like any other [similar] mascot and name.

**What do you say to people who argue, “It's just a word, get over it”?**

They definitely have a right to voice their opinions, but the fact is that this word has caused harm—basically the word represents genocide in my eyes. The pain and suffering this word has inflicted on so many people [should] be enough reason to be changed.

**How do you respond to people who say, “But this is our tradition”?**

You can still have those traditions without a racist mascot. Those ‘traditions’ that people hold—their ignorant and racist traditions—shouldn't matter more than the traditions of an entire ethnic group.

**Out of all the 50 states, why do you think California is the first to do this?**

California has the largest Native population of any state. I have to give a lot of credit to Assemblymember Luis Alejo, who authored and carried the bill, who put in a lot of work making those connections with the various tribes and the other legislators, and [he] just really pushed hard for this bill.

**Five to 10 years from now, where do you see the word “redskin”?**

I think it'll be completely gone.... As far as the Washington football team goes, I just don't see them having very much time left with that mascot. I imagine the racial slur will be gone from our school systems and will be gone from our sports teams. 🍀



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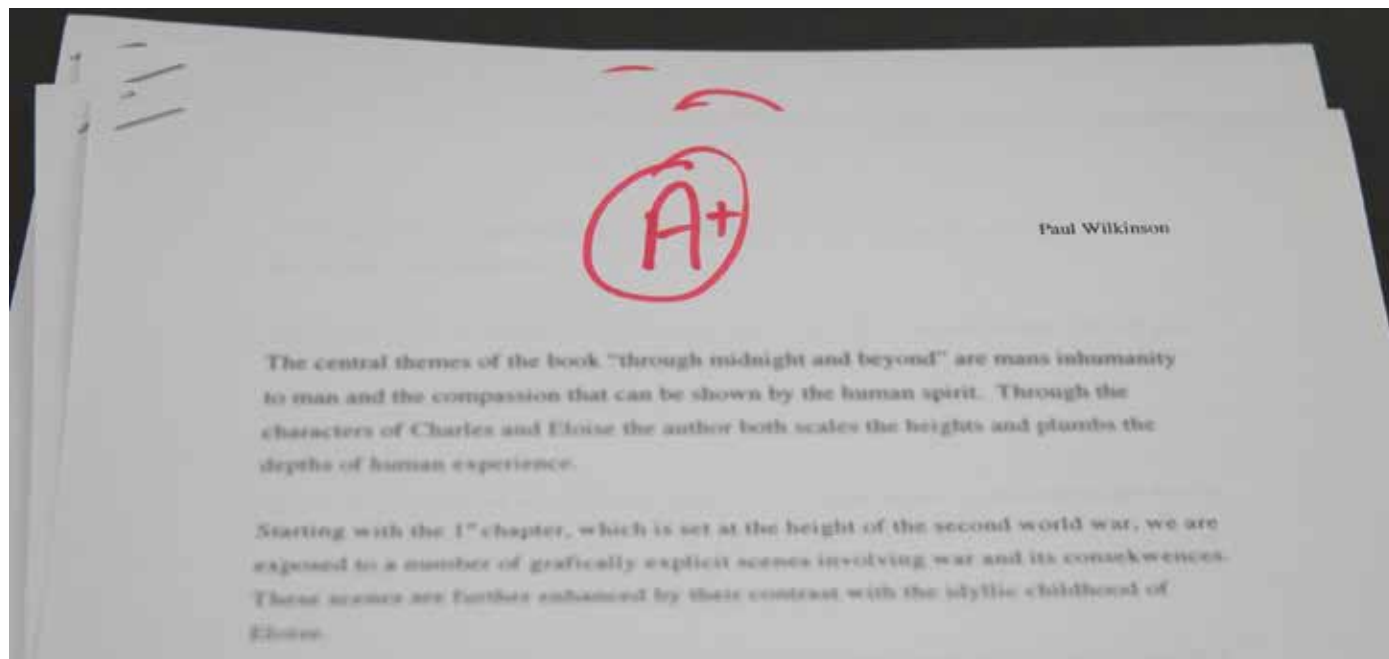
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# Bad English: 34 Grammar Lessons to Help Students Write Better



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## DR. DEAN CHAVERS

We ask students that apply to Catching the Dream for a scholarship to send us their essays early in their senior year so we can critique them. In 28 years we have gotten exactly one A+ essay and one A level essay out of about 1,800 total applications. I want one more A+ before I die, but may not get it. Most of our first-draft essays are in the C range, from C- to C+, with an occasional D+ thrown in.

It's obvious that our schools are not teaching students how to write. It is painfully obvious when we get an essay that is the first writing a student has ever done. As a person who has been writing for over 60 years, I know how hard it is to get a thought out of my head, to my fingers, to a keyboard, and onto a computer screen. It takes lots of practice.

One way I can tell a first writing is that students will hit "enter" at what they think

is the end of a line. They should only hit "enter" at the end of a paragraph. Most of them will say "my mother" and not give her name, tribe, occupation, location, and so on. This leaves the reader wondering: "Who is your mother and what has she done to help you get ready for college?"

They also use a lot of incorrect English words and phrases, many of which can be found all over the place. One is **aggravate**, which means "to make worse." Most of the time, the user really means "irritate." My mother told me a thousand times, "You little aggravator." What she really meant was "You little irritator."

**Anyways** is not a word. It is anyway.

**Apart** is a word that has a two-word partner. The student who writes, "I want to be apart of something great" really means "I want to be a part of something great." To be apart from it would mean to have

no association with it, which is not what the writer meant.

**Appraise, apprise.** The first one means to estimate the value of something. Apprise means to tell somebody something. They are entirely different words. But people often say, "I appraised him about what was happening." They mean apprised.

**Cite, site, sight.** Cite means to refer to something previously written or said, as in a footnote. A site is a location. A sight is a look at something. The most common error may be to use sight for site.

**Disburse, disperse.** Disburse means to pay out money; disperse means to scatter. Someone would be foolish to disperse the money, but they are perhaps wise to disburse it.

**Ensure, insure.** Ensure means to make sure of something, while insure means to buy insurance. They are not

interchangeable.

**Few and less.** Few means countable objects, while less refers to uncountable. The sign in the grocery store that says, "15 items or less" should say "15 items or fewer." This mistake seems to be universal.

**He don't** is often used orally, but not often in writing. The correct is "He doesn't."

**It is me** is bad English, which apparently only a few people know. The correct sentence is "It is I." These days even college graduates can be heard saying, "It's me."

**Its, it's.** Rules go out the window on this one. The only seeming possessive in the English language without an apostrophe is its. The problem is that "it's" is not a possessive; it is a contraction of "it is." So to say "It's my party" is correct, but "Its meaning has been lost" is also correct. Don't use an apostrophe with the word unless it is the contraction of "it is."

**Light complected.** The non-word complected is not found in any dictionary. The right phrase is light complexioned.

**Like and as.** The Winston cigarette people got raked over the coals in the 1950s

when they put out ads saying, "Winston tastes good, like a cigarette should." The English critics jumped on them immediately. Like is a preposition; the usage, connecting two complete sentences, demands a conjunction, as. One of my friends constantly says, "Like I said." Uhhh.

**Loose, lose.** Loose means not tied down and is pronounced "loos." Lose means lost and is pronounced "looz." If you have misplaced something, you lose it, not loose it. You can loose a horse if you want to turn him out into a pasture.

**Oral, verbal.** Oral means with spoken words. Verbal means with words. People often say, "We had a verbal agreement" when they meant they had an oral agreement—not written down, not notarized, but with spoken words only. All agreements are verbal, whether they are written or oral.

**Past, passed.** Something past happened in history, either yesterday or years ago. Something passed because it was a car going faster than another car, or a bill was approved by a legislature, or a student got promoted from one grade to the next.

**Peak, peek, pique.** Peak means a mountaintop. Peek means to look furtively. Pique means to stimulate one's interest, or excite.

**Principal, principle.** The first is either the lead teacher at a school or the main ingredient of something. The second is a law or rule.

**Seen it.** This verb is often misused in Indian country, both written and spoken. He didn't seen it; he saw it.

**Supposably** is not a word. It is supposedly.

**Suppose to** is incorrect. It is supposed to. Don't forget the d, similar to use and used.

**Their, there, they're.** Their is a possessive pronoun, there is an adjective specifying place, and they're is a contraction of "they are." They are not interchangeable. Thus "Their over there" is very mangled English.

**Then instead of than.** Students will write "I would rather be in college then out working" when they should have said than. No doubt this is caused by the way people hear the word pronounced.

**There is many types of cars** is incorrect. It should be "There are many types of cars," since the words types and cars

are both plural.

**Treasure, treasurer.** Treasure is something valuable. A treasurer is someone who takes care of the money. So you cannot run for the office of treasure, but you can run for the office of treasurer.

**Two, to, too.** Two is the second number, after one. The word "to" is a preposition, as in "to catch" or "to run." The word "too" means "in excess" or "also." The three are not interchangeable.

**To Jim and I.** The word "to" is a preposition, which always takes the second voice of a noun. To say, "He gave the money to Jim and I" is simply bad English. He gave the money to Tom and me. No one would say "He gave the money to I." So to determine the correct voice, eliminate the first object of the verb, which almost everyone will realize requires "me" instead of "I."

**Towards** is not a word. The correct word is toward.

**Most unique** is horrible English. Unique means one of a kind, so it cannot be modified. So rather unique, quite unique, and very unique are all bad English. It's just unique.

**Use and used.** The most common mistake with these words is people writing, "I use to go to school every day." The correct sentence is "I used to go to school every day." We forget the "d" because most of us, when talking, leave it off.

**Where's it at.** Uhhh. Don't use a preposition to end a sentence. Make the sentence say "Where is it?" and you'll be correct.

**Who is a subject pronoun and whom is an object pronoun.** Never say "To who are you speaking?" It's "To whom are you speaking?"

**Who's and whose.** Who's is a contraction of "who is" or "who has." Whose is a pronoun or interrogatory. Thus it is incorrect to say "Who's house is this?" It should be "Whose house is this?"

**Your and you're.** The first is a possessive pronoun, meaning something that belongs to you. The second is a contraction of "you are." Thus "Your my girl" is incorrect.

*Dr. Dean Chavers can be reached at CTD4DeanChavers@aol.com. He works at Catching the Dream, a national scholarship program for Native American college students. CTD does not have enough applicants, and encourages students to apply.* 📧

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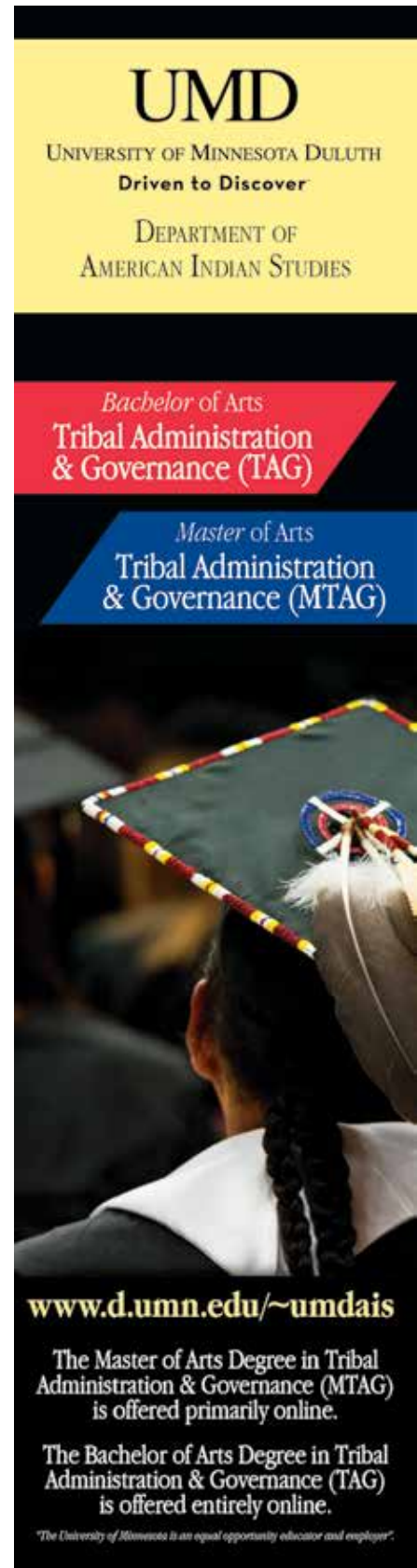
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PHONE	406-638-3100 / 406-638-3169
WEBSITE	<a href="http://www.littlepriest.edu">http://www.littlepriest.edu</a>
DEGREE PROGRAMS	Associate of Arts: Early Childhood Education, Native American Studies, Liberal Arts, Teacher Education Associate of Science: Business Associate of Indigenous Science: Indigenous Science with an Environmental or Health Science Emphasis

### Navajo Technical University

ADDRESS	Lower Point Road; State Hwy 371; Crownpoint, NM 87313
PHONE/FAX	505-786-4100 / 505-786-5644
WEBSITE	<a href="http://www.navajotech.edu/">http://www.navajotech.edu/</a>
DEGREE PROGRAMS	Bachelor of Applied Science: IT-Digital Manufacturing Track, IT-Computer Science Track, IT-New Media Track/Bachelor of Fine Arts: Creative Writing and New Media/Bachelor of Arts: Diné Culture, Language, and Leadership Bachelor of Science: Early Childhood Multicultural Education, Electronics and Computer Engineering, Environmental Science and Natural Resources, Industrial Engineering Associate of Science: Early Childhood Multicultural Education, Mathematics, Registered Nursing Associate of Applied Science: Accounting, Admin. Office Specialist, Baking, Building Info Modeling, Culinary Arts, Energy Systems, Environmental Science & Natural Resources, Geographical Info Technology, Info Technology Technician, Law Advocate, Public Admin, Vet Tech Certificates: Administrative Office Specialist, Applied Computer Technology, Automotive Technology, Bookkeeping, Carpentry, Computer-Aided Drafting, Construction Technology, Electrical Trades, Environmental Science & Natural Resources, Geographical Information Technology, Industrial Maintenance and Operations, Information Technology Assistant, Legal Assistant, Mathematics, Pre-Nursing, Professional Baking, Professional Cooking, Textile and Weaving

### Nebraska Indian Community College

ADDRESS	1111 Highway 75; Macy, NE 68039
PHONE/FAX	402-494-2311 / 844-440-NICC / 402-837-4183
WEBSITE	<a href="http://www.thenicc.edu">http://www.thenicc.edu</a>
DEGREE PROGRAMS	Associate of Applied Science: Carpentry Associate of Arts: Business Administration, Early Childhood Education, General Liberal Arts, Human Services, Native American Studies Associate of Science: General Science Studies Certificates: Carpentry

### Northwest Indian College

ADDRESS	2522 Kwina Road; Bellingham, WA 98226
PHONE	360-676-2772
WEBSITE	<a href="http://www.nwic.edu">http://www.nwic.edu</a>
DEGREE PROGRAMS	Bachelor of Arts: Native Studies Leadership, Tribal Governance and Business Management Bachelor of Science: Native Environmental Science Associate of Arts & Science: Business and Entrepreneurship, Native Environmental Science, Public and Tribal Administration, Oksale Native Education Associate of Applied Science: Early Childhood Education Associate of Technical Arts: Chemical Dependency Studies, Information Technology/Associate of Science: Life Sciences Certificates: Computer Repair Technician, Construction Trades, Office Profession, Hospitality Management Awards of Completion: Tribal Casino Management, Digital Media Technology, Working with Infants and Toddlers, Entrepreneurship, Tribal Museum Studies Program



**St. Joseph's Indian School**  
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### St. Joseph's Indian School in Chamberlain, South Dakota

Seeks a Family Engagement Coordinator to strengthen, support and nurture connections within students' families and with St. Joseph's Indian School. Involves community outreach and education. Bachelor's degree in a social services related field required.

CDC licensure preferred.  
BFOQ—Must be Native.



## Oglala Lakota College

ADDRESS	3 Mile Creek Road; Kyle, SD 57752
PHONE/FAX	605-455-6060 / 605-455-2787
WEBSITE	<a href="http://www.olc.edu">http://www.olc.edu</a>
DEGREE PROGRAMS	<p>Master of Arts: Lakota Leadership and Management, Lakota Leadership and Management-Education Administration Emphasis</p> <p>Bachelor of Arts: Lakota Studies, English and Communication, Early Childhood Head Start Emphasis, Early Childhood SD Teacher Certification Emphasis, Social Science.</p> <p>Bachelor of Science: Business Administration, K-8 Elementary Education, Information Technology, K-12 Lakota Studies Education, Natural Science, Secondary Education Physical Science</p> <p>Associate of Arts: Fine Art, Early Childhood, Elementary Education, Lakota Studies, Pre-Engineering, Life Science, Nursing, Science/Engineering/Math, Tribal Law</p> <p>Associate of Applied Science: Automotive Technology, General Construction, Electrical Technology, Office Technology</p>

## Red Crow Community College

ADDRESS	P.O. Box 1258; Cardston, AB T0K 0K0
PHONE/FAX	403-737-2400 / 866-937-2400 / 403-737-2101
WEBSITE	<a href="http://www.redcrowcollege.com">http://www.redcrowcollege.com</a>
DEGREE PROGRAMS	Red Crow offers Diploma, Degree and Master's programs in partnership with Mount Royal, Lethbridge Community College, SAIT, The University of Lethbridge, and the University of Calgary.

## Saginaw Chippewa Tribal College

ADDRESS	2274 Enterprise Drive; Mount Pleasant, MI 48858
PHONE/FAX	989-775-4123 / 989-775-4528
WEBSITE	<a href="http://www.sagchip.edu">http://www.sagchip.edu</a>
DEGREE PROGRAMS	Associate of Arts: Liberal Arts, Business, Native American Studies

## Salish Kootenai College

ADDRESS	58138 US Hwy 93; Pablo, MT 59855
PHONE/FAX	406-275-4800 / 406-275-480
WEBSITE	<a href="http://www.skcc.edu">http://www.skcc.edu</a>
DEGREE PROGRAMS	<p>Bachelor of Arts: Tribal Historic Preservation, Psychology, Business Management/Entrepreneurship, Social Work</p> <p>Bachelor of Science: Nursing, Early Childhood Education, Elementary Education, Secondary Science Education, Computer Engineering, Information Technology, Life Science, Wildlife and Fisheries, Forestry, Hydrology</p> <p>Associate of Science: Nursing, Elementary Education, Information Technology, Life Science, Wildlife and Fisheries, Forestry</p> <p>Associate of Arts: Fine Arts, Liberal Arts, Native American Studies, Tribal Historic Preservation, Psychology, Business Management, Early Childhood Education, Chemical Dependency</p> <p>Associate of Applied Science: Dental Assisting Technology, Business Technology, Media Design, Business Technology</p> <p>Certificates: Dental Assisting Technology, Highway Construction Training, Native American Science, Office Professions, Medical Office Clerk</p>

## Sinte Gleska University

ADDRESS	P.O. Box 105; 101 Antelope Lake Circle; Mission, SD 57555
PHONE/FAX	605-856-8100 / 605-856-4135
WEBSITE	<a href="http://www.sintegleska.edu">http://www.sintegleska.edu</a>
DEGREE PROGRAMS	<p>Bachelor of Science: Environmental Science, Computer Science, K-8 Elementary Education, Secondary Education, Elementary Education, History &amp; Culture, History &amp; Culture/Tribal Government, Cultural Resource Management</p> <p>Bachelor of Arts: Art, Business Management, Human Services, Mental Health/Psychology, Criminal Justice, Chemical Dependency, Lakota Language, Alternative Language-Teaching</p> <p>Associate of Arts: Art, Business Management, Elementary Education, Early Childhood Education, Special Education, Human Services, Lakota History &amp; Culture, Lakota Language, Traditional Arts, Creative Writing</p> <p>Associate of Science: Physical Science, Biological Science, Environmental Science</p> <p>Master of Education/Master of Arts: Clinical Mental Health Counseling, School Guidance Counseling</p> <p>Associate of Applied Science: Administrative Assistant, Building Trades, Computer Technology, Data Processing, Office Technology, Licensed Practical Nursing</p> <p>Certificates: Plumbing Apprenticeship, Electrical Apprenticeship, Building Trades, Office Technology, Computer Maintenance, Data Processing, Licensed Practical Nursing</p>

## Sisseton Wahpeton College

ADDRESS	12572 BIA Hwy 700; Sisseton, SD 57262
PHONE/FAX	605-698-3966 / 605-698-3132
WEBSITE	<a href="http://www.swc.tc">http://www.swc.tc</a>
DEGREE PROGRAMS	<p>Associate of Arts: Dakota Studies, General Studies</p> <p>Associate of Applied Science: Business Specialist, Carpentry Technology, Computer Systems Technology</p> <p>Associate of Science: Addiction and Diversity Counseling, Business Administration-Optional Accounting Emphasis, Early Childhood Development, Sustainable Environmental Studies</p> <p>Certificates: Licensed Practical Nursing, Dakota Language Teaching</p>

## Sitting Bull College

ADDRESS	9299 N Dakota Highway 24; Fort Yates, ND 58538
PHONE/FAX	701-854-8000 / 701-854-3403
WEBSITE	<a href="http://www.sittingbull.edu">http://www.sittingbull.edu</a>
DEGREE PROGRAMS	<p>Master of Science: Environmental Science</p> <p>Bachelor of Science: Business Administration, Early Childhood Education, Elementary Education, Secondary Science Education, Special Education, Environmental Science, General Studies</p> <p>Associate of Arts: Business Administration, General Studies, General Studies-Nursing Transfer, Native American Studies, Pre-Engineering</p> <p>Associate of Science: Business Admin/Management, Community Health Worker, Criminal Justice, Early Childhood Education, Environmental Science, Human Services Tech, Information Technology, Lakhotiyapi/Dakhotiyapi, Office Technology, Practical Nursing, Teacher Education</p> <p>Associate of Applied Science: Building Trades, Energy Technician, Lay Advocate/Paralegal, Office Technology</p> <p>Certificates: Building Trades, CDL, Community Health Worker, Concrete, Electrical, Entrepreneurship, Framing, Information Technology, Interior Construction, Lakhotiyapi/Dakhotiyapi I and II, Native Community Development, Office Technology, Oil Drilling, Welding</p>

### Southwestern Indian Polytechnic Institute

ADDRESS	9169 Coors Blvd. NW; Albuquerque, NM 87120
PHONE/FAX	800-586-SIPI / 800-586-7474
WEBSITE	<a href="http://www.sipi.edu">http://www.sipi.edu</a>
DEGREE PROGRAMS	Associate of Applied Science: Vision Care Technology, Culinary Arts, Electronics Technology, Instrumentation and Control Technology, Geospatial Information Technology, Natural Resources Management, Natural Resources/Environmental Science, Network Management, Accounting, Business Administration Associate of Science: Pre-Engineering Certificates: Optical Laboratory Technology, Culinary Arts, Computer Aided Drafting and Design, Geospatial Information Technology, Accounting, Business Administration

### Spokane Tribal College

ADDRESS	6232 Old School Road; Wellpinit, WA 99040
PHONE/FAX	509-258-7789
WEBSITE	<a href="http://www.spokanetribalcollege.org">http://www.spokanetribalcollege.org</a>
DEGREE PROGRAMS	Associate of Arts: Liberal Arts, Native American Studies Associate of Applied Science: Business Technology, Media Design Certificates: Office Professions, Native Studies

### Stone Child College

ADDRESS	8294 Upper Box Elder Road; Box Elder, MT 59501
PHONE/FAX	406-395-4875 / 406-395-4836
WEBSITE	<a href="http://www.stonechild.edu">http://www.stonechild.edu</a>
DEGREE PROGRAMS	Associate of Arts: Early Childhood Education, Elementary Education, Health & Physical Education, Health Promotion, Liberal Arts, Math, Native American Studies, Natural Resources, Studio Art, Water Quality, Addiction Studies, Native Communities, Psychology Associate of Science: Allied Health, General Science, General Business, Office Administration, Information Systems Certificates: Accounting, Construction Technology, CNA Course, Customer Relations, Physical Fitness, Pre-Engineering, Pre-Nursing, Rural Health



### Tohono O'odham Community College

ADDRESS	P.O. Box 3129; Highway 86 Milepost 115.5 North; Sells, AZ 85634
PHONE/FAX	520-383-8401 / 520-623-6175 / 520-383-8403
WEBSITE	<a href="http://www.tocc.edu">http://www.tocc.edu</a>
DEGREE PROGRAMS	Apprenticeships: Carpentry, Construction Painting, Electrical, Facilities Maintenance, Plumbing Certificates: Tohono O'odham Studies Program, Infant and Toddler Development, Office & Administrative Professions, Basic Social Services, Substance Abuse Treatment and Prevention Associate of Arts: Liberal Arts, Social Services Associate of Applied Science: Agriculture and Natural Resources, Business Administration, Office & Administrative Professions

### Turtle Mountain Community College

ADDRESS	10145 BIA Road 7; P.O. Box 340; Belcourt, ND 58316
PHONE/FAX	701-477-7862 / 701-477-7892
WEBSITE	<a href="http://www.tm.edu">http://www.tm.edu</a>
DEGREE PROGRAMS	Associate of Arts: Art, Business Administration, Criminal Justice, English History, Humanities, Language, Music, Native Studies, Political Science, Psychology, Social Science, Social Work Associate of Science: Biology, Chemistry, Environmental Public Health, Math, Pre-Dentistry, Pre-Engineering, Pre-Environmental Science, Pre-Geography, Pre-Med Tech, Pre-Med, Pre-Nursing, Pre-Optometry, Pre-Pharmacy, Pre-Physical Therapy, Pre-Vet Medicine, Pre-Wildlife MGMT Bachelor of Science: Teacher Education Certificates: Accounting Technician, Building Construction Technology, Computer Support Specialist, Commercial Drivers License, Entrepreneur, HVAC, Phlebotomy, Process Power Plant, Welding Technology Associate of Applied Science: Accounting Tech, Building Construction Tech, Business Administration, Clinical/Medical Laboratory Tech, Computer Support Specialist, HVAC, LPN, Pharmacy Tech, Process Power Plant Technology, Residential Electric

### United Tribes Technical College

ADDRESS	3315 University Drive; Bismarck, ND 58504
PHONE/FAX	701-530-0605 / 701-530-0640
WEBSITE	<a href="http://www.uttcc.edu">http://www.uttcc.edu</a>
DEGREE PROGRAMS	Associate of Applied Science: Art & Art Marketing, Automotive Technology, Business Management, Business and Office Technology, Criminal Justice, General Studies, Nutrition and Foodservice, Practical Nursing, Teacher Education, Tribal Environmental Science Bachelor of Science: Elementary Education, Criminal Justice, Business Administration & Management Diploma: Automotive Technology, Medical Billing & Coding Certificates: Automotive Technology, CDL, Heavy Equipment Operator, Welding

### White Earth Tribal and Community College

ADDRESS	2250 College Road; P.O. Box 478; Mahanomen, MN 56557
PHONE/FAX	218-935-0417 / 218-936-5814
WEBSITE	<a href="http://www.wetcc.edu">http://www.wetcc.edu</a>
DEGREE PROGRAMS	Associate of Arts: Humanities, Arts & Social Sciences, Human Services, Environmental Science, Business, Native American Studies, Education, Early Childhood Education





AP IMAGES

*President Barack Obama's 2016 fiscal year budget called for a \$1 billion dollar investment in Indian education.*

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