



# Tohono O'odham Community College

Recruitment and Retention Strategic Planning  
September 16, 2009



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A National Collaboration to Strengthen the Advanced  
Environmental Technology Education Programs at  
Tribal Colleges



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# CONTENTS

Overview .....	4
Recruitment Area .....	4
Facilitation .....	4
Consulting .....	5
Attendees.....	5
Discussion .....	5
Himdag.....	5
Program.....	5
Students.....	6
Faculty and Staff.....	6
Current Status.....	7
Recruitment.....	7
Retention.....	7
Strengths.....	8
Issues.....	9
Transportation .....	9
K-12 Preparation.....	9
Work Ethic .....	9
Recommendations .....	9
Recruitment.....	9
Retention.....	9
Transportation .....	10
K-12 Preparation.....	10
Work Ethic.....	11
Summary.....	11
Contact Information .....	12
Tohono O’odham Community College.....	12
Additional Information .....	12
Project Website .....	12
References .....	13
Support Services .....	13
Web-based Resources .....	13
Appendix.....	14



## Consulting

A Tribal education consultant, Mr. Harms, was invited to provide insight and experience specific to Tribal Colleges. It was noted that TOCC's small size and vast potential for growth offer unique opportunities. Mr. Harms agreed to share a number of examples of similar efforts conducted at other locations across the country.

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**Consultant:** Gale Harms, [gharms47@yahoo.com](mailto:gharms47@yahoo.com)

## Attendees

This report reflects the thoughts of TOCC participants who were present at the meeting. TOCC was founded in 1998 and merged with the Tohono O'odham Career Center in 2001. TOCC offers Associate's degrees, certificates, apprenticeships, and developmental education courses for the preservation of language and culture as well as career advancement and occupational skill development.

Jennifer Hill, Student Services  
Dwayne Lopez, Outreach Service Coordinator  
Eugenia Tashquinth, TOCC Student  
Victoria Hobbs, STEM Project for Mothers and Daughters  
Homer Marks, Range Conservation and Management  
Regina Siquieros, TOCC Student  
Paul Buseck, Instructor, Life Sciences  
Teresa Newberry, Instructor, General Science/Biology  
Lora Kaisler, Instructional Designer, ATEEC/PETE Consultant  
Gale Harms, Tribal College Consultant  
Doug Saunders, Range Conservation and Management  
Amos Stevens, Range Conservation and Management  
Marcella Parra, K-12 Outreach  
Sky Antone, TOCC Student  
Amy Juan  
Tomas Sepulveda, Department Chair of General Education  
Si Johnson, Agricultural Extension Agent  
Clifford Pablo, Student Learning Farm Manager  
Juana Jose, Vice President of Education



## DISCUSSION

(This is a summary of the discussion; the minutes of the meeting are provided verbatim in the *Appendix*.)

### Himdag

The Tohono O'odham spirit of education is called himdag. This philosophy is a way of life that incorporates "T-Şo:şon" beliefs, well-being, respect, and working together into a cross-curriculum educational pedagogy. Himdag begins in the home with young children and continues through adulthood, emphasizing the value of learning as a lifelong pursuit to improve quality of life for the Tohono O'odham people. Himdag courses in history and culture constitute seven of the core course requirements for each program offered at the college.

### Program

The Associate of Science (A.S.) degree program began in 2004 and provides 63 credits transferable to any college in the state of Arizona. An Associate's degree from TOCC guarantees a student's status as a junior.

Programs of study include Option I: Life Sciences and Option II: Agriculture and Natural Resources. Students are required to:

1. Demonstrate knowledge of scientific concepts and vocabulary.
2. Design and conduct a scientific research project.
3. Display a sense of place.
4. Apply critical and creative thinking skills to solve problems.

Coursework focuses on the physical and biological sciences with a wide range of liberal arts courses in himdag, English composition, fine arts, humanities, mathematics, social and behavioural science options. Science is taught from a holistic point of view, improving academic and life skills to strengthen individuals, families, and communities, through service learning projects such as gardening, K-12 science outreach, environmental awareness in communities, and other forms of public service. In order to enable students to meet the challenges of the future and be competitive in the contemporary workplace, O’odham elders and other community members are used as primary resources for research and expert advice. The A.S. program is intended to encourage students to pursue higher education degrees and train a workforce to fill technical positions in the areas of allied health, agriculture, natural resources, education, and other science-related fields. A nursing program is being considered as the next degree offering.

## Students

There are currently five students in the certification/A.S. degree program. In 2008 TOCC had 25 students enrolled in mathematics, 10 in a combined biology and chemistry course, and 25 in a math and reading bridge program. Nine out of ten students finished the science class. However, few students are properly prepared for the rigors of higher education math and science classes. Much of the time is spent on vocabulary and basic skills.



Three TOCC student participants shared similar stories. They each have a family member who taught them the value of caring for the land, came to TOCC to learn the O’odham language, and found the study of science to be compatible with their personal and occupational plans for the future. All three students like the way the curriculum ties all of the areas of study into a single theme of personal and community growth. “Science is culture,” (Sky Antone). Problems mentioned include transportation between home and school over vast distances and lack of science and mathematics preparation in the K-12 schools. They all expressed appreciation for the support TOCC staff provide to students and their dedication to improving the college.

## Faculty and Staff

Tomas Sepulveda believes the success TOCC has experienced in finding and keeping good staff comes, at least in part, from a similarity in personality. Most staff cluster into the logical and spiritual categories on the Meyers-Briggs Type Indicator (MBTI) personality inventory. Their ties to the community and community relationship-building have made the college more attractive to new students and made bridging the gap from high school to a four-year institution much easier. However, programs are built around a single faculty member; should that faculty member get sick or leave, the program might collapse.

Student services reach out to K-12 students. There are plans to work more closely with middle and high school instructors to share resources and personnel to better prepare K-12 students in the areas of math and science. There are already programs and services to help female students transition into college. Sixty-four percent of TOCC students are female, thirty-six percent are male. Male students need similar programs. Doug shared familiar stories of apathy and trouble with the law among young males on the reservation. Local farms and rangelands offer programs to help young people reconnect with the land.

Children seem to be interested in math and science until they reach the sixth grade, then something happens to make them lose interest. Possible causes are the high turnover rate in teachers in the K-12 schools, the fact that many teachers are under-qualified for the positions they teach, and the Nation’s schools can not fire poor teachers under the existing administrative structure. Students take standardized tests, but few achieve adequate yearly progress.

People are beginning to see the need for higher education. The current TOCC student average age is 39 years old.

# CURRENT STATUS

## Recruitment

The Tohono O'odham Agriculture and Natural Resources (TOANR) program is the key offering at TOCC. The Nation used to consist entirely of farmers and ranchers; the study of science enables students to reconnect with who they are. TOANR produces flyers and posters, which they distribute throughout the larger community. They sponsor the Junior Rodeo Series, the Tohono Land Connections program (a two-week residential program for youth ages 14-17), attend district meetings, present at the high schools, participate in advisory committee meetings, and offer student scholarships.

Summer bridge programs provide developmental skills in math, reading, physics, study and computer skills. They prepare high school students for entry into the community college. Radio stations run ads, but community events provide the best venue for spreading the word. TOCC sponsors lunch-time promotions with Student Services, job fairs, round tables, community nights, student scholarships, and the Nation's rodeo. Barbeques and a recent corn roasting exhibition have successfully demonstrated to the community the value of college through the connection between science and culture. Scientific experiments and activities are conducted on site and involve public participation. They motivate community members to find out more about science and how it relates to their personal lives and the future of the Nation. Word of mouth has been the most effective method of recruitment.



## Retention

It is difficult to teach college-level courses when students are not fully prepared in science and math at the K-12 level. Resources must be diverted to help the 60 GED students obtain their high school diplomas. TOCC has a Project Native Grant to prepare teachers and administrators, but few return to the reservation to work. Successful high school students tend to go directly to four-year colleges. TOCC instructors are willing to teach at the high school so that high school students obtain a better grounding in the essentials, but this developmental outreach program has run into logistical problems.

Hiring adjuncts to teach at the high schools is under consideration. Instructors would like to see developmental chemistry, biology, and physics courses taught at the high school. They would also like to see a comprehensive standardized test for science, like the COMPASS computer-adaptive college placement tests for reading and math. Marcella believes an Aptitude Inventory Measurement Service (AIMS) test for science will be available in the autumn of 2010. However, TOCC does not rely heavily on assessments; rather they build relationships between instructors and students. Flexibility is valued. Standardized tests also tend to be culturally biased toward white males. The Nation's students tend to score low on these tests, reducing their accuracy in predicting student success for members of the Tohono O'odham Nation.

Students tend to come to TOCC instead of a big university because it is family oriented and incorporates local culture into everything it does. Instructors are dedicated and care about their students on a personal as well as professional level; they empower students to accomplish more than even they thought possible. Club membership is high. There is easy access to student services, mentoring, and tutoring. Elders are invited into the classroom to share stories; they inspire students.

# STRENGTHS

TOCC faculty have been very successful in obtaining grants and have the enthusiasm to make big things happen. They already have the funds to build a permanent campus in Sells, Arizona. Temporary facilities are currently located on the middle school campus. They are participating in the combined National Aeronautics and Space Administration (NASA) and American Indian Higher Education Consortium (AIHEC) Climate Change Project to study the effects of climate change in the southwest. A new lab was custom designed and built for the science department. Students participate in the annual AIHEC conference competitions in knowledge and speech. A “Student of the Year” award is based on academic success, leadership, and enhancement of student life. The Student Success Center provides educational resources, such as a library, tutors, counselors, career counselors, academic advisors, computers, supplies, and printers.

Homer Marks assures us the jobs are out there waiting for students to fill them. The area needs roads, schools, hospitals, but it also needs farmers and ranchers who know how to nurture the land and manage a business. People are starting to rediscover the value of a college education. Volunteers, internships, apprenticeships, and journeyman positions of employment fit in perfectly with the types of programming TOCC offers. There are lots of opportunities for discovery in the younger grade levels, but much of the real work requires students with at least a ninth grade education and more mature body strength.

Strengths of the college include:

- Strong commitment toward culture and language.
- Staff and faculty members **must** complete a catalog class in language and culture.
- Good support within the community.
- Language is included in pamphlets, flyers, and room and building identification.
- Their motto is “hope and dreams fulfilled”.
- Support is a **key** word found in many statements regarding the purpose of the college.
- Every student has a personal advisor.
- Other **key** words are planting, survival, and respect.
- They have established articulation with other Arizona colleges and universities.
- They provide for non-major science programs.
- They support a Mother-Daughter program.
- Faculty are competent and accomplished grant writers.
- Staying within the community and supporting home and community is important.
- Students are included in campus affairs.
- First, the language . . . which then spins off to other understandings.
- Elders are included whenever possible.
- Good coordination with Tribal Environment and Range Management Offices exists.



# ISSUES

## Transportation

Providing transportation for students in outlying areas is the biggest problem the college faces. A few students merely cross the highway to reach campus from the main metropolitan area of Sells, but many must travel as far as 65 miles one-way. Many students do not have reliable personal vehicles or access to public transportation.

## K-12 Preparation

The study of science and math in the K-12 system does not adequately prepare students for college-level coursework. Most students require developmental academic support services. There are many obstacles to organizing successful K-12 outreach programs. Culturally biased testing can make students feel less capable than they really are and influence college decisions to place students in classes beneath their ability levels.

## Work Ethic

The inclusion of “work ethic” in the education program is important to TOCC. Boarding school experiences of previous generations has affected parenting. A disconnect exists between the attitudes of parents and students toward school and work. However, it is difficult to teach attitude change and even harder to make attitude changes last beyond the influence of the classroom environment.

Other issues include:

- Female-to-male disparity in student enrollment.
- Providing for the many students that prefer to stay at home and work for the Nation.

# RECOMMENDATIONS

## Recruitment

Recruitment will grow as time passes. TOCC is a new institution and only time will instil trust enough for students to choose TOCC rather than a four-year institution outside of the Nation or a minimum-wage job nearby. A four-pronged, grassroots, campaign to spread the word (that starts with a collection of grade school students, high school students, major local employers, and community support personnel) could very possibly spread the word faster than TOCC can hire instructors. Explain to each group the opportunities TOCC offers and what those opportunities can mean for students and the entire community. Provide them with a means of explaining these same concepts to others (e.g., brochures, posters, easily replicated experiments, etc.) and encourage them to spread the word to everyone they meet.

## Retention

Retention is more of a personal problem rather than an educational issue for TOCC. Students are fighting transportation and motivation issues that an institution really cannot solve for them. Make clear the advantages of a TOCC education. Share stories of successful students, the hurdles they overcame, and the advantages they enjoy because of their education. TOCC can make personal problems smaller by supplying reliable transportation options, providing scholarships, and encouraging student support personnel.

A place is already set aside for students to comfortably study, share problems and solutions, and access trained personnel. Staff relate well to students and genuinely understands their needs. Staff are available and equipped to help students deal with inadequate academic preparation and personal issues. Give staff a free hand to try new and innovative strategies. Encourage them to “think outside the box”. Individualize student support so that it is provided by whichever faculty or staff member the student seems to trust the most. Encourage science faculty to share their perspectives and strategies with counsellors and vice versa. Students will then get the help they need from the person with whom they can most easily relate.

## Transportation

There is no easy answer to the transportation problems facing rural community colleges. Lack of adequate bussing is as much an issue for the Nation as for the community college. Personal vehicles are viable alternatives, but only when the vehicles are in working order. Carpooling can experience the same problems, complicated by drivers who are unable to fulfil their responsibilities (e.g., get sick, consistently change the schedule, or drop out of school).

Consider the following strategic options:

- Apply for grants to provide vehicles and driver compensation for students in remote areas.
- Certify students as drivers for an expanded vehicle pool (and support those students).
- Make carpooling a formal agreement between students that is organized by Student Services.
- Ask faculty and staff to carpool with students.
- Provide carpool vans for a set of specific destinations in each district.
- Create a safe place for students to park alternative forms of transportation, such as horses, bicycles, all-terrain-vehicles (ATVs), and so on.



## K-12 Preparation

TOCC is not alone in trying to address lack of preparation in K-12 math and science programs. This is not a local issue; it exists across the country. Educators and policy makers agree that the teaching of Science, Technology, Engineering, and Mathematics (STEM) subjects in K-12 schools must improve if the country is to be economically competitive. Experts advocate teaching systems thinking, modeling, and analysis. TOCC has the unique opportunity to study ecosystems through predictive modeling of climate change based on data gathered and analyzed in the Sonoran Desert. This is a practical way to teach the scientific process and engineering through manipulation of mathematical data using simple technology, integrating all four of the STEM areas and using resources available in one's own backyard.

Many students believe preparation in the STEM fields is a good idea, but they prefer to take practical courses for immediate employment, avoiding the advanced math and science courses necessary for success in higher education. STEM concepts will be more effectively taught when embedded in practical courses; for example, fractions and measurement in cooking and woodworking classes or physics and biology in physical education and history classes. K-12 students find it difficult to see how math and science are related to real-life. TOCC needs to show students those connections in a meaningful way.

Standardized testing in science and math is used more often now than in the past, but few schools are prepared to provide standards-based K-12 education in science, mathematics, and technology. It is the TOCC policy to consider standardized tests as only one part of the placement process and faculty are flexible enough to move students after a couple of weeks, if they see that those students are working above or below the level of the class in which they were originally placed.

Strategies for addressing preparation problems include:

- Look for ways to work with K-12 administration and teachers on bridging to college.
- Expand the summer college bridge program.
- Integrate distance learning using community centers in Districts.
- Use existing distance learning programs and equipment already on-hand.
- Investigate programs like Sunday Academy to promote interest in STEM areas.

## Work Ethic

The TOCC mission statement goes to the heart of what is valued by the people; however, the disconnect between age groups has been complicated by the practice of sending children to boarding schools. There must be a systematic process for building this sense of connectedness that involves all age groups and touches all of the people. College students inspire elders; faculty inspire elementary students. Everyone is capable of causing change, not just those we think of as leaders.

There are many environmental problems in the area that could be used as problem-based teaching and learning experiences, such as cattle getting hit on the road. The entire reservation is one huge laboratory for the study of divergent species and desert plants. TOCC can help to inspire a greater work ethic by getting people to work together to solve problems that everyone experiences. TOCC has a remarkable start on reconnecting the people with their roots, bringing to life the real meaning behind the term “community” college.

Networking all of the resources available will help students to realize the value of their connectedness and their individual responsibility to the land, community, and each other. Many local employers and organizations are willing to work with students. It would help ease the transition from high school to college and college to universities and/or the workforce if a list of these agencies was compiled and a person put in charge of making sure these resources are publicized and utilized. Communicate these opportunities through student services, cultural centers, community events, and libraries.

Additional recommendations include:

- Extend the Mother- Daughter program to include Father-Son.
- Create more informal networking opportunities. (They seem to work.)
- Provide for day care on campus.



## Summary

Most important of all, keep the focus of TOCC small. Resist the urge to do too much too fast. Stick with agriculture and natural resources with a plan to possibly add a Bachelor’s degree in ten years. Don’t add a nursing program too soon; possibly plan to start it in five years. Pace ourselves. There will always be pressure to offer more courses and to serve younger age groups. TOCC will probably always have to offer remedial courses and a year’s worth of offerings should be enough. With the small faculty and dedicated personnel available, it is better to tutor a student through a more difficult class than to make that student take additional classes. The cost of tuition and transportation may prevent students from attending the college when they realize they must take more than just the one or two classes they want to take.

Keep the quality high. The combination of himdag with academic programs is a unique asset that will strengthen and expand the influence of TOCC. Continue to value the faculty and staff for going to such extreme lengths to serve the community. There are many community colleges across the country that would love to hire these people away from TOCC. Encourage students to plan on attending a four-year institution when they graduate. Use the resources at hand (e.g., the desert) to strengthen community ties while teaching practical applications of essential scientific concepts. The stronger the student ties are to the community now, the more likely they are to return to work with the community later.



## CONTACT INFORMATION

### **Tohono O'odham Community College**

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### **Project Web site**

[www.ateec.org/profdev/Tribal](http://www.ateec.org/profdev/Tribal)

# REFERENCES

## Support Services

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- Advanced Technology Environmental and Energy Center (ATEEC), <http://www.ateec.org>
- Tohono O'odham Community College (TOCC), <http://www.tocc.cc.az.us/>
- National Science Foundation (NSF), <http://www.nsf.gov>
- Partnership for Environmental Technology Education (PETE), <http://www.ateec.org/pete/>

## Web-Based Resources

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# APPENDIX

These are the verbatim minutes of the meeting as recorded by Paul Buseck, TOCC Instructor, Life Sciences.

## **PETE Meeting Minutes 9/16/09**

Jennifer Hill  
Dwayne Lopez  
Eugenia Tashquith  
Victoria Hobbs  
Homer Marks  
Regina Siquieros  
Paul Buseck  
Teresa Newberry  
Lora Kaisler  
Gale Harms  
Doug Saunders  
Amos Stevens  
Marcella Parra  
Sky Antone  
Amy Juan  
Tomas Sepulveda  
Si Johnson  
Clifford Pablo  
Juana Jose

### Introductions

- LK – go around telling about
- Students
  - How did you end up here
  - Why did you choose your program of study
- Administrators, how do you see this program growing
- Instructors
  - What do we want our students to learn
  - What kinds of students do we want to have
  
- SA
  - Came to TOCC to learn language
  - Worked with TOCA to revitalize culture
  - Worked with PB and agriculture to learn about farming
  - Took ag class when he came to TOCC – “social agriculture”
  - One of the reasons he came to TOCC
  - Taking biology
  - Seeing how important science is and how it fits with TO culture
  - We are scientists to grow, that’s why we’re still here
- AJ
  - Came to TOCC to learn within the community
  - Language
  - Kept here b/c of support within community and the instructors
  - Know how to bring culture into everyday classes
  - Loves science classes
    - Involved w/ env. activist outside school
    - But wanted to learn from within the community
  - Went to ESA convention in ABQ
  - Now an intern under AIHEC env program
    - An effort b/w other TCUs
    - Want to do an env assessment of the Nation for the tribe
    - 5 people, learning together. Some know a lot, some not so much

- Will be at NAU in January '10
  - Humanities and ev science
- ET
  - Always knew about TOCC
  - Eugene Tash and Paul worked on ag program together
  - Chose major cuz relates to what she wants to do
  - Get a degree in animal sci at CSU
    - Minor in plant science
    - Go to UA on NE side
  - Ag is a big thing cuz dad had a green thumb
  - Teach young kids about ag
  - Better to plant rather than going to Basha's
  - Wanted to transfer to NWIC cuz of their BA in env science and has connection with UW for a BA in animals science
  - TOCC has lots of little things as opportunities (climate change grant)
  - Volunteering with the vet on Friday's
  - Wants to go away to get on her own 2 feet
  - Lots of other people want to leave too – so I'm not unusual
- TN
  - Described the AZ transfer system
- JJ
  - So much hope just in this room
  - Dreams that will become reality
  - Sky's poem is what O'dham are about
    - Means a lot to Juana
  - No place on earth that she'd rather be than here
  - Great staff – Teresa, Paul, Tomas
  - Students came here cuz of language
    - Things spin out from here
  - Need more students like Sky, Amy, & Eug
  - Science hasn't been one of our most popular subjects
- LK
  - How did you find such good staff?
- JJ
  - People that are here want to be here
  - Transportation issues are a challenge
  - Been lucky that we've gotten qualified interested faculty
  - Some can walk across the road, others have to spend a 1 or 1.5 hours just to get to school one way
  - There's a bus that travels from Ajo to Tucson
  - Only travels along hwy 86
- TS
  - Attended an advising workshop
  - Took the Meyers Briggs test
  - Instructors clustered into logical, and spiritual
  - Workshop leader surprised, and not
- LK
  - Where do you see the college heading
  - We can't work independently as an educational inst.
  - Need to know the goals of the TON
  - What is the educational master plan
  - Importance of representation of ag program
  - Will have a CNA program
  - Several clinics that need nurses
  - Interested in ag program b/c of efforts of Teresa and Paul
  - Ag ctte
    - Trying different strategies to increase enrollment in ag and sciences
- TN
  - Hired to start science programs
  - Lab, build curriculum, hiring staff

- Need to build relationship with community
- Students feel relationship w/ community and this makes it attractive
- Can get an AGEC and transfer to university
  - Some students going for certificate, other going for AS degree
- We've always taught science
  - Most students are non-majors, but can get students' interest
- TS
  - Offering summer bridge program
  - Focusing on the sciences
  - Best enrollment was in mathematics
  - Math/reading hybrid went really well (25 students)
  - Study skill, physics, math, and computer skills (10 students)
  - Instructors, student services etc have lots of different strategies to find students
    - Radio station, community days, other promotions, BBQs
  - Certain events community participates (nation's rodeo), other events sponsored by TOCC
    - Paul had soil activity
    - Teresa "do plants have hair", and tree-ring activity
- VH
  - We've been strong last few years, done more outreach into the community
  - Try to tie it into the community
  - Make sure that the community knows what TOCC has to offer
  - Came to TOCC with a math perspective
  - Still learning about the sciences
  - Never connected science and the natural resources
  - Now, with this position, makes those connections better
  - When do outreach, student services (SS) is doing early outreach (K-12)
  - Youth getting science not just in their schools, but learning about STEM fields
  - Reaching out to female students
  - Teresa did a presentation about plant ecology
  - Try to introduce kids to natural and env science
  - Trying to build more relationships with community to get more students
- DS
  - When he started out after high school, so much harder to get funding
  - It was who you knew to get funding
  - Became a Police Officer, worked with youth
  - Always interested in ag
  - Grew up in Anegam
  - Went to CAC in ag, wanted to do farming on his own
  - Was too expensive to buy tractors, irrigation, equipment
  - Got a job with the NRCS
    - Been with them for 8 years
  - Likes being in the classroom and working with youth
  - Heard about some bad things a male in Sells here
  - What's happening to the young men out here?
  - Had trouble with his own son
  - Son said that men are having troubles
  - Males need to have strong role models
  - Driving it as a officer, realize how big rez is
    - When you're on your feet, is even bigger
  - 64% of students are female, rest are males
  - Why aren't the males doing anything?
  - Sif Oidag has lots of plans for ag, lots of rangeland
    - People trying to put in range to manage
  - Lots of students coming to GED classes
  - Way to get back to school and move on
  - Still, transportation will always be a problem
- LK
  - Anything in math and science fields that would appeal to males?
- DS

- Want to be in school, but other stuff distracts them
- Real interested in stuff when in 6<sup>th</sup> grade, then something happens
- MP
  - High turnover rate in k-12 schools
  - Underqualified
  - AZ one of the most underspent per pupil
  - Schools on the Nation, can't get rid of bad teachers
  - We need to play catch up that they are receiving what they needs
  - Dance of not being a GED institution and being true to being a TCU
  - Avg age is 39 years old
  - Male youth in science
    - Do well until 5<sup>th</sup> 6<sup>th</sup> grade, then drops off
  - If we have a stronger infrastructure, it would help
  - Need to work closer with k-12 schools
  - Students need to take AIMS tests,
  - Few schools meet AYP
  - Lot of issues that aren't helping us
  - Summer college bridge program
- VH
  - Haven't really done research & writing
  - Parenting aspect is important
  - Growing up here
    - Whole generation of people her age who went to boarding schools
    - No teenagers around
    - Families broken apart
  - Stopped happening as much when local schools were built
  - Losing our males
  - She's a boarding school graduate and never quite moved back in
  - Now, coming back and starting to impact the tribe
  - Learn from parents parenting us
  - Get this from extended families
  - Now we're families, connection might not be there
  - Seeing impacts in younger generations
  - Don't have those connections about who we are as O'odham
  - Lost somewhat but is being rebuilt
  - A lot of our members are disconnected from who we are as O'odham
  - We do need a father son, father daughter, mother son program
  - We need to have all these connections
  - Once we gain these connections, start to see it on campus
  - I didn't want to be associated with the rez
  - A change, young people want to be connected
  - Important to work with families is important
- MP
  - Do have talented students in k-12, but they're recruited by outside 4-years
- DS
  - Taught at boarding school as special ed
  - Babo dist. has a lot of after school programs, BIA don't have it
- TS
  - TOCC and BHS did a dual enrollment agreement
  - Would offer science classes for their students
  - In transition from M-F to M-Th schedule
  - Coach teaching chemistry, accounting teaching ?
  - Started to schedule classes on Fridays, staff and counselors encouraged students to enroll at TOCC on Fridays
    - Offered science classes on Fridays
  - We asked what the HS needs?
  - Scheduled again, very few HS students enrolled
- TN
  - 9 students in chem.

- Involved with sports, transport issues
- At end, only had 1 student
- TS
  - Encouraged students to enroll, but still didn't happen
  - Suggested that we teach at HS.
  - Agreed, and were willing to assign our faculty to teach at a HS
  - Fell through the cracks
  - HS said that it was set up like that, classes would be scheduled during regular day
  - Many reasons why it didn't go forward
  - Decision made by (TOCC) cabinet
    - Reason was transportation
    - TOCC doesn't have transportation to get to HS
    - Now we have more vehicles
- VH
  - Cuz our schools don't do as well as we'd like them to
  - Don't want to become a glorified GED HS program
  - How do we prepare our students to become college level when k-12 isn't properly preparing them
    - They're doing some good work, but it still needs to be improved
  - We've been here for 10 years
  - We have 60 GED students, so need to divert resources for all students that don't have a HS diploma
  - Do lots of developmental courses
  - How to make sure we teach college-level courses?
  - TOCC has a project native grant that prepares teachers and administrators for education.
  - Haven't seen impacts yet cuz many don't come back to teach here on TON
- TN
  - Teaching at HS
  - What about our students at TOCC who want to enroll at TOCC?
  - If we teach at HS, we aren't here for our TOCC students who want to teach science
  - How to address lack of prep in her courses
- TS
  - Could hire adjuncts to teach HS classes
  - Full-time teach majors classes
- TN
  - Common to teach developmental chem. courses
  - Offer a developmental BIO course
  - Developmental PHY course
  - When put together AS programs
    - Require at least one non-majors science class before taking the majors class
    - Gives background in vocab
    - Most science students interested in health and the env
    - BIO 100 or BIO 105
    - If get AS in elementary ed, need an environmental science class
    - There are COMPASS tests for reading, math etc.
    - Are there these tests for the sciences?
- TS
  - They're working on them
  - Several colleges are working on them
- VH
  - Most assessments are reading, writing, math
- MP
  - AIMS for science is happening this fall
- TN
  - Could go with pre-requisites
  - Want to be ready for students
- VH
  - TOCC doesn't rely real heavily on assessments, which is good
  - Many students aren't good at standardized tests
  - Here, students build relationships with instructors who can then assess the students
  - One student tested low, but did well so instructor moved her up.

- It's nice not to rely too much on standardized instruction tools
- They're not built with our language
- MP
  - Tests are culturally biased
  - Geared towards white males
- VH
  - Showed a picture of a swamp
  - Kids were saying wo'o (pond)
  - All the kids scored low
  - Changed it to a fountain
  - Do we have fountains either? No!
  - Get to build
- DL
  - SS recruitment
  - We give out pamphlets
  - We are farmers
  - Come here and study who we used to be
  - We also need to focus on our male students
  - I was encouraged to stay out of the gang life
  - Was in the FFA program
  - Focused on plants and animals and public speaking
  - Really enjoyed his 4 years in the program
  - Went into field of communication
  - Students come here because it's local, more family oriented
  - Was advised to go to CAC rather than TOCC
  - Universities take our students away, so in SS we advise to go to TOCC first, then transfer to university
  - When Clifford & Si came to do a demonstration with horse and plow
  - This was a way we stayed healthy
  - Sky did a corn roasting demonstration
    - Learned a lot about this
    - Good to learn about what we used to do
  - All about encouraging and motivating students
  - Need to do this more "you can"
  - When was at ASU, one of only TO students
  - Took plant science and rock science
    - Hard, but I done it
  - Were given a peach, asked what kind of seed is it? Angiosperm
    - Students laughed when they heard the last part of the word
- AJ
  - Big thing for TO and NA communities, each generation has a sense of responsibility to the tribe,
    - This has to be built
    - Some people don't like it
    - Feel it as a burden
    - But we're doing it for ourselves, families, districts, tribes
    - Students that are succeeding have embraced this responsibility
    - We have to give back
    - One thing I'm proud of is student clubs
      - Math for O'odham club
      - BE REAL
      - Became empowered to help other students
        - Higher level math students started tutoring GED and HS students
        - Having family connection is important
        - Seeing your auntie, uncle doing well in school can help inspire
    - We've seen a lot more enrollment
      - "Can't get a computer anymore" "too crowded"
    - Starting to see more community members here.
    - Need to get stronger about recruitment, getting the word out about our professors
- TN
  - Word of mouth is a powerful recruitment tool

- We work in a small community
- LK
  - Have you worked with senior citizens to help get the word out
- MP
  - Si Johnson is a big advocate working with males and elders
  - We have an aspect with my grant for elders
- TN
  - Invite elders into classroom to share stories, knowledge
  - Elders aren't mentors per se, but students are inspired by presentations
- VH
  - It is spread in informal ways
  - Not measurable, no sign-in sheet
  - But just talking
  - Recruitment has been from old participants telling others about their experiences
  - ½ the mother daughter teams are b/c they connected with others in their family
- MP
  - Impromptu situations
  - Elementary kids came to learn about roasting corn
  - Have to peel corn before they could eat
  - Faculty development committee helped to sponsor
- SA
  - Corn roasting was lots of people's ideas
  - It was adults who wanted to go straight to the ga'iwsa without learning about it first
  - Kids wanted to learn. Were more interested in the process as opposed to adults who wanted to go straight to the soup
  - The older you get, the less connected you get with the land if you weren't connected to start with
  - Picked the corn on Monday at Papago Farms
  - Younger people wanted to know whole process
  - It is important that we try to get kids when they're young
  - Also, need to get your education to do stuff
  - Need a degree to do stuff
  - Don't know how we can do it or show it
    - Took Paul's ag class, but class is still going on cuz he's coming to my house to look at the garden
  - Go out with instructors to build relationships
  - Not a student/instructor relationship, more a personal level, students likely to come
  - 1<sup>st</sup> class at ASU was a stadium of students
  - Want future students to see that and how important it is
- LK
  - Will it be an easier transition cuz of what you do here?
- SA
  - Plan is to get BA in ed
  - Once you get higher in school, can have a more personal relationship with instructors
- HM
  - What Sky said was true
    - 2 oldest kids, traveled to different bases, never exposed to ag and livestock – lost that connection
    - 3 youngest got exposed to this stuff
    - Daughter teaches at Head Start in Santa Rosa
      - Can we come to corral to look at horses?
    - Back in 1989, started Range Day
      - How to get people interested in ag?
      - 5, 6, 7, & 8 graders
      - Picked 8 students from each district
      - 5<sup>th</sup> grade was too small cuz were too small for hands-on
      - 8<sup>th</sup> grade weren't interested
      - 6<sup>th</sup> and 7<sup>th</sup> graders are who we work with now
      - In March for just a day
      - Encourage parents and instructors to come
      - One way we try to recruit students into ag

- Hit em when they're young
    - More curious.
    - Kids like to ride horses
    - Want to go to horse camp in a couple of weeks
  - Going to boarding school got me to be independent
  - But still connected b/c parents/grandparents were ranchers, so stayed connected
  - I stayed with it.
  - Politicians don't know what it's about to work with cattle
  - Used to go out and camp
  - Now we only go out on weekends
- TN
  - Learned by doing
- HM
  - Learned from other ranchers
  - Can still teach when kids are older, but is harder
  - Important to start earlier
  - If we get 1 or 2 , we're lucky
- PB
  - Work with youth early
  - High level science classes don't get enrollment
- TN
  - When 1<sup>st</sup> hired at TOCC was hired under Title III
  - Hired under a TCUP/STEM visioning grant
  - Gathered lots of people together to figure out what TOCC needs to offer to meet the needs of the community
  - Mentioned over and over "ag and natural resources"
  - A great need out there, but not a lot of students
  - A disconnect somewhere
  - Somewhere in 8<sup>th</sup> grade – 12, that's lost
    - Why go to college?
    - What's it gonna get me?
- HM
  - Jobs are out there, waiting for students to fill them
  - Used to hear, be a lawyer, be a doctor, make yourself better
  - Wanted to be an electrician or a welder
  - Disconnection happened between parents not looking at the land here, look at professional opportunities
  - People say we need roads, schools, hospitals etc.
  - Yeah, but where are you gonna put these without the land?
  - HS should have been at Santa Rosa, a central location
  - There is still some connection
    - I wanna work with cattle, I wanna work with this
  - Sons ask me, "how come there's so many people going to those GED classes?"
  - A lot of people didn't think they needed a diploma?, but now people see that connection
  - Now you need a HS diploma even to be in military.
  - There was field day at CAC where HS students came from all over.
  - Now we only have one range tech to do the plant inventories
- TN
  - You need people to help with inventories?
- AS
  - Yes.
  - Daughter interested in FFA
  - Method to measure carrying capacity is ???
  - Run transects
  - Figure out plant community, use math, and plant composition
  - Currently working on Gu Achi District
  - Takes notes on range conditions
  - GPS' wells and charcos
- TN
  - So student interns could be helpful?
- AS

- yes
- Went to a presentation at Ha:stan and there was a girl who was interested
- Lost contact with her and don't know what happened with her
- Presentation was at end of school year, so couldn't really follow-up with her.
- TN
  - Grant for Indian education
- AS
  - Can help me get some of my work done
- TN
  - Plant ecology class could provide students to help
- MP
  - What's age range you'd like to work with?
- AS
  - Starting with 9<sup>th</sup> grade
  - Can pick it up
  - Use a GPS and do calculations
  - Once college gets established, there are lots of opportunities
  - TOCC still young
  - Project at Cowlic farms
  - Can ag program use some of the land there?
  - Hoping that one day the range program will work real close with the ag program
  - Lots of research that needs to happen on the range. Lots of potential and research with ag lands
  - Discouraging based on enrollment
  - Once new college gets established, we'll have too many students
  - Get a hold of them when they're young, middle age, keep talking with them.
- VH
  - Capstone experience
  - With science program, is only 1 credit
  - Gives students this hands-on experience.
  - This is one of our ways of learning to do fieldwork
  - Capstone experience was useful during master's program
  - Asked to do it here at TOCC
  - Led into a full-time position at TOCC
  - As part of masters, question is "who is in control of education?"
  - TALKED a lot about who is teaching
  - At early childhood, there is a bilingual curriculum for kids up through 5 years old
  - In k-12, we're losing that connection to curriculum
  - Now at TOCC, we can control what we're teaching our students.
    - It's that k-12 where we're not getting to
  - Whole experience of doing the research project makes me think "ok where are we missing the boat?"
  - We have TO culture in early childhood and post-2ary
  - We are losing kids in k-12.
  - If they don't go to high schools, we lost them.
  - What is the real-world experience here on the Nation
- TN
  - When I designed the science program, look at other schools to see what they're doing
  - Important to have the two capstone classes
- RS
  - Historically, as O'odham people we are a hands-on people
  - Walk side by side with elders
    - Women with girls
    - Men with young boys
  - When you're new to the system, accept what's told to you
  - Go out and told to be a nurse's aide, try to get us into certain kinds of job but don't give us that higher level of education
  - Disconnect comes to that. Early childhood
  - There's a gap
  - We have a beautiful mission statement but we're not really doing it
  - Not really engaged in that

- That would help with our R&R
- As you move along, connections get deeper and deeper
- With sky, taking people through the process of preparing corn to the end product
- Helping people to realize the amount of work that goes into it
- It was a hard life for us, we had to survive
- When you do these kinds of things it brings real meaning to it.
- Shared a story at other conference that putting learning into practice is when you master something
- A lot of what Amos said, keep talking talking talking talking, all the way through adulthood
- Project in the 90, the success of that was really involving the students and elders at larger
- (what was this project?)
  - Elders and students went off on their own tangents
- Talk about sustainability
- In order to be self-sustaining, take people with us to get to that point
- Keep talking this same spiel to young people
- SJ
  - Lots of discussion with Paul about what is education?
  - Last night had meeting in S-X, an accident on 86 coming home
  - Ranger said “they’ve been hitting lots of cattle on this road. There’s a problem out here”
  - Not just a livestock problem, it’s everybody’s problem but nobody wants to be a part of it
    - The more cattle you own, the bigger you are
  - Related to education
  - Now, we’re gypsies, we have to go wherever somebody’s going to give us
  - We don’t have a place to call home at TOCC
  - I use a method that I wish somebody taught me
  - Being involved with ag was the only way I survived in school
  - All I wanted to do was learn about how to rodeo better
  - There’s still nowhere to learn how to be a cowboy
  - We’re trying to educate kids academically, but not to be O’odham
  - We have a big huge laboratory here, it’s split into 11 districts
  - Where does education start?
  - It’s a whole life process
  - Been on lots of committees about what to build or how to do things
  - One cte, I said “teach O’odham again”
  - It should be taught at home, but there’s nobody at home to teach it anymore.
  - How can kids teach kids something they don’t know about?
  - One of the things we don’t support and endorse is hands-on
  - Our apprenticeship program, you have to read, math
    - Different form of education, but it’s still education
  - When we finally get a college, it’s the same history about the High School (not) in Santa Rosa.
  - We haven’t figured out how to use it, what to do with it
  - I’ve used what I can, my knowledge and ability cuz that’s what we were told as O’odham – to be responsible, to give back to the community and the people
  - Picked up a hitchhiker, and was 86ed out of the community cuz just got out of prison
  - Well, either way you do it, even if you’re doing good, it still don’t work. People can still try to keep you from doing good.
  - On new years this year it’s been 30 years since I’ve been sober.
  - Buried a lot of friends that look for a solution in a bottle
  - Told ranger last night “Never amazes me how many animals we kill in a machine that can go 100 mph”
  - We know there’s a problem, I ask, what are gonna do about it?
  - How are we gonna endorse things?
  - The kids I work with, probably in the 1000s now, one of the biggest things on the rez is an identity.
    - Who are we? What’s our responsibility?
    - We have a lot of our land but nobody’s taking care of it
  - When I worked at TOUA, they said that after 30 or 40 years, we’d be running it.
  - There’s still no O’odham who work there
  - Have to turn around and ask an attorney, can we do it this way?
  - We should be telling them “this is how we want it done.”
  - Indian Day is next week, but Indian Day is every day
  - No district has their foundation together enough so people know what they’re about
  - Picked up another hitchhiker, he asked me “what district do you come from?”

- I'm not from any district, I'm an O'odham. I'm not a cowboy. I'm an O'odham
- Piece of paper makes people think they don't have to do any hard work
- Elder said, "go and learn what's out there and come and teach us"
- Well, we're back, but pay me first before I teach you.
- We're not teaching it at school
- Not teaching basic work ethics
- At TOUA, have students with a diploma that don't know how to put something up straight.
- JH
  - Born and raised out here
  - Didn't leave rez until she was 19
  - Often heard Dwayne talking about culture shock about the white man ways
  - Also wasn't taught my traditions and my language, to learn traditions cuz that's who I am as an O'odham and learn about myself
  - I came home 2 years, and I've learned more in these 2 years than when I grew up.
  - Schools didn't prepare us for what we'd find off the rez
  - What I've learned about getting students here is the transportation issue.
  - Lots of students will start, gung-ho at beginning, but middle of semester "I can't do this", by end of semester, they're out of here
  - TOCC, as far as retention and recruitment, trying to teach Himdag and culture.
  - Been out to lots of communities, we can see the difference
    - West side, kids speak nothing but O'odham, South, only English, East, mix of O'odham and English, North, the same.
  - Marcella said the land is beautiful, there's so much to see. It's not being used or taken care of.
  - Good to hear sky, Amy, Eug talking about what they want to do
- LK
  - What about the students that don't make it?
- JH
  - A lot of it is the transportation
  - Have students that come from different villages, and they hitchhike here.
  - It's just too hard to keep coming when it's so hard to get here
- LD
  - Do you wish there was more than a 2year program?
- JH
  - Yes and there are many others who would like to attend 4-year university without leaving the Nation
  - Some students enroll in the college for their jobs
- HM
  - There is a strong need for 4-year degree.
  - Personally, he would love to finish his 4-year degree
  - Especially evening and weekend classes would be helpful
  - He had the experience of taking classes at CAC, and Desert Vista PCC and East Campus PCC
  - Have a ½ day here then go back to work
  - Has two daughters here, and 2 in Tempe, so has to split the vehicles up
  - Can take program vehicle home b/c needs it in case of emergency response
  - Daughter has class on Saturdays, and can give other people rides
  - My philosophy is you have to do better than I done
  - I tell my kids that they have to graduate from HS
  - Son took GED and got out of here, but he's gonna need a diploma.
  - Son just didn't like going to school.
  - When got out of military, wanted to go back to school
- JH
  - Last semester had a lot of students wanting Paul's class
  - Took application, but didn't come back
  - Taking an application and actually coming is another thing
- DS
  - Nothing wrong with going into nursing
  - But experience different fields is a good thing
- LK
  - Is day care an issue?
- All

- Yes
- Gale
  - Do you think day care would improve student enrollment?
- All
  - Yes
- Gale
  - Do you have trained professionals in your community?
- VH
  - A professional grant to train child care providers
  - Provides education for
  - We don't have buildings here
  - Child is cared for in the home
  - Money going to child care facilities in Tucson and PHX
  - Figure out ways to provide care here cuz there are huge contracts for this
  - It would help our students hugely to have this here
  - Provider can check backgrounds and quality control

## BREAK

- LK
  - Many societal and social issues we can't do too much with, but there are many things we can work with.
  - Main issues
    - Transportation
    - Disconnect b/w k-12
    - Lack of work ethic motivation amongst youth
    - Separateness with the high school
      - Don't want to be connected with primary and post-secondary
- HM
  - CAC has an ag program
  - Was hoping that CAC would have distance ed program
- VH
  - Finding buildings close to home where students can go to access computers and distance ed stuff.
- TS
  - Had only 1 T-1 for the entire college
  - Bandwidth is an issue
  - Has a grant to purchase another T-1
  - Offered a class.
    - Had low enrollment but got good feedback
- TN
  - There are different modes of distance ed
  - Submitted a grant that we got funding for but didn't follow through with
- TS
  - Offered an on-line class but at the end, only one student was left
- VH
  - Lot of times, it's a mode of transferring information
  - Students need immediate feedback
    - On-line, don't get it
    - In the class, teachers can provide immediate feedback
    - As a teacher, can tell if students aren't getting what I'm talking about
    - Can say it in a different way
    - Video conferencing helps if can have that immediate feedback
    - There are generational changes. New students are more used to on-line or computer based learning
- LK
  - Math and science have symbols you can't type on a typewriter
- TN
  - Mentors for students
  - Maybe could combine with polycom ideas
- LK
  - People wanting a BA or BS degree

- Gale
  - NSF sponsored a fellows institute at Standing Rock
  - Instructors could use new curriculum at the lab
  - Also invited a 7<sup>th</sup> grade teacher
  - Where I got hooked on science was looking through microscope
  - Is there potential with bridging with the high school
- TS
  - Instructors may be giving lectures at the high schools
  - This is in the works
- LK
  - Strategies
  - Want to connect with the high schools
  - Satellite or developmental classes
  - We have the 7<sup>th</sup> and 8<sup>th</sup> graders right next door
  - Easy to connect with
  - Got connections with area 4 year colleges
- MP
  - Not enough support for our students once they get there
  - ASU has better support than UA
- VH
  - Are our partnerships reciprocal?
  - Could do more with natural resources
  - Education dep't has all the youth programs
    - Rec center, JOM, youth council
  - Don't see us as a college having a good connection with the ed dep't
  - We use their services, but is it the best partnership we can make?
  - How do we build on these to use our local resources?
- TN
  - So many different levels of colleges and universities
  - Need more work on 2+2 agreements so students can finish sooner
  - To do this, would need to offer more courses
- DS
  - With NRCS, goes by GPA and pull students from universities
  - Have earth team volunteer
  - Need grant to fund the volunteers
- TN
  - Also should give students credit for their classes
- DS
  - What about students on the North side that attend school in CG
- LK
  - Work with CAC
  - Can share facilities
  - We teach up there, they teach down here
- TS
  - Not in the mind frame to work with them right now
  - The whole idea of purchasing equipment that was compatible with them
- TN
  - Co-developing class climate change class with 15 other tribal colleges
  - Utilize polycoms
- TS
  - Came up in articulation mtgs, Dine is having same challenges
  - TOUA needs to upgrade connection coming from Tucson
  - We need this now so need to work around this
- LK
  - What's working the best
- TS
  - Big challenge at the college
  - Few staff and we're spread thin
  - Partnering with Archie Hendricks, health & human services, one-stop, CIS and computer classes

- VH
  - Looking for strategies of sustainability
  - There's already a partnership made with EarthTeach
  - We get the grants, run them for 2 or 3 years, then they're done and go away
  - We need to work with our strong partnerships
    - NRCS, Range Con
  - Will help us with outreach to middle school students
- LK
  - Find grants to make internships
  - Funding is an issue
- TS
  - Something Paul mentioned talking about sustainability
  - Apprenticeship program is working with prof from UMass
    - Will be donating a 100 panels?
    - Submitting a grant for solar energy
  - At beginning of sustainability
- TN
  - Disconnect between occupational and academic science classes
- VH
  - Need to make connection with established places
  - Will TOUA accept these technologies?
- MP
  - Is there a senior project with service learning?
  - Community service
  - Work with k-12 to create community service
- HM
  - Lot of water resources, and windmills
  - Would be great to get solar panels on the windmills
  - some mills the fans are messed up, maybe panels would be a good way to get power to the windmills
- LK
  - Transportation is an issue if have to get interns to the worksite
  - Always grant money, but not sustainable
- TN
  - Who's gonna drive them?
  - All students aren't gonna fit into a van
- LK
  - What's the solution
- PB
  - People want to ride horses to school, but haven't been allowed to
- LK
  - Place for horses
- TS
  - Gave a suggestion about what it happening in AK
- VH
  - Students aren't allowed to take TOCC transportation
  - We as staff are taking advantage of transportation cuz it gets us here but we're leaving students out cuz we're leaving them to their own devices
  - How can we get our students here?
  - Only have service from Tucson to here, but don't have same service from West or north sides
- LK
  - And this side is the one with deeper culture
- VH
  - Occupational keeps hearing there's funding for travel, but where is it
  - We need to reprioritize our transportation issue
  - Other colleges don't deal with – CAC, PCC etc – but we do.
- ET
  - Want high school kids to do internships with range con, NRCS etc.
  - Schools can do this, but we don't
  - There are multiple drivers at the college that can drive

- Why can't staff help out more
- JH
  - Orville picks up students on the way
- PB
  - Can staff who are driving in coordinate with students?
  - Develop a rider board
  - Would take flexibility and consistency on the part of staff
- DS
  - One stop is next to our program, and they provide students to us
- TS
  - Education dep't have vans, but a limited number of them
- LK
  - There's a junior high right here, can students ride the school buses?
- TS
  - Requested this but weren't allowed to do this
  - Idea came up from student senate to pick up other students
  - If driver flakes out, then everyone who depends on them also misses class
- VH
  - The rec is an option for transportation
  - Districts also have transportation
  - Are really helpful if asked
- LK
  - We have academies, no reasons the Nation can't come up with \$\$ to fund transportation
- MP
  - BIA and public schools
  - Also have private schools
  - Could collaborate with high schools, NRCS, range con program
- LK
  - We are a family, we think like a family
- VH
  - That's we lose control over what we can and cannot do
  - The decisions come from the state and the bureau
  - Don't have much say in what happens
  - Need to stick with Federal laws with mixing k-12 with adult students
- VH
  - We make this choice as a tribe to accept funding from state and US
- DS
  - Bus that comes out of Ajo
  - Knows individual where that money comes from?
  - Comes from ADOT
  - Person wanted to start business to transport people onto Nation
- LK
  - Reconnect with their responsibility to the culture and the land
- JH
  - So easy to focus on the bad stuff, need to focus on the good
  - Employers don't build your morale, making you feel good about yourself, as a person, as an O'odham
  - Aren't told we are doing a good job
- TN
  - Instill a feeling of success in students, and they'll be motivated
- VH
  - Tie it back with t-soson,
  - Are we actually living it?
  - Disconnect comes from not living within our Himdag
  - Growing up got up early
  - Always had to do work to support other people in the family
  - Losing this work ethic
- LK
  - Posting ideas in the rec center every month

- Inspirational letter
- Make this as part of our advertising for part of our school
- MP
  - One of the most useful methods of communication
  - What work ethics are we holding people up to
  - Teaching to live up to a Western work ethic, and the O’odham work ethic
  - Not happening in our k-12 schools
  - Bicultural, biliterate, binational
- DS
  - New commercial from Walmart
  - Advertisement with Hispanic people and education
- SA
  - Suggestion to get more people involved with the sciences
  - As a TCU, we don’t have a class about basket weaving
  - If you weave basket, gotta know about basket materials
  - These are all plants
  - If there was weaving, that would increase attendance immediately
  - Well, if you take weaving, you have to take a plant science class
  - A block course
  - In order to take weaving, have to take a harder class
- TN
  - In AILDI, talked about creating a biology & TO studies class (ethnobotany class)
- SA
  - A lot of weavers who know when to pick materials, and that’s science
- ET
  - How to make ceramics with clay
  - How to make toka sticks from iron wood
- VH
  - Make ethnobotany class required
  - Add another 3 credit course as a required course
  - Not too much to tie in science with language and culture
- MP
  - Project to tie in with range con program
- SA
  - Can set the requirements higher
- LK
  - Like classes that require problem-solving
- VH
  - Taking a separate approach and integrating it
  - You’re gonna learn making a basket from the beginning
    - How to identify, pick and prepare basket materials
    - Not just going to the store and buying it
    - What do you do with it when you finish your basket?
  - We tend to segregate our learning into topical areas
  - Starting to pull them together so they’re not separate
- TN
  - Start off small combining basket making with math, reading
- LK
  - Why stop at the ag, go on to chemistry
- ET
  - Will all the classes be offered when we need them?
  - Calc is only offered every other semester
  - If we need
- PB
  - Challenge creating a cohort for people
- TN
  - Now we have a cohort of 5 students in the sciences
  - That’s why I don’t have a lot of prerequisites so don’t have to make students wait to take certain classes
- LK

- Trying to get more students in the classes we have, not to create more classes
- Gale
  - Had high school teachers help with summer program
- VH
  - TLC program – can students get college credit
    - Or can they get high school credit
  - Lots of students are lacking credits, but get credits through mother daughter program
  - Programs that actually high school students credit
- MP
  - International baccalaureate
- Gale
  - Using high school teachers can get continuing education credit
- MP
  - Can be done through education dept on the Nation
  - Needs clock hours
  - It's a certificate
- MP
  - Range con wants to bring in youth
  - Make sure that everybody's needs are being met
  - Materials and equipment
- TN
  - Caring for the land
  - Multiple internships
  - Make it more broad to draw more people to it
  - Where's the money coming from, who's giving us the grant?
- LK
  - Can you make a summer internship to set up the solar panels?
- TN
  - Education and hands-on component for climate change grant
  - Policy, law, econ, land rights
  - Doesn't have to be at the college level, can be at the high school level
- VH
  - Teresa, is that a planning grant?
- TN
  - No, but am using it like a planning grant?
- VH
  - Looking for additional grant money for a summer internship
  - Work with different program to work with interns
- HM
  - Work with youth workers every summer
    - 5 of them
  - Admin, range section, land operations section (heavy equipment)
  - Trying to collaborate with programs, do we need to make a MOU or MOA?
- LK
  - Yes, always good to make sure that everybody keeps up their part of the deal
- MP
  - Will take responsibility to set up another stakeholder's meeting