

Results

The surveys and Key Informant interviews were conducted over 30 days in the Spring of 2012. We received surveys from 19 Tribal leaders¹ in the State of Washington and conducted 2 Key Informant interviews with two additional Tribal Leaders. Of the 19 Tribal leader respondents, 8 of them were either students or graduates of the MPA program (any concentration). Surveys were received from the student population as follows:

MPA General (Policy and Non-Profit Concentrations): 33 current students and 76 alumni students for a total of 109 student respondents.

Of the 70² alumni and 23 current students of the MPA Tribal Governance concentration, we received 18 surveys from Current (class of 2012 and class of 2014) students and 11 surveys from Alumni students. In addition, there were 8 who were also alumni or current students of the MPA program and Tribal leaders for 37 total student surveys. Beyond the surveys, we conducted 7 Key Informant Interviews with Tribal Concentration students.

The open-ended questions were hand coded and analyzed for frequency of topic among the total group (Tribal and General together) and then filtered for Tribal Concentration respondents.

Student Opinion

Reasons for choosing concentration

When asked if there were any specific reasons they chose the concentration that they did, both Tribal and the Total group students mainly discussed their reasons in terms of interest area/ topics of enjoyment and current areas of employment.

Interest, development, desired work area, enjoyment (53% All - Tribal 32%)

*"Natural Choice for me given the work I've been doing in the community..."*Tribal student*

¹ We are unable to verify if these respondents were from different Tribes in the State of Washington, however, all Tribes were invited to participate.

² Again, the approximate number of graduates (not counting class of 2012) – not verified by TESC or the MPA program.

*"My personal interest of project management within the public sector." *General student*

*"I wanted to focus on Tribal Government" *Tribal student*

*"I chose ____ [General] because it was new to me and seemed interesting"
General student

Current Employment (25% All - Tribal 29%)

*"Be a better Tribal Leader" *Tribal student*

*"I was already working in state government. The MPA program seemed like a good fit." *General student*

*"I was inspired when I was elected to Council to gain further education" *Tribal student*

*"Was employed by county government at the time, and wanted to improve skills and understanding of local level public administration" *General student*

*"I work with Tribal governments, [and] to be competitive [for employment] and be able to give back to the youth in the community being a mentor for education and future leaders." *Tribal student*

In addition to Interest and Current Employment, a number of students mentioned they wanted to contribute to society/ were influenced by their community or that concentrations were not offered when they were part of the MPA program. Of note, Learning Style and Learning Environment were also mentioned, but only by a few Tribal concentration students. This theme of Learning Style/Learning Environment was also mentioned by two of our key informant interviews with Staff (Linda's 2nd interview and Cheryl's interview).

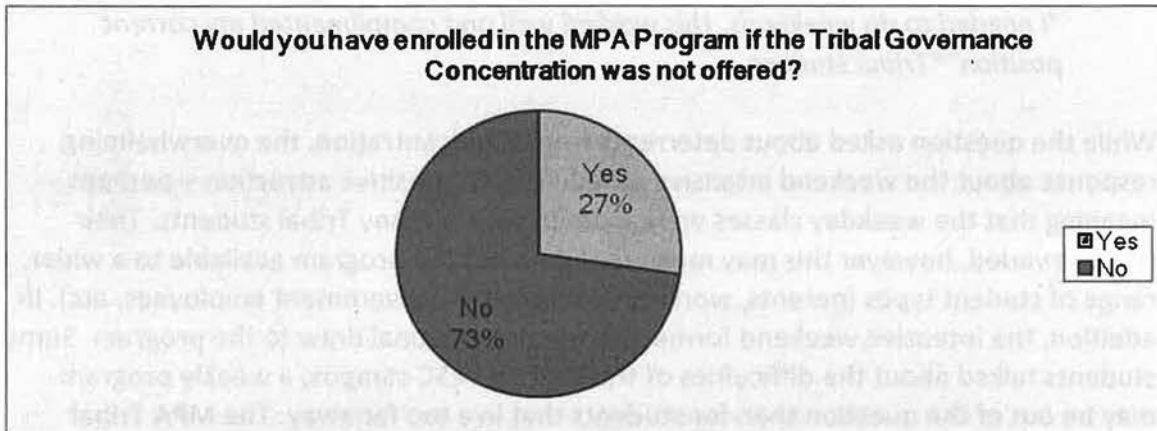
Learning Style and Learning Environment were also mentioned —Only by Tribal students

*"The interdisciplinary approach to Tribal governance matched my learning style."
Tribal student

*"[I] didn't want to be someone else's example any more..." *Tribal student*

Tribal Concentration vs. Other Concentrations in the MPA Program

Of the Tribal Concentration respondents, 73% claimed that they would not have participated in the MPA program if the concentration were not offered by The Evergreen State College. In the comments section, two individuals said they would have considered the program, but that it would have been considered along with other programs/institutions.



Deterrents from one concentration or another

When asked if there were any deterrents (such as days of the week classes were offered) that deterred the student from one concentration or the other, most respondents replied that there were no deterrents (70 of 99 respondents). Of the 29 who mentioned a deterrent, 13 (44%) mentioned the weekend intensive of the MPA Tribal, 8 mentioned the class-scheduled time, and 5 mentioned interest. Incidentally, 33 of the 99 respondents were MPA Tribal concentration students and represented 11 of the 13 discussing weekend intensive format. Despite the question's focus on deterrents, respondents talked about the positive aspects of the Weekend Intensive format (see below).

- Weekend Intensive (44% of those who commented)
- Class Schedule / Time (28% of those who commented)
- Interest (17% of those who commented)
- Other topics mentions: GRE Test, the people, money, course load, and distance to TESC.

Weekend Intensive

*"The weekend intensives worked best"*Tribal student*

*"I'm a fan of the weekend intensive program. I think there should be more options available between the two concentrations besides electives"*Tribal student*

*"I needed to do weekends, this worked well and complimented my current position"*Tribal student*

While the question asked about deterrents from a concentration, the overwhelming response about the weekend intensive schedule was a positive attraction – perhaps meaning that the weekday classes were a deterrent for many Tribal students. Their reasons varied, however this may mean that it makes the program available to a wider range of student types (parents, working professionals, government employees, etc). In addition, the intensive weekend format allows for a regional draw to the program. Some students talked about the difficulties of traveling to TESC campus; a weekly program may be out of the question then for students that live too far away. The MPA Tribal program is set to serve the Tribes of the State of Washington, which are scattered in all directions across the state. To date, the program has been able to accommodate individuals traveling 4 and 5 hours or more, a few students from out of state, with its format. Beyond this regional draw, the weekend intensive format has also lent itself to the support structures available through family, community, and Tribe by allowing students to stay on reservation/at home (Benally-Hood & James 2012).

"I think the intensive format on weekends is important because it makes it possible for a number of students to keep their jobs, live in their home, and still access a graduate program"

~ Linda Moon Stumpff

Topic areas that need more attention or need to be covered by the program according to Students

When asked if any additional topics needed to be covered by the program, 2/3 of (all) respondents reported that additional topics needed to be covered. The top need identified by students was in budget, finance, and cost/benefit analysis.

- a. Budget, Finance, and Cost Benefit Analysis
- b. Communications, Media, and Community Stakeholder outreach
- c. Local, State, & Federal government structure
- d. Tribal Governance Structure and Laws
- e. Supervision, leadership, program management and HR
- f. Diversity and Conflict Resolution

Budget, Finance, and Cost Benefit Analysis (37% All – 28% Tribal)

"Budget development and implementations"

"I need more practice in...budget and financing"

Communications, Media, and Community Stakeholder outreach (16% All – Tribal 11%)

*"...social media is changing the world we operate in, how do we manage that?"*Tribal student*

"With resources stretched so thin it is important for public entities to effectively market their needs..."

Local, State, & Federal government structure (All 15% - Tribal 8%)

"Legislation (nuts and bolts: how to read, analysis, and understand a bill)..."

"...more on analyzing policies..."

"Legislative process, legality of administrative procedures"

Tribal Governance Structure and Laws (of the MPA non-Tribal about 9%)

*"Would like the general cohort to have more in-depth exposure to Tribal government rules, regulations, and culture"*General student*

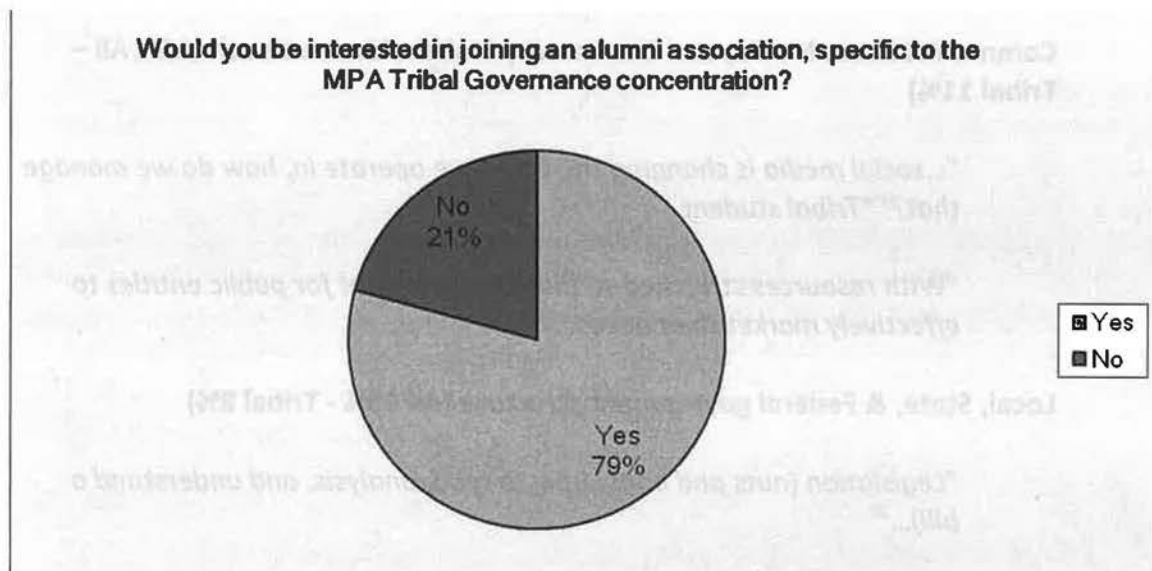
*"In ____ [year] when I was in the MPA, Tribal was not discussed. It would have been helpful as I now work for [a Tribe]"*General student*

Diversity and conflict resolution was mentioned only by a few students, but mainly by Tribal concentration students (4 of the 6 who mentioned it).

More About Alumni

Tribal Alumni – Needs, Desires, and Opportunities

One of the difficulties in conducting this needs assessment was the lack of a Tribal Governance Concentration student and alumni list. As described above, in order to capture as many Tribal concentration students and alumni as possible, we invited all to participate in our survey. At this time, there is not a list of alumni specific to the Tribal concentration, which also makes it difficult to tell where Alumni are working or have gone on to accomplish. How we measure success of a degree program like the MPA is also based on the success of graduates years after their time at The Evergreen State College.



An additional question that Tribal Concentration respondents received asked participants if they would be interested in joining an Alumni group specific to the Tribal Concentration, of which 79% said yes. In an online search of public information on known Tribal Concentration graduates of the program, it is clear that many graduates are in major positions within their Tribe, community, or State. Below is a list of positions held by Tribal Concentration Students.

Positions and Titles held by MPA Tribal Governance Concentration Alumni

- Tribal Human Resources Director
- Tribal Education Director
- Tribal Council
- Tribal Health Planner
- Tribal Liaison – City & State
- Manager / Department Head – Tribal, City, State, & Non-Profit

- Assistant Director – MPA Tribal Governance Program & Northwest Indian Applied Research Institute
- A Senior Director - State Department of Social and Health Services in the Office of Indian Policy
- A Tribal/State relations specialist - NCSL's State-Tribal Institute
- College Lecturer/Professor

It is noted in many of the Key Informant responses that the experience and level of students in the program is a major strength and contributes to both the learning and opportunities of graduates of the MPA-T Program. It will be difficult to measure how effective the MPA-Tribal Concentration Program is at helping alumni advance in their career ladders as some are already at the top of their fields. In addition, some advance during school and would not show advancement after graduation. Given that Tribes are still developing and building their legislation, codes, departments, etc. it will be even more important to collect the stories of students/alumni because the usual way of recording advancement and success may not work in Indian Country. That is, a student may enter at the top of their field and may never change positions after graduation, but the impact of their education is seen in their ability to work with the State better, or develop their personnel, or craft codes and legislation that clarifies the work process that is already in place. Due to this nature of hidden success, our team suggests qualitative review of alumni that can reflect the work of students and alumni properly. Until more data is collected about where students are when they apply/start, where they are when they graduate from the program, and then how their careers develop after leaving the program, we can only reflect on the known titles and work being done by students and alumni of the program.

Program Areas – Strengths and Opportunities

In our Key Informant interviews, we focused on the collection of the history of the program's development as well as the major strengths and opportunities of the program and its curriculum.

Strengths

There were many strengths identified by the various key informants, but a few stood out, particularly when considered with the comments received with the student surveys. The cohort model of the program, the program being Tribal specific, and meeting in person were identified as strengths of the program. As discussed before, its weekend format was seen as a strength and asset as well as a hardship. Both the weekend intensive and the Tribal specific program lent to the building of community. Key informants identified that there was a great deal

of flexibility and opportunities in the MPA Tribal Concentration program, including the flexibility to take classes in the general MPA, maintain a job, or concentrate course work in a specific area of the field within a Tribal context; and opportunity to design an education that tailored to their needs, could be immediately applied, and filled in gaps (especially where Tribal data and information was concerned).

"A major strength of the program has been having very committed and talented Native faculty who are deeply knowledgeable about issues in Indian Country. The focus on current issues is a major strength."

~ Barbara Smith

Another strength identified was the curriculum and focus are timely – the students are researching "live" issues in their communities or in greater Indian Country and the founding faculty hold positions and continue to be involved in national level issues. In fact, if you look back through the 12 years or so of the program, you can clearly see that National and State changes have directly affected the curriculum and discussions offered to students. The field of Public Administration has changed quickly with new communications and changes in population sizes, global economies, and sustainability issues, but Indian Country's landscape has had major shifts in the last few years alone.

The students themselves were identified as a major strength of the program. As noted in the alumni success section above, many students come into the program with lots of experience – often in high positions in their Tribe/field. The average age of the Tribal cohort is older, and there is often a wide spread of Tribes represented and different fields (health, education, public works, environment, government, business etc).

"I have seen...that students teach each other, I think you [the student] learn more from each [other], I think you learn more from each other than from us [your faculty]."

~ Alan Parker

Opportunities

There were many suggestions for enhancing the program and possible opportunities identified by key informants. Some of these suggestions could be fairly easily implemented and others would require a great deal of funding and planning. Below the suggestions and opportunities are grouped by area and are not in any particular order of importance.

- *Expanding Networks*

Our student interviewees and student respondents both suggested having more guest speakers would enhance the program. Guest speakers were also mentioned as a strength, but one that left students wanting more. Guest speakers offer a fantastic way to expand the curriculum without having to hire additional full-time faculty and deal with current issues or learn from people in the top of their field. While students also mentioned a desire to know where alumni are and networking opportunity, there is an opportunity here to blend the two – guest speakers could easily be alumni students of the program. Which brings us to the next opportunity section: Growing Our Own.

- *Growing Our Own*

Learning how to participate fully in the seminar process, work in groups, and develop critical thinking and speaking skills are all part of TESC's MPA teaching method. Unlike other major colleges or universities, the graduate students at TESC are not expected to teach undergraduate courses. This is currently a missed opportunity among the Native programs on TESC's campus. There is some relationship between the undergraduate Reservation Based Program and the MPA Tribal Governance Concentration where the two meet at the same time, and anecdotally it has been shared that many undergraduates appreciate seeing their fellow Natives in action. In fact, being able to see one's self within a path or context alleviates fears and can help retain and recruit more students to the programs. More time together is only part of the answer; learning hands on how to run a seminar group and applying consensus based processes with our own community members offers both graduate and undergraduate programs a great opportunity to grow.

Along with learning and mentoring undergraduates, peer-to-peer learning has been identified as a key strength of the program. Typically speaking, students are from many different disciplines and equivocally teach their peers through their presentations and class contributions. Students identified that stratifying (limiting the number of students researching in one topic area in any given quarter and/or requiring students to branch outside of their area) would help cover more ground

and enhance the peer-to-peer learning. Beyond stratifying the topics, getting specific topics to work on from a list of topics that have been identified as needed would help students feel that their work is contributing to a larger cause. This could be addressed through stronger Tribal relationships with the MPA Tribal Governance Program. Many of the students in the MPA Tribal program needed internships and there are many Tribes who have needs in the area, it is simply a matter of improving communication and relationships to match needs for everyone's benefit.

"This program was designed to serve Native people and their governments; I'm not sure when the last time there was any communication between TESC and Tribes specific to the MA-Tribal program...This is an important and unique program with almost unlimited opportunities to do good things for the Tribes in our state; it needs to continue and be nurtured by all those who have an interest in its growth and development."

~ Jennifer Scott

- Student Support

Student support through student aid, scholarships, and funding for projects were identified by students and staff of the program in addition to the comments made by students and tribal leaders (discussed later). While it is clear that additional funding support for students would make it much easier for students to participate in programs such as the MPA Tribal Concentration, there is a very real concern about the Tribal students for several reasons. The weekend intensive format often leads to additional costs to the student while many campus services, which are paid in part by tuition and fee dollars, are not available on the weekends. There is a great opportunity here to work on campus wide weekend needs of students, which can help grow the weekend programs and get students more involved with their campus.

Technology was identified as a way to enhance the program even more than its current use. Technology may be able to "bring in" guest speakers with even less cost to the college, or allow students to seminar over great distances (perhaps allowing for more elective offerings). The technology, both current and proposed, needs to be supported for student and faculty use however.

- Curriculum and Program Design

A few specific areas of the curriculum and program design came to light during the key informant interviews that were not discussed in the survey comments by students or tribal leaders. Over the course of the program's development there have been different course loads and curriculum. This is to be expected from a new program (adjusting and refining the curriculum), but the changes to the course load were done in the larger MPA program initially. The unfortunate part for many of the Tribal concentration students is that the current course load minimum for a full time student is now 10 credits (6 core and 4 in Tribal Concentration elective), all of which are only offered once a year, every other year. General MPA students can take a reduced schedule if needed of core and a 2 credit elective and still be considered full time. One inter-year student remarked that the program is designed for those who are taking all the courses in order, and that the order of the classes taken by 3 year students has an affect on the Inter-Year student admits. Both of these could be solved by offering the Tribal classes more often and admitting a class every year, however more outreach and prospective students and faculty would need to be identified. Finally, additional curriculum and electives, including an international component and advanced statistical opportunities were mentioned as ways to further enhance the program.

"This program has gone beyond all of my expectations and goals in regard to my learning experience. I expected to learn about policy, management, administration, research, analysis, etc. I learned more than I expected about other tribes and their policies, I built new relationships with nonprofit directors...I expanded my comfort zone and my world view that is much larger and has become more global, I am trying to decolonize my mind and trying to figure out a way to share all my recent teachings so I can help the next generation with our education like the way Linda and Alan have helped us on this path to self-governance and sovereignty."

~ Student

Curriculum and The Future

Tribal Concentration Curriculum Focus

While Tribal Governance Concentration Students received a longer two-part survey, the Tribal Leader survey focused on the knowledge and skills needed by graduates of the program, or put another way, what areas should the curriculum focus on for the Tribal Concentration? To accurately access the needs of Tribes and the focus their leaders would like the curriculum to take, it would have been best to conduct an intense planning meeting with all Tribal Leaders to identify topic areas, current needs, future needs, and review and access the current curriculum. Since this was not possible, and to be comparable to the original needs survey, we re-used the original 35 topic areas and skills identified by Tribal Leaders in the pre-MPA Tribal Concentration summits. In addition, to the 35 topics, we added the open ended question, "Are there any additional topics or skills that you feel are important for graduates of the program to have?" to capture new or additional areas or skills that may not have been on the original list.

Of the 46 eligible survey respondents (Tribal leaders and MPA Tribal students total) 27 completed all parts of the curriculum focus questions. Respondents were asked levels of importance of each topic area/skill for graduates to possess. The original survey asked participants to prioritize their top 12 areas/skills, however there was not a comparable or easy way to for this with the 35 items online. Using straight statistical analysis of importance levels, we identified different tiers of importance that could be easily considered as tiers 1-5, High Priority – Not a Priority.

Tier 1 – Very Important (High Priority)

- The Framework of Federal, State, and Tribal Laws and Policies
- Tribal Jurisdiction, Sovereignty, and Tribal Rights
- Strategic Planning
- Building sustainable economics

Tier 2 – Somewhat Important (Moderate Priority)

- Building Collaborative Relationships between Governments
- Tribal sovereignty & jurisdiction that shape natural resource practices and policies within the context of state, federal, tribal relationships
- Ability to speak to tribal groups and develop a consensus based public process

The Tier 1 and 2 importance and priority results show that there has been a shift away from the initial priority areas identified 12 years ago at the start of the program. The original survey found that the top areas were mostly around sovereignty, Treaty rights, history, and law. Given the context 10-20 years ago, with the continued struggle for sovereignty, fast changing legal landscape, and new federal level policies and regulations, leaders were identifying with skills that could establish and protect Tribal sovereignty. Graduates of the program and Tribal Leaders from all across the country have waged many battles to articulate the sovereignty of the Tribes and strengthen Tribal Self-governance and economies. With this strengthened and in place, the focus is shifting towards consultation and negotiation processes, strategic planning, communications, and understanding frameworks and jurisdictions at all levels of government. An important note of difference between tiers 1 & 2 and tier 3 is that the top tiers seem to be big picture and tier three (and 4 & 5) are more about specifics. This could be a limitation of the original 35 topics or could indicate that higher-level understanding and leadership are more important than detailed skills at this time.

Tier 3 - Neither Important Nor Unimportant (Priority)

- Federal Indian Policy (Historical and Current)
- Tribal, State, and Federal Government organizations
- Investment Strategies and Sustainable Economic Development for Public/Private Entities
- Knowledge of practice and legal context to implement tribal social services program
- Capability to Develop and Manage Department Objectives and Budgets
- Ability to speak to professional and environmental organizations and participate in a collaborative process to solve policy problems
- Ability to write grants and proposals to raise funds
- Ability to write legislation, ordinances, briefing papers and other legal or policy documents

Tier 4 – Somewhat Unimportant (Low Priority)

- The development, functions, and current trends in tribal natural resource management operations as models
- Principles of financial management for tribal, state, and federal funding sources
- Principles of financial management for tribal,
- Taxes and revenue generation on tribal lands

- Business management and practices
- Contracting, investments, public/private/tribal corporate agreements
- Personnel program development
- Program evaluation: monitoring and evaluation of projects and programs
- Administration of Justice
- Development of Tribal business codes
- An understanding of environmental policy including federal, state, and tribal laws and regulations and the potential impacts of international treaties
- Child welfare issues
- And understanding of the framework of state, federal, and tribal laws and policies to protect cultural resources and develop an operational program to conserve cultural resources
- An understanding of the development, functions, and current trends in tribal natural resource management operations as models
- An understanding of the framework of federal, state, and tribal laws and policies and the political and economic context of the current issues surrounding the conservation of salmon

Somewhat surprisingly, the majority of the environmental topics and skills were not of high importance to respondents. This is surprising for a few reasons: the amount of legislation (and importance Nationally) around fishing and environmental rights for Tribes in the State of Washington, the number of Tribal departments, employees, and funding that is in the environmental sector of the Tribes, and lastly, the number of consultations that are based with or about an environmental agency or issue. Despite its non-priority area status among the tiers, Environmental law, policy, and Treaty rights issues are very poignant in Tribes. The question of importance and priority were designed for the MPA program and these areas may best fit under the Master in Environmental Studies program. In her interview, Linda Moon Stumpff discusses a need for a Tribal concentration in MES or perhaps a certificate program. In the past, there was the opportunity to combine work and get both an MES and MPA degree, however the option is not currently being offered for a variety of administrative and cost reasons. When offered, very few took or graduated with the two degrees concurrently and it is unclear at this time if students didn't enroll due to lack of knowledge, cost, schedules or other contributing factors.

Tier 5 – Not Very Important (Not a Priority area)

- Knowledge of GIS software for mapping to assist in watershed analysis, land use planning or emergency operations
- Accounting
- Development of information systems and applications of software
- Tribal court administration
- Local initiative in finance
- The political and economic context of the current issues surrounding the conservation
- Ability to design and implement a water quality monitoring/management program
- Ability to write technical reports, EIS documents etc
- Knowledge of basic GIS software such as ArcView in mapping to assist in watershed analysis, land use planning or emergency operations
- Fishery wildlife practices, economics, environmental impacts
- Recreation management, economics, environmental impacts and design
- Ability to determine effects/risks of pollution on human health and knowledge of environmental health policy

Growing the Program – what TESC and the Tribes can do

What the College Can Do

Sustainability and program growth of the MPA program and the Tribal Governance Concentration are valid concerns for The Evergreen State College. Over the last decade, the MPA program has more than doubled in size³. The MPA Tribal Governance Concentration has also increased its enrollment over the years and the class of 2012 may be the largest graduating class yet. For the MPA program, the average student finds out about the program through TESC's website (36.6%), followed by Alumni/current students of the program, and Teachers/professors. Tribal Concentration Students differ in that there was a fairly even split between the teachers/professors (27.3%), website, Alumni/current students, and outreach/recruiter. In addition, Tribal concentration students commented about previous connections to campus as an undergraduate or guest (lecturer or attendant) or being referred to the program by another educational institution.

³ Per Cheryl's Key Informant Interview

How did you find out about the MPA program?

Answer Options	Tribal Response	Total Response	Total Response Count
Outreach/Recruiter	22.7%	9.8%	11
Alumni or current students of the Program	22.7%	29.5%	33
Teachers/Professors	27.3%	20.5%	23
Advertisement in Newspaper/Newsletter	4.5%	2.7%	3
Poster or Flier	0.0%	0.9%	1
Website	22.7%	36.6%	41
Other (please specify)			30
<i>answered question</i>			112

The Tribal students (current and alumni) and the Tribal leaders were asked if there was anything that the College or the Tribes could do to promote the program among Native students. Participants indicated that the college needs to market, communicate, and recruit more than it currently does. There were specific suggestions of recruiting at National Tribal functions, out of the State (of Washington), and recruiting in Canada. There was a desire to see more communications media, but this seems counter to how students have found out about the program in the past (given 0 current or alumni student respondents found the program this way). The suggestion for more Tribal Leader involvement, reservation visits, and student outreach (outreach done by students to communities), are echoed in other areas of need in previous sections of this paper (e.g. Tribal summits, alumni networks, etc).

Tribes can help promote the program by communicating and helping get the word out to community members and their education departments. Here too, student outreach is mentioned as a possible avenue ; major universities have effectively used student based outreach and recruitment efforts among the American Indian and Alaska Native community through programs like the University of Washington's Student Ambassadors program (<http://depts.washington.edu/reach/sa/overview.php>).

"Have recent Tribal enrollees speak at Tribal functions for [TESC]"

"Encourage Tribal leaders to write about the importance of extending their undergraduate degrees with the MPA program to enhance their preparedness for leadership roles..."

What the Tribes Can Do

Tribes can also help outreach and recruit, retain, and support their members in pursuing their education. Tribes can develop scholarship or incentive programs and offer flexible time or other funding to help students with the costs of attending TESC. Many Tribes have begun to offer more scholarships to members, however the allocations were for Associate, trade, and Bachelors' level degrees; likely because the education level of the Tribes are beginning to shift. Years ago a Tribe may have had a handful of community college graduates, now Tribes are more likely to have a handful of masters or even doctoral level graduates. While priorities will be to distribute the funds fairly, as the Tribes grow and become ever more complex the need for masters level work, and specifically the MPA program, will become more apparent.

"Provide incentive pay if you graduate"

"Scholarships and flexible working hours"

"provide more funding for tuition for advanced degrees..."

Show the program's success

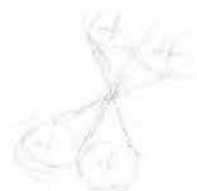
Providing a forum to show the programs success to other Tribal members is an important part of growing the program that Tribes can participate in. Honoring graduates and noting the contribution of a student's work (e.g. in a research project or drafting a code), also honors the program.

"Showcase previous graduates."

"...A bullet list of examples of jobs held by students during and after the program..."

Give input

Ultimately, the Tribes will be most impactful in growing the program by using it. Its usefulness is greatly impacted by the known needs of the Tribes – so providing a forum for Tribal input on a regular and esteemed basis will be an important part of moving toward the future. Students and staff alike mentioned stronger Tribal relationships. What this might look like needs to be discussed between TESC and the Tribes, however this could be accomplished through regular Tribal



Leader summits for strategic planning, through workgroups, or perhaps even focus groups during a larger symposium that students could showcase their work at. There are many opportunities for growing this relationship into a collaborative model of success.

possible
Students

- Keith Impson
- Dawn Bailey
- Lexi Tom