

National Indian Justice Center
Distance Education Technology Program Project
Advisory Committee

Minutes of Audio-Conference Call

January 31, 2008

11:00 a.m. – 12:10 p.m.

Committee Present: Marlene DeLeon (MD), Riley Quarles (RQ), Joe Parente (JP), Rosie Bley (RB), Linda Locklear (LL), Jim Burcell (JB), Sue Burcell (SB)

Committee Absent: Marian Thatcher, Joan Van Duzer

Guests: Amy Fann (AF), Dennis Conger (DC),

NIJC Staff: Kelly Myers (KM), Carol Oliva (CO)

- **Review and Approval of Previous Minutes**

Rosie motioned to approve the minutes. The motion was seconded by Linda. The motion passed unanimously with no discussion.

- **Invited Guest Introductions**

- ***Dr. Amy Fann***

Amy is based in Los Angeles. She is currently doing research on California Indian educational access issues. She is conducting a statewide study on California Indian need in higher education and specifically looking at how education supports tribal sovereignty and socio-economic development. Her study includes four case studies: at Karuk with the Paths to Prosperity project, at Yurok, with the Santa Ynez Chumash Scholars program. She is trying to find a fourth site.

KM: How far along are you with contacting communities and can we assist in any way?

LL: Who is funding your work?

AF: The study is funded through UC Accord an all campus consortium for research on access and equity. I am funded as a post-doc and am home-based at UCLA.

LL: Do you have any contact with Duane at American Indian Studies?

MD: What will you do with the research?

AF: It will belong to me. I did the proposal. I plan to write policy briefs at a variety of levels; for tribal educational institutions, higher education departments and political interests. I also plan on publishing the findings.

LL: Are the tribes aware you intend to publish?

AF: Yes. I've conducted telephone interviews with tribal education personnel per needs and barriers at the local level. When publishing I will talk about data in the aggregate.

The case studies require permission of the tribes and the consent of individuals. No compensation is being provided for interviews. What Amy does do is provide resources for college counseling and getting into college through workshops and training-of-trainers to do family workshops.

LL: Our community had an experience where person working with them sold information.

AF: I plan to review the data with the tribes before publishing it so they can help interpret it and talk about it.

Amy is happy to talk to Committee members more in-depth later about her research design and methodology.

AF: What's come across so far is the need for distance education and tribal members wanting classes they can take locally, especially non-credit classes that build skills and knowledge in with tribal management, culture and sovereignty. Everyone is expressing a desire for more distance education.

- ***Dr. Beth Eschenbach***

Carol let everyone know that Dr. Beth Eschenbach had a conflicting meeting and hoped to be able to attend in March. She provided an overview of Dr. Eschenbach's project through Humboldt State University (HSU)

Hoopa High School (HHS) is trying to offer Advanced Placement online next fall in subjects such as calculus, psychology and history. Forrest Stamper is an HHS science teacher. He will be in classroom with the students as they take online courses.

The HSU project is about co-enrollment. HSS students can enroll in college classes at various sites in California. HSU is trying to get more students to consider college engineering programs. HSU and HHS are going to offer a class called Introduction to Design for college credit. They will offer lectures online with video and PowerPoint. Activities are then done at HHS with a teacher. HSU and HHS are doing the planning now. They are currently recruiting teachers who want to participate. The teachers will be able to participate in a Summer Institute where they will go to the HSU campus and experience the class itself. Introduction to Design is a project class that challenges students to come up with an engineering solution for an open-ended project. Research shows that co-enrollment programs make students consider college and helps with retention. It's a bridge building program. California State University Northridge and Sacramento are already doing this.

- **Tribal Demonstration Sites**

- Review of Site Matrix and Site Survey (see https://www.surveymonkey.com/s.aspx?sm=Gsv24zFg6sBnFgoVE55AqA_3d_3d)
- Additions to Matrix and Suggested Contacts
- Advisory Committee Follow-up with Potential Sites
- Overview by Interested Sites
 - California Tribal TANF
 - Klamath Early College of the Redwoods
 - Happy Camp Community Computer Center
- Community Liaisons at Interested Sites

Carol provided an over view of demonstration site matrix. NIJC staff had drafted an invitational letter and sent it out to everyone on the matrix. The letter asked potential sites to take a short survey about their service population, the type of educational services provided and the technology at their site. Three responses have been received so far. These include Happy Camp Community Computer Center, California Tribal TANF and Klamath River Early College of the Redwoods.

LL: Which TANF? In Southern California, there are TANF programs on the reservation and an urban TANF.

KM: There are three in TANF's in Northern California.

Carol explained that the Education Director from the main TANF office in Lake County replied.

CO: Is Karuk interested in becoming involved?

Carol provided an overview of the requirements for being a demonstration site.

RB: HCCCC would have to get permission from Board.

CO: Would a letter help?

RB: Yes.

KM: If you go to the survey you will see the requirements for sites. To recruit participants, we can provide promotional materials. The site would be asked to provide a local trainer. This liaison will undergo a training of trainers. Sites can also provide participants with the Internet connectivity and other technology needed to access the course. Most importantly, site will be asked to provide local feedback on the course using an NIJC evaluation tool. This would be local feedback about what you see happening with people who take the course. Members of the site communities would be asked to attend a press conference or panel presentation on program at NIJC's For All my Relations conference. We would cover expenses.

RB: Would the conference presentation involve trainer or participants?

KM: At least one of each.

RB: People will be asking, "What's in it for me". Are you offering credits or reimbursement for time?

KM: We are looking at trying to get credit such as continuing education credits for adults or locally. It depends on the site. We will have to secure agreements with local agencies.

RB: Each demonstration site will be asked to provide ten people and a trainer?

KM: It is something to contemplate. If you have suggestions or ideas about benefits, such as reimbursement for hours, etc., we may change how we approach it. What are the barriers for people to participate?

RB: People want money to go to college and immediate gratification of some sort.

KM: The conference features a college fair with 25 to 34 colleges. We can establish a meeting with college reps for people who participate. If participants are already attending college, then we can pursue accreditation at local level and then at state level.

RB: I will discuss with it with my staff.

KM: If you have any ideas about communities that you think would be interested in participating, let us know. Participants will definitely need computer access.

RB: How long is the course?

KM: The train-the-trainer course will be a half day with online supplements. The technology program will introduce participants to existing programs. People feel marginalized by technology. This program will introduce them to the basics. For community liaisons, if you are interested and have suggestions, we will start developing the package and contacting local institutions. As a side note, we have another project that relates to this one. It entails a needs assessment survey of the 13 Northern counties to determine what the needs are in the 4th grade curriculum for Native American history. The survey and methodology will be very similar to our previous Distance Learning survey project. For this one there are stipends. Survey teams will receive a fixed rate.

Dennis Conger from Klamath River Early College of the Redwoods was present to learn about the NIJC project and bring information back to KRECR about their participation as a site.

Dennis Conger: There are some opportunities here for the Early College to participate.

Carol: Please give us a description of the Early College.

DC: It's a charter school through the Del Norte school district. It goes from ninth to twelfth grade. The students are co-enrolled in community college courses. Availability of college courses in our rural area has always been a problem, so distance learning is need. This is a public school with 75% of students being Native American. It's located on the Yurok reservation.

RB: Do students have computers and are they currently doing courses online?

DC: We have about five computers and wireless Internet provided by the tribe.

RB: Would any of your high school students want to take the Successful Online learning course from Karuk? Junior high school students struggle with it. Tenth grade and up handles it pretty well. It's fully online and provided through Moodle. The next course is scheduled for 4/21/2008. We would be happy to have students sign up.

Dennis Conger's email address is dbconger@charter.net.

SB: Do you have any fliers on the course? Hoopa is gearing up for a tribal management program online. All of the courses will be in Moodle.

Carol asked Sue to provide an overview of the tribal management program. Sue explained that it's something she's wanted to do since 1990's. The University and tribes are both interested. She worked with Hoopa on their career and technical education program. They needed to have a professional development program in place. They seized the moment to develop one course per semester. Over the next couple of years, the pilot program will evolve into a six course tribal management certificate program with Hoopa tribe funding the cost of developing the program.

The courses will include and cover:

- History and culture of Hoopa and neighboring tribes to build cultural competency.
- Legal and political environment of tribes to describe jurisdictional and governance issues.
- Program planning and grant writing—Sue has already developed this course.
- Financial management—to address fund accounting based on the OMB circular that applies to tribes.
- Organizational Development and Human Resources
- Management, decision making and leadership.

The courses will be all online or mostly online. HSU will pilot the program with Hoopa and then offer it statewide and nationwide.

Sue has just returned to HSU American Indian Education program director position, and course enrollments are at an all-time high. For the certificate program, all adjunct faculty will be people with extensive experience in tribal management, hired in compliance with TERO. The program is tribally driven versus university driven.

LL: Do you have to be enrolled in HSU to get credit?

SB: It's an "open university" program, offered both through HSU's extended education office, as well as to matriculated students. Since Hoopa is paying for the pilot, 20 of 30 seats in each class are reserved for them. Ten or more seats will be available to others, depending on how many of the 20 reserved seats the Tribe fills. Extended Ed will charge \$420 for each 3-unit class (one per semester).

LL: Please email us information. Tribal communities in Southern California will be interested.

SB: We are working on developing two classes this semester because grant monies were released late. The first course will either be offered this summer or in the fall.

Sue can send out a description of the curriculum.

LL: Are you using Moodle?

SB: Yes. It's the most cost effective solution. Humboldt has converted to Moodle due to price of BlackBoard.

CO: What is the length of the pilot-phase?

SB: The grant is for five years. Since it's targeted for tribal employees who can get release time for one 3-unit course per semester, only one course will be offered each semester. It will take six semesters to complete. A person could be done in two years. If it were offered all at once, a person would have to be full time student. Hoopa Career and Technical Education program staff will be required to take the program. It will be optional for other tribal employees. The tribe is showing leadership and will encourage participation.

The Tribe really wanted it and stepped up. They will select instructors who qualify as adjunct faculty (lecturers) at HSU. The first faculty members have not been announced yet, but are very well-known.

LL: Do they have online teaching experience?

SB: They will have an expert level IT consultant in Joan Van Duzer.

LL: That been an issue here—making the transition to teaching online.

S: When I returned to HSU, I was intimidated because I wasn't tech savvy. I hooked up with Joan and she took the fear out of it. HSU considers me an "early adopter", which is funny due to my technology level.

RB: The Successful Online Learning flier will be on the HCCCC website. I will have Kelly provide a downloadable form. We like to have everyone sign up at least a week in advance so we can mail and email the introductory information.

LL: There are lots of Native American students on campus this semester. I might have the Native American club take this class. They need the training.

SB: It's been very helpful to have tech novices have help available. HCCCC staff was very helpful with confidence building.

RB: Those who have trouble with computers, if they were on their own, they needed to drop out.

LL: How many hours does the course require?

RB: Four weeks, seven to ten hours per week. Forty hours.

LL: AIS has an independent studies class where they can create a class with a special topic. This may be a way to create credit.

SB: At HSU, we talked about the possibility of offering credit by making the Successful Online Learning course an independent study through HSU. But the students wanted an opportunity to be participate without fear about passing or failing.

LL: High school kids in California don't have to pay a fee for college.

MD: They have to pay a \$19 health fee.

RB: It can be offered to those who don't want credit for free, if others have to pay, then we may lose those people who just want to try it.

LL: Give them a choice. The Young Native scholars program gets credit from Palomar. There's always a way to find credit. A salary credit is a good incentive for people in the workplace.

CO: Dennis, should I send a letter of request to the Early College

DC: I have to digest all this and sit down with Geneva. A formal letter would be good.

KM: We are developing a distance learning page in the NIJC website with links back to other opportunities, including a link back to HCCCC.

Rosie and Kelly will exchange emails about link.

- 2008 Online Teaching Conference
 - Presentation Proposal on Basic Skills and Tech Literacy (due by 2/1/08)
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Kelly let the Board know that the Online Teaching Conference will take place at Mira Costa College and that Friday, February 1st is the last day to submit a presentation proposal.

SB: There's no travel budget at HSU.

LL: I have a question for Amy Fann—do you have any questions for us?

AF: I would like to follow up with Linda about the Young Native Scholars and work with the Community Colleges on more ways to provide credit.

LL: Do you have a list of participants?

AF: Could I get more information on the college fair? Is there any way I can be of service to coordinate a workshop for the families conference? The tribal management program is exciting because that's what everyone is asking for.

LL: People can obtain a legal certificate online through UCLA with scholarships. It's \$515 per class.

SB: I'm taking that program through a scholarship. I worked in economic development previously and I'm doing some work on the topic at HSU.

LL: Is it a good class?

SB: It's a lot about gaming versus non-gaming. I'm reserving judgment until I get through it.

LL: Is it in BlackBoard?

SB: Yes.

- Next Meeting

KM: Next meeting is March 13th.

SB: Is anyone going to the California Indian Education Conference in Redding?

Several Committee members expressed that they didn't know about the conference. Carol said she had seen information on a listserv and would forward it to the Committee.

KM: Do that, I haven't seen any information.

Carol: I will circulate an email to everyone.