



University  
of Idaho

**CULTURALLY  
RESPONSIVE  
STUDENT SUPPORT**

# OFFICE OF TRIBAL RELATIONS

- Responsibilities:
  - Facilitate, plan and implement open dialogue between the MOU Tribes
  - Create and develop program infrastructure for Native American Student Recruitment and Retention
  - Develop and maintain Tribal Research Guidance
  - Partner with college and departments to identify opportunities:
    - To support faculty in research
    - For Outreach and Engagement with Tribes



# DAMAGED CENTERED RESEARCH

Intends to document brokenness (less than)

- Low test scores
- Low graduation rates
- Low retention rates
- High drop out rates

Used to leverage resources for marginalized communities but reinforces a one-dimensional notion that people are depleted, ruined and hopeless.

# DAMAGED CENTERED RESEARCH

- Leads to deficit thinking—students and families are at fault for their poor academic performance
  - Enter school without normative cultural knowledge and skills
  - Parents do not support their child's education
  - Parents and students need to change

# DAMAGED CENTERED RESEARCH

- Social inequality: upper and middle class capital is more valuable.
- Born into these classes there is more social mobility through schooling.
- Underrepresented populations then lack the social and cultural capital for social mobility—disadvantaged—lacking skills, knowledge and cultural capital.(Valenzuela, 1999)

# WHOSE CULTURAL CAPITAL COUNTS



- Challenge traditional interpretations of culture capital
- Shifts from a deficit viewpoint
- Focuses on cultural knowledge, skills, and abilities that are unrecognized

(Yosso, 2005)

# Frank and Ernest



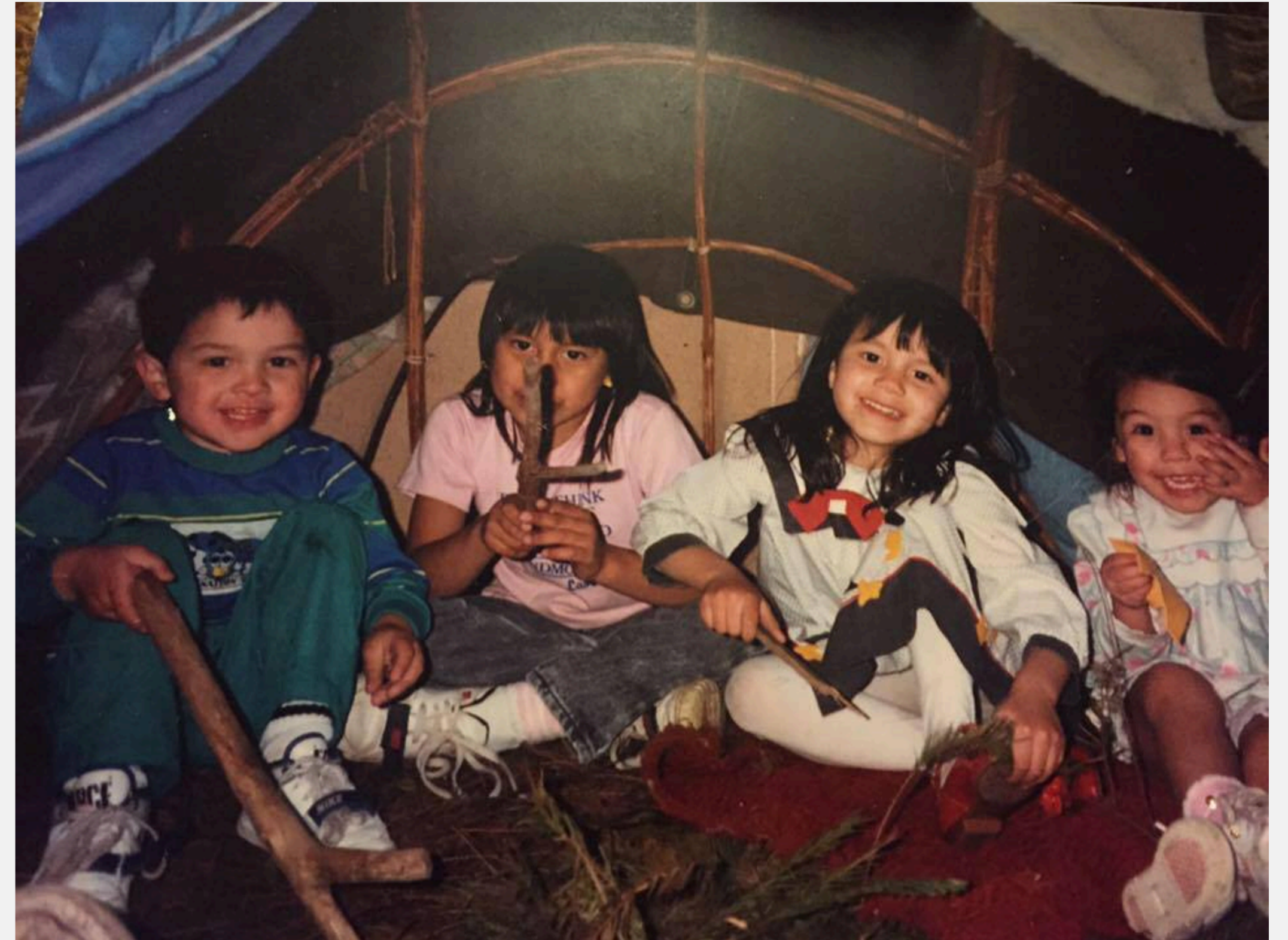
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# CULTURALLY RESPONSIVE APPROACH

An Approach to teaching and learning which acknowledges:

- the unique needs of diverse students,
- takes action to address those needs
- adapt approaches as student needs and demographics change over time

(Castagno & Brayboy, 2008)





# CULTURALLY RESPONSIVE LEARNING



Native students benefit from access to teachers who:

- understand and respect their cultural and linguistic needs and
- have the skills to build upon those cultural and linguistic needs and
- have the skills to build upon those cultural/linguistic assets in the classroom.

(Castagno & Brayboy, 2008; Nolan 2013)

# SUCCESSFUL SUPPORT FOR NATIVE STUDENTS

Family support

Structured support systems

Supportive faculty and staff

Self-efficacy

Connection to culture

Connection to home

# COMMUNITY BUILDING

- Trust
- Engagement
- Learning

# FAMILY SUPPORT

- Who is the family: Parents, grandparents, auntie, uncle, sister or brother
- Provide orientation so that the student and family understand goals and expectations—FOOD!
- Engage family when possible to be your “cheerleaders”—this builds trust amongst the community
- Celebrate student success with family and community
- Make them a vested partner of the learning experience

# STRUCTURED SUPPORT SYSTEMS

- Be intentional with programming to meet the students need
- Set clear outcomes as defined by the student and program—individual goal setting and define personal goals and what needs to be done to achieve them
- Define key players who will be involved in the students success—professor, tribal educator, family member, or community members
- Provide individual support services for academic needs—tutoring
- Regular academic meetings that includes personal reflection to review goals and current progress. Identify any personal matters that the student may be struggling with and will need support

# STRUCTURED SUPPORT SYSTEMS

- Refer to identified support services but follow through. Include referral in regular meetings
- Monthly community meetings to maintain belongingness that provides academic and cultural activities
- Review monthly and semester grades to adjust for goal setting
- Share progress with family!

# SUPPORTIVE FACULTY AND STAFF

- Provide Cultural Humility Training for Faculty and Staff
- Include Key faculty and staff who are engaged with the students
  - Invite them to social and academic events
  - Have them present an academic activity to students
  - Invite them to celebrations
  - Have them host presentations for your students
  - Monthly grade report meetings with your students

# SELF-EFFICACY

- Intentional programming that includes Native community members in Leadership Roles
- Celebrations and praises of student achievement on grades, papers, or tests-- Graduation
- Programs that highlight student success—3.0 club
- Have students in Leadership roles where they are leading the other students—orientation or ambassador programs
- Student of the Month programs that highlight student story



# CONNECTION TO CULTURE

- Social programming
- Recognition of cultural practices—Be Aware and Responsive
  - First foods
  - Mourning
  - Memorials
- Promote Research or assignment topics that have relevance to students

# CONNECTION TO HOME

- Remember the boarding school experience—Our students and families do
- Help define for the student when there are appropriate times to go home.
- Promote family engagement through recruitment and orientation for families on college processes
- Engage with the family to further support the student



 Go Vandals!



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of Idaho

**QECI YEW YEW**

**THANK YOU**