



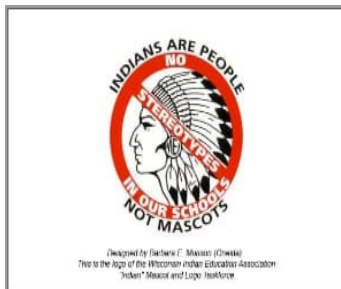
Native Pathways Program Newsletter Collaborating with the Office of Indigenous Student Engagement Navigation Program.

THE RETIREMENT OF GARY ARTHUR
FROM THE NATIVE PATHWAY'S PROGRAM

It is great emotions that we say farewell "Oxnani" to a man that has dedicated his life to ensure that Native students receive adequate, equal, education. Gary Arthur, your dedication and hard work have been invaluable to all Indigenous people's students or otherwise. Even though, you will still remain on campus as an adjunct faculty at GHC, you will be greatly missed, and we all wish you the very best, in your future endeavors. With that said, I have gathered together a few written statements from various colleagues that wanted to share some memorable moments about their time working with Gary Arthur.



Barbara Smith: Gary has been an excellent Director of the GHC Native Pathways bridge program with Evergreen. I am very sorry to see him stepping down from leading the GHC Native Pathways Directorship. We started the Native Pathways program in 2005 when I wrote and received a large grant from the Lumina Foundation that funded Evergreen and Grays Harbor to develop a joint Native American AA and BA program. The concern was that too few Native students were going to college and the transfer rate between two and four year colleges was too low. Even more disturbing the curriculum was inadequate. Later, national studies indicated that there was little inclusion of recent Native history in the high school and college curriculum. We hoped we could change all that and we did.



Dean Mark Reisman was the first director of the GHC Native American program which was a robust new AA degree that included a substantially updated curriculum and off-site classes on neighboring Indian reservations. It's often difficult to continue new programs, especially those started with grants, but GHC did it.

Gary Arthur became the Director in 2012 and has served as Director for 14 years. During his tenure the GHC Native Pathways program educated hundreds of Native students. Many went on to earn a Bachelors degree and moved into important leadership positions in their Tribes. Gary is also a terrific case writer. He wrote five of the most significant cases in the Native Cases Collection (www.https://evergreen/native-cases) Many of these were on the issue of Indian mascots. These are widely used in educational institutions across the United States. Fortunately, Gary will continue as one of the leading writers for the Native Cases Collection.

Barbara Leigh Smith
Member of the Faculty (ret) and Native Cases Project Director
The Evergreen State College
Visit our website at <http://nativecases.evergreen.edu>



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Muckleshoot women cook fish on the reservation in the 1950s. From left to right: Alice Williams, Annie Garrison, Nevah Jackson Moses, Genevieve Siddle John, Elvina (Bena) Williams, Laura Siddle Courville and Irene Siddle. Muckleshoot Indian Tribe Preservation Program S



ESTUARY RESTORATION EFFORTS WORKING, DATA SHOWS

After investing millions of dollars to restore the Skokomish estuary, the Skokomish Tribe is monitoring the habitat to measure its success. The tribe purchased and restored nearly 400 acres in the estuary starting in 2007, after the property operated as a farm and a private hunting club for nearly 80 years. “Salmon need estuaries to grow,” said Lisa Belleveau, the tribe’s habitat biologist. “If they don’t have a healthy estuary to grow in before they head out to the ocean, their likelihood of being able to survive ocean conditions and return as adults is low.” The tribe monitors 15 sites throughout the estuary and at reference marshes, observing the plants present, salinity levels in the soil, and how the estuary has increased or decreased in elevation according to the height of the sediment. “Sediment helps build elevation that creates an environment capable of supporting salt marsh vegetation,” Belleveau said. The biggest takeaway has been how fast things have changed and adapted in the estuary, she said. After the first four years of monitoring, by 2015 the estuary vegetation had started to resemble adjacent reference marshes and continues to do so, she said. As for salmon, data shows that fish are

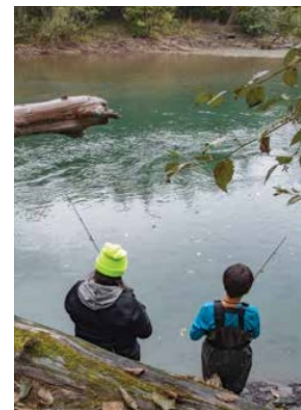
using the restoration areas, said Kevin Swager, the tribe’s finfish biologist. “We do find most of the salmonid species in those areas in the estuary,” he said. — Tiffany Royal

Skokomish habitat biologist Lisa Belleveau, left, and habitat technician Shae Holy monitor vegetation growth and sediment deposit in the Skokomish estuary. Tiffany Royal



COHO AGAIN SUPPORT TREATY FISHING ON ELWHA RIVER

For the second year in a row, the Lower Elwha Klallam Tribe has been able to exercise its treaty right to harvest coho salmon from the Elwha River after the removal of two fish-blocking dams. A ceremonial and subsistence fishery for tribal members opened in fall 2023 and fall 2024 following years of evaluation using tools including sonar, redd surveys, snorkel surveys, tangle net surveys and smolt trapping. In 2023, the tribe harvested 177 coho. In 2024, the tribe harvested 189 of the fish. Using data from 2023, the tribe was able to open the fishery two weeks earlier in 2024, in September, without affecting the end of the chinook run in the river, though weather events impacted how much tribal members fished. “Fishing effort was slightly down compared to the first year; we had some significant rain events this year which affected the fishery and reduced effort,” said Lane Jackson, the tribe’s fisheries management biologist. Provided that the pre-season forecast allows it, the tribe plans to continue its ceremonial and subsistence coho fishery in 2025 and is meeting with community members to solicit feedback and continue to improve the fishery, Jackson said. At the start of dam removal in 2011, the tribe, Washington Department of Fish and Wildlife, and Olympic National Park voluntarily suspended fishing to allow salmon populations to recolonize their former habitat and rebuild their populations. —Tiffany Royal



Lower Elwha Klallam tribal members Leilani Barkley, left, and son Justice Wells fish for coho salmon in the Elwha River in October 2023. Tiffany Royal



Evergreen State College Long House

Introduction to our New Director of the Office of Indigenous Student Engagement at Grays Harbor College



Hello! My name is Cherie Edwards, and I am honored to serve as the Director of the Office of Indigenous Student Engagement at Grays Harbor College. I am a proud alum of Grays Harbor College, graduating from the Human Services program in 2012 and transferred to The Evergreen State College, earning my Bachelor's degree from the Reservation-Based Community-Determined program in 2014.

I have over 20+ years of experience working with the Quinault Indian Nation in various roles, building deep connections within the community. As an enrolled Nisqually tribal member, my bloodline is also with Quinault, Chehalis, Cowlitz, and Skokomish ancestry, I am proud to be a direct descendant of Chief Leschi. My cultural heritage and personal journey inspire my work supporting Tribal students and fostering collaboration between local tribal communities and the college. Committed to creating opportunities that help our students thrive academically and personally. Feel free to stop by and connect with me—I'm here to support and advocate for you!

GHC Native Pathways Degree

In order to better accommodate our students, GHC has created an **online Degree** with a complimentary **hybrid** component. This means that the bulk of the courses for the degree are offered online complemented by face to face instruction two weekends during each quarter. The weekend meetings feature skills classes and seminars using breakout sessions on Indigenous topics, providing part of the cultural component to the degree. Weekend sessions take place at The Evergreen State College Longhouse and are referred to as “**Longhouse Gatherings**” highlighting the challenges presented in Indian Country through case studies, lecture, semi-



GARY ARTHUR

CONTINUED FROM COVER
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I've had the pleasure of working with Gary for nearly 30 years. One thing has always been constant - Gary's focus on doing the right thing for students! Gary has quietly helped hundreds of people from his little corner office in the gym. He greets everyone with a smile and respect; Gary's upbeat attitude is refreshing. Gary has also mentored countless coaches at GHC and has been a source of wisdom and stability in the area of athletics. Thank you again!
GHC Faculty, Chris Portmann

We were honored to work with Gary Arthur for the past decade in the Native Pathways Program at The Evergreen State College. Gary is a strong advocate for Native students and always went the extra mile to provide support for our students. His genuine love for higher education and providing opportunities for Native students will never be forgotten. Evergreen Director Upper Division NPP, Dawn Barron

I have known Gary Arthur for over the last decade, starting as his work-study, and then moving up to be his clerical assistant. Gary has been and will always be my mentor, and friend. Gary's dedication and contributions to GHC, EVERGREEN, and NPP are unmeasurable. He has made immense impacts to all his students, including myself, he will be greatly missed, We all love you Gary! GHC, Faculty, Misty Barlan

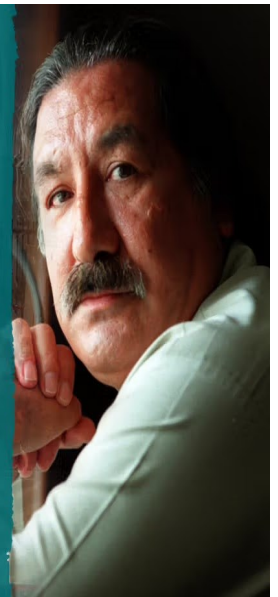
LEONARD PELTIER IS GOING HOME: A STEP TOWARD HEALING AND JUSTICE

Washington, D.C. | The National Congress of American Indians (NCAI) celebrates the historic decision to grant clemency to Leonard Peltier, an 80-year-old elder of the Turtle Mountain Band of Chippewa, federal boarding

school survivor, and one of the longest incarcerated Native American political prisoners. In his final moments in office, President Biden commuted Leonard Peltier's two life sentences, allowing him to serve the remainder of his sentence from home. While this decision does not exonerate Leonard Peltier for the crimes of which he was unjustly convicted, nor does it erase the decades of suffering and profound injustice he endured, it offers him the opportunity to return to his ancestral homelands and spend his remaining years with his loved ones – a long-overdue step towards justice that will allow collective healing for Leonard Peltier and the broader community. Upon learning about President Biden's historic action, NCAI President Mark Macarro stated, "After nearly 50 years of unjust imprisonment, President Biden's decision to grant Leonard Peltier the opportunity to return home is a powerful act of compassion and an important step toward healing."

As we celebrate Leonard Peltier's commutation, it is important to recognize that Leonard Peltier's case has long symbolized the system-

"After nearly 50 years of unjust imprisonment, President Biden's decision to grant Leonard Peltier the opportunity to return home is a powerful act of compassion and an important step toward healing."



ic injustices faced by Indigenous Peoples. This victory belongs to those who have fought for justice, especially those who refused to let the injustice against Leonard Peltier fade from public consciousness. This moment serves as a testament to the power of tireless advocacy, grassroots organizing, and intergenerational collective action by Tribal Nations, human rights organizations, and global allies



COMMUNITY NEWS

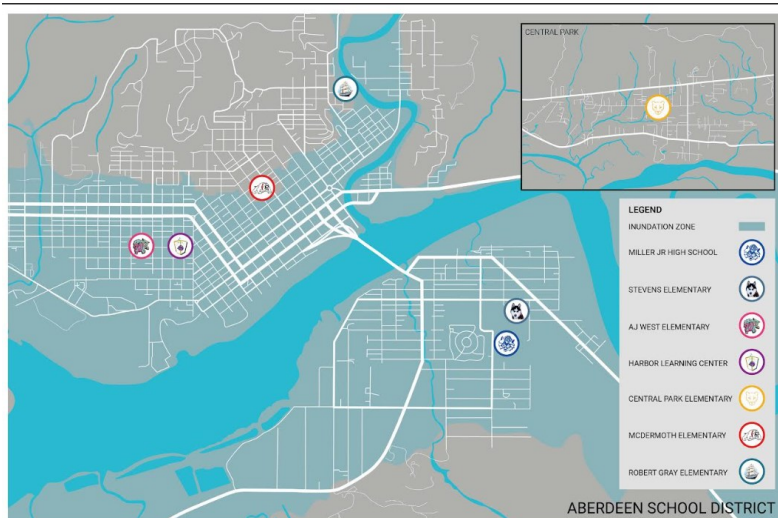
Aberdeen School District eyes property for new schools

The Aberdeen School Board has reached an agreement to purchase property along Basich Boulevard as part of the state's Seismic School Safety Grant Program in order to build schools out of the tsunami inundation zone. The School Board approved the agreement to purchase 105 acres from GeoDan Land, Inc. at its meeting on Tuesday, Jan. 14, for potential construction of a new middle school and an elementary school. The agreement hinges upon a final appraisal and completion of soil studies to confirm the site's suitability for school

construction. The purchase price is \$2.8 million. "We are very pleased that we were able to reach this agreement because there is not a lot of property available out of the inundation zone," President Jennifer Durney said. Provided the details come together, the district will use voter-approved capital levy funds for the purchase. The levy authorized the collection of

approximately \$9.3 million over the next four years for facility needs. Districts that already own suitable property are able to navigate the seismic grant funding process at a quicker pace. A potential site in South Aberdeen for a new Stevens Elementary School is under review. "The Board feels very fortunate that our community recognizes the need to maintain investment in safe schools and that the capital funds can be used for this purpose," President Durney said. "We also are grateful that the Legislature has prioritized seismic safety for schools." Coincidentally, Basich Boulevard is named in memory of the late Bob Basich, an Aberdeen alum and football standout who returned to his hometown after World War II and college. He became a beloved educator and coach. In his "retirement," he served on the Aberdeen City Council and then six terms in the Washington State House of Representatives representing the 19th District, which includes Aberdeen, where he championed rural education and coastal Washington. In other Seismic School Safety Planning, the district is requesting grant funding to enter Phase Two for a new Harbor Learning Center that will be located on district-owned property at 5th and H Streets (near Aberdeen High School). The site has been tested and deemed suitable for construction. The state's Seismic School Safety Grants Program was created by the Legislature in 2022. In the Aberdeen School District, engineers and architects recommended:

- Relocating the Harbor Learning Center (Hopkins Building), Miller Junior High School, Stevens Elementary School and A.J. West Elementary School out of the inundation zone, and
- Possible seismic retrofitting for McDermoth Elementary, Robert Gray Elementary and Central Park Elementary schools. Aberdeen High School, which opened in 2007, is not eligible for funding. Seismic planning is funded up to construction. Once planning is completed, construction will proceed as funding is made available by the Legislature.



Grays Harbor College/ Native Pathways Program

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The Native Pathways Bridge AA Degree Program is a direct transfer Associate of Arts (AA) degree.

Program Description

The Native Pathways Bridge AA Degree Program is a degree that can be transferred to any four-year college or University, but bridges nicely with the Evergreen Native Pathways Degree. In most cases, this degree will satisfy the general education degree requirements at any Four-year College or University.

A mostly-online program with Two Weekends a quarter (6 per year) spent studying with Evergreen students at the Lighthouse in Olympia, WA.

The Degree Connects With GHC Mission, Vision, Core Themes, and Values.

Vision—GHC is a catalyst for positive change.

Setting goals while reaching academic objectives in the Native Pathways Program enhances areas of accomplishment.

Mission—GHC provides meaningful education and cultural enrichment through academic transfer, workforce preparation, basic skills and service to community. **Many Native Pathways Students go on to earn upper division degrees as well as employment upgrades. Many use acquired skills to improve and enrich tribal communities.**

Core Themes-Academic Transfer, Workforce Preparation, Basic Skills, & Service to Community. **These are concentrated areas of focus in the Native Pathways Program which articulates with Evergreen Native Pathways upper division degree.**

Values-Access to educational opportunities; Success for students, faculty, and staff; Respect for diversity of people, ideas, culture and environment; Efficient use of Resources.

Calling All Native Artists!

The SPIPA Entrepreneurial Program is excited to announce a unique opportunity to showcase Native artistry!

What We're Looking For:
A digital image mural that represents the strength, resilience, and entrepreneurial spirit of the Confederated Tribes of the Chehalis Reservation, Nisqually Tribe, Shoalwater Bay Tribe, Skokomish Nation, and Squaxin Island Tribe. Proven experience in digital artwork and mural design.

Important Dates:

- RFP Issued: November 22, 2024
- Submission Deadline: January 21, 2025
- Artwork Due: February 3, 2025

Submission Requirements:

- Completed Proposal Form
- A W-9 Form
- A cover letter detailing your experience, education, and vision for the project
- A sample of your original artwork

Learn More & Submit Your Proposal at:
<https://bit.ly/SPIPAEPCMuralRFP>

Let's honor and elevate Native artistry together! We can't wait to see your vision come to life at the SPIPA Entrepreneurial Professional Center.



Grays Harbor College Land Acknowledgement Statement

Grays Harbor College is located on the ancestral lands of the Chehalis, Chinook, Quinault and Shoal water Bay Peoples. With this awareness, we honor the ancestors and pay respect to elders past and present of these nations and all Native Peoples of this land who occupy these lands since time immemorial. The College expresses its deepest respect for and gratitude towards these original and current caretakers of the region and to our native students, staff, and faculty past and present as well as support and respect their presence and valuable contributions into the future. As an academic community, we acknowledge our responsibility to establish and maintain relationships with these nations and Native peoples, in support of their sovereignty and the inclusion of their voices in the teaching and

The Native Pathways Bridge AA Degree Program is:

A place-based program designed for students to complete their education without moving or commuting long distances to a campus. A powerful program where students use Native Case Studies to study issues in Indian Country.



GHC Native Service Area

The GHC Lower division Native Pathways AA program degree serves students from Nisqually, Quinault, Queets, Squaxin Island, Chehalis, Shoal water Bay/Aberdeen, Tacoma, Suquamish, Puyallup and Makah. Students from other reservations or urban areas are also welcome to join the program.

5 STEPS TOWARDS ENROLLMENT AT GHC

1. Apply for admission-application may be printed off of our homepage and faxed or mailed to our college. The application may also be accessed online and submitted online to our college (quickest method is to apply online). Please submit admissions application as soon as possible to expedite the overall application process. <https://www.ghc.edu/admissions>
2. Submit any and all “Official Transcripts” from other colleges you have attended to our “Admissions and Records” department. <https://www.ghc.edu/transcripts>
3. Do college placement test GHC Enrollment Services. Contact Cherie Edwards (Cherie.edwards@ghc.edu) if assistance is needed. <https://www.ghc.edu/admissions/placement>
4. Do “entry advising” Meet with an advisor and go over some intake questions that have to do with your entrance into our college and program. Once you have done this, then you can register for your classes. (You can see - about this) Cherie Edwards, cherie.edwards@ghc.edu (360) 538-4203
5. Submit the Tribal Aid Application (if applicable) and FAFSA or Free Application for Federal Student Aid (FAFSA). Submitting this application will determine if you are eligible for any of this funding. This is a free process. Go to (www.fafsa.ed.gov to fill out this application.)

**Quarterly Course Offerings
Grays Harbor College (Bridge Program)**

(If a student placement at pre-college level on the placement test.

The length of time required to complete the degree maybe longer than outlined below.)

QUARTER	YEAR 1 COLUMN	YEAR 2 COLUMN	YEAR 3 COLUMN
FALL	FYE 101-ORIENTATION (1 CREDIT) ENGLISH 101 (5 CREDITS) B-TECH 101 (2 CREDITS) HUM 107 (1 CREDIT)	ANTH 210 (5 CREDIT) ENGLISH 102 (5 CREDIT) WEEKEND CLASSES: HUM 103 (2 CREDIT) HUM 110 (1 CREDIT)	EARTH SCIENCE 102 (5 CREDIT) MATH 107 (5 CREDIT)
WINTER	ANTH 206 (5 CREDIT) LIBRARY 101 (2 CREDIT) WEEKEND CLASSES: HUM 101 (2 CREDIT) HUM 108 (1 CREDIT)	POLS 202 (5 CREDIT) GEN-PSYCH 100 (5 CREDIT) WEEKEND CLASSES: HUM 105 (2 CREDIT) HUM 111 (1 CREDIT)	HEALTH PROMOTION 101 (5 CREDIT) ASTRONOMY 101 (5 CREDIT)
SPRING	BIOLOGY 100 (5 CREDIT) ART APPR'N: 100 (5 CREDIT) WEEKEND CLASSES: HUM 102 (2 CREDIT) HUM 109 (1 CREDIT)	MUSIC 105 (5 CREDIT) ANTH 216 (5 CREDIT)	
SUMMER	OPTIONAL	OPTIONAL	OPTIONAL