Welcome to Expanding the Circle News, a newsletter for and about American Indian students and those who support them in the transition and retention process in high school and college. ETC News highlights transition activities and projects for American Indian youth.

ETC News is supported by federally funded projects and is published by the Institute on Community Integration (ICI), University of Minnesota. Currently, staff at ICI work on four federally funded projects related to American Indian youth and adults.

**Future Bound: Promoting Postsecondary Transition Opportunities for American Indian Youth in Minnesota**

The Future Bound Project facilitates postsecondary transition for American Indian high school students in Minnesota. Project services include training and ongoing technical assistance for Indian Education secondary and postsecondary staff to implement the Future Bound program during the summer and throughout the school year.

Future Bound is in its fourth and final year of federal funding. Project partners include: Indian Education Division of Minnesota's Department of Education, the Upper and Lower Sioux Communities, the Shakopee Mdewakanton Sioux Community, the Prairie Island Community, and the Eci’ Nompa Woonspe’ Charter School.

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Vernon Zacher, Cloquet Indian Education Director, teaching at the Expanding the Circle program, summer 2003.
To date, more than 150 Dakota high school students have participated in Future Bound summer programs and more than 15 staff have received technical assistance and participated in train-the-trainer sessions. In addition, community members and elders have participated in providing technical assistance at all sites.

**Pathways to Possibilities: Supporting the Transition of American Indian High School Youth**

Pathways to Possibilities is a college preparatory model for American Indians designed to support their high school retention, graduation, and transition to postsecondary education.

Pathways offers American Indian students the opportunity to gain leadership skills while they explore the choices that are available to them after high school graduation. The program is designed to introduce students to career and college choices via a variety of program opportunities including job shadowing and internships at local businesses, enrollment in college courses, and participation in service-learning projects. Students also participate in summer programs including the National Youth Leadership Council’s Leadership Training and the Ando-Giikendaasowin Native American Math and Science Camp.

Pathways is in its second of three years of federal funding. Project partners include Fond du Lac Tribal and Community College, the National Youth Leadership Council, Cloquet Public Schools, the Fond du Lac Ojibwe School, St. Paul Public Schools, American Indian Parent Committees, local American Indian businesses and organizations, the Ando-Giikendaasowin Native American Math and Science Programs at General College at the University of Minnesota, and the American Indian Science & Engineering Society.

**Strengthening the Capacity of American Indians Through the Development of a Four-Year, Small Business/Entrepreneurship Degree at Fond du Lac Tribal and Community College**

Fond du Lac Tribal and Community College, Institute on Community Integration, College of Education and Human Development, University of Minnesota, or their funding sources, and no official endorsement should be inferred.

The University of Minnesota and Fond du Lac Tribal and Community College are equal opportunity employers and educators.

This publication is available in alternate formats upon request.
Student Outcome
Student will work as a member of the group to create a collective writing sample.

Time Frame
45-60 minutes

Size of Group
Large or small group

Materials Needed
• Poem sentence starters
• 3x5 note cards
• Writing utensils
• Chart paper
• Markers

Before You Begin
• Write the following sentence starters on chart paper/white board —
  ■ I wish...
  ■ I hope...
  ■ I can...
  ■ I fear...
  ■ I need...
  ■ I wonder...
  ■ I feel...
• From the wall and tally the sentences. Use five to ten sentences depending on number of students in the group.
  5. Read the selected sentences aloud and record them on the board/chart paper.
  6. Have students work as a group to determine the order of the sentences of the poem. Facilitate discussion and make suggestions as needed.
  7. Type the poem and print a copy for each student.

Directions
  1. Give a 3x5 card to each student.
  2. Tell students that they need to write three sentences on their cards using one or more of the sentence starters listed on the board/chart paper. Instruct students to not include their names on the cards.
  3. After students have written the sentences on the cards, post the cards around the room for the students to look at. Have students walk around the room and select three to five sentences for the group poem. (NOTE: If needed for purposes of time, the cards can remain posted and the activity can be completed later.)
  4. When students have finished selecting their favorite sentences, remove the cards from the wall and tally the sentences. Use five to ten sentences depending on number of students in the group.

Discussion
  1. How does this activity relate to your transition?
  2. How well do you think the process worked? Why is it helpful to have more than one person complete the project?

Sample “I Wish, I Wonder” poem.

I see the colors red, white, yellow and blue.
I think about our culture and the ways of life.
I need to feel connected.
I remember some of the things my grandma used to tell and teach me.
I wish there were more people to teach our culture so more people would know our way of life.
I think of the past.
I wonder about the future.
I know you may see in black and white, but I see in color.
Individuals who prepare for the transition from high school to post-secondary experiences based on a clear understanding of their mental, physical, spiritual, and emotional selves are much more likely to weather this transition smoothly. Add to those skills an ability to set goals, organize, communicate, self-advocate, problem-solve, and work in teams, and young adults are able to face the challenges of the future.

The opportunities to incorporate the content into existing high school and tribal college programs to prepare students for transition are easy to see and the possibilities are endless.

~ Program Administrator

The Expanding the Circle: Respecting the Past, Preparing for the Future curriculum was developed as a result of the development of summer and school year transition activities for American Indian youth throughout Ojibwe and Dakota reservations and communities in Minnesota. Since 1996, with the assistance of federal funds from the U.S. Department of Education, collaborations have been developed with community members, teachers, administrators, tribal governments, students, and American Indian education staff in Minnesota to develop programs and activities specifically designed for American Indian high school educational and cultural needs of American Indian students in the school setting also exist. However, little has been developed to combine these components to address the specific and particular needs of American Indian youth in their transition to the post-high school experience.

This curriculum is designed to offer a structured process and a set of culturally relevant activities that will facilitate successful transition for American Indian high school students. Lessons are designed for use by adults with formal teaching licensure as well as elders, community members, or paraprofessionals who may work with American Indian youth. Al-
though the materials are designed for high school American Indian youth, particularly those age 14 and older, the activities may also be beneficial for middle school students or those in their freshman year of college. The core principles of the curriculum include —

- The belief in the resilience in American Indian youth and their communities.
- The recognition of the value of education and post-high school planning from an American Indian community perspective.
- The importance of both the product and the process. Some activities have products while others are more reflective in nature. The authors of the curriculum believe that the process and reflection are just as important as the products that are created.
- The awareness of sensitive topic areas. There are some areas in the curriculum that some individuals may feel are too sensitive or controversial, yet it is the belief that without addressing these issues, the transition process would not be complete.
- The conviction that all students should be able to critically explore all post-secondary options in order to make informed choices.

The Expanding the Circle curriculum includes activities —

- Based on work with hundreds of American Indian high school youth, paraprofessionals, teachers, and administrators.
- Aligned with Minnesota state graduation standards.
- Designed with students’ varying/unique strengths and abilities in mind.

See page 3 for a sample lesson from the curriculum.

**The Onaakonan System**

During the transition process, it is essential for students to organize the important information and documents that they will reference throughout their lives. Portfolios provide a way for students to collect and organize samples of their work to show prospective employers or college admissions counselors what they have done and what they can do. The Onaakonan System ("Oh NAH kah NON; derived from Ojibwe word meaning "he/she plan it") is a personal portfolio system designed to help transition-age American Indian students plan for their future after high school in an organized and structured way. The Expanding the Circle curriculum includes activities that lend themselves to the use of the Onaakonan System. An Onaakonan System is included with each curriculum book; additional Onaakonan Systems may be purchased as needed. See page 11 for ordering information.

Students talk more seriously about going to college after they complete activities from the curriculum.

~ Minnesota Future Bound program trainer
Utilizing Service-Learning to Support the Transition of American Indian Youth

Service-learning as currently defined is as broad and diverse as the schools, communities, and individuals that embrace it. Service-learning's broad definition can be attributed to the fact that it is a relatively new educational concept in mainstream American education. However, the development of contemporary service-learning models reflects traditional concepts of service that have always existed in the American Indian community.

Modifiers in the history of contemporary service-learning began with the New Deal Era under President Franklin D. Roosevelt. The creation of the Civilian Conservation Corps and the Servicemen's Readjustment Act of 1944, more commonly known as the GI Bill, were developed to link service and education.

Service-based programs were also established by succeeding U.S. Presidents. In 1961, President John F. Kennedy initiated the Peace Corps. President Lyndon B. Johnson played a vital role in the creation of VISTA (Volunteers in Service to America) and Job Corps. Programs were also designed to engage older Americans, such as the Retired and Senior Volunteer Program and the Senior Companion Program.

These earlier programs aimed at sustaining national service among the American public are direct predecessors to what is currently known as Service-Learning. The 1980's witnessed service-learning beginning of service-learning on a national scale. President George H. Bush and President Bill Clinton created the Office of National Service in the White House, the Points of Light Foundation, and the National Community Service Act of 1990. An expansion of federal commitment to national service under the Clinton administration led to the National and Community Service Trust Act of 1993. These efforts included everything from the authorization of grants to support service-learning for non-profits, youth corps, and higher education to increasing service amongst members of the American public in their respective communities.

Service-learning was thought by many to be a “new”, “alternative”, or “innovative” form of education that could contribute to systemic reform in U.S. schools. While the field of ser-

Service-Learning is an educational method that involves students in challenging tasks that meet genuine community needs and requires the application of knowledge, skills, and systematic reflection on the experience.

National Youth Leadership Council, 1998

to take its first steps into K-12 and higher education. It was during this time that organizations such as the National Youth Leadership Council (NYLC) were founded to promote and assist in the implementation of service with and for young people.

The 1990’s saw the explosion of service-learning and the number of its practitioners were growing by leaps and bounds, people in American Indian communities were also beginning to reintroduce their youth to the core philosophical and educational elements embodied by service-learning.

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The recognition and appeal of service-learning to contemporary American Indian educators is due in part to the frustration with the lack of academic and spiritual progress of their youth. Attempts at creating relevant and intriguing models that are respectful of traditional tribal thought, philosophy, and ceremony, as well as to the culture and traditions themselves, were and remain a priority.

The concept of service as it once strongly existed among the indigenous peoples of the Americas served as the basis of daily life and education from youth to elder. This same concept of service was also applied to, and by, the animal nations in their daily relation to the people. Additionally, a mutual “four-way” respect was recognized between the service that the living environment, the people, the animal nations, and the spiritual realm contributed to one another. This mutual respect thus created balance both educationally and spiritually, particularly for youth.

The contemporary re-introduction of service to American Indian youth via projects like Pathways to Possibilities and Outreach to Empower allow for the rediscovery of pre-existing tribal concepts of service and will encourage the re-establishment of tribal and spiritual concepts of service. This rich history of traditional service can give American Indian youth a “head start” as they participate in service-learning in their own communities.

— Lynn F. LaPointe, Wicahpi Sapa, Sicangu Lakota Oyate, guest author. Lynn is a program manager of the National Youth Leadership Council. If you have questions about service-learning, contact him at 651-999-7374 or lapointe@nylc.org. Visit the NYLC Web site at http://www.nylc.org.

Tips for Transition

One of the most important skills to develop for success in college is good time management. Managing your time means setting priorities and sticking to them. When you become a good time manager, you will notice that you have time for all the important people, events, and tasks in your life. You will feel less stress and more in control of your life. Here are some tips to help you become a good time manager.

■ List the goals you are working toward.
■ Make a list of your flexible commitments and your fixed commitments (the activities you cannot change such as class meeting times).
■ Prioritize — Determine what is most important!
■ Learn to schedule. Use a calendar, planner, or make your own system — whatever works for you.
■ Don’t say “yes” to more obligations than you are sure can do well.
■ Control interruptions. Find a place to work where you can concentrate.
■ Break down tasks into steps. Then take the tasks one step at a time.
■ Don’t cram.
■ Do the hard activities first.
■ Don’t demand perfection from yourself.
■ Be sure you know the instructions before you begin. Otherwise you may have to re-do work, a waste of time.
■ Eat right. Get enough sleep. Exercise.
■ Make time for the activities you enjoy. They revitalize you.
In October of 2003, the Future Bound programs came together to celebrate the success of the programs in their communities. We were honored to have community members, past student participants, and trainers come and participate in the celebration.

Recently, we had the opportunity to visit with Patricia Ann Leith (Trish) about her experience with the program and her personal goals. Trish, a Dakota from the Lower Sioux tribe, is a 10th grader at Redwood Valley Area High School and has participated in Future Bound for two years.

**What did you like about the program?**
Being able to travel to Minnesota State University where we visited last year. Karen Knife Sterner, a Rosebud Lakota who lives in Marshall, came the entire week with her daughter and shared her experiences of living on the reservation and going away to school. I found it all to be very interesting.

**What was the hardest part about the Future Bound program?**
The group was all boys this year and I was related to every single one of them.

**What colleges are you interested in?**
I would like to go to either Bemidji State University because they have a American Indian studies program or Princeton University.

**What are some of your achievements?**
This past quarter I made the B honor roll and had perfect attendance — something I haven’t done since elementary school — and I made the wrestling team at Redwood Valley Area High School.

**Are you planning on attending college?**
I am undecided about attending college. I am debating between college, becoming a professional wrestler, or joining the Army or Navy.

**What goals do you have for yourself?**
I really want to be a pro wrestler. I am looking into a school in the Minneapolis/St. Paul area. Either that or I would like to produce music or become a lawyer.
Welcome to Ask Dennis! Dennis Olson, Jr. is here to give you his spin on how to deal with issues you face as you look ahead to your life after high school.

Dennis and his family are members of the Fond du Lac Ojibwe tribe in Minnesota. His Ojibwe name is Biidaaban, which translates to “the coming dawn” or “sunrise.” He is a graduate student at the University of Minnesota-Duluth and a research assistant for the Expanding the Circle (ETC) projects.

Dear Dennis,

I can’t decide if I want to go to college or not. If I do go to college, I’m not sure where I’ll go. How did you decide you wanted to go to college? Where did you go and how did you decide what you wanted to do?

Sincerely,
Michele Jones
St Paul, Minnesota

Dear Michele,

I knew early on that I wanted to pursue further education after high school. I had strong role models throughout my family. My mother has worked at University of Minnesota-Duluth all my life and she would take me to work with her as much as possible. In doing this, she made me feel comfortable being in a college environment. I watched her complete her master’s degree and now she is working on her doctorate. My parents always let me know that I was capable of going to college and made sure that I knew that it was an option for me. I was never forced to go to college. My parents told me early on that they would be in full support of me doing whatever I wanted to do.

In high school I was very strong in mathematics and the sciences. I spent my senior year preparing for my acceptance to the University of Minnesota Twin Cities, Institute of Technology. I ultimately chose the University of Minnesota because of it’s strong engineering program. I was accepted and came to the University as a Materials Science major.

My first quarter was very difficult since I was taking calculus, physics, and chemistry. I found out quickly that these classes didn’t interest me that much. I would often call my parents and ask them for advice on what I should do because I was having a very difficult transition. My mother told me to keep the classes that I currently was enrolled in, but also try to go outside of the engineering field and explore. I decided to take Introduction to American Indian Studies. Out of all my classes, this was the only one I enjoyed. I started taking other American Indian Studies classes and never looked back. Through these intro classes I realized that I was interested in American Indian law and policy. I started taking sociology classes as well as communication classes. I ultimately was able to create my own major incorporating elements of American Indian Studies, sociology, and communication studies.

I hope I was able to help. Good luck.

~ Dennis

Are you wondering about what to do after high school? Do you have questions about college or careers? If so, ask Dennis. Remember, it hasn’t been that long since he’s been there himself.

Submit your questions to —

Ask Dennis
ETC News
6 Pattee Hall
150 Pillsbury Dr. SE
Minneapolis, MN 55455

E-mail: etcnews@umn.edu
In each issue of the Expanding the Circle News, we will provide a list of resources that we have found to be helpful in our work. If you have outstanding resources that you have used to promote the transition and retention of American Indian students, please share them with us for future publications. Submit your resource information to —

Resources
ETC News
6 Pattee Hall
150 Pillsbury Dr. SE
Minneapolis, MN 55455
E-mail: etcnews@umn.edu

20th Anniversary of Minorities in Higher Education: Annual Status Report

This publication provides the most recent data on advances made by minorities in higher education (including faculty) and high school completion.

American Indian Life Skills Development Curriculum
T.D. LaFromboise (1996) University of Wisconsin Press

This is a favorite text that our staff has relied on for years. The manual provides an array of culturally appropriate activities designed to prepare American Indian students for life. Topics include self-esteem, emotions and stress, communications skills, recognizing destructive behavior and suicide, and planning for the future.

The Renaissance of American Indian Higher Education: Capturing the Dream

This text provides a comprehensive look at the development of higher education for American Indians by experts who have lived and experienced the development first-hand.

Ojibwe Waasa Inaabidaa: We Look In All Directions and Gwayakochigewin: Making Decisions the Right Way
L. Norrgard, Producer
WDSE-TV, Duluth, Minnesota
www.ojibwe.org
www.wdse.pbs.org

This is a two-part video narrated by Winona LaDuke. Part One provides an in-depth portrayal of the second largest tribe in North American — the Anishinaabe/Ojibwe Nation of the Upper Great Lakes Region. Part Two portrays the Anishinaabe/Ojibwe decision-making process, emphasizing the role of the individual in relationship to the family, the community, the clan, and the creator.

The Good Path: Ojibwe Learning and Activity Book for Kids

This beautifully told and photographed book is the story of the Ojibwe people. It is said to be written for children, but is a simple and excellent combination of history and cultural stories that is appropriate for everyone.

Expanding Opportunities, continued from page 2.


The model, currently in the early stages of development, is designed to incorporate indigenous philosophies into all aspects of the program. Integral to the program will be a culturally-designed retention model that promotes the involvement of families and community members in the college and programs.

Continued on back

Fond du Lac Tribal and Community College, Cloquet, Minnesota.
ETC is a transition curriculum for American Indian youth that offers culturally relevant activities to facilitate the successful transition from high school to adult life. The curriculum package includes one Onaakonan System (OS), a personal portfolio system designed to help students plan for their future in an organized and structured way. The curriculum includes activities that lend themselves to the use of the OS. (2002)

Cost: $55.00 for each curriculum package
$7.00 for each additional OS

### ETC Sweatshirts and T-Shirts

The fire keeper shield artwork used for the t-shirts and sweatshirts was created by Turtle Heart, an Ojibway artist who comes from the River Otter Clan. Sweatshirts are 90% pre-shrunk cotton and 10% polyester; available in sizes adult M–XXXL. The T-shirts are 100% pre-shrunk cotton; available in sizes adult M–XXXXL.

Cost: T-Shirt $20
Sweatshirts $30

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**ETC Product Order Form**

**Ship to (please type or print clearly):**

Name ____________________________________________________________

Organization ___________________________________________________________________________________

Street Address ____________________________________________________________________________________

City ___________________________ State ___________________________ Zip ___________________________

Phone________________________________________ Fax ________________________________________

E-mail ________________________________________________________________

Send completed order form and check or purchase order (payable to the University of Minnesota) to: Publications Office, Institute on Community Integration, University of Minnesota,109 Pattee Hall, 150 Pillsbury Dr. SE, Minneapolis, MN 55455

Prices include shipping and handling. Orders are sent via USPS and usually arrives within 7-10 days. To arrange faster shipping, contact the Publications Office at 612-624-4512 or publications@icimail.umn.edu.

* Minnesota residents add 6.5% sales tax. Minneapolis residents add 7% sales tax. Minnesota tax-exempt organizations (other than public schools) must enclose a copy of their tax exemption certificate.

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Outreach to Empower: An Evidence-Based Approach to Promote the Successful Transition of American Indian Youth to Adult Life

Outreach to Empower is designed to support academic development, increase school engagement and retention, promote goal orientation toward future postsecondary training and employment, and increase leadership skills of American Indian students through participation in service-learning within and outside of their communities.

Project partners include the National Youth Leadership Council and four American Indian education programs in Minnesota (Carlton Public Schools, Minneapolis Public Schools, Osseo Area Schools, and Eci Nompa Woonspe’ Charter School). Outreach to Empower is in its first of three years of federal funding.