WSU MSUAASF Special Initiative Awards

“Prairie Island Student Summer Bridge Program”

Final Report by Karen Johnson

June 5, 2007
**Rationale**

This Special Initiative project was intended to contribute to MNSCU and WSU’s efforts to recruit and retain underrepresented students, specifically the Native American population.

The first phase of the Prairie Island project was program development for the pilot cohort. Nineteen Native American students who live on Prairie Island Reservation and attend high school in Red Wing, MN enrolled in a “life skills” class taught by Dr. Cindy Killion and myself. Dr. Killion and I decided to base our curriculum on one developed by The University of Minnesota’s College of Education and Human Development, “Expanding the Circle”. This curriculum is essentially educational transition strategies for American Indian students. We established relationships with Paul Dressen, Education Director of the Prairie Island Indian Community and Joan Hasbeck, Prairie Island High School Liaison, both located in Red Wing High School. Paul and Joan Coordinated the program with Cindy and I and agreed that visits on Friday afternoons in Spring 2007 semester would be most appropriate. Nineteen students enrolled in the course; 5 Freshmen, 7 Sophomores, 5 Juniors, and 2 Seniors (see attached list). I recruited and trained six Winona State student mentors to accompany me on the visits to Red Wing High School. I also scheduled travel dates and times for all visits.

The second phase of the project was the high school visits. Dr. Killion visited Red Wing High School on February 16, March 23, and April 13. The group of student mentors and I visited the High School on February 23, March 16, and April 20. We completed Themes 1-3 of the curriculum during those visits and Theme 4 during the summer bridge program at WSU on June 1. The high school visits were a tremendous success – Joan Hasbeck noted that the students looked forward to our visits with enthusiasm. Attendance was excellent and participation was impressive. The WSU student mentors claim that this was an extraordinary learning experience for them as well. See attached sheets for a detailed curriculum.

The third phase of the project was the summer bridge program. Originally intended as a week-long campus visit, scheduling conflicts necessitated a 3 day visit instead. During this visit, Prairie Island students were able to experience campus life as it is during summer break. They were housed in Prentiss-Lucas hall, toured the campus, ate
Chartwells food, and were given the Admissions tour and information. The planned WSU riverboat trip on the “River Explorer” was ill-fated, as the Captain failed to show up. The students were also very involved in the 4th Annual Great Dakota Gathering & Homecoming at Lake Park in Winona on the weekend of June 2-3. Since most Prairie Island students are first generation college students (neither parent has completed a bachelor’s degree), college is not an option they have considered or prepared for. I feel that their experience on campus increased the possibility of them attending college.

The fourth and final phase of this project is a campus visit in the Fall of 2007. Since the summer bridge experience did not give students a view of campus life “in action” when classes are in session, we decided to schedule a visit when they can attend WSU classes and meet other students. This event will take place in September or October 2007.

**Completed Objectives**

1. Developed a strong relationship with Prairie Island students and administrators - Paul Dressen, Education Director of the Prairie Island Indian Community, Joan Hasbeck, Prairie Island High School Liaison, and nineteen students

2. Developed a WSU curriculum for American Indian students - Revised the “Expanding The Circle” Curriculum to fit the WSU project timeline

3. Convinced Red Wing high school students that college is a possibility - Students participated in six sessions and the summer bridge experience, all with the theme of attending college

4. Assisted Red Wing high school students in completing college application(s) – Approximately thirteen students filled out WSU “contact cards” after the Admissions tour and information session. This card expresses interest in WSU and will put the student on our information mailing list. Since there were only two seniors in this group and both had pre-arranged post-high school plans, they did not complete actual WSU college applications

5. Develop and teach a one-week residential bridge program at WSU - The residential bridge program was shortened to three days on WSU campus because of scheduling for the high school students. Fifteen students and three administrators attended.
Completed Timeline

February 2007 –
1. Studied U of M curriculum with Dr. Killion
2. Designed WSU curriculum based on the “Expanding the Circle” model

February, March, April 2007 -
3. Recruited and trained seven WSU students as mentors
4. Taught Themes 1, 2, & 3 at Red Wing High School

May 2007 –
5. Meeting with Dr. Killion and Rhea Walker of the WSU Education Department on how to continue this initiative, possibly using ED 150, 308, or 512 classes as student mentors for their field experience.

June 2007 -
6. Prairie Island students came to WSU campus for three days to complete the curriculum: Theme 4, The Reflection, and to participate in campus life and in the Great Dakota Gathering & Homecoming.
7. Students learned about college options, FAFSA forms, college applications, campus visits, Student Support Services, and the Diversity and Inclusion Office

September or October 2007 -
8. Host a campus visit during Fall semester for students to participate in regular WSU classes and make final college decisions

Assessment Plan

# of student attending and retained in life skills class Spring 2007 semester
- Nineteen students enrolled in this class and fifteen students completed the class, including the WSU campus visit. Students were given .5 high school credits for the class

# of students attending WSU summer bridge program June 2007
- Fifteen students attended the summer program

# of students applying to college/WSU for Fall 2007
- Thirteen students filled out the WSU “contact card”

# of eligible students attending college Fall 2007
- Both of the Prairie Island Seniors will be attending college – one in St. Cloud, and one in Los Angeles
Prairie Island Students

Winona State Project

Freshmen
Suze Bellanger
Katie Bostwick
Campbell Jefferson
Theron Iron Cloud (sonny)
Monique Nepoose

Sophomore
Henry Blacktaildeer
Charles Childs
Ellie Jacobson
Naomi Mollick
Janelle Nepoose
Marissa Rice
Tasha Taylor

Junior
Amanda Baker
Tasha Campbell
Selena Childs
Amara Duray
Peter Sheehan

Senior
Austin Owen
Allison White
PRAIRIE ISLAND BRIDGE PROGRAM
STUDENT MENTORS

1) Cory Knudson - CJKnudso3126@winona.edu – 507-251-7110
2) Rashetha Morgan – RTMorgan4137@winona.edu
3) Senait Gebrehiwot – sagebreh1197@winona.edu – 507-990-9702
4) Quiana Thomas – qthomas9327@winona.edu
5) Angena L Batchelor – albatche1195@winona.edu – 507-474-8946
6) Ker Lor – Klor5882@winona.edu
7) Phon Omvongkot – Pomvongkot06@winona.edu
8) Mai Doua Yang – MDYang5374@winona.edu

Karen Johnson, SSS Director – kjohnson@winona.edu 507-457-5344
Cindy Killion, MCOM Professor – ckillion@winona.edu 507-457-5098
Curriculum
“Prairie Island Student Summer Bridge Program”

February 23 – Theme 1: The Discovery

- Discovering yourself, your expectations, who are key members of your family & community, and how you learn.
  Handout – “A Message to Myself” in small groups w/mentors

- About Me
  Handout – “How High is Your Self Esteem” – in small groups w/mentors

- Teamwork
  “Connections” individual exercise. Put “me” in center

- Social Supports & Family
  “Life Within the Circle” Family tree given as homework

- Summary
  Group discussion in large circle – disclose what you learned about someone else in the group today

Learning Outcomes:
- Students will state positive personal traits
- Students will identify aspects of positive self esteem
- Students will identify the network of support in their lives
- Students will explore family genealogy concepts
Curriculum

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March 16 – Theme 2: The Framework

- Information you will need when making your plans for the future
Crucial skills are needed to make life decisions for after high school:
Problem solving, self-advocacy, communication, diversity awareness, goal-setting, and organization skills.
- Goal Setting
Handout: “Give it A Try” – Students focus on one short-term goal, the people that will help them to accomplish the goal, steps they will take to accomplish the goal, and a small reward for accomplishing the goal.

Handout: “(Goals) For College Students” - Students look at their long-range goals, how they plan to meet them, prioritizing goals, and specific things to do to reach them.
- Self-Advocacy
“How Do You Get What You Need” – Discuss in large group – Passive, Aggressive, and Assertive behaviors

Role Play Scenarios – Do some of these in a large group
- Problem Solving
Handout: “Steps to Problem Solving” – Mentors tell us a typical problem experienced in college and use the steps to help solve this.

Cartoons activity – problem solving without speaking

Learning Outcomes:
- Students will write short-term goals
- Students state long-term goals for college
- Students will be able to explain various approaches to getting needs met.
- Students will identify steps of problem solving
Curriculum
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April 20 – Theme 3: The Choice

- Exploring post-high school options
  College, Military, Apprenticeship
  In large circle, discuss personal options for life after high school
  Handout “Deciding to Make a Change” in small groups with mentors

- High School & College
  Group discussion of high school versus college – similarities and differences
  Handout “How Are They Alike” individually

- Career Development
  Handout “A Look to The Future” – in small groups – differences between life today and 10 years from now

Learning Outcomes:
- Students will be able to evaluate personal interests
- Students will be able to compare the differences between life today and ten years from now
- Students will compare the differences between high school and college
Curriculum  
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June 1 – Theme 4: The Reflection

- Students will look at the transition process during this project

Large group discussion about the entire program, their experience, their interactions with WSU mentors, and their progress

Handout “My Transitions Story” – to be completed individually

- Personal transition goals

  Students evaluate their WSU campus experience and how this will relate to their future plans

  Large group discussion on their perceptions of college

Learning Outcomes:

- Students will give positive written feedback to WSU mentors
- Students will present what they have learned during the program
- Students will re-visit their post high school plans
MAY 31 – JUNE 2 SCHEDULE of EVENTS

for hosting the Priarie Island students during the weekend of May 31-June 2

THURSDAY, May 31
Students arrive on campus, get settled into accommodations, eat and we'll watch a film. I will confirm times, but I suspect they can be here around 4:30 to 5 p.m., so we'll eat around 6:30 p.m., then watch the film somewhere on campus, location Kryzsko Student Center.

FRIDAY, June 1
9 - 11 a.m.: Campus tour. I'll arrange with the admissions folks to have one of the students who do tours to provide us with a tour. Includes Student Support Services (Karen Johnson) and Inclusion & Diversity Office (Alex Hines)
11 a.m. to 12:30 p.m.: City tour. We will need to rent a couple of vans to accomplish this since our search for a trolley was unsuccessful.
12:30 - 1:30 p.m.: Lunch
2 - 4 p.m.: Boat trip, first hour is devoted to finishing curriculum; second hour is cruising.
5:30 - 8:30 p.m.: Grill hot dogs, hamburgers at Holzinger's Lodge and hang.

SATURDAY, June 2:
Dakota Gathering; breakfast provided after 5:30 a.m. sunrise service; lunch and dinner provided as well. PI students will help to serve at the Unity Feast.