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BENEFITS PROVIDED TO AMERICAN INDIAN YOUTH THROUGH
GIDAAKIIMANAANIWIGAMIG STEM CAMPS

Kyra Jo Paitrick

A Capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts
in Education: Natural Science and Environmental Education

Hamline University

Saint Paul, MN

May 2016

Committee:

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Dedicated to the spirit of personal advancement, a trait for which I am eternally grateful I possess. It is the driving force for navigating through adversity.

ABSTRACT

American Indian youth face many adversities. Suicide rates are among the highest in the country. High school graduation rates are the lowest in the country. Many American Indian youth grow up in foster care and some find themselves in juvenile detention centers or gangs. Furthermore, tribal communities are experiencing a shortage of American Indians in the workforce who are equipped with the knowledge and skills they need to fill essential positions that sustain the natural resources that are important to the tribe.

There are many efforts in Indian Country to be proactive with American Indian youth, providing them with supports to get on a positive path and pursue higher education. The Gidaakiimanaaniwigamig STEM camp is one such effort. This study takes a closer look at the structures of this camp which support Native American youth to be successful.

A focus group is conducted with students who participate in the Gidaakiimanaaniwigamig STEM camp along with individual, structured interviews with parents, students and teachers. The qualitative study outlines six major benefits the youth get from attending the “Gidaa” camp. These benefits include supportive relationships, cultural ownership, development of 21st century skills, having access to new experiences, exposure to science, technology, engineering and math and having aspirations for the future.

ACKNOWLEDGEMENTS

Much appreciation goes to my capstone committee, Jason Miller, Courtney Kowalczak and Elyse Carter-Vosen. Each of you guided and assisted me in your own big way. Jason taught me about the process and broke it down into manageable pieces. Courtney was my insider with the camps and helped me gain approval and consent from staff and parents. Elyse was such a thorough editor and helped me refine the writing.

Thank you so much, *chi-miigwech*, to the students, teachers, parents and staff involved with the Gidaa camps for allowing me to make observations, record your thoughts and feelings and publish my findings about camp. You all do amazing work and I wanted tried my best to reflect that in this research.

I need to commend my workplace for allowing me to shift around my schedule so I was able to have time to finish this project. I greatly appreciate the flexibility and approval to further my education.

Lastly, I'd like to thank my family who encouraged me and supported me when I had to put in long hours reading, writing, and processing all of this work. You told me it would all be worth it and it is.

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CHAPTER 1

INTRODUCTION

I do not think the measure of a civilization is how tall its buildings of concrete are, but rather how well its people have learned to relate to their environment and fellow man.

— Sun Bear of the Chippewa Tribe

This study is an investigation into the experiences and subsequent benefits attained by American Indian students involved in the Gidaakiimanaaniwigamig STEM Camps. Through participant interviews, students relay how the camps helped them to positively develop in ways that aid their academic success and motivation to gain higher education in the Science, Technology, Engineering and Mathematics (STEM) fields.

“Gidaakiimanaaniwigamig” is an Ojibwe language term that translates to “Our Earth Lodge.” The teachers and students refer to the camps as “Gidaa”. The Gidaa camps are a place-based American Indian youth science research program, focusing on climate change and the impact it has on local natural resources.

The camps are organized and facilitated by staff from the Fond du Lac Tribal and Community College, University of Minnesota professors, and local public school teachers who specialize in math, science, industrial technology, art and Ojibwe language and culture. The camps occur one weekend each month, with an additional one day camp and a week-long summer camp. Each camp has a theme, which is set around a seasonal activity and corresponding natural resource. (i.e. maple syruping and trees, trapping and wildlife management)

Fond du Lac Resource Management Division (FDLRMD) is included to provide current and applicable insight to the students in the camps. Guests from each division of FDLRMD are

brought in to speak about topics that relate to the month's theme. If the theme is around maple sugaring and trees, a forester is brought in from FDLRMD to speak to the students about what the forestry division does and what they are currently doing to sustain culturally significant tree species, such as paper birch and sugar maple.

Mealtime is another important aspect of the camps. Prior to each meal a student is chosen to make a "spirit plate", which is a collection of each prepared dish and it is offered with a prayer. An elder addresses the teachers, students and guests by reflecting on what we should be grateful for and shares some reflections of the learnings from camp and hosts a prayer in the Ojibwe language. Elders are asked to eat first, followed by the children.

Elders are important in the Ojibwe community. They are revered for their wisdom and they are shown the utmost respect. Therefore, elders are invited and included in the camps. They provide valuable history and cultural perspectives to the camps.

Throughout the camps, the students are taught to take notes and relate everything they learn back to climate change and culture. Their family members are invited back to the camps at the end of the weekend to visit with their children and share in a meal. The students share presentations with the families of all the activities they did and what they learned.

Problem Statement

According to the Pacific Northwest Tribal Climate Change Project (2015):

American Indian and Alaska Native tribes have contributed little to the causes of climate change, and yet face disproportionate risks. Tribes have unique rights, cultures, and economies that are, or could be, vulnerable to climate change impacts. For indigenous peoples, the environmental impacts of climate change and some of the proposed solutions

threaten ways of life, subsistence, lands rights, future growth, cultural survivability, and financial resources. (Home section, para. 1)

Because Native American lifeways are so integrated with nature, increasing environmental impacts are concerning to this population. According to Kowalczak (2013), “Fond du Lac Reservation, located in northern Minnesota, is very concerned that changing growing seasons and stronger rain events will cause the loss of very culturally important food sources such as wild rice” (p.1). In the Fond du Lac community, wild rice is an economic commodity for which many make a living harvesting, but the practice of processing the rice is inclusive of many cultural values and traditions. It is important for American Indian communities to safeguard the natural resources for the preservation of their culture.

The professionals that work for the tribe to address these issues come from STEM fields. They have specialized training and skills. Dameron (2004) has found “American Indian students tend to find more success in areas of humanities, social services, and education and not STEM” (p.4). The American Indian Science and Engineering Society (AISES) has implemented programs to increase the number of American Indian scientists and engineers.

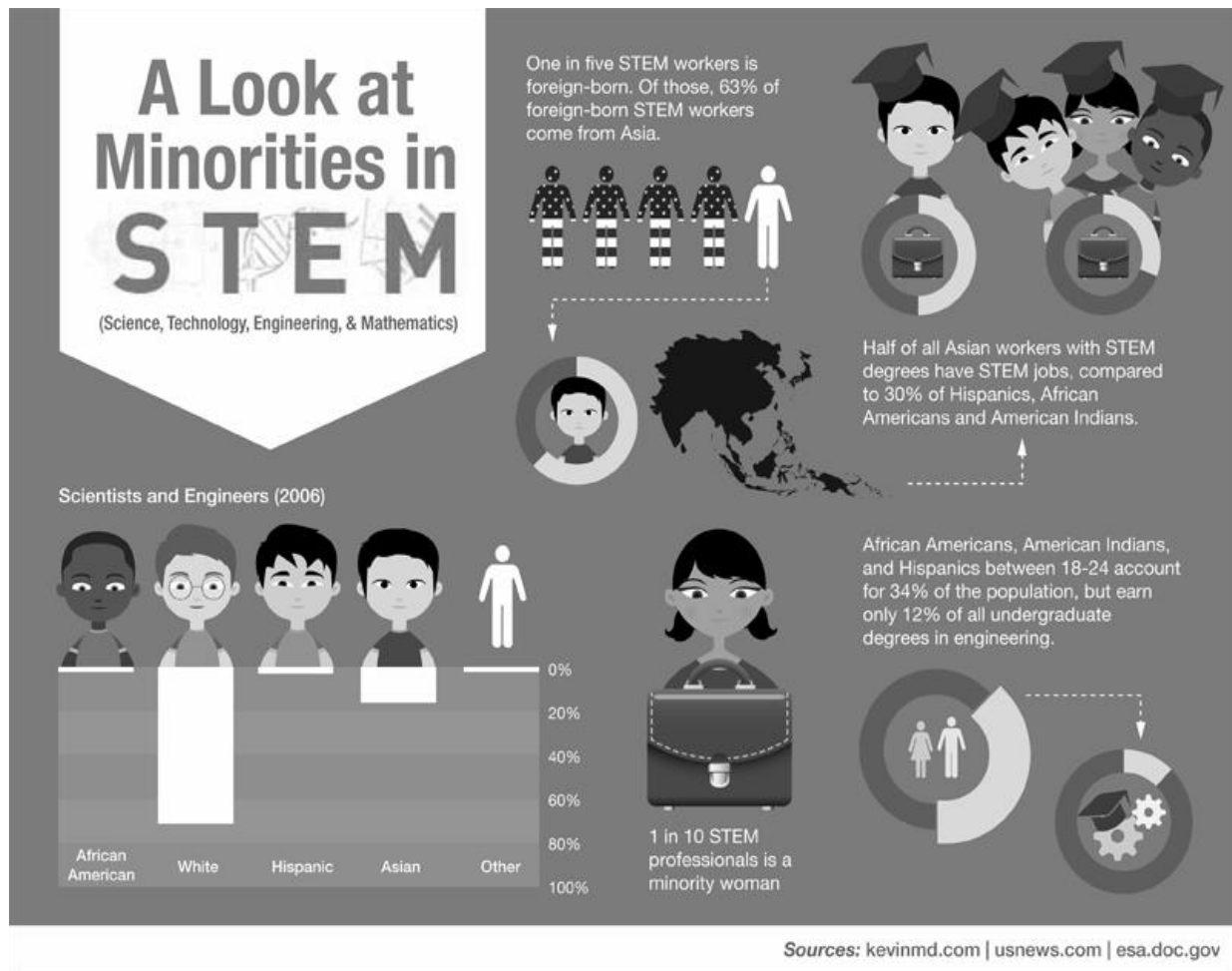
Hill (1991) explains in an article highlighting AISES:

Three reasons have been suggested for why we have such few students who major in the sciences and engineering. First, students do not receive adequate social and academic support when they enter a postsecondary institution. Second, many students are not prepared adequately at the pre-college level in math and science. Third, students do not have any understanding about the careers that result from majoring in the sciences and

engineering. Clearly, the challenge is to prepare students so that they meet the needs of their reservations.(p.3)

The graduation rates for American Indian students are another contributing factor to the lack of representation in a STEM field. According to a report from MinnCAN (2014), “In 2013 the U.S. Department of Education ranked Minnesota as having the very lowest on-time Native American graduation rate in the country” (Research section, para. 2)

Purpose of Study



The “Gidaa” camps may serve as a model for cultivating American Indian youth development and teaching them the skills needed to enter college and pursue careers in the STEM fields. This study will ask students about their feelings toward college and careers in these fields. They will provide insight into which elements of the camps motivated them to consider these career paths and what specific skills they obtained via the Gidaa camps that will equip them for success in their academic careers.

Research Question

My research question is “What benefits are provided to American Indian students who participate in the Gidaakiimanaaniwigamig STEM camps?”

Implications

The Gidaa camp coordinators, educational institutions, tribal human resources and stakeholders in the STEM fields could all benefit from this research. By understanding the students’ experiences in the camps, and ascertaining what parts of the camp are valuable for them, certain elements of the camps could serve as a model for other tribal communities. Gidaa coordinators may have validation of the efforts they are making to increase academic achievement and climate change literacy in American Indian youth. Educational institutions could gain insight into how American Indian students are encouraged and supported in ways that motivate them to choose a career in the STEM fields. Human Resources departments on reservations could have increased numbers of American Indian applicants.

Assumptions

Based on my experience teaching in the Gidaa camps for a year, I approached this study with two main assumptions. First, students who attend camps show positive development in

areas of academic achievement, climate change literacy, social skills, and identity. The students are engaged in activities that reinforce study skills such as note-taking, reading, writing, and synthesizing. They regularly set goals for themselves and relay those goals to their camp teachers. These skills support academic achievement. The students are learning about climate and natural resources during every camp, which should result in increased understanding of climate change. Students are given opportunities to network with college professionals and programs, cooperate and collaborate with other students of varying ages, build relationships and friendships, and speak publicly. I suspect their social skills grow immensely with each opportunity. Culture is heavily integrated into the activities in camp and this is a positive way to help students learn about their identity as an American Indian person.

Secondly, I would expect most students who attend camps will express interest in attending college and the jobs and/or areas of study they are attracted to will be in a STEM field. Students learn about jobs in FDLRMD and have college mentors that are studying a STEM major. Former camp students who are now in college are invited to speak to the current camp students. All of these experiences are intended to guide students to pursue college and break down the steps it takes to get through college.

Definition of Terms

Climate Change: Climate change is a change in the statistical distribution of weather patterns when that change lasts for an extended period of time (i.e., decades to millions of years). Climate change may refer to a change in average weather conditions, or in the time variation of weather around longer-term average conditions (i.e., more or fewer extreme weather events). Climate change is caused by factors such as biotic processes, variations in solar radiation received by Earth, plate tectonics, and volcanic eruptions. Certain human activities have also been identified

as significant causes of recent climate change, often referred to as "global warming". (Wikipedia, 2015)

American Indian: There are many definitions for what it means to be American Indian. Many tribes set tribal membership limits at 25% blood quantum. However, in this study, the term American Indian includes all persons of American Indian descent and/or members of a federally recognized tribe. Any students who identify themselves as American Indian, regardless of their blood quantum, were considered for this research study. Other terms associated with American Indian are Native American and native. They may be used interchangeably.

Ojibwe: Ojibwe, also known as Anishinaabe or Chippewa, is a name for one of the largest American Indian tribes in North America. Ojibwe populations are dispersed throughout Michigan, Wisconsin, Minnesota and areas of Canada.

STEM: STEM is an acronym referring to the academic disciplines of science, technology, engineering, and mathematics. The term is typically used when addressing education policy and curriculum choices in schools to improve competitiveness in technology development. It has implications for workforce development, national security concerns and immigration policy. In the United States, the acronym began to be used in education and immigration debates in initiatives to begin to address the perceived lack of qualified candidates for high-tech jobs. It also addresses concern that the subjects are often taught in isolation, instead of as an integrated curriculum. (Wikipedia, 2015)

Summary

This study will investigate the benefits students obtain through the attendance at the Gidaakiimanaaniwigamig NASA NICE-T STEM camps on the Fond du Lac Indian Reservation in Cloquet, Minnesota. The problem of climate change and its effect on cultural natural resources

is a current issue for the Fond du Lac Reservation and other tribal communities around the country. There is a need for more American Indians in the STEM fields addressing the concerns with climate change.

This study will review the current literature surrounding STEM camps, climate change, American Indians in higher education and in STEM fields. The literature review will guide methods around data collection and analysis. The final chapter will discuss conclusions and recommendations.

Chapter 2

LITERATURE REVIEW

Overview

The purpose of this literature review is to supply data and information from prior research that helps construct background for the research question: what benefits are provided to American Indian students who participate in the Gidaakiimanaaniwigamig STEM camps? Since the Gidaa STEM camps are intended for American Indian youth to become literate in climate change and its effects within their tribal community, while also encouraging and preparing them to be academically successful and ultimately obtain college degrees in the STEM fields, this literature review has been broken down into five main sections: climate change and Native Americans, Native Americans in STEM, Native American graduation rates, academic success factors for Native Americans and American Indians in higher education.

Climate Change and Native Americans

For the informative purposes of this specific study, it is important to know what issues surround climate change and Native American people since it is the basis for the Gidaa camps. This section will break down why climate change is significant to indigenous peoples, how federal Indian law contributes to the planning for climate change and the steps tribes are taking to address the concerns.

Cordalis and Suagee (2008) have found:

Climate change will affect American Indian tribes differently than the larger American society. Tribal cultures are integrated into the ecosystems of North America, and many tribal economies are heavily dependent on the use of fish, wildlife, and native plants.

Even where tribal economies are integrated into the national economy, tribal cultural identities continue to be deeply rooted in the natural world. As global warming disrupts biological communities, the survival of some tribes as distinct cultures may be at risk.

The loss of traditional cultural practices because important plants and animals are no longer available may prove to be too much for some tribal cultures to withstand on top of the external pressures they have faced during recent generations. (p. 45)

It is important to understand that American Indian tribes have sovereignty, meaning they have their own system of government separate of the United States government, which predates the formation of the United States of America. Tribal law can be complex, existing of federal laws that include treaties, acts of congress, executive branch policies and regulations and federal court decisions. However, there are some basic ground rules that can inform how tribes address climate change. Cordalis and Suagee (2008) state that “tribes retain inherent sovereign powers and broad jurisdictional authority over their members and activities on their lands” (p. 45) Next,

Congress has some powers over Indian affairs and the state governments have limited authority over tribes and reservation lands. The United States has financial obligations to tribes for the management of land and resources. Over time, the relationship between the federal government and tribes has become understood as a government-to-government relationship. Many tribes, such as the Fond du Lac band of Lake Superior Chippewa, have rights in water and resource management. They have rights to hunt, fish and gather on and off tribal lands. These rights have been reserved through treaties and statutes. (i.e. Treaty of 1854)

Currently, the laws on climate change in the United States are evolving within laws relating to energy and environmental law. Although many non-tribal people and organizations are calling for action at all levels, this does not include tribal governments. Cordalis and Suagee (2008) explain the United States typically views “all levels” as federal, state and local governments (p.46). There are still many questions surrounding the roles and responsibilities of tribes and/or the United States governments to the tribes in response to climate change policy and actions.

Cordalis and Suagee (2008) further explain that the tribes in northern Canada and Alaska are already experiencing limitations on lifestyle and economic activities since the warming

climate causes the lake and sea ice to become compromised, which is exposing more infrastructure along the coastline. Additionally, the tribes use the sea ice for travel, hunting, fishing and whaling. Insect damage is causing forest loss and the caribou is facing more stress. The tribes from the Pacific Northwest rely heavily on salmon. There has been a decline in salmon populations due to dams, pollution, deforestation and loss of habitat. To add to the problem, a warming climate will cause ocean temperatures to rise and streamflow patterns to change if there is an earlier spring snowmelt and a reduction in snowpack on mountains (p. 46). These are only a couple examples of the situations imparted on tribes due to climate change.

Some actions are currently taking place through intertribal organizations such as the National Congress of American Indians (NCAI), Council of Energy Resource Tribes (CERT), National Tribal Environmental Council (NTEC), and National Tribal Air Association (NTAA). These organizations are urging Congress and the President to enact legislation, that is inclusive of tribal governments, that creates national, mandatory programming to address climate change before irreversible damage has been done to public health, economy and the environment. NTEC and NTAA partnered in 2007 to help “ tribes engage in the details of the emerging climate change legal regimes. As an outgrowth of their experience in dealing with air pollution, these

organizations publicized the formation of the Climate Registry in 2007. As of November 2007, three tribes—Campo Kumeyaay Nation, Pueblo of Acoma, and South Ute Indian tribe—are members of this organization, along with forty U.S. states, four Canadian provinces, and one Mexican state.” (Cordalis and Suagee, 2008, p.48)

As tribes attempt to mitigate the effects of climate change, they need to be proactive in their relationship with other tribes and governmental bodies. One way the Fond du lac Reservation is addressing the problem is by integrating programming with Resource Management, the tribal college, and local universities to provide STEM programming to the local youth in an attempt to guide them to STEM fields.

Native Americans in STEM

The National Science Foundation reported in 2010, Native Americans held less than 1% of the country’s STEM jobs (as cited in Kowalczak, 2013, p.3). This is concerning to indigenous communities as it is a reflection of the quality of the reservation workforce and the education level and lack of licensed and certified members of the tribe. This section will clarify the importance for American Indians to obtain professions in the STEM fields and list some of the determinants that hinder the attainment of such degrees.

Hill (1991) reports that in 1975, Congress passed “The Indian Self-Determination and Educational Assistance Act (p.2) This act allowed American Indian tribes to have control over

the employment of their own human and natural resources on their reservations and they were stipulated to determine their own economic and political development. Tribal governments have made some progress in their economic self-determination, making efforts to control sustainable energy on their own reservation lands or operating their own large manufacturing businesses. However, “one of every four jobs on Indian lands is held by a non-Indian, and most of those positions are professional jobs that require college degrees.” (Hill, 1991, p. 4) It seems to be in the best interest and benefit to tribes to encourage American Indian youth to attend college so they can assist self-determination and acquire positions that are currently held by non-natives.

Hill (1991) stresses the importance of American Indian professionals working for their own reservations:

One-third of America’s energy resources--coal, oil, natural gas, and uranium--lies beneath Indian lands. Reservations account for significant amounts of water, timber, rangeland, agricultural land, and wildlife. Effective and far-sighted management of all of these resources is critical for the health of Native American society, and indeed, the entire United States. Reservation communities need qualified individuals who can create and direct policies that pertain to water management, waste treatment, transportation facilities, environmental protection policies, and a host of other crucial science-related issues. And Indian people must manage these resources. We have had a history of outside interference in our affairs where white people have literally stolen our land and resources (p. 3).

AISES is a private, non-profit organization working to increase the number of American Indian scientists and engineers. AISES has twin goals of teaching students about science and engineering and to do so in a culturally-relevant manner. They strive to ensure professional growth and develop Indian leaders. AISES has math and science camps that they hold on college and university campuses each summer to help Native Americans learn how to manage resources and their lands (Hill, 1991, p. 2).

Welsch (2008) conducted a study “to determine if AISES and Intel ISEF provide the necessary opportunities through local, regional, state, national , and international science fairs to enhance student learning” (p.4). The study found that racism and oppression, as well as identity development were two barriers to student learning. However, science fair participation and the relationship formed with their science fair mentor helped to reduce the effects of racism and identity and in turn allowed for increased levels of academic achievement in high school and later in college.

Considering the need for tribes to cultivate a better educated, prepared and culturally-competent workforce for tribal leadership and management of reservation lands and resources, the Fond du Lac Tribal and Community College along with the University of Minnesota partnered to create opportunities for youth via STEM camps in 2011 (Dalbotten et al., 2014, p. 227). The “Manoomin” camp was a place-based, American Indian youth science research program. The main focus of the camp was around wild rice, one of the Fond du Lac Band of Lake Superior Chippewa’s most vital resources.

Simpson (2002) found “successful STEM outreach for Native American students includes hands-on, place-based curriculum and that grounding programs in indigenous knowledge provides students with some of the wisdom and skills needed to facilitate change in their communities and in environmental fields” (as cited in Kowalczak, 2013, p. 3). Kowalczak (2013) studied the students’ perceptions of the Manoomin camp on their lives. Her findings show the camp formed a sense of community, had an influence on academics, provided opportunities for careers, formed an appreciation for Ojibwe culture, and had an influence on attitudes and behavior. “Manoomin camp was seen as ‘paving the way’ as one student stated, to higher learning and career opportunities,” (p. 34)

STEM programs and opportunities are being provided to students in order to prepare them for college study and the entrance into reservation jobs. Many of these STEM programs are structured in ways that support Native learning styles and consider their unique cultural needs. As you will read in the coming sections, these are important to encourage persistence of Native American students to graduate from high school.

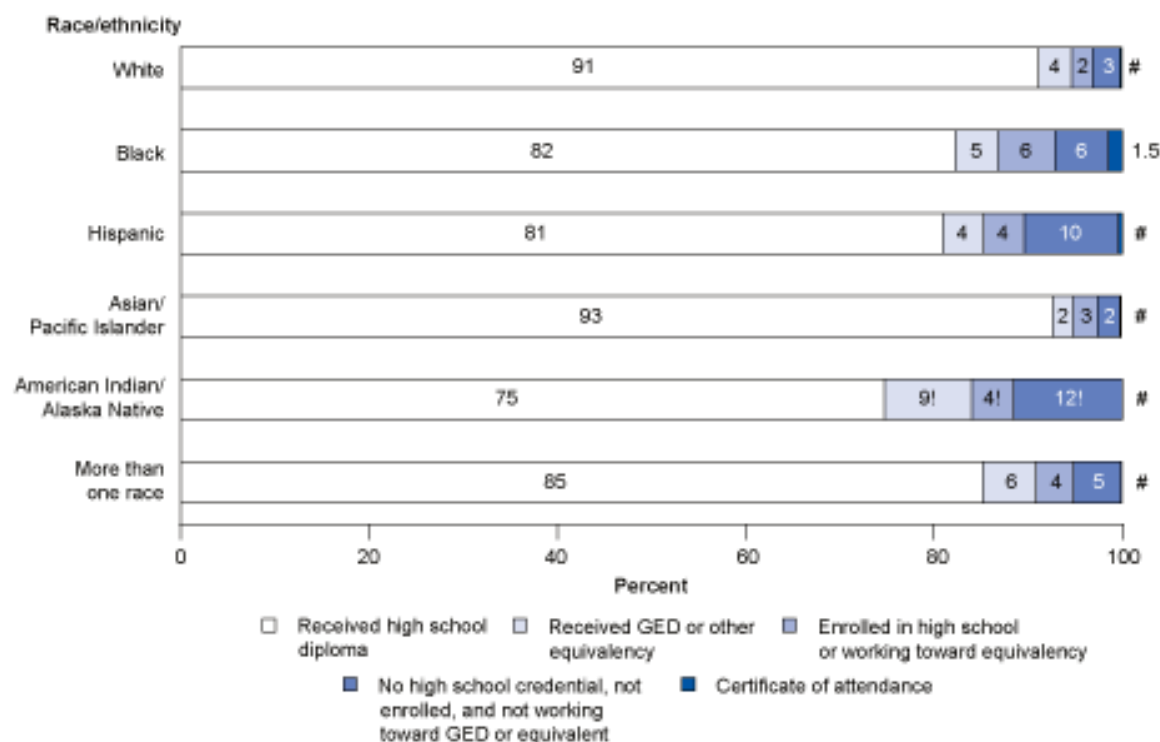
Native American Graduation Rates

The American Indian high school graduation and dropout statistics are alarming and beckon a call-to-action. The ethnic sub-group consistently falls to the bottom of any other group in the United States. Tribal communities, educators, colleges and other stakeholders are trying to find answers as to why American Indians show such poor ranking and what can be done to help raise these numbers. The Minnesota State Snapshot (2011) shows in Minnesota, the 2010-2011

graduation rates of Native American students from high school was 42% compared to 84% for Caucasian students. (as cited in Kowalczak, 2013, p. 2).

According to the Center for National Education Statistics (2008), “12% of American Indian/Alaska Natives reported they had not received a high school credential, and were not currently enrolled in high school or working toward obtaining a high school credential. This is a much larger margin compared to 3% of whites and 2% of Asian/Pacific Islander. A high school credential would be a diploma or General Equivalency Diploma (GED)” (Persistence and effort section). This information is found in Figure 1.1.

Figure 1.1. Percentage of spring 2002 high school sophomores, by high school completion status and race/ethnicity: 2006



! Interpret data with caution.

NOTE: Detail may not sum to total because of rounding. Race categories exclude persons of Hispanic ethnicity. High school completion status is unknown for less than 0.5 percent of the spring 2002 sophomore cohort. GED is a General Educational Development certificate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), Second Follow-up, 2006.

According to the U.S. Department of Labor (2008), “young adults who do not finish high school are more likely to be unemployed and earn less when they are employed than those who complete high school (as cited in National Center for Education Statistics, 2008). Figure 1.2 shows the status dropout rate, which is the percentage of 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a GED). Since the status dropout rate is usually a measure of civilian and noninstitutionalized 16-to-24 year olds, not all adults are included in the statistical measure. If adults are in the military or incarcerated, they would not be included (Center for Educational Statistics, 2008, dropout rates section).

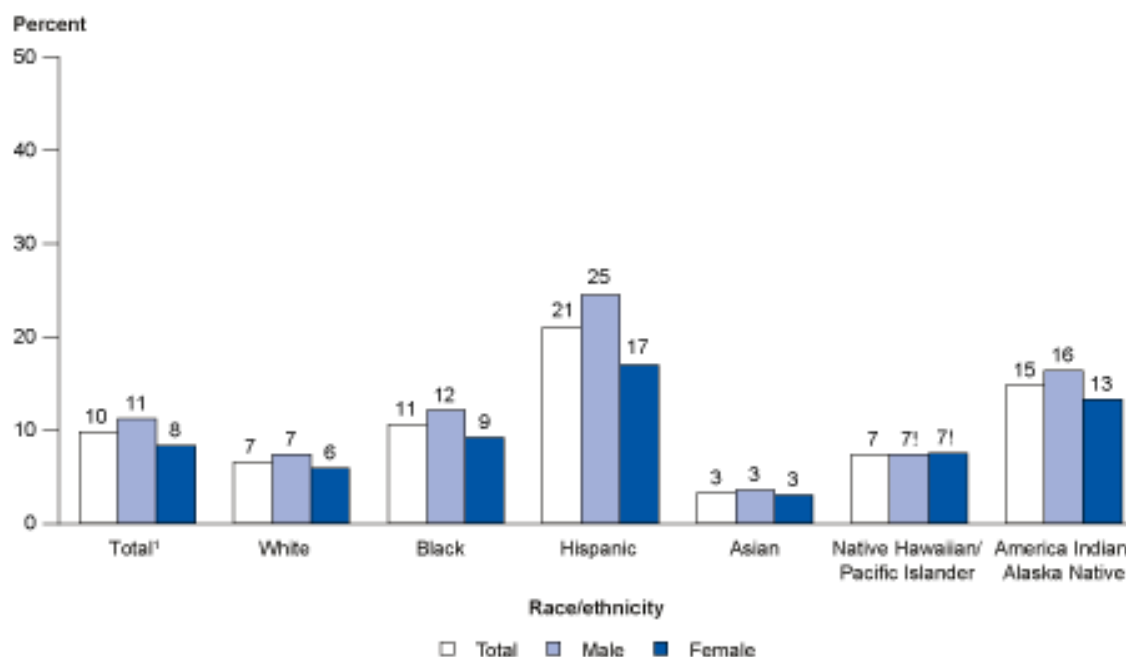
According to the Center for Education Statistics (2008):

In 2006, 15% of American Indian/Alaska Native adults were status dropouts, compared to 7% of Whites, 11% of Blacks, 3% of Asian, and 7% of Native Hawaiian/Pacific Islanders. However, the status dropout rate for American Indians/Alaska Natives was lower than that of Hispanics at 21%. Similarities are found when comparing dropout rates by sex. The dropout rate for American Indian/Alaska Native males was 16%, compared to 7% for White males, 12% for Black males, 3% for Asian males, and 7% for Native

Hawaiian/Pacific Islander males. Hispanic males were the only ethnic group that had a larger percentage of dropout than American Indian/Alaska Native at 25%.

Females showed the same pattern with 13% dropout rate for American Indian/Alaska Native females, compared to 6% White females, 9% for Black females, 3% for Asian females, and 7% for Native Hawaiian/Pacific Islander. However, Hispanic females had a higher dropout rate at 17%. No measurable difference was detected between the status dropout rates for American Indian/Alaska Native males and females (Dropout rates section).

Figure 1.2. Percentage of noninstitutionalized 16- to 24-year-olds who were high school status dropouts, by sex and race/ethnicity: 2006



! Interpret data with caution.

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: Data are graphed using unrounded estimates while the value labels are rounded. Race categories exclude persons of Hispanic ethnicity. The data presented here represent status dropout rates. The status dropout rate is the percentage of civilian, noninstitutionalized 16- to 24-year-

olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a GED). The status dropout rate includes all dropouts regardless of when they last attended school, as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2006.

In the state of Minnesota, there is currently legislative action which encourages school districts to close this “achievement gap.” The “achievement gap” in education refers to the disparity in academic performance between groups of students. The achievement gap shows up in grades, standardized-test scores, dropout rates, and college-completion rates, among other measures of success. It is used to describe the performance gaps between American Indian/Alaska Native students, at the lower end of the performance scale, and their white peers, and the similar academic disparity between students with different socio-economic standing. In the past decade, scholars and policymakers have begun to focus increasing attention on additional achievement gaps, such as those based on sex, English-language proficiency and learning disabilities.

According to the Budget for a Better Minnesota (2015):

Governor Dayton is seeking to better support Minnesota’s American Indian students by investing in the Success for the Future program. This initiative helps eligible schools develop plans to support academic achievement, decrease the dropout rate, and improve the school climate for American Indian students. Last year, out of the 66 schools eligible, only 32 received funding. This proposal would invest \$4.5 million over the next biennium to provide the grants necessary for supporting 34 remaining schools, and an additional 5,300 students (Snapshot, para. 2)

In 2013, the World's Best Workforce (WBWF) bill was passed in Minnesota to ensure every school district in the state is making strides to increase student performance. According to the bill, each district must develop a plan that addresses the following five goals; 1) all children are ready for school, 2) all third-graders can read at grade level, 3) all racial and economic achievement gaps between students are closed, 4) all students are ready for career and college and 5) all students graduate from high school (MDE, 2015, world's best workforce section).

The WBWF initiative was created in order for Minnesota “to become more competitive, having more students that are college and career ready and prepared to be leaders in the state’s workforce” (MDE, 2015). This is important for a number of reasons including the turnover in the workforce with the current generation approaching retirement, 70% of jobs will require more than a high school diploma by 2018, lack of qualified candidates to fill good-paying jobs, the fastest growing segment of the future workforce is students of color, and they currently have the state’s lowest graduation rate., and Minnesota has one of the worst achievement gaps in the country (MDE, 2015).

Despite continuing research and the ongoing efforts of educators, “Native American students continue to have the highest dropout rate of all minority students” (Farris, 2013, p.3). The follow-up question is why do American Indian students drop out or what keeps them from graduating? The next section will share some research that has been done on this topic.

Academic Success Factors for Native Americans

A majority of the research that has been done focuses on the reasons why American Indian students drop out of school and what needs American Indian students have that are not being met. There is not as much research that provides information about what will help American Indians succeed and how we can meet their needs. This section will seek to provide some explanation of the needs of American Indian students and give strategies to help them find success.

The Minnesota Indian Education Association (MIEA) works to:

Establish and maintain communications and the promotion of quality education and unity for American Indians for the express purpose of continuity of communications and on-going awareness of local and statewide educational activities. This is done in many ways, but specifically it is a continued awareness and action that supports the unique educational and culturally relevant needs of American Indian students” (MIEA, 2015, Home section, para.3).

The unique educational and culturally relevant needs of American Indian students are many and often times not clearly understood. “For over 50 years, educators and researchers have studied the difficulties many Native Americans face and the possible causes behind their failure” (Farris, 2013, p.2).

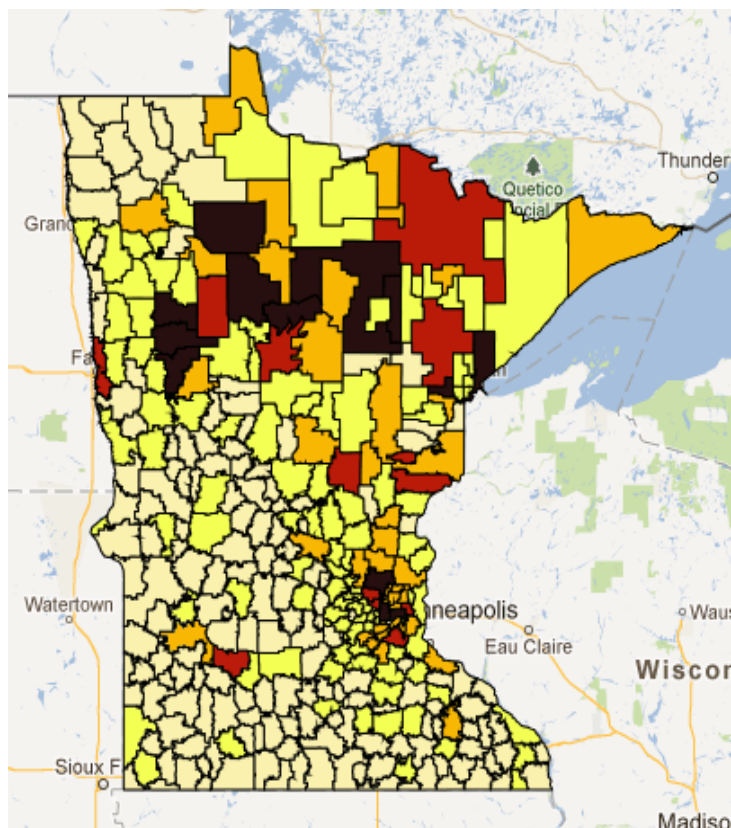


Figure 1.3 Number of American Indian Students by School District

The Minnesota map shows the concentration of American Indians per school district. The concentration shows least concentrated districts with tan, gradually darkening to most concentrated districts with brown (Minnesota Rural Education Association, 2013, Issues section).

Farris (2013) studied eight Native American students who lived on or near a Reservation in the state of Washington. She identified themes through one-on-one interviews, analyzing school records and information gained through questionnaires taken by the students. The themes identified in the study were 1) obstacles that students face, 2) family influence, 3) support provided by the school, 4) instructional strategies, and 5) motivation and persistence factors (p.106)

The obstacles that were identified in the study included ineffective teaching strategies and school policies. The ineffective teaching strategies were lectures, learning from the book as opposed to the interaction with the teacher or other students, high amount of homework, too

much silent reading, and lack of one-on-one support. The school policies that were identified that created obstacles for students were early class schedules, attendance policies, lengthy school day, and strict classroom rules.

The influence family had was an important aspect of student success. Students said they were more likely to persist if their parents, grandparents and siblings encouraged and motivated them. They were also more invested if the family set high expectations for school by expecting them to complete homework, helping pay for school expenses, and setting a positive example.

The support provided by the school came in two forms: programs and activities and encouraging and supportive educators. The programs and activities that a school provided, such as clubs, cultural groups, sports and service learning opportunities, helped keep students involved in school outside of the classroom. If teachers used effective teaching strategies, they were thought to be supportive and encouraging.

The instructional strategies were another factor in the overall success of the students. They expressed they were more interested and involved when culturally appropriate curriculum and teaching strategies were used. Some of the strategies mentioned were allowing students to work at their own pace, doing hands-on activities, project-based assignments, giving one-on-one support and individualized attention.

Lastly, there were several types of motivators that students indicated helped them to persist through challenges and make it to graduation. The motivators included 1) involvement in

sports, 2) socializing with friends, 3) setting a good example for family and friends, 4) having pride in oneself, 5) positive peer pressure, and 6) accomplishing personal goals.

Metzinger (2007) conducted a study on twenty-six Native American students who attended a private, Midwestern college to discover what enabled or hindered their success. The study found several factors aided American Indian students in the entrance and completion of college. The factors included 1) becoming more culturally aware of learning needs and learning styles of Native American students, 2) increasing emphasis on retention services, 3) following-up with the students who temporarily step out, 4) maintaining a visible presence within the reservation high school, 5) providing services to students to help prepare for post-secondary education, and 6) enrolling students in college-preparatory classes in high school (p.87).

Byrne (1989) also determined which of the following factors had a significant or insignificant impact on the student's academic achievement. The factors turned out to be 1) gender, 2) residency on or off reservation, 3) parents educational attainment, 4) attendance, 5) participation in school related events, 6) perception of prejudice by teacher, administrators and other students, and 7) receiving academic tutoring (p.78)

The study found that there was no significant relationship to academic achievement in the study of gender, residency, participation in cultural activities or school related events or with students that received tutoring. However, there was a significant relationship found toward academic achievement if the students' parents graduated high school and attended college, if they missed less than 20 day of school during the school year, and they had a high score on the

Piers-Harris self-concept scale. Additionally, if the students perceived prejudice from teachers, administrators and other students, they tended to be significantly, but negatively, impacted in academic achievement.

In summary, the studies that were reviewed showed an importance in building relationships with students and giving them more flexibility and consideration of personal challenges in the path to graduation. When parents and teachers set high expectations and stayed involved with the students progress, they had a better chance of graduating. Students were more successful when they were involved in school activities and set goals for themselves. The next section will discuss the student's transition from high school to postsecondary education.

American Indians in Higher Education

Graduation from high school seems challenging enough, yet another pressing issue is the number of American Indians that pursue post-secondary education and successfully obtain a college degree. In the statistical analysis study from Pavel, Skinner, Farris, Cahalan, Tippeconnic and Stein (1998), it states “more American Indian and Alaska Native students attended 2-year rather than 4-year institutions from 1976-1994, while the majority of the general student population was enrolled in 4-year” (as cited in National Center for Education Statistics, 2012). The report goes on to break down the statistics by year and reports that “the average graduation rate over a 6-year period for American Indian and Alaska Native students in NCAA Division I institutions was 36% compared to 56% for all students” (National Center for Education Statistics, 2012).

In reading through the multitude of research on American Indians in higher education, I have realized a common term that appears in all studies: *persistence*. Each study highlights the factors that contribute to a student's persistence to complete college courses and obtain degrees. Therefore, the following will summarize each study's findings as to the elements that support persistence in Native American post-secondary students.

Korkow (2008) breaks down the success factors for Native American students in a midwestern college. The success factors related to culture and spirituality, support systems, personal strengths, and determination. The culture and spirituality were identified as pathways to improve self-efficacy. The participants expressed that they "could do nothing without the help of the Creator". The support systems were comprised of mentors, family, and peers that encouraged and motivated students. Each student possessed personal strengths such as self-confidence, abstinence from sex, drugs and alcohol, hard work, willingness to ask for help and developing plans and goals. The personal strengths helped students overcome barriers to discrimination, lack of college-preparation and financial difficulties (pp.55-90)

Whitekiller (2004), shared the life experiences of 19 Native American college students and how they utilized their cultural strengths toward persistence. The research is compared to that of HeavyRunner and Marshall who developed theories of cultural resilience as it applies to factors that nurture and support Native students. The factors included spirituality, tribal identity, oral traditions, elders, family strength, ceremonial rituals and support networks. Through the interviews of the college students, Whitekiller found that their true life experiences either

supported HeavyRunner and Marshall's theories or broadened the categories and interconnected them.

The students feedback revealed that they all held various meanings of tribal identity. Their identity was diversified depending on the students' tribal affiliation and life experiences relating to their ethnic differences. Identity may mean family and tribal community to some, while for others they viewed it as traditions and culture and others, still, referred to it as physiological characteristics.

Oral tradition and ceremonial rituals seemed to be interconnected and they fell within identity. These aspects were dependent on the students' acculturation, age, gender and tribal affiliation. For example, some students explained the Sun Dance as being exclusively for males and tribal elders are the only ones that can administer and participate in certain ceremonies.

The participants thought of grandparents and relatives when they considered elders. They expressed respect for elders. The importance of elders was elaborated upon by explaining that they were the keepers of the culture as they know the history, language and uses for indigenous plants for food and medicine. Many students shared that elders were the ones who had encouraged them to go to college and receive an education.

Family strength was replaced with family support and participants shared ways that their family supported them. They explained that parents having a willingness to support them while they went through school was significant. The parents did everything from show encouragement

to babysit their children while they attended class and did school work to proofread their academic papers.

Spirituality was another factor which was discussed. The students beliefs varied depending on their keeping of traditional Native beliefs and/or their conversion to Christianity. They may have had a mix of both. Regardless, each held their own personal definition of spirituality and its role in college persistence. All participants expressed the use of prayer to give thanks, seek strength, to keep motivated and complete all that was expected of them and pray for well-being of their families.

McAfee (1997) conducted a study of 43 Native American participants from nine colleges and universities in eight states from the plains, northwest, and southwest regions of the country. The participants were pursuing degrees in math, science, engineering or business. Ultimately, twenty-seven participants had “stepped out” of their programs of study and sixteen persisted to earn baccalaureate degrees. The study sought to figure out what factors helped the sixteen students persist and earn their degrees rather than step out. The factors that were identified were cultural identity, family context, personal attributes, institutional characteristics, and critical factors.

It was clear in the review of all the research that was reviewed relating to Native Americans in higher education that the factors that support persistence are identity, family, personal attributes, and institutional climate and structure. These are all factors that the Gidaa STEM camps aim to address within the structuring of the camps.

Summary

This literature review aimed to frame the major obstacles American Indian youth face in the pursuit of success and how they can overcome those obstacles. This information will help inform the researcher in considering what the Gidaa camps include that supports the Native American students. The students will be interviewed regarding their academic performance, identity, personal attributes and interest in post-secondary education as a result of attending the Gidaa camps. The next chapter will explain the methodology behind collecting data.

Chapter 3

METHODOLOGY

This chapter will explain the methods used in the collection of data for the study. It will explain the paradigm of the research and lay out the design and subsequent procedures for collecting data. Furthermore, it will explain what kind of data will be collected and why it is appropriate for the topic of study. Finally, an explanation will be provided as to how the data will be analyzed.

Research Question

The research question is “What benefits are provided to American Indian students who participate in the Gidaakiimanaaniwigamig STEM camps?”

Research Paradigm

The research is being conducted under a qualitative paradigm. Considering the time-frame for collecting data and the necessary permissions needed, conducting interviews is the most conducive to the study. There are other outside entities evaluating the Gidaa camp simultaneously with this research. Therefore, this research seeks to find answers to questions that are not already currently being studied by others and using data collection methods that others are not using as well. Other researchers are collecting academic performance and climate change literacy data. This research aims to hear direct viewpoints and perceptions of the students, teachers and parents involved in the camps through a focus group and structured-interviews. Research suggests that in a qualitative interview process “participants are always asked identical

questions, but the questions are worded so that the responses are open-ended. This open-endedness allows the participants to contribute as much detailed information as they desire and it also allows the researcher to ask probing questions as a means of follow-up (Creswell, 2013, p. 194).”

Research Design

The research will begin with conducting a focus group with the students who participated in the camps during the year prior. The focus group is intended to get the students feeling comfortable and to help spark their memory of what happened in camps in the previous year. Follow-up interviews will be done with students who were present for all or a majority of the camps thus far, in order to “provide in-depth information pertaining to participants’ experiences and viewpoints of a particular topic (Turner, 2010, p.755).” The intention is to allow students to share their own personal viewpoints regarding their experience in camp. Structured interviews will also be done with parents and teachers, following the same format as the student interviews. They will be limited to three questions with room to follow-up or extrapolate on their feedback, ensuring the interview will be brief and not imposing on the parents’ time.

All data collection will be completed during the November camp. An informational letter explaining the study and collection of information, along with a consent form, will be sent out in the registration packet prior to the September camp. A formal script will be written to facilitate both the focus group and the interviews. The script will explain the study and the intended purpose of collecting the information. It will provide an overview of privacy and other rights of

the participants. The procedures for the focus group will be provided, along with a list of the specific questions to be asked by the researcher.

The focus group and interviews will be designed so they aren't too lengthy, so that they are comfortable yet professional, and so that the participants do not feel pressured to give any expected answers. The discussion should be a beneficial experience for both the researcher and the participant. The research questions were developed so that they were open-ended, with neutral wording to avoid influencing any answers. The interviewer will ask only one question at a time and will aim to make the questions as clear and understandable as possible. The interview will consist of only 3-5 questions, developed with the help of the camp organizers.

Participants

The participants chosen for this study attended the 2014-2015 camps in the months of October, November, January, February, March, and April as well as the week-long summer camp in June. The majority of the participants are American Indian, with a few Caucasian students.. The students vary in age, ranging from age 8 to 18. It should be understood that some participants have attended camps prior to this year. As a result, they may have additional exposure to other or pre-existing opportunities from previous camps.

There are also teachers participating in the study who work in area schools and universities. They have varied teaching backgrounds, such as math, science, industrial tech, art and other areas of expertise. Some teachers are American Indian and others are not, but they all

have experience working with many American Indian students or communities. Therefore, they understand the unique history, culture and challenges that this population experiences.

Parents are participating in the study as well. These parents have different educational backgrounds, ranging from GED/high school diploma to holding Master's degrees. The parents will be mixed ethnicities and ages, having varied socio-economic status. This suggests that they will have definite ideas about what experiences they try to provide for their children, based on their own needs and accomplishments.

Data Collection Procedures

Prior to collecting any information, a letter and consent form will be sent out in the registration packet for the new camp year. The letter will explain the purpose of the study and how the participant will contribute to the research. Additionally, it will propose that the participant complete a short interview with the researcher, indicating the specific date and location and duration of the interview. It will further explain what types of questions the interviewee will be asked and how the information collected will be utilized and published in the study.

A script will be developed to use for interview protocol for asking the questions and recording the answers for the duration of the interview. The main method of recording the information from the interview will be with a voice recorder, and the interviewer will also take notes during the session in case of any technical equipment malfunction. Everything recorded during the interview will later be transcribed. The interviewer will use the transcribed notes, later

checking for errors and adding additional information such as the date and place of the interview, along with the name of the interviewer and interviewee. Each of the questions will be clearly written with the complete answers to each.

Specific procedures, dictated by a university board approval process, will be followed prior to and during the interview. The researcher must be considerate of the location and space for conducting interviews. The location should be accessible, familiar, comfortable and private. The space will be reserved for an adequate amount of time to ensure interviews are not rushed. The space will be set up so it is non-threatening, yet upholds a professional atmosphere.

The focus group and interviews will be conducted at a university research facility, where the camps are held. The center is set back in a secluded wilderness-like area. The grounds have a collection of maintenance, office, teaching and living spaces. The focus group and interviews will be conducted in the main educational building, which has a kitchen, auditorium, lab and conference rooms. The camp participants are accustomed to this place and would feel most comfortable here.

The interview will be standardized. by being conducted in the same way, using the same procedures, instructions and questions. The majority of the interview will follow a script. The script will include instructions for beginning the interview, for asking questions, and for ending the interview.

The beginning of the interview will include an explanation of the study and the main purpose and research question. Explanation will be provided to the interviewee on how the

interview will operate and how questions will be presented and how the answers will be recorded. The interviewee will understand how the information will be used.

All questions will be the same and will be asked in the same way (see Appendix A). The interviewee will be given as much time as he or she needs to answer each question. If the interviewee has any trouble providing an answer, s/he can skip the question and come back to it after the other questions are asked. The last question will be more general, soliciting feedback about further insights or thoughts regarding the interview or study.

When the questions are finished, the interviewer will thank the interviewee and acknowledge the time s/he has given to provide information to the study. The interviewer will give the interviewee contact information in case he or she has any questions, concerns or additional feedback after the interview is finished.

Data Analysis

For the analysis of the data collected for the focus group and interviews, the researcher will sort through the information and start by coding the data. Coding is “one of the most frequent data analysis activities undertaken by action researchers (Mills, 2014, p.135).” It is the process of trying to find patterns and meaning from data collected.

As the data is collected, it will be reduced to a more manageable form by working with the transcripts from the interviews. The data will be reduced by sorting through the transcripts and attaching working labels to the blocks of text. Major themes and ideas will be identified as the researcher recognizes repeating ideas or statements from the interviews. Once major themes

are identified, the researcher will relate them to the main research question, trying to identify answers and meaning in relationship to the research topic.

I will protect all participants' identities and privacy by keeping all information confidential. Consent forms and notes taken during interviews will be kept in a locked file folder. The audio recordings will be stored on a password-protected USB drive. Names will be replaced with an alphabetic/numeric identifier. When the capstone study is finished, all confidential items will be deleted or disposed of.

Summary

This chapter reviewed the main methods involved with the research study. The research will be qualitative. The participants will be students, teachers and parents involved with the Gidaa camps. The data will be feedback from a focus group and structured interviews. Analysis of this data will be done by grouping the data into major themes and those themes will be related back to the research question.

The next chapter will review the results and findings after collection of data. It will highlight the themes that were identified and provide meaning and context for them. The results will be organized into a concept map.

Chapter 4

RESULTS

Overview

This chapter gives an explanation of the results of this study, which was guided by the following research question: What benefits are provided to American Indian students who participate in the Gidaakiimanaaniwigamig STEM camps?

The Gidaa camp is a STEM focused camp that works with local educators, tribal resource managers, tribal elders, and University researchers and mentors. Students, from elementary through high school, participated in activities relating to climate change and its effect on the local and culturally-significant natural resources. A focus group was conducted by a camp facilitator and teacher to solicit feedback from students who had been involved in many camps. Additional feedback and information was collected from students, teachers and parents in individual, standardized interviews.

All the data was recorded and transcribed and sorted to identify major themes. Out of this process, six major themes were identified. These themes are broken down in the following chapter. The themes are listed in random order, not weighted in any specific way.

Research Subjects

The focus group was conducted with a group of twenty students.(See Figure 4.1) The students ranged from grades 2-12. The students were a mix of male and female. They attended the tribal school and various public schools surrounding the reservation. Some students lived

with parents, some with grandparents or other family and others lived in foster homes. They came from various socio-economic situations. Some were involved in extracurricular activities, including sports and after school clubs. Others were not involved in any extra activities outside of school.

Figure 4.1 Background of research subjects in focus group

Student	Sex	Grade Level	School	Residence	Socio-economic Status	Involved in other Extracurricular Activities
A	F	2	Public	Parents	Median income	yes
B	F	6	Public	Parents	Low income	yes
C	M	9	Public	Parents	Low income	yes
D	M	4	Reservation	Grandparents	Low income	no
E	M	8	Reservation	Foster home	Low income	yes
F	M	10	Reservation	Parents	Median income	yes
G	M	9	Reservation	Aunts	Low income	yes
H	M	9	Reservation	Grandparents	Low income	yes
I	F	5	Reservation	Parents	Low income	no
J	F	8	Public	Parents	Low income	yes
K	M	4	Reservation	Foster home	Low income	yes
L	M	2	Reservation	Foster home	Low income	yes
M	F	6	Public	Grandparents	Low income	no
N	F	4	Reservation	Parents	Median income	yes
O	F	7	Reservation	Foster home	Low income	yes
P	F	6	Public	Parents	Median income	yes

Q	F	12	Public	Parents	Median income	yes
R	M	4	Reservation	Parents	Median income	no

A total of fifteen interviews were conducted. Nine students were interviewed. These students had attended five or more camps. They ranged in age, from grades 4-12. There were four teachers interviewed. The teachers had a range of 3-12 years of experience each with the camps. Three teachers either currently or formerly worked in the tribal school. One teacher worked in the public school. One teacher of the teachers began teaching in the tribal school and moved into teaching at the state university. One parent was interviewed. The parent had a post-secondary degree. The parent had two children who were involved in camp.

Overview of Themes

Supportive Relationships. Students, teachers and parents all spoke of the sense of community within the camps. Students spoke about the connection with teachers and friends as one of the most important reasons why they come to camp. The students explained that they got to see and spend time with friends and family, as well as make new friends and get to know teachers and camp guests. The parents found a value in their child getting social time in a learning environment.

I get to see friends I normally don't get to see on a regular basis. (S2)

What keeps me coming? The teachers and some of the kids. My group leader, he's really nice and I don't have any classes with him in school, which kind of sucked...and so it was nice to see him. The kids don't put me down like I put myself down. (S5)

My son enjoys it. He's around a whole bunch of kids that are learning together and he has a lot of fun. (P1)

Students have said, "I don't wanna move away. My mom might have to move. I've missed camp so much. I'm just gonna live here with my grandma, so I can come to camp," or "I'm excited to see you and I've missed you. " It's nice to have a place that's safe and welcoming. (T2)

Many teachers spoke about the importance of these relationships built with each other and with students. They noted the importance of having consistent teachers who have the students' best interests at heart. Teachers felt they got to know the students more intimately than they would in a regular school setting. When this happened, teachers became more personable to the students. The students felt comfortable discussing their personal issues, seeking advice or counsel from the teachers. The students also felt more comfortable in the learning environment.

I feel good...to work with a team of teachers that come help the kids, and it's pretty much the same ones that came and do the teaching every weekend. (T1)

I like coming to camp, because I can still have that one-on-one contact with the kids and be connected to the community...it's just a different type of interaction to have personal relationships with kids and be part of their lives. You feel like you have some sort of impact in knowing what's going on in their life and trying to help them sort through some of those things. (T2)

There's that teacher/student relationship that gets built at this camp that you can't have at school in a school setting, because you're not there with them all day and overnight. It gives the students a chance to see that these are real people...these teachers don't live at school and exist on one plane. They start to know us as human beings and not just authority figures. (T3)

Cultural Ownership. Incorporation of Ojibwe language and cultural activities is an essential component of camp. Feedback from the focus group and interviews revealed that the students begin to take ownership of their culture and develop a positive sense of identity through participation in these cultural activities. Many camp participants, when asked "What is the most important thing about camp?", simply responded variations of the same answer :

Ojibwe culture and language. (S8)

Language: Although the students are of Ojibwe descent, many of them do not know much of the language. Therefore, the language is taught at each camp. Some students not only expressed an appreciation for the language, but an excitement when they recognize what they learned in camp in other places.

I like to learn about our culture. I mean I'm taking Ojibwe [language] in school. I was like - when we were talking about animals in school - I was like, I know that! That's waawaaskeshi! (S5)

Identity: Due to the historical events within American Indian communities, many families today still are missing language and cultural understanding. They know they are Native American, but they may not have a clear understanding of what a Native American is and how they live and act. The camp seeks to revitalize the culture and help teach traditional ways of being. Students are engaged in seasonal activities, language activities, and discussions regarding Native affairs.

It's a good way for him to learn about our culture in a way that's positive and supportive, because he's sometimes resistant to learning about our culture. I think my son is becoming more comfortable with being who he is. (P1)

I think it's really important for these kids to state who they are and why their ties are so important to North America. It's really good for the kids to reason why their birth place is very important. (T1)

Ojibwe is more important right now because it's actually... it's actually MY culture. (S5)

21st Century Skill Development. 21st century skills are defined as the necessary skills to be adequately equipped to succeed in higher education and the workforce in America. They are grouped into three categories; learning, literacy and life skills. Camp participants, teachers and parents describe the skills that are developed through camp. The skills align with the 21st century skills. Some examples of the skills that are acquired are outlined here.

Oral and written communication: Students are given journals to take notes. The students work in "color groups". The groups are expected to present on a topic they learned about in

camp. They are given many opportunities to communicate orally and through writing. Students spoke about ways that the camp helped them improve in these skills:

Speaking in front of crowds, teamwork and patience too. (S8)

Getting less shy. (S7)

Leadership: The camps are of mixed ages. Some students are older than others and become natural leaders, helping the younger students and setting a positive example for how to speak and act. Some students expressed a notable confidence in what they wanted to do in the future, even if it was outside of the norm.

Some of the children grew. A lot of them are no longer shy. They can stand up and say what's right. (T1)

The heavy equipment operator, I go to the gravel pit with my grandpa and I help him out with the equipment and stuff. Help him fix it and I help him work it and I enjoy working the equipment. And then the mechanic, I love working on my mom's vehicles when they break down and honestly, I think it could be a boy or a girl's job. Yeah, when I told the boys in my class that I wanted to be that, they were like in a big circle at the end of the year last year, I told them, I said that to the class and their jaws dropped, I was like, it's a job. (S6)

Social responsibility and ethics: Camp facilitators try to introduce students to social issues within Native American society and encourage them to discuss their role in the issues.

Coming from North America and talking about their country, their community and their environment. They have a right to defend themselves and defend their community and their people and their nation...I think camp provides the foundation for this. (T1)

Global and cultural awareness: There are many visitors at camp. Some are past students and others are researchers, camp evaluators or organizational leaders. The visitors come from many different areas of the world and share diverse perspectives and knowledge with the students. A parent comments on how this has changed her son's behavior:

I think he's more open with kids his own age...he's more conversational with adults and I also think it [camp] helps him understand the wider context of the world. (P1)

Collaboration and teamwork: The students work in small groups and sometimes are paired up with other groups. All work in the camp is done in teams and students are taught to work cooperatively with one another.

I think he's building a lot of skills out here like how to work with other people and how to be respectful. (P1)

Access to new opportunities. The camp provides the youth with many opportunities to go places outside of their community, learn new information and meet new people. One teacher describes the intent of providing these opportunities to youth:

...showing them some other part of their world, of the world some of these students don't get to see a lot of outside of their communities, so they tend to maybe not think it's possible or maybe it's scary. (T2)

The students reflect on what activities they participated in while in camp. Many explained that the activities were unique in that they would likely not have had the opportunity to do them outside of camp.

I've managed to meet a lot of wonderful teachers, speakers, mentors and grant people that I've gotten a chance to work with. (T3)

We go to a whole bunch of places. Like, I would've never gone to Madeline Island or Cedar Creek and probably not that fancy italian restaurant. Or, the zoo or the science museum. I get to do a bunch of stuff which we normally don't get to do without camp. (S5)

I love doing stuff with my hands and doing crafts and arts, because I don't get the chance to do it outside of here [camp]. (S3)

Aspirations for the future. When asked where they pictured themselves in 5 years from now, all students spoke of college and some of the jobs they would be holding. Some commented on having good grades and doing well in school. Some reflected on what type of person they would be. Their reflections revealed that they expected to graduate from high school and were already setting goals for their future.

[In 10 years] I'll probably be getting a job, going to college and passing all my grades.

I plan on going south, to Seoul National University, which is in South Korea and studying abroad. (S5)

Hopefully, I'm in college and doing good in there. (S8)

I plan on applying for scholarships and looking into financial aid. (S3)

It's a good place to go [camp]. It helps you go on the right path and gets you thinking good about college and to actually go somewhere. (S8)

There's students who started out maybe not knowing what they want to do or didn't know if they wanted to go to college or didn't have real aspirations. You can tell they are now inspired by something we've done. There's one student who, when we went on a tour of the University campus, she was completely fired up about some of the programs. (T2)

Science, Technology, Engineering, Art and Math (STEAM). It was learned through interview commentary that the core activities that are done at camp are focused around STEAM subjects. Furthermore, the students expressed interest in pursuing careers that were in the STEAM fields. The emphasis on planning learning experiences around science, technology, engineering, art and math allows students to discover interests and/or helps them to become more comfortable with those fields of study.

When I'm 14 [five years from now], I'll be a book writer and artist...like singing artist that sings powwow songs, like "hey hey yaw hey yaw..." (S7)

I will be working towards my, I don't remember what comes after a Bachelor's degree, but I'll be working towards my large animal vet medicine degree and my minor will be in small animal vet medicine. (S3)

For college, I either want to be a mechanic, heavy equipment operator, a diesel mechanic or a vet for big animals. (S6)

I learned all about diatoms and then we were working with civil engineering department and I learned all about seismology and earthquakes. So, academically, I've learned a lot from camp. (T3)

For coring, we went out onto a frozen lake and we drilled a hole in the ice...20-30 foot long tube, and shoved it down through the water into the sediment. We used it to date the age of the lake by looking at what was in the soil at that time. (S3)

I've grown in liking science more. (S9)

I think for the kids, the camp is a chance to embrace their nerdiness. I mean, understand that it's ok to be good at science and technology and engineering and math and that this is a safe place where you can be yourself and not worry about being judged or bullied or trying to impress anybody. (T3)

Summary

Through collection of feedback in a focus group and individual structured interviews with students, teachers and parents, it is evident that the students receive many benefits from participating in the Gidaa camp. They are included in supportive relationships. They are exposed to their culture and form a positive identity in which they advocate for their own people. They develop skills to help them find success in the 21st century. They are involved in many new opportunities and see themselves in college in their future, pursuing careers in science, technology, engineering, art or math.

Based on research from the literature review, the Gidaa camp has structures in place to support the positive development of American Indian youth. It has a multi-generational staff, made up of college mentors, local teachers and community elders, who support the youth and build supportive relationships with them. Students are taught how to take notes and practice public speaking by reflecting on their learning and organizing a presentation for the families that visit at the end of the camp weekend. The activities planned for camp focus on culture and climate change, drawing in science, technology, engineering, art and math subject matter. This helps youth learn about and develop an understanding of their own identity and purpose.

The final chapter will review major learnings of the study. It will refer back to parts of the literature review and make connections between prior research and this study.

Recommendations will be made for future research based on the findings of this research and implications of the research will be explained.

Chapter 5

CONCLUSIONS

Overview

This is the final conclusionary chapter to the study. It will review the important learnings over the course of the study and make connections to the past research that was explained in the literature review. Furthermore, the limitations and implications of the study will be considered. Recommendations for the improvement and further research around the camps will be shared.

Major Learning

When I began this process, I had a lot of inherent assumptions around American Indian youth based on my experience as an American Indian education teacher and as an American Indian person. I knew the graduation rate for this population was low. I knew incorporating culture into curriculum was important to the success of students. I wished to find research to back up these assumptions and also learn some new research-based strategies for helping American Indian youth succeed.

Prior to this project, I had limited understanding of STEM. I knew it was an acronym that stood for science, technology, engineering and math, but I didn't know what all the hype was about. I now understand that these fields are growing and the projected workforce is not equipped to fill the expanding demands. I also learned that these fields are particularly important to tribal communities if they are to be independent and self-sustaining communities.

I also learned a great deal about the camp's infrastructure and history. I learned some of the intentional reasons why camp is set up in the way that it is. I heard of the evolution the camp has gone through and challenges that the camp has faced in the past and truly how far it has come in the past 15 years.

The research process is arduous and requires diligence, but it is a valuable learning experience. I had the opportunity to address questions that surround my personal and professional life. I became better informed in matters relating to American Indian youth and I became better connected to the tribal community that I am from. The research was the vessel that helped me accomplish this.

Connections to Previous Research

The literature review focused on five topics relating to Native Americans; climate change, STEM, graduation rates, academic success factors and higher education. In analyzing the data from the focus group and individual interviews of parents, students and teachers, the Gidaa camp takes measures to address each of these topics.

The literature around climate change and Native Americans highlighted the unique position tribal communities are in, because of their status as a sovereign nation. This makes them responsible for the maintenance and protection of natural resources within ceded territories that may be affected by climate change. The facilitators of the Gidaa camp recognize that having American Indian stewards of the land, holding positions within resource management careers could prove to be beneficial, because these individuals would have the cultural background to understand the significance of the resources. Therefore, the camps are focused on these important issues and exposing students to these areas of study in hopes that they will someday hold positions to have positive influence around what is happening to the natural resources.

Another highlight from the literature review had to do with the low graduation rate of American Indian students. It is the lowest in the country. The Gidaa camps are striving to improve academic performance. Camp teachers meet each camp to talk with students about

their academics. They encourage them to reflect on their education and set a goal relating to school at each camp. College is spoken of often and visitors share their own educational experiences, making higher education seem realistic and attainable to the camp participants. Additionally, the students are taught specific skills to help them do better in school, such as note-taking and public speaking.

Noteworthy Results

1. American Indian youth who participate in the Gidaa camp visualize themselves graduating high school and entering into college.
2. American Indian youth who participate in the Gidaa camp become interested in STEM careers.
3. Students who participate in the Gidaa camp develop an understanding of their American Indian identity and become empowered to grow and thrive in this understanding of who they are and what that means for their future.
4. Students involved in the Gidaa camp develop skills in oral and written communication, teamwork, leadership, social responsibility and cultural awareness, making them more likely to succeed in the 21st century.

Limitations

Time. There was a limited window of time to complete the research. If there had been more time, the study could have gone more in-depth.

Group size. The number of youth that were able to participate in the study was dependent on the number of students who attended camp the weekend interviews could be conducted and also by who was given parental consent. Ideally, many more youth would have been interviewed to get a more comprehensive database.

Parent Participation. Only one parent participated in the research process. This seems to be a reflection of the obligations of American Indian parents. It is often a challenge to get parent involvement due to the many life-situations they face. Many parents are working several low-income jobs, raising several children, struggling to balance life and work obligations. The parents' lives often lack stability and therefore have a difficult time committing to much more.

Lack of baseline data. There was no information about what skills or attitudes the students held prior to attending camp. This information could further support and affirm the findings of this study, possibly revealing that many of the students that enter into camp do not think about college or know much about their culture.

Research methods. Since many modes of evaluation were already in process for the camps, the methods selected for this study were limited to what was not already being done.

Implications

Now that this study has been completed, the information could serve as a guide for camp facilitators, giving them valuable feedback about camp and the impact it has on camp participants. The information could be used to improve and enhance the camp experience to better fit the needs of the youth.

Furthermore, the information in this study can be utilized by camp evaluators. There may be information in the study that is missing from previous evaluations of the camp. For instance, interviews with parents have never been done before this study.

Other tribal communities could reference this study if they are interested in developing a program to support American Indian youth. There are clear statements around the fundamentals for success within the Gidaa camp. There is also information around what makes the camp experience valuable to the students, the teachers and the parents.

Recommendations

Suggestions obtained through interviewees. Based on student, teacher and parent feedback, some clear recommendations emerged to improve upon camp. One suggestion was the incorporation of homework time. Students felt concerned about getting their work done when they were involved in camp all weekend. Some of the students spoke about staying up late in their dorm to complete homework and not getting much rest as a result. The camps obviously care about the students' academics, so it seems like a logical request by the students to have some dedicated time built into camp to attend to their school work.

Another recommendation made by the students related to improving behavior management practices. The comments made by students were that the camp rules are good, but they would like to see them enforced better. Something to consider is the time of year these students made these comments was when there were many new students and younger students in the camp that were still learning rules and expectations. However, one student had an idea to include the camp expectations in the enrollment packet and suggested doing an orientation for new campers prior to the start of camp.

A teacher spoke about her role with science fair declining within the camps. She was able to use the camps to connect with her science fair students and not put in extra time beyond the classroom and camp to work with these students. Students, too, spoke about how they appreciated being able to work on science fair projects at camp. My suggestion, based on the feedback I received, is to have some dedicated time for science fair students to work with the science teacher.

A teacher explained that other organizations have attempted to replicate this camp without success. She named three components for success. She believed these components are

1) a diverse, competent and committed mix of teachers and mentors from the community that are of different ages and backgrounds, 2) kids who buy-in and are invested and willing to learn, and 3) appropriate location.

Future Research. Information that would be informative about the effectiveness of the camp is longitudinal data relating to the students who have grown and moved on from camp. It seems important to have a record of where these individuals are now and what they are doing in their lives. This data may reveal that they have, in fact, gone to college and pursued careers in the STEM fields.

The other item that could be addressed is the development of a curriculum containing all of the subject matter taught in camps. A curriculum would have the potential to allow others to try to replicate the camp in other locations. School districts may have interest in utilizing the curriculum in a K-12 setting, if aligned with common core state standards. Additionally, the camp would have a compilation of lessons they've taught, so they could access them again for future camps even after some teachers move on.

Summary

A study of the Gidaakiimanaaniwigamig NASA STEM camp was begun in March 2015. After compiling the findings of prior research, a meeting took place with camp facilitators to develop a system of collecting information about camp to determine what benefits the camp participants get from attending camp. It was determined that the research would entail collection of information from students, teachers and parents in the form of a focus group with students and individual, structured interviews with all.

The focus group and interviews took place in November 2016. The information was first transcribed, then sorted to identify major themes. The results affirmed that the Gidaa camp does provide many benefits to the participants. It showed the participants think about college, begin to take ownership of their culture and identity and the responsibilities that come with that identity. Additionally, the participants are introduced to many new opportunities, learned many skills, developed supportive relationships, and begin to develop an appreciation for the fields of science, technology, engineering, art, and math.

The results of this study will be published and shared with the Gidaakiimanaaniwigamig facilitators and staff. Furthermore, the camp facilitators will have full rights to share the study with any other entities they deem necessary.

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Kyra Paitrick
Hamline University Capstone Research Study
Focus Group and Interview Questions
November 2015

Focus Group (Students)

- Use as a year in review
- Warm up
- Example questions
 - Could you share the most memorable thing from camp from last year
 - What is the most important thing about camp to you?
 - If you wanted to get a friend to come to camp what would you tell them about it?
 - What would you change about camp?

Individual Interviews (script)

- Explanation of study, confidentiality and rights of participants, use of information, procedures and questions
- Limit to 3-5 Questions

Teachers

- What is the most important thing about camp to you?
- How does camp affect your professional life?
- How does camp affect your private life?
- What changes have you seen in students over time?

Parents

- What is the most important thing about camp to you?
- Why do you send your child to camp?
- What do you think camp does for your child?

Students (pull out of the list of frequent attendees)

- What keeps you coming to camp?
- What do see yourself doing in 5 years?
- What have you done in camp that you haven't had a chance to do anywhere else?

July 7, 2015

Dear Parent/Guardian:

I am a graduate student in the Natural Science and Environmental Education Program at Hamline University . I am working towards a Master of Arts degree. As part of my work, I want to increase my skill and understanding about positive youth development and the success of American Indian youth. Specifically I want to understand more about how the Gidaa camps benefit the students who participate in them. My goal is to figure out what elements of the Gidaa camps foster success in the youth participants, such as skill-building, leadership, socialization, appreciation for culture, and value in education. I expect that this will help not only camp facilitators improve on the quality of the camps, but it will serve as a model for other programs and institutions that wish to provide youth development opportunities for their communities .

I would like to invite you and your child to participate in this activity. With the help of our camp coordinators, I will be doing a student focus group and individual interviews during the November 2015 camp at the Cloquet Forestry Center. The focus group will be casual and non-threatening. It will allow students to share about what they find important about camps. I will also be doing individual interviews. The interviews will consist of 3-5 questions pertaining to the elements of camp and the impacts they have on the children who participate. The interviews will be done with interested parents and teachers as well as students who have attended the majority of the camps thus far.

This will involve keeping track of all information shared during the focus group and interviews by recording all discussions via voice recorder. That information will later be transcribed and sorted to identify subjects and themes that repeatedly came up throughout the process. The research is public and the abstract and final product will be cataloged in Hamline's Bush Library Digital Commons, a searchable electronic repository. Additionally, the research may be published or used in other ways.

I will protect all participants' identities and privacy by keeping all information confidential. Consent forms and notes taken during interviews will be kept in a locked file folder. The audio recordings will be stored on a password-protected USB drive. Names will be replaced with an alphabetic/numeric identifier. When the capstone study is finished, all confidential items will be deleted or disposed of.

Participation in this activity is voluntary. Parents, teachers and students are free to refuse to be interviewed, surveyed, and observed. Participants may change their mind about participation in this activity at any time. Your child's standing in the camps will not be influenced by agreeing or refusing to participate in any portion of this project. Please be aware that research and writing are dynamic activities that may shift in focus as they occur. If you have any questions about my plans, please contact me, Kyra Paitrick by e-mail kpaitrick01@hamline.edu or by phone 218-348-2308. You are also welcome to contact my advisor, Courtney Kowalczak, at courtneyk@fdltcc.edu or 218-879-0862.

If you agree that your child is able to take part in my project, please return a signed copy of this form before the September 2015 camp. You may keep the other copy for future reference. Thank you in advance for your cooperation and I hope your child enjoys being a part of the study!

I give my permission for my child to participate in the focus group and/or interviews regarding the Gidaakiimanaanwigamig NASA STEM camps.

Child's Name: _____

Date:_____

Parent/Guardian Signature:_____

Please print your name on this line:_____

Please check the following box if you (parent/guardian) would like to participate in a brief interview to discuss your observations of your child's experiences in camp.

☐ YES, I would like to participate in a parent/guardian interview

Questions or concerns about your rights in this research project can be directed to
kpaitrick01@hamline.edu

Focus Group
Script, Questions and Notes

Introduction: Welcome everyone. We are meeting this evening to share our thoughts about camp. Some of you have been coming to camp for a long time and others only for a short time. We have a few questions we are going to ask and we'll go around to give each person a chance to answer. If you do not wish to give an answer, you may just say "pass". We have about 30-40 minutes to talk tonight. Lowana and I will be asking the questions and taking notes. This is a time when you can be honest and don't worry about what we think. All of your names and answers will be kept private. Tomorrow, I will be meeting with some people who have come to camp for a long time. I'll meet with you one at a time and ask a few more questions. Are there any questions before we begin?

Let's start with introductions. We'll go around and say our name, school, grade and how you found out about camp.

S1: Duluth, 2nd grade, mother is a teacher at camp

S2: Cloquet, 6th grade, sister comes to camp

S3: Cloquet, 9th grade, teacher told him about it and saw a flyer

S4: Fond du Lac, 4th grade, cousin comes to camp

S5: Cloquet, 8th grade, friend told him about it

S6: Fond du Lac, 10th grade, a camp teacher encouraged him to come

S7: Fond du Lac, 9th grade, don't know how they found out about camp

S8: Fond du Lac, 9th grade, found out from a friend

S9: Fond du Lac, 5th grade, sister comes to camp

S10: Cloquet, 8th grade, unknown

S11: Fond du Lac, 4th grade, relatives come to camp

S12: Fond du Lac, 2nd grade, siblings come to camp

S13: Cromwell, 6th grade, grandparent signed them up

S14: Fond du Lac, 4th grade, unknown

S15: Fond du Lac, 7th grade, unknown

S16: Cloquet, 7th grade, mom signed them up

S17: South Ridge, 6th grade, cousins come to camp

S18: Cloquet, 12th grade, interest in science and learned about it from science teacher

S19: Cloquet, 7th grade, heard about it from science teacher

S20: Fond du Lac, 4th grade, mom signed them up

QUESTION 1: WHAT IS THE MOST MEMORABLE THING FROM CAMP FROM THE LAST YEAR UP TO NOW?

Going on a walk through the forest, learning about balsam fir, spruce and oaks

Summer camp, going to a fancy Italian restaurant for dinner

Wild Ricing

Playing the "sweep the lodge" game

Ice Fishing, laughing at the teachers because they were falling on the ice

Summer Camp

Ice Fishing

"Red Beard" (a teacher from camp)

Summer Camp, going on the tour of University of Minnesota, "I decided that's where I'm going to go now!"

Meeting a new friend

Summer Camp, taking the trip to Como Zoo

Summer Camp, going to the science museum

I got to learn about and do science fair

Staying at a hotel

Staying at Cedar Creek

QUESTION 2: WHAT IS THE MOST IMPORTANT THING ABOUT CAMP TO YOU?

Learning

Ojibwe and nature

Learning new things

Learning Ojibwe

People and teacher, joy of learning science

Doing different things

Being with friends

Learning a lot

Being outdoors

Science

Having fun

Friends come here too

Time away from family and stress from school

Learning

Learning Ojibwe

Learning about nature

Doing science stuff

Meeting new people

Climate change is interesting

Culture

Socializing

QUESTION 3: IF YOU WANTED TO GET A FRIEND TO COME TO CAMP, WHAT WOULD YOU TELL THEM ABOUT IT?

You can learn about nature and climate change

You learn Ojibwe

It's fun

It's a good way to spend your weekend

Climate change and science are fun to learn about

You can learn some Ojibwe

It's fun, you meet new people and you learn Ojibwe culture

There is good food

You meet lots of people

You learn Ojibwe and it's fun

We watch movies sometimes

We get to spend time outside

It is a great opportunity to go on trips that you wouldn't be able to elsewhere

There are great people

You learn a lot and it helps you do better in school

You meet new people

The food tastes awesome

QUESTION 4: WHAT WOULD YOU CHANGE ABOUT CAMP?

I would like to do some potions (science stuff)

More time to sleep

Learn about mental and physical health

Do more hands-on activities

Separate older from younger- have some age leveled camp activities

Play more games

Have more treats and free time

I'd like the teachers to be stricter

Free time in between periods

Change the way we can present on Sunday, incorporate more technology

Nothing- I like it the way it is

Have time to do homework

Change the way we do presentations

THOSE ARE ALL THE QUESTIONS WE HAVE TO ASK. ARE THERE ANY OTHER FINAL COMMENTS ANYONE WOULD LIKE TO SHARE?

The camp is fun- it's different from other things I do with my family

I love camp

I would like homework time/study time

Camp is fun

Camp is a little bit too laid-back with the rules

I like camp

The food is good- it's fun to cook

I wish more kids could come and we had more guest speakers

I don't get my homework done while I'm at camp and I don't want to have failing grades

I love the camp, I'd like to go to Isle Royal

I like the trips because we get out and do stuff

Teacher Interviews

Script, Questions and Notes

Welcome. I wanted to meet with you today, because you have been involved with camps for a while and I think you will have a lot to share about it. I'm going to be asking you 3-5 questions, and this

should only take about 15 minutes. I will be recording this so I can later transcribe the conversation. As we move along, if you decide you'd rather not be a part of this research, we can stop and the information you've shared will not be included. Your name and answers will not be shared with anyone. I appreciate your honesty and giving your time for this research. Do you have any questions before we start?

QUESTION 1: WHAT IS THE MOST IMPORTANT THING ABOUT CAMP TO YOU?

T1: Connection with kids and building on the relationship that you start in school

T2: Kids verbally state who they are and why ties are important to Native American. Camp teaches the importance of the land and resources, water, songs, where food comes from – prayers. People need to know why these are in our prayers and who they are.

T3: The sense of community and science

T4: It gives me a chance to still be a teacher and for the kids it gives them a chance to “embrace their nerdiness”. There is no judgement. We build a stronger teacher-student relationship. Students see teachers as humans.

QUESTION 2: HOW DOES CAMP AFFECT YOUR PROFESSIONAL LIFE?

T1: Extension of professional life

T2: Meeting teachers who share your interests, meaningful and feels good

T3: I was a former high school teacher and now teach University mathematics courses. I have an awareness of youths' life situations and I am seeing the influence camp has on their lives.

T4: I've met a lot of teacher, speakers and mentors. Access to resources and opportunities for professional development. It is academically-enriching. I learn about language and art.

QUESTION 3: HOW DOES CAMP AFFECT YOUR PRIVATE LIFE?

T1: Added stress due to giving up weekends and busy already as a full-time teacher running extra-curricular activities

T2: no notes

T3: I moved away and missed the community. Holly and Lowana have become like mother figures in my life. I feel I'm part of a team.

T4: My three children have all been to camp. The kids are exposed to other cultures, which makes them better-rounded. My husband taught at camp. I have made lasting friendships.

QUESTION 4: WHAT CHANGES HAVE YOU SEEN IN STUDENTS OVER TIME WHO ATTEND CAMP?

T1: They have a value in the camp, but I've gradually seen science fair kids stop coming

T2: "Huge growth", camp is foundational. I see students who are no longer shy. They talk in front of others about what's right. Some kids are living what they learn.

T3: Mostly positive. I no longer see the "other side", which is their school experience. Kids don't want to leave camp. They miss you when you're not at camp. It's cool to be "nerdy" and ask questions and many are comfortable doing this. They have social support. There's aspirations for many to go to college. They have opportunities to travel and research.

T4: There is a learning curve with each new group of kids, but they feel they can be more of themselves. They talk to the teachers and I see an evolution of the camp itself.

ADDITIONAL/FOLLOW-UP QUESTIONS: How did you come to be involved with camp?

T1: This is my 3rd year. Holly used to help with science fair and we incorporated science fair into the camp.

T2: Been involved since 2003 or 2004, I became involved through Holly

T3: I worked at the Ojibwe School and got involved in 2002 or 2003. I taught high school math. Holly recruited me.

T4: I worked at the Ojibwe school and Holly brought me on board in 2000.

THAT IS THE LAST OF MY QUESTIONS FOR YOU. DO YOU HAVE ANY FINAL COMMENTS ABOUT CAMP YOU'D LIKE TO SHARE BEFORE WE FINISH? THANK YOU SO MUCH FOR MEETING WITH ME TODAY. AFTER I'VE FINISHED INTERVIEWS, I WILL BE TRANSCRIBING THE INFORMATION AND WRITING UP A REPORT OF THE RESULTS. THE RESEARCH REPORT WILL BE PUBLISHED AND ACCESSIBLE TO THE PUBLIC.

T1: It is really awesome to see who comes and sticks with it. The camp offers a positive cultural experience. The Ojibwe language is important and wonderful that it's a part of camp.

T2: Thank you to everyone over the years, like Holly and NASA and the different associations and funders that supported the camp and made it possible.

T3: The camp environment allows us to do things we couldn't do in school. There's opportunities to go outside and go to places like Cedar Creek. Holly and Lowana have been so important to create a community and a sense of family. They know the families.

T4: Holly is the heart—the camp struggled without her. It's important to have the right leadership, people and placement.

Student Interviews

Script, Questions and Notes

Welcome. I wanted to meet with you today, because you have come to many camps and I think you will have a lot to share about it. I'm going to be asking you 3-5 questions, and this should take about 15 minutes. If you get uncomfortable or don't want to answer questions at any time, we can stop. Your name and answers will not be shared with anyone. You should be honest and not worry about what I think. Do you have any questions before we start?

QUESTION 1: WHAT KEEPS YOU COMING TO CAMP?

S1: It's fun. My friend is here. We do awesome projects, like cooking and crafts

S2: See friends, learning more and about climate change.

S3: The chance to escape stress. The food. Hands-on activities, arts and crafts

S4: Getting out of the house and having fun, learning about science.

S5: The teachers and some of the kids, they are really nice, they make me happy and lift me up and want what's best for you, and they have science fair access and are positive. I see my cousin and my friends. I am learning about science and Ojibwe culture.

S6: It's fun, the summer camp and the people. Learning from trips to science museum and zoo. Ice fishing, brought my own personal experience.

S7: Meeting people, seeing friends, learning more, seeing interesting things and sleeping in a cabin away from my sister.

S8: It's fun, I get out of the house, explore the woods and see cool people, including staff.

S9: The students who come here. It's a nice environment and nice teachers. The Ojibwe culture.

QUESTION 2: WHAT DO YOU SEE YOURSELF DOING IN 5 YEARS?

S1: Graduating, going to college to be a veterinarian for small animals.

S2: College, University of MN

S3: I will be working toward large animal vet medicine. Attending college. Applying for scholarships, living on campus. I'll be at U of M or Colorado State.

S4: Still coming to camp...How about 10 years from now? Getting a job, teacher, going to college, passing my classes.

S5: I'll be a freshman in college, have a boyfriend, maybe studying abroad.

S6: Getting a driver's license and job, maybe at L&M. I'll be going to college for mechanic, equipment operator or large animal vet.

S7: I'll still be coming to camp, writer and artist. 10 yrs from now? Might still be coming to camp, sports, note-taking, high school or college.

S8: I'll be in college, getting good grades. I'll have kids after college and study business/management. I will be using some of the skills I learned in camp like public speaking, teamwork and patience.

S9: Thinking about what college I want to go to and I'll have a positive attitude toward life.

QUESTION 3: WHAT HAVE YOU DONE IN CAMP THAT YOU HAVEN'T HAD A CHANCE TO DO ANYWHERE ELSE?

S1: Ice fishing, going on trips

S2: Cooking with wild rice and traveling to Cedar Creek.

S3: Coring—drilled into ice and took a 20-30 foot soil sample, used to date the age of the lake. Ice Fishing.

S4: Ice Fishing, journaling, taking walks, going to Gooseberry Falls and seeing waterfalls.

S5: We go to lots of places like Madeline Island, Cedar Creek and museums. We do arts and crafts and play games.

S6: Wild ricing, maple syrup, lots of things

S7: Going in the woods, taking notes, learning, sleeping in a cabin, playing games and doing arts and crafts.

S8: nothing

S9: Wild ricing, meeting new people from other organizations, playing games, learning Ojibwe.

ADDITIONAL/FOLLOW-UP QUESTIONS:

S1: Why this over other things? I get to mingle, getting out and doing something, break from my nephew.

S2: nothing

S3: nothing

S4: nothing

S5: nothing

S6: I was shy when I first came and I couldn't write notes well.

S7: Changes in me are better at taking notes, drawing, I have more knowledge, can do graphing and I am getting less shy.

S8: nothing

S9: I learned more Ojibwe here and appreciate science.

THAT IS ALL I HAVE TO ASK YOU TODAY. DO YOU HAVE ANY FINAL COMMENTS ABOUT CAMP YOU'D LIKE TO SHARE BEFORE WE FINISH? THANK YOU SO MUCH FOR MEETING WITH ME TODAY. YOU'VE BEEN VERY HELPFUL.

S1: It's really fun.

S2: It's fun.

S3: Camp is a nice place, the more rules the less we pay attention. Younger kids make it more chaotic.

S4: nothing

S5: I wish there was a delegated homework time and more sleep time, because it's hard to focus. The rules need to be adjusted so they're stricter. Orientation for "newbies" before they start. Signed agreement for the rules. Have more trips. We get a stipend for coming, but some only come for that. I really love camp, meeting people and get an education.

S6: Camp is fun and I enjoy coming. I'm sad about my cousin leaving.

S7: I will keep coming. We do fun things.

S8: This is a good place to go, it puts me on a good path. It gets you thinking about college.

S9: nothing

Parent Interviews

Script, Questions and Notes

Welcome. I wanted to meet with you today, because you have a child or children who've been involved with camps for a while and I think you will have a lot to share about it. I'm going to be asking you 3-5 questions, and this should only take about 15 minutes. I will be recording this so I can later transcribe our conversation. As we move along, if you decide you'd rather not be a part of this research, we can stop and the information you've shared will not be included. Your name and answers will not be shared with anyone. I appreciate your honesty and giving your time for this research. Do you have any questions before we start?

HOW DID YOU AND YOUR CHILD FIND OUT ABOUT CAMP AND BECOME INVOLVED?

Daughter was a college mentor. She was friends with one of the camp teacher's children.

QUESTION 1: WHAT IS THE MOST IMPORTANT THING ABOUT CAMP TO YOU?

My child enjoys it. He is around other kids that are learning together. He has fun. He enjoys science. He learns about culture in a positive way.

QUESTION 2: WHY DO YOU SEND YOUR CHILD TO CAMP?

He looks forward to it. He is building skills, working with others. He is learning to be respectful. It's important to know about science and climate change and traditions. He is learning to present himself and his ideas and is developing speaking skills. Parents are invited to visit, eat brunch and learn from the presentations.

QUESTION 3: WHAT DO YOU THINK CAMP DOES FOR YOUR CHILD?

It makes him learn how to be comfortable and open with others, be more conversational, understanding of the world and caring.

ADDITIONAL/FOLLOW-UP QUESTIONS:

None

THAT IS THE LAST OF MY QUESTIONS FOR YOU. DO YOU HAVE ANY FINAL COMMENTS ABOUT CAMP YOU'D LIKE TO SHARE BEFORE WE FINISH? THANK YOU SO MUCH FOR MEETING WITH ME TODAY. AFTER I'VE FINISHED INTERVIEWS, I WILL BE TRANSCRIBING THE INFORMATION AND WRITING UP A REPORT OF THE RESULTS. THE RESEARCH REPORT WILL BE PUBLISHED AND ACCESSIBLE TO THE PUBLIC.

It would be nice to know about the staff—informally. What is their background and what did they study?

CAPSTONE Project

Parent Interview 1

K: So to start, um, I would like you to just share about how you and your child found out about camp and...or, how you became involved with camp.

P1: Ok. Uh, my daughter came and uh, started working as a college mentor and she came out a couple of weekends and then she said that she thought her brother would really benefit from it. And so uh, she helped get the paperwork and everything and then he started to come out.

K: Mmm hmm.

P1: So that's how our family was...and um...found out about the camp. And how we found out, and how my daughter found out was through a teacher. Because um, she was friends with her teacher's sons and her teacher had said like, I really'd, I...you could be a college mentor out here and I think you'd really like it. So we were invited in that way.

K: Great. Um, what is the most important thing about camp to you?

P1: My son enjoys it. He...he's around um, a...a whole bunch of kids that are learning together and he has a lot of fun out here. And then he...um, he's really interested in science and then it's also like a good way for him to learn about our culture in a way that's like, that's positive like, and like supportive I guess, because he's...he--sometimes he's resistant to learning about our culture so....

K: Um, why do you send your child to camp? I think you talked a little about that already, [laughter] but is there anything else you wanted to add to that?

P1: Well he really looks forward to this weekend every month and...he gets really excited about it. Um, and I also think that he's building a lot of skills out here. Like how to work with other people. How to be respectful. And then learning, learning about like, I just think the dual aspect of like learning about the science and the climate change at the same time learning about larger issues, is really powerful. And he just seems like he has more respect and also it's really important for...I want my son to be able to present himself, like his ideas. So, on Sunday when the kids uh, go as a group together and they're different ages and they um, talk about what they learned about and they use that microphone? I think that's really important. Like I feel like our kids don't get the chance at a mic to--to have that and then to introduce themselves and to be respectful and then to share what they learned. I just think that that part of this camp is really powerful. And I like the way that the families are invited in on Sunday to hear what the kids learned and like to eat together and then like visit and then um, and then see like, every presentation I learned something new from everyone.

K: Okay, what do you think um, camp does for your child? [laughter]

P1: I think my son is becoming more comfortable with being who he is. Um, he's more open with other kids his age. I think he's more conversational with adults. And I also think it helps him understand like a wider context of our world. Like how cha—how the world is changing and how it's letting him know that he...he might be called upon to like do things. To figure things out.

K: Okay, so that's the last of my questions for you. Um, do you have any final comments about camp that you'd like to share before we finish?

P1: Um, it'd be nice just to know a little bit more about the staff.

K: Mmm hmm.

P1: Like informally.

K: Mmm hmm.

P1: At breakfast like we've met like one or two of your staff people. It's been interesting to hear like what they study or their background it would be more, it would interesting to learn more about um, the regular staff and then the visitors.

K: Okay.

P1: Yeah.

K: Thank you very much.

P1: Alright, yeah, thank you. I'm glad you're doing this research.

K: Yeah.

--END OF INTERVIEW

CAPSTONE Project

Student Interview 1

K: Um, what keeps you coming to camp?

S1: That it's fun and that my friend comes here. I mean it's—it's fun with her here because she's weird.

K: [Laughter]

S1: And because you do—and because we do all these awesome projects on Saturdays...

K: Mmm hmm.

S1: ...like the food and we make crafts.

K: So you said like the cooking and the crafts?

S1: Uh-huh.

K: Um, why do you think you choose to do camp um, rather than other things on a weekend? Like why would—like why is it worth it to come here instead of doing some other things on the weekends?

S1: Because I can mingle with other people, hang out with them instead of just being alone and sitting in a room with my fish. And, and because it—I can take a break from my family for awhile that really annoying cousin and he's 3 and that's why, so yeah.

K: [Laughter]

S1: And because I get to bring home these things and they're awesome.

K: Give me just a second. Okay. Um, what do you see yourself doing in five years?

S1: Um....

K: What grade would you be in in five years?

S1: Um...let me see...I would be like just graduating because...

K: Okay, so you think you'll be graduating. What do you think you would do after you graduate?

S1: I think college, yes.

K: Um, any idea what you'd wanna do with college or what you'd wanna study?

S1: I don't know what I think I wanted to study, um, something like, I wanna become of veterinarian kind of, so...working with small animals.

K: Um, what have you done in camp that you haven't had a chance to do anywhere else?

S1: Ice fishing. Definitely. And yeah, we do all sorts of fun trips (inaudible)...

K: Trips?

S1: Yeah, some trips.

K: Are there any specific trips that come to mind that you'd, you know you'd never would have been able to do anywhere else?

S1: Uh, I probably wouldn't have been to um, hmm, I don't know. I don't really remember exactly so um...

K: [Laughter] Okay. Um, well, that is all I have to ask. Um, do you have any final comments about camp you'd like to share before we finish?

S1: Mmm, I think it's really fun here, mmm hmm.

K: Okay, thank you.

--END OF INTERVIEW

CAPSTONE Project
Student Interview 2

K: So, what keeps you coming to camp?

S2: Um, the fact that I get to see friends that I normally don't get to see on a regular basis. And learning more.

K: Is there anything specific you enjoy learning about that we have at camp that maybe you wouldn't learn about other places?

S2: Um, climate change.

K: Okay. Um, what do you see yourself doing in five years?

S2: That's a tough one.

K: [Laughter]

S2: Well, maybe still going to college?

K: Okay.

S2: Eh...

K: Any specific type of college or specific um, thing you think you'll be studying?

S2: Um, University of either Minnesota or Minnesota Morris.

K: Um, let's see, what have you done in camp that you haven't had a chance to do anywhere else?

S2: Um, I got to learn how to make, um, what is it called? It was like that wild rice, berry and...

K: Um...

S2: ...delicious.

K: The wild rice salad?

S2: Mmm hmm.

K: So some cooking...with wild rice. Any other things that you think um, you know you'd never be able to do anywhere else? Just at camp?

S2: Um, (inaudible sounds)...um, I don't know. I think traveling is another one because, I don't know, we travel a lot.

K: Mmm hmm. Any favorite places that we've gone, trav—or traveled to?

S2: Um, that um, other forestry center that we went to. Like...

K: Um, Cedar Creek?

S2: I think so, yeah.

K: Mmm hmm. Okay, well that's all I have to ask you today um, do you have any final comments about camp you'd like to share before we finish?

S2: It's fun.

K: Why do you think it's fun?

S2: Because it's fun.

K/S2: [Laughter]

S2: I don't know, 'cuz it is.

K: We, we do a lot of activities that are really difficult and lots to learn.

S2: Mmm hmm.

K: And normally kids wouldn't say that's fun, so what is it that makes it so much fun?

S2: I don't know.

K/S2: [Laughter]

S2: I'm [REDACTED], I think everything is fun.

K: Okay, [REDACTED], well thank you.

--END OF INTERVIEW

CAPSTONE Project

Student Interview 3

K: Okay, so, what keeps you coming to camp? For all of the five years you've been coming here?

S3: I would have to say it's the chance to get away from home and get away from stress. And the food.

K: [Laughter]. Are there any certain activities that we do regularly that um, you s—you talked about stress, like is maybe um, really fun or you enjoy it or...

S3: Mmm, I—it's not specific, it's probably just the hands-on activities that I love.

K: Mmm hmm.

S3: Because I, I love doing stuff with my hands and doing crafts and arts because I don't get the chance to do it outside of here. So getting to do it here is really fun.

K: Um, what do you see yourself doing in five years?

S3: I will be in college.

K: [Laughter]

S3: Yeah, I'll be working towards my um, I can't remember what's after the Bachelor's Degree, but I will be working towards my large animal vet medicine degree and my minor will be my small animal vet medicine, so.

K: Um, so you'll have to go to college for that?

S3: Yes.

K: Do you know how long you have to go to college for that?

S3: 10 years.

K: Wow.

S3: Yep.

K: And you're committed to that?

S3: Of course.

K: Staying in college for that long?

S3: Yep.

K: That's awesome. Um, are you getting, I'm just wondering are you getting any sort of scholarships and things? Are you applying for those types of things to help you out with the cost of school?

S3: I have to try and figure out how, but I plan on applying for scholarships and looking into financial aid.

K: Mmm hmm.

S3: I wanna make sure I have everything covered before I leave and have to scramble through instead.

K: Mmm hmm.

S3: So.

K: Do you think you're gonna live on campus?

S3: Yes.

K: Yeah.

S3: Most likely, and if not, probably in an apartment off campus, but not too far.

K: And is that, at what college? In the cities?

S3: I've applied to U of M, Colorado State, Iowa State, and Tennessee State. So pretty much whichever one appeals to me most.

K: Mmm hmm. Um, what have you done in camp that you haven't had a chance to do anywhere else?

S3: Um, probably coring. That's one thing I don't, I don't think I ever have done if I hadn't been here.

K: Can you um, just describe that a little bit? What co—what that is or what you did for that?

S3: So for coring, we went out onto a frozen lake and we drilled a hole in the ice and took this, I don't even remember how long—maybe 20 to 30 feet long, tube and shoved it down through the water into the sediment and kept pushing. And then somehow got it back out with lo—without losing an—any of the sediment and capped the end.

K: Mmm.

S3: And used that as a sample to look at what's...

K: So was this a soil sample that...

S3: Yes.

K: ...you said was like 20 to 30 feet and what did you use that for?

S3: We used it to date the age of the lake. By looking at what was in the soil and how long ago it would have been there.

K: Awesome. Anything else that you think um, you wouldn't have had a chance to do outside of camp?

S3: Maybe ice fishing. Because I don't like the cold and I mean it was super cold that day but it was pretty fun watching people run back and forth...

K: [Laughter]

S3: ...and learning how to set it up and pull it back up. So...yeah.

K: That was a fun day.

S3: It was.

K: Okay, well that's all I have to ask. Um, do you have any final comments or thoughts about camp you'd like to share before we finish?

S3: I think it's a nice place, but with all the kids that are here now it seems like the more rules we give, the less they want to pay attention to. But I'm not saying don't, or get rid of the rules. I'm saying keep them but we need to enforce them more and separate them more to try and get them to pay attention.

K: So, um, I'm just going to ask you a question to follow up with that, um, do you think there are more younger kids in camp than there used to be when you started?

S3: Definitely.

K: And that's, and um, that's affecting the way that camp's run?

S3: Yes, definitely. I used to love coming here and then this year it's been so much harder to come back.

K: Okay. Thank you [REDACTED].

S3: Yeah.

--END OF INTERVIEW

CAPSTONE Project
Student Interview 4

K: Alright, what keeps you coming to camp?

S4: Um, so I can get out of the house and have some fun. And I like to learn about science.

K: Um, what do you see yourself doing in five years?

S4: Mmm...

K: Let's think about it, how old would you be in five years?

S4: Mmm...

K: Or what grade would you be in?

S4: Starting from my age right now?

K: Yeah.

S4: 15.

K: So you'll be in high school? Do you think you'll be in high school in five years?

S4: Yeah.

K: Yeah? What do you think you'll be doing in high school? What do you think your life will be like?

S4: Mmm...

K: Is there any—anything you think you'll be involved with? Do you think you'll still be coming to camp? Do you think you'll be in any other groups or, or...what kinds of people do you think you'll be friends with or, where do you think you'll live? Anything like that. What do you think in five years from now?

S4: I think I'm gonna be ... (inaudible noises) ... um...I think I'm gonna be here.

K: You think you'll still be coming?

S4: Yeah.

K: How about like 10 years from now?

S4: Um....

K: What do you think your life will be like? What will you be doing?

S4: Um, probably getting a job.

K: Okay. Any specific type of job that you wanna have in 10 years?

S4: Mmm...I don't know. Be a teacher?

K: Oh. And what do you think you'll have to um, do to become a teacher?

S4: Mmm...go to college.

K: Yeah.

S4: And pass all my grades.

K: Mmm hmm. Okay. What have you done in camp that you haven't had a chance to do anywhere else?

S4: Hmm. Like what I've never done before, you mean?

K: Yeah, like, like there's things, there's all kinds of things we do in camp right? And I'm wondering what things have we done in camp that you don't think you would have been able to do anywhere except for at camp.

S4: Hmm, hard to remember. Um, like go ice fishing because I've never done that before.

K: Mmm hmm.

S4: And um, hmm, like journaling and like going on a nature walk. I ne—I only go on walks but I don't like, write stuff and I...

K: Mmm hmm. It's just kind of fun to see what's outside and write down what you see and what you hear. Anything else you think that we do at camp you wouldn't be able to do anywhere else?

S4: Mmm, go to um, hmm, I forgot what that place called, um, where that one where they had a shop and we were looking at birds I think and it was a waterfall thing.

K: Oh, Gooseberry Falls?

S4: Yeah.

K: Mmm hmm. I forgot about that trip, that was fun but it was cold. What did you like about that trip?

S4: Um, I liked seeing the waterfall and going on a walk and journaling.

K: Yeah. Well, is there anything else you would like to say before we finish? Any other thoughts about camp that you'd like to share?

S4: Mmm...no.

K: Okay. Then we're all done.

S4: Okay.

--END OF INTERVIEW

CAPSTONE Project
Student Interview 5

K: Um, what keeps you coming to camp?

S5: What keeps me coming? Um, the teachers. Um, some of the kids. Other kids aren't very nice and they destroy stuff and it kind of makes me mad when they're not paying attention. I'm just like (exhale sound)...

K: So not, so not the misbehaving kids, they don't keep you coming to camp.

S5: No, they—they want to make me leave camp. But I come back for the nice kids and for the teachers.

K: So could you talk a little bit more about that? Like what is it about the teachers and those particular kids that, that make you want to be here?

S5: The teachers, they're...well Mr. _____, my group leader?

K: Mmm hmm.

S5: He was um, he's really nice and so I don't have any classes with him in school which kind of sucked because we go to the same school and he teaches Industrial Tech and...

K: Mmm hmm.

S5: I don't have time for Industrial Tech and so it was nice to see him. Um, Dr. [REDACTED] for science fair. Um, I feel like it's a better chance to get ahold of her for science fair than any other possible way.

K: Mmm hmm.

S5: And you.

K: Aww.

S5: Because you're just that positive sunshine. Um, the kids. Um, they make me happy.

K: Mmm hmm.

S5: Um, they don't put me down like I put myself down, although I wish that they would stop hollering at me for putting myself down.

K: [Laughter] So they want what's best for you.

S5: Yeah. And then my cousin, [REDACTED].

K: Mmm hmm.

S5: Because I get to see her. When we were at the swim team we'd see her every single day but now that the swim team is over with, I don't get to see her very often.

K: Mmm hmm.

S5: And it's kind of sad. That's another reason we come to camp. And [REDACTED]. I'm not going to have much time to see her when she moves to [REDACTED].

K: Mmm hmm.

S5: Or, it's going to be really sad. So, that's another reason for me coming and I guess I just like to learn about science. Like that's why I do science fair. I've been doing it for like two years now. This will be my third.

K: Mmm hmm.

S5: Yeah, and I like to learn about our culture. I mean taking Ojibwe in school, I was all like, during when we were talking about animals in school I was like, I know that, that's the waawaashkeshi.

K: Isn't that cool?

S5: Uh huh. It was super cool and then do you know the plural for moose?

K: Moozoog. Is that what you know?

S5: Mmm hmm.

K: Yeah. Yep, moozoog.

S5: And I don't know.

K: Same thing for waawaashkeshi, waawaashkeshiwag.

S5: Um, (inaudible) reasons I come to camp.

K: Mmm hmm. So, what do you see yourself doing in five years from now?

S5: Well, this Facebook, um, actually according to my zodiac sign, I will get married in 2020, which is one year after I graduate.

K: [Laughter]

S5: Which is in five years. So, apparently I'll be planning a wedding.

K: Do you think, do you think that's what you'll really be doing?

S5: No. Maybe um a freshman at college. I don't know, it'd be cool to have a boyfriend. Um, but I plan on going south, to Seoul National University, which is in South Korea, and...

K: Wow. So you'll be in a different country?

S5: Studying abroad. That's why I'm trying to learn Korean now.

K: Mmm hmm.

S5: Although Ojibwe is more important right now because it's actually schoolwork, and it's actually MY culture.

K: But, you know, um, a lot of language studies say that after you've learned one foreign language of some kind it's easier to pick up another language.

S5: It really is 'cuz like when I was learning Korean on my own and like Rosetta Stone and stuff like that, and we were talking about something like via' in Ojibwe and I was like [gasp] and then how um, uh, the (exhale) so, uh, P's become a v or b or b becomes a v.

K: Mmm hmm.

S5: And there's a whole bunch of other stuff like that and now with just like Korean and I was like [gasp] I know that!

K: Mmm hmm.

S5: And it was like super surprising and it was pretty cool.

K: Yeah. Yep, that's what, I think that's what it is. Do you realize some of the rules that go with one language also apply to other languages?

S5: Yeah.

K: Mmm hmm. Um, what have you done in camp that you haven't had the chance to do anywhere else?

S5: Go a whole bunch of different places. Like I would have never gone to Madeline Island. I would have never gone to Cedar Creek and probably not that fancy Italian restaurant either. Nor that, nor Como Zoo. I haven't been there for like 9 years. Um, the Science Museum, we go all the time but it's really cool every single time 'cuz most of the time I don't go with my cousin, but she was there.

K: Mmm hmm.

S5: And so I learned a whole bunch of other stuff. I get to do a whole bunch of stuff, which we normally don't get to do um, without camp and I....

K: Like what?

S5: Arts and crafts.

K: Mmm hmm.

S5: Um, playing sweeping the lodge.

K: So games?

S5: Yeah.

K: Okay. Well, that's all my questions. Do you have any other final thoughts before we end?

S5: I feel like they should really actually just give us homework time, not to like goof off during our homework time, and just have it just be for homework.

K: So like a, um, delegated um, homework time.

S5: Yeah, I feel that there should also be just like an hour more of sleep. That would be so much better. 'Cuz well, I am so tired that it's really hard to focus and see when I'm this tired.

K: Mmm hmm.

S5: 'Cuz I had so much homework and I narrowed it down to a few things but since we don't have homework time here, I do my homework at night.

K: Mmm hmm.

S5: And then I don't get enough sleep.

K: Mmm hmm.

S5: And so my normal weekend would be to catch up on sleep, but since I'm here...

K: Yeah. They're long days right?

S5: Yeah.

K: Mmm hmm. Okay, anything else?

S5: Um, there was something else...I think that actually we're not very strict on the rules here.

K: Mmm hmm.

S5: Like there's not many rules besides the only one that we like fully commit to is never going out after dark.

K: Mmm hmm.

S5: That's a pretty good commitment, but...

K: So the rules need some adjusting you're saying, or?

S5: Yeah. Like if kids are talking, they should be punished or something because it's not right. You're supposed to give your respect to people. Not just talking to other people and phones. A person in my group was going on their phone...

K: Mmm hmm.

S5: ...and I told them to put it away and they didn't listen and that made me really mad and since he didn't—he had his phone out, everybody else got their phone taken away.

K: Mmm hmm. So, do you think that that is happening right now because we're starting a new year and we've got lots of new, new kids starting again with their (inaudible).

S5: Yeah.

K: So they probably haven't really caught onto all the rules yet or maybe we haven't really um, reviewed them.

S5: I feel like they should have a thing for newbies before they come to camp, like they should know the rules and that they should make sure that they sign saying that they'll enforce the rules. 'Cuz that would also be better.

K: That's a good start. Where they start and then have a signed agreement.

S5: Yeah. I think we should go on more trips too. 'Cuz we only go on trips like once a year and that's the summer camp.

[Audio starts to get bad here]

K: Mmm hmm.

S5: It'd be more fun to just to like go someplace in the fall and like get out of here.

K: Mmm hmm. Okay, is that it?

S5: I really love camp. Although I kind of, I don't know...I feel like the money is good but I feel like some kids are only coming just for the money.

K: So you get—I didn't even know that you get a stipend?

S5: Uh huh. I mean at first I came for the money, but then I really started to like the camp. And so my opinion changed.

K: Mmm hmm.

S5: Like, it's not the money that I'm here for. It's the people, the education, and the whole works.

K: Mmm hmm. Okay.

S5: I talked a whole bunch didn't I?

K: That's okay. You can talk as much as you want.

S5: Like, so how many people are you interviewing?

K: Um, can I stop this?

S5: Yeah.

--END OF INTERVIEW

CAPSTONE Project
Student Interview 6

K: What keeps you coming to camp?

S6: Probably all the fun we have when learning about everything 'cuz half the stuff when I come here, I don't even know, so.

K: Can you give some specific examples of like...

S6: Like when...

K: Um, what do you learn about that you enjoy or what, what do you consider to be fun. Like what types of things are fun?

S6: Like when we went ice fishing, I was one of the very few students who knew who—who knew how to ice fish so I was running from all the tip-up, from tip-up to tip-up and that was fun. Probably the, the summer camp was really fun.

K: Mmm hmm.

S6: I'd say probably the people I roomed with.

K: What? I didn't hear that.

S6: Probably the people I roomed with.

K: Okay.

S6: They were really fun. Um, I liked learning about the different science things at the Science Museum.

K: That was a fun trip.

S6: Yeah. I liked the Como Zoo too, but they didn't have a lot of animals out.

K: Mmm hmm. What do you see yourself doing in five years?

S6: Five years, I'll be (inaudible). Uh, getting my driver's license and getting a job.

K: Any interest in um, what kind of job you wanna get into?

S6: Um, probably for a starters, I'll probably work at L&M.

K: Oh fun. I love that store.

S6: I do too, that's why I said I'll probably work at L&M.

K: [Laughter] And you said that'll be for starters...

S6: Yeah.

K: ...so, what do you mean by that?

S6: Um, my first job while I'm in school.

K: Mmm hmm.

S6: But for like college I either wanna be a mechanic, um, a heavy equipment operator, a diesel mechanic or a vet for big animals. It's hard choosing between those though.

K: Um, so I notice that some of the jobs that you are interested in, like a mechanic or an equipment operator, um, those aren't jobs that are normally held by women. What, what is it that made you interested in those...

S6: Well...

K: ...and what is it that you're not...

S6: I guess...

K: ...you're not afraid of, as a girl, to pursue those.

S6: The heavy equipment operator, I go to the gravel pit with my grandpa and I help him out with the equipment and stuff. Help him fix it and I help him work it and I enjoy working the equipment. And then the mechanic, I love working on my mom's vehicles when they break down and honestly, I think it could be a boy or a girl's job. Yeah, when I told the boys in my class that I wanted to be that, they were like in a big circle at the end of the year last year, I told them, I said that to the class and their jaws dropped, I was like, it's a job.

K: [Laughter]

S6: They're like, I know but I just don't expect it from a girl. I'm like, girls can do anything they want.

K: [Laughter] Um, what have you done in camp that you haven't had a chance to do anywhere else?

S6: Um, Wild ricing. That was really, really fun and that was the first time I had done that.

K: Mmm hmm.

S6: Um, I think another thing, there's like a million things, but um, the sugar—or the maple syrup place that we went to.

K: Okay.

S6: We got to learn about that. Like, I said there's like a million of 'em.

K: Yeah. Yep. So there's all, there's a lot of um, activities?

S6: Yeah.

K: Um, so do you think that um, anything has changed in you from the time you started camp until now?

S6: Yes. I definitely was a lot more shy when I first came to camp. I was a lot more shy. Um, couldn't write notes as well. And, um, what else? I guess, I don't really know. Those are like the two main things.

K: Okay, well that's all I have to ask. Um, do you have any final comments or thoughts that you'd like to share about camp before we end?

S6: Um, camp's really fun and I enjoy coming. And I'm going to be lost when my cousin leaves. But she might come back. She might come back as a mentor next year.

K: Mmm hmm. Yeah.

S6: I'm hoping she does. Otherwise, I think that pretty much sums it up.

K: Okay. Thank you.

S6: Alright.

--END OF INTERVIEW

CAPSTONE Project
Student Interview 7

K: What keeps you coming to camp?

S7: Um, meeting people here and seeing my friends here. And learning a little bit more. Seeing a lot more interesting things.

K: Okay.

S7: And getting, getting to sleep in a cabin, away from my sister.

K: [Laughter.]

S7: The only thing I'm gonna hate next is my sister coming here.

K: Um, what do you see yourself doing in five years from now?

S7: Um...still coming.

K: Still coming to camp?

S7: Yeah. I'll be 14.

K: What do you think you—what do you think your life will be like? Yeah, how old will you be?

S7: 14.

K: What do you think your life will be like at 14?

S7: Uh...book writer, artist.

K: So you'll be a writer and an artist you think?

S7: Yeah, like a singing artist, that sings powwow songs. Like "hey hey yaw hey yaw."

K: Okay. Um, what do you think you'll be doing in say 10 years from now?

S7: Um...I might still be coming.

K: Yeah. Do you think you'll be a student in the camps in 10 years?

S7: Yes.

K: Or do you think you'll have a different role?

S7: Mmm, I think I'll be a student.

K: How old will you be in 10 years?

S7: 19.

K: So you'll be 19. What's life like for you as a 19 year old?

S7: Um, a lot sports and a lot of videos, a lot of drum; a lot of taking notes.

K: Why would you be taking notes?

S7: 'Cuz I think I'll be like in high school or college somewhere? And I'll probably still be here.

K: Yeah. Um, what have you done in camp that you haven't had a chance to do anywhere else?

S7: Go in the woods, take notes, um, do—do mostly nothing but learning. Uh, sleep in a cabin.

K: Mmm hmm.

S7: Uh, play games and do arts and craft.

K: Um, how long have you been coming to camp?

S7: For two years.

K: Two years?

S7: Mmm hmm.

K: Do you think that um, anything has changed in you since you started coming to camp?

S7: Uh, yeah.

K: Like what?

S7: Um, taking notes, getting better at drawing, getting more knowledge about like crafts, and yeah.

K: That's it?

S7: Yeah, and getting a little bit more shy.

K: You've been getting a little more shy?

S7: Getting less shy.

K: Oh, getting less shy. Well that's all I have to ask. Do you have any final comments that you wanna share about camp before we end?

S7: Um...I hope I can come to camp and do a lot more fun things.

K: Mmm hmm.

S7: And, yeah.

K: Ok, that's it then.

--END OF INTERVIEW

CAPSTONE Project
Student Interview 8

K: Um, the first question is what keeps you coming to camp?

S8: It's fun and it's a way to get out of the house and explore the woods. And there's some pretty cool people who go here, including the staff.

K: Um, what do you see yourself doing in five years?

S8: Hopefully I'm in college and I'm doing good in there.

K: Mmm hmm.

S8: I don't know about kids though.

K: [Laughter]. That's not an expectation is it?

S8: After college.

K: Yeah. Is there any specific thing you're interested in studying in college?

S8: Mmm, not really. Maybe business and management.

K: Um, do you think there are any skills that you picked up in camps that will help you in college that maybe you wouldn't have picked up anywhere else?

S8: Um, speaking in front of crowds. Mmm, teamwork. Patience too.

K: Um, what have you done in camp that you haven't had a chance to do anywhere else? [Laughter]

S8: Hmm...I don't know.

K: Any places that you've gone or activities that you've done at camp that you know, you probably wouldn't have done anywhere besides in camp?

S8: The [REDACTED] always had me do stuff like this.

K: Yeah.

S8: I don't know.

K: Nothing specific? Okay. Well then that's the end of my questions. Um, do you have any final comments about camp that you'd like to share?

S8: It's a good place to go. Helps you go on the right path. Gets you thinking good about college and to actually go somewhere.

K: Okay, thank you [REDACTED].

--END OF INTERVIEW

CAPSTONE Project
Student Interview 9

K: So what keeps you coming to camp?

S9: I think like the people, like the students who come here and like it's like a nice place and like because the uh, teachers and like you get to learn about like, 'cuz...the only pretty much I have learned about the Ojibwe culture is only my, from my sister who is taking Ojibwe class and my aunt and her three daughters.

K: Mmm hmm. Um, what do you see yourself doing in five years? What do you think your life will be like and what will you be doing?

S9: I think that probably starting to decide what college I want to go to.

K: Mmm hmm.

S9: And um, I will probably still have a positive attitude towards life.

K: Mmm hmm. Um, what have you done in camp that you haven't had a chance to do anywhere else?

S9: Um, ricing. Um...got to meet people like that who teach us games. And we got to learn like the like actions of like what they did, like sweep the lodge and like making the fry bread over the fire.

K: Mmm hmm. So playing some games?

S9: Mmm hmm. And learning words and stuff of the culture.

K: Um, so this is the last question.

S9: Mmm hmm.

K: Um, do you think there's been any changes in you since you started camp?

S9: Um, I got to learn more Ojibwe and um, not that I can think of right now.

K: Yeah, have you grown in any ways or....?

S9: I've grown in like liking science more.

K: Mmm hmm.

S9: And like that.

K: Okay, so that's all I have to ask. Um, do you have any final comments about camp that you'd like to share before we end?

S9: Uh uh.

K: Okay. Alright, thank you.

S9: Mmm hmm.

--END OF INTERVIEW

CAPSTONE Project

Teacher Interview 1

K: So the um, the first thing I'd like you to talk about is just um, how you came to be involved with the camps and how long you've been involved with the camps.

T1: Okay, I've been with the camps since 2003 or 4, somewhere in-- around there. And then who recruited me or who asked me to be involved, I...there re—there really is not a person.

K: Mmm hmm.

T1: I really don't know how I got involved.

K: Yeah.

T1: Except uh, through HP.

K: Oh.

T1: Yeah. Mmm hmm.

K: Um...what is the most important thing about camp to you?

T1: I think...uh, what's really important for these kids is for them to uh...um, re—really state who they are and why their ties are so important to uh, North America.

K: Mmm hmm.

T1: It's really good for the kids to um, state and reason why their birth place is very important. Um, why the uh, land is uh, so important to them. That includes all the resources, if we want to say that.

K: Mmm hmm.

T1: Um, why water is important to them. Um, why—why their songs are important to them. Um, why they're connected to the land, um, the water and their environment. Um, where their food comes from.

K: Mmm hmm.

T1: Their clothing. Um, and why their prayers are important. And people need to know why uh, these things are uh, mentioned in their prayers. And I think the kids need to know this so uh, they can um, um, let people know - the ones that are interested, in who they are and what makes them,,,

K: Mmm hmm.

T1: ...who they are.

K: Um, so I want you think about um, your personal life and talk about um, if..if or how the camp affects that. Like by being involved in the camps how, if any way, has it affected your personal life. Or impacted it.

T1: I think, I think um, the camp uh affects my life and then I also see where the camp can uh, also influence the uh children.

K: Mmm hmm.

T1: Yeah, I see them both ways. Um, you know just like I was saying from before you know um, I heard my uh grandfathers, my, my grandma, my father—my late father, and my mother. I used to hear them uh pray and um, a lot of what I said previous, just a little while ago, uh, I heard that in—in their prayers. And um, you know it stands to reason why they did this a long time ago and uh, now the uh, there—there is a negative

impact on our environment and uh, you know because of that you know, our love—our people are uh, suffering. Our people are sick, and them plus others too. So um, I think uh, my uh people, my—my elders, they were truthful when they said you know, what they said. Um, trees, plants, you know they, you know, they have a purpose um they provided us with a lot of things, you know, that are—that are good, you know, so that we can live. And I think the good needs, needs to be shared with the uh, with our—our young people. Um, a lot of our, our teachings are not misleading.

K: Mmm hmm.

T1: And I think the kids need to—to know that and they need to be comforta—comfortable with that too. And I think it's our mission and our job to educate the rest of the uh, world, the population.

K: Mmm hmm. Um, has the camp had any impact on your professional life? In your career or your job that you hold or...or your professional development?

T1: Uh huh, sure it does. You know, I—I feel good about you know what I do here at the camp. Um, I - I think the camp is very positive. Uh, it's nice to work with teachers, you know, that um also have the same uh, interests that—I know that that they're on the mission impossible to promote the goodness of uh, of what's out there. And then they uh, they also want to be truthful in the—the information that they pass on. I feel good about that, to work with a team of teachers um, you know, that come, you know, and uh, help the kids you know. And it's pretty much you know you know the same ones you know that uh come and uh and, and, and do the teaching.

K: Mmm hmm.

T1: You know, where they could be doing something else. And I think uh, it means something to—to them, you know, you know, that they make the effort and, and come here and—to help the kids. You know, you know that makes me feel good and uh, you know, that ,you know, that, that carries me, that feeling. Mmm hmm.

K: Okay. One more. Um, what changes have you seen in students over time who attend the camp?

T1: Oh, truly it's, it's huge. Um, some of these uh children um, um, grew. Um, a lot of them are children that have been coming you know, they're now, they're no longer shy. Um they can uh, stand up and uh, say what's right. And they need to do this, you know, you know, they uh, you know the world needs to see them do this. You know, coming from uh, a Native uh American from North America, you know, and talk about their, their country, their community, their environment.

K: Mmm hmm.

T1: Uh, they have a right to. You know, they need to you know, defend themselves. They need to defend their uh, community, their people and you know, their nation and um I think uh, I think taking the camp provides the foundation for this. And it's gonna happen, you know, and you know, and some are doing it. You know, you know, they need to sit you now, at the other end of the table with uh, all these people that uh, you know, implement, you know, new uh, regulations, uh, you know, new laws, you know, uh, that govern and have an impact on the uh, Native people, you know, all the different nations, you know.

K: Mmm hmm.

T1: And I, I think, you know, this, you, you know, this would happen, you know, and it's what these kids are gonna do and that makes me feel good, you know, about this camp...

K: Mmm hmm.

T1: ...that's the, the positive thing, and it's very positive.

K: So that's all the questions I have. Um, do you have any final comments about camp that you'd like to share before we finish?

T1: Um, yeah, I just wanna, you know, say thank you to all the people that um, that I've worked with, that I've uh met, you know, over the years um, and of course there's, um say thank you to HP and all of her associates and the faculty from the uh, different universities that have come to, you know, to work with us and to help us. And then of course to NASA and uh, some of the others uh, organizations, you know, that uh, have provided the funding.

K: Mmm hmm.

T1: Yeah, they all did good.

K: Okay. Um, so I just wanna say thank you again.

T1: Mmm hmm.

K: For sitting down with me and um, and I think I shared this already but after I've finished all of the interviews uh,..

T1: Uh huh.

K: I'll be transcribing everything and sorting through that information and writing up a, a report of what results I find.

T1: Uh huh.

K: And my research really focusses around what benefits the, the youth get...

T1: Mmm hmm

K: ...from being involved in the camps.

T1: Uh huh.

K: Um, and so the research report with then, after it's finished, be published and it'll be accessible to the public so..

T1: Mmm hmm. So uh, can I ask for a copy?

K: Yes, when...

T1: Okay.

K: ...it's finished you can have a copy.

T1: Sure, oh, cool.

K: Okay?

T1: Thank you.

--END OF INTERVIEW

CAPSTONE Project

Teacher Interview 2

K: Okay, so the first thing I'd like you to talk about is um, maybe just how you got involved in camp and, or how you, how long you've been involved in it or how you found out about it and...

T2: Well, I found about camp when I was working at the Ojibwe School. And that was a long time ago. Uh, that was back in...like 2002-2003. And I was a high school math teacher.

K: Mmm hmm.

T2: And HP came and talked to me and she had talked to uh, some of the science teachers and was, had a camp and wanted to get some teachers involved. So she had talked to me about coming to camp and being a teacher at the camp.

K: Okay. Um, what is the most important thing about camp to you?

T2: Probably the sense of community. And then it's a sense of community centered around science, of course. So, to have that, that's a real special thing I think. Um...

K: Um, how does camp affect your, your professional life and also your, your private life, if, if in any way?

T2: So um, so I used to be a high school teacher and now I teach at a university and I also moved away to a different state for five years, kinda half way in the last ten years that I've taught at the camp, so um, there's been a lot of changes in my life since I started with the camps and so I have a perspective now where I have a different kind of job. I'm still teaching, but I'm teaching students that um, as compared to the, the

Ojibwe School, are much higher income. Um, more privileged background, predominantly Caucasian.

K: Mmm hmm.

T2: And um, lots of students, and so there's a lot of changes in my teaching environment um, and at the Ojibwe School I had a chance to know each student very well and have a personal relationship.

K: Mmm hmm.

T2: So the—it was a big change professionally for me so um, I like coming to camp because I can still have that one on one contact with the kids and be connected to the community um, out here at [REDACTED], and it's something I miss. And um, it's just a different type of interaction to have personal relationships with kids and be a part of their lives. Um, so professionally, that's important to me. Um, and you feel like you have some sort of impact in knowing what they're...is going on in their life and trying to help them sort through some of those things too.

K: Mmm hmm.

T2: Which is not something that I do too often in my, my teaching job now. Uh, it's more the students coming to you and you have like hundreds of students so it's, you know um, having the opportunity to feel like you're really...can see something that's maybe, someone's feeling down and you can ask them, oh what's going on or do you just wanna just sit for awhile, where's um, right now you know, I have 150 people that I teach in one class and I couldn't possibly ask each...

K: Mmm hmm.

T2: ...and every one of them that question or something like...

K: Yeah.

T2: So it, it's kind of a disjunct for me so it's a, nice to still have that opportunity to, to feel that um, connection with the students.

K: Mmm hmm.

T2: And then personally, I mean that kind of goes into that too where especially when I moved away it was something I missed having that...

K: Mmm hmm.

T2: ...you know, part of this community. And um, so it was really wonderful to come back and HP's, is sort of like a mom and LG and, and uh, I'd worked with another teacher, LB, for a long time and, and so it was like a, kind of like a real team community feeling to it and we're all trying to do something good and so it was, it's kind of a professional thing but also a good professional working environment but also a personal...

K: Yeah.

T2: ...thing too, so um, so I guess that's something I appreciate.

K: Um, what changes um, have you seen in students over time who have attended camp?

T2: I would say um, mostly positive from what I can tell. I don't have the perspective now that I see them in school environment and then I see them here. So I don't have both sides of the, front of the story kind of thing, I just see the students here now, but um, I would. I think it's safe to assume that they have a similar experience that it's um, I know some of the students have said, you know, I don't wanna to move away, my mom might have to move because I've missed camp so much and I'm just

gonna live here with my grandma because, you know, I wanna still come to camp.

K: Mmm hmm.

T2: Is what one of the girls said last um, month and then you know, they're like oh, I'm excited to see you, I've missed you. And so I think it think it's a similar thing from their, from their perspective too, that's it's nice to have a place that's safe and um, they can be kind of nerdy this way, the teachers are like it's cool to be nerdy. Or too cool to be you know, into science or ask questions or be inquisitive or kind of break down those social things that happen sometimes in schools with the social hierarchy...

K: Mmm hmm.

T2: ...and navigating that whole thing and so I think um.... So certainly there's students that started out just kind of, you know, maybe not knowing what they want to do or didn't know if they wanted to go to college or didn't have you know real aspirations. That you can tell that now are...or have gone through the program and have been inspired by something that we've done. Um, there's one student, we went on a tour of the Twin Cities campus and she just was completely fired up about some of the programs they had there and being there and um. just kind of showing them some other part of their world-of the world that some of the students don't see a lot out of their communities so they tend to maybe not think it's possible or it's kinda scary.

K: Mmm hmm.

T2: And so there's been...with that one student, um, she's been in the camp for a really long time where it's been kinda something that hopefully we've had an impact on her um, being exposed to more things

and having an opportunity to travel and, and see other colleges and research, science stuff and um, to the point where she was, oh I feel comfortable doing this now. I've, I've seen the campus. I, I know people here that I could get help from and, and that kind of thing, so.

K: Um, so well that's all the questions that I had. Do you have any final comments about camp that you'd like to share before we finish?

T2: Um, just that a lot of times we do quite a bit of science things and the kids always seem to have fun and it's always, I'm just thinking back about how um, if it was a school, if you were doing that same kind of things in one class you might, probably wouldn't have the same interest level or success...

K: Mmm hmm.

T2: ...if it was just through class, you know?

K: Mmm hmm.

T2: There's something about the camp environment that I think exposes, could be the exact same lesson that um, it just seems to have more of a impact or seems to go better and be more fun in, in this type of environment so I think it's valuable. And it's the weekend, you know? In addition to school, so you know I think that says a lot. And the, and the opportunities to go outside and just not having their normal confines of the classroom and the schedule and stuff. The opportunity to go places like Cedar Creek and stuff like that is really cool. I don't know, there's a lot, so.

K: I know.

T2: Those are probably the main points. [Laughter]

K: Um, okay. So, um, that's it then. Um, after I finish the interviews um, I'll be transcribing all the information and sorting through it and writing up a report of the results and um, the research will then be published and accessible to the public, so I'm sure that it will be shared with everybody here.

T2: Yeah. And I guess one thing I can add, I don't know, I probably mentioned a little bit but I'm not sure if it completely came out um, was how important HP and LG have been to the camps that they um, just really add the community piece and the feeling of a family and um, are just I think that's a really special thing with the camp to have that. Those rocks, you know, that are kind of like the grandmas that kind of hold everything together and....

K: Mmm hmm.

T2: Um, through—throughout all the years and know all the families and, and really understand the students and um, see the—see things through.

K: I agree.

T2: Okay, so that's probably it..

K: Great. Okay.

--END OF INTERVIEW

CAPSTONE Project

Teacher Interview 3

K: Um, okay, so to start, could you talk about how you got involved with the camps and maybe how long you've been a part of the camps?

T3: Ok, well this is LB by the way. Um, when the camp started in 2000 I think or 2001, um, I just got out of school and I just started working at the Ojibwe School and HP nabbed me right away. Um, I was one of the first teachers to ever teach at this camp. When the camp started way back, way back then, uh, there were three teachers and HP. We had no support staff, we had no night staff, we had no idea what we were doing. Um, it was the brain child of HP and um, we had two science people and a math person and we made it work.

K: Mmm hmm

T3: And uh, that's how I got started with the camp uh, and I've been at camp since then. I think I've missed one camp in the 15 years we've had camp.

K: Wow.

T3: So, you know, like there's times I have to leave early or I'll only be here like on day of camp, but I think I've only missed one, so.

K: Mmm. That's awesome. Okay, what is the most important thing about camp to you?

T3: Uh, I think for m—for me personally, um, as a stay at home mom and a former teacher, for me personally it is a chance for me to still be a teacher. To still make a difference in kids' lives. To flex my teaching muscles, so to speak. Um, but I think as a whole, especially for the kids,

um, the camp is a chance for them to...I would say embrace their nerdiness. I mean, understand that it's okay to be good at science and technology and engineering and math and that this is a safe place and that, you know, you can be yourself and not worry about being judged or bullied or trying to impress anybody or anything like that. And then there's also that, that teacher/student relationship that gets built at this camp that you can't have at a school, in a school setting because you're not there with them all day and overnight. And it gives a ch—the students a chance to see that these are real people. These teachers don't like live at school and, you know, exist on one plane. They—they start to know us as human beings and not just as authority figures.

K: Um, how does camp affect your professional life?

T3: How—kind of like I said, you know.

K: Or how has it?

T3: Okay, well you know, my um, I've—I've managed to meet a lot of wonderful teachers, um, speakers, mentors, grant people that I w—gotten a chance to work with. Um, when I was full time teaching, a lot of these people I would tap to help me with the science fair or I would have them come in as speakers. Um, professionally, I've have had a lot of training and things that I never thought I would ever learn about, like, was it... diatomists - I learned all about diatoms and then when we were working with um, the civil engineering department, we were working through a grant with them. So I learned all about, uh, in depth stuff about seismology, and, and earthquakes and so like academically I've learned a lot from camp. Um, you know, getting a chance to explore my artistic side with camp because we have art teachers here and learning more language at camp. Which, you know, you don't get when you're just at—as a teacher at school and so it's really enriched me, you know, as a

professional and I'm really glad that I was tapped by HP early on to come here because I've, I've—over 15 years I have learned a lot, so.

K: Um, you already talked a little bit about this but how does the camp affect your private life?

T3: Well, I have three children and all three of my kids have been to camp at one time or another. My oldest one now comes to camp pretty regularly, you know, she's able to sort of...right with what's going on and she still needs some help. But um, private—in my private life you know, it was important for me to have my kids raised um, you know, [REDACTED] is not a very ethnically diverse city. And it was important for me, and still is important for me, that they are around other cultures and they are around diversity. Um, and that they stop seeing the differences and start seeing the similarities, you know, and seeing that first. Um, I think it helps them become better rounded people, you know, it helps me become a better rounded person being around these students and their lives and um.... Yep, and my husband has had chance to come here and do a little bit of teaching, he's a teacher too. Um, so he was able to come and teach at one of the camps, so, yep. And I made good friends with the teachers.

K: [Chuckle]

T3: That's an important one.

K: Mmm hmm. Okay. Um, what changes have you seen in students over time who attend camp?

T3: You can, you can kind of always tell when we're getting a new crop of kids in because um, there's just sort of a learning curve that happens with camp where the kids are gonna come in and, and they're coming from, the—whatever school setting they're in and they have this feeling that they need to be fronting or they need to uh, be cool and you know,

not let people in. Not let people see them and then as the camps go on you'll notice that there's, there's a change. It's subtle but every month it gets a little bit easier for them and by about a year, year and a half into the grant cycle, these same kids, or the same kids that keep coming, there are regular kids, and camp for them becomes a safe place. A place that they can just be themselves and there's a lot of laughing, there's a lot of goofing, there's a lot of um, you know, you don't have to be so serious. There's a lot of you know, being able to talk to your teachers that are at camp, you know, like people.

K: Mmm hmm.

T3: Um, the rigidity of the school setting isn't as, it's not as rigid here. You know we don't have homework. And it gives the kids a chance to really express themselves um, and so I think it depends upon which camp you attend...

K: Mmm hmm.

T3: ...where you'll see that. The camp itself um, there's a learning curve. When we first started, we didn't, we didn't have our—[REDACTED] calls this our home, we didn't have a, a placement yet so we went all over looking for the right fit you know?

K: Mmm hmm.

T3: We went to Laurentian. We went to Wolf Ridge. We went to this one place way out in the middle of nowhere, it was a YMCA Camp, Okejenokiemenookieniekee whatever, and I stopped at the side of the road because I got lost and I asked this guy where the camp was and he had one tooth.

K: Mmm hmm.

T3: I mean it was like way out in the middle of nowhere. Um, you know, and so we went to a lot of different places before we found the Forestry Center. And so, you know, once we found Forestry, camp just.. the formula sort of started to fall into place and how we wanted to run the camps and how the classes would go and...

K: Mmm hmm.

T3: ...you know, doing the one weekend a month, you know, we didn't always have that. And so it was just a learning curve like anything else but now camp has kind of gotten into a good schedule and we've gotten into a good, you know, structure for it. We've had, you know, I, I'm the only teacher that's been here continuously. Um, RB missed sh—like four or five years of it, she was in, in Pennsylvania. But otherwise, I mean, to have two of the three original teachers still working with the camp after 15 years says a lot.

K: Yeah. So that was all of my questions. Um, I just, I just want to give you an opportunity to share any final comments about camp um, before we finish.

T3: Well, I thi—I don't...I think camp would not be camp without HP. She is the heart of this camp. Um, we struggled um, as a camp and as a community when HP was sick um, because for so long she was, and still is, the authority figure at camp. And it was, you know, how do we function without our leader is basically what had to happen and, and so we found strength we didn't know we had when she wasn't here and now that's she back I think we're stronger for it, but you know.... I know other places have tried to replicate this camp and what we have and I think that it comes down to you have to have the right type of leadership. You have to have the right mix of people, and you have to have the right mix of kids, and you have to have the right placement. You have to have the

right home. Um, so I think those four things really make for a successful camp.

K: Mmm hmm.

T3: So, that's my piece.

K: Okay, um, well thank you for meeting with me and giving me some of your time. Um...

T3: You're welcome.

K: This will be transcribed and written up in a report and once it's published it's, it's accessible to the public so I'm sure it'll be shared with everybody.

T3: [Inaudible]...I'm gonna be famous.

K: Yeah.

T3: Superstar [laughter].

--END OF INTERVIEW

CAPSTONE Project

Teacher Interview 4

K: Alright, so the first thing I, um, I would like to know is um, how you found out about the camps. How you got involved in and how long you've been involved with the camps.

T4: Well, I've been involved with the—this is my 3rd year, I think. Um, I knew about the camps for a long time before that um, because I had a connection with HP um, with her helping my science fair kids.

K: Mmm hmm.

T4: And she always wanted me to come but when I'm working on science fair, just this last week I worked three - 12 hour days, and you know, I, I usually never get home past a 10 hour day so giving up a weekend is just a really lot to give up so I really didn't want to. You know, there's only so much a person can do.

K: Mmm hmm.

T4: And so then um, this would have been two years ago, she told me, well you're helping all these kids after school how about if the science fair kids come to camp and you could spend the whole time helping them and get paid to do it. Which I don't get paid, you know, to do any of the help that I do. And so I did. And um, the first year that that's what happened when I was at camp, that's what I did. I would just take kids in that were working on science fair and we'd go in the back and I would, you know, help them. Sometimes we'd have, like we had a big fair coming up and we would work all day Saturday and all night like straight.

K: Mmm hmm.

T4: Just to get, you know...and that saves me so much time after school and gives those kids the, just that extra that they wouldn't get, you know, if—otherwise.

K: Mmm hmm.

T4: But then last year they felt that they didn't want to offer me that time and this year, the same way so I feel frustrated with that.

K: Mmm hmm.

T4: You know, that I, that's what I, what I came on to do to begin with is now suddenly so totally changed.

K: Mmm hmm. Okay. Um...

T4: Not that I don't mind doing...

K: Yeah.

T4: ...the camp stuff that's here. It's just that I—I still do 80 hour weeks and still do all those things and now I've just added on...

K: Big time commitment.

T4: Big added on, big time more than I even had before.

K: Yeah. Um, what is the most important thing about camp to you?

T4: Um, well, I would say the connections I make with the kids that come here. You know, the kids from uh, my school that, that we have this kind of extra little thing we know about each other. We can say we, we both go to camp and you know we have that kind of connection that's um, special I think. And I think they feel, at school, that they feel more comfortable with me if they had any issues or they had anything they would probably come talk to me, you know.

K: Mmm hmm.

T4: So that part, I forget what the question was again. What...

K: What's, what's important about the camp to you.

T4: So I think that's the biggest and most important thing and that's probably the number one reason why I just keep coming.

K: Mmm hmm, mmm hmm. Um, how does camp affect both your professional life and, and private life. Does it have a, an impact on either of those things or do you see camps um...

T4: It's just an extension, I would say of my professional life.

K: Mmm hmm.

T4: It's just working a little bit more. Um, I mean at, at here, at camp, you're a teacher. Everybody here is a teacher and you're doing what teachers do. You're planning, you're teaching lessons, you're doing what you do.

K: Mmm hmm.

T4: Um, as far as my personal life, it makes...it's difficult for my personal life.

K: Yeah.

T4: Um, difficult um, giving up those weekends.

K: Um, what changes, if any, have you seen in students over time who attend camp?

T4: Well, you know, I, I think, I, I guess when I ta—when we talk about camp we talk at—under the kids that come here, you know, and spend

the weekend here. It used to be my kids that HP worked with, you know, let's say for 10 years, you know when camp was going on even though they didn't come to camp. They were always still considered a part of it.

K: Mmm hmm.

T4: They would get a stipend if they were doing science fair, if they were participating. And so, and, and HP was connected with them and I think camp was more connected with kids doing projects like that, you know, then.... And also the um, part that understanding that you know, the high school kids that are doing these projects are like giving up so much of their time already that they...so I'd say that I think I felt connected with HP and the camp um, just through that connection. The last three years things have sort of changed and evolved and, you know, I see a lot of value in the camp and I see a lot of good things for the kids that happen but my science fair kids have co—quit coming.

K: Mmm hmm.

T4: The ones that came at—that came before because they thought they were gonna get to work with me, uh they quit coming. Because for them it was a big advantage too because they could, you know, they work, they're in sports. The biggest thing is they're in sports. So they're after school and if I'm gonna work with them, I've got to wait 'til 6 or 7 o'clock at night to work with them.

K: Mmm hmm.

T4: So if they come here, we can spend a whole Saturday and get all kinds of things done and they give me one on one and you know, it was a big plus for them to come here.

K: Mmm hmm.

T4: And do that.

K: Mmm hmm. Okay, well that was the last of my questions. Um, and so I just wanna give you uh, one last opportunity to share any final thoughts or comments about camp before we end.

T4: Well I just think it's, it's a really awesome thing for the kids that come. I think that it's a cultural experience that they, that they can share, you know, sometimes you might have a little bit of, you know, your cultural experiences that your family has but it's, maybe a little different when you're a whole group of people that get to share together and feel connected with it and I think that's really important. I think the language part, piece of it is like unbelievably important and wonderful that they're learning that. That they can gain some of that back. Um, I, I mean I think that camp is awesome. I, I think that for the kids who um, come here and stick with it, you know. When, when it becomes a revolving door then it, then I think its value diminishes a little bit. You know when there's kids who come and they keep coming and they keep getting mentored and they keep—have their check and connect, but when it's a revolving door, then that's kind of lost a little bit.

K: Mmm hmm. Okay.

T4: Alright.

K: Thank you.

T4: Thanks.

--END OF INTERVIEW