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Little Priest Tribal College (LPTC) - Focus Groups - 2001

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LITTLE PRIEST TRIBAL COLLEGE
LPTC TITLE III PROGRAM

LOCATION:
LITTLE PRIEST TRIBAL COLLEGE

DATE:   WEDNESDAY, DECEMBER 5TH, 2001
4:00 – 8:00 pm

ATTENDANCE:  23

GROUP #1 -- FACULTY AND TEACHERS
4:00 – 5:00 PM

QUESTION:  How can Little Priest Tribal College support the schools math and science curriculums to get students to the collegiate level? (Cultural and non-cultural approaches)

- AISES Chapter at the High School
- Align High School and LPTC curriculum / continuity
- Student placement, appropriate courses
- Introduce algebraic concepts/equations earlier (elementary)
- How to transition concrete/abstract thinkers
- Include culture and community connections
- Science – respect for the land
  - Link technology (integrate)
  - Training
  - Filling in the holes
  - “Trap of Technology”
- More bridging between High School and LPTC using “Blackboard”
- High School teachers and LPTC instructors meet/network
- Math/Science camps, immersing into subject
- College students and High School students working together on projects
- Alternative math/science programs to enhance skills (culture)
  - Summer Institute (use nearby resources)
- Help students make the connection of importance, usefulness to them
- Mentoring/shadowing programs
- Engage students! Advanced Standing Classes vs. College Credit
  - Rocks and stars
GROUP #2 -- ADMINISTRATION, BOARD MEMBERS (LPTC), TRIBAL COUNCIL, SCHOOL BOARD MEMBERS (WPS, ST. AUG'S, WHS)
5:00 – 6:00 PM

QUESTION: How can the school systems within the community support one another to make students more competitive in Math and Science (Technology) while insuring quality instruction at a reasonable cost?

- Hear/stress importance of education/higher education at every level
- Need Native American role models (Native American professionals)
- Develop a process of communicating progress to parents and develop a medium to gather/disseminate information
- Strategic planning
  - Realistic / attainable goals
- Need to centralize coordination
  - Efforts and plans
- Challenge students
- Raise expectations
- Don’t enable
- College students mentoring High School students
- Develop clubs (drama, science, music, culture, psychology)
- Empower students
  - Feel ownership
  - Responsibility
- Online/Distance Education
  - Faculty training
- Require staff/faculty to learn about Winnebago/HoChunk culture

GROUP #3 -- GENERAL PUBLIC, COMMUNITY ORGANIZATIONS, STAFF (LPTC)
6:00 – 7:00 PM

QUESTION: How can the community as a whole, including school systems, work together to provide opportunities for all youth to excel in Math and Science Technology?

- Tribal Council to mandate High School graduation/GED
- Higher Standards
- Create common goals
- Role Models (from Native Americans in Medical field)
- Publicize comments / suggestions
- Science/Math camps
- Parental Involvement
GROUP #4 -- STUDENTS (LPTC) AND HIGH SCHOOL
7:00 – 8:00 PM

QUESTION: As a student, what would you like available to assist you in developing skills for entering the workforce and to be successful in college? (Math & Science)

• Organize systematic guides / tools
• Remove Barriers
• Get familiar with High School layout
• Exposure University programs and departments
  - Fellowship, INMED – start similar programs
• Attend math/science classes at other colleges
• Share math/science facility
• Make sure LPTC students are technology literate/savvy
• Provide shadow/mentor for new students
• More evening classes
  - More summer classes
  - On-line courses
• Weather problems
• Equal pay scale (base on education)
• Effective Communication Skills, Coping Skills, Interpersonal Skills
• Computer Access/Availability /Computer Use (at home as well)
• Tutoring
• More Focus Groups
• Lunch group/study sessions