

Family and Community Session 6

Growing Our Future Leaders

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Foreword

The topics for these community forums were chosen with input from a variety of stakeholders in Project North Star. We understand that these topics are significant in parenting and educating gifted children in rural areas, but that they are just a handful of important topics families, educators, and communities need to discuss when nurturing the gifts and talents of young people. **These are a tiny lens on very large topics, and are intended to be a starting point for discussion and further exploration.** Please use these forum guides in whatever way makes sense in your community, and feel welcome to use them as a template for addressing other important topics.

The contents of these guides have been chosen using a number of criteria. We asked:

- Are they relevant to people who live in rural areas?
- Are they current and/or timeless?
- Are they respectful?
- Are they universal? (Some resources reference specific cultures, regions, or traditions. We know the readings cannot be specific to every group, but do the selected resources spark important questions that are relevant to our target audience—communities, educators, and families in rural areas who are actively engaged in creating opportunities for growth for gifted and talented children?)
- Are they thought provoking?
- Can we show alternate points of view with multiple readings, in order to help start a positive dialogue?
- Are they readily available in complete form? (Most sources are available online. We felt the need to include excerpts from several books whose authors' wisdom we felt necessary to include in our work. All sources are cited.)

We understand that not all readings will ring true to all people. Please read with an open mind, and the understanding that multiple points of view are helpful, even if the specific information offered does not apply to your situation. Analyze the readings with an eye for finding similarities, differences, and commonalities of purpose to your own experience. Feel welcome to disagree respectfully, or to champion another point of view with equal respect.

The content of these sessions are not intended to reflect the opinions or beliefs of the Project North Star staff, contractors, consultants, or participants. In fact, resources were chosen with an eye to presenting multiple points of view, with the intent of providing a lot of scope for conversation.

Above all, the Project North Star Team applauds you for engaging in discussions that bridge the divide often found between education, family, and community. We know that this collaborative

spirit is very often a strength of rural communities, and is something we seek to share with others. We sincerely thank you for your contributions to this work.

Suggested Reading #1

Newcomers mean brain gain for rural Minnesota

by Mary Vitcenda, University of Minnesota Extension

The perception of rural Minnesota — indeed of rural America — is often one of decline and stagnation. Images of abandoned farmsteads, boarded storefronts, and shuttered schoolhouses come to mind.

Yes, those conditions exist. But it's time to bust some myths. Contrary to popular perception, small towns in Minnesota are not losing people of all ages, nor are all small towns dying.

Those are findings from recent research by Ben Winchester, research fellow with the University of Minnesota Extension Center for Community Vitality. In a study prepared for the Upper Minnesota Valley Regional Development Commission, Winchester investigated the changes in population and demographics of rural, non-metropolitan Minnesota counties between 1990 and 2000.

Beyond conventional analysis

Conventional analysis often goes no further than comparing county population from one decade to the next and seldom expands to a more detailed understanding of the underlying population dynamics. "This has implications for funding and more important, the morale" of rural places, Winchester notes.

The Extension study digs deeper by examining population changes, by age, in any given location. A close look at the data uncovers both decline and growth within various age categories. While small towns do experience a loss of young adults age 18-25 — commonly known as the "brain drain" — there is also an in-migration of adults aged 30-49 and their 10-14-year-old children. In fact, from 1990-2000, nearly every rural county in Minnesota experienced growth in the 35-44-year-old group.

In many cases those moving into rural communities can offset, or surpass the numbers of those moving away. These new, well-educated residents are in their prime earning years and have helped invigorate the community and economy of those towns "by bringing children, starting businesses and engaging in community life," Winchester says. Thus, he calls this trend "the brain gain of the newcomers."

Rural rebound

Minnesota's experience matches that of the entire nation, which has been undergoing a "rural rebound" for some 30 years. In fact, between 1990 and 1999, 2.2 million more Americans moved from the city to the country than the reverse. The numbers have varied decade to decade since then, but the overall trend of rural growth remains — creating a diverse population, labor force and economy that encompasses more than agriculture.

"In a way these newcomers have been helping to mediate the economic restructuring of agriculture and manufacturing [in rural areas] for the past 30 years," Winchester says. "Our rural towns would look very different — worse — if these newcomers hadn't been making these moves."

Why do they come?

Why are people migrating to non-metropolitan areas? According to the Extension study, which surveyed 53 new residents of seven west central Minnesota communities, they want a slower pace of life, lower-cost housing and greater safety and security — relative to urban areas. Other important drivers include the desire to find good schools and more outdoor recreational activities, to be closer to relatives, and to live in a desirable natural environment.

A sample of the west central Minnesota newcomers' comments reflects these wishes:

"I guess it was just kind of an escalation that the city wore me down. I was just kind of drawn to the country area because of the quiet — a different pace of life, too."

"We both wanted to live in a country setting, and every house we've lived in has had a little more acreage, so now we are finally on a 10-acre hobby farm, which—you know — this is an ideal area affordability-wise to find that sort of setting, because in the Twin Cities that same amount of acreage would be astronomical."

"We have a state park within 15 minutes. They have great trails. There are so many fun things to do."

Who are they?

Respondents to Extension's survey also appear to be a skilled, educated, entrepreneurial bunch. Of the 53 newcomers, 45 percent said they have occupational skills in management, business, financial, or other professional fields, while 34 percent have occupational skills in the office or administrative support field.

Some 68 percent of survey respondents had received a bachelors degree or higher, and 19 percent an associate degree. Finally, 23 percent of respondents said they own or operate a farm or business — compared to 8 percent in their former communities. One newcomer expressed the entrepreneurial spirit this way: "Probably the biggest reason we moved back was the opportunity to be self-employed and just to have that control over your life."

Trend poses opportunities

Winchester reminds communities that the rural rebound has been happening with very little public or private intervention to recruit or attract newcomers. The trend gives rural Minnesota communities cause for hope. But it also calls for action.

As communities seek to take advantage of opportunities posed by rural population changes, they will encounter two key questions: "How do we attract new residents?" and "How do we keep

them?" The second question becomes particularly important when the newcomers' children grow up and they might be tempted to move back to urban areas to advance their careers.

Smart answers to those questions will yield more vital, vibrant rural communities. Some communities, such as a number in northwestern Minnesota, are already learning what's needed to attract newcomers to rural areas. The work has yet to begin in other areas.

As rural communities examine their options, it's important to be receptive to new ideas. As one respondent to Extension's survey said, "Tradition is strong, but we need to be open to exploring. It's not all gloom and doom. New things are happening."

<http://www.extension.umn.edu/community/news/newcomers.html>

Suggested Reading #2

College Isn't for Everyone – No, Really

by Matt Price

I had the chance the other day to talk to a recently graduated high school senior while getting an ice cream in town the other day. He was glad that school was over.

I asked him if he would be attending college somewhere and his answer was a resounding "no."

He said he was tired of school and just wanted to get on with life, maybe get a job at the local factory where he could start, walking in the door, at more than \$11 an hour - good money for an 18-year-old.

My response to him was something of a surprise and goes against everything our society is telling our kids. I told him college wasn't for everyone.

I went on to tell him that bucking the trend now may save him embarrassment in the coming months and a sense of failure that could follow him all his life.

The kid warmed up to me because I think he thought he was going to get the standard speech of, "you've got to go to college — if you don't go you will always have a low-paying job." In fact the pressure is so powerful that we basically tell graduates of high school that they will be losers in life if they don't go to college.

In the past 50 years, or so, we have reduced education from an end to a means. College is not about expanding your knowledge anymore — it's all about making more money.

If you think I'm lying just ask any student why they worry about college at the age of ten. Mom and Dad have big dreams for their child — as long as the dream includes lots of money at the end of the rainbow.

Even our teachers, for the most part, don't encourage their students to get an education so they

too could teach others. Why? There is no money in teaching — you need to get a degree in something that can make you a lot of money.

The system has produced a lot of people who hate their work. My number-one question to a teenager is what do they want to do? The answer I usually get is, "I don't know — something that makes a lot of money." This is where we are.

Kids start studying for the SAT or ACT while in grade school so that they can get high scores so they can get into the right colleges so they can study something that doesn't interest them a lick.

When they get the "right degree" they apply for jobs that don't interest them in the slightest and start drawing a paycheck that is never enough because the student loans, (some to the tune of over \$100,000) may take more than 20 years to pay back. And those are the ones who graduate from college.

A lot of kids go off to college with big paychecks as their motivation, only to fail. Within six months they are back in town running a cash register. You can tell from their body language that they consider themselves a failure.

They failed to live up to our dreams for them and we never considered theirs.

We have failed to instill one of the number-one truths that a parent can hammer into their child. Money is not everything and money cannot buy happiness and contentment.

I grieve at times because we are trying to fit square pegs into round holes. We have become a society that worships science and mathematics at the expense of philosophy, history and art. In pushing education for the sake of money, we have lessened ourselves to a society of workaholics who hate what they do but possess a lot of toys that they don't have time to enjoy. College is not for everyone. An advanced degree is no guarantee for a contented life.

Money is not everything.

Doing something you love to do even for nothing, has and will continue to produce the kind of person other people want to be around.

Now think, who is the loser in the long run?

Matt Price is a pastor, author, and columnist.

<http://utminers.utep.edu/omwilliamson/collegenotforall.htm>

Suggested Reading #3

Is College Not for You? 6 Options for Native American Youth: Native American youth can be successful without a degree

by Cary Rosenbaum

We all have aspirations. Higher education isn't the answer for all Native American youth, but it can definitely help in many cases.

Whether you've just graduated from high school, have been out of school for a while, have a family to support or are ready for a new journey, options are available for Native American youth and adults—whether they're on or off the reservation.

There are millions of pages on the Internet, so we consolidated all sorts of career and travel-related information to help those who fit the aforementioned criteria.

Good luck to you seekers of new adventures!

Monitor Your Tribe's Jobs Online

Indians don't have a Monster.com. Most tribes utilize their government websites to post jobs. This may be your best chance to get income flowing, and many tribes have allocated their funds in areas that could have you working indoors or out in the field, depending on your skillset.

Some even look to Bureau of Indian Affairs jobs on their reservations, swearing the government pay and perks outmatch that of the tribe's. This other employer also abides by Indian preference and offers office and field jobs, whether it's working with your tribe's land or repairing the roads.

If your tribe has a casino, then the entertainment industry could also be calling your name, and you might be able to score some nice tips as a dealer.

All three of these options have positions that do not require more than a high school diploma or GED. Many offer their own training and development programs that could lead to you advancing up the tribal government ladder. You could be in business, my friends.

A word to the wise: The federal government's lack of funding toward tribal government programs has resulted in tribes losing employment opportunities. This could make for more challenging employment.

First Step: Visit your tribe's website and find the job announcements page. If you can't find it, call someone at the tribe.

Get In Touch With Your Culture

Many smaller tribes are struggling to keep their languages and cultures alive in the modern era. There are a multitude of reasons for these losses, which include assimilation, employment, education and even technology. Some tribes have lost their languages altogether; others are fortunate to have a handful of speakers.

Native Americans rely on their customs and traditions to maintain their sovereignty as tribes. It has provided an indefinite amount of support to their survival in this country.

While it won't always put food on the table, it's of extreme value to your tribe, and there may be no more honorable of an act. Some consider getting in touch with their culture and language a way to strengthen their spirit. Who knows? One day this effort could lead you to being a spiritual leader for your tribe, which is more rewarding than a high-paying job to your people.

First Step: Find an elder, or a language or culture program or specialist within your tribe or a tribe you descend from.

Work For Another Tribe

This is the easiest way to get a new start in a place that's got that "home" feel but isn't exactly *your* homeland. Depending on the size of the tribe, there could be several openings. Because each tribe has its own unique culture, land base and economic impact, the diversity of jobs may be reflective of their situation. But the important leverage to remember is, again, Indian preference.

It may take a little bit longer to get on board at a new tribe—as you'll certainly be counted out of many positions their own tribal members, descendants and spouses apply for—your preference level as a member of another tribe should not be overlooked.

The beauty is: you could be on your home reservation, city or town and monitoring other tribes' websites for these positions and taking shots in the dark every turn. Eventually, when an opportunity arises and your preference level warrants an interview, you can jump at a chance to try out a new scene.

Warning: Many tribes have difficult housing situations that you can qualify for, but you should have some savings set aside for travel to your interview and—if you're hired—money for first and last month's rent. If you do get an interview, it's also a good time to check the area out for rentals, especially if it's a long distance drive or flight. Grab a local newspaper and check out the classifieds section.

First Step: Hop on the Internet and find tribe's at the distance you would prefer to relocate. From there, find their websites and job announcement pages.

Native American Youth Can Join the Military

Native Americans have a proud history in the military. Pima tribal member Ira Hayes helped raise the American flag in Iwo Jima during World War II. Navajo, Cherokee and Choctaw code talkers contributed to victories in World War I and II. Throughout history, many Native American youth have laid their lives on the line for the United States.

For some, like famed Native actor Wes Studi, the military has been a launching pad to a future that may be outside the required duration of service. Undoubtedly, though, you will have access to see a world far from your home that could provide a powerful change to your perspective.

Linda Old Horn-Purdy, of the Crow Tribe, was one of the first Native American women to serve on a combat ship in the Navy. She's considered a pioneer for her service in the military. She initially signed up to enjoy the perks, such as education training and travel. "I needed a place to sleep, something to eat and for me, that was good enough, and to learn, that was the main reason," she told ICMN in 2014.

From an employment standpoint, many tribes also have veteran preference if you're looking to work. There's also a level of influence a person in the armed forces has, as opposed to a regular

citizen. Just look at what happened when thousands of tribal and American veterans descended on Standing Rock in December to show solidarity.

First Step: Use the Internet to research each branch of military service, then find the office nearest you. You could also call these places ahead of time to get more information and have questions answered.

Native American Youth Can Be Creative

There's a place in this world for American Indian arts—or variations of other genres with a Native spin. While there are college degrees, art is an ability you can work right away, whether it's painting, tattooing, or a more traditional form of the craft. It might be a slow start, but if you put in enough time and dedication, you could find yourself hundreds if not thousands of miles away from home, showcasing your talents.

Many foreign countries have the utmost respect for Native Americans, and would be more than welcome to host you if you wanted to really immerse yourself in another culture.

Paul Fiddler (Cheyenne River Sioux) is a good example of someone who started young as a tattoo artist. "I used a wall tack and some pen ink and made initials on my hand," he told ICMN in 2015. He continues his work today: "They are my own designs, and no two are ever the same."

Another good example would be Jim Boyd, a Colville tribal musician who was honored with the Native American Music Association's lifetime achievement award in 2014. For decades, he marketed his brand of Indian rock-n-roll, which led to him traveling across the country and into Canada and Europe. He also performed with the likes of Motley Crue, Cheap Trick and Joe Cocker, and provided music for the soundtrack to "Smoke Signals." He did not attend college until his early 30s. And he started making cover songs. "I got so good at singing other people's songs that I'd actually sing just like them," he told the *Seattle Times* in 2003. "So when I tried to find my own voice it was hard, because I didn't really have one."

Native American youth can look no further than the example provided by powwow-step sensation A Tribe Called Red or renowned art activist Bunky Echo-Hawk. The former placed their first album online for free in 2012, which led to multiple opportunities for gigs and radio play. Now, you'll hear their songs accompanying the Nike N7 collection videos—a line of clothing the latter has had a huge hand in.

There are dozens of styles of art you can focus on, including carving, sculpting, beading and weaving. Echo-Hawk's passion led him to the Institute of American Indian Arts, which could help you refine yourself further if it becomes a chapter of your life.

First Step: Choose an art and buy the necessary equipment. Use free online resources and begin training yourself.

Join the Peace Corps

There may be no better chance to broaden your horizons than this option, which does not require a degree or much experience—though it is a competitive process. The Peace Corps offers a chance to help people in various countries across the globe while also inviting them to understand you and your culture. And the opportunity could transform your life.

Take Shawn Albeita, who wrote about his experience in Panama. He helped the people with sustainable business concepts that would outlast his term of duty, or so he hoped.

“My Peace Corps experience changed my life positively,” he wrote. “As an indigenous person, I was able to share my culture and build personal relationships. While I faced various challenges throughout my two-year service in Panama, such as learning a new language and integrating into another community, I was able to navigate these challenges and overcome them successfully. The people of Panama gave me more than I gave them. When I look back on my Peace Corps service, I am proud of the successful projects I completed, the positive changes I helped shape, and my personal development.”

First Step: Read more about what it takes to join, and apply immediately, it takes nine to 12 months of advanced notice to get you to your future destination.

Cary Rosenbaum (Colville) is a correspondent and columnist for Indian Country Media Network. Follow him on Twitter: @caryrosenbaum.

<https://indiancountrymedianetwork.com/education/native-education/college-not-6-options-native-american-youth/>

Discussion Rules

1. You cannot change other people. We can share ideas, resources, and opinions, but we can't make other people think the way we do. This community forum is all about finding common ground.
2. Compromise. Talk about the goals underlying your ideas and plans. When you see why people want to do things, you often find you are working toward the same goals in different ways. Meet somewhere in the middle.
3. Practice acceptance. When we accept others' differences, we give them a gift. This is great role modeling for our children.
4. Realize your contribution. Just by being here and participating in this discussion, you are making a difference in the lives of your children and the future of your community. Well done!

Project North Star ~ Discussion Notes ~ Growing Our Future Leaders

<i>Discussion</i>	<i>Notes</i>
<p>Leadership</p> <ul style="list-style-type: none"> • Who are your community leaders? • How can you engage young people in community leadership? 	
<p>Service</p> <ul style="list-style-type: none"> • What needs do you see in your community? • What opportunities do young people in your community have to help others? 	
<p>Further Training or College</p> <ul style="list-style-type: none"> • What skills enrich your community? • Where do young people go to learn these skills? • Is college an all-or-nothing choice? 	
<p>Creative Careers</p> <ul style="list-style-type: none"> • Young people today will go on to have careers we haven't yet dreamed of. How do we support them? • Does your community encourage young people to combine old ways with new when determining their career-paths? 	
<p>Mentoring – paying it forward</p> <ul style="list-style-type: none"> • Young people can learn a great deal from mentoring younger children, and may become lifelong mentors • What kinds of mentorships occur in your community? 	

Discussion Questions

These questions are included for your convenience, and should be considered a suggestion, not a requirement. You can choose to use some, none, or all of these questions as you facilitate your discussion. Keep in mind that there are no right answers—all opinions are valid, and the purpose here is to open lines of communication.

Questions for Suggested Reading #1

1. Thinking about suggested reading #1, does your community have a lot of outmigration, as the author mentions? What percentage of high school graduates leave the community, and of that group, how many return?
2. Does this outmigration affect your community's attitude toward gifted services and school enrichment programs?
3. What about the phenomenon of immigration? Are you seeing this in your community? How can your community harness the new resources of time and talents these folks bring with them?

Questions for Suggested Reading #2

4. How do you feel about the message of this article? Do you agree that not all students should go to college?
5. How do you address this concept with youth in your family, school, or community?

Questions for Suggested Reading #3

6. How many of these options have the youth in your community chosen in the last decade or so? How have these choices worked out?
7. What about a career fair that isn't focused solely on college? Could some of the young adults who have pursued education and career that are not college-based speak with a group of students, either in person or online?

General Discussion Questions

8. Does your school or community offer programs that train students for careers?
9. Does your school or community offer programs that encourage small business ownership?
10. Are community businesses and organizations involved in creating, funding, or implementing these programs? If so, how do schools and community members work together?
11. If you don't already have community collaborations in place, what ideas can you come up with that might both enrich bright students' education and the community at the same time?

Practical Strategies

Creating Opportunities in Rural Communities

Rural areas are prized for breathing room, close access to the natural world, and a less frenetic pace of life than one finds in urban or suburban settings. Every community offers a different combination of opportunities for young people. This section is to help you think through what you have, what you wish for, and how to develop and sustain these resources.

What opportunities exist for young people in your community?

Both within and beyond the school day, think about the social resources available to the youth of your community. This includes a youth center, sports, social clubs, theatre and music venues, volunteer programs, mentor programs, cultural education—whatever you have already in place. What about the employment opportunities for young people? Does your community have a variety of small businesses, or one or more large industries? Where do high school students work after school and on the week-ends? Who has access to these opportunities? Does age restrict participation in some programs? Is transportation an issue?

What opportunities do you wish existed in your community?

If you could create your dream resource for the young people in your community, what would it be? Would it center around culture and tradition? Small business ownership? A trade school or college? What do you think young people require to be successful? What would need to happen to create those opportunities?

Are young people involved in decision making?

Research from universities like Harvard and the University of Illinois (cited below) shows that young people are much more likely to be strong contributors to their community when they are given a role in community development. Every parent and educator knows that you can send a child to school, but you can't make him think. Kids use those amazing brains when they are invested in the task, and have ownership over the outcome. Give your youth a seat at the table, and help them develop a lasting sense of belonging and relevance. This benefits all community stakeholders: young people are connected to our global online community in a way that people not born into it have a hard time understanding. Harness that connectedness and creativity to strengthen your efforts. Get the next generation invested in their home community to ensure sustainability.

What are some of the priorities for rural communities hoping to retain and attract young people?

- High-speed internet – This is probably the single most important piece of infrastructure. This allows for a wealth of additional educational and training options, unlimited access to communication with the larger world, and opportunities for working online, or advertising a small business or service.

- Strong schools – technology allows for a host of educational enrichments that were not even dreamed of a couple of generations ago. A community focus on education ensures that teachers and administrators are given professional development dollars, have access to mentors from the community, and are offered enthusiastic support of all education-related events.
- “Third spaces” – Not home, not work or school, third spaces are where young people can meet and socialize in a safe and comfortable environment. Coffee shops are great for all ages.
- A community that supports small business – chain stores and online shopping are everywhere. A small business focus in a community allows young people to make a living as business owners.
- A place at the community decision-making table

Follow-up and Extension on Readings and Discussion

The following excerpts, links, and research questions are included to begin to broaden and deepen your exploration of the topic. These, again, are suggestions, not required reading and research. This section is included for those whose interest was sparked, and who seek more information. This is not a comprehensive list of resources by any means. As you explore these suggestions, you will find many, many more. Follow your interest, build on previous knowledge, and share with your community!

Shared Wisdom

Outsider Partners? Working With and Within a Teacher Preparation Partnership in an Indigenous Rural Community (excerpt)

Cheryl A. Torrez and Marjori Krebs

~Teachers who will teach the students in this rural () community need to know these students and this culture, not others that are represented in other parts of the state in order to fulfill a national organization’s idea of diversity of experience in teacher preparation. A field experience in this rural community is one situated in a monoculture, not a diverse culture, and yet experience with this culture is exactly what those who will teach here need in order to be successful. (pp27)

~...not any “great” teacher can be successful without valuing the culture of her students. Culture and community has to be an integral part of the students’ classroom experiences. Our teacher preparation program needs to adopt this as a central theme, and to help our future teachers learn how to explore, observe, listen, and watch as they enter into a new place to teach, wherever it may be. Just because one has license to teach, does not mean that she knows everything about teaching—especially teaching the specific children in her classroom in regards to *place*. (pp28)

~We are committed to this idea of helping rural areas grow their own teachers, who will be equipped to handle the curricular and leadership challenges through teacher preparation, as well

as the social isolation issues that are often challenging for some teachers relocating to rural areas.(pp29)

<https://files.eric.ed.gov/fulltext/ED561233.pdf>

Rural Youth Urged to Stay at Home and Help Build Communities (excerpt)

by Claudia Gardner

Courtesy of the Jamaica Information Service

Minister of Industry, Commerce, Agriculture and Fisheries (Jamaica), Hon. Karl Samuda, is urging young people residing in rural areas to remain at home and contribute to the economic development of their communities.

“I implore you to see the positives in every aspect of your community development and try to remain at home to build your community. It is only by rural development that will we see the degree of growth and economic achievement that we all hope for,” he noted.

Speaking at the World Food Day national ceremony and exhibition at the Knockalva Agricultural School in Hanover on Thursday (October 12), Mr. Samuda said a large number of rural communities are at a stark disadvantage, as many of the young people migrate after completing school.

“As I look out here, I say to myself, how many of you youngsters who are receiving this tremendous training are going to remain in your communities,” he said.

He said the Government acknowledges the need for increased focus on infrastructural development in order to stem the rural-urban drift.

This includes the provision of critical hard infrastructure such as roads, water and electricity, and soft infrastructure, including Internet services.

“You cannot develop a community at this time in our history unless you expose every child to the Internet, because the world is no longer Knockalva and its environs. You have an enormous scope from which you can draw knowledge if you are exposed to it,” he pointed out.

<http://jis.gov.jm/rural-youth-urged-stay-home-help-build-communities>

Further Investigation

Questions to Consider

Connections to the future

1. How can innovation and creativity be promoted among this generation of learners to improve infrastructure and living conditions in your community?
2. What steps can be taken to address the tension between educational attainment and the available jobs in your area?
3. How can educated young people effectively bring their knowledge and skills home to the community?
4. What tensions exist between education and the job market?

Purdue University -- Important Areas for Research (Diné) (excerpt)

<http://gerinari.weebly.com/research.html>

Websites

- FastWeb Scholarship Search Engine and Database --
<https://www.fastweb.com/educators/registration>
- Minnesota American Indian Chamber of Commerce (MAICC)
<http://www.maicc.org/business-directory/american-indian-member-business-directory/american-indian-nonprofits>
- CityTownInfo Career Info
<http://www.citytowninfo.com/studies/best-careers-degree-not-required.html>
- Jack Kent Cooke Foundation
<http://www.jkcf.org/scholarship-programs/young-scholars/>
- Davidson Young Scholars
<http://www.davidsongifted.org/Young-Scholars>
- American Indian OIC
<http://aioic.org>
- Native American Community Development Institute
<http://www.nacdi.org/contact>
- University of Minnesota Extension Family Programs
<http://www.extension.umn.edu/family/>
- Northeast Entrepreneurial Fund
<https://www.entrepreneurfund.org/>
- Minnesota Rural Partners Academy
<https://mnruralpartners.wordpress.com/>

- Lakes Venture Group
<https://gust.com/organizations/lakes-venture-group-ii>

Books

- Jacobson, S. (2009). *Carrying Jackie's Torch: The Players Who Integrated Baseball and America*. Chicago, IL: Chicago Review Press.
- Levinson, C. (2017). *The Youngest Marcher*. New York, NY: Atheneum
- Moore, W. (2010). *The Other Wes Moore: One Name, Two Fates*. New York, NY: Spiegel & Grau.

Articles

- Don't Fall For These 5 Scholarship Scams <https://www.usnews.com/education/blogs/the-scholarship-coach/2012/07/26/dont-fall-for-these-5-college-scholarship-scams>
- Engaging Young People, by Craig Schroeder – Link to report found on:
<http://mpirg.org/2014/06/06/youth-of-rural-america-unite/>
- 5 Strategies for Retaining and Attracting Youth to Rural Communities, by Pamela Schallhorn -- <https://web.extension.illinois.edu/bcjmw/downloads/59520.pdf>
- Between Nations: Choosing to live on or off reservation, by Kathryn Houghton --
http://nativenews.jour.umt.edu/2014/?page_id=171
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