

DOCUMENT RESUME

ED 237 249

RC 013 951

**AUTHOR** McQuiston, John M.; Brod, Rodney L.  
**TITLE** The Status of Educational Attainment and Performance of Adult American Indians and Alaska Natives.  
**INSTITUTION** National Indian Management Service of America, Inc., Philadelphia. Miss.  
**SPONS AGENCY** Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.  
**PUB DATE** 15 Jul 81  
**GRANT** G00702795; G007802770; G007902676  
**NOTE** 837p.  
**PUB TYPE** Reports - Research/Technical (143)

**EDRS PRICE** MF05/PC34 Plus Postage.  
**DESCRIPTORS** Academic Achievement; Academic Aspiration; Access to Education; Adult Education; Adult Literacy; \*Adults; \*Alaska Natives; American Indian Education; American Indian Languages; \*American Indians; Community Education; Community Involvement; Dropout Characteristics; \*Educational Assessment; \*Educational Attainment; Educational Status Comparison; Elementary Secondary Education; Employment Patterns; Language of Instruction; Language Role; National Surveys; \*Participant Satisfaction; Quality of Life; Relevance (Education); Unemployment

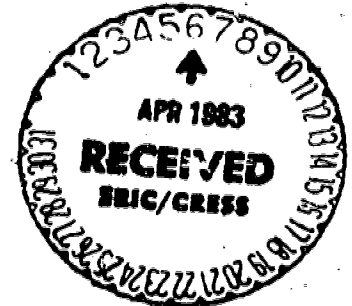
**ABSTRACT**

A 4-year nationwide survey of educational services to adult American Indians and Alaska Natives was designed so the U.S. Department of Education Office of Indian Education could make decisions about services and funding levels, develop policy, and assess relationships between social conditions, education, and literacy. Home interviews with 4,000 randomly-selected adult Indians used a 16-page questionnaire and 57-item performance level examination; providers of Indian adult education received another questionnaire. Findings indicated the median education among adult Indians was substantially lower than that of any other ethnic/racial group; scores on the Adult Performance Level examination were low; literacy (reading, writing, arithmetic) as measured on the examination did not increase importantly with years of formal education; few Indian adults had attended college; only 57% had high school diplomas (or equivalent); more than 33% were dissatisfied with their education; about 75% wanted more education; and 2 of 3 felt they received irrelevant education. Although Indian-based or community adult education programs were considered most successful, their students did not attend college or better their job situation. Recommendations called for use of native languages in instruction, examination of discriminatory practices, more Indian teachers, and increased Indian community involvement in education. (MH)

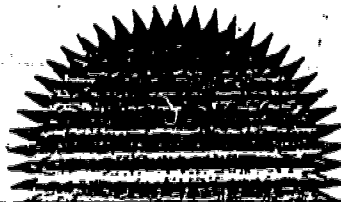
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ED237249

# The Status of Educational Attainment and Performance of Adult American Indians and Alaska Natives



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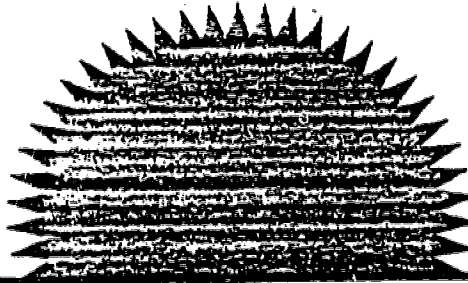
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July 15, 1981

Honorable T. H. Bell  
Secretary of Education  
U. S. Department of Education  
Washington, DC 20200

Dear Secretary Bell:

Enclosed please find a copy of our final report to grants numbered G00702795, G007802770, and G007902676, which analyzed Indian adult education needs and programs. Our findings are disturbing, and indicate a vast need for remediation of the educational shortfalls of Indian adults, though not necessarily through traditional educational institutions.

The survey represents the only source of information which ties Indian people to the Adult Performance Level study (the APL). The results show a consistently lower scoring in APL questions than those of non-Indians. Even persons of Ph.D. level scored a full 20 points lower than their non-Indian counterparts. We can only conclude that the educational institutions serving Indian people are inadequately addressing Indian needs. For instance, we found a surprisingly high need for native language speakers.

In addition, the survey has compiled a large body of information on areas other than educational status. Valuable profiles of housing, health, and other areas have been outlined which can be used in developing improvement strategies in various areas of Indian life.

The study was extremely difficult to carry out, in part because we were concerned above all with the validity of the data. In addition to the geographical difficulties reaching isolated Indian communities, we encountered problems in changes in the scope of the project, as OIE staff came to different conclusions as to what our scope should be. From our original proposal (to survey Indian adult education East of the Mississippi on a reservation basis) the project developed into a random sample scientific survey of Indian and Alaska native people throughout the 50 states. While we were in wholehearted agreement with the idea of a nationwide survey, its expansion by degree as a result of new ideas rather than its solicitation from the start by OIE resulted in extreme pressures on project administration. Coupled with a bare-boner budget, these factors made production of this final report extremely difficult. It is being submitted behind schedule and in typescript rather than being printed; but the substance of the report is both important and enlightening and the data is valid and accurate. No information of this sort has ever been produced on Indian people.

The survey results document the overwhelming need in Indian communities for the Part C programs, and for BIA contract Adult Education programs. We hope these programs will be continued and expanded. The results in terms of raw data, rather than the summaries contained in this report, could prove extremely valuable to reservations and urban groups should additional resources be found to analyze the data by site and to provide analyses by individual tribal groups.

We believe the study will have a major historical impact in Indian Country, and are proud to have been able to make this contribution.

Sincerely,

Phillip Martin,  
President

The Status of Educational Attainment and Performance  
of  
Adult American Indians and Alaska Natives:

\*by

John M.  
McQuiston

Rodney L.  
Brod

Submitted by:

National Indian Management Service of America, Inc.  
P. O. Box 605  
Philadelphia, Mississippi 39350

  
Phillip Martin, President

  
Frankia Chisolm, Secretary-Treasurer

\*This is a true co-authored work and the authors may  
be cited in either order.

This is the final report for the project supported by Grant Numbers G00702795, G007802770, and G007902676, awarded to National Indian Management Service of America, Inc. by the U.S. Department of Education/U.S. Office of Indian Education, originally under subpart A of Title IV, Part C of the Indian Education Act and what are now Sections AEA(a) (2) and (4) of the Indian Adult Education Act. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Education.

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## ACKNOWLEDGEMENTS

National Indian Management Service of America, Inc., and the authors of this report extend their sincere appreciation to all contributors of effort in this first national study of American Indian adult education, and wish to acknowledge especially the contributions of

Dr. Jim Fortune of Virginia Polytechnic Institute for his sampling and methodological designs, for his continuing helpful advice and review, and his willingness to help at any time in all aspects of this effort;

His knowledge of probabilities related to sampling helped in two critical areas. The first being assisting management in assessing cost associated with the clustering techniques and second, establishing the framework for assessing the cost of the probability samples with call backs and with quotas;

Dr. Peter E. Hackburt for his direction during all the early phases of the project and the design of a truly complete sample selection, instrument design, preparing logistics and field supervision plans, and interviewer training;

Dr. Robert Swan for his general advocacy in the area of Indian adult education, his constructive ideas in the areas of design and methodology, and his support of the project as a means for determining need;

Dr. Eugene Fitzpatrick for his essential computer and statistical contributions to the analysis of the IEA/SEA data;

William Shea for his work on the coding and computerization of the IEA/SEA data;

Dr. Greg Sather for programming analysis of the instrument, many long hours dealing with opScan problems, and for valuable computer assistance provided;

Dr. Steve Corella for his assistance in the training of field interviewers;

Acknowledgements (continued)

The National Indian Adult Education Association for its support both as a national organization and through its individual members for this study and the dissemination of its results, and for advocating the interests of Indian adults who want to learn:

Current and former Department of Education/Office of Indian Education staff for their recognition of the need for the study and their continuing support, particularly Roxanne Flanagan, Oliver Abrams, Lawrence LaMour, Hakim Khan, William Demment, Herb Jacobson, Jack Maimone, Gerald Gipp, Diana Loper, and John Tippieonic;

Nell Rogers and Arthur Bridge for their willingness to edit and offer continuing advise on survey management and adult education concerns, including Ms. Roger's sustained dedication to American Indian adult education.

The authors would like to make special acknowledgement to Frankie Chisolm, Secretary-Treasurer and Phillip Martin, President of National Indian Management Service of America, Inc., who, although occupied with their duties as corporate officers, made extensive personal contributions to complete the study phases of this project and who undertook additional tasks as unexpected needs in all areas arose.

Recognition of additional individual contributions are contained in Appendix C to this report.

## CHAPTER 1

### ABSTRACT AND EXECUTIVE SUMMARY

#### 1.1 The Research

The National Indian Management Service of America was awarded three grants by the U.S. Department of Education Office of Indian Education to conduct a basic survey to determine the need for educational services among the adult Indian population. Conducted under three different grants, the project was designed so that the Office of Indian Education could make operating decisions about services and funding levels, to better develop policy, and to assess the relationships between social conditions, education and literacy.

There were two major thrusts of the research. One involved conducting a national home interview study of some four thousand adult Indians selected at random. A sixteen page questionnaire which contained hundreds of questions on major components of the individual's life, history and social conditions as well as a fifty-seven item performance level examination was administered to each interviewee. Another questionnaire was mailed to providers of adult education classified under State Education Agencies and Indian Education Act auspices.

Study design, methodology, analysis, management and the preparation of reports were truly national in character with consultants, subcontractors and employees coming from the four corners of the United States during the four years that it took to complete the research.

## 1.2: The Findings

The profile of adult American Indians is characterized by a median education substantially lower than found among any other ethnic or racial group which has not recently immigrated into the United States. Median education of Indian Americans is more than two years lower than that found among Caucasians. Performance on the Adult Performance Level examination was tragically low, the reciprocal of what one would expect from the American adult population as a whole. Literacy as measured by the reading, writing and arithmetic dimensions of the performance examination, did not increase importantly as years of formal education increased; rather it even declined for those with advanced degrees.

Average tribal performance varied from scores of 22% to 97% on the literacy dimensions where, if one were to answer the same questions at random, a score of 25% would be expected. The average score was about 52%, when the national norm was in the eighties.

Few Indian American adults have attended college and only 57% have a high school diploma or its equivalent. More than one-third are dissatisfied with their educational experiences yet some three out of four want more education. Two out of three feel the education that they received was the wrong kind, given their adult experiences and capabilities.

Although twenty-five percent of the Indian adult population does not speak English normally and most have at least some difficulty with English; virtually all were educated in English. For these Indians, language was a major barrier to educational competency, and the barrier remains as adult education programs are also

of education. A critical evaluation and complete modification of the Indian education system including elementary, secondary and adult, is in order. All of the data point to tremendous deficiencies in the systems which are now in place.

Education in the Indian and American cultures and instruction in the traditional Indian language are vitally needed in order to optimize the learning situation and to prepare students for their cross-cultural or pluralistic adulthood.

Levels of financial support should be increased where such an increase is warranted to reduce the differences in education and performance between Indian Americans and Caucasians. As well, the Johnson-O'Malley program should be examined critically to determine whether those funds are being used in the Indian students' best interests, whether the levels of funding are adequate or inadequate or whether the provider and/or program should be replaced by another.

The data suggest that many of the inequalities between Indians and the majority population are the result of institutional and/or individual discrimination, past and present. An examination of the status of civil rights practices and enforcement should be undertaken, especially in communities and locales where cultural or racial conflict is likely to exist. Programs which will reduce chronic unemployment among Indian adults must be developed and implemented.

Finally, the data suggest that Tribal, Indian staffed and community programs are most effective in Indian education. The aspect of self-determination has been and will continue to be an

taught in English to the virtual exclusion of other languages.

Those Indians who can leave school for a job do so. Those who have too few marketable skills continue their education until they are promoted out of the system. Where those who leave early find employment in the private sector, those who stay and complete their secondary education or go on to college, work in the public sector.

Unemployment, underemployment and the other symbols of a disadvantaged population are the rule rather than the exception among Indian adults and the presence of these social problems is associated with lower levels of literacy. Unemployment is a way of life for more than forty percent of adult Indians.

Indian based or community adult education programs are more successful than are those outside of the locale of the student or outside of the cultural bounds, yet wherever the program is, success is illusory. Students do not go on to college and those ABE students in public school or private vocational school programs in the East do not better their job situation as a result of adult education. The adult education system is fraught with the same deficiencies as are found in the elementary and secondary systems. They simply do not fulfill the needs of the Indian student nor do they improve their literacy except in the case of the extremely motivated student who will succeed despite the system.

### 1.3 The Recommendations

Research based on these data must be continued as we have barely begun to analyze the complex functions, processes, and outcome

important factor in upgrading Indian education. More Indian Americans must be trained as teachers and educational systems must be reoriented toward community and individual Indian involvement in the education of Indian students. Self-determination will continue to be a major asset to this major reorientation of the educational system.



## CHAPTER 2

### INTRODUCTION TO THE STUDY

The National Indian Management Service of America, Inc. (N.I.M.S.) a nonprofit, Indian owned and controlled consulting firm (a more detailed description of N.I.M.S. is found in Appendix C), was funded over a three year period (1977-80) by the United States Office of Education/Office of Indian Education to conduct the first national study identifying and accurately describing the extent of problems of illiteracy and the lack of completion of high school among adult American Indians, Aleuts, and Eskimos.<sup>1</sup>

To achieve a national sample representative of American Indians (see Appendix F for an explanation of the terms "American Indian" and "Indian" used throughout this document), the research was based upon cluster samples of counties (census districts in Alaska and Hawaii) throughout the United States. Structured interviews were designed to provide information on the adult Indians, as well as descriptions of federal and state supported programs providing adult education services. The study data reported here analyze the relationship of various types of social indicators and educational services to levels of functional literacy and to educational attainment and need among adult American Indians. For greater utility, the results are also cross classified among

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<sup>1</sup>This research was funded under three separate grants from O.I.E. (grant numbers G00702795, G007802770, and G007902676) originally under Subpart B of Title IV, Part C of the Indian Education Act and what are now sections AEA(a) (2) and (4) of the Indian Adult Education Act. The first phase of the study surveyed adult Indians east of the Mississippi, the second phase sampled those in the western states and the final phase included Alaska Native and Indians residing in Hawaii, to achieve the first national assessment of adult Indian educational needs.

eastern and western states, and the nine United States census regions.

The results of this study have important implications for the future of Indian education: for the first time in history, a national data base accurately assessing the functional literacy, educational attainment and expressed needs of American Indian adults can assist educators, legislators, tribal decision-makers and others in their efforts toward determining and achieving the goals, purposes, and funding levels necessary for the educational programs of all Indians, Aleuts and Eskimos of this nation.

#### Basic Rationale of the Study

Preliminary examinations of the status of adult education suggest that providers are failing to serve the most disadvantaged of adults. Surveys of adult education participation by the National Center for Education Statistics report declining participation rates in adult education programs among non-white, poorer, less well-educated adults.<sup>2</sup>

Educational disparities found among segments of the United States population served by federally-funded adult education and the failure of these programs to serve the target populations for whom they were primarily intended<sup>3</sup> comes at a time when approximately one-fifth of the United States population has been found to be "functioning with difficulty" by a national survey designed to measure Adult Performance Level (A.P.L.). The A.P.L. survey on

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<sup>2</sup>Nicholas A. Orso. Adult Basic and Secondary Level Program Statistics. National Center for Education Statistics. Washington, DC: Government Printing Office, 1975.

<sup>3</sup>The Adult Education Act of 1966, P.L. 89-750.

functional competency examined adults' proficiency/coping abilities within the general knowledge areas of occupational knowledge, consumer economics, government and law, health and community resources and in the skill areas of reading, problem solving, computation, writing and identifying facts and terms.<sup>4</sup>

While the A.P.L. and other important studies have made observations describing adult populations with coping skill deficiencies, none of these works isolate the target group which is addressed here, American Indian adults. Each discusses participation rates and the A.P.L. report does describe performance levels among white, black and Spanish-speaking Americans; but all fail to describe American Indian adults, whose status in terms of educational attainment, employment and income falls far short of the standards most adults enjoy in this country. The following statistics illustrate some of the basic deficiencies found among adult Indians.

TABLE 2.1

SCHOOLING COMPLETED --% OF POPULATION 16 YEARS AND OLDER

Extent of Schooling	U.S. Population		American Indians	
	Male %	Female %	Male %	Female %
8 Yrs of School or Less	27	25	37	34
High School Graduate	54	55	34	35
4 Yrs of College or More	13	8	4	2

The 1970 United States census figures in Table 2.1 indicate that adult American Indians, both male and female, have relatively

<sup>4</sup> Norvell Northcutt. Adult Functional Competency: A Summary. Austin, Tx: The University of Texas. March, 1975.

low levels of educational attainment.<sup>5</sup> In fact, two thirds of the American Indians over 24 years of age have not completed high school and only one-third of them have completed four years of high school, with the percentage of college graduates less than four percent.<sup>6</sup>

Indian adults still have more problems than any other ethnic or racial group in securing and retaining employment. Both rural and urban Indian participation rates in the labor market are far lower than those of any other group in society. Only 63 percent of Indian men over 16 years of age were in the labor force in 1970, 14 percent below the average nationally and seven percent below blacks who are the next lowest group. Coupled with the low labor participation rates, male Indians over 16 also have the highest unemployment rate, three times higher than the national average. Compared to other females, Indian women have the highest unemployment rate and, except for Puerto Rican women, have the lowest labor force participation rate.<sup>7</sup>

Indian adults also have the lowest individual income of any racial or ethnic group in the country, with 55 percent of all

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<sup>5</sup>1970 Census of Population. U.S. Bureau of the Census. General Social and Economic Characteristics, United States Summary, PC (1) - Cl.; Subject Reports: American Indians, PC (2) - 1F in A Study of Selected Socio-Economic Characteristics of Ethnic Minorities. An Evaluation Study of the Department of Health, Education and Welfare Services to Ethnic Minorities. US DHEW. Office of the Assistant Secretary for Planning and Evaluation. Prepared by Urban Associates, Inc. Washington, DC Feb., 1974.

<sup>6</sup>Wilbur, George L., et al. Spanish Americans and Indians in the Labor Market, Lexington, KY: University of Kentucky, Social Welfare Research Institute. 1975, p. 9.

<sup>7</sup>Urban Associates, A Study of Selected Socio-Economic Characteristics. Pp. E-58 and E-62.

Indian men receiving less than \$4,000 per annum. The only group poorer than urban Indians are rural Indians.<sup>8</sup> Despite these figures and the knowledge that improved educational status positively influences employability and income level,<sup>9</sup> virtually no attention within federal and state bureaucracies, excluding the United States Office of Indian Education and to a more limited degree, the Bureau of Indian Affairs, has been given to the collection of information which would: (1) Carefully assess the educational needs of American Indian adults; (2) Examine the accessibility of existing federal and state adult education programs to Indian adults; and (3) Analyze the degree of relationship between adult educational services and levels of functional literacy and educational attainment among Indian adults.

Past failures to include Indian adults in national overviews of the status of adult education might be attributed to several factors:

1. The relatively small size of the adult Indian population to the total United States adult population;
2. The continuing tendency of most institutions to ignore the educational problems of American Indians or to lump them with the problems of minorities in the greater society; or
3. Difficulties in surveying Indian communities by non-Indian research groups who have little or no access to or understanding of Indian communities.

Each release of adult education data which excludes Indian adults has served to heighten awareness among United States Office of Indian Education personnel, Indian educators, and Indian

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<sup>8</sup> Ibid., pp. E-6, 7.

<sup>9</sup> The Condition of Education. 1977, p. 100.

community leaders of the lack of an adequate data base from which to identify educational needs, to determine strategies to address those needs, and to justify a base-funding source for Indian adult education. The collection of such data has become particularly urgent in view of the imminent 1983 reauthorization dates for both the Indian Education Act and the Adult Education Act. Until documentation of educational characteristics of Indian adults exists, the Congress and decision makers within the Department of Education will have difficulty in justifying the appropriations and operational decisions which can best serve Indian people and bring them to a position of parity with others.

Briefly then (fuller discussions of the history and major issues of adult Indian education follow in Sections A and B), the lack of adequate data base with which to make decisions gave rise to the National Adult Indian Education Needs Survey conducted by NIMS, the National Indian Management Service, Inc. Probably one of the most important corporate features of NIMS, relative to this research, is the fact that the firm is Indian owned and controlled, has a deep commitment to Indian people and to do more than merely "another educational needs assessment." The NIMS' officers and personnel have witnessed the essential role that adult education plays in the exercise of self-determination for Indian people and, thus saw the positive impacts of this study and its findings as crucial.

#### Objectives of the Study

Building upon the general A.P.L. survey and a previous assessment of Indian adults' educational status, Literacy and Education

Among adult Indians in Oklahoma, the primary purpose of the present study is to provide US DOE/OIE decision makers with an accurate assessment of the overall adult education needs of American Indians, Aleuts and Eskimos. The focus of the study centers on the levels of functional competency and educational attainment, certain social indicators, and on the operations and attainment of federal and state supported programs as providers of adult education services to Indians.

In summary, the research reported here: 1) Identifies national and regional levels of functional literacy and of educational attainment and need of adult Indians described by various social indicators; 2) Provides information on the operations of federal and state ABE/GED programs and the extent to which these programs are providing services to adult Indians; 3) Analyzes the relationship of social indicators and educational services to levels of adult Indian functional literacy and educational attainment; and 4) Summarizes possible policy and program implications and recommendations for addressing the educational needs of all Indians.

#### 2.A. Historical Overview

Historically, all Indian tribes and bands had their own systems of educating their populations. Typically, learning was viewed as a life-long process beginning at birth and ending with death. Many groups, like the "Civilized Tribes" for example, were well-known for their highly developed educational systems and high levels of functional literacy.<sup>10</sup> Most of these systems, however, were devastated

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<sup>10</sup> Jesse Burt and Robert B. Ferguson. Indians of the Southeast Then and Now. New York: Abingdon Press. 1973.

by the Indian removals and by the westward expansions of whites into Indian Territory.

Since then, the problems plaguing Indian adult education must be understood within the shape and context of Indian education as determined by federal Indian policy. For example, in the last nineteenth and early twentieth centuries, "education was a prominent feature of the policy of assimilation."<sup>11</sup> Problems of Indian education during this period:

revolved around getting and then keeping Indian children in school so that they could be educated away from their old ways and instructed in the ways of the dominant white culture. Those early schools were conducted primarily by whites with little, if any, knowledge of or appreciation for cultural differences. Parental and community involvement in the education of their children was virtually nonexistent, particularly when children were placed in boarding schools, often away from parents and community.<sup>12</sup>

Emphasis then was placed on eventual assimilation of the younger generation and adult education was not a priority.

The failures of Indian education are well-documented and some attempts at reform were made, by the 1928 Meriam Report.<sup>13</sup> The report recommended community-based educational programs involving adults as well as children and incorporating curricula that reflected the beliefs and values of the local Indian culture. These ideas represented a shift in federal Indian policy during the New Deal period under Roosevelt, and resulted in the passage of the Wheeler-

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<sup>11</sup>Margaret Szasz. Education and the American Indian, 2nd ed. Albuquerque, NM: University of New Mexico Press. 1977.

<sup>12</sup>Rodney L. Brod. Choctaw Education. Box Elder, MT: LPS & Associates. 1979, p. 1.

<sup>13</sup>Lewis Meriam, et al. Problems of Indian Administration. Baltimore: Johns Hopkins Press. 1928.



Howard Act which provided a basis for formalizing tribal self-government under the Secretary of the Interior; and the Johnson-O'Malley Act (J.O.M.), which specified that states and certain types of organizations and agencies could receive federal contracts to provide services to Indians. In addition, Titles I and II of the 1958 Impact Aid Measure attempted to correct some funding limitations and problems created by the original 1953 measure, as it compensated local school districts for funds they lost due to the tax exempt status of federal property. Title I of the 1958 amendments provided new formulas for figuring federal contributions and Title II revised the original measure, so that previously disqualified school districts could apply for funding by exempting J.O.M. payments from the definition of "other federal monies." However, world events and intervening federal policies consisting of paying off Indian land claims, relocating Indians to urban areas and terminating federal responsibilities to Indian tribes appeared to reverse or effectively neutralize earlier educational reforms.

Socio-economic reforms of the early sixties resulted in three major pieces of educational legislation. The 1964 Economic Opportunity Act established basic education programs to remedy inequities affecting educationally disadvantaged; the 1965 Elementary and Secondary Education Act (Title I) recognized the special needs of low income families and the impact that concentrations of low income families have on the ability of local education agencies to support adequate education programs and the 1966 Adult Education Act encouraged and expanded basic education by providing programs to help adults overcome basic English language limitations.

While much of this legislation was geared toward alleviating educational inequities among the major minority groups in the general population, evidence continued to mount indicating that the educational delivery system as then organized had fallen short of expectations, especially with regard to the Indian community. It was not until 1969, when the Kennedy Senate Subcommittee's voluminous report on the "Tragedy of Indian Education" concluded that many of the Meriam Report recommendations had not been implemented, that the way was paved for the new federal policy of Indian self-determination.

The process resulting in the Indian Self-Determination Act (P.L. 93-638) began with Richard Nixon's 1970 message to Congress when he reported that Indians should assume control and operation of federal Indian education programs. In doing so, it was recognized that the Federal Government needed Indian energies and leadership if it were to be effective in improving the Indian way of life. Nixon's proposal called for the formation of a National Council on Indian Opportunity, composed of Indian educators to: 1) provide technical assistance to communities wishing to establish school boards, 2) conduct a nationwide review of the educational status of all Indian children; and 3) evaluate and report annually on the status of Indian education and the extent of local control over education. Once established, the National Council on Indian Opportunity took its first steps by making suggestions for the enactment of a comprehensive plan for Indian education which eventually led to the Indian Education Act (P.L. 92-318) in 1972, the first federal attempt in history to define Indian education from an Indian perspective.

One of the major effects of the legislation leading to the Indian Education Act (I.E.A.) was that Congress delegated the major responsibility in the field of Indian Education to the Commissioner of Education, in the Department of Health, Education and Welfare. This move appeared necessary since programs which were operated under the Indian Reorganization Act (Wheeler-Howard) wanted the Commissioner of Education to support a variety of programs including supplementary educational services, pilot projects, demonstrations, dissemination activities, and professional training. In keeping with the policy of Indian self-determination, the I.E.A. and its 1978 Amendments required parental and community participation in all program development and implementation, so that funded activities could be based on needs specified at the local level. These needs range from remedial academic instruction for elementary school children to literacy training for Indian adults.

Basically then, the I.E.A. is a statement that reverses federal policy on Indian education that had existed over the many years that Indian education had remained the stepchild of traditional scientists who tended to see cultural differences as evidence of some innate inferiority of Indians. Faced with the undeniable failure of federal programs and the Indian community's demand for revised educational programs and policies which would fit their own needs, social scientists only recently have begun to realize the importance of Indians themselves designing their own programs to meet their special educational needs. This change in awareness meant that no longer would Indians be subjected to programs aimed at changing their lifestyles or cultural values. So it is that education

programs and projects funded under I.E.A. reflect this new sensitivity to the special educational needs of Indians.

Parts A and B of the I.E.A. deal with the authorization of financial assistance and special programs for schools educating Indian children. Part C addresses adult deficiencies and was designed to increase the availability of basic and secondary education to adult Indians and to improve the relevance and quality of their education by using Indian culture as a foundation for learning. Authorized projects for adults include: surveys into the educational needs of Indian adults; planning, pilot and demonstration projects focused on developing and testing new approaches; and service projects that offer instruction in basic and secondary education and preparation for the General Equivalency Diploma (G.E.D.) to Indians not served by other programs.

For many Indian communities, however, the operation of comprehensive community-based adult education programs is not possible given the scant resources which exist nationally and locally for Indian adult education. The Office of Indian Education, Title IV, Part C, receives under 6 million dollars a year to serve the entire adult Indian population in the country. Furthermore, Part C grantees were, in the past, prohibited from using Title IV, C funds for basic educational services.

## 2.B. Issues of Indian Education

By treaty, statute and long undisputed practice and policy, the United States has established the obligation of the Federal Government to provide education for Indian people. The public school education received by some Indian students has been

subsidized to some extent by the Federal Government since the 1890's. Literature on American Indian education, however, reveals little systematic research on Indian adults in terms of their numbers or educational status, despite the fact that almost every researcher, writer, and policymaker that has considered the subject has alluded to the alienation of parents from educational processes, to the minimal parental involvement in children's education, and the lack of community control by Indian people. Over fifty years ago, the Meriam Report, while recommending many of the changes that would not begin to occur until the late 1960's, alluded to the importance of adult education:

no matter how much may be done in the schools or how much the education program may center around the school, a genuine educational program will have to comprise the adults of the community as well as the children. (Emphasis added.)<sup>14</sup>

John Collier in 1934 advocated this concept of community education which would reach Indian adults and noted in his first report as Commissioner of Indian Affairs his intention to carry out the recommendations of the Meriam Report that education must reach the adult and influence the "health, recreation, and economic welfare" of the local area.<sup>15</sup> Little, however, was actually implemented within what ultimately has come to be called adult education.

Writing later, Brewton Berry in The Education of American Indians: A Survey of the Literature, chose not to look at adult education due to "time limitations." Dr. Berry did cite the

<sup>14</sup> Lewis Meriam, et al. 1928, p. 349.

<sup>15</sup> John Collier, quoted in Indian Education: A National Tragedy--A National Challenge. Report of the Committee on Labor and Public Welfare. United States Senate. Special Subcommittee on Indian Education. 91st Congress. Report #91-501. Washington, DC: Government Printing Office. 1969, p. 155.

extremely high drop-out rate among Indian young people reported in the literature and indicated his surprise at finding so little research on adult Indians<sup>16</sup> in the literature.

A Special Subcommittee on Indian Education convened in the late 1960's, but paid scant attention in its final reports to adults and their education, despite finding that the average educational attainment for "all Indians under Federal supervision was five years and that more than one out of every five male Indian adults had less than five years of schooling." The report also referred to "thousands of Indians who have migrated into cities only to find themselves untrained for urban life."<sup>17</sup>

Similarly, another national overview of Indian education, the National Study of American Indian Education, commissioned by the United States Office of Education and conducted during 1968-70, failed to address the issue of adult education other than in passing references to a few adult education programs which were operating at sites selected for study. Once again, there is ample mention of the failure of parents to involve themselves in the activities of their children's schools or to play decisive roles in their children's education, but there is little if any consideration given to meeting the educational needs of adults, even as a vehicle for increased parental involvement.

Generally, United States Department of Education documents dealing with adult education provide no information on American Indian

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<sup>16</sup> Brewton Berry. The Education of American Indians: A Survey of Literature. Albuquerque, NM: Department of the Interior/Bureau of Indian Affairs/Indian Education Resource Center. 1969, p. 3.

<sup>17</sup> Indian Education: A National Tragedy--A National Challenge. 1969, pp. xii-xiii.

adults. Recent annual reports of the National Advisory Council on Indian Education to the Congress have listed only the number of grants made and kinds of program operation under the auspices of the United States Office of Education/Title IV, Part C. No data in terms of numbers of adults served or kinds of programs operated have been presented.<sup>18</sup>

Some of the reports from the National Advisory Council on Adult Education and Adult Basic Education Program Statistics prepared by DHEW/USOE have listed participants in state operated adult education programs by age, sex, and race. In a few of the reports, American Indians have been included in a separate count although as the reports indicate, some states do not report participants by race. Particular attention was paid to American Indian adult education programs in the 1974 report since it was during this time that seven American Indian communities were the recipients of special commissioner's discretionary experimental demonstration projects (Section 309(B) of the Adult Education Act) administered directly by the Bureau of Adult and Occupational Education. Later legislative amendments returned Section 309(B) funds to the states for administration and Indian grantees were subsequently terminated.<sup>19</sup>

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<sup>18</sup>Indian Education: The Right to be Indian. The Third and Fourth Reports to the Congress of the United States. National Advisory Council on Indian Education. Washington, DC: Government Printing Office. 1976 and 1977.

<sup>19</sup>Annual Report. National Advisory Council on Adult Education. 1973, 1974, 1975, 1976, 1977. Participation in Adult Education, 1969, 1972, 1975; Adult Basic and Secondary Level Program Statistics. 1975. National Center for Education Statistics. Washington, DC: Government Printing Office.

Responses to inquiries made to both the National Institute for Education and the National Center for Education Statistics show that neither agency has (1) conducted any research on Indian adult education or (2) collected any data which isolate American Indian adults as an area to be studied.<sup>20</sup>

What becomes obvious then is that, although information often exists at the local Indian community level, the specific types of information needed on adult Indians are simply not available or reported in a form that would provide a solid basis for making national appropriations and programming decisions. Although repeatedly documented, this lack of information, so crucial and known to Indian people, did not reach a critical level from the perspective of federal Indian programming until the late 1970's.

The Comptroller General of the United States' 1978 Report to Congress: Federal Management Weaknesses Cry Out for Alternatives to Delivery Programs and Services to Indians to Improve Their Quality of Life reported". . . The lack of needs assessment has contributed greatly to the poor success of federal programs and services . . ." and recommended ". . . that an education needs assessment be made and that plans, policies, and procedures be established for meeting these needs."<sup>21</sup> Furthermore, the American Indian Policy Review Commission, the Congressional Research Service,

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<sup>20</sup> Telephone conversations with Dr. Vance Grant, N.C.E.S., and Robert Pruitt, Mattie Smith, and Carol Grump, N.I.E. October, 1977.

<sup>21</sup> Comptroller General of the United States. Report to Congress: Federal Management Weaknesses Cry Out for Alternatives to Deliver Programs and Services to Indians to Improve their Quality of Life. Report #CED-76-166. Washington, DC: Government Printing Office. 1979, pp. 8-9.



and various other committees and subcommittees of the Congress have all called for the compilation of valid statistics.

Moreover, this lack of assessment information on American Indian needs is nowhere more evident than in the area of Indian adult education: national studies have described the educational needs, skills deficiencies, and socio-economic status of the adult population of the country in general, but they have failed to isolate the target group which is addressed in the present study, American Indian adults. Consequently, little information exists which can be drawn upon to justify to the Congress requests for appropriations at levels which will allow for the establishment and continuation of adult education programs in appropriate Indian communities throughout the country.

This failure to adequately justify need has resulted in the United States Office of Indian Education receiving barely five million dollars per year to serve the entire country's adult Indian population with programs funded through Title IV, Part C of the Indian Education Act. This amounts to about ten dollars per year per adult Indian. Similarly, appropriations are small for Indian adult education programs operated either by the Bureau of Indian Affairs or by tribal governments through contract funds acquired via the Indian Self-Determination and Education Assistance Act.

In summary, the need for national data on literacy levels and education needs of adult Indians had reached a crisis; funding levels for adult Indian education consistently appear to be devastatingly low but no data have existed to suggest adequate funding levels. These are the major problems and issues which have led to the present research.

### 2.3.1. Literacy

An illiteracy problem of enormous proportion among adult Indians has been reported and alluded to by numerous writers who see the situation as having far reaching and disastrous effects. They argue that illiterate parents are unlikely to imbue their children with an appreciation of the benefits of a formal education and thus the children too are often condemned to functional illiteracy. Illiteracy, moreover, has been seen by some to be a prime factor in contributing to adult unemployment, poverty, alcoholism, etc. Unfortunately, the causes, levels, and effects of adult illiteracy among Indians have never been fully demonstrated or researched.

In 1967, the Center for Applied Linguistics' Study of the Problems of Teaching English to American Indians (sponsored by the Bureau of Indian Affairs) recognized the importance of adult literacy and the need for it, but did not present any data to substantiate its comment that:

The study group had very little opportunity to observe adult education classes in English, but the few seen, and discussions with people concerned with adult education, convinced them that the adult Indian was perhaps the one that needed help and guidance most . . . . The group . . . recommends that serious attention be given to providing adult Indians with classes in oral English and in literacy in their own language and English . . . such training . . . might eventually contribute to tribal solidarity through arresting the deteriorating effects of culture conflict and acculturation in some.<sup>22</sup>

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<sup>22</sup>The study of the Problems of Teaching English to American Indians. Washington, DC: Center for Applied Linguistics. 1967, pp. 30, 52.

Probably the most important literacy research to be reported in recent literature, the national USDOEd - sponsored by Adult Performance Level Study (A.P.L.) set out to operationally define literacy in terms of skills and knowledges needed by adults in order to cope successfully in modern society and to measure adults' competencies in these same terms. The study defined a set of adult performance needs, identified general knowledge and skill areas which seemed to be most critical to adult performance, and developed performance indicators for each competency. The performance indicators were subsequently field tested and revised. A national sample was then taken to determine competency levels, with adults reported as competent at one of three levels: functioning with difficulty, functional adults, or proficient adults. Widely publicized by the United States Department of Education, some state legislatures, and a number of state departments of education, the results found approximately one-fifth of the United States population to be "functioning with difficulty", with the greatest area of difficulty being consumer economics, where almost thirty percent of the population fell into the lowest level.

The A.P.L. study is of particular interest to those in Indian adult education for several reasons.

First, very few American Indian adults were included in the national sample (1.6% of the sample). To date, adult competencies as measured by the A.P.L. have not been reported by race so the functional competency level of American Indian adults surveyed is unavailable.

Second, given the diversity of American Indian communities and their general inaccessibility to data collection efforts such

as this, e.g. United States Census Bureau has acknowledged its counts of American Indians to be in error, it is unlikely that a report on the functional competencies of American Indian adults who were part of the A.P.L. national sample will present an accurate representation of the functional competencies of American Indian adults in general.

Third, serious concerns have been raised by Indian educators, particularly those working in Indian adult education programs as administrators, planners, or instructors as to the validity of the competencies as performance indicators within American Indian communities. They have pointed out that some of the competencies presented as necessary for "success" may be in direct conflict with certain tribal values and that for an adult educator to attempt to persuade adults to acquire competency in these areas would be an alienating act. There has been, too, the question of defining success criteria for Indian adults. Again, definitions of what constitutes a successful adult will vary among Indian communities and will likely be an even wider variance among Indian and non-Indian populations.

These and other concerns related to the A.P.L. and the United States Office of Education's strong support of the A.P.L.,<sup>23</sup> have

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<sup>23</sup>T.H. Bell, Secretary U.S. Department of Education. "Is Commitment Enough?" Prepared Statement for the Annual Conference of the Adult Education Association, Salt Lake City, UT. October 31, 1975.

Edith Roth. "A.P.L.: A Ferment In Education." American Education. Vol. 12, No. 4. May, 1976

been raised for the past several years at national conferences of Indian adult educators held in 1976 in Tahlequah, Oklahoma and in 1977 in Fort Duchesne, Utah, although they have not been voiced yet in the literature. While measuring functional literacy by performance rather than grade level completed appears to be a sound and accurate methodology,<sup>24</sup> it remains for the A.P.L. competencies to be validated for this country's American Indian population.<sup>25</sup>

In terms of adult Indian Literacy, the only research reported was Literacy and Education Among Adult Indians in Oklahoma. This study interviewed members of Indian tribes residing within Oklahoma and presented data describing personal, social, tribal and employment characteristics and functional literacy levels in four knowledge and four skill areas.<sup>26</sup> The Oklahoma study was the first and, until now, the only DOE/Office of Indian Education-sponsored assessment of the Indian adult literacy education needs. The report carefully

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\* 24 The Adult Performance Level Study. 1973; Adult Functional Competency: A Summary. 1975. Austin, TX: The University of Texas.

25 The only additional information encountered concerning adult literacy was that recorded in 1970 Census' Subject Report: American Indians and in two separate demographic surveys conducted by individual American Indian groups: The Governor's Commission on Indian Affairs: A Study of the Socio-Economic Status of Michigan Indians. 1971. And the Choctaw Demographic Survey. Philadelphia, MS. 1975. Mississippi Band of Choctaw Indians. The United States Census uses a self-report method of measuring literacy which asks a person who has completed at least six grades of school whether or not he can read a "simple message." The latter survey simply used years of schooling completed as an indicator for educational status.

26 Paul R. Hall and Petter H. Hackbert. Literacy and Education Among Indian Adults in Oklahoma. Vols. I, II and III. Norman, OK: American Institute, University of Oklahoma. 1976.

reviewed and recorded its findings on prior research in literacy. An operationally defined set of criterion tasks which adequately sampled activities deemed necessary for Indian adults to function "successfully" in their own terms in their own communities was constructed, field tested, and incorporated into an instrument used to survey the Oklahoma sample.

The definition of literacy used in the Oklahoma study is one which moves beyond grade level equivalence or the mere ability to "call" words and extends into a definition which measures an adult's ability to use the A.P.L. skills of reading, writing and computation within a set of tasks defined as necessary for effective functioning in Indian society.

These two important pieces of literacy research, the A.P.L. and Oklahoma studies, have provided the necessary underpinnings for the research conducted here. Representing an expansion and extension of the A.P.L. and Oklahoma studies, the present analysis constitutes the first national assessment of adult Indian literacy and educational needs.

### 2.B.2. Achievement

Achievement of American Indians involves a complex set of data and issues concerning their school, socio-economic, vocational and community accomplishments.

#### School Achievement

In the context of regular schooling, achievement, to some, refers strictly to scores attained on standardized tests of scholastic ability and skills. For others, it may include school

attendance, punctuality, grade point average, years of school completed, graduation, and/or various measures of social success. Whichever measure might be selected for study, arguments could be rallied for and against its validity, reliability and utility in describing and understanding educational achievement. What is clear, however, is that no matter which of these measures is used to study educational accomplishment among American Indians, the results reported over the past seventy years tend to be consistently negative when compared to the achievement levels attained by the majority population, primarily because Indian students do not receive an education comparable to that of non-Indians.<sup>27</sup>

The largest study of educational achievement ever conducted, the 1966 Coleman Report, found that Indian children entered school significantly behind in their academic development and that those Indian-White differences in verbal, reading and math achievement increased from sixth through the twelfth grades, to the extent that the average Indian high school graduates demonstrated the academic skills and abilities of a White eighth grader.<sup>28</sup>

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<sup>27</sup> James S. Coleman, et al. Equality of Educational Opportunity. Washington, DC: Government Printing Office. 1966.  
Indian Education: A National Tragedy--A National Challenge. 1969.

Brewton Berry. The Education of American Indians: A Survey of Literature. 1969.

Rodney L. Brod. Native American Achievement and Predictors of Grade Point Average. Report No. 1. 1975; Predicting School Attendance of Native Americans and Their Classmates. Report No. 3. 1977. Black River Falls, WI: School District Joint No. 2.

<sup>28</sup> James S. Coleman, et al. Equality of Educational Opportunity. 1966.

addition, a high percentage of typical Indian students have to repeat one or more grades and then drop out before completing high school.

Unfortunately for many Indian students, however, absolutely nothing has changed in this pattern in the past fifteen years. The most comprehensive study yet conducted under the Indian Self-Determination and Education Act (P.L. 92-638), by the Mississippi Band of Choctaw Indians, recently reported virtually the same achievement patterns today that Coleman found fifteen years ago.<sup>29</sup>

Inferences regarding the causes of Indian-White achievement differences also have been put forward. Since Coleman found no differences in school facilities, teacher characteristics, and curricula, it was inferred and concluded that school factors, as such, could not account for the differences in achievement; rather such differences were attributed to characteristics of Indian students themselves, and to their parents, family, and community.<sup>30</sup>

Following the lines of inferential reasoning, however, produces absolutely dismal implications for the schools that Indians attend, since the argument implies that nothing can be done in school, at least, about Indian-White achievement differences and faults instead, Indian students, parents and community for not supporting educational achievement. Besides again "blaming the victim", the inference drawn that Indians themselves, and not the schools, are at fault, may itself be the main source of error.

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<sup>29</sup> Rodney L. Brod. Choctaw Education. 1979

<sup>30</sup> Howard M. Bahr, et al., Eds. Native Americans Today: Sociological Perspectives. New York: Harper. 1972.



In fact, by correcting some of the major limitations inherent in the Coleman methodology, recent studies have produced evidence to the contrary. That is, school-related factors other than those assessed by Coleman have been shown in several analyses to account for various measures of school achievement much more than do non-school related factors such as parental, home, and community characteristics.<sup>31</sup> Thus, in comparing the achievement levels of Indian students with those of non-Indian classmates who share the same teachers, facilities, and curricula, various measures of achievement are predicted with greater accuracy by manipulable school factors, than by non-manipulable Background variables.

Furthermore, when Indian students and community adults are asked, they overwhelmingly support the importance of educational attainment. Having educational goals that are comparable to their white classmates, however, is not enough. Support in terms of learning how to achieve educational goals is also an essential requirement which many Indians, unlike their white peers, have not acquired, either from under educated parents and relatives at home or from teachers and counselors at school.<sup>32</sup>

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<sup>31</sup>Rodney L. Brod. "Major Sources of Native American Underachievement: Evidence Against Current Sociological Assessments." Presentation at the Pacific Division of the American Association for the Advancement of Science. University of Montana, Missoula, MT. 1976; Predictors of Grade Averaging Bias Among Teachers of Native American Students, Report No. 2. Black River Falls, WI: School District Joint No. 2. 1976.  
Michael Rutter, et al. Fifteen Thousand Hours. Cambridge: Harvard University Press. 1979.

<sup>32</sup>James S. Coleman, et al. Equality of Educational Opportunity. 1966. Rodney L. Brod. Fort Belknap Educational Needs Assessment: A Summary of Preliminary Analyses. 1978. Fort Belknap Vocational Education Needs Assessment. 1979. Fort Belknap, MT: Community Council Education Department.

This controversy will have to be settled elsewhere of course, when further research will decide the issue with obvious implications for Indian adult education. In any case it makes sense at this point to indicate that to one extent or another, both school and community factors appear to affect the educational achievement of Indian students and that the relative effects of each type of factor probably vary from one situation and time to another.

Most importantly however, American Indians are not achieving in school at levels enjoyed by their non-Indian peers, their drop-out rates are extremely high, and both past and present educational practices of regular schooling continue to exacerbate Indian-non Indian achievement disparities such that Indians enter the world of adulthood ill-prepared. This is especially critical, since low levels of Indian educational attainment bring about devastating inequalities of low socio-economic achievement later on.

#### Socio-Economic Achievement

While there are some recognized problems with the 1970 census data on American Indians (primarily of under-estimation), this section relies heavily on the well-documented 1975 study of the inequality minorities experience in the United States labor market, which was conducted for the United States Department of Labor, to get a national or overall picture of Indian socio-economic achievement. Basically, these rather complex and sophisticated analyses show that virtually all measures of Indian occupational income, and status achievement levels are significantly lower than those of the

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<sup>33</sup> George L. Wilber, et al. Spanish Americans and Indians in the Labor Market. 1975.

white population and that Indian adults, in particular, have the lowest labor force participation and the highest unemployment in the nation.

Obviously, education has provided occupational and social status opportunities for some Indians as one-third of Indian adults have at least completed high school. The study does show quite clearly the positive effects of increased minority educational attainment on socio-economic achievement. High school completion greatly increases labor force participation, occupational status, upward mobility, and income and it decreases unemployment and downward mobility. Moreover, many of the findings are most especially encouraging for adult Indians. For example, compared to all other populations, including whites, Indian men and women show the greatest relative labor force participation gains in employment achievement as a result of high school completion. In addition, students with four years of college, both male and female, reach 98 percent of the occupational achievement level of white college graduates. That is, Indian-white differences in occupational achievement tend to disappear for Indians who have completed four years of college.

The importance of education as a major contributor to occupational achievement is also enhanced by stimulating upward mobility and countering downward mobility. For example Indian men under 35 years of age are found to move up only about 17 percent of the distance to the top of the occupational ladder if they complete an eighth grade education, but they achieve 80 percent of the distance, even further than for whites, if they graduate from college. In the other direction, downwardly mobile Indian men in this same age

group drop 34 percent of the distance to the bottom of the ladder with only an eighth grade education, but slide down only 25 percent of the distance if they are college graduates. Overall then, occupationally-mobile Indian men made the greatest net status gains among the minority groups studied (16 percent from 1965 to 1970).

This shift:

resulted from gains in all white-collar occupations as well as in crafts, operatives and service occupations and movement out of laborer and farm-related work. Mobile Indian women did not change their occupational distribution as much; only an 8% difference for the five-year period. Their gains also were rather mixed, with increases being confined to professional, clerical and crafts occupations.<sup>34</sup>

Thus, educational attainment does result in very real and positive socio-economic gains in the lives of many adult Indians, which may account, in part, for the extremely strong support generally given to it.

#### Vocational Achievement

The effects of vocational training, and Indian reaction to them, are considerably more mixed than those of traditional schooling. Of those adult Indians receiving vocational training, most Indian men (51%) have training in health fields, while most of the women trained in business and office work (34%) and in nursing and health fields (26%) than any other occupations.<sup>35</sup> Results of the minority labor market study clearly show that vocational training has a relatively more positive impact on Indian women than men. After age 24, trained Indian women show greater labor force participation than do white women. While Indian men achieve the greatest relative increases in labor force participation among

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<sup>35</sup>Ibid. p. 33.

vocationally-trained men, they still have the lowest absolute participation and the highest unemployment rate when compared to any other minority group. Tragically, some of the age-specific unemployment rates for trained Indian men are higher than those with no training at all.

The unusually high unemployment and low participation of vocationally trained men, especially among the majority in health related fields, undoubtedly are a reflection of the highly limited employment opportunities of rural Indian communities and reservation areas. Indians have often pointed out that vocational training programs are not job-related or employment producing. The lack of job opportunities for Indian males is also likely reflected in the fact that some age-specific male Indian unemployment rates are actually higher for high school graduates than for men with less than eight years of education.<sup>36</sup> It must be pointed out that in addition to being unstable, unemployment as measured by the Department of Labor, may be deceptively low for Indians since extremely discouraged workers completely leave the labor force and consequently are not even classified as unemployed.

The main point of these findings, however, is that despite some positive results of vocational training on adult Indian socioeconomic achievement, the positive effects are not as great as those resulting from educational attainment of the type found in the regular school systems. This is especially true for Indian men who live in relatively rural community or reservation areas where piece-meal programs, policies, and federal funding have not been consistent

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<sup>36</sup>Ibid. p. 24.

enough to provide appropriate training and where steady job opportunities do not exist.

#### Community Based Adult Education

The data, ideas and issues presented thus far have especially critical implications for Indian adult education. If regular schooling, as currently organized and controlled, cannot or will not improve the educational attainment of Indian people; that is, if it is parents and community factors that contribute to the low educational achievement of Indians rather than schools per se, then any and all solutions to this problem necessarily must be directed toward adults and community based programs. With inadequate adult education opportunities, Indians will continue to suffer devastating socio-economic inequalities through-out their lives, and the lives of their children will be bound to inequality as well.

On the other hand, if schools can be modified so as to be able to generate these meaningful and useful learning forms and contents that result in successfully providing for the special needs and for improving the educational achievement of Indian students, then various forms of adult education must be given substantially greater support in order to carry the full weight of educational programming until such school reforms begin having these positive impacts. In any case, community-based adult education currently appears to be the only viable means of substantially improving the literacy, educational, vocational, socio-economic, and, ultimately, the self-determination achievements of American Indians.

### 2.3.3. Indian Self-Determination

Simply acquiring vocational training, or even a high school diploma or G.E.D. is not all that is required. The education of adult Indians will have to address the complexities involved in the Indian community's ultimate achievement: self-determination.

Achieving self-determination implies that American Indian adults must be functionally competent at a level far beyond that suggested by the Adult Performance Level survey (cited earlier) if they are to exert any degree of control over the factors affecting their lives. Indian adults, unlike their non-Indian contemporaries, confront complex legal issues daily as a function of their unique status. They must cope with numerous federal programs with their accompanying regulations, and a variety of providers whose delivery of health, educational, employment and social services is often fragmented or poorly coordinated. In addition, most must deal with bureaucracies which have shown themselves to be arbitrary and obstructive in terms of Indian community control of their affairs. Moreover, most must make personal and community governing choices based upon endless bits and pieces of advice given them by employees hired to provide technical services among the various federal, state or local agencies, or within their own governing bodies.

Unfortunately, educational opportunities to acquire the very kinds of knowledge and skills that Indian adults most need if they are to cope with these issues and to exercise self-determination at parity with non-Indian adults, have been generally unavailable to them. Historically, the few adult education programs which are available through either the Bureau of Indian Affairs (B.I.A.) or

state educational agencies have generally been directed toward homemaking, agricultural, mechanical training or toward efforts to encourage/assist Indian adults to relocate away from their home communities to urban areas.<sup>37</sup>

This lack of educational experience on the part of adults has lessened their potential for full self-development and their opportunities for gaining experience in controlling their own affairs through participation in community government. Only since the passage of the Indian Education Act (P.L. 92-318) have adult education programs which are oriented toward culturally amenable, life coping, academic and decision-making skills been available to Indian communities. Implicit with this legislation are two basic assumptions. First, it assumes that federally-funded, supplementary demonstration and service projects conducted at the local level can make a productive difference in the functional literacy, educational completion and attainment of Indian and Alaskan Native adults. Second, it recognizes that Indian adults, Indian communities and tribal groups are best able to determine the nature and content of the supplementary projects to be employed. Both assumptions become vital since they relate directly to the expected effects of adult education on Indian self-determination.

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<sup>37</sup> Margaret C. Szasz. Education and the American Indian: The Road to Self-Determination Since 1928. 1974, pp. 137-140.

Evelyn C. Adams. American Indian Education. Morningside Heights, NY: Kings Crown Press. 1946. Pp. 1-43, 56-57, 64, 67-77, 84, 94, 105.

Hildegard Thompson. Education for Cross-Cultural Enrichment. Washington, DC: Bureau of Indian Affairs, Department of the Interior. 1964, pp. 234-248.

Lehman Brightman. "An Historical Overview of Indian Education with Evaluations and Recommendations," in Indian Education Confronts the Seventies, Vine Deloria, Jr., Ed. Vol. I., Oglala, SD: American Indian Resource Associates and Tsaile, AZ: Navajo Community College, pp. 19-148.



The way in which the I.E.A. assumptions are developed and applied in adult education (Part C) is crucial due to their relationships to the policy of Indian self-determination. That is, although past educational opportunities have been sparse and mis-directed, Indian adults now, for the first time, have an opportunity to go beyond simply receiving services and to move toward controlling, managing and modifying the basic service delivery and control mechanisms in their communities. The Indian Self-Determination Act (P.L. 93-638) has given tribes the option of directing their own affairs and certain federal agencies, through specialized programs, are also assisting off-reservation groups with monetary support to establish new service agencies and to develop new governing systems. Because this vehicle for positive change now exists, adult education has become an urgent need for the Indian community. As pointed out recently:

adult education is an activity which can shift power mechanisms by insuring that Indian adults learn decision-making skills, that they gain basic academic knowledge, that their world view broadens to understand exactly how the non-Indian system works and how it can be modified, and that positive self-concepts<sup>38</sup> emerge from successful educational experiences.

Indeed, adult education is viewed by Indian communities not as the relocation or vocational or homemaking efforts of the past, but as a facilitator of Indian community development by Indian people and a means by which Indian communities can develop and control their

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<sup>38</sup> Nell Rogers "Adult Education: An Issue of Self Determination," The Indian Educator: Journal of Indian Adult Education, Vol. 1, No. III, 1978.

own resources in keeping with their own values and priorities.<sup>39</sup>

Adult education programs are particularly vital to those Indian communities within the scope of this study who have land claims, who have recently become federally recognized and whose numbers must be appraised of the aspects of their new status, or who are moving to contract program operations via Public Law 93-638. Indian initiative toward reaching the goal of self-determination in those communities can be aided significantly by adult participation in carefully planned and implemented adult education programs.

Most Indian communities will not be able to operate comprehensive adult education programs, given present appropriation levels at national and local levels. Furthermore, Title IV, Part C grantees have only recently been permitted to use these funds for basic educational services. Bureau of Indian Affairs monies are equally limited and are not available to all Indian communities. Federal adult education dollars administered through state departments of education are often inaccessible to Indian adults.

In fact, in regard to Indian education as a whole, the most exclusive monetary support of children's education on the part of federal and state agencies neglects Indian community decision-makers who, when equipped with appropriate skills, could mandate and initiate changes in community institutions which would result in an

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<sup>39</sup> Final Report of the American Indian Policy Review Commission, Task Force Ten. Washington, DC: U.S. Government Printing Office. Document #78-712. 1976, pp. 114-117.

Learning: A Life Long Process: Choctaw Adult Education. Nell Rogers. Vol. I. Philadelphia, MS: Mississippi Band of Choctaw Indians. 1975, pp. 9-16. ERIC Document #113 111.  
"Urban Coping Skills in Boston." Newsletter. National Council of Urban Administrators of Adult Education. 1976.

Improved quality of life within the Indian community. Until Congress can be convinced of the presence of need and numbers of Indians who could benefit from adult education services and of the extraordinary success of many local Indian adult education programs, Indian adults of today and of the future, those young Indian men and women who are leaving school now, will be denied equal educational opportunity and, consequently, self-determination efforts in Indian communities will proceed more slowly.

If a secure funding base for Indian adult education and, ultimately, self-determination are to be realized, the Congress, the U.S. Department of Education, the U.S. O.I.E., and the Office of Management and Budget must have a strong sense of real need among Indian adults for adult education services that extend beyond those now available. They must see that the number of adult Indian people who live in enforced poverty as a function of their sparse life-coping skills warrants substantial federal monetary support for Indian adult education programs. They must be convinced that this level of support will assist Indian adults in freeing themselves from the dependency they now experience; and finally, all three organizations must have a strong sense of the kinds of Indian adult education programs which produce results that are meaningful in community development terms.

Until now, of course, the information which would inform decision makers of the nature and extent of Indian adult literacy and educational needs has not existed. Thus, it is within the spirit of achieving Indian self-determination, and a growing sense of urgency and importance, that the results of this study are reported

and disseminated for the primary purpose of informing Congress, Department of Education policymakers and Indian leaders of current status and need for adult education among American Indians.

CHAPTER 3  
METHODOLOGY

3.A. Overview of Study Design

Indian education consists of populations of users and potential users of educational systems and educational systems service providers. Thus in order to assess programs and needs in Indian education, data from both recipients and potential recipients, and providers and potential providers must be obtained. For adult Indian educators, providers may be defined in terms of State Education programs that administer or supervise all non-state and non-Indian federally funded adult education programs in the fifty states; and Indian Education Act Programs, which are responsible for federal adult Indian education programs. Information from these two sources and the respective federal agencies under whose auspices they perform, represent all state, local and federal educational programs; their characteristics, goals, target populations and participant groups. Data were obtained from all of these sources in order to define the educational system within which Indians receive their education and training.

Defining both participants and potential participant population consists of inventorying and sampling not just the participants of adult education programs but all adult Indians. Therefore in order to describe this population the entire United States population of adult Indians had to be surveyed. To characterize the user and potential user of educational services a national sample of adult Indians was used so as to identify and define need as broadly and as clearly as was possible.

### Describing Need and System Capabilities

Once described on an individual level, needs may be aggregated and a more complete picture of national or regional needs may be defined. These definitions may then be compared to programs available in that region or the nation and if the comparison shows unmet needs the data will not merely show the difference between need and program but they will also show specific content and goals oriented direction that programs must take to meet unmet needs. As well, other programs may exist where there is no current need among participants or potential participants. The study, then, has attempted to provide just this kind of vehicle for programmatic evaluation and change. From comparisons available through a careful analysis of personal interview and educational system data it is possible to define broad system mismatches between individual needs and program content.

### The Regional Context

This study began as an investigation of the educational needs of Indians residing in the eastern United States. The methodology, however, always consisted of a national study which included regions and subregions, as National Indian Management Service (NIMS) had planned to include the western United States, Alaska and Hawaii in later stages of the research. Sampling design and survey instrument development was made with national parameters in mind while the three separate studies, East, West, and Alaska and Hawaii were regional in their specific context. This foresight has allowed the three separate studies to be merged into a single national sample, reported as if they were subjects of a single study.

Similarly, NIMS' staff anticipated the future use of these data sub-regionally. The choice of sub-regional definition here was crucial as subsamples of sample clusters would have to be chosen so as to represent each subregion (as well as the region and nation) and the boundaries would then define areas within which these data might be most easily compared with others. Indian Cultural Regions as defined by Gastil, Swanton and Stewart were chosen as the basis for subregions as they had the potential to reflect social and educational differences among regions which might have the greatest social relevance. Although subregional analysis goes beyond the scope of this specific report, the potential is there for continuing study.

### 3.8. Sampling and Survey Research

#### The Home Interview Sample

Although this study began as an assessment of the educational needs of eastern Indians, the ultimate goal of the research was to include all Indians. Therefore Dr. Jim C. Fortune, who was responsible for sampling design and methodology, developed a plan whereby the results of the study would be representative of Indians in each region and for the United States as a whole.

For Dr. Fortune, the essential sampling goal was to design a methodology which would be representative of the Indian population with respect to the area of the county in which the sampled individual lived, the rural or urban environment, the tribal and cultural group, the age and sex of the individual; and to frame such a sample within the cost constraints of the study while assuring that the probable chance of misrepresenting the population would be so low as

to allow national decisions to be made from the results of the study.

As the geographic distribution of the Indian population is not even, with some 50% residing in the West, 25% in the South, 19% in the Northwest and 6% in the East, it was clear that all areas of the country could not be sampled equally. Many western Indians live on established reservations while eastern Indians differ by region of the country. An appropriately defined sample, then included populations which are representative of each of these twelve cultural/lifestyle regions.

Cultural Regions were later determined to have less utility for educational and social comparisons and planning purposes than Census Regions. As both regional definitions consist of large groups of states, the methodological considerations regarding error variance are slight. There are nine Census Regions. Whether by cultural, census or other region, to sample from a vast area of the United States and obtain a large enough Indian population to be of use in decision making would require a sample size outside the financial constraints of the study. As county boundaries may be overlaid over both census and cultural regions of the United States, the county was selected as the smallest geographical unit from which sample subjects were selected. The geographic sampling frame then is counties within cultural region and within census region. As Alaska and Hawaii do not have the county form of government, census districts were substituted for counties there.

As the distribution of the Indian population by county in 1970 ranged widely, and as counties where relatively few Indians resided



would probably not be targets for Office of Education, Office of Indian Education programs, those counties where fewer than 250 Indians resided were dropped from the sampling frame. The 1970 census found more than 85% of adult Indians (408,339) 16 years of age and older residing in 325 counties having Indian populations of 250 or more. The first stage of the sampling frame, then, consists of 325 counties within twelve cultural regions having Indian populations of 250 or more.

The sample could merely have been selected at random from these 325 counties, but as Indian educational programs might be thought to vary by population size/density, the counties were categorized by the number of Indians residing there in 1970 as follows:

TABLE 3.1

THE RELATIONSHIP BETWEEN POPULATION, COUNTY SIZE  
AND NUMBER OF INDIVIDUALS SURVEYED

Population	Number of Counties	Adult Indian Population	Number of Counties in Sample	Number of Individuals Surveyed
250-1,400	257	150,281	48	1,507
1,401-2,700	40	80,775	14	810
2,701-4,500	15	56,525	7	567
4,501-6,999	7	41,174	4	413
7,000+	5	79,583	6	798
	325	408,339	79	4,095

Five size strata were used and a different proportion of counties was used for each strata in order to allow broader coverage in counties having smaller populations so as to maximize economic efficiency in the interview phase of the study. The sampling proportion was adjusted by size of county so that fewer subjects were interviewed in those small counties that were selected than in larger

ones. As illustrated in Table 3.1 the two adjustments, more counties but fewer individuals sampled in the less populous counties and fewer counties but more individuals sampled in the more populous counties, result in sampled populations by county size which are proportionate to their actual populations, plus or minus 3%. Seventeen counties (270 respondents) which included fewer than 250 Indians in 1970 were added to the sample in order to empirically test the assumption that limiting the sample to counties having Indian populations of over 250 Indians in 1970 was an appropriate one.

Once the counties and their respective sample sizes were determined, age and sex quotas were used in the process of selecting sample subjects to be certain that the age and sex composition of the sample were representative of the age and sex composition of all adult Indians living in each region. Five divisions or strata of age were used: 16 to 29, 30 to 39, 40 to 49, 50 to 59, and 60+. The interviewer was responsible for making certain that the respondent selected from the sample household fit within the age/sex ~~quota~~ for that region. This procedure differs from that of a simple random selection in that it modified the probability that an individual would be sampled. Its major benefit is that the sample population may not differ from that of the population as a whole by sex or age simply due to chance or error.

#### Selection of Sample Subjects

Locating the Indian population to be sampled in each county selected was a major methodological task. Originally it was believed that the Office of Education Part A Indian Census could be used as an

inventory of Indian families. This list, however, excluded Indian adults who were not in school or who had no children in school. As well, the lists included many non-Indians, as school districts over-specified the Indian population. Lists of Indian adults and families were obtained from health clinics, Urban Indian Centers, tribal rolls, tribal voter registration, Indian Health and other organizations and individuals, so as to supplement the Part A lists. Names from all of these sources were then merged to prevent redundancy and non-Indians were excluded from the final list. A random sample of the names was then chosen and this group was the final sample interviewed in each county by the field interviewers. Those individuals who could not be contacted, who were found not to be Indian when interviewed, or exceeded the quota bounds, were replaced using the same random sampling procedure.

#### Sampling Summary

The sample then consists of random adult Indians selected within age and sex quota restrictions from random households within counties stratified by population where 250 or more Indians resided in 1970. The counties were selected from the twelve Indian cultural regions of the United States so that the sample populations would be representative of each region in terms of age, sex and county population size within a .10 error tolerance. The 4,095 cases selected are also representative of the United States Indian population in terms of age, sex, region and the population size of the county in which they live.

#### The Survey Questionnaire

The survey questionnaire was developed by NIMS' staff and

a panel of some seventy experts in adult education, federal administrators, questionnaire and data systems designers and others. Drafts of the questionnaire were field tested using Indian subjects to determine readability, respondent reaction to questions, the ability to hold the respondent's interest, flow and singularity of question meaning. Pretest respondents were debriefed after the administration of the questionnaires to make certain that all possible questions might be answered and so that the instrument might be optimized.

Areas covered with the questionnaire were developed through a thorough literature search in keeping with the goals of the project. The final product covered eleven different kinds of information. The eleven areas are:

1. The demographic characteristics of household members,
2. The demographic characteristics of the respondent,
3. The respondent's involvement in Indian cultural activities,
4. The respondent's language skills in English and other languages,
5. The respondent's recent educational involvement,
6. The respondent's employment profile,
7. Respondent income and economic self-sufficiency,
8. The respondent's health profile,
9. The Adult Performance Level of the respondent,
10. The life satisfaction of the respondent, and
11. The interviewer's comments on the success of the interview.

In all of these were some four hundred ninety-two (492) items or questions that might be answered or completed during the interview. The final instrument was printed in a format where optical scanning equipment could be used to easily translate responses into machine readable format. Open-ended questions or "thumbnail sketches" were included where categorization was not possible or where additional

respondent supplied information was appropriate. Flash cards were used extensively for clarity and ease of questionnaire administration.

#### The Interviewers

In accordance with literature on status discontinuity, barriers to communication and the interview setting, NIMS took special care that the interviewers be experienced in interviewing, intelligent, and empathetic to those they were interviewing. The final selection of interviewers was made with the interviewer-respondent dyad in mind.

A three step sequence was established for use in hiring interviewers. First, letters of nomination were given to tribal groups, organizations and U.S.O.I.E. staff. Material on the purpose and methodology of study and the hiring criteria were enclosed, and nominators were invited to submit names to NIMS. NIMS then invited the nominees to apply and after application, site visits were made to interview each applicant. During the interview the study was discussed in length and applicants were rated as potential interviewers by NIMS' staff. Those who were rated high by consensus were invited to come to an interviewer training session.

#### Interviewer Training

Training sessions were held in 14 cities throughout the United States during 1979. In all, some two hundred interviewers were trained in groups of about ten to twenty. The training program, developed by Dr. Peter Hackbert involved a three day intensive course in interviewing utilizing the latest in instructional material and techniques including role playing, video taping and

workshop atmosphere. On completion of the training course the final group of interviewers was selected for each county. The interviewers selected were almost without exception Indians themselves.

#### The Field Interviewers

The field interviewers received a NIMS' notebook, manual and interview materials including a series of flash cards used in conjunction with the questionnaire. Letters of introduction were mailed to the respondents and the interviewer carried one as well.

A schedule of interviews was maintained at NIMS' central office and all travel plans and reservations were made there. A WATTS line was established to facilitate two-way communication whenever it was needed. Each interviewer had a substitute no more than two hours away in the event of illness. Daily lists of interviews scheduled and those completed were maintained in the field and at the central office. Interviewers were evaluated in terms of completed schedule, respondent satisfaction with the interview, accuracy of data, neatness and the rate of unacceptable responses. Unacceptable work or irregular behavior resulted in dismissal, with the standby interviewer replacing the interviewer. Because of the careful selection and training of the interviewers, personnel problems were held to a minimum during the interview phase.

#### Data Control

As interview schedules were returned they were checked for completeness, accuracy, internal consistency, appropriateness of response and open ended thumbnail sketches were coded. Editing was done as quickly as possible in order to follow-up with the

respondent while the interview was still fresh in his/her mind. Sample subjects who could not be located or who refused the interview were replaced through the use of the Kish technique where another random individual of the same strata is selected. Coding consisted mostly of coding the thumbnail information as the bulk of the data were pre-coded, and the coding process was completed at the central office in Philadelphia, Mississippi, where cross-coder communication could be used to assure reliability of interpretations by coders.

#### Data Processing

As the bulk of the data consisted of optically scanned items data reduction was simplified. Hand coded items and household characteristics questions were keypunched and verified and then added to the data previously placed in the data file by the optical scanner. Once assembled, data were further screened for missing data, missing or redundant records, inappropriate entries and for consistency. Data processing, tabulations and analysis were performed under the direction of Gregory Sather in Norman, Oklahoma. Of the 4,095 cases, 3,830 are reported here. The remaining 265 cases were rendered unusable because of data processing problems.

#### Technical Methodology

Formulae and technical materials used in or documenting the parameters, sampling error, quotas and other, related information may be found in Appendix D. The more technically inclined reader may want to refer to those materials where they are required. As they are technical they have not been included in this section.

### The State Education Agencies Survey (S.E.A.)

The S.E.A. survey was designed to describe each state administered education program and its program participants, staffing patterns and services provided, community development, the relationship between adult educational needs and program availability, factors influencing the decision process in adult educational program development and operation, and an analysis of why adults attend state administered adult education programs. After an initial contact, each state S.E.A. administrator was sent a mail questionnaire containing questions pertaining to these areas of interest. The questionnaire was designed by project staff with the aid of state, federal and independent consultants. Where officials failed to respond to the initial mailing they were telephoned and reminded of the importance of their input. These reminders persisted, followed by additional mailings where necessary until the questionnaires were returned.

### The S.E.A. Data

Although a high degree of cooperation was achieved generally among state administrators of adult education programs, many returned questionnaires which included incomplete or improperly aggregated data due to differences in recordkeeping requirements and systems or the lack of administrative interest in identifying Indian participants as such. Many state agencies simply identified minority ethnicities and races and then merely categorized them together, resulting in data which are not usable for our purposes here. At the same time, those data which were specific enough to



So of value here are reported later in the text.

In order to supplant the state questionnaires, N.I.M.S. staff abstracted reports submitted to the Office of Education by the states. These data were then added to those obtained in the S.E.A. questionnaires for all states. The data were then validated where conflicts occurred.

#### The Indian Education Act Survey (I.E.A.)

The I.E.A. survey was designed to describe each I.E.A. project, community reactions toward the project programs, objectives raised by tribal and advisory groups to provisions made in the I.E.A. programs, ease in applying, timeliness of review, characteristics of participants, accessibility and the intent to apply for a continuation of the programs. A pre-coded questionnaire was developed by staff with the aid of state, federal and independent consultants so as to measure the areas noted above. A list of programs, their locations and directors was obtained from the Offices of O.I.E., and the questionnaires were mailed to all program directors, with accompanying explanatory material included. For those directors who did not respond to the mailing, a telephone follow-up was undertaken. Additional mailings and phone calls were made as required to obtain full coverage of federally funded programs.

#### The I.E.A. Data

The results of the I.E.A. survey were similar to those of the S.E.A. survey. Directors were largely cooperative but aggregated

data in different ways than asked, or in many cases did not have a great deal of knowledge as to the characteristics of individuals in the programs. Those important characteristics of programs and recipients which were noted are reported later in the text. However, additional data had to be obtained from the Office of Indian Education to supplant the questionnaire. In addition, for the combined S.E.A. and I.E.A. programs, responses to questions asked in the interview survey phase were used to describe user groups and their characteristics. Data from these various sources are reported later in the text.

### 3.C. Use of Statistics

It is anticipated that this report will be used by educators, administrators, tribal groups, legislators, researchers and lay people of diverse backgrounds. Tabular and other statistical presentations that are made must then be as straightforward and easily understood as practical. Therefore, data presentations made in this report are limited to tabulations of single variables and to cross-tabulations (two variable analysis). Statistical tests of hypotheses are used only when such tests are imperative and where relationships might not be clear otherwise. As the sample size for the home interview phase of the study is large, statistical findings may appear quite subtle as compared with the social significance that is obvious where groups differ by wide or apparently wide ranges. Where it is important to note statistical differences because of a particular discussion we will, otherwise we will not refer to statistical tests but will merely discuss the relevance of the obvious

differences.

Similarly, we have attempted to allow the reader to make some decisions him/herself by presenting the bulk of the tabular material in such a way that the reader may compare regions of the United States and the differences in characteristics of their Indian residents using whichever of the various definitions of educational achievement describes earlier, that she/he prefers. We have used single and grouped chronological years of education to show the number of years of education completed; educational satisfaction to show the respondent's conceptualization of his/her educational experiences, needs and desires; and we have developed a "Use Level I" which is an index of the respondent's actual ability to use his/her knowledge in the three areas of reading, writing and arithmetic. The reader may then refer to any combination of these measures of education to evaluate the status of Indian education.

We then discuss Indian participation in adult education programs, types of programs involved and the satisfaction of participants in the training that they received. This discussion combines home interview, state and federal data in order to describe the characteristics of participants as compared to non-participants and to show the degree to which program/participant matches exist. This section makes extensive use of cross tabulations so that the reader may make direct comparisons with ease.

Later in the text we have developed tables which delve into performance differences as measured by the Adult Performance Level

test and indexes so that educational need might be further specified and disaggregated in terms of skills learned. Here again, the various measures of education, chronological years and satisfaction are presented so as to allow the reader to let the tables "speak for themselves". Also, where important, such statistical evidence as required where differences are not obvious are noted through textual presentation.

There may be a tendency, certainly a temptation, for the reader to go beyond the material presented in the text and table and to project attributes or conditions not specifically demonstrated here to the Indian population or some subset of the population. If these attributes or conditions are not specifically noted in the text, having been verified by the data, the reader makes such assumptions at great risk to him/herself and to the population or group described. The tendency to attribute group characteristics to individuals must similarly be avoided unless verification has been made that the individual(s) in question actually possess that characteristic. Statistical comparisons of groups or subgroups must remain at that level and cannot by themselves be disaggregated to an individual.

Interest in possible relationships, attributes or conditions that go beyond that material presented in this report are certainly within the providence of subsequent analysis and a future report or reports. Data collected during the study include a wealth of information which can be reanalyzed to provide answers to many research and administrative questions. Again, subsequent analysis may be the most fruitful approach where specific questions have not been directly

addressed here or where oblique reference may lead one to false or exaggerated assumptions.

## CHAPTER 4

### ADULT INDIAN EDUCATIONAL CHARACTERISTICS AND NEEDS

#### 4A.1: Introduction

In organizing this descriptive chapter on educational characteristics and needs, we will depart from the more conventional style of presenting the simple and straightforward demographic and social variable analysis first and then working into the more complex and meaningful characteristics after developing that foundation. Rather, as the results of performance and attainment are both important and striking, we will report the attainment, performance and proficiency profiles first and then develop the demographic and life quality indicators later as they are indicative of outcomes of attainment, performance and proficiency.

The results presented in this chapter are based on the analysis of the surveys, with the home interview survey yielding 3,830 useable responses which are then divided into 737 families who resided in the eastern United States and 3,093 who lived in the West. The home interview data are summarized in Sections 4B and 4D. Section 4C summarizes programs in adult education currently in place and operated under the auspices of State or Federal Government (I.E.A./S.E.A.).

It should be noted here that the results presented here are accurate but preliminary. Due to limitations in our ability to generate special tabulations where an in-depth analysis might have called for it, they have not been included. Likewise, rural and urban distinctions could not be made with accuracy due to coding and processing restraints at this time. The project separation of

the analysis team from the data processing specialist, and difficulties in and delays caused by the remote locations of the data processing operation have prevented the kind of thorough analysis that we would have liked to have provided. It has taken eight months to aggregate the data in the form presented in this chapter. Further analysis where all operations are combined will prevent these kinds of problems in the future.

The Format of the Presentation of the  
Home Interview Survey Data

It was clear to us early in the analytical stage of the study that several variables would be important enough to tabulate systematically across other variables. These criterion variables are:

1. Years of Formal Education: As a traditional index of education, this variable ranks at the top. We have divided formal education into ten categories as often used in educational research and administration. These categories will allow the reader to reflect on the figures reported and recombine them as he/she desires.
2. Satisfaction with the Completed Education. Satisfaction is measured by three different variables.
  - A. Dissatisfaction with the education received. This variable includes all of those who answered question D17 by checking 5, 6, or 7 on a seven point scale which ranged from Extremely Satisfied to Extremely Dissatisfied. We report only those who indicated at least some dissatisfaction with their education.
  - B. Those who feel that they need more education. Question D10 of the survey asked "Have you completed as much education as you feel you need?" All those who checked "no" are reported here.
  - C. Would the individual rather have had a different education? Question D16 asked that question and all those who checked "yes" are reported here.



3. Three R's use level. Three of the Adult Performance level scales consist of the traditional reading, writing, and arithmetic dimensions. As a tentative index of the respondent's actual skills in the three "R's" we have combined the three dimensions into a single score consisting of 36 items. The median percent of those 36 items is reported for each row variable against which the "3 R's" variable is tabulated. This percent score then can be used as indicative of differences in the utilization of the education and knowledge received as groups or subgroups are compared with one another.

4. Types of Adult Indian Educational Program Experience: This dimension is measured through the combination of items D6 and D11 of the questionnaire. As there are two general subtypes of adult education of special interest, ABE education which results in the attainment of High School Equivalency and that which does not, these two outcomes are broken out in the tabulations. Further, the source or provider of that education is itemized into:

- A. Public grade or high school,
- B. Public two-year college,
- C. Private vocational school, and
- D. Four-year college or university;
- E. Indian group or community agency.

Those who received their High School Equivalency without attending adult education courses and those with High School Diplomas are reported as separate groups.

### Formal Education

As shown in Table 4A.1.1, the median education of the Indian population is less than the completion of high school while the United States population enjoys a median education that includes some college (one year or more). Western Indians tend to have a greater number of years of formal education than do Eastern Indians but the differences between the distributions are only slight. The educational profiles are very similar regardless of region of residence. Note that there are few college graduates and decidedly fewer individuals who have taken post-graduate work.

Looking at the measures of educational satisfaction, Table 4A.1.2, one-third of all adult Indians are dissatisfied with the education that they received. Given the number of years of formal education received, about three years fewer than those completed by the U.S. population as a whole, it is not at all surprising that Indians reflect dissatisfaction levels as high as this. Consistent with educational level, Indians who reside in the eastern United States reflect greater levels of dissatisfaction than do those who live in the West. Again though, these differences are only slight ones.

Over three-fourths of the adult Indian population would have liked to have had more education, with Western Indians more inclined to feel that need than those in the East. Although these differences are slight, they may be important considerations in educational program development and marketing.

The last variable reported in Table 4A.1.2 completes the profile of educational dissatisfaction. Two-thirds of the adult Indian

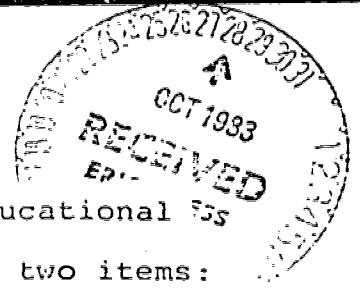
population feel that they received an inappropriate education for the kinds of occupations and lives that they would have wanted to lead. Eastern Indians are slightly less well satisfied with the kind of education received, but only slightly.

Now if knowledge is measured by the scores on the "Three R's" portion of the Adult Performance Level examination, adult Indians are able to answer about three-fifths of those items correctly, Table 4A.1.3 with Eastern Indians far exceeding the performance of those who reside in the West. It should be noted here that regional affiliation is defined by residence rather than place of education, but as will be noted later in the text, there are major differences in education by tribal affiliation. As converted to differences in scores, Eastern Indians answered nine more questions correctly than did those in the West, 55% more.

Although slightly less well educated in terms of years of education and somewhat less satisfied with that education, Eastern Indians far out perform those of the West. This may in part explain the differences between the two groups with respect to their interest in more education. Regardless, these tables do not reflect high achievement or great satisfaction in the levels and kind of education that Indians have received.

TABLE 4A.1.1 : Formal Education of U. S. Indians

Years of Formal Education	Total Indian Population		Indians Residing in the East		Indians Residing in the West	
	#	%	#	%	#	%
0	187	4.88	39	5.29	148	4.73
1 - 6	281	7.34	81	10.99	200	6.47
7	124	3.24	30	4.07	94	3.04
8	260	6.79	54	7.33	206	6.66
9	320	8.36	67	9.09	253	8.13
10 - 11	753	19.66	141	19.13	612	19.79
12	1,080	28.20	196	26.59	884	28.58
13 - 15	634	16.55	96	13.03	538	17.39
16	113	2.95	20	2.71	93	3.01
17+	78	2.04	13	1.76	65	2.10
	3,830	100%	737	100%	3,093	100%
% of TOTAL Population		100%		19.24%		80.76%



4A.2: Sources of Educational Attainment

To reiterate the sources or types of adult educational attainment are derived by combining the results of two items:

- 1) Did you receive a high school diploma or pass a high school equivalency test? and
- 2) Have you attended or been enrolled in an ABE/GED/SEA Program administered by the state of \_\_\_\_\_, the local school or any community or Indian group?

These two items, their response categories and the percentages of adult Indians in those categories are shown in Tables 4A.2.1 and 4A2.2 for East and West regions and for the nation as a whole.

As indicated in the first table (4A2.1), Indian adults in the West have slightly more high school diplomas (47.9%) than do those in the East (42.1%). Conversely, nearly half of the adult Indians (48.5%) east of the Mississippi have neither a high school diploma nor a GED; the same is true for over forty-one percent of those in the West. Also, about 10 percent of adult Indians have a high school equivalency (or GED). It should be pointed out here that because the western states contain the vast majority (80.8%) of the sample population of Indian adults, their numbers weigh more fully in the national figure, and consequently, more nearly approximate the national profile.

The second table (4A2.2) shows that only about one-fifth (21.3%) of adult Indians have ever attended or been enrolled in an ABE/GED/SEA Program. Of those enrolled throughout the nation, most (35.2%) tend to be found in programs operated by Indian groups and community agencies, followed by public grade or high schools (26.3%), private vocational schools (14.6%), public two-year colleges (13.5%), and



then four-year colleges or universities (10.4%). The national pattern however does not fit the regional profiles, especially for programs east of the Mississippi. In the East, nearly two-thirds (65%) of adult educational programs are operated by Indian groups and community agencies, followed by public grade or high schools (15.2%), private vocational schools (10.4%), and four-year colleges or universities (6.7%); only 2.4 percent of them are in public two-year college programs.

In western states, a much lower percentage of adult Indians are enrolled in programs operated by Indian groups and community agencies (only 27.1%) and more (29.2%) are attending programs in public grade schools or high schools; some adults also use programs in public two-year colleges (16.5%), private vocational schools (15.7%), and four-year colleges or universities (11.4%). Thus, Indians in western states have to rely more upon adult education programs operated by institutions other than the local Indian group or community agency, whereas eastern Indians depend almost entirely upon local Indian groups and community agencies for fulfilling their education needs.

The sources or types of educational attainment are thus derived by combining the results of these two items and thereby generating the categories found in Table 4A2.3. The first main category consists of those persons having "none" of the sources of educational attainment; these answer "no" to both items (i.e., they have attained neither a high school diploma nor its equivalent (GED) and they have never attended or enrolled in an ABE/GED type program). Persons under the ABE category are those who also have neither a high school

diploma nor a GED, but who have attended an adult education program. The GED category consists of Indian adults who have achieved an equivalency by attending an adult education program. The category of Equivalency is defined as those who obtained an equivalency but not through enrolling in a regular GED program. Finally, those who have achieved a high school diploma in the traditional way, without attending ABE/GED adult education programs, comprise the final category.

Basically these polar types of sources of educational attainment (or lack there of) will be cross tabulated in the following analyses against important indicators of: functional literacy, English proficiency, educational attainment and utility; income and employment levels and sources; residential conditions and satisfaction; and health status and care.

Before proceeding with that however, it should be pointed out here that doing this type of comparison does result in the loss of some cases (11.7% overall). Recall that the high school diploma/ equivalency item had about 2 percent missing cases and the ABE/GED/SEA program item resulted in a loss of about 5 percent of the cases. Combining these two items then to define the column categories depicting polar sources of educational attainment results in a loss of from 5-10 percent of the cases. This amounts to 193 to 385 of the total 448 missing cases. The remaining few cases constitute a category of persons who reported both being in an adult education program and having a high school diploma. However, since this small category does not clearly exemplify either of the polar types but rather a more complicated residue of mixed types, it is not included in the present analysis.

TABLE 1A.1.2: EDUCATIONAL SATISFACTION OF U.S. INDIANS

	Total Indian Population		Indians Residing in the East		Indians Residing in the West	
	#	%	#	%	#	%
Dissatisfied with their education (D17= 5,6,7)	1,267	33.08	260	35.28	1,007	32.56
Feel that they need more education (D10=No)	3,011	78.62	548	74.36	2,463	79.63
Would have liked a different education (D16 = Yes)	2,576	67.26	509	69.06	2,067	66.83



TABLE 4A.1.3: ADULT PERFORMANCE LEVEL  
THREE R's PROFICIENCY OF U.S. INDIANS

	Median % of 3R's Questions Answered Correctly	Number of Questions That % Represents
Total Indian Population	56.31	20 of 36
Indians Residing in the East*	70.13	25 of 36
Indians Residing in the West	45.79	16 of 36

\*Based on 692 observations

Note: A score of 25% would be expected by chance if the answers to all questions were guesses.

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TABLE 4A.2.1: High School Attainment or Equivalency

ITEM CONTENT: Did you receive a high school diploma or pass a high school equivalency exam?

	Nation	East	West
Yes, High School Diploma	1,762 (46.3)*	303 (42.1)	1,459 (47.9)
Yes, Equivalency Test	381 (10.1)	67 (9.3)	314 (10.3)
No	1,622 (43.1)	349 (48.5)	1,273 (41.8)
Subtotal	3,765 (98.3)	719 (97.6)	3,046 (98.5)
Missing Cases	65 (1.7)	18 (2.4)	47 (1.5)
TOTAL	3,830 (100%)	737 (100%)	3,093 (100%)

\*(%)

TABLE 4A.2.2: U.S. Indians who have been enrolled in or attended ABE/GED/SEA Program administered by their State, local school or any community agency or Indian group.

	<u>Nation</u>	<u>East</u>	<u>West</u>
Public Grade or High School	204 (5.6)*	25 (3.6)	179 (6.1)
Public two-year college or Technical Institute	105 (2.9)	4 (0.6)	101 (3.4)
Private Vocational, Trade or Business School	113 (3.1)	17 (2.4)	96 (3.3)
Four-year College or University	91 (2.2)	11 (1.6)	70 (2.4)
Other (Indian group or community agency)	273 (7.5)	107 (15.3)	166 (5.6)
No (not in ABE/GED/SEA Programs)	2,873 (78.7)	534 (76.5)	2,339 (79.3)
Subtotal	3,649 (95.3)	698 (94.7)	2,951 (95.4)
Missing Cases	181 (4.7)	39 (5.3)	142 (4.6)
TOTAL	3,830 (100%)	737 (100%)	3,093 (100%)

\*(2)

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TABLE 4A.2.3. SOURCES OF EDUCATIONAL ATTAINMENT

	NATION	EAST	WEST
None	1,281 (37.9)*	246 (37.1)*	1,035 (38.1)*
ABE:			
Public	36 (2.5)	14 (2.1)	72 (2.7)
Public Two-Year College	21 (0.6)	0 (0.0)	21 (0.8)
Private Vocational School	26 (0.8)	5 (0.8)	21 (0.8)
Four-Year College or University	2 (0.1)	0 (0.0)	2 (0.1)
Other (Indian Group or Community Agency)	151 (4.4)	69 (10.4)	82 (3.0)
GED:			
Public Grade or High School	57 (1.7)	6 (0.9)	51 (1.9)
Public Two-Year College	39 (1.1)	0 (0.0)	39 (1.4)
Private Vocational School	35 (1.0)	3 (1.2)	27 (1.0)
Four-Year College or University	16 (0.5)	2 (0.3)	14 (0.5)
Other (Indian Group or Community Agency)	88 (2.6)	27 (4.1)	61 (2.2)
Equivalency (No ABE/GED/SEA)	114 (3.3)	21 (3.2)	93 (3.4)
High School Diploma	1,466 (43.0)	265 (40.0)	1,201 (44.2)
Subtotal	3,382 (89.3)	563 (90.0)	2,719 (87.9)
Missing Cases	448 (11.7)	74 (10.0)	374 (12.1)
TOTAL	3,830 (100%)	737 (100%)	3,093 (100%)

\*(%)

4B ADULT EDUCATION ATTAINMENT PROFILES:  
Proficiency Levels

4B.0.1 Introduction

Adult proficiency in the use of knowledge acquired in school and elsewhere was measured through the use of selected items, the administration of selected questions from Northcutt's Adult Performance Level inventory. In all, representative questions were selected from each of ten of the dimensions measured on Northcutt's instrument and asked of each study participant. As the inclusion of all of Northcutt's questions would have made the questionnaire excessively lengthy for the kind of interview desired, only a small number of questions was used to represent each scale. As well, the original APL inventory was designed for use nationally but was not specifically relevant to Indian language or culture. In order to increase the applicability of the situation to the Indian culture and to increase understanding, specific questions used were re-drafted in the Indian context for clarity. Further, the inclusion of questions in the sample survey was partially dependent on the question's relevance to the Indian situation. That is, questions used were selected with the respondent group in mind, selected so as to decrease the likelihood of misunderstanding and/or misinterpretation and to assure that the item did not include terms or situations uncommon to Indian life and culture.

As the sampled questions were not administered to a national sample of the U.S. adult population bias as a result of question modification cannot be addressed specifically, nor can we directly

determine the extent to which scores on the shortened index would have been consistent with those (3's) obtained through the use of the original inventory. We can, however, measure that as the questions were selected and then modified so as to reflect Indian culture and life, that it is highly likely that if bias were introduced it would be expressed through higher scores on each of the ten indexes independently as compared with national data. Our adult performance levels for American Indian adults will be expected to be equal to or higher than those reported for a national adult sample drawn without regard to race or ethnicity, if in actuality both Indians and non-Indians are at exactly the same levels of performance.

#### 4B.1: Proficiency and Educational Attainment

Table 4B.1, Levels A thru J, show the actual correspondence to levels of proficiency on the ten test indexes of performance for the U.S. Population as measured by Northcutt and for our sample divided by region, East and West. The levels are divided into three categories, 1 = 0-50%, 2 = 51%-75%, and 3 = 76-100% of the items on each scale answered correctly.

For the skills for which there are national norms, Health, Community Resources, Law, Consumer Education and Occupational Knowledge, there can be no questions that U.S. Indians lag far behind the nation as a whole. As well, regardless of scale, Western Indians have substantially lower percents in Level 2 and 3 than do Eastern Indians. Their ability to demonstrate knowledge results in scores that for some scales are less than half that found in the national norm. It is important to remember here that we would have expected Indians who possessed equal abilities to meet the national norm to exceed it because of induced bias in the APL items used and translated. These low levels of performance, whether East or West are indicators of deficiency in the educational system including both formal and informal sub-systems.

The patterns shown for the five scales where U.S. norms are available are also interesting. Note that for most the greatest proportion of normative cases are in Level 3, then Level 2 and the fewest in Level 1. Law is the only exception. For Eastern Indians either end of the continuum may be most populous, with a lesser proportion in the middle category; either one has lots of or little knowledge. If one now examines the patterns for the West, this pattern continues, with the scale tending to reverse

its proportions as found in the national norms. The only scale where the proportion of Indian scores exceed those of the normative group occur in the Level 3 of Law. As the norms and Eastern Indian scores are similar, they actually may be equivalent or on the other hand, the norm still may be higher after the effects of selection are partialled out.

The most devastating interpretation of these tables comes when one considers that Indians are competing for jobs, participating in the quality of life and reaping the benefits of late twentieth century life in the United States. Yet, at such a disadvantage as compared to the U.S. population as a whole that they cannot be considered a serious contender for jobs, of understanding, taking advantage of health benefits, being effective consumers and availing themselves of legal remedies where they might, knowing what occupations they might train for or what training is probably required; nor are they in likelihood comparably proficient in the 3 R's as measured by Reading, Writing and Computation indexes.

If we had left the column headings to these tables blank and allowed the reader to supply his/her own column readings where the U.S. Indian Population now is shown, one might have assumed the data to be from Developing Nations (perhaps in the case of Eastern Indians) or from Underdeveloped ones (in the case of the West). In late twentieth century America, this is certainly an indictment of the cumulative effects of social differentiation and of a social and political system (or systems) that would allow this condition to exist. Even though some of the individual scale percentages for Indians are closer to the norms than are others, the over-



whelming pattern is one of a lack of useful knowledge pertaining to the scales. For Western Indians the differences constitute overwhelming proportions. Whatever the cause the condition of adult Indian knowledge or proficiency is grave.

TABLE 48.1: U.S. NORMS AND ADULT INDIAN PERFORMANCE AS MEASURED BY THE ADULT PERFORMANCE LEVEL INSTRUMENT.

LEVEL	U.S. NORM.	U.S. INDIAN POPULATION		
		TOTAL	EAST	WEST
<b>A. HEALTH</b>				
1	15.5%	54.4%	41.1%	57.6%
2	39.9%	23.2%	29.3%	21.7%
3	44.6%	22.4%	29.6%	20.7%
Total	100%	100%	100%	100%
<b>B. COMMUNITY RESOURCES</b>				
1	14.3%	46.6%	28.9%	50.8%
2	31.1%	16.2%	24.8%	14.1%
3	54.6%	37.2%	46.3%	35.1%
Total	100%	100%	100%	100%
<b>C. LAW</b>				
1	19.5%	51.9%	38.2%	55.1%
2	51.6%	23.2%	32.0%	21.1%
3	29.9%	24.9%	29.8%	23.3%
Total	100%	100%	100%	100%
<b>D. CONSUMER EDUCATION</b>				
1	15.6%	47.9%	34.4%	51.2%
2	38.6%	21.6%	28.9%	19.8%
3	45.8%	30.5%	36.8%	29.0%
Total	100%	100%	100%	100%
<b>E. OCCUPATIONAL KNOWLEDGE</b>				
1	15.2%	48.6%	37.1%	51.4%
2	32.5%	17.6%	19.9%	17.1%
3	52.3%	33.8%	43.1%	31.5%
Total	100%	100%	100%	100%
<b>F. INTERPRETATION OF FACTS AND FIGURES*</b>				
1		48.4%	31.6%	52.4%
2		18.3%	21.8%	17.4%
3		33.3%	46.6%	30.2%
Total		100%	100%	100%
<b>G. WRITING*</b>				
1		49.8%	36.4%	52.9%
2		18.4%	25.8%	16.7%
3		31.8%	37.9%	30.4%
Total		100%	100%	100%

TABLE 4B.1 (continued)

<u>LEVEL</u>	<u>U.S. NORM.</u>	<u>U.S. INDIAN POPULATION</u>		
		<u>TOTAL</u>	<u>EAST</u>	<u>WEST</u>
<b>H. <u>COMPUTATION*</u></b>				
1		52.7%	40.0%	55.7%
2		21.0%	25.5%	19.9%
3		<u>26.3%</u>	<u>34.5%</u>	<u>24.4%</u>
Total		100%	100%	100%
<b>I. <u>PROBLEM SOLVING*</u></b>				
1		48.0%	29.5%	52.4%
2		27.3%	37.5%	24.3%
3		<u>24.7%</u>	<u>33.0%</u>	<u>22.8%</u>
Total		100%	100%	100%
<b>J. <u>READING*</u></b>				
1		48.9%	38.1%	51.5%
2		18.5%	23.3%	17.4%
3		<u>32.6%</u>	<u>38.6%</u>	<u>31.1%</u>
Total		100%	100%	100%

\*There are no national norms available for these indexes.

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#### 4B.1.1.0 Interactions Between Formal Education and Adult Performance Level

We would expect performance levels of tests which measure acquired knowledge to be related to the completion of formal education if the knowledge assessed is related to the curriculum normally found in schools. As the years of formal education increase and the educational experiences are reinforced by continued coursework test results should reflect the increased education. Where critical events occur in the sequence of education which allow for an additional dimension of coursework to be begun, we should see plateaus in test scores followed by accelerations of knowledge. When reinforcement is discontinued we might see another plateau perhaps followed by a gradual decline or increase in knowledge with the passage of time. The interaction between years of formal education and the dimensions tested, then may be expected to be a complex one, not simply characterized by some linear relationship between performance level and years of schooling.

As well, as the ages of the sample subjects include a broad range, performance levels will reflect education completed during a range of decades and under different circumstances. Curriculum as modified over time may have changed so as to have benefited different age charts differently. As individuals have experienced life since school for different numbers of years or decades, dimensions omitted during their education may have been added informally or learned material forgotten.

Finally, as educational attainment has increased over the past

several decades, we should expect that those who have completed a greater number of years of formal education should include disproportionately more younger individuals. Thus, as the number of years of formal education increases, the recentness of that schooling should be reflected in the scores and perhaps the scores will be more reflective of formal education than of a combination of formal and informal processes. This better educated group should also reflect the outcomes of recent trends in educational policy.

#### 4B.1.1.1 The Dimensions

Regardless of dimension, the greatest difference in performance level attainment comes when one compares no formal education (0 Years) with one to six years of education. Seventy-eight to ninety-two percent of those who have not completed a single year of formal education may be found in level one, as compared to forty to seventy-one percent of those who have completed one to six years. When one has completed seven years, the proportion to be found in level one decline steadily to an asymptote between twelve and thirteen to fifteen years depending on the dimension, where the percent in level one increases gradually.

If, by contrast we examine the percent of adult Indians who are in level three we find a similar profile with zero years of education least well represented, a gradual increase to an upper asymptote at thirteen to seventeen plus years.

On the average the 8th to the 11th grade seem to separate those who have better scores from those who have poorer ones.

Regardless of years of formal education, the proportions found in level one or level three don't change (decrease or increase, respectively) as one might imagine. For most scales level three seems to increase as an important function of years of education, yet level one does not show a similar decrease. One might summarize the general effect of years of formal education on tested performance is that a small proportion benefit substantially while most benefit little as their formal education increases.

#### Health

Demonstrated knowledge with respect to health shows substantial deficiencies when adult Indians are compared with national norms. Only among college educated Indians who reside in the eastern United States do levels of knowledge approach that found among adult Americans. Where the national norm would expect to only find about fifteen percent of adults answering half of the Health questions correctly, fewer than half of adult Indians had that level of competence. At the other end of the scale, where about forty-five percent of adult Americans answered at least 75% of the Health items correctly, only about twenty-two percent of adult Indians did.

Among Western Indians, only twenty-one percent of the sample knew the correct answers to at least 75% of the Health items. If one refers to Level 1, among Western Indians, it may be noted that as formal education increases, given any education, the proportion within Level 1 decreases only slightly from 68.0% to 50.3%, where among Eastern Indians that decrease is from 70.9% to 7.7%. Among Western Indians formal education may reduce Level 1 membership by

about 26% while in the East, that number is reduced by 39%. Clearly the formal health education available to these Western Indians has been seriously lacking, while it appears that Indians who reside in the East do derive substantial benefit from it. Regardless of locale, health education is seriously lacking among the Indians sampled.

It is interesting here to note that satisfaction with one's education, the awareness that one needs more education and/or that one needs a different education all vary by level as scored on the Health dimension of the APL test. The direction of that variation is that which might be expected, the lower the achieved level the less satisfied one is, although not linearly so. This same relationship holds for many of the other tested dimensions as well. For some dimensions dissatisfaction comes with great outrage demonstrated knowledge about the substantive area. As these more complex relationships are found they will be noted in the text.

#### Community Resources

Again, the national sample shows that substantially more, three times as many adult Indians, may be found in Level 1 than one would expect to find in the population as a whole. As before, Eastern Indians who have had some college consist of the only group that surpasses the national figures for Level 3, but their membership in Level 1 is still above national averages. This bipolarity is somewhat reflected among Western Indians and curiously may mean that as education increases, whether Eastern or Western, one tends

to fall in one of two groups: those who have little knowledge or understanding and those who know or understand and very well. A glance at the distribution of formal education seems to bear this out.

More education decreases the Western Level 1 population by about 21% while in the East, that education reduces the Level 1 population by 81%. Clear again is the extent to which education is effective in understanding. In the East, formal education is a powerful tool in increasing knowledge about Community Resources. In the West, however, it is only a minor factor.

#### Law

Law scores continue to reflect the bipolar characteristics found with respect to Community Resources among Western Indians but not among those who live in the East. Again it is clear that Eastern Indians enjoy a greater competency with each additional level of education while in the West only minor changes occur with the Level 1 group affected. Among both areas of residence, Level 3 membership is directly attributable to formal education. Placed in probabilistic terms, formal education may likely play a greater role in moving a person from Level 2 to Level 3 than from Level 1 to Level 2 or 3.

It is interesting that Eastern Indians show a progressive advancement toward Level 3 as education continues while Western Indians display a bipolar progression. As this phenomenon has not been explored to a logical end we will not comment on it further. It exists as a curiosity at this time.



### Consumer Education

As compared with the United States as a whole, Indians, East or West, are unenlightened consumers. Eastern Indians are much more knowledgeable as consumers than are those who live in the West. The interaction between formal education and Use Level results in the same bipolar alignment among Western Indians while in the East, there is a marked tendency for scores (Levels) in Consumer Education to increase with increased formal education.

### Occupational Knowledge

With little education one knows little about occupations and as one receives more formal education there is a tendency to know lots or little. There is little middle ground among adult Indians. In all, more than three times the number of Indians expected are found in Level 1 of the Occupational Knowledge scale, and only 65% of those expected in Level 3. Only those Eastern Indians who have completed some college are found in abundance in Level 3 but their numbers are still too great in Level 1. When one examines the figures for Level 1 the now familiar pattern continues of Eastern advancement with formal education as compared to lesser advancement among Western residents. As the effects of occupational knowledge and formal education are recursive that knowledge should increase steeply in elementary and early secondary education, yet a 25-30% decrease in the Level 1 group moving from no education to grade 1-6 is the steepest decline found and, even then, Level 1 membership is still about twice that expected. There are also important gains between elementary and secondary education when one examines Level 3 membership, but again the gains are hardly sufficient to

to be of major importance in the individual's preparation for a culturally non-traditional career in late twentieth-century America.

#### Interpretation of Facts and Figures

Although there are no national norms available for this and the following dimensions, we may assume that the national patterns will be similar to the dimensions that preceded them, fewer adults at Level 1 competency, more at Level 2 and most at Level 3.

Whether Eastern or Western, education tends to polarize the groups into Level 1 or Level 3. Relatively few people move out of Level 1 in the West as education increases while in the East the movement is dramatic, especially after six years of education. At the other end of the scale, the change from the least education in the East (excluding "none") to the most is a fourfold increase while in the West that change is about twofold. Regardless of locale U.S. Indians are not well informed in the interpretation of facts and figures.

With respect to satisfaction, Western Indians who scored the least satisfactorily are decidedly less satisfied with their education, its amount and type. In contrast, Eastern Indians almost reverse that pattern with those scoring the best being the least satisfied on all three items. On the one hand, high scorers are more satisfied while on the other they are less satisfied. As our data processing capability does not allow further examination of this interesting phenomenon we shall only report it here and leave it for further study.

### Writing

Writing is the backbone of most of the other educational processes and again, adult Indians do not score well. Eastern Indians display the greatest writing abilities and their writing skills tend to increase importantly with more formal education. Western Indians show a lesser relationship between skill and formal education with a distinctive bipolar relationship much in evidence.

While dissatisfaction does not appear to be greatly related to demonstrated writing ability among Eastern Indians, Western Indians who score at Level 1 are substantially less satisfied than are those scoring at other levels. Level 3 Western Indians are also dissatisfied, substantially more dissatisfied than those who score at Level 2. When taken together, East and West, one might presume that those at Levels 1 and 3 are more dissatisfied with their education than are those at Level 2.

### Computation Level

Similar to the APL dimensions previously described computation levels show that for the United States and the West, formal education adds only in a small way, 29%, to the levels of those who had at least some formal education. For those who completed no more than twelve years of education, education was attributable to a 25% reduction of the population in Level 1. Regardless of locale, but especially for those who live in the West, dissatisfaction comes most frequently among those who scored in Level 1. For a dimension as important to life as computation, this is a serious educational problem.

### Problem Solving

The profiles for the problem solving dimension are quite similar to those of Computation Level, except that among Eastern Indians there is a decided propensity to register dissatisfaction among the Level 2 group. The patterns are quite similar otherwise. Again, coupled with the computation level findings, this is a serious educational deficiency, however associated the two dimensions are.

### Reading

Finally, many of these dimensions, if not all of them, require the ability to handle written language facility. Reading scores are decidedly bipolar, especially in the West. Among Western Indians, some formal education reduces the Level 1 population about 27% and then if one maximizes his/her reading capability (grades 10-12), only another 27%. It appears that most of the gains for both East and West come from Level 2 to Level 3. For Eastern and Western residents dissatisfaction tends to be distributed approximately according to their proportion found in the population.

#### 4B.1.1.2 Literacy Levels and Sources of Educational Attainment

When cross tabulating sources of adult Indian educational attainment against the literacy levels within the ten performance and content areas defined by the APL study, one should keep in mind that there are very few persons found taking adult education in colleges and universities. In fact, there are only two cases in the West and none in the East where persons were taking ABE in

4-year programs. Similarly in the East, no persons were taking ABE courses in two-year colleges and only two had attended GED programs in a four-year college or university. Fourteen adult Indians, however, were attending GED programs at western four-year colleges and universities. While the columns with only two cases were shown in the tables that follow, they will not be discussed as their results would be misleading. Likewise, some caution should be taken with some of the eastern data, where small sample sizes occur within a few columns.

In addition, while the analysis does distinguish among ABE and GED programs and various types within these categories by isolating programs operated by Indian groups and community agencies from others, it does not separate those operated by Indian groups from those of community agencies, as both are seen as being subject to greater local Indian control than are public and private schools, particularly institutions of higher education.

Literacy levels of adult Indians in the eastern states regarding the APL content areas of health, community resources, law, consumer education and occupational knowledge are found in Tables 4B1.1.2.1 - .5; literacy levels in the skill areas of identifying facts and figures, writing, computation, problem solving, and reading are found in Tables 4B1.1.2.6 - .10. Review of the details of these tables reveals a clear, consistent pattern or profile. Without exception, the eastern adult Indians with the lowest literacy levels are those who have attended ABE programs operated by Indian groups and community agencies; their proficiency levels are even lower than those of persons not completing high school

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with no adult educational program experience. The most likely explanation for this finding is that Indian and community operated ABE programs are simply providing basic skills for that segment of the adult Indian population with the greatest need. Adult Indians participating in eastern ABE programs operated by public schools and private vocational schools in fact tend to consistently outperform regular high school graduates. Also, those who have managed to acquire an equivalency without the benefit of an adult education GED program compare favorably with regular high school graduates. However, those receiving an equivalency through a GED program tend to outperform everyone and this is especially true for adults in GED programs operated by public schools and by Indian groups and community agencies who show the highest literacy levels.

Inspection of the performance levels of adult Indians in the western states on the APPL content and skill areas quickly reinforces the fact that their literacy levels are drastically lower than the scores of comparable groups in the eastern states. The pattern of results for the West shows some similarity to that of the East, except that typically the lowest levels of literacy occur among persons with neither a high school diploma, its equivalency nor any ABE programming experience. ABE program experience tends to be associated with higher performance levels, which are, in several cases, above that of regular high school graduates. Likewise, obtaining a high school equivalency without benefit of a regular adult education program brings about levels of literacy comparable to those found in some ABE programs and in regular high school graduates. Equivalency obtained through a regular adult GED program

however, consistently is associated with the highest performance levels; particularly the programs operated by four-year colleges and universities, public grade and high schools, and Indian groups and community agencies typically show the highest levels of literacy in the APL content and skill areas.

Thus, in the western states adult education programs operated by Indian groups and community agencies tend to hold their own, particularly at the GED level where usually only those few in four-year colleges or universities tend to perform slightly better.

TABLE 4B1.1.1.1: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND HEALTH KNOWLEDGE

PART A: UNITED STATES SUMMARY

LEVEL	Years of Formal Education										Educational Satisfaction				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Disast. More	Need Diff.	Need Norm	
1	84.2	68.8	65.2	61.8	57.2	51.0	49.4	46.7	48.7	50.8	54.4	55.3	54.3	55.1	15.5
2	12.5	24.1	21.4	22.1	27.6	26.4	24.8	20.8	14.1	13.2	23.2	25.5	23.4	24.2	39.9
3	3.3	7.1	13.4	16.1	15.2	22.6	25.8	32.5	37.2	36.0	22.4	19.2	22.3	20.7	44.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 4.7$  (47%)  $s = 3.1$  (31%)

PART B: EASTERN INDIANS

1	91.8	70.9	52.0	41.5	38.2	37.0	31.1	26.9	30.0	7.7	41.1	45.6	39.8	39.6	15.5
2	6.4	19.0	19.7	25.9	42.5	33.0	34.2	28.3	27.5	27.7	29.3	30.5	29.1	30.8	39.9
3	1.8	10.1	28.3	32.6	19.3	30.0	37.7	44.8	42.5	64.6	29.6	23.9	31.1	29.6	44.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 5.8$  (58%)  $s = 2.9$  (29%)

PART C: WESTERN INDIANS

1	82.2	68.0	69.4	67.1	62.2	54.2	53.5	50.3	52.7	59.4	57.6	57.8	57.6	58.9	15.5
2	14.1	26.2	21.9	21.1	23.6	24.9	22.7	19.5	11.2	10.3	21.7	24.3	22.1	22.6	39.9
3	3.7	5.8	8.7	11.8	14.2	20.9	23.8	30.2	36.1	30.3	20.7	17.9	20.3	18.5	44.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 4.4$  (44%)  $s = 3.1$  (31%)

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TABLE 4B.1.1.1.2 : FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND COMMUNITY RESOURCES KNOWLEDGE

PART A: UNITED STATES SUMMARY

LEVEL	Years of Formal Education											Educational Satisfaction			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat.	Need More	Need Diff.	National Norm
1	78.8	53.7	49.8	45.5	43.9	42.4	43.8	44.4	48.8	50.0	46.6	45.9	46.3	46.5	14.3
2	11.4	28.0	19.1	20.9	21.3	18.0	15.8	7.9	7.0	10.5	16.1	19.4	16.0	18.7	31.1
3	9.8	18.3	31.1	33.6	34.8	39.6	40.4	47.7	44.2	39.5	37.1	34.7	37.7	36.8	54.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	

$\bar{x} = 6.8 (52.3\%)$      $S = 4.5 (34.6\%)$

PART B: EASTERN INDIANS

1	77.2	40.0	23.7	26.1	25.5	23.2	25.1	24.2	30.5	7.7	28.9	29.3	25.7	27.4	14.3
2	12.0	40.5	34.3	29.8	30.3	21.4	25.7	14.2	10.5	21.5	24.0	28.0	26.0	24.6	31.1
3	10.8	19.5	42.0	44.1	44.2	55.4	49.2	61.6	59.0	70.8	46.1	42.7	48.3	48.0	54.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	

$\bar{x} = 8.7 (66.9\%)$      $S = 3.9 (30.0\%)$

PART C: WESTERN INDIANS

1	79.2	59.3	58.1	50.5	48.7	46.8	47.9	48.0	52.7	58.5	50.8	50.2	50.9	51.2	14.3
2	11.4	23.0	14.2	18.6	18.9	17.3	13.6	6.8	6.2	8.3	14.1	17.2	13.8	14.7	31.1
3	9.4	17.7	27.7	30.9	32.4	35.9	38.5	45.2	41.1	33.2	38.1	32.6	35.3	34.1	54.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	

$\bar{x} = 6.4 (49.2\%)$      $S = 4.5 (34.6\%)$

TABLE 4B.1.1.1.3 : FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND LAW KNOWLEDGE

PART A: UNITED STATES SUMMARY

LEVEL	Years of Formal Education										Educational Satisfaction				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat.	Need More	Need Diff.	National Norm
1	85.9	67.2	59.5	56.2	52.3	47.3	42.1	45.9	48.0	50.0	51.9	52.2	51.7	52.1	19.5
2	9.2	23.8	27.3	25.6	26.6	26.6	24.3	20.6	16.4	8.3	23.2	25.3	23.2	24.9	51.6
3	4.9	9.0	13.2	18.2	21.1	26.1	28.6	33.5	35.6	41.7	24.9	22.5	25.1	23.0	28.9
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
											$\bar{x} = 5.9 (49.2\%)$ $S = 3.6 (30\%)$				

PART B: EASTERN INDIANS

1	86.2	57.3	44.0	42.6	36.1	32.6	31.7	27.3	30.0	7.7	38.2	39.1	35.9	36.3	19.5
2	11.3	32.3	44.3	23.3	31.5	30.6	38.8	34.6	28.0	0.0	32.0	36.9	33.1	35.6	51.6
3	2.5	10.4	11.7	34.1	32.4	36.8	29.5	38.1	42.0	92.3	29.8	24.0	31.0	28.1	28.9
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
											$\bar{x} = 7.1 (59.2\%)$ $S = 3.3 (27.5\%)$				

PART C: WESTERN INDIANS

1	85.8	71.3	64.5	59.8	56.6	50.8	50.4	49.2	51.8	50.5	55.1	55.6	55.2	56.1	19.5
2	8.7	20.4	21.9	26.2	25.4	25.6	21.1	18.1	13.9	10.0	21.1	22.3	21.0	22.3	51.6
3	5.5	8.3	13.6	14.0	18.0	23.6	28.5	32.7	34.3	31.5	23.8	22.1	23.8	21.6	28.9
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
											$\bar{x} = 5.7 (47.5\%)$ $S = 3.6 (30.0\%)$				

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TABLE 4B.1.1.1.4 : FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND CONSUMER EDUCATION KNOWLEDGE

PART A: UNITED STATES SUMMARY

LEVEL	Years of Formal Education										Educational Satisfaction				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat. More	Need Diff.	Need National Norm	
1	81.5	58.9	55.6	46.9	47.0	43.9	43.7	44.3	47.4	50.8	47.9	48.1	47.8	47.8	15.6
2	11.8	24.9	24.0	26.9	28.8	25.5	21.6	15.7	11.9	5.4	21.6	23.2	21.4	22.4	38.6
3	6.7	16.2	30.4	26.2	24.2	30.6	34.7	40.0	40.7	43.8	30.5	28.7	30.8	29.8	45.0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 5.4 (54\%) \quad S = 2.8 (28\%)$

PART B: EASTERN INDIANS

1	86.2	49.6	35.3	32.6	32.2	29.1	29.8	24.4	30.0	7.7	34.4	35.2	31.7	31.8	15.6
2	9.5	33.8	42.0	27.0	41.8	32.3	27.9	20.9	21.0	9.2	28.8	33.1	30.6	31.2	38.6
3	4.3	16.6	22.7	40.4	26.0	38.6	42.3	54.7	49.0	83.1	36.8	31.7	37.7	37.0	45.8
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 6.3 (63\%) \quad S = 2.6 (26\%)$

PART C: WESTERN INDIANS

1	80.3	62.7	62.1	50.7	50.9	47.3	46.8	47.9	51.2	59.4	51.2	51.4	51.4	51.7	15.6
2	12.4	21.2	18.3	26.9	25.4	23.9	20.2	14.8	10.0	4.6	19.8	20.6	19.4	20.3	38.6
3	7.4	16.1	19.6	22.4	23.7	28.8	33.0	37.3	38.8	36.0	29.0	28.0	29.2	28.0	45.8
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 5.2 (52\%) \quad S = 2.8 (28\%)$

TABLE 4B.1.1.1.5 : FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND OCCUPATIONAL KNOWLEDGE

PART A: UNITED STATES SUMMARY

LEVEL	Years of Formal Education											Educational Satisfaction			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat. More	Need Diff.	Need National Norm	
1	81.8	60.2	52.9	49.6	46.7	45.2	44.9	44.1	47.1	50.2	48.6	48.2	48.0	48.3	15.2
2	12.1	28.3	26.8	27.7	24.6	19.3	15.2	10.8	8.3	2.2	17.6	19.8	17.8	19.0	32.5
3	6.1	11.5	20.3	22.7	28.7	35.5	39.9	45.1	44.6	47.6	33.8	32.0	34.2	32.7	52.3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	

$\bar{x} = 6.8$  (56.7%)  $S = 3.4$  (28.3%)

PART B: EASTERN INDIANS

1	84.1	58.3	36.7	37.4	34.0	31.6	33.0	24.0	30.0	7.7	37.1	38.8	34.6	35.4	15.2
2	8.2	28.3	35.3	28.0	26.9	21.3	16.6	11.9	9.0	0.0	19.8	21.7	20.7	21.6	32.5
3	7.7	13.4	28.0	34.6	39.1	47.1	50.4	64.1	61.0	92.3	43.1	39.5	44.7	43.0	52.3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	

$\bar{x} = 7.8$  (65%)  $S = 3.4$  (28.3%)

PART C: WESTERN INDIANS

1	81.2	61.0	58.1	52.0	50.0	48.3	47.6	47.7	50.8	58.8	51.4	50.6	51.0	51.5	15.2
2	13.2	20.3	24.0	28.0	24.0	18.8	14.8	10.6	8.2	2.6	17.1	19.3	17.2	18.4	32.5
3	5.6	10.7	17.9	20.0	26.0	32.9	37.6	41.7	41.0	38.6	31.5	30.1	31.8	30.1	52.3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	

$\bar{x} = 6.6$  (55%)  $S = 3.4$  (28.3%)

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TABLE 4B.1.1.1.6 : FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND INTERPRETATION OF FACTS AND FIGURES KNOWLEDGE

PART A: UNITED STATES SUMMARY

LEVEL	Years of Formal Education											Educational Satisfaction		
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat. More	Need Diff.	National Norm
1	82.7	59.5	52.6	50.4	47.3	44.3	44.0	44.7	47.9	50.0	48.4	48.7	48.0	48.4
2	10.0	23.6	24.5	23.0	25.0	18.7	18.3	14.2	8.0	7.9	18.3	20.2	18.8	19.1
3	7.3	16.9	22.9	26.6	27.7	37.0	37.7	41.1	44.1	42.1	33.3	31.1	33.2	32.5
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 4.9$  (54.4%)  $S = 3.0$  (33.3%)

PART B: EASTERN INDIANS

1	82.6	48.8	25.3	30.7	28.8	28.9	24.9	22.1	30.0	7.7	31.6	32.9	29.2	30.2
2	8.7	31.7	42.0	25.9	30.6	19.1	21.4	13.9	6.0	4.6	21.8	26.4	23.0	22.3
3	8.7	19.5	32.7	43.4	40.6	52.0	53.7	64.0	64.0	87.7	46.6	40.7	47.8	47.5
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 6.2$  (68.9%)  $S = 2.7$  (30%)

PART C: WESTERN INDIANS

1	82.7	63.8	61.3	55.6	52.2	47.8	48.2	48.7	51.7	58.5	52.4	52.8	52.2	52.8
2	10.4	20.2	18.9	22.3	23.6	18.6	17.6	14.3	8.5	8.6	17.4	18.5	17.8	18.3
3	6.9	16.0	19.8	22.1	24.2	33.6	34.2	37.0	39.8	32.9	30.2	28.7	30.0	28.9
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 4.6$  (51.1%)  $S = 3.0$  (33.3%)

TABLE 4B.1.1.1.7 : FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND WRITING KNOWLEDGE

PART A: UNITED STATES SUMMARY

LEVEL	Years of Formal Education										Educational Satisfaction			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat. More	Need Diff.	National Norm
1	84.0	62.6	56.4	52.1	48.8	45.5	45.4	44.6	47.8	51.3	49.8	50.4	49.4	49.9
2	9.1	24.2	22.6	23.6	24.6	20.6	18.6	12.6	11.1	6.8	18.4	20.4	18.5	19.5
3	6.1	13.2	21.0	24.3	26.6	33.9	36.0	42.8	41.1	41.9	31.8	29.2	32.1	30.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 6.0$  (54.5%)  $S = 3.2$  (29.1%)

PART B: EASTERN INDIANS

1	90.0	57.5	41.3	39.4	29.1	31.1	29.8	25.3	30.0	7.7	36.4	38.3	34.4	35.3
2	3.1	32.8	29.0	19.2	33.9	26.7	31.6	18.3	6.5	17.7	25.8	26.8	26.9	26.7
3	6.9	9.7	29.7	41.4	37.0	42.2	38.6	56.4	63.5	74.6	37.8	34.9	38.7	38.0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 8.1$  (73.6%)  $S = 3.5$  (31.8%)

PART C: WESTERN INDIANS

1	83.4	64.6	61.3	55.4	54.0	48.8	48.8	48.1	61.6	60.0	52.9	53.5	52.7	53.5
2	10.7	20.7	20.5	24.8	22.2	19.2	15.6	11.5	12.0	4.6	16.7	18.8	16.6	17.7
3	5.9	14.7	18.2	19.8	23.8	32.0	35.6	40.4	36.4	35.4	30.4	27.7	30.7	28.8
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 5.8$  (52.7%)  $S = 3.2$  (29.1%)

TABLE 4B.1.1.1.8 : FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND COMPUTATION KNOWLEDGE

PART A: UNITED STATES SUMMARY

LEVEL	Years of Formal Education										Educational Satisfaction			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Disat. More	Need Diff.	National Norm
1	84.8	64.4	63.5	54.2	54.8	50.0	48.5	45.6	48.9	50.1	52.7	53.4	52.5	53.4
2	11.6	26.4	24.5	27.6	25.4	24.8	21.7	14.2	9.8	4.2	21.0	22.8	20.8	21.6
3	3.6	9.2	12.0	18.2	19.8	25.2	29.8	40.2	41.3	45.7	26.3	23.8	26.7	25.0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 6.9 (53.1\%)$   $S = 3.6 (27.7\%)$

PART B: EASTERN INDIANS

1	85.1	53.3	57.7	37.6	47.0	34.8	34.6	25.3	35.5	7.7	40.0	43.1	38.8	39.4
2	12.3	34.6	27.7	31.7	25.2	30.1	23.0	20.9	23.5	4.6	25.5	28.4	25.4	26.5
3	2.6	12.1	14.6	30.7	27.8	35.1	42.4	53.8	41.0	87.7	34.5	28.5	35.8	34.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 8.1 (62.3\%)$   $S = 3.5 (26.9\%)$

PART C: WESTERN INDIANS

1	84.7	69.0	65.4	58.5	56.8	53.5	51.5	49.2	51.8	58.5	55.7	56.1	55.6	56.9
2	11.4	23.0	23.5	26.6	25.5	23.5	21.4	13.0	6.9	4.2	19.9	21.4	19.7	20.3
3	3.9	8.0	11.1	14.9	17.7	23.0	27.1	37.8	41.3	37.3	24.4	22.5	24.7	22.8
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 6.7 (51.5\%)$   $S = 3.6 (27.7\%)$

TABLE 4B.1.1.1.9 : FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND PROBLEM SOLVING KNOWLEDGE

PART A: UNITED STATES SUMMARY

LEVEL	Years of Formal Education										Educational Satisfaction			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Disaat. Need More	Need Diff.	National Norm
1	77.8	55.6	52.4	47.5	46.7	44.2	44.8	45.4	48.3	50.0	48.0	47.2	47.5	47.8
2	16.5	32.4	30.1	29.0	32.0	30.5	28.1	24.0	13.9	8.3	27.3	29.9	28.2	28.8
3	5.7	12.0	17.5	23.5	21.3	25.3	27.1	30.6	37.8	41.7	24.7	22.9	24.3	21.4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 5.9$  (49.2%)  $s = 3.7$  (30.8%)

PART B: EASTERN INDIANS

1	80.0	41.0	25.3	25.9	26.3	24.8	24.5	24.8	30.0	7.7	29.5	28.4	25.8	27.2
2	14.6	44.0	56.7	39.2	42.5	40.1	36.0	38.8	9.5	13.8	37.5	44.5	40.3	39.2
3	5.4	15.0	18.0	34.9	31.2	35.1	39.5	36.4	60.5	78.5	33.0	27.1	33.9	31.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 7.4$  (61.7%)  $s = 3.2$  (26.7%)

PART C: WESTERN INDIANS

1	77.2	61.5	61.1	53.1	52.1	48.7	49.3	49.1	52.2	58.5	52.4	52.1	52.3	52.8
2	17.0	27.7	21.6	26.3	29.2	28.3	26.3	21.3	14.8	7.2	24.8	26.1	25.5	26.3
3	5.8	10.8	17.3	20.6	18.7	23.0	24.4	29.6	32.9	34.3	22.8	21.8	22.2	20.9
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 5.5$  (45.8%)  $s = 3.7$  (30.8%)



TABLE 4B.1.1.1.10: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND READING KNOWLEDGE

PART A: UNITED STATES SUMMARY

LEVEL	Years of Formal Education										Educational Satisfaction			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat. More	Need Diff.	National Norm
1	80.8	58.2	56.3	49.3	46.1	45.2	45.5	45.1	48.3	51.3	48.9	48.5	48.5	48.6
2	11.3	29.1	19.8	28.7	27.6	20.7	16.3	11.8	8.0	2.4	18.5	20.6	18.3	19.5
3	7.9	12.7	23.9	22.0	26.3	34.1	38.2	43.1	43.7	46.3	32.6	30.9	33.2	31.9
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 6.0$  (50%)  $S = 4.1$  (34.2%)

PART B: EASTERN INDIANS

1	86.2	59.0	40.7	40.0	33.7	32.2	32.8	27.3	30.0	7.7	38.1	39.2	35.6	36.4
2	8.7	29.4	24.7	25.2	37.5	25.7	21.3	18.6	15.0	0.0	23.3	26.8	24.0	25.4
3	5.1	11.6	34.6	34.8	28.8	42.1	45.9	54.1	55.0	92.3	38.6	34.0	40.4	38.2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 7.3$  (60.8%)  $S = 3.7$  (30.8%)

PART C: WESTERN INDIANS

1	79.4	57.9	61.3	51.5	49.3	48.2	48.2	48.3	52.2	60.0	51.5	50.8	20.8	51.6
2	12.0	29.0	18.3	29.7	25.0	19.6	15.2	10.6	6.4	2.9	17.4	19.0	17.0	18.0
3	8.6	13.1	20.4	18.6	25.7	32.2	36.5	41.1	41.4	37.1	31.1	30.2	31.7	30.4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100

$\bar{x} = 5.8$  (48.3%)  $S = 4.1$  (34.2%)

TABLE 4B.1.1.2.1: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN HEALTH.

PART A: EASTERN INDIANS

LEVEL	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
1 0-50% Correct	124.4	1.6	1.0	43.6	0.0	1.0	0.0	5.8	7.0	80.0	264.4
	50.6	11.4	20.0	63.2	0.0	12.5	0.0	21.5	33.3	30.2	39.9
2 51-75% Correct	74.7	6.3	1.3	12.9	1.3	3.2	1.0	7.4	5.5	85.6	199.2
	30.4	45.0	26.0	18.7	21.7	40.0	50.0	27.4	26.2	32.3	30.0
3 76-100% Correct	46.9	6.1	2.7	12.5	4.7	3.8	1.0	13.8	8.5	99.4	199.4
	19.1	43.6	54.0	18.1	78.3	47.5	50.0	51.1	40.5	37.5	30.1
TOTAL Row %	246	14	5	69	6	8	2	27	21	265	663
	37.1	2.11	0.75	10.41	0.90	1.21	0.30	4.07	3.17	39.97	100.0
Median %Correct	5.06	7.5	8.0	3.71	9.50	7.75	8.0	7.88	7.0	7.11	6.20
	50.6	75.0	80.0	37.1	95.0	77.5	80.0	78.8	70.0	71.1	62.8

TABLE 4B.1.1.2.1: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN HEALTH

PART B: WESTERN INDIANS

LEVEL	NONE	ABE					GED					Equivalence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year College	Private Vocational School	4-Year College or University	Indian Group or Community Agency	Public Grade or High School	Public 2-year College	Private Vocational School	4-year College or University	Indian Group or Community Agency			
1 0-50% Correct	692.9 66.9	39.2 54.4	15.4 73.3	10.6 50.5	0.0 0.0	53.8 65.6	22.2 43.5	20.2 51.8	13.2 48.9	6.0 42.9	26.2 43.0	49.8 53.5	637 53.0	1585.6 50.3
2 51-75% Correct	217.8 21.0	24.9 34.6	4.9 23.3	6.3 30.0	1.3 65.0	21.7 26.5	10.3 20.2	7.3 18.7	4.3 15.9	4.3 30.7	16.2 26.6	20.8 22.4	256 21.3	596.1 21.9
3 76-100% Correct	125.2 12.1	7.9 11.0	.7 3.3	4.1 19.5	.7 35.0	6.5 7.9	18.5 36.3	11.5 29.5	9.5 35.2	3.7 26.4	18.6 30.5	22.4 24.1	308 25.6	511.3 19.8
TOTAL Row %	1035 38.07	72 2.65	21 0.77	21 0.77	2 0.07	82 3.02	51 1.43	39 1.43	27 0.99	14 0.51	61 2.24	93 3.42	1201 44.17	2719 100.0
Median % Correct	3.06 30.6	4.64 46.4	3.33 33.3	5.0 50.0	7.5 75.0	3.38 33.8	6.12 61.2	4.75 47.5	5.25 52.5	6.5 65.0	6.2 62.0	3.75 37.5	4.11 41.1	1.52 15.2

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TABLE 4B.1.1.2.2: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN COMMUNITY RESOURCES.

PART A: EASTERN INDIANS

LEVEL	NONE	ADE			GED				Equiv- alence (No ADE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
1 0-50%	75.0	0.0	0.1	28.2	0.0	1.0	0.0	3.1	7.0	71.3	185.7
	30.5	0.0	2.0	40.9	0.0	12.5	0.0	11.5	33.3	26.9	28.0
2 51-75%	75.6	3.8	2.9	20.8	0.0	6	1.0	8.5	3.4	52.9	165.1
	30.7	27.1	50.0	30.1	0.0	7.5	50.0	31.5	16.2	20.0	24.9
3 76-100%	95.4	10.2	2.0	20.0	6.0	6.4	1.0	15.4	10.6	140.8	312.2
	38.8	72.9	40.0	29.0	100.0	80.0	50.0	57.0	50.5	53.1	47.1
TOTAL Row %	246	14	5	69	6	8	2	27	21	265	663
	37.1	2.11	0.75	10.41	0.9	1.21	0.3	4.07	3.17	39.97	100.0
Median % Correct	9.37	11.0	9.25	8.0	12.1	11.5	11.0	11.42	10.12	10.32	9.89
	72.1	84.6	71.2	61.5	93.1	80.5	84.6	87.8	77.9	79.4	76.1

TABLE 4B.1.1.2.2: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN COMMUNITY RESOURCES.

PART B: WESTERN INDIANS

LEVEL	NONE or High School	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- age	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- age	Priv- vate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
1 0-50%	281.5 56.2	28.3 39.3	10.0 47.6	11.0 52.4	0.0 0.0	46.1 56.2	20.0 39.2	19.0 48.7	10.0 37.0	5.0 35.7	23.1 37.9	46.1 49.6	595.4 49.6	1395.5 51.3
2 51-75%	193.1 18.7	20.1 27.9	5.8 27.6	2.6 12.4	0.0 0.0	12.7 15.5	4.2 8.2	3.6 9.2	4.2 15.6	1.6 11.4	6.9 11.3	9.7 10.4	124.8 10.4	309.3 14.3
3 76-100%	260.4 25.2	23.6 32.8	5.2 24.8	7.4 35.2	2.0 100.0	23.2 28.3	26.8 52.5	16.4 42.1	12.8 47.4	7.4 52.9	31.0 50.8	37.2 40.0	480.8 40.0	934.2 34.4
TOTAL Row %	1035 38.07	72 2.65	21 0.77	21 0.77	2 0.07	82 3.02	51 1.88	39 1.43	27 0.99	14 0.51	61 2.24	93 3.42	1201 44.17	2719 100.0
Median % Correct	4.25 32.7	8.5 65.4	8.0 61.5	3.0 23.1	12.0 92.3	4.0 30.8	10.29 79.1	8.0 61.5	9.75 75.0	10.5 80.8	10.2 78.5	7.0 53.8	7.67 59.0	5.35 41.1

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TABLE 4B.1.1.2.3: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN LAW.

PART A: EASTERN INDIANS

LEVEL	NONE	ABE			GED				Equival- ence (No ANE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Comm- unity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Comm- unity Agency			
1	113.2	1.0	1.2	36.0	0.0	2.0	0.0	6.2	6.6	81.4	248.4
0-50%	46.0	7.1	24.0	53.3	0.0	25.0	0.0	23.0	31.4	30.7	37.5
2	80.6	6.8	.8	19.5	1.8	1.0	1.0	6.6	4.2	95.5	217.8
51-75%	32.8	48.6	16.0	28.3	30.0	12.5	50.0	24.4	20.0	36.0	32.9
3	52.2	6.2	3.0	12.7	4.2	5.0	1.0	14.2	10.2	88.1	196.8
76-100%	21.2	44.3	60.0	18.4	70.0	62.5	50.0	52.6	48.6	33.2	29.7
TOTAL	246	14	5	69	6	8	2	27	21	265	663
Row %	37.1	2.11	0.75	10.41	0.9	1.21	0.3	4.07	3.17	39.97	100.0
Median	6.54	9.0	9.75	5.81	10.0	9.83	9.0	9.6	9.25	8.53	7.78
% Correct	54.5	75.0	81.2	48.4	83.3	81.9	75.0	80.0	77.1	71.1	64.8

TABLE 4B.1.1.2.3: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN LAW

PART B: WESTERN INDIANS

LEVEL	ABE						GED					Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
	NONE or High School	Public Grade 2-Year Coll- age	Public 2-Year Coll- age	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
1	666.6	33.8	14.6	11.0	0.0	46.4	20.0	19.6	11.6	5.0	24.8	48.8	617.4	1519.6
0-50%	64.4	46.9	69.5	52.4	0.0	56.6	39.2	50.3	43.0	35.7	40.7	52.5	51.4	55.9
2	225.9	24.8	4.3	3.8	1.0	23.6	13.4	5.9	6.9	2.9	15.3	18.4	227.2	573.4
51-75%	21.8	34.4	20.5	18.1	50.0	28.8	26.3	15.1	25.6	20.7	25.1	19.8	18.9	21.1
3	142.5	13.4	2.1	6.2	1.0	12.0	17.6	13.5	8.5	6.1	20.9	25.8	356.4	626.0
76-100%	13.8	18.6	10.0	29.5	50.0	14.6	34.5	34.6	31.5	43.6	34.3	27.7	29.7	23.0
TOTAL	1035	72	21	21	2	82	51	39	27	14	61	93	1201	2719
Row %	38.07	2.65	0.77	0.77	0.07	3.02	1.88	1.43	0.99	0.51	2.24	3.42	44.17	100.0
Median	3.79	6.64	4.0	5.0	8.5	3.44	8.0	6.0	8.25	8.5	8.12	5.25	5.32	4.34
% Correct	31.6	55.3	33.3	41.7	70.8	28.7	66.7	50.0	68.8	70.8	67.7	43.8	44.3	36.2

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TABLE 4B.1.1.2.4:

SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN CONSUMER EDUCATION

PART A: EASTERN INDIANS

LEVEL	NONE	ABE			GED				Equival- ence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
1 0-50%	98.2	1.2	1.0	30.0	0.0	1.6	0.0	4.2	6.2	77.2	219.6
	39.9	8.6	20.0	43.5	0.0	20.0	0.0	15.6	29.5	29.1	33.1
2 51-75%	83.4	5.6	1.3	25.6	.9	3.0	2.0	76.6	4.7	62.7	195.8
	33.9	40.0	26.0	37.1	15.8	37.5	100.0	24.4	22.4	23.7	29.5
3 76-100%	64.4	7.2	2.7	13.4	5.1	3.4	0.0	16.2	10.1	125.1	247.6
	26.2	51.4	54.0	19.4	85.0	42.5	0.0	60.0	48.1	47.2	37.3
TOTAL Row %	246	14	5	69	6	8	2	27	21	265	663
	37.1	2.11	0.75	10.41	0.9	1.21	0.3	4.07	3.17	39.97	100.0
Median & Correct	6.02	7.83	8.0	5.71	8.5	7.5	6.5	8.25	7.67	7.71	7.01
	60.2	78.3	80.0	57.1	85.0	75.0	65.0	82.5	76.7	77.1	70.1



TABLE 4B.1.1.2.4: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN CONSUMER EDUCATION

PART B: WESTERN INDIANS

LEVEL	NONE or High School	ABE					GED					Equivalence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade	Public 2-Year Coll- age	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency			
1 0-50%	601.2 58.1	32.6 45.3	9.6 45.7	10.0 47.6	0.0 0.0	44.2 53.9	20.0 39.2	19.0 48.7	9.4 34.8	4.8 34.3	23.0 37.7	46.2 49.7	282.6 48.5	1402.6 51.6
2 51-75%	229.5 22.2	23.5 32.6	8.0 38.1	5.2 24.8	1.0 50.0	19.0 23.2	6.3 12.4	6.7 17.2	8.5 31.5	1.8 12.9	12.3 20.2	16.3 17.5	208.2 17.3	546.3 20.1
3 76-100%	204.3 19.7	15.9 22.1	3.4 16.2	5.8 27.6	1.0 50.0	18.8 22.9	24.7 48.4	13.3 34.1	9.1 33.7	7.4 52.9	25.7 42.1	30.5 32.8	410.2 34.2	770.1 28.3
TOTAL Raw %	1035 38.07	72 2.65	21 0.77	21 0.77	2 0.07	82 3.02	51 1.88	39 1.43	27 0.99	14 0.51	61 2.24	93 3.42	1201 44.17	2719 100.0
Median % Correct	3.92 39.2	5.62 56.2	5.67 56.7	6.0 60.0	8.0 80.0	4.64 46.4	7.73 77.3	6.62 66.2	6.88 68.8	8.0 80.0	7.25 72.5	5.25 52.5	5.59 55.9	4.71 47.1

TABLE 4B.1.1.2.5: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN OCCUPATIONAL KNOWLEDGE

PART A: EASTERN INDIANS

LEVEL	NONE	ABE			GED				Equivalence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Private Vocational School	Indian Group or Community Agency	Public Grade or High School	Private Vocational School	Four Year College or University	Indian Group or Community Agency			
1 0-50%	106.4	2.0	1.0	34.2	0.0	2.0	0.0	6.0	6.0	80.0	237.6
	43.3	14.3	20.0	49.6	0.0	25.0	0.0	22.2	28.6	30.2	35.8
2 51-75%	67.3	2.9	0.0	18.4	0.9	2.7	0.9	4.7	2.7	34.2	134.7
	27.4	20.7	0.0	26.7	15.0	33.8	45.0	17.4	12.9	12.9	20.3
3 76-100%	72.3	9.1	4.0	16.4	5.1	3.3	1.1	16.3	12.3	150.8	290.7
	29.4	65.0	80.0	23.8	85.0	41.2	55.0	60.4	58.6	56.9	43.8
TOTAL Row %	246	14	5	64	6	8	2	27	21	265	663
	37.1	2.11	0.75	10.41	0.9	1.21	0.3	4.07	3.17	39.97	100.0
Median & Correct	7.66	10.5	10.25	3.72	11.5	9.17	9.5	10.3	10.0	9.87	8.79
	63.8	87.5	85.4	31.0	95.8	76.4	79.2	86.1	83.3	81.9	73.3

TABLE 4B.1.1.2.5: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN OCCUPATIONAL KNOWLEDGE

PART B: WESTERN INDIANS

LEVEL	NONE	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- age	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency	Public Grade or High School	Public 2-year Coll- ege School	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency			
1	599.0	31.8	11.2	11.0	0.0	45.0	20.0	19.0	10.0	5.2	23.0	46.0	591.6	1412.8
0-50%	57.9	44.2	53.3	52.4	0.0	54.9	39.2	48.7	37.0	37.1	37.7	49.5	49.3	52.0
2	223.7	19.7	6.6	3.8	0.0	24.7	10.4	3.8	7.4	1.8	12.0	13.2	144.9	466.2
51-75%	21.6	27.4	31.4	18.1	0.0	30.1	20.4	9.7	27.4	12.9	19.7	14.2	12.1	17.1
3	212.3	20.5	3.2	6.2	2.0	12.3	20.6	16.2	9.6	7.0	26.0	33.8	464.5	840.0
76-100%	20.5	28.5	15.2	29.5	100.0	15.0	40.4	41.5	35.6	50.0	42.6	36.3	38.7	30.9
TOTAL	1035	72	21	21	2	82	51	39	27	14	61	93	1201	2719
Row %	38.07	2.65	0.77	0.77	0.07	3.02	1.88	1.43	0.99	0.51	2.24	3.42	44.17	100.0
Median	4.92	7.0	5.75	5.25	10.0	5.7	9.13	7.0	8.75	9.0	8.95	7.0	65.2	5.47
%Correct	41.0	58.3	47.9	43.8	83.3	47.5	76.0	58.3	72.3	75.0	74.6	58.3	54.3	45.6

TABLE 4B.1.1.2.6: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN IDENTIFYING FACTS AND FIGURES.

PART A: EASTERN INDIANS

LEVEL	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
1 1-50%	88.7	1.3	1.0	32.7	0.0	1.0	0.0	4.1	6.1	70.6	205.5
	36.1	9.3	20.0	47.4	0.0	12.5	0.0	15.2	29.0	26.6	31.0
2 51-75%	68.3	4.9	1.0	17.5	1.2	2.2	0.0	5.1	4.1	40.8	145.1
	27.8	35.0	20.0	25.4	20.0	27.5	0.0	18.9	19.5	15.4	21.9
3 76-100%	89.0	7.8	3.0	18.8	4.8	4.8	2.0	17.8	10.8	153.6	312.4
	36.2	55.7	60.0	27.2	80.0	60.0	100.0	65.9	51.4	58.0	47.1
TOTAL	246	14	5	69	6	8	2	27	21	265	663
	37.1	2.11	0.75	10.41	0.9	1.21	0.3	4.07	3.17	39.97	100.0
Median	5.88	7.5	8.0	4.86	8.5	7.5	8.5	7.75	7.25	7.62	6.88
	65.4	83.3	88.9	54.0	94.4	83.3	94.4	86.1	80.6	84.6	76.4

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TABLE 40.1.1.2.6: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN IDENTIFYING FACTS AND FIGURES.

PART B: WESTERN INDIANS

LEVEL	NONE or High School	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- age	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
1	621.0	30.7	10.1	11.0	0.0	47.5	21.0	19.0	11.1	5.1	21.2	44.1	597.7	1439.5
0-50%	60.0	42.6	48.1	52.4	0.0	57.9	41.2	48.7	41.1	36.4	34.8	47.4	49.8	52.9
2	195.9	17.9	6.3	3.8	0.6	15.5	6.6	3.4	5.9	2.5	13.4	12.3	108.9	472.9
51-75%	18.9	24.9	30.0	18.1	30.0	18.9	12.9	8.7	21.9	17.9	22.0	13.2	15.7	17.4
3	218.2	23.4	4.6	6.2	1.4	19.0	23.4	16.6	10.0	6.4	26.4	36.6	414.4	806.6
76-100%	21.1	32.5	21.9	29.5	70.0	23.2	45.9	42.6	37.0	45.7	43.3	39.4	34.5	29.7
TOTAL	1035	72	21	21	2	82	51	39	27	14	61	93	1201	2719
Per. %	38.07	2.65	0.77	0.77	0.07	3.02	1.68	1.43	0.99	0.51	2.24	3.42	44.17	100.0
Median	3.17	5.36	5.0	4.0	8.0	3.08	6.75	6.0	6.25	6.5	6.73	5.75	4.60	3.61
% Correct	35.2	59.6	55.6	44.4	88.9	34.3	75.0	66.7	69.4	72.2	74.7	63.9	52.0	40.1

TABLE 4B.1.1.2.7: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN WRITING.

PART A: EASTERN INDIANS

LEVEL	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
1 0-50%	104.4	2.0	1.0	37.7	0.0	1.1	0.0	4.4	6.2	76.3	233.1
	42.4	14.3	20.0	54.6	0.0	13.8	0.0	16.3	29.5	28.8	35.2
2 51-75%	71.4	3.3	1.1	17.9	0.0	2.0	0.2	9.9	4.0	68.6	178.4
	29.0	23.6	22.0	25.9	0.0	25.0	10.0	36.7	19.0	25.9	26.9
3 76-100%	70.2	8.7	2.9	13.4	6.0	4.9	1.8	12.7	10.8	120.1	251.5
	28.5	62.1	58.0	19.4	100.0	61.2	90.0	47.0	51.4	45.3	37.9
TOTAL	246	14	5	69	6	8	2	27	21	265	663
Row %	37.1	2.11	0.75	10.41	0.9	1.21	0.3	4.07	1.17	39.97	100.0
Median	6.37	9.17	9.0	5.22	10.1	9.5	9.0	8.4	8.75	8.24	7.57
% Correct	58.0	83.3	81.8	47.5	91.8	86.4	81.8	76.4	79.5	74.9	68.0

TABLE 4B.1.1.2.7: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN WRITING.

PART D: WESTERN INDIANS

LEVEL	NONE or High School	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- age	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
1	625.2	33.3	11.1	11.0	0.0	47.3	20.2	19.0	9.2	5.0	23.2	46.1	602.4	1455.0
0-50%	60.4	46.2	52.9	52.4	0.0	57.8	39.6	48.7	34.1	35.7	38.0	49.6	50.2	53.5
2	203.3	22.4	6.2	3.1	1.1	18.6	9.5	5.6	7.0	1.0	9.8	13.9	151.3	452.8
51-75%	19.6	31.1	29.5	14.8	55.0	22.7	18.6	14.4	25.9	7.1	16.1	14.9	12.6	16.7
3	206.5	16.3	3.7	6.9	0.9	15.1	21.3	14.4	10.8	8.0	20.0	33.0	446.3	811.2
76-100%	20.0	22.6	17.6	32.9	45.0	18.4	41.8	36.9	40.0	57.1	45.9	35.5	37.2	29.8
TOTAL	1035	72	21	21	2	82	51	39	27	14	61	93	1201	2719
Row %	38.07	2.65	0.77	0.77	0.07	3.02	1.88	1.43	0.99	0.51	2.24	3.42	44.17	100.0
Median	4.19	6.5	5.25	4.38	8.5	4.5	7.62	7.0	7.67	9.64	8.12	6.0	5.34	4.52
% Correct	38.1	59.1	47.7	39.8	77.3	40.9	69.3	63.6	69.7	87.7	73.9	54.5	48.6	41.1

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TABLE 4B.1.1.2.8: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN COMPUTATION

PART A: EASTERN INDIANS

LEVEL	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
1	115.3	2.1	1.1	38.6	0.0	2.0	1.0	6.1	7.1	83.1	256.4
0-50%	46.9	15.0	22.0	55.9	0.0	25.0	50.0	22.6	33.8	31.4	38.7
2	81.5	3.5	1.9	18.0	0.0	2.6	1.0	4.9	1.5	56.1	171.0
51-75%	33.1	25.0	38.0	26.1	0.0	32.5	50.0	18.1	7.1	21.2	25.8
3	49.2	8.4	2.0	12.4	6.0	3.4	0.0	16.0	12.4	125.8	235.6
76-100%	20.0	60.0	40.0	18.0	100.0	42.5	0.0	59.3	59.0	47.5	35.5
TOTAL	246	14	5	69	6	8	2	27	21	265	663
Raw %	37.1	2.11	0.75	10.41	0.9	1.21	0.3	4.07	3.17	39.97	100.0
Median	6.93	11.5	8.0	6.18	12.2	9.5	7.5	10.75	10.75	9.85	8.08
% Correct	53.3	88.5	61.5	47.6	93.6	73.1	57.7	82.7	82.7	57.7	62.1



TABLE 4B.1.1.2.8: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN COMPUTATION

PART II: WESTERN INDIANS

LEVEL	ABE						GED					Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
	NONE or High School	Public Grade 2-Year Coll- age	Public 2-Year Coll- age	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency	Public Grade or High School	Public 2-year Coll- ege School	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency			
1 0-50%	658.9 63.7	37.6 52.2	17.0 81.0	12.0 57.1	0.0 0.0	49.5 60.4	20.2 39.6	21.1 54.1	12.2 45.2	6.0 42.9	27.4 44.9	49.3 53.0	624.2 52.0	1535.4 56.5
2 51-75%	238.1 23.0	21.4 29.7	2.2 10.5	4.6 21.9	0.6 30.0	21.1 25.7	7.6 14.9	5.3 13.6	6.4 23.7	1.8 12.9	13.4 22.0	18.5 19.9	201.8 16.8	542.8 20.0
3 76-100%	138.0 13.3	13.0 18.1	1.8 8.6	4.4 21.0	1.4 70.0	11.4 13.9	23.2 45.5	12.6 32.3	8.4 31.1	6.2 44.3	20.2 33.1	25.2 27.1	375.0 31.2	640.8 21.6
TOTAL	1035	72	21	21	2	82	51	39	27	14	61	93	1201	2/19
Row %	38.07	2.65	0.77	0.77	0.07	3.02	1.88	1.43	0.99	0.51	2.24	3.42	44.17	100.0
Median %Correct	5.09 39.2	6.3 48.5	5.57 42.9	5.0 38.5	10.5 80.8	5.42 41.7	9.25 71.2	6.0 46.2	7.25 55.8	9.83 75.6	7.38 56.7	5.67 43.6	6.26 40.2	5.71 44.1

TABLE 4B.1.1.2.9: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN PROBLEM SOLVING

PART A: EASTERN INDIANS

LEVEL	NONE	ABE			GED				Equival- ence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
1 0-50%	79.0	0.0	0.0	30.6	0.0	1.0	0.0	3.0	7.0	70.0	191.4
	32.1	0.0	0.0	44.3	0.0	12.5	0.0	11.1	33.3	26.7	28.9
2 51-75%	112.3	9.5	1.9	21.8	2.7	2.9	1.0	9.5	4.0	90.4	256.8
	45.7	67.9	38.0	31.6	45.0	36.2	50.0	35.2	22.5	34.1	38.7
3 76-100%	54.7	4.5	3.1	16.6	3.3	4.1	1.0	14.5	9.2	103.8	214.8
	22.2	32.1	62.0	24.1	55.0	51.2	50.0	53.7	43.8	39.2	32.4
TOTAL	246	14	5	69	6	8	2	27	21	265	663
Row %	37.1	2.11	0.75	10.41	0.9	1.21	0.3	4.07	3.17	39.97	100.0
Median	7.9	8.9	10.0	6.71	9.5	9.5	9.0	9.55	8.75	8.8	8.38
% Correct	65.0	74.2	83.3	56.0	79.2	79.2	75.0	79.6	72.9	73.4	69.9

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TABLE 4B.1.1.2.9: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN PROBLEM SOLVING

PART B: WESTERN INDIANS

LEVEL	NONE	ADE					GED					Equivalence (No ADE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year College	Private Vocational School	4-Year College or University	Indian Group or Community Agency	Public Grade or High School	Public 2-year College	Private Vocational School	4-year College or University	Indian Group or Community Agency			
1 0-50%	606.6	33.0	12.0	10.0	0.0	43.8	20.0	19.0	10.0	5.6	24.6	47.6	606.4	1438.6
	58.6	45.8	57.1	47.6	0.0	53.4	39.2	48.7	37.0	40.0	40.3	51.2	50.5	52.9
2 51-75%	269.9	24.3	7.5	5.5	0.0	20.8	11.1	10.1	5.8	4.1	18.3	25.2	278.0	680.6
	26.1	33.8	35.7	26.2	0.0	25.4	21.8	25.9	21.5	29.3	30.0	27.1	23.1	25.0
3 76-100%	158.5	14.7	1.5	5.5	2.0	17.4	19.9	9.9	11.2	4.3	18.1	20.2	316.6	599.8
	15.3	20.4	7.1	26.2	100.0	21.2	39.0	25.4	41.5	30.7	29.7	21.7	26.4	22.1
TOTAL	1035	72	21	21	2	82	51	39	27	14	61	93	1201	2719
ROW %	38.07	2.65	0.77	0.77	0.07	3.02	1.88	1.43	0.99	0.51	2.24	3.42	44.17	100.0
Median % Correct	4.12	7.5	4.0	8.0	10.0	5.0	8.78	7.75	8.38	8.5	8.14	5.0	5.85	4.89
	34.3	62.5	33.3	66.7	83.3	41.7	73.1	64.6	69.8	62.9	67.9	41.7	48.8	40.8

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TABLE 4B.1.1.2.10: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN READING

PART A: EASTERN INDIANS

LEVEL	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Comm- unity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Comm- unity Agency			
1 0-50%	105.8	2.0	1.0	36.6	0.0	2.0	0.0	6.6	7.2	83.4	244.6
	43.0	14.3	20.0	53.0	0.0	25.0	0.0	24.4	34.3	31.5	36.9
2 51-75%	75.9	4.0	1.9	15.8	0.9	1.0	0.0	4.3	2.8	50.4	157.0
	30.9	28.6	38.0	22.9	15.0	12.5	0.0	15.9	13.3	19.0	23.7
3 76-100%	64.3	8.0	2.1	16.6	5.1	5.0	2.0	16.1	11.0	131.2	261.4
	26.1	57.1	42.0	24.1	85.0	62.5	100.0	59.6	52.4	49.5	39.4
TOTAL Row %	246	14	5	69	6	8	2	27	21	265	663
	37.1	2.11	0.75	10.41	0.9	1.21	0.3	4.07	3.17	39.97	100.0
Median & Correct	7.28	9.7	9.0	5.75	11.0	9.83	10.0	10.0	9.62	9.34	8.20
	60.6	80.8	75.0	47.9	91.7	81.9	83.3	83.3	80.2	77.8	69.0

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TABLE 4B.1.1.2.10: SOURCES OF EDUCATIONAL ATTAINMENT AND LITERACY IN READING

PART B: WESTERN INDIANS

LEVEL	NONE	ABE					GED					Equivalence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll-ege	Private Voca-tional School	4-Year Coll-ege or Univ-ersity	Indian Group or Commu-nity Agency	Public Grade or High School	Public 2-year Coll-ege	Private Voca-tional School	4-year Coll-ege or Univ-ersity	Indian Group or Commu-nity Agency			
1	587.2	32.0	11.4	11.0	0.0	48.2	20.0	19.0	10.0	5.0	23.0	46.0	600.6	1413.4
0-50%	56.7	44.4	54.3	52.4	0.0	58.8	39.2	48.7	37.0	35.7	37.7	49.5	50.0	52.0
2	237.1	24.2	4.5	3.0	1.8	19.3	8.5	3.8	5.7	3.9	9.2	12.1	147.1	480.2
51-75%	22.9	33.6	21.4	14.3	90.0	23.5	16.7	9.7	21.1	27.9	15.1	13.0	12.2	17.7
3	210.7	15.8	5.1	7.0	0.2	14.5	22.5	16.2	11.3	5.1	20.8	34.9	453.3	825.4
76-100%	20.4	21.9	24.3	33.3	10.0	17.7	44.1	41.5	41.9	36.4	47.2	37.5	37.7	30.4
TOTAL	1035	72	21	21	2	82	51	39	27	14	61	93	1201	2719
Row %	38.07	2.65	0.77	0.77	0.07	3.02	1.88	1.43	0.99	0.51	2.24	3.42	44.17	100.0
Median	3.74	6.75	5.88	5.0	9.0	4.5	8.8	7.75	8.67	8.0	9.19	6.75	6.09	4.92
% Correct	31.2	56.2	49.0	41.7	75.0	37.5	73.3	64.6	72.2	66.7	76.6	56.2	50.8	41.0

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#### 4B.1.2.1 Language Skills and Use

Seventy-five percent of the adult Indian population normally speaks English and about twenty-five percent speaks another language in the pursuit of their daily activities. About that same number normally uses another (non-English) language when speaking with their children and their friends. At the same time, all but five and one-half percent report using English in school. This means that some twenty percent used a "foreign" language in school, one that was not used in the home then or that is used now. That same language is being passed on to the next generation and one might presume that similar ratios will persist through the next generation at least.

At the same time, only fourteen percent report that they are bilingual. Assuming that some bilingual people normally use English as their basis for communication, a large group of Indians has failed to receive the major benefit of formal education simply because of the language barrier. As noted in Table 4B.1.2.1.1 about 90% of those who have no formal education do not usually speak English. It is also interesting to note that the higher the formal education completed, the greater use of the English language as the normal tongue. Clearly, for that twenty-five percent which does not use English as its normal means of communication, formal education is a major hurdle simply because of the lack of language skills.

Similarly, if one is bilingual he/she will probably not enter high school but will drop out by the end of the seventh grade. The bilingual individual must necessarily spend a great amount of time merely maintaining proficiency and one might presume in translation.

The bilingual person will probably speak English in formal cross-cultural settings such as school, while speaking another language at home and with friends. This cultural competition may certainly be expected to take its educational toll, and the statistics presented here show that indeed it does among bilinguals and among those who often read Indian newspapers. Those who are bilingual leave school while those who read Indian newspapers continue on yet reflect poorer use levels as measured by the 3 R's index. There is a slight tendency (whether Eastern or Western) for non-English speaking Indians to be more dissatisfied with their education than are their English speaking counterparts.

If we now move to the table reflecting the respondent's ability to speak English, Table 4B.1.2.1.2, we find a general association between the ability to speak English and the number of years of formal education completed. We also find a general association between the ability to speak English well and the use level as measured by the 3 R's index. Those who speak well have done well, whether as a precursor or an outcome.

It is interesting here to note that those who speak English poorly are less satisfied with their education than are those who speak very well; that is, they are more dissatisfied, feel that they need more education and that that education should be a different one than attempted previously. It is not a universal feeling, but nonetheless is important when compared to the feelings among those who speak English very well.

Table 4B.1.2.1.4, the understanding of spoken English follows

the same pattern as shown in the table on speech. Again, use levels are strongly associated with understanding even though the English language was not necessarily used in completing the questionnaire items. In many instances the items were translated for the respondents. Since the basic education was in a "foreign" tongue for twenty-five percent of the respondents, it is not surprising that use level is shown to be dependent on English skill.

#### 4B1.2.2 English and Other Language Use and Source of Education Attainment

Table 4B.1.2.1.1.A shows the percent of English and other language use among adult Indians from eastern and western regions of the United States, crossclassified by sources of educational attainment. Again, it should be noted that while virtually all adult Indians in the United States (97% in the East and 95% in the West) went to schools where subjects were taught in English, only 84% in East and 74% in the West usually speak English, and for some categories, these figures are as low as 54 and 50 percent, in the East and West respectively.

The lowest percentage of English usage in the East (53.6%) occurs among adult Indians attending ABE programs operated by Indian groups or community agencies. This figure is much lower than that of adults with no ABE program experience and again suggests that local Indian community operated ABE programs in the East are more often serving those adult Indians with the greatest need. On the other hand, adult Indians enrolled in all other ABE/GED programs and those who have a high school diploma or its equivalent



indicate higher levels of English usage than do Indians without these advantages. Similar patterns occur in regard to speaking English to children and friends. Again, it tends to be those adults in ABE programs, and particularly those in ABE/GED programs operated by Indian groups or community agencies, who more "often" speak a language other than English. This seems to clearly indicate that these programs tend to serve those adult Indians with the greatest language need.

Again, an interesting finding is that typically the percentage of Indian adults usually speaking English is greater than that occurring when speaking to friends and children. However, for those adult Indians who have attended ABE and GED programs operated by public grade or high schools these percentages are just reversed; that is, while only 79 percent of the ABE group and 83 percent of the GED group usually speak English, 86% of the former and 100 percent of the latter usually speak English to their children and with friends.

Compared to Indian adults in the East, fewer in the West tend to "usually speak English" and more "often" tend to speak language other than English; also fewer adult Indians speak English to their children and with friends in the West. Still, nearly all of them (95%) went to schools where lessons were taught in English.

The pattern for English usage in the western states is for those with ABE program experience to show greater usage than those without such experience. Similarly those with GED program experience and those with a high school diploma or its equivalent show

greater usage than ABE's and those without such experiences. The same patterns occur in regard to speaking English to their children and with friends. Finally, the pattern observed in the East, of more adults in some groups speaking English to their children than they do in general, tends to occur in the West for adults who attended ABE and GED programs operated by four-year colleges or universities. That is, while only half of the ABE's and 79 percent of the GED's at four-year institutions usually speak English, 100 and 92 percent, respectively, speak English to their children.

#### Understanding Spoken English

In the eastern states over 72 percent of the adult Indians indicate that they can understand spoken English "very well" and another 22 percent say "all right." Three percent respond "not well" one percent understands just a "few words" and one percent says "not at all"; these latter three types of adults come exclusively from two groups, those who are not high school graduates and have not participated in adult education programs and adults in ABE programs operated by Indian groups or community agencies. In fact, a greater percentage (16.7%) of these ABE adults are in these three categories than are those without ABE programming (9.4%). This again supports the earlier contention that ABE programs operated by Indian groups or community agencies tend to be serving adult Indians who are most in need in terms of language. Finally, except for adults in private vocational school GED programs, other adults with equivalency or ABE experience indicate greater proficiency in understanding spoken English than do regular high school graduates.

The pattern for the western states, while somewhat similar to that of the East, is more complicated in several important ways. First of all, the degree of understanding of spoken English is less in the West than in the East. That is, only 62 percent of adult Indians in the West (compared to 72% in the East) say they understand spoken English "very well," and while more (31% vs. 22% in the East) understand English "all right," a larger percentage (7.6% vs. 5.3% in the East) of them do not understand spoken English. In terms of actual numbers in this latter category, there are 5.8 times as many adults in the West than in the East who do not understand spoken English well at all. This finding clearly coincides with the fact that APL performance levels were found to be consistently lower in the West than in the East.

The pattern in the West is also different from that in the East in that all the ABE programs appear to be serving those with great need; however, except for those adults in ABE programs operated by private vocational schools, adults with ABE experience more than those without such experience, show higher percentages of persons who understand spoken English "very well." Similarly, except for those persons with GED experience in programs operated by private vocational schools, adults with GED program experience or equivalency without program experience show higher degrees of understanding spoken English than do those with regular high school diplomas.

#### Speaking English

For the East, Table 4B.1.2.1.4.A shows that, while 72% of adult Indians can understand spoken English "very well," only 69

percent feel they can speak it "very well." Compared to the eastern pattern in understanding spoken English, with speaking English, only those Indians with ABE and GED experience in adult education programs operated by public schools indicate higher levels of proficiency than do regular high school graduates.

The pattern in the West with spoken English, however, is exactly the same as that found with their understanding of spoken English. That is, except for private vocational ABE's, adults from other ABE programs show greater proficiency than do those persons with no program experience. Likewise, except for adults in private vocational school GED programs, adults from other GED programs and those with an equivalency without programming speak English as well or better than do those with regular high school diplomas.

TABLE 4B.1.2.1.1: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND THE USE OF ENGLISH.

PART A: UNITED STATES SUMMARY

Use of English	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Diff- erent	Median 3R's Index
Usually speak English	18 9.6	105 37.4	65 52.4	178 68.4	244 76.9	634 84.2	892 82.6	566 89.3	106 93.8	77 98.7	2885 75.3	898 70.9	2234 74.2	1880 72.9	64
Bilingual	10 9.6	85 30.2	33 26.6	47 18.1	55 17.2	90 11.9	152 14.1	53 8.4	6 5.3	2 2.6	541 14.1	191 15.1	443 14.7	360 13.9	
Speak English with Children	20 10.7	125 44.5	75 60.5	189 72.7	250 78.1	636 84.5	913 84.5	549 86.6	103 91.2	71 91.0	2931 76.5	945 74.6	2297 76.3	1944 75.5	64
Speak English with Friends	21 11.2	106 37.7	58 46.7	181 69.6	233 7.2	625 83.0	917 84.9	570 89.9	107 94.7	76 97.4	2894 75.6	885 69.9	2263 75.2	1878 72.9	64
Used English in School	43 22.9	263 93.6	120 96.8	252 96.9	318 99.2	749 99.5	1064 98.5	621 97.9	109 96.5	77 98.7	3616 94.4	1196 94.4	2870 95.3	2444 94.9	58
Read an Indian Newspaper	10 5.4	27 9.6	10 8.1	22 8.5	42 13.1	90 11.9	152 14.1	101 15.9	18 15.9	12 15.4	484 12.6	162 12.8	392 13.0	316 12.3	45
TOTAL	187 100.0	281 100.0	124 100.0	260 100.0	320 100.0	753 100.0	1080 100.0	634 100.0	113 100.0	78 100.0	3830 100.0	1267 100.0	3011 100.0	2576 100.0	

TABLE 4B.1.2.1.1: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND THE USE OF ENGLISH

PART B: EASTERN UNITED STATES

Use of English	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Diff- erent
Usually speak English	3 7.7	43 53.1	21 30.0	44 81.5	64 95.5	125 88.7	185 94.4	92 95.8	18 90.0	13 100.0	589 82.5	200 76.9	446 81.4	421 82.7
Bilingual	7 17.9	27 33.3	9 30.0	5 9.3	3 4.5	11 7.9	17 8.7	7 7.3	2 10.0	0 0.0	88 11.9	40 15.4	76 13.9	65 12.8
Speak English with Children	3 7.7	43 53.1	21 30.0	42 77.8	62 92.5	119 84.4	182 92.9	82 85.4	18 90.0	11 84.6	583 79.1	193 74.2	427 77.9	409 80.4
Speak English with Friends	6 15.4	40 49.4	18 60.0	46 89.2	64 95.5	120 85.1	182 92.9	87 90.6	18 90.0	13 100.0	594 80.6	194 74.6	436 79.6	405 79.6
Used English in School	14 35.9	77 95.1	30 100.0	53 98.2	67 100.0	138 97.9	195 99.4	94 97.9	19 95.0	13 100.0	700 94.9	250 96.2	532 97.1	492 96.7
Read an Indian Newspaper	1 2.6	4 4.9	1 3.3	2 3.7	6 8.9	26 18.4	32 16.3	10 10.4	3 15.0	1 7.7	86 11.7	20 7.7	49 8.9	47 9.2
TOTAL	39 100.0	81 100.0	30 100.0	54 100.0	67 100.0	141 100.0	196 100.0	96 100.0	20 100.0	13 100.0	737 100.0	260 100.0	548 100.0	509 100.0

TABLE 4B.1.2.1.1: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND THE USE OF ENGLISH

PART C: WESTERN UNITED STATES

Use of English	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Disaac- sified	Need More	Diff- erent
Usually Speak English	15 10.1	62 31.0	44 46.8	134 65.1	180 71.2	509 83.2	707 79.9	474 88.1	88 94.6	64 98.5	2277 73.6	698 69.3	1788 72.6	1459 70.6
Bilingual	11 7.4	58 29.0	24 25.5	42 20.4	52 20.6	79 12.9	135 15.3	46 8.5	4	2	453	151	367	295
Speak English with Children	17 11.5	82 41.0	54 57.5	147 71.4	188 74.3	517 84.5	731 82.7	467 86.8	85 91.4	60 92.3	2348 75.9	752 74.7	1870 75.9	1535 74.3
Speak English with Friends	15 10.1	66 33.0	40 42.6	135 65.5	169 66.8	505 82.5	735 83.1	483 89.8	89 95.7	63 96.9	2300 74.4	691 68.2	1827 74.2	1473 71.3
Used English In School	29 19.6	186 93.0	90 95.7	199 96.6	251 99.2	611 99.8	869 98.3	527 97.9	90 96.8	64 98.5	2916 94.3	946 93.9	2338 94.9	1952 94.4
Read an Indian Newspaper	9 6.1	23 11.5	9 9.6	20 9.7	36 14.2	64 10.5	120 13.6	91 16.9	15 16.1	11 16.9	398 12.9	133 13.2	330 13.4	254 12.3
TOTAL	148 100.0	200 100.0	94 100.0	206 100.0	253 100.0	612 100.0	884 100.0	538 100.0	93 100.0	65 100.0	3093 100.0	1007 100.0	2463 100.0	2067 100.0

TABLE 4B.1 2.1.1. A: PERCENT ENGLISH & OTHER LANGUAGE USE AMONG ADULT INDIANS - EASTERN

	NONE	ABE			GED				High School Diploma	TOTAL	
		Public grade or High School	Private Vocational School	Indian Group or Community Agency	Public Grade or High School	Private Vocational School	Four-Year College or University	Indian Group or Community Agency			Equivalence (No ABE/ GED/SEA Program)
Usually Speak English	78.5	78.6	100.0	53.6	83.3	100.0	100.0	85.2	100.0	95.8	84.3
Speak other language often	13.3	21.4	0.0	26.1	0.0	0.0	0.0	18.5	4.9	7.2	12.1
Speak English to children	74.4	85.7	100.0	58.0	100.0	75.0	100.0	81.5	85.7	90.9	80.5
Speak English to friends	75.6	85.7	100.0	53.6	100.0	100.0	100.0	77.8	85.7	94.3	82.2
English used to teach subjects at school	94.3	100.0	100.0	95.7	83.3	100.0	100.0	100.0	100.0	98.5	96.7
TOTAL	246	14	5	69	6	8	2	27	21	265	663



TABLE 4B.1.2.1.1.A: PERCENT ENGLISH & OTHER LANGUAGE USE AMONG ADULT INDIANS - WESTERN

	NONE	ABE					GED					TOTAL			
		Public Grade or high school	Public 2-yr. College	Private Voca- tional school	4-yr. College or University	Indian Group or Comm.-Agency	Public Grade or high school	Public 2-yr. College	Private Voca- tional School	4-yr. College or University	Indian Group or Community Agency		Equivalent (No ABE/ GED/SEA Program)	High School Diploma	
Usually speaks English	56.8	76.4	66.7	77.4	50.0	64.6	86.3	92.3	92.6	78.6	90.2	93.5	83.2	72.9	
Speak other language often	17.8	29.2	14.3	38.1	50.0	25.6	13.7	10.3	14.8	21.4	9.9	4.3	11.3	14.8	
Speak English to children	62.5	76.4	61.9	71.4	100.0	63.4	90.2	84.6	88.9	92.9	85.2	90.3	84.6	75.5	
Speak English to friends	56.1	76.4	57.1	76.2	50.0	64.6	88.2	84.6	81.5	78.6	95.1	91.4	85.6	73.6	
English used to teach subjects at school	89.9	98.6	90.5	95.2	100.0	91.5	96.1	94.9	100.0	100.0	98.4	98.9	98.6	94.9	
TOTAL	1035	72	21	21	2	82	51	39	27	14	61	4	93	1201	2719

TABLE 4B1.2.1.2: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND ABILITY TO SPEAK ENGLISH  
PART A: UNITED STATES SUMMARY

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION					
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- Isfied	Need More	Diff- erent	Median Index	
Speak English	0	9	66	46	119	170	480	776	474	104	63	2307	654	1811	1468	67
Very Well	5.8	23.8	38.3	45.9	53.1	64.2	72.3	75.5	92.9	80.8	61.2	51.9	60.6	57.4		
Well or OK	16.7	42.2	50.0	47.5	43.1	35.0	27.1	24.2	6.3	19.2	31.6	36.7	31.8	34.2		
Not Well	7.7	21.3	10.3	6.6	3.4	6.80	0.56	0.32	0.89	0.0	3.4	5.5	3.7	3.9		
Few Words	28.2	10.8	0.83	0.0	0.31	0.0	0.0	0.0	0.0	0.0	2.02	2.8	2.2	2.4		
Not at All	41.7	1.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	3.2	1.7	2.1		
TOTAL	156	277	120	259	320	748	1073	628	112	78	3771	1260	2989	2558		
Row %	4.1	7.4	3.2	6.9	8.5	19.8	28.5	16.7	2.9	2.1	100.0	33.4	79.3	67.8		

PART B: EASTERN INDIANS

Very Well	3	32	15	33	52	99	158	75	19	10	496	169	370	338		
Well or OK	11.5	40.5	53.6	62.3	77.6	71.2	80.6	78.1	95.0	76.9	69.2	66.1	68.4	67.2		
Not Well	10	31	10	19	13	39	38	21	1	3	185	62	140	138		
Few Words	38.5	39.2	35.7	35.9	19.4	28.1	19.4	21.9	5.0	23.1	25.8	24.2	25.2	27.4		
Not at All	2	12	3	1	2	1	0	0	0	0	21	13	18	15		
TOTAL	7.7	15.2	10.7	1.9	2.9	0.72	0.0	0.0	0.0	0.0	2.9	5.1	3.3	2.9		
Row %	6	4	0	0	0	0	0	0	0	0	10	7	8	9		
Very Well	23.1	5.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.4	2.7	1.5	1.8		
Well or OK	5	0	0	0	0	0	0	0	0	0	5	5	5	3		
Not Well	19.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.78	1.9	0.92	0.60		
Few Words	26	79	28	53	67	139	196	96	20	13	717	256	541	501		
Not at All	3.6	11.0	3.9	7.4	9.3	19.4	27.3	13.4	2.8	1.8	100.0	35.7	75.5	70.2		

PART C: WESTERN INDIANS

Very Well	6	34	31	86	118	381	618	399	85	53	1811	405	1441	1130		
Well or OK	4.6	17.2	33.7	41.8	46.6	62.6	70.5	75.0	92.4	81.5	59.3	48.3	58.9	54.9		
Not Well	16	86	50	104	125	223	253	131	6	12	1006	400	810	737		
Few Words	12.3	43.4	54.4	50.5	49.4	36.6	28.9	24.6	6.5	18.5	32.9	39.8	33.1	35.9		
Not at All	10	47	10	16	9	5	6	2	1	0	106	56	93	87		
TOTAL	7.7	23.7	10.9	7.8	3.6	0.82	0.68	0.38	1.1	0.0	3.5	5.6	3.8	4.2		
Very Well	38	26	1	0	1	0	0	0	0	0	66	28	59	51		
Well or OK	29.2	13.1	1.1	0.0	0.40	0.0	0.0	0.0	0.0	0.0	2.2	2.8	2.4	2.5		
Not Well	60	5	0	0	0	0	0	0	0	0	65	35	45	50		
Few Words	46.2	2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.1	3.5	1.8	2.4		
Not at All	130	198	92	206	253	609	877	532	92	65	3054	1004	2448	2055		
Row %	4.3	6.5	3.01	6.8	8.3	19.9	28.7	17.4	3.01	2.1	100.0	32.9	80.2	67.3		

TABLE 4B.1.2.1.3: SOURCES OF EDUCATIONAL ATTAINMENT AND ONE'S ABILITY TO SPEAK ENGLISH

PART A: EASTERN INDIANS

LEVEL	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Very Well	146 60.08	12 85.71	5 100.0	29 44.62	5 83.33	5 62.5	1 50.0	21 77.78	13 61.9	216 81.51	453 69.05
Well or OK	74 30.45	2 14.29	0 0.0	24 36.92	1 16.67	3 37.5	1 50.0	6 22.22	8 38.1	49 18.49	168 25.61
Not Well	12 4.94	0 0.0	0 0.0	9 13.85	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	21 3.2
Few Words	6 2.47	0 0.0	0 0.0	3 4.62	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	9 1.37
Not At All	5 2.06	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	5 0.76
TOTAL Row %	243 37.04	14 2.13	5 0.76	65 9.91	6 0.91	8 1.22	2 0.3	27 4.12	21 3.2	265 40.4	656 100.0

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TABLE 4B.1.2.1.3: SOURCES OF EDUCATIONAL ATTAINMENT AND ONE'S ABILITY TO SPEAK ENGLISH

PART B: WESTERN INDIANS

LEVEL	AEB						GED					Equivalence (No AEB/GED/SEA Program)	High School Diploma	TOTAL
	NONE or High School	Public Grade or College	Public 2-Year College	Private Vocational School	4-Year College or University	Indian Group or Community Agency	Public Grade or High School	Public 2-year College	Private Vocational School	4-year College or University	Indian Group or Community Agency			
Very Well	397 38.58	34 47.89	12 57.14	5 23.81	1 50.0	36 43.9	37 72.55	32 82.05	19 70.37	12 85.71	48 78.69	74 80.43	870 72.8	1577 58.3
Well or OK	430 41.79	36 50.7	7 33.33	16 76.19	1 50.0	38 46.34	14 27.45	7 17.95	8 29.63	2 14.29	13 21.31	17 18.48	317 26.53	906 33.49
Not Well	88 8.55	1 1.41	0 0.0	0 0.0	0 0.0	5 6.1	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 1.09	8 0.67	103 3.81
Few Words	58 5.64	0 0.0	1 4.76	0 0.0	0 0.0	2 2.44	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	61 2.26
Not At All	56 5.44	0 0.0	1 4.76	0 0.0	0 0.0	1 1.22	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	58 2.14
TOTAL Row %	1029 38.94	71 2.62	21 0.78	21 0.78	2 0.07	82 3.03	51 1.89	39 1.44	27 1.00	14 0.52	61 2.26	92 3.4	1195 44.18	2705 100.0

TABLE 4B1.2.1.4: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND UNDERSTANDING OF SPOKEN ENGLISH  
PART A: UNITED STATES SUMMARY

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Disast- ified	Need More	Diff- erent	Median IR's
Understanding of Spoken English	9	74	46	126	190	511	811	500	104	70	2441	701	1918	1565	67
Very Well	5.8	26.6	37.4	48.8	59.6	68.7	75.8	79.7	92.9	89.7	64.9	55.8	64.3	61.3	
Well or OK	28	118	64	117	123	225	255	127	7	8	1072	421	852	792	50
Not Well	18.1	42.5	52.0	45.4	38.6	30.2	23.8	20.3	6.3	10.3	28.5	33.5	28.6	31.0	
Few Words	15	58	13	15	5	8	4	0	0	0	118	68	105	91	28
Not at All	9.7	20.9	10.6	5.8	1.6	1.1	0.37	0.0	0.0	0.0	3.1	52.6	88.9	78.8	
TOTAL	59	28	0	0	1	0	0	0	0	0	88	41	76	72	22
Row %	38.1	10.1	0.0	0.0	0.31	0.0	0.0	0.0	0.0	0.0	2.3	3.1	2.6	2.8	
Very Well	44	0	0	0	0	0	0	1	0	0	45	25	30	31	19
Well or OK	28.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.89	0.0	1.2	1.9	1.0	1.2	
Not Well	155	278	123	258	319	744	1070	627	112	78	3764	1256	2981	2553	
Few Words	4.1	7.4	3.3	6.9	8.5	19.8	28.4	16.7	2.9	2.1	100.0	33.4	79.2	67.8	
Not at All	28.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.89	0.0	1.2	1.9	1.0	1.2	
TOTAL	155	278	123	258	319	744	1070	627	112	78	3764	1256	2981	2553	
Row %	4.1	7.4	3.3	6.9	8.5	19.8	28.4	16.7	2.9	2.1	100.0	33.4	79.2	67.8	

PART B: EASTERN INDIANS

Very Well	2	31	16	37	53	105	164	79	20	12	519	173	383	355	
Well or OK	8.0	39.2	55.2	68.5	79.1	75.5	83.7	82.3	100.0	92.3	72.3	67.1	70.5	70.4	
Not Well	9	34	11	15	14	31	32	17	0	1	164	63	131	125	
Few Words	36.0	41.0	37.9	27.8	20.9	22.3	16.3	17.7	0.0	7.7	22.8	24.4	24.1	24.4	
Not at All	3	11	2	2	0	3	0	0	0	0	21	11	17	14	
TOTAL	12.0	13.9	6.9	3.7	0.0	2.2	0.0	0.0	0.0	0.0	2.9	4.3	3.1	2.8	
Row %	4	3	0	0	0	0	0	0	0	0	7	4	5	5	
Very Well	16.0	3.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.97	1.6	0.92	0.99	
Well or OK	7	0	0	0	0	0	0	0	0	0	7	7	7	5	
Not Well	28.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.97	2.7	1.3	0.99	
Few Words	25	79	29	54	67	139	196	96	20	13	718	258	543	504	
Not at All	3.5	11.0	4.0	7.5	9.3	19.4	27.3	13.4	2.8	1.8	100.0	35.9	75.6	70.2	
TOTAL	25	79	29	54	67	139	196	96	20	13	718	258	543	504	
Row %	3.5	11.0	4.0	7.5	9.3	19.4	27.3	13.4	2.8	1.8	100.0	35.9	75.6	70.2	

PART C: WESTERN INDIANS

Very Well	7	43	30	89	137	406	647	421	84	58	1922	528	1535	1210	
Well or OK	5.4	21.6	31.9	43.6	54.4	67.1	74.0	79.3	91.3	89.2	63.1	52.9	62.9	59.1	
Not Well	19	84	53	102	109	194	223	110	7	7	908	358	721	667	
Few Words	14.6	42.2	56.4	50.0	43.3	32.1	25.5	20.7	7.6	10.8	29.8	35.9	29.6	32.6	
Not at All	12	47	11	13	5	5	4	0	0	0	97	57	88	79	
TOTAL	9.2	23.6	11.7	6.4	1.9	0.83	0.46	0.0	0.0	0.0	3.2	5.7	3.6	3.9	
Row %	55	25	0	0	1	0	0	0	0	0	81	37	71	67	
Very Well	42.3	12.6	0.0	0.0	0.40	0.0	0.0	0.0	0.0	0.0	2.7	3.7	2.9	3.3	
Well or OK	37	0	0	0	0	0	0	0	1	0	38	18	23	26	
Not Well	28.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1	0.0	1.3	1.8	0.94	1.3	
Few Words	130	199	94	204	252	605	874	531	92	65	3046	908	2439	2049	
Not at All	4.3	6.5	3.1	6.7	8.3	19.9	24.7	17.4	3.0	2.1	100.0	32.8	80.0	67.3	
TOTAL	130	199	94	204	252	605	874	531	92	65	3046	908	2439	2049	
Row %	4.3	6.5	3.1	6.7	8.3	19.9	24.7	17.4	3.0	2.1	100.0	32.8	80.0	67.3	

TABLE 4B.1.2.1.4.A: SOURCES OF EDUCATIONAL ATTAINMENT AND UNDERSTANDING OF SPOKEN ENGLISH

PART A: EASTERN INDIANS

LEVEL	NONE	ABE			GED				Equi- valence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Very Well	149 61.07	12 85.71	5 100.0	32 48.48	6 100.0	5 62.5	1 50.0	25 92.59	18 85.71	224 84.53	477 72.49
Well or OK	72 29.51	2 14.29	0 0.0	23 34.85	0 0.0	3 37.5	1 50.0	2 7.41	3 14.29	41 15.47	147 22.34
Not Well	13 5.33	0 0.0	0 0.0	8 12.12	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	21 3.19
Few Words	3 1.23	0 0.0	0 0.0	3 4.55	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	6 0.91
Not At All	7 2.87	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	7 1.06
TOTAL Row %	244 37.08	14 2.13	5 0.76	66 10.03	6 0.91	8 1.22	2 0.3	27 4.1	21 3.19	265 40.27	658 100.0

TABLE 4B.1.2.1.4.A: SOURCES OF EDUCATIONAL ATTAINMENT AND UNDERSTANDING OF SPOKEN ENGLISH

PART B: WESTERN INDIANS

LEVEL	ABE						GED					Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
	NONE or High School	Public Grade 2-Year Coll- ege	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency			
Very Well	437 42.51	35 49.3	11 57.89	8 38.1	1 50.0	37 45.12	42 82.35	32 82.05	19 70.37	13 92.86	50 83.33	78 83.87	905 76.05	1668 61.85
Well or OK	401 39.01	36 50.7	6 31.58	13 61.9	1 50.0	38 46.34	9 17.65	7 17.95	8 29.63	1 7.14	10 16.67	15 16.13	280 23.53	825 30.59
Not Well	87 8.46	0 0.0	0 0.0	0 0.0	0 0.0	4 4.88	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	4 0.34	95 3.52
Few Words	75 7.3	0 0.0	1 5.26	0 0.0	0 0.0	2 2.44	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	78 2.89
Not at All	28 2.72	0 0.0	1 5.26	0 0.0	0 0.0	1 1.22	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.08	31 1.15
TOTAL Row %	1028 38.12	71 2.63	19 0.7	21 0.78	2 0.07	82 3.04	51 1.89	39 1.45	27 1.0	14 0.52	60 2.22	93 3.45	1190 4.12	2697 100.0

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#### 4B1.3 Tribal Education and Satisfaction

Table 4B1.3.1 shows the formal education, satisfaction and 3R's Index for the twenty tribes having the greatest numeric representation in the sample. Note here that all of these tribes have very similar median education, which range from a low of 9.2 for Choctaws to a high of 12.4 years for Kaw et al and Tanoan. Relatively, Choctaw, Ute and Cherokee are quite low yet their scores on the 3R's Index are not always consistent with their years of formal education. For instance, Utes have an Index of 29 for their 11.4 years of formal education, while Cherokees have an Index of 67 for their 11.5 years. At the same time, Tanoan show an Index of 28 and a median education of 12.4 years. Clearly, years of formal education have little to do with scores on the 3R's Index, as further investigation reveals that the association between the two (as measured by Pearson's  $r$ ) is .081, virtually none at all. Less than one percent of the variance in the 3R's Index is accounted for by years of formal education. Formal education is simply not changing one's ability to demonstrate basic educational skills for a substantial number of tribes. Apache, Cahuilla, Creek, Papago, Tanoan, Shoshone, and Zuni all have median educations which are higher than average for reported tribes while their 3R's Indexes are substantially lower than average. These are not the only tribes where this situation exists, just those among the top 20 in population.

Educational distributions are quite similar, with a twelfth grade education the mode for most tribes except Chippewa (higher), and Choctaw (lower). Choctaws and Navajos stand out because of the



large proportions of their adult populations which have no formal education (11.5% and 17.25%) or that have one to six years only (25.9% and 14.7%). At the other end of the continuum, Cherokee, Kaw et al, Keresan, Dakota Sioux, Lumbee, and Zuni all stand out, as highly educated populations if one considers the percent of their adult populations which holds university degrees.

With respect to educational satisfaction, the tribal reactions are dissimilar with Alaskans, Apaches, Cherokees, Papagod and Utes being relatively dissatisfied and Cahuillos, Keresans and Zunis being relatively well satisfied. All tribes want more education and all except Zuni feel that they received the wrong kind of education for their adult lives. Except for Zuni, the lowest figure is 55.9% among Chippewa, followed by 60.7% among Cahuilla et al. On the average, 68.3% feel that they received the wrong education; truly astounding and very disheartening. Whether for the total population or the most populous tribes, the educational achievements and educational utility shown are substantially lower than one might expect for full and equal members of the United States population in 1978. It is simply shocking that so many tribal members could report high school diplomas yet function at a basic level, as measured by the 3R's Index. It is also shocking that while over three-fourths of the same population actually wants more education, greater opportunity to receive it, and new fields to master, none exists for them. Here is a credentialled population which shows little mastery, willing to learn, passed through the educational system without receiving the basic tools of life in

20th century society.

4B1.3.1. Sources of Educational Attainment  
Among the Twenty Largest Tribes

No Sources of Education

The percentage of Indian adults without secondary educational completion (i.e., no ABE/GED/High School Diploma or equivalent) among all tribes is about 38 percent, Table 4B1.3.2. The figure for the twenty largest tribes or cultural groups is slightly higher than 40 percent; however, this figure varies among these tribes from about 55 percent among the Choctaw/Houma to only 9 percent for the Kaw/Omaha/Osage/Ponca/Quapaw. The eight among the twenty largest tribes with percentages in this category greater than the national figure are Choctaw/Houma (55%), Lumbee (53%), Navajo (52%), Yuma (50%), Apache (46%), Ute (45%), Cahavilla/Luisano/Gabrielona/Serrano (44%) and Creek/Alabama/Coushatta (39%).

Regular High School Diploma

Over 43 percent of Indian adults obtain a regular high school diploma; among the twenty largest tribal groups, however, this varies from 66 percent among the Tanoan to only 25 percent among the Choctaw/Houma. The eight among the twenty largest tribal groups that are below the national figure are Choctaw/Houma (25%), Alaskan/Athabascan (30%), Ute (33%), Cherokee (37%), Yuma (39%), Kaw/Omaha/Osage/Ponca/Quapaw (40%), Navajo (40%) and Lumbee (40%).

Equivalency With No Adult Education

About 3.4 percent of Indian adults obtain a high school equivalent

agency without benefit of any regular adult education programming. Among the twenty largest tribal groups this figure is 3.1 percent, but three tribes have no adults in this category (Choctaw/Houma Apache and Ute) and eight others have less than 2.9 percent in this category. On the other hand, nine of the twenty largest tribes are at or above the national figure; in fact over one-fourth (26%) of the Kaw/Omaha/Osage/Ponca/Quapaws adults obtain their education through this means, whereas the others vary from between 3.4 percent (for Pueblo) to 6.9 percent (for Seneca).

#### GED Programs

Approximately 7 percent of all Indian adults in the nation obtained a GED primarily from programs operated by Indian community groups (2.6%), but also those operated in public schools (1.7%), public two-year colleges (1.2%), private vocational/trade schools (1.0%) and four-year colleges or universities (0.5%). For the twenty largest tribes, 5.8 percent of the adults obtained a GED, again primarily from programs operated by Indian/community groups (2.4%), but also public schools (1.2%), public two-year colleges (0.9%), private vocational/trade schools (0.8%) and four-year colleges or universities (0.3%).

No Indian adults from eight of the twenty largest tribes have attained the GED in Indian/community operated programs; and only one person has obtained the GED this way from three other tribal groups. Otherwise from 2.6 percent of the Choctaw/Houma tribe to 9.5 percent of the Zuni tribe have obtained the GED from Indian/community adult education programs.

The next most important way adult Indians receive the GED is through adult education programs in public grade or high schools; however, only seven of the twenty largest tribal groups have adults who obtained the GED in this way. Among these, only one Yuman adult achieved a GED this way, while nine percent of the Alaskan/Athabaskan adults did.

Adults from eight of the twenty largest tribes obtained the GED from private vocational/trade schools, but in half of these tribes only one person acquired the GED in this fashion. In the other four tribes, only 2.1 to 4.3 percent utilized such schools for the GED.

Finally, adults from only four of the twenty largest tribal groups obtained the GED from four-year colleges or universities.

#### ABE Programs

Eight and one-half percent of all adult Indians in the nation have obtained ABE experience, primarily in programs operated by Indian/community groups (4.5%) by public grade and high schools (2.5%), but also from those available from private vocational/trade schools (0.8%) and four-year colleges and universities (0.1%). Approximately 8.2 percent of the adults from the twenty largest tribal groups obtained ABE experience through programs primarily operated by Indian/community groups (4.2%) and public schools (2.6%), but also from those programs found in private vocational/trade schools (0.7%), public two-year colleges (0.6%) and four-year colleges and universities (0.1%).

No adults from five tribal groups have received ABE experience in programs operated by Indian/community groups and three other tribes have only one person obtaining ABE training in this manner. Among the 12 remaining tribes, from 1.8 to 15 percent of the adults obtain ABE experience through Indian/community operated programs; this is especially true for the (eastern) Choctaw/Houma (15%), Iroquois (12%), Alaskan/Athabaskan (11%), and Ute (8%).

The next most likely way of getting ABE experience is through programs in public grade or high schools. Adults from four of the twenty largest tribal groups do not enroll in public school ABE programs and less than 2 percent utilize these ABE programs in eight other tribes. From 2.8 to 16 percent in the other eight tribes have enrolled in public school ABE programs, especially the Cherokee (16%), Alaskan/Athabaskan (10%), Ute (4%), Shoshoni/Piute/Chemahuevi (4%) and Chippewa (4%).

Less than one percent of adult Indians have enrolled in ABE programs in public two-year colleges (6%), and private vocational/trade schools (.7%) and only two persons have obtained ABE program experience in a four-year college (.1%). With respect to two-year college ABE experience, the majority (13) of the twenty largest tribes have no representation; less than 2 percent of the adults in the remaining tribes have experienced this type of ABE program. Virtually the same pattern is found in regard to ABE program experience in private vocational/trade schools, except that about 6 percent of the Ute adults and about 3 percent of Alaskan/Athabaskan and Sioux adults have enrolled in this type of private program. Also, virtually no adults obtain ABE program experience in four-year colleges or universities.

TABLE 4B.1.3.1: FORMAL EDUCATION AND SATISFACTION OF MEMBERS FOR THE TWENTY MOST POPULOUS TRIBES \*

Tribe	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION						
	0	1-6	7	8	9	10-11	12	13-15	16	17+	TOTAL	Dissat- isfied	Need More	Need Diff- erent	Median 3R's Index	Median Educa- tion	% of Total Sample
Alaskan/ Athapaskans	0 0.0	4 4.35	0 0.0	11 11.96	15 16.3	19 20.65	23 25.0	15 16.3	2 2.17	3 3.26	92 100.0	47 51.09	77 83.7	65 70.65	65	11.7	2.73
Apache	0 0.0	0 0.0	5 8.47	5 8.47	8 13.56	10 16.95	15 25.42	12 20.34	3 5.08	1 1.69	59 100.0	24 40.68	49 83.05	45 76.27	42	12.1	1.75
Cahuilla, Luiseno, Gabrieleno, Serrano	0 0.0	0 0.0	2 3.57	2 3.57	9 16.07	12 21.43	19 33.93	10 17.86	2 3.57	0 0.0	56 100.0	12 21.43	44 78.57	34 60.71	39	12.1	1.66
Cherokee	1 0.9	5 4.5	2 1.8	8 7.21	11 9.91	37 33.33	24 21.62	11 9.91	9 8.11	3 2.7	111 100.0	48 43.24	89 80.18	75 67.57	67	11.5	3.3
Chippewa	0 0.0	2 0.9	2 0.9	16 7.21	22 9.91	55 24.77	54 24.32	58 26.13	8 3.6	5 2.25	222 100.0	63 28.38	167 75.23	124 55.86	81	12.3	6.59
Choctaw/ Houma	20 11.49	45 25.86	7 4.02	13 7.47	9 5.17	29 16.67	29 16.67	16 9.2	5 2.87	1 0.57	174 100.0	60 34.48	129 74.14	121 69.54	50	9.2	5.17
Creek, Alabama, Coushatta	4 2.9	5 3.62	4 2.9	10 7.25	13 9.42	23 16.67	43 31.16	29 21.01	4 2.9	3 2.17	138 100.0	36 26.09	111 80.43	95 68.84	47	12.2	4.1
Iroquois	0 0.0	5 6.85	4 5.48	4 5.48	6 8.22	13 17.81	24 32.88	13 17.81	3 4.11	1 1.37	73 100.0	24 32.88	58 79.45	48 65.75	75	12.2	2.17
Seneca	0 0.0	2 2.7	1 1.35	6 8.11	7 9.46	15 20.27	24 32.27	15 20.27	3 4.05	1 1.35	74 100.0	25 33.78	45 60.81	53 71.62	67	12.2	2.2
Kaw, Omaha, Osage, Ponca, Quapaw	0 0.0	0 0.0	0 0.0	4 6.78	6 10.17	11 18.64	21 35.59	13 22.03	2 3.39	2 3.39	59 100.0	18 30.51	47 79.66	41 69.49	67	12.4	1.75
Navaho	108 17.25	92 14.7	29 4.63	37 5.91	39 6.23	64 10.22	152 24.38	96 15.34	6 0.96	3 0.48	626 100.0	200 31.95	536 85.62	489 78.12	28	10.2	18.59
Papago, Pima	0 0.0	9 6.38	6 4.26	17 2.06	9 6.38	24 17.02	43 30.5	28 19.86	5 3.55	0 0.0	141 100.0	59 41.84	128 90.78	103 73.05	50	12.1	4.19
Keresan	1 1.61	2 3.23	1 1.61	5 8.06	4 6.45	13 20.97	23 37.1	5 8.06	5 8.06	3 4.84	62 100.0	10 16.13	48 77.42	46 74.19	64	12.2	1.84
Tanoan	1 1.82	2 3.64	1 1.82	1 1.82	4 7.27	7 12.73	27 49.09	10 18.18	1 1.82	1 1.82	55 100.0	14 25.45	42 76.36	41 74.55	28	12.4	1.63
Shoshone, N&S Palute, Chemeluevi	0 0.0	8 8.51	2 2.13	9 9.57	14 14.89	11 11.7	29 30.85	15 15.96	4 4.26	2 2.13	94 100.0	34 36.17	69 73.4	60 63.83	31	12.1	2.79
Dakota Sioux	0 0.0	4 2.61	6 3.92	8 5.23	9 5.88	32 20.92	53 34.64	26 16.99	5 3.27	10 6.54	153 100.0	54 35.29	132 86.27	105 68.63	67	12.3	4.54

TABLE 4B.1.3.1: FORMAL EDUCATION AND SATISFACTION OF MEMBERS FOR THE  
TWENTY MOST POPULOUS TRIBES \*

-Continued-

Tribe	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION						
	0	1-6	7	8	9	10-11	12	13-15	16	17+	TOTAL	Dissat- isfied	Need More	Need Diff- erent	Median 3R's Index	Median Educa- tion	% of TOTAL Sample
Ute	0 0.0	2 3.39	4 6.78	3 5.08	9 15.25	16 27.12	20 33.9	4 6.78	0 0.0	1 1.69	59 100.0	32 54.24	45- 76.27	45 76.27	28	11.4	1.75
Yuman	1 1.37	3 4.11	2 2.74	4 5.48	4 5.48	25 34.25	21 28.77	9 12.33	3 4.11	1 1.37	73 100.0	21 28.77	59 80.82	46 63.01	61	11.8	2.17
Lumbee	1 1.11	11 12.22	3 3.33	6 6.67	6 6.67	19 21.11	31 34.44	6 6.67	5 5.56	2 2.22	90 100.0	24 26.67	62 68.89	62 68.89	67	11.9	2.67
Zuni	0 0.0	0 0.0	2 4.08	6 12.24	5 10.2	7 14.29	23 46.94	2 4.08	2 4.08	2 4.08	49 100.0	8 16.33	33 67.35	18 36.73	28	12.2	1.45
TOTAL Population Denoting Tribal Membership	150 4.45	254 754	115 3.41	229 6.8	282 8.37	663 19.69	950 28.21	546 16.21	104 3.09	75 2.23	3368 100.0	1116 33.14	2682 79.63	2301 68.32	59	12.0	87.93

\*As measured by the sample population

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TABLE 4B.1.3.2:

SOURCES OF EDUCATIONAL ATTAINMENT FOR THE  
TWENTY LARGEST TRIBES

Tribe	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL	
	NONE or High School	Public Grade 2-Year Coll- ege	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- vate Voca- tional School	4-year Coll- ege or Univ- ersity				Indian Group or Commu- nity Agency
1. Navajo	303	5	6	0	0	24	3	1	1	0	0	7	230	580
	52.2	0.9	1.0	0.0	0.0	4.1	0.5	0.2	0.2	0.0	0.0	1.2	39.7	100.0
2. Chippewa	51	7	2	0	0	7	11	3	6	2	13	10	85	197
	25.9	3.6	1.0	0.0	0.0	3.6	5.6	1.5	3.0	1.0	6.6	5.1	43.1	100.0
3. Choctaw/ Houma	84	2	0	1	0	23	0	0	1	0	4	0	39	154
	54.5	1.3	0.0	0.6	0.0	14.9	0.0	0.0	0.6	0.0	2.6	0.0	25.3	100.0
4. Sioux	32	4	1	4	0	3	3	3	3	1	5	7	79	145
	22.1	2.8	0.7	2.8	0.0	2.1	2.1	2.1	2.1	0.7	3.4	4.8	54.5	100.0
5. Papago/ Pima	47	2	2	1	1	4	5	2	3	0	1	4	64	136
	34.6	1.5	1.5	0.7	0.7	2.9	3.7	1.5	2.2	0.0	0.7	2.9	47.1	100.0
6. Creek/ Alabama/ Coushatta	44	2	0	0	0	2	0	0	0	0	6	2	58	114
	38.6	1.8	0.0	0.0	0.0	1.8	0.0	0.0	0.0	0.0	5.3	1.8	50.9	100.0
7. Cherokee	36	15	0	0	0	3	2	1	0	0	0	4	35	96
	37.5	15.6	0.0	0.0	0.0	3.1	2.1	1.0	0.0	0.0	0.0	4.2	36.5	100.0
8. Shoshoni/ Palute/ Chenuevi	33	3	1	2	0	0	0	1	0	0	0	1	39	80
	41.2	3.8	1.2	2.5	0.0	0.0	0.0	1.2	0.0	0.0	0.0	1.2	48.8	100.0
9. Alaskan/ Athabaskan	17	7	1	2	0	8	6	1	1	0	5	1	21	70
	24.3	10.0	1.4	2.9	0.0	11.4	8.6	1.4	1.4	0.0	7.1	1.4	30.0	100.0
10. Lumbee	41	3	0	0	0	1	0	0	0	0	0	1	31	77
	53.2	3.9	0.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	0.0	1.3	40.3	100.0
11. Seneca	26	0	0	0	0	2	0	0	0	0	4	5	35	72
	36.1	0.0	0.0	0.0	0.0	2.8	0.0	0.0	0.0	0.0	5.6	6.9	48.6	100.0
12. Iroquois	17	2	0	0	0	8	0	0	0	0	1	4	36	68
	25.0	2.9	0.0	0.0	0.0	11.8	0.0	0.0	0.0	0.0	1.5	5.9	52.9	100.0
13. Yuman	35	1	0	0	0	1	1	0	0	0	4	1	27	70
	50.0	1.4	0.0	0.0	0.0	1.4	1.4	0.0	0.0	0.0	5.7	1.4	38.6	100.0
14. Pueblo	19	1	0	1	0	1	0	0	0	0	0	2	34	58
	32.8	1.7	0.0	1.7	0.0	1.7	0.0	0.0	0.0	0.0	0.0	3.4	58.6	100.0
15. Apache	25	1	0	0	0	2	0	1	0	0	0	0	26	55
	45.5	1.8	0.0	0.0	0.0	3.6	0.0	1.8	0.0	0.0	0.0	0.0	47.3	100.0
16. Kaw/ Onaha/Osage/ Ponca/Quapaw	5	1	1	0	1	0	0	3	1	2	4	14	21	53
	9.4	1.9	1.9	0.0	1.9	0.0	0.0	5.7	1.9	3.8	7.5	26.4	39.6	100.0



TABLE 4B.1.3.2: SOURCES OF EDUCATIONAL ATTAINMENT FOR THE TWENTY LARGEST TRIBES

- CONTINUED -

Tribe	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL	
	NONE or High School	Public Grade 2- Year Coll- ege	Public 2- Year Coll- ege	Pri- vate Voca- tional or School	4-Year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional /School	4-year Coll- ege or Univ- ersity				Indian Group or Commu- nity Agency
17. Ute	23 45.1	2 3.9	0 0.0	3 5.9	0 0.0	4 7.8	0 0.0	1 2.0	0 0.0	0 0.0	1 2.0	0 0.0	17 33.3	51 100.0
18. Caluilla/ Luiseno/ Gabieleno/ Serrano	20 43.5	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 4.3	0 0.0	0 0.0	0 0.0	3 6.5	21 45.7	46 100.0
19. Tanoan	12 25.5	0 0.0	0 0.0	1 2.1	0 0.0	0 0.0	0 0.0	0 0.0	2 4.3	0 0.0	0 0.0	1 2.1	31 66.0	47 100.0
20. Zuni	11 26.2	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 4.8	4 9.5	2 4.6	23 54.8	42 100.0
TOTAL	801	58	14	15	2	93	31	19	18	7	52	69	952	2211
20 Largest	39.8	2.6	0.6	0.7	0.1	4.2	1.4	0.9	0.8	0.3	2.4	3.1	43.1	100.0
National %	37.9	2.5	0.6	0.8	0.1	4.5	1.7	1.2	1.0	0.5	2.6	3.4	43.3	100.0

## 4B.2 EDUCATIONAL ATTAINMENT AND UTILITY

### 4B2.1 Amount of Formal Education

The distribution of diplomas and degree programs completed are interesting if somewhat perplexing. Fifty-seven percent of U.S. Indians have completed at least the G.E.D. or possess a high school diploma, Table 4B.2.1.1. Of those who received a diploma 42.6% of high school graduates and 16.0% of those who complete the G.E.D. go on to college. High school graduates have three times the likelihood of continuing their education than do G.E.D. recipients. However, even though this 21.2% of the total population goes to college, only 32.9% of them will receive an advanced degree, and only a small number, 4.2% of those who started college will go on to receive graduate degrees.

Generally dissatisfaction with the education received is inversely related to the completion of degree programs, where the more advanced the degree, the less dissatisfaction there is. This pattern is also true with respect to feelings that more education is needed. With respect to the kind of education, the pattern is true for all except those who have completed Master's Degrees and other Degrees.

This may be because the Master's Degree is not held in high regard among employers because the completion of that degree signalled a premature termination of a program for some other reason. The small n presents much speculation.

The perplexing nature of this table is that one would expect a shelving effect within the cross-tabulation as years of educa-

tion are tabulated with degrees. There are 151 respondents (3.9%) who have reported attaining a degree without the appropriate years of formal education (excepting the G.E.D. group) or those who have reported years of advanced education but do not report completing degrees. The nature of education, especially among the G.E.D. group, is such that this kind of under and over identification of years of education is possible, but of the six PhD's, two (33.3%) report completing less than seven years of formal education. Accordingly, some individuals may have overstated their degree status or have understated their years of formal education and these figures should be used with caution.

Also perplexing is the fact that the use level of three R's skills decrease as one completes advanced degrees except for those categorized as "other". PhD's answered only forty-four percent of the three R's questions correctly, M.A.'s, only thirty-one percent. Although they performed similarly, G.E.D. recipients scored higher on the 3R's section than did high school graduates. Possessors of Master's Degrees scored the lowest of all groups, eleven percentage points below those who have not completed either high school or G.E.D. Again, the number of cases reported among the degree categories is proportionately small, but one would not expect these kinds of relationships to appear.

Residents of the Eastern and Western United States have similar patterns to those of the nation as a whole, with Western Indians possessing slightly greater numbers of degrees from high school and beyond. However, with respect to use level, Eastern Indians

follow the pattern which one would expect to find in this population at large, advanced proficiency in use as education increases. Indeed, proficiency increases with the sole exception of the G.E.D. which one might expect to find at the bottom of the proficiency scale (as compared to high school and other graduates). This is not the case and several explanations might be reasonable.

Western Indians are responsible for the perplexing profile shown in the U.S. statistics, and there is a pronounced inverse relationship between degree attainment and use level (with the exception of "other", and to some extent "PhD".) Again, the numbers of respondents among college degree categories are proportionately small and there are numbers of cases where reported years of education do not conform to what would be expected given completion of a college degree but neither of these factors nor both combined should be sufficient to explain these low median scores. Indeed the pattern is so pronounced and so drastically different from that shown among Eastern Indians that one can only conclude that there is something seriously wrong with the educational systems in the West where Indians are trained. Regardless of degree or lack of degree, Western Indians are far less well educated in the three R's than are Indian residents of the East. One might conclude that the more competent the Western Indian is, the more skilled the sooner he or she will drop out; while the less competent are moved along within the educational system.

Not surprisingly, even though Western Indians possess slightly more education than their Eastern counterparts, as measured by

numbers of diplomas, with the exception of those who have completed the Master's Degree or "Other" degree a greater proportion feel that they need more education when compared with their Eastern counterparts. This fact could corroborate the other finding that use levels are lower for Western Indians than for those in the East and despite the fact of a greater amount of formal education, Western Indians feel a lack of knowledge. If, in fact, this is true, this is a further indictment of the educational systems in the West within which Western Indians receive their education.

Some 14.1% of adult Indians have received vocational training rather than an academic one, Table 4B.2.1.2. Of those who received vocational training the model field is business or office work within which some 34.6% receive training. The trades and crafts account for another 23.9%. There are some interesting phenomena to note concerning the kinds of vocational training received. More than sixty percent of those who received training in two most frequently reported areas of vocational training feel that they should have been educated in a different field. Those trained as beauticians also have a high degree of dissatisfaction with the field of training. On the balance there is a high degree of dissatisfaction with the matching of individuals to vocational areas although those trained in vocations are generally more satisfied with their education than the Indian adult population as a whole.

There are no definite patterns or educational characteristics

shown by vocational field except for the field Distributive Education which appears to include both lesser and better educated individuals. Although the other vocational fields exhibit minor variations between them, they center on a twelfth grade education. The technical field is the lone other deviate, where the model education consists of some college.

The proportion of Eastern and Western Indians who have completed a vocational course of study is quite similar to that of the nation as a whole, 13.2% and 14.1% respectively. Their primary and secondary focuses are also very similar to those found nationwide. The educational levels of those entering specific fields are also similar to those of the nation except that Eastern beauticians are less well formally educated than those nationwide.

Eastern Indians tend to be more dissatisfied with their education, are mixed as to whether or not they need more education (dependent on the vocational field) and, in general, tend to have more intense feelings that their training was in an inappropriate field as compared to Western Indians.

With respect to use levels, those trained in Home Economics, Agriculture, Education and Other have the lowest scores nationwide while Eastern Indians don't show the kinds of variation or low levels of performance in the 3 R's test that would support differentiation by vocational field. Among Western Indians, Home Economics, Other, Tradespeople and Beauticians score the lowest in 3 R's use.

Adult Indian satisfaction with their education is tripolar

with about twenty percent extremely satisfied, ten percent extremely dissatisfied and twenty four percent at the mid-point of the satisfaction scale, Table 4B.2.1.3. There is no clear and discrete pattern showing satisfaction or dissatisfaction as a group, rather, responses are distributed across the scale. Quite predictable, there is a tendency for those who have little formal education to be dissatisfied while those with more education tend to be more satisfied. As well, there is a slight association between use level and satisfaction. The greater the use level, the greater the satisfaction. Indians who are dissatisfied also indicate a greater desire to continue their education than do those who are satisfied and there is a predominate feeling among those who are dissatisfied that they received the wrong kind of education, given their life needs. The above patterns are true despite the region of the country in which the individual resides, with one exception. Western Indians who are extremely dissatisfied have slightly higher use scores than do those at the middle of the Use scale. As the difference is slight this may not be an important factor.

There is a tendency for those Indians who were in school longer to be more satisfied with school, happier about their experiences than were those whose schooling only lasted a relatively short number of years. The sixth grade education appears to be a major cutting point in feelings. Those who completed the sixth grade or less tended to remember the experience as an unhappy one, while the predominate feelings among those who completed the seventh

grade or more tended to feel good about the experience. Again, the feelings were not dichotomous but included the range of the scale regardless of years of formal education.

As expected, those who tend to be unhappy with school also tend to be dissatisfied with their education, feel that they need more education and feel that they received the wrong education. An interesting consideration here will be the development of strategies to be used to bring these dissatisfied adults, who say that they need more education, back to the classroom. Obviously something was wrong with their school situation (for them), especially for those who have received a sixth grade education or less. In order to bring these potential students back to the classroom the teaching/learning situation and environment will have to be changed from that they experienced in their childhood.

The use levels generally follow a pattern of greater use levels with greater satisfaction, but the tendency is not so pronounced as it was for satisfaction with education.

Eastern Indians tend to follow the same patterns as do those of the nation as a whole with the exception that the differences in use levels are more of a mix, with differences more pronounced than for adult Indians as a whole. For Western Indians the satisfaction/dissatisfaction break in school experiences comes at the zero category rather than after the sixth grade, and use levels are very mixed. This may mean that, for the four percent of Western Indians who have no formal education, dissatisfaction comes



from being excluded from the educational system for some reason. Or, given the fact that no experience was obtained in a real sense, parents or "significant others" may have withheld formal education from the child while relating their unhappy experiences to the youngster. These unhappy tales may then have been adopted by the child as true stereotypes and carried into adulthood as fact. Naturally any explanation of this particular phenomenon must be purely speculative at this time.

When those aged 16-25 were asked about school attendance, 84.6% said that they usually attended, and 8.9% attended infrequently. Only 6.4% said that they could not attend. There is a high degree of participation among those who have completed at least nine years of school. The response "cannot attend" is inversely related to years of schooling, but as the numbers involved are small, no definitive statements can be made. Use level does not appear to be related to attendance.

Interest levels among those enrolled or not enrolled aged 16-25 are quite high with 88.6% interested, Table 4B.2.1.5. Those who are interested are more likely to feel that they need more education and are more likely to be pursuing the same educational area that they were in the past than those who express no interest. As well, the interested students show higher use levels than do those who are not.

If we relate interest and lack of it to attendance, we find that the group that is attending school but goes to class infre-

quently is similar in use level, to the population that is not interested in attending. At the same time, those who say they cannot attend have comparable use levels to those who attend school usually. All three attendance groups in the top half of the table have comparably high expressed needs, with the infrequent attendants less satisfied with their education and more interested in a different education than are the other two groups. We might conclude that those who answered that they cannot attend are more like those who usually attend than the infrequent attendees. That is, something is intervening to prevent the one group from attending when actually the desire is there. Perhaps it is the courses offered or work or family responsibility that prevents their further education.

It seems that the infrequent attendees also have difficulties in integrating the courses taught into their lives and life-goals. They tend to be better educated formally yet have lower use levels than do those who usually attend school. This might indicate a necessity to develop new kinds of substantive areas which would attract these students yet upgrade their traditional skill levels.

Eastern Indians have a slightly greater propensity toward adult education than do those of the West and attend more regularly. The situations described above seem to be heightened among the Eastern group. Those who cannot attend or who are not interested in attending are small in number and tend to have higher 3 R's use levels than do the other categorized groups, even though these Eastern Indians do not have extraordinary formal educations. As

their use levels are high, they may correctly feel that they have already received an appropriate level of education even though they report that they have not. Or again, they may desire a kind of schooling which is not presently offered.

Twenty-one percent of adult Indians have attended ABE, GED or SEA courses with the largest category of attendance being in non-traditional programs, (Table 4B.2.1.6) "Other School." The type of school attended is driven by the amount of formal education previously received. The group that has attended "Other Schools" is the most dissatisfied with their education and with the kind of education received, while those who have attended four-year colleges or universities are most satisfied overall. Those who have not attended one of these programs are moderately dissatisfied with their education or kind of education and they again lag behind the others in demonstrated proficiency with the 3 R's.

Residents of Eastern United States tend to have attended "Other Schools," feel that they have received an inappropriate kind of education and that they need more education. Again, the demonstrated skill levels of those who have enrolled in "Other Schools" is decidedly lower than it is for those who have attended other kinds of schools. Those who have not attended school demonstrate greater proficiency as measured by use level than those who have attended the "Other Schools."

For Western Indians, those who have attended trade or business

schools are on a par with those who have not gone to school as adults and both are far below the other groups as measured by use level. These two groups are similar with respect to satisfaction and expressed need measures. A greater proportion of Western Indians have not gone to school as adults, as compared with residents of the East. As the use levels of Western Indians are relatively low and the realization of the need for more education is demonstrated, as previously stated, new and more relevant adult education programs should be developed in the West as a priority area. Although the market is there in the East as well, and relatively few Eastern Indians attend adult education courses, low use levels in the West would serve to identify that region as a priority one.

Some twenty-two percent of adult Indians have attended school during the past year. Of that group, 44.3% attended public school and 36.2% went to tribal schools or college as shown in Table 4B.2.1.7. Interestingly, those who attended public schools are more satisfied with their education than those who attended tribal or BIA schools. Those who attended tribal schools tended to have more formal education than did those who attended the other kinds of schools. In terms of use levels, BIA boarding school and private school attendees have markedly more difficulty with the 3 R's skills than do the other groups. One might expect this finding among the boarding school attendees as their formal educations are among the lowest in the sample. However, private school

attendees cover the range of formal educations and their profiles are similar to those in tribal schools or colleges, or in public schools, where the use levels are double or one-third again higher.

When one considers the difference in satisfaction, the need for more education or a different educational program, it is apparent that with the exception of the BIA school group the feelings among adult Indians are similar. For the BIA students, they tend to have slightly greater desires for more education and for a different one. The private school group is similar to the BIA group.

BIA day school students excel far beyond other students in use levels and it is students in the West that are responsible for that difference. Eastern and Western residents follow the patterns noted for the nation as a whole, except that use levels among Indians in the West that attended public school during the last year are decidedly lower than all but private school attendees. For the nation and the Eastern group, use levels among public school attendees are much higher, highest for the East.

Those who are currently enrolled in an adult education program are well satisfied with the training that they are receiving, Table 4B.2.1.8. Only 7.3% are dissatisfied at all. Use levels vary by point on the satisfaction scale and when divided into two groups satisfied and dissatisfied, (excluding the middle category) the use levels of the two groups are nearly the same.

Those who express satisfaction with their current programs

tend to be much more satisfied with their education than do those who are dissatisfied, although all feel that they need more education. Those who are dissatisfied tend to want to have a different education, while those who are satisfied with the current program, although desirous of a different kind of education, do not report the same depth of concern. There are no clear patterns by level of formal education.

Regionally, Eastern residents have almost twice the level of dissatisfaction, 12.5%, of that of the Nation and more than double that (5.6%), of those who live in the West. There is an inverse association with satisfaction in the East and their assessment that they need more education, but in the West, there is a slight tendency for the reverse to be true.

With respect to formal education levels, again, there are no clear patterns in the satisfaction in the utility of the program except that for all three groups and especially for the East, those at the extremes of formal education seem to be most satisfied with the utility of present programs.

TABLE 4B2.1.1: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND DEGREES EARNED.

PART A: UNITED STATES SUMMARY

Frequency Row 2	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dispat- ified	Need More	Need Diff- erent	Median 3R's Index
NONE	135 8.3	278 17.1	117 7.2	238 14.6	271 16.7	548 33.7	29 1.8	7 0.43	1 0.06	2 0.12	1626 40.3	727 44.8	1124 61.6	1224 75.5	42
High School	3 0.17	3 0.17	1 0.06	2 0.11	9 0.51	27 1.5	967 54.9	574 32.6	105 5.9	71 4.0	1762 43.7	404 22.9	1172 71.9	1080 61.3	67
GED, Equivalency	4 1.1	0 0.0	6 1.6	18 4.7	40 10.5	172 45.1	80 21.0	51 13.4	7 1.8	3 0.79	381 9.4	124 32.6	303 78.5	256 67.2	72
Associate of Arts	1 1.3	1 1.3	0 0.0	1 1.3	0 0.0	1 1.3	10 12.5	62 77.5	3 3.8	1 1.3	80 1.9	14 17.5	57 71.3	34 42.5	39
Bachelor of Arts/Science	1 0.8	0 0.0	0 0.0	0 0.0	1 0.8	1 0.8	8 6.4	8 6.4	85 68.0	21 16.8	125 3.1	12 9.6	83 66.4	51 40.8	58
Master of Arts/Science	2 7.1	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 10.7	23 92.1	28 0.69	2 7.1	14 90.0	17 60.7	31
Ph.D.	1 16.7	1 16.7	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	4 66.7	6 0.15	0 0.0	1 16.7	2 33.3	44
Other Degree	0 0.0	0 0.0	0 0.0	1 3.6	0 0.0	1 3.6	12 42.9	10 35.7	1 3.6	3 10.7	28 0.69	3 10.7	21 75.0	17 60.7	69
TOTAL Row 2	147 3.6	283 7.01	124 3.07	260 6.4	321 7.9	750 18.6	1106 27.4	712 17.6	205 5.08	128 3.2	4036 100.0				

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TABLE 4B2.1.1: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND DEGREES EARNED

PART B: EASTERN INDIANS

(H, Row)	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	Frequency	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissatisfied	Need More	Diff-erent
NOTE	22	81	28	50	56	109	3	0	0	0	349	171	282	269	58
Row %	6.3	23.2	8.0	14.3	15.1	31.2	0.86	0.0	0.0	0.0	46.1	49.0	80.8	77.1	
High School	1	0	0	0	3	3	176	88	20	12	303	68	216	186	78
Row %	0.33	0.0	0.0	0.0	0.99	0.99	58.1	29.0	6.6	3.9	40.0	22.4	71.3	61.4	
GED Equivalency	1	0	2	3	7	29	17	8	0	0	67	19	49	52	83
Row %	1.5	0.0	2.9	4.5	10.5	43.3	25.4	11.9	0.0	0.0	8.9	28.4	73.1	77.6	
Associate of Arts	0	1	0	1	0	0	1	5	0	0	8	2	5	3	82
Row %	0.0	12.5	0.0	12.5	0.0	0.0	12.5	62.5	0.0	0.0	1.1	25.0	62.5	37.5	
Bachelor of Arts/Science	0	0	0	0	0	1	0	0	18	3	22	2	12	11	83
Row %	0	0	0	0	0	4.6	0	0	81.8	11.6	2.9	9.1	54.6	50.0	
Master of Arts/Science	1	0	0	0	0	0	0	0	0	3	4	0	3	1	90
Row %	25.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	75.0	0.53	0.0	75.0	25.0	
Other Degree	0	0	0	1	0	0	1	0	0	2	4	0	3	3	90
Row %	0.0	0.0	0.0	25.0	0.0	0.0	25.0	0.0	0.0	50.0	0.53	0.0	75.0	75.0	
TOTAL	25	82	30	55	66	142	198	101	38	20	757				
Row %	3.3	10.8	3.9	7.3	8.7	18.8	26.2	13.3	5.0	2.6	100.0				

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TABLE 4B2.1.1:

## FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND DEGREES EARNED

## PART 1 WESTERN INDIANS

(H, Row %)	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
Frequency											Dissect-	Need	Need	Median	
Row %	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	ified	More	Diff-erent	Index
Diploma or Degree	112	197	89	187	214	438	26	7	1	2	1273	556	1042	955	31
NONE	8.8	15.5	6.9	14.7	16.8	34.4	2.0	0.55	0.08	0.16	38.9	43.7	81.9	75.0	
High School	2	3	1	2	6	24	791	486	85	59	1459	336	1156	894	53
	0.14	0.21	0.07	0.14	0.41	1.6	54.2	33.3	5.8	4.0	44.6	23.0	79.2	61.3	
GED, Equivalency	3	0	4	15	33	143	63	43	7	3	314	105	254	204	67
	0.96	0.0	1.3	4.8	10.5	45.5	20.1	13.7	2.2	0.96	9.6	33.4	80.9	64.9	
Associate of Arts	1	0	0	0	0	1	9	57	3	1	72	12	52	31	36
	1.4	0.0	0.0	0.0	0.0	1.4	12.5	79.2	4.2	1.4	2.2	16.7	72.2	43.1	
Bachelor of Arts/Science	1	0	0	0	1	0	8	67	18	103	10	71	40	32	
	0.97	0.0	0.0	0.0	0.97	0.0	7.8	7.8	65.1	17.5	3.2	9.7	68.9	38.8	
Master of Arts/Science	1	0	0	0	0	0	0	3	20	24	2	11	16	29	
	4.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.5	83.3	8.7	8.3	45.8	66.7	
Ph.D.	1	1	0	0	0	0	0	0	4	6	0	1	2	45	
	16.7	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	66.7	2.2	0.0	16.7	33.3	
Other Degree	0	0	0	0	0	1	11	10	1	1	24	3	18	14	61
	0.0	0.0	0.0	0.0	0.0	4.2	45.8	41.7	4.2	4.2	8.7	12.5	75.0	58.3	
TOTAL	121	201	94	204	254	607	908	611	167	108	3275				
Row %	3.7	6.1	2.9	6.2	7.8	18.5	27.7	18.7	5.1	3.3	100.0				

TABLE 4B 2.1.2: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND FIELD OF VOCATIONAL TRAINING.

PART A: UNITED STATES SUMMARY

Frequency Row %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Diff- erent	Median 3R's Index
Business Office Work	2 1.1	0 0.0	0 0.0	3 1.6	5 2.7	25 13.4	92 49.2	52 27.8	4 2.1	4 2.1	187 34.6	41 21.9	156 83.4	121 64.7	72
Nursing, Health	0 0.0	1 1.6	1 1.6	2 3.1	3 4.7	7 10.9	31 48.4	18 28.1	1 1.6	0 0.0	64 11.9	11 17.2	51 79.7	38 59.4	72
Trades, Crafts	1 0.78	5 3.9	1 0.78	5 3.9	12 9.3	22 17.1	51 39.5	30 23.3	1 0.78	1 0.78	129 23.9	40 31.0	93 72.1	82 63.6	58
Beautician	0 0.0	0 0.0	0 0.0	1 4.8	1 4.8	3 14.3	11 52.4	4 19.1	1 4.8	0 0.0	21 3.9	2 9.5	18 85.7	15 71.4	58
Agriculture	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 100.0	0 0.0	0 0.0	0 0.0	3 0.56	0 0.0	2 66.7	3 100.0	39
Home Economics	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 50.0	3 50.0	0 0.0	0 0.0	6 1.1	2 33.3	5 83.3	6 100.0	25
Distributive Education	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 16.7	1 16.7	3 50.0	0 0.0	1 16.7	6 1.1	1 16.7	4 66.7	3 50.0	42
Technical	0 0.0	0 0.0	0 0.0	2 6.9	2 6.9	5 17.2	8 27.6	11 37.9	1 3.5	0 0.0	29 5.4	10 34.5	25 86.2	21 72.4	72
OTHER	3 3.2	0 0.0	1 1.1	0 0.0	4 4.3	25 26.6	40 42.6	18 19.2	1 1.1	2 2.1	94 17.4	29 30.9	80 85.1	66 70.2	42
TOTAL	6 1.1	6 1.1	3 0.56	13 2.4	27 5.0	88 16.3	241 44.6	139 25.7	9 1.7	8 1.5	540 100.0	137 25.4	434 80.4	356 65.9	

TABLE 4B.2.1.2: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND FIELD OF VOCATIONAL TRAINING

PART B: EASTERN INDIANS

Frequency Row %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Diff- erent	Median JR's Index
Business Office Work	0 0.0	0 0.0	0 0.0	2 5.6	2 5.6	5 13.9	18 50.0	8 22.2	0 0.0	1 2.8	36 37.1	5 13.9	31 86.1	27 75.0	81
Nursing, Health	0 0.0	0 0.0	0 0.0	1 8.3	1 8.3	0 0.0	7 58.3	3 25.0	0 0.0	0 0.0	12 12.4	2 16.7	10 83.3	8 66.7	75
Trades, Crafts	1 4.6	3 13.6	0 0.0	2 9.1	0 0.0	0 0.0	12 54.6	4 18.2	0 0.0	0 0.0	22 22.7	10 45.5	12 54.6	15 68.2	73
Beautician	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 66.7	1 33.3	0 0.0	0 0.0	0 0.0	3 3.09	0 0.0	2 66.7	2 66.7	89
Home Economics	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 100.0	0 0.0	0 0.0	1 100.0	0 0.0	0 0.0	1 100.0	86
Technical	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 40.0	3 60.0	0 0.0	0 0.0	5 5.2	2 40.0	4 80.0	2 40.0	86
Other	1 5.6	0 0.0	0 0.0	0 0.0	1 5.6	3 16.7	11 61.1	1 5.6	0 0.0	1 5.6	18 19.6	5 27.9	15 83.3	14 77.8	75
TOTAL Row %	2 2.06	3 3.09	0 0.0	5 5.2	4 4.1	10 10.3	51 52.6	20 20.6	0 0.0	2 2.06	97 100.0	24 24.7	74 76.3	69 71.1	

TABLE 4B 2.1.2: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND FIELD OF VOCATIONAL TRAINING

PART C: WESTERN INDIANS

Frequency Row X	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	Field of Vocational Training	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissatisfied	Need More	Need Different
Business Office Work	2 1.3	0 0.0	0 0.0	1 0.66	3 1.9	20 13.3	74 49.0	44 29.1	4 2.7	3 1.9	151 34.1	36 23.8	125 82.8	94 62.3	54
Nursing, Health	0 0.0	1 1.9	1 1.9	1 1.9	2 3.9	7 13.5	24 46.2	15 28.9	1 1.9	0 0.0	52 11.7	9 17.3	41 78.9	30 57.7	69
Trades, Crafts	0 0.0	2 1.9	1 0.93	3 2.8	12 11.2	22 20.6	39 36.5	26 24.3	1 0.93	1 0.93	107 24.2	30 28.0	81 75.7	67 62.6	31
Beautician	0 0.0	0 0.0	0 0.0	1 5.6	1 5.6	1 5.6	10 55.6	4 22.2	1 5.6	0 0.0	18 4.1	2 11.1	16 88.9	13 72.2	33
Agriculture	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 100.0	0 0.0	0 0.0	0 0.0	3 0.68	0 0.0	2 66.7	3 100.0	39
Home Economics	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 60.0	2 40.0	0 0.0	0 0.0	5 1.1	2 0.45	5 1.1	5 1.1	25
Distributive Education	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 16.7	1 16.7	3 50.0	0 0.0	1 16.7	6 1.4	1 16.7	4 66.7	3 50.0	43
Technical	0 0.0	0 0.0	0 0.0	2 8.3	2 8.3	5 20.8	6 25.0	8 33.3	1 4.2	0 0.0	24 5.4	8 33.3	21 87.5	19 79.2	70
OTHER	2 2.6	0 0.0	1 1.3	0 0.0	3 3.9	22 28.9	29 38.2	17 22.4	1 1.3	1 1.3	76 17.2	24 31.6	65 85.5	52 68.4	28
TOTAL Row X	4 0.90	3 0.68	3 0.68	8 1.8	23 5.2	78 17.6	190 42.9	119 26.9	9 2.03	6 1.4	443 100.0	113 3.5	360 81.3	287 64.8	

TABLE 4B2.1.3:

FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND  
SATISFACTION WITH THE AMOUNT OF EDUCATION RECEIVED.

## PART A: UNITED STATES SUMMARY

Frequency Column #	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Diff- erent	Median JK's Index
Extremely Satisfied 1	25 19.5	38 14.1	14 11.7	52 20.8	36 11.5	116 15.7	223 20.9	139 22.2	60 53.1	35 46.1	738 19.9	0 0.0	368 12.5	211 8.4	67
2	8 6.3	12 4.4	11 9.2	9 3.6	19 6.1	44 5.9	106 9.9	84 13.4	15 13.3	16 21.1	324 8.8	0 0.0	243 8.3	204 8.1	58
3	1 0.78	23 8.5	7 5.8	22 8.8	31 9.9	88 11.9	173 16.3	110 17.6	11 9.7	9 11.8	475 12.9	0 0.0	379 12.9	330 13.1	50
4	22 17.2	56 20.7	32 26.7	59 23.6	75 23.9	184 24.9	291 27.4	149 23.8	13 11.5	12 15.8	893 24.2	0 0.0	779 26.5	685 27.3	47
5	15 11.7	44 16.3	22 18.3	36 14.4	57 18.2	129 17.5	158 14.9	84 13.4	5 4.4	2 2.6	552 14.9	552 43.6	497 16.9	456 18.2	61
6	24 18.8	34 12.6	9 7.5	28 11.2	36 11.5	91 12.3	72 6.8	40 6.4	5 4.4	2 2.6	341 9.2	341 26.9	315 10.7	291 11.6	44
Extremely Dissatisfied 7	33 25.8	63 23.3	25 20.8	44 17.6	59 18.9	86 11.7	41 3.91	19 3.0	4 3.5	0 0.0	374 10.1	374 29.5	356 12.1	336 13.4	47
TOTAL Row #	128 3.5	270 7.3	120 3.3	250 6.8	313 8.5	738 19.9	1064 28.8	625 16.9	113 3.1	76 2.1	3697 100.0	1267 34.3	2937 79.4	2513 67.9	

TABLE 4B2.1.3: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND SATISFACTION WITH THE AMOUNT OF EDUCATION RECEIVED.

PART B: EASTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION					
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- satisfied	Need More	Need Diff- erent	Median 3R's Index	
Extremely Satisfied	1	5 20.8	6 7.9	1 3.5	12 22.6	4 6.2	29 21.3	46 23.7	23 24.5	8 40.0	8 40.0	142 20.2	0 0.0	68 12.8	49 9.9	75
	2	0 0.0	0 0.0	2 6.9	1 1.9	4 6.2	10 7.4	18 9.3	11 11.7	5 25.0	1 7.7	52 7.4	0 0.0	39 7.3	38 7.7	81
	3	0 0.0	5 6.6	2 6.9	4 7.6	6 9.2	23 16.9	39 20.1	19 20.2	2 10.0	2 10.0	102 14.5	0 0.0	78 14.6	80 16.2	78
	4	7 29.2	17 22.4	8 27.6	10 18.9	14 21.5	25 18.4	41 21.1	24 25.5	1 5.0	1 5.0	148 21.0	0 0.0	122 22.9	112 22.6	69
	5	0 0.0	2 2.6	6 20.7	5 9.4	10 15.4	18 13.2	24 12.4	11 11.7	1 5.0	1 5.0	78 11.1	78 30.0	61 11.4	63 12.7	72
	6	2 8.3	9 11.8	2 6.9	3 5.7	9 13.9	14 10.3	15 7.7	4 4.3	3 15.0	0 0.0	61 8.7	61 23.5	50 9.4	48 9.7	67
Extremely Dissatisfied	7	10 41.7	37 48.7	8 27.6	18 33.9	18 27.7	17 12.5	11 5.7	2 2.1	0 0.0	0 0.0	121 17.2	121 46.5	115 21.6	105 21.2	56
TOTAL Row %		24 3.4	76 10.8	29 4.1	53 7.5	65 9.2	136 19.3	194 27.6	94 13.4	20 2.8	13 1.9	704 100.0	260 36.9	533 75.7	495 70.3	

TABLE 4B2.1.3;

FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND  
SATISFACTION WITH THE AMOUNT OF EDUCATION RECEIVED.

## PART C: WESTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION					
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- satisfied	Need More	Diff- erent	Median 3R's Index	
Extremely Satisfied	1	20	32	13	40	32	87	177	116	52	27	596	0	300	162	61
		19.2	16.5	14.3	20.3	12.9	14.5	20.3	21.9	55.9	42.9	19.9	0.0	12.5	8.0	
	2	8	12	9	8	15	34	88	73	10	15	272	0	204	166	44
		7.7	6.2	9.9	4.1	6.1	5.7	10.1	13.8	10.8	23.8	9.1	0.0	8.5	8.2	
	3	1	18	5	18	25	65	134	91	9	7	373	0	301	250	31
		0.96	9.3	5.5	9.1	10.1	10.8	15.4	17.1	9.7	11.1	12.5	0.0	12.5	12.4	
	4	15	39	24	49	61	159	250	125	12	11	745	0	657	573	33
		14.4	20.1	26.4	24.9	24.6	26.4	28.7	23.5	12.9	17.5	24.9	0.0	27.3	28.4	
	5	15	42	16	31	47	111	134	73	4	1	474	474	436	393	53
		14.4	21.7	17.6	15.7	18.9	18.4	15.4	13.8	4.3	1.6	15.8	47.1	18.1	19.5	
	6	22	25	7	25	27	77	57	36	2	2	280	280	265	243	33
		21.2	12.9	7.7	12.7	10.9	12.8	6.6	6.8	2.2	3.2	9.4	27.8	11.0	12.0	
Extremely Dissatisfied	7	23	26	17	26	41	69	30	17	4	0	253	253	241	231	36
		22.1	13.4	18.7	13.2	16.5	11.5	3.5	3.2	4.3	0.0	8.5	25.1	10.0	11.5	
TOTAL		104	194	91	197	248	602	870	531	93	63	2993	1007	2404	2018	
Row %		3.5	6.5	3.0	6.6	8.3	20.1	29.0	17.7	3.1	2.1	100.0	33.7	80.3	67.4	

TABLE 4B2.1.4: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND SATISFACTION WITH THE UTILITY OF ONE'S EDUCATION.

PART A: UNITED STATES SUMMARY

Frequency Column % Satisfaction with Utility	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Need Diff- erent	Median 3R's Index
Extremely Satisfied 1	17 12.4	44 15.7	25 20.2	58 22.3	52 16.4	153 20.5	289 26.9	197 31.2	67 59.3	43 55.1	945 25.1	99 7.8	530 17.7	375 14.7	61
2	2 1.5	9 3.2	5 4.0	15 5.8	19 5.9	53 7.1	134 12.5	101 15.9	16 14.2	15 19.2	369 9.8	47 3.7	293 9.8	250 9.8	61
3	5 3.7	28 10.0	8 6.5	18 6.9	42 13.2	97 13.0	175 16.3	116 18.4	9 7.9	9 11.5	507 13.5	86 6.8	425 14.2	342 13.4	47
4	21 15.3	57 20.4	32 25.8	67 25.8	80 25.2	213 28.6	242 22.5	116 18.4	8 7.1	6 7.7	842 22.4	181 14.3	745 24.9	672 26.3	50
5	25 18.3	50 17.9	23 18.6	35 13.5	48 15.1	110 14.8	137 12.7	57 9.0	4 3.5	2 2.6	491 13.0	363 28.8	433 14.5	400 15.7	58
6	19 13.9	34 12.1	13 10.5	30 11.5	37 11.6	60 8.0	59 5.5	33 5.2	6 5.3	1 1.3	292 7.8	238 18.9	282 9.4	244 9.6	47
Extremely Dissatisfied 7	48 35.0	58 20.7	18 14.5	37 14.2	40 12.6	60 8.0	40 3.7	12 1.9	3 2.7	1 1.3	317 8.4	248 19.7	279 9.3	271 10.6	44
TOTAL ROW %	137 3.6	280 7.4	124 3.3	260 6.9	318 8.5	746 19.8	1076 28.6	632 16.8	113 3.0	78 2.1	3764 100.0	1262 33.6	2987 79.4	2554 67.9	



TABLE 4B2.1.4:

FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND  
SATISFACTION WITH THE UTILITY OF ONE'S EDUCATION

## PART B: EASTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need Ncre	Diff- erent	Median 3R's Index	
Extremely Satisfied	1	3	12	9	12	7	31	50	28	10	8	170	23	89	76	72
		12.0	15.0	30.0	22.2	10.5	22.5	25.5	29.5	50.0	61.5	23.7	8.9	16.4	15.1	
	2	1	1	1	3	5	15	30	15	3	2	76	15	61	54	78
		4.0	1.3	3.3	5.6	7.5	10.9	15.3	15.8	15.0	15.4	10.6	5.7	11.2	10.7	
	3	2	7	1	4	7	19	35	21	3	1	100	12	75	75	75
		8.0	8.8	3.3	7.4	10.5	13.8	17.9	22.1	15.0	7.7	13.9	4.6	13.8	14.9	
	4	7	17	5	15	17	35	42	14	0	0	152	40	128	123	69
		28.0	21.3	16.7	27.8	25.4	25.4	21.4	14.7	0.0	0.0	21.2	15.4	23.6	24.4	
	5	2	0	4	3	8	16	15	6	1	1	56	40	44	45	81
		8.0	0.0	13.3	5.6	11.9	11.6	7.7	6.3	5.0	7.7	7.8	15.4	8.1	8.9	
	6	0	8	6	3	9	11	10	7	3	0	57	45	51	40	69
		0.0	10.0	20.0	5.6	13.4	7.9	5.1	7.4	15.0	0.0	7.9	17.4	9.4	7.9	
Extremely Dissatisfied	7	10	35	4	14	14	11	14	4	0	1	107	84	95	92	50
		40.0	43.8	13.3	25.9	20.9	7.9	7.1	4.2	0.0	7.7	14.9	32.4	17.5	18.2	
TOTAL		25	80	30	54	67	138	196	95	20	13	718	259	543	505	
ROW %		3.5	11.1	4.2	7.5	9.3	19.2	27.3	13.2	2.8	1.8	100.0	36.1	75.6	70.3	

TABLE 4B2.1.4:

FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND  
SATISFACTION WITH THE UTILITY OF ONE'S EDUCATION

## PART C: WESTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median 3R's Index	
Extremely Satisfied	1	14 12.5	32 16.0	16 17.0	46 22.3	45 17.9	122 20.1	239 27.2	169 31.5	57 61.3	35 53.9	775 25.4	76 7.6	441 18.0	299 14.6	56
	2	1 0.89	8 4.0	4 4.3	12 5.8	14 5.6	38 6.3	104 11.8	86 16.0	13 13.9	13 20.0	293 9.6	32 3.2	232 9.5	196 9.6	39
	3	3 2.7	21 10.5	7 7.5	14 6.8	35 13.9	78 12.8	140 15.9	95 17.7	6 6.5	8 12.3	407 13.4	74 7.4	350 14.3	267 13.0	31
	4	14 12.5	40 20.0	27 28.7	52 25.2	63 29.1	178 29.3	200 22.7	102 18.9	8 8.6	6 9.2	690 22.7	141 14.1	617 25.3	549 26.8	36
	5	23 20.5	50 25.0	19 20.2	32 15.9	40 15.9	94 15.5	122 13.9	51 9.5	3 3.2	1 1.5	435 14.3	323 32.2	389 15.9	355 17.3	50
	6	19 16.9	26 13.0	7 7.5	27 13.1	28 11.2	49 8.1	49 5.6	26 4.8	3 3.2	1 1.5	235 7.7	193 19.2	231 9.5	204 9.9	33
Extremely Dissatisfied	7	38 33.9	23 11.5	14 14.9	23 11.2	26 10.4	49 8.1	26 2.9	8 1.5	3 3.2	0 0.0	210 6.9	164 16.4	184 7.5	179 8.7	31
TOTAL, Row %		112 3.7	200 6.6	94 3.1	206 6.8	251 8.2	608 19.9	880 28.9	537 17.6	93 3.1	65 2.1	3046 100.0	1003 32.9	2444 80.2	2049 67.3	

TABLE 4B2.1.5: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND INTEREST AND ABILITY TO ATTEND SCHOOL.

PART A: UNITED STATES SUMMARY

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median 3R <sup>rd</sup> Index
Ability to Attend School	0	1	0	4	13	60	46	43	1	2	171	48	157	94	81
Usually Attends	33.3	50.0	0.0	66.7	92.9	89.6	76.7	93.5	100.0	100.0	84.6	77.4	85.8	82.5	
Infrequently Attends	0.0	50.0	100.0	0.0	0.0	7.5	16.7	2.2	0.0	0.0	18	9	15	12	72
Cannot Attend	66.7	0.0	0.0	33.3	7.1	2.9	6.7	4.3	0.0	0.0	13	5	11	8	81
TOTAL	3	2	1	6	14	67	60	46	1	2	202	62	183	114	
Row %	1.5	0.99	0.50	2.9	6.9	33.2	29.7	22.8	0.50	0.99	100.0	30.7	90.6	56.4	

Interest in Attending  
Among Those Enrolled or Not in School

Interested in Attending	2	3	1	4	13	61	53	46	2	2	187	56	173	103	78
Not interested in Attending	0	0	0	2	2	8	10	2	0	0	24	8	17	15	72
TOTAL	2	3	1	6	15	69	63	48	2	2	211	64	190	118	
Row %	0.95	1.4	0.47	2.8	7.1	32.7	29.9	22.8	0.95	0.95	100.0	30.3	90.0	55.9	

TABLE 4B2.1.5: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND INTEREST AND ABILITY TO ATTEND SCHOOL

PART B: EASTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Diff- erent	Median 3R's Index
Usually Attends	0 0.0	1 100.0	0 0.0	1 100.0	4 100.0	15 93.8	14 73.7	7 100.0	1 100.0	0 0.0	43 91.5	13 92.9	40 90.1	22 84.6	81
Infrequently Attends	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 6.3	1 5.3	0 0.0	0 0.0	0 0.0	2 4.3	0 0.0	2 4.5	2 7.7	69
Cannot Attend	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 10.5	0 0.0	0 0.0	0 0.0	2 4.3	1 7.1	2 4.5	2 7.7	89
TOTAL Row %	0 0.0	1 2.1	0 0.0	1 2.1	4 8.5	16 34.0	17 36.1	7 14.9	1 2.1	0 0.0	47 100.0	14 29.8	44 93.6	26 55.3	

Interest in Attending Among  
Those Enrolled or Not in School

Interested in Attending	0 0.0	1 100.0	0 0.0	1 100.0	3 75.0	14 93.3	14 82.4	7 100.0	1 100.0	0 0.0	41 89.1	12 85.7	39 90.7	23 88.5	81
Not Interested in Attending	0 0.0	0 0.0	0 0.0	0 0.0	1 25.0	1 6.7	3 17.7	0 0.0	0 0.0	0 0.0	5 10.9	2 14.3	4 9.3	3 11.5	86
TOTAL Row %	0 0.0	1 2.2	0 0.0	1 2.2	4 8.7	15 32.6	17 36.9	7 15.2	1 2.2	0 0.0	46 100.0	14 30.4	43 93.5	26 56.5	

TABLE 4B 2.1.5: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND INTEREST AND ABILITY TO ATTEND SCHOOL

PART C: WESTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median IR's Index
Ability to Attend School	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median IR's Index
Usually Attends	1	0	0	3	9	45	32	36	0	2	128	35	117	72	81
	33.3	0.0	0.0	60.0	90.0	88.2	74.4	92.3	0.0	50.0	82.6	72.9	84.2	81.8	
Infrequently Attends	0	1	1	0	0	4	9	1	0	0	16	9	13	10	72
	0.0	100.0	100.0	0.0	0.0	7.8	20.9	1.9	0.0	0.0	10.3	18.8	9.4	11.4	
Cannot Attend	2	0	0	2	1	2	2	2	0	0	11	4	9	6	81
	66.7	0.0	0.0	40.0	10.0	3.9	4.7	2.6	0.0	0.0	7.1	8.3	6.5	6.8	
<b>TOTAL</b>	3	1	1	5	10	51	43	39	0	2	155	48	139	88	
<b>Row %</b>	1.9	0.64	0.64	3.2	6.5	32.9	27.7	25.2	0.0	1.3	100.0	30.9	89.7	56.8	

Interest in Attending Among  
Those Enrolled or Not in School

Interested in Attending	2	2	1	3	10	47	39	39	1	2	146	44	134	80	78
	100.0	100.0	100.0	60.0	90.9	87.0	84.8	95.1	100.0	100.0	88.5	88.0	91.2	86.9	
Not Interested in Attending	0	0	0	2	1	7	7	2	0	0	19	6	13	12	69
	0.0	0.0	0.0	40.0	9.1	12.9	15.2	4.9	0.0	0.0	11.5	12.0	8.8	13.0	
<b>TOTAL</b>	2	2	1	5	11	54	46	41	1	2	165	50	147	92	
<b>Row %</b>	1.2	1.2	0.61	3.0	6.7	32.7	27.9	24.9	0.61	1.2	100.0	30.3	89.1	55.8	

TABLE 4B 2.1.6: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND ENROLMENT OR ATTENDANCE IN AN ABE/GED/SEA PROGRAM.

PART A: UNITED STATES SUMMARY

Frequency ROW X	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Disnat- isfied	Need More	Diff- erent	Median IR's Index
Grade School or High School	1 0.49	8 3.9	7 3.4	13 6.4	30 14.7	68 33.3	60 29.4	16 7.8	0 0.0	1 0.49	204 5.6	83 40.7	168 82.4	128 62.8	67
Public two-yr. College or Technical Inst.	4 3.8	2 1.9	2 1.9	3 2.9	5 4.8	29 27.6	25 23.8	35 33.3	0 0.0	0 0.0	105 2.9	27 25.7	91 86.7	63 60.0	58
Private Vocational or Business School	2 1.8	0 0.0	5 4.4	5 4.4	12 10.6	37 32.7	34 30.1	16 14.2	1 0.88	1 0.88	113 3.1	43 38.1	95 84.1	74 65.5	61
Four-yr. Coll- ege or Univ.	1 1.2	0 0.0	0 0.0	1 1.2	1 1.2	8 9.9	18 22.2	35 43.2	13 16.1	4 4.9	81 2.2	21 25.9	64 79.0	38 46.9	78
Other School	3 1.1	37 13.6	11 4.0	34 12.5	34 12.5	88 32.2	41 15.0	21 7.7	2 0.73	2 0.73	273 7.5	112 41.0	236 86.5	222 81.3	61
Not in School nor have Attended ABE/ GED/SEA	138 4.8	229 7.9	96 3.3	197 6.8	224 7.8	477 16.6	874 30.3	487 16.9	95 3.3	67 2.3	2884 78.5	933 32.5	2232 77.7	1960 68.2	47
TOTAL ROW X	149 4.1	276 7.5	121 3.3	253 6.9	306 8.4	707 19.3	1052 28.7	610 16.7	111 3.0	75 2.1	3660 100.0	1219 33.4	2886 79.0	2485 68.1	

TABLE 4B 2.1.6: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND ENROLLMENT OR ATTENDANCE IN AN ABE/GED/SEA PROGRAM.

PART B: EASTERN INDIANS

Frequency Row %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median 3R's Index
School Attending or Attended	0	1	2	2	4	9	5	2	0	0	25	8	20	15	86
Grade School or High School	0	4.0	8.0	8.0	16.0	36.0	20.0	8.0	0.0	0.0	3.6	32.0	80.0	60.0	
Public two-yr. College or Technical Inst.	0	0	0	0	0	0	2	2	0	0	4	0	4	3	72
	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	0.0	0.0	0.57	0.0	100.0	75.0	
Private Vocational or Business School	0	0	0	3	2	9	3	0	0	0	17	8	15	14	70
	0.0	0.0	0.0	17.7	11.8	52.9	17.7	0.0	0.0	0.0	2.4	47.1	88.2	82.4	
Four-yr. College or University	1	0	0	0	0	1	2	4	2	1	11	2	8	5	78
	9.1	0.0	0.0	0.0	0.0	9.1	18.2	36.4	18.2	9.1	1.6	18.2	72.7	45.5	
Other School	2	26	9	12	13	26	12	6	1	0	107	45	92	89	61
	1.9	24.3	8.4	11.2	12.2	24.3	11.2	5.6	0.93	0.0	15.2	42.1	85.9	83.2	
Not in School nor have Attended ABE/GED/SEA	21	52	18	36	46	89	169	79	17	12	538	189	389	367	72
	3.8	9.7	3.2	6.7	8.4	16.5	31.5	14.8	3.2	2.3	76.1	35.2	72.5	68.4	
TOTAL Row %	24	79	29	53	65	133	193	93	20	13	702	252	528	493	
	3.4	11.3	4.1	7.6	9.3	18.9	27.5	13.3	2.9	1.9	100.0	35.9	75.2	70.2	

TABLE #2.1.6: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND ENROLLMENT OR ATTENDANCE IN AN ABE/GED/SEA PROGRAM

PART C: WESTERN INDIANS

(H, Row %) Frequency Row %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Disat- ified	Need More	Need Diff- erent	Median 3R's Index
School Attending or Attended	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Disat- ified	Need More	Need Diff- erent	Median 3R's Index
Grade School or High School	1 0.6	7 3.9	5 2.9	11 6.2	26 14.5	59 32.9	55 30.8	14 7.8	0 0.0	1 0.56	179 6.1	75 41.9	148 82.7	113 63.1	64
Public two-yr. College or Technical Inst.	4 3.9	2 1.9	2 1.9	3 2.9	5 4.9	29 28.7	23 22.8	33 32.7	0 0.0	0 0.0	101 3.4	27 26.7	87 86.1	60 59.4	53
Private Vocational or Business School	2 2.1	0 0.0	5 5.2	2 2.1	10 10.4	28 29.2	31 32.3	16 16.7	1 1.0	1 1.0	96 3.3	35 36.5	80 83.3	60 62.5	31
Four-yr. College or University	0 0.0	0 0.0	0 0.0	1 1.4	1 1.4	7 10.0	16 22.9	31 44.3	11 15.7	3 4.3	70 2.4	19 27.1	56 80.0	33 47.1	78
Other School	1 0.60	11 6.6	2 1.2	22 13.3	21 12.7	62 37.4	29 17.5	15 9.0	1 0.60	2 1.2	166 5.6	67 40.4	144 86.8	133 80.1	56
Not in School nor have Attended ABE/GED/SEA	117 5.0	177 7.6	78 3.3	161 6.8	178 7.6	389 16.6	705 30.1	408 17.4	78 3.3	55 2.3	2339 79.1	749 31.9	1850 78.9	1599 68.2	33
TOTAL Row %	125 4.2	197 6.7	92 3.1	200 6.8	241 8.2	574 19.4	859 29.0	517 17.5	91 3.1	62 2.1	2958 100.0	972 32.9	2365 79.9	1998 67.6	



TABLE 4B 2.1.7: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND ATTENDANCE IN SCHOOL DURING THE PAST YEAR.

PART A: UNITED STATES SUMMARY

(H, Row %) Frequency Row %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Diff- erent	Median JR's Index
School Attendance During Past Year															
Have Attended	8 0.9	27 3.2	15 1.8	26 3.0	52 6.1	170 19.9	220 25.7	257 30.0	45 5.3	36 4.2	856 22.7	231 26.9	756 88.3	509 59.5	64
Have Not Attended	143 4.9	252 8.6	109 3.7	232 7.9	266 9.1	574 19.7	859 29.4	375 12.9	68 2.3	41 1.4	2919 77.2	1025 35.1	2241 76.8	2052 70.3	50
TOTAL Row %	151 4.0	279 7.4	124 3.3	258 6.8	318 8.4	744 19.7	1079 28.6	632 16.7	113 2.9	78 2.1	3776 100.0	1256 33.3	2997 79.4	2561 67.0	
Type of School Attended															
Tribal School or College	5 1.8	6 2.2	4 1.5	3 1.1	13 4.7	42 15.3	69 25.1	110 40.0	12 4.4	11 4.0	275 36.2	73 26.6	242 88.0	155 56.4	69
BIA Day School	0 0.0	1 6.7	1 6.7	0 0.0	1 6.7	7 46.7	5 33.3	0 0.0	0 0.0	0 0.0	15 1.9	5 33.3	15 100.0	10 66.7	78
BIA Boarding School	0 0.0	3 11.5	0 0.0	5 19.2	1 3.9	4 15.4	11 42.3	2 7.7	0 0.0	0 0.0	26 3.4	9 34.6	24 92.3	19 73.1	36
Public School	2 0.6	4 1.2	7 2.1	8 2.4	17 5.1	88 26.2	74 22.0	99 29.5	23 6.9	14 4.2	336 44.3	88 41.5	296 44.5	181 41.6	47
Private School	0 0.0	7 6.5	2 1.9	4 3.7	7 6.5	18 16.8	27 25.2	21 19.6	12 11.2	9 8.4	107 14.1	37 34.6	88 82.2	70 65.4	36
TOTAL Row %	7 0.9	21 2.8	14 1.8	20 2.6	39 5.1	159 20.9	186 24.5	232 30.6	47 6.2	34 4.5	759 100.0	212 27.9	665 87.6	435 57.3	

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TABLE 4B 2.1.7: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND ATTENDANCE IN SCHOOL DURING THE PAST YEAR.

PART B: EASTERN INDIANS

(#, Row %)	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
Frequency												Disat-	Need	Need	Median
Row %	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	isfied	More	erent	Index
School Attendance															
During Past Year															
Have Attended	4	15	6	8	14	37	45	34	4	3	170	53	150	123	78
	2.4	8.8	3.5	4.7	8.2	21.5	26.5	20.0	2.4	1.8	23.6	31.2	88.2	72.4	
Have Not Attended	22	65	24	46	52	101	151	62	16	10	546	207	396	381	69
	3.9	11.9	4.4	8.4	9.5	18.5	27.3	11.4	2.9	1.8	75.9	37.9	72.5	69.6	
TOTAL	26	80	30	54	66	138	196	96	20	13	719	260	546	504	
Row %	3.6	11.1	4.2	7.5	9.2	19.2	27.3	13.4	2.8	1.8	100.0	36.2	75.9	70.1	
Type of School Attended															
Tribal School or College	4	2	1	0	3	7	7	11	0	1	36	6	31	22	73
	11.1	5.6	2.8	0	8.3	19.4	19.4	30.6	0	2.8	27.7	16.7	86.1	61.1	
BIA Day School	0	1	0	0	0	0	0	0	0	0	1	1	1	1	58
	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	2.4	0.9	1.1	
BIA Boarding School	0	0	0	0	1	0	1	0	0	0	2	0	2	1	23
	0.0	0.0	0.0	0.0	50.0	0.0	50.0	0.0	0.0	0.0	1.5	0.0	1.8	1.1	
Public School	0	1	2	0	5	17	25	9	2	2	63	20	54	41	78
	0.0	1.6	3.2	0.0	7.9	27.0	39.7	14.3	3.2	3.2	48.5	31.8	85.7	65.1	
Private School	0	4	2	3	4	7	5	1	2	0	28	14	22	24	44
	0.0	14.3	7.1	10.7	14.3	25.0	17.9	3.6	7.1	0.0	21.5	50.0	78.6	85.7	
TOTAL	4	8	5	3	13	31	38	21	4	3	130	41	110	89	
Row %	3.1	6.2	3.9	2.3	10.0	23.9	29.2	16.2	3.1	2.3	100.0	31.5	84.6	68.5	

TABLE 4B 2.1.7: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND ATTENDANCE IN SCHOOL DURING THE PAST YEAR.

PART C: WESTERN INDIANS

(#, Row %) Frequency Row %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median JR's Index
School Attendance During Past Year															
Have Attended	4 0.6	12 1.8	9 1.3	18 2.6	38 5.5	133 19.4	175 25.5	223 32.5	41 5.9	33 4.8	686 22.4	178 25.9	606 88.3	386 56.3	56
Have Not Attended	121 5.1	187 7.9	85 3.6	186 7.9	214 9.0	473 19.9	708 29.9	313 13.2	52 2.2	31 1.3	2371 77.5	818 34.5	1845 77.8	1671 70.5	36
TOTAL Row %	125 4.1	199 6.5	94 3.1	204 6.7	252 8.2	606 19.8	883 28.9	536 17.5	93 3.0	65 2.1	3057 100.0	996 32.6	2451 80.2	2057 67.3	
Type of School Attended															
Tribal School or College	1 0.4	4 1.7	3 1.3	3 1.3	10 4.2	35 14.6	62 25.9	99 41.4	12 5.0	10 4.2	239 38.0	67 28.0	211 88.3	133 55.7	69
BIA Day School	0 0.0	0 0.0	1 7.1	0 0.0	1 7.1	7 50.0	5 35.7	0 0.0	0 0.0	0 0.0	14 2.2	4 28.6	14 100.0	9 64.3	78
BIA Boarding School	0 0.0	3 12.5	0 0.0	5 20.8	0 0.0	4 16.7	10 41.7	2 8.3	0 0.0	0 0.0	24 3.8	9 37.5	22 91.7	18 75.0	47
Public School	2 0.7	3 1.1	5 1.8	8 2.9	12 4.4	71 26.0	49 17.9	50 32.9	21 7.7	12 4.4	273 43.4	68 24.9	242 88.6	140 51.3	31
Private School	0 0.0	3 3.8	0 0.0	1 1.3	3 3.8	11 13.9	22 27.8	20 25.3	10 12.7	9 11.4	79 12.6	23 29.1	66 83.5	46 58.2	33
TOTAL Row %	3 0.5	13 2.1	9 1.4	17 2.7	26 4.1	128 20.4	148 23.5	211 33.5	43 6.8	31 4.9	629 100.0	171 27.2	555 88.2	346 55.0	

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TABLE 4B 2.1.8: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND PERCEIVED UTILITY OF PRESENT EDUCATIONAL PROGRAM.

PART A: UNITED STATES SUMMARY

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	Utility of Present Program	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Diff- erent
Extremely Satisfied 1	7	12	12	11	21	74	51	107	20	11	326	69	285	154	69
	53.9	75.0	85.7	55.0	61.8	60.7	53.1	60.8	76.9	68.8	61.2	56.6	60.6	56.8	
2	2	2	0	3	6	15	14	28	1	2	73	13	66	39	72
	15.4	12.5	0.0	15.0	17.7	12.3	14.6	15.9	3.9	12.5	13.7	10.7	14.0	14.4	
3	0	1	1	0	1	13	11	18	1	2	48	6	44	28	33
	0.0	6.3	7.1	0.0	2.9	10.7	11.5	10.2	3.9	12.5	9.0	4.9	9.4	10.3	
4	0	0	0	2	2	14	14	11	3	0	46	11	41	23	75
	0.0	0.0	0.0	10.0	5.9	11.5	14.6	6.3	11.5	0.0	8.6	9.0	8.7	8.5	
5	2	0	0	0	1	5	0	5	0	1	14	10	10	11	33
	15.4	0.0	0.0	0.0	2.9	4.1	0.0	2.8	0.0	6.3	2.6	8.2	2.1	4.1	
6	1	0	1	2	1	0	3	6	0	0	14	7	13	7	78
	7.7	0.0	7.1	10.0	2.9	0.0	3.1	3.4	0.0	0.0	2.6	5.7	2.8	2.6	
Extremely Dissatisfied 7	1	1	0	2	2	1	3	0	1	0	11	6	10	9	50
	7.7	6.3	0.0	10.0	5.9	0.82	3.1	0.0	8.9	0.0	2.1	4.9	2.1	3.3	
TOTAL	13	16	14	20	34	122	96	175	26	16	532	122	469	271	
ROW %	2.4	3.0	2.6	3.8	6.4	22.9	18.0	33.0	4.9	3.0	100.0	22.9	88.2	50.8	

TABLE 4B 2.1.8: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND PERCEIVED UTILITY OF PRESENT EDUCATIONAL PROGRAM.

PART B: EASTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Diff- erent	Median 3R's Index
Extremely Satisfied 1	2	10	6	3	5	19	14	16	3	2	80	24	68	50	78
	50.0	83.3	85.7	37.5	50.0	61.3	60.9	64.0	75.0	100.0	63.5	61.5	60.7	60.2	
2	2	1	0	1	2	6	5	4	0	0	21	5	20	16	72
	50.0	8.3	0.0	12.5	20.0	19.4	21.7	16.0	0.0	0.0	16.7	12.8	17.9	19.3	
3	0	0	0	0	0	2	1	1	0	0	4	2	4	4	75
	0.0	0.0	0.0	0.0	0.0	6.5	4.4	4.0	0.0	0.0	3.2	5.1	3.6	4.8	
4	0	0	0	1	0	3	1	0	0	0	5	2	4	2	81
	0.0	0.0	0.0	12.5	0.0	9.7	4.4	0.0	0.0	0.0	3.9	5.1	3.6	2.4	
5	0	0	0	0	1	0	0	2	0	0	3	1	3	3	61
	0.0	0.0	0.0	0.0	10.0	0.0	0.0	8.0	0.0	0.0	2.4	2.6	2.7	3.6	
6	0	0	1	2	1	0	2	2	0	0	8	3	8	3	83
	0.0	0.0	14.3	25.0	10.0	0.0	8.7	8.0	0.0	0.0	6.4	7.7	7.1	3.6	
Extremely Dissatisfied 7	0	1	0	1	1	1	0	0	1	0	5	2	5	5	
	0.0	8.3	0.0	12.5	10.0	3.2	0.0	0.0	25.0	0.0	3.9	5.1	4.5	6.0	
TOTAL	4	12	7	8	10	31	23	25	4	2	126	39	112	83	
Row %	3.2	9.5	5.6	6.4	7.9	24.6	18.3	19.8	3.2	1.6	100.0	30.9	88.9	65.9	

TABLE 4B 2.1.8: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND PERCEIVED UTILITY OF PRESENT EDUCATIONAL PROGRAM.

PART C: WESTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Diff- erent	Median 3R's Index
Extremely Satisfied 1	5 55.6	2 50.0	6 85.7	8 66.7	16 66.7	55 60.4	37 50.7	91 60.3	17 77.3	9 64.3	246 60.4	45 54.2	217 60.6	104	61
2	0 0.0	0 0.0	0 0.0	2 16.7	4 16.7	9 9.9	9 12.3	24 15.9	1 4.6	2 14.3	52 12.8	8 9.6	46 12.9	23 12.2	67
3	0 0.0	1 25.0	1 14.3	0 0.0	1 4.2	11 12.1	10 13.7	17 11.3	1 4.6	2 14.3	44 10.8	4 4.8	40 11.2	24 12.8	32
4	0 0.0	0 0.0	0 0.0	1 8.3	2 8.3	11 12.1	13 17.8	11 7.3	3 13.6	0 0.0	41 10.1	9 10.8	37 10.3	21 11.2	72
5	2 22.2	0 0.0	0 0.0	0 0.0	0 0.0	5 5.5	0 0.0	3 1.9	0 0.0	1 7.1	11 2.7	9 10.8	7 1.9	8 4.3	31
6	1 11.1	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 1.4	4 2.7	0 0.0	0 0.0	6 1.5	4 4.8	5 1.4	4 2.1	28
Extremely Dissatisfied 7	1 11.1	0 0.0	0 0.0	1 8.3	1 4.2	0 0.0	3 4.1	0 0.0	0 0.0	0 0.0	6 1.5	4 4.8	5 1.4	4 2.1	34
TOTAL Row %	9 2.2	4 0.98	7 1.7	12 2.9	24 5.9	91 22.4	73 17.9	150 37.1	22 5.4	14 3.4	406 100.0	83 20.4	359 87.9	188 46.2	

#### 4B.2.2: Source of Educational Attainment

##### Type of Diploma or Degree

Recall that about half of the adult Indians in the Eastern United States have not achieved a diploma or degree of any kind; that is, just over forty percent have attained a regular high school diploma and another 10 percent have passed a high school equivalency test. Table 4B.2.2.1 indicates that, of those few (5%) going on to get an advanced degree, almost all of them have the regular high school diploma; two persons indicate ABE experience and two others have neither a high school diploma, its equivalency, nor ABE program experience.

It may be recalled that just over forty percent of the adult Indians in the Western states have not achieved a regular diploma or degree of any sort. However, nearly half of them have received a high school diploma and another 10 percent have passed a high school equivalency test. Table 4B.2.2.2 shows that, of those few (7%) who continue on to attain a higher education degree, 88 percent have done so by getting a regular high school diploma; 5.8 percent, however, have done so by obtaining a GED and 2.6 percent by getting an equivalency without regular adult education programming. Also, three individuals report obtaining a higher education degree (one Ph.D.) with ABE program experience only and four persons reporting an advanced degree have neither high school diploma, its equivalency nor any ABE/GED program experience.

Another interesting finding is that high school equivalency and GED programs lead to higher educational degrees only in the West and not in the East; that is, 12.8 percent of the adult Indians obtaining a GED at two-year colleges, 8.2 of those getting a GED at programs operated by Indian groups and community agencies, and 3.8 percent of persons in GED programs at private vocational schools

report continuing on for advanced degrees. In the eastern states there is not one reported instance of a person with an equivalency, with or without adult educational program experience, who also has attained an advanced degree. Also it should be pointed out that regardless of region no adult Indian who has attended an ABE or GED program operated by a public grade school, high school, or four-year college or university reports ever obtaining a higher education degree.

#### Type of Vocational Training

In regard to the likelihood (percentage) of obtaining some vocational training, those adult Indians least likely to participate in vocational training in the East are those taking ABE classes in public grade and high schools (i.e., there are none), Table 4B2.2.3. Only about four percent of those with no high school diploma or its equivalency and no adult education somehow manage to get vocational training, mostly in business/office work, trades/crafts and other fields. About six percent of those with ABE's from programs operated by Indian groups or community agencies get into vocational fields of business/office work and trades/crafts, but getting a GED from such programs increases the probability of obtaining vocational training to 22.2 percent. The only programs with better results than this are the GED programs in private vocational schools where 37.7 percent of the graduates report primarily business/office work type of vocational training; but these programs only involve half



as many persons as those operated by Indian groups and community agencies.

The western states show a similar pattern of vocational training in regard to sources of educational attainment; however, the pattern is more exaggerated. Thus, persons with ABE experience in programs operated by public grade and high schools are again least likely to obtain vocational training (2.8%) followed again by those persons with neither a high school diploma, its equivalent nor any adult education (3.3%). About 10 percent of the adults with ABE experience from programs operated by Indian groups or community agencies, but those same programs producing GED's, 23 percent of whom get vocational training. Again only ABE/GED programs with better vocational training percentages are found in private vocational schools where 52 percent of the ABE's and 63 percent of the GED's report obtaining training predominantly in the trades/crafts, business/office work and other fields.

#### Degree of Satisfaction with the Amount of Education

The degree to which typical adult Indians of the eastern states are satisfied with their amount of education varies from "extremely satisfied" to "extremely dissatisfied" across the various sources of educational attainment. One group, adults receiving GED's from public grade or high school programs tend to be "extremely satisfied" with that amount of their education, Table 4B2.2.4, (and perhaps by choice do not obtain higher degrees).

On the other hand, those receiving ABE experience at private vocational schools are "extremely dissatisfied" with the amount of education they have received (as none of these report obtaining any advanced degrees). Also tending to be "somewhat dissatisfied" are those from ABE adults in programs operated by Indian groups and community agencies and adults without a diploma, its equivalency or adult education. Adults with an equivalency but no adult education tend on the average to be neutral about it. The remaining groups tend to be "somewhat satisfied" with their amount of educational attainment, although obviously there are some who are dissatisfied.

In the West, the typical adults in each category of sources of educational attainment tend not to show the high degree of variation the average (median) categorical adults do in the East. That is, the categorical median levels of satisfaction vary only from "somewhat satisfied" to "dissatisfied" in the western states. The two categories of persons "dissatisfied" with the amount of their education consists of those who have attended ABE program in public grade and high schools and in public two-year colleges. The typical adult in each of the other categories tends to be neutral about the issue, with about equal numbers being satisfied and dissatisfied.

#### Degree of Satisfaction with the Utility of Education

Recall that in general, adult Indians of both regions tend to be only slightly more satisfied with the utility than with the amount

of their education. With this in mind, looking at the degree of utility by sources of educational attainment in the eastern states (see Table 4B2.2.5), reveals the fact that the typical levels of satisfaction vary from "satisfied" to "neutral." Those who attended ABE/GED programs in public grade and high schools tend to be "satisfied" with the utility of their attainment levels which may explain in part the fact that none reported going on to achieve advanced degrees. Adult Indians achieving a GED through programs operated by Indian groups and community agencies and obtaining an equivalency without benefit of a regular adult education program tend to be "somewhat satisfied" with the utility of their education. All other groups tend to be "neutral" about the utility issue, with about even numbers being satisfied and dissatisfied.

Recall that the satisfaction in amount of education did not tend to vary much at all in the West along sources of educational attainment. Somewhat of the opposite occurs in regard to the utility of education. That is, in the West satisfaction with the utility of education tends to vary from "satisfied" to "somewhat dissatisfied." Those who tend to be "somewhat dissatisfied" are those who have attended ABE programs run by public two-year colleges and public grade and high schools. Adults from other ABE programs, without adult education programming, and with GED's from public two-year colleges tend to take a "neutral" stand on the issue of utility, but all other groups with GED's, with a high school diploma or its equivalent tend to be "somewhat satisfied."

### School Attendance of Adult Indians, 16-25 Years of Age

As Table 4B.2.2.6 shows, of those 40 young Indian adults (aged 16-25 years) in the East currently enrolled in school (including college), most report either having attained a regular high school diploma (40%), having had neither a diploma, its equivalent nor adult education (35%), or having been enrolled in an ABE adult education program of some sort (20%). Of these, from 93 to 100 percent usually attend. The two individuals who have received an equivalency either infrequently or cannot attend.

In the West, the 122 young adult Indians now attending school or college report having received a regular high school diploma (44%), achieved neither a high school diploma, its equivalent, nor any adult education (25%), attended an ABE program (20%), obtained a GED (6%) or acquired a high school equivalency without regular adult education programming (6%). From 64 to 100 percent of these individuals usually or always attend classes. It should be pointed out that all of those who are in school now and have reported attending ABE/GED programs operated by Indian groups or community agencies usually or always attend(ed).

### Young Adult Indians, Ages 16-25, Interested in Attending School

Of those young adult Indians in eastern states not currently attending school, from 81 to 100 percent are interested in attending. One hundred percent of those who have been enrolled in ABE/GED programs and who have obtained equivalency without the regular adult education indicate interest in attending school. Similarly

in the West (Table 4B.2.2.7), from 85 to 100 percent of those young adult Indians not now in school indicate interest in doing so.

#### Attendance in ABE/GED/SEA Programs

Recall from Table 4A.2.3, in the eastern states about 22.3 percent and in the West, 19.8 percent of adult Indians have attended or been enrolled in ABE/GED/SEA programs. Different patterns of operation are clearly evident in the two regions, Table 4B2.2.8. In the East nearly two-thirds (65%) of the Indians in various forms of adult education depend upon programs operated by Indian groups and community agencies, with some programs operated by public grade or high schools (15%), private vocational, trade or business schools (10%) and four-year colleges and universities (7%). In the West, however, Indians enrolled in or attending adult education tend to have obtained this experience in public grade and high schools (29%), followed by programs operated by Indian groups and community agencies (27%); others also use programs in public two-year colleges (16%), private vocational, trade and business schools (16%), and four-year colleges and universities (11%). Thus, while Indians in the western states have to rely more heavily upon adult education programs operated by institutions outside the local Indian group or community agency, those in the East depend more directly upon local Indian groups and community agencies in fulfilling their adult education needs.

### School Attendance in the Past Year

For adult Indians attending school or college in the eastern states in the past year, most (41%) have the regular high school diploma, 31 percent have been in ABE/GED programs operated by Indian groups or community agencies and 16 percent have had neither advantage; the remaining 12 percent have been associated with various types of ABE or GED programming or have obtained a high school equivalency without the regular education programs (see Table 4B2.2.9). The lowest percentage of adults attending school in the past year is found in that group who have neither a high school diploma, its equivalence nor any adult education programming (only 9% of these attended). Adults who have attended ABE (42%) or attained the GED (59%) in programs operated by Indian groups or community agencies and those in public school operated ABE programs (43%) show the highest school attendance in the past year. Other educational attainment groups indicate only from 19 to 33 percent of their ranks attending school in the same period.

The picture in the western states is quite different. A much larger percentage of the adult Indians attending school or college in the past year have the regular high school diploma (57%), only 9 percent have ABE/GED experience in programs operated by Indian groups and community agencies and 13 percent have had neither a diploma, its equivalent nor regular adult education program experience. Thus, a larger percentage (21%) of school attenders are associated with the other sources of educational attainment, most

of which tend to be ABE/GED programs operated by public grade and high schools. Again the group with the lowest percentage of adults attending school in the past consists of those adults with neither a high school diploma, its equivalent nor adult education experience. The percentages for the other ABE/GED programs and equivalency range from 27 to 50 percent, all of which is great or greater than that achieved by regular high school graduates (27%). Indian group or community agency operated ABE and GED programs show relatively favorable percentages of their participating adults attending school in the past year, 34 and 37 percent respectively.

#### Type of School Attended

Table 4B2.2.10 shows the types of school or college attended in the past year for each source of educational attainment of adult Indians in the eastern states. Of those attending with no high school diploma or equivalency and no adult education, nearly three-fourths (74%) of them attended public schools in this past year and others attended tribal schools or colleges (13%), BIA schools (9%) or private schools (4%). Also, two-thirds of those adults with ABE experience in programs in public grade or high schools have also attended public schools during this past year and one-third have attended tribal schools or colleges. For adult Indians who have obtained a high school equivalency without benefit of regular adult education, half have attended tribal schools or colleges this past year, one-fourth were in public schools and one-fourth were in private schools. Those with ABE/GED program

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experience in private vocational schools tend to report being in private or other schools this past year, while those with GED's from public schools and four-year colleges and universities tend to report being in public schools this past year. The largest group of adults in school this past year are those with high school diplomas and nearly 59 percent of them report being in public schools, 28 percent were in tribal schools or colleges, 11 percent were in private schools. The second largest group of adults attending school this past year are those with ABE's and GED's from programs operated by Indian groups and community agencies. Most (72%) of these ABE's were in private schools during this past year, 22 percent were in Indian schools or colleges and 6 percent were in public schools; forty percent of these GED's were in tribal schools or colleges, 30 percent public and 30 percent in private schools.

Table 4B2.2.10B indicates the type of school attended by Western Indians during the past year by sources of educational attainment. In the case of either attainment or adult education programming, again over two-thirds of these adults were in public schools this past year; however, more were in BIA schools, particularly boarding schools (11%) rather than day schools (3%) and private schools (8%) while fewer were in tribal schools and colleges (10%). Again similar to the pattern in the east, two-thirds (68%) of adult Indians in the West who have attended ABE programs in public schools were in public schools this past year, 27 percent were in tribal schools and 5 percent were in BIA boarding



schools. Similarly, sixty percent of persons taking their GED's in public two-year colleges were in public schools this past year; 40 percent were in tribal colleges, however. A somewhat similar pattern occurs for those obtaining an equivalency without benefit from regular adult education programs, but the figures are 54 and 31 percent for public and tribal schools respectively; also, those with a high school diploma are split about 41% to 40% in these two types of schools. In all the other types of ABE/GED programs, the majority (from 37 to 57%) of their participants who were in school this past year went to tribal schools or colleges.

#### Utility of Present Educational Program

It should be clear that virtually all adult Indian groups (discounting those with a small number of cases) both in the East and West tend to be "extremely satisfied" with their current educational programs, Table 4B2.2:11. In the East, only those who have neither a high school diploma, its equivalent nor are attending any regular adult education program are merely "satisfied" with the utility of their current program: Those adults currently attending programs in the western states tend to be "extremely satisfied."

TABLE 4B.2.2.1: SOURCES OF EDUCATIONAL ATTAINMENT AND HIGH SCHOOL DIPLOMA OR EQUIVALENCY

PART A: EASTERN INDIANS

	NONE	ABE			GED				Equivalence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
High School Diploma	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	265 100.0	265 80.55
GED Equivalency	0 0.0	0 0.0	0 0.0	0 0.0	6 100.0	8 100.0	2 100.0	27 100.0	21 100.0	0 0.0	64 19.45
TOTAL ROW %	0 0.0	0 0.0	0 0.0	0 0.0	6 1.82	8 2.43	2 0.61	27 8.21	21 6.38	265 80.55	329 100.0

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TABLE 4B.2.2.1: SOURCES OF EDUCATIONAL ATTAINMENT AND HIGH SCHOOL DIPLOMA OR EQUIVALENCY

PART B: WESTERN INDIANS

	ABE						GED					Equiv- alence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
	NONE or High School	Public Grade or Coll- ege School	Public 2-Year Coll- ege School	Priv- ate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege School	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
High School Diploma	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1201 100.0	1201 80.82
GED Equivalency	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	51 100.0	39 100.0	27 100.0	14 100.0	61 100.0	93 100.0	0 0.0	285 19.18
TOTAL Row %	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	51 3.43	39 2.62	27 1.82	14 0.94	61 4.1	93 6.26	1201 80.82	1486 100.0

TABLE 4B.2.2.2:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
TYPE OF COLLEGE DEGREE

PART A: EASTERN INDIANS

	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Associate of Arts	1 50.0	1 100.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	6 22.2	8 25.81
Bachelor of Arts - Science	1 50.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	18 66.6	19 61.29
Master's of Arts - Science	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 7.4	2 6.45
Other Degree	0 0.0	0 0.0	1 100.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 3.7	2 6.45
TOTAL Row %	2 6.45	1 1.23	1 3.23	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	27 87.1	31 100.0

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TABLE 4B.2.2.2: SOURCES OF EDUCATIONAL ATTAINMENT AND TYPE OF COLLEGE DEGREE

PART B: WESTERN INDIANS

TYPE	NONE	ABE					GED					Equivalence (No ABE/GED/SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year College	Private Vocational School	4-Year College or University	Indian Group or Community Agency	Public Grade or High School	Public 2-year College	Private Vocational School	4-year College or University	Indian Group or Community Agency			
Associate of Arts	2 50.0	1 50.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 40.0	1 100.0	0 0.0	1 20.0	1 20.0	48 28.92	56 29.63
Bachelor's of Arts/Science	2 50.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 40.0	4 80.0	79 47.59	87 <sup>0</sup> 46.03
Master's of Arts/Science	0 0.0	0 0.0	0 0.0	0 100.0	1 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	21 12.65	22 11.64
Ph.D.	0 0.0	1 50.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 1.81	4 2.12
Other	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 60.0	0 0.0	0 0.0	2 40.0	0 0.0	15 9.04	20 10.58
TOTAL Row %	4 2.12	2 1.06	0 0.0	0 0.0	1 0.53	0 0.0	0 0.0	5 2.65	1 0.53	0 0.0	5 2.65	5 2.65	166 87.83	189 100.0

TABLE 4B.2.2.3:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
TYPES OF VOCATIONAL TRAINING

## PART A: EASTERN INDIANS

Field of Training	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Business Office Work	2 20.0	0 0.0	0 0.0	2 50.0	1 100.0	2 66.67	0 0.0	2 33.33	1 33.33	20 37.04	30 36.14
Nursing, Health	1 10.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 100.0	1 16.67	0 0.0	6 11.11	9 10.84
Trades, Crafts	2 20.0	0 0.0	1 100.0	2 50.0	0 0.0	0 0.0	0 0.0	0 0.0	1 33.33	15 27.78	21 25.3
Beautician	2 20.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 1.85	3 3.61
Home Economics	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 1.85	1 1.2
Technical	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 33.33	2 3.7	3 3.61
Other	3 30.0	0 0.0	0 0.0	0 0.0	0 0.0	1 33.33	0 0.0	3 50.0	0 0.0	9 16.67	16 19.28
TOTAL ROW X	10 12.05	0 0.0	1 1.2	4 4.82	1 1.2	3 3.61	1 1.2	6 7.23	3 3.61	54 65.06	83 100.0

TABLE 4B.2.2.3:

DEPARTMENT OF EDUCATIONAL ATTAINMENT AND PROFESSIONAL TRAINING

AMERICAN INDIANS

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Field of Training	NNE	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- vate Vooa- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- vate Vooa- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
Business Office Work	4 11.76	0 0.0	0 0.0	1 9.09	0 0.0	2 2.5	5 41.67	2 40.0	4 23.53	1 100.0	2 14.29	7 41.18	90 40.0	118 33.71
Nursing, Health	3 8.82	0 0.0	0 0.0	2 18.18	0 0.0	0 0.0	2 16.67	0 0.0	3 17.65	0 0.0	0 0.0	0 0.0	31 13.78	41 11.71
Trades, Crafts	14 41.18	0 0.0	3 75.0	4 36.36	0 0.0	1 12.5	3 25.0	1 20.0	4 23.53	0 0.0	5 35.71	5 29.41	47 20.89	87 24.86
Beautician	2 5.88	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	14 6.22	16 4.57
Agri- culture	0 0.0	1 50.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.44	2 0.57
Home Economics	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 12.5	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.44	2 0.57
Distri- butive Education	1 2.94	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 5.88	2 0.89	4 1.14
Technical	3 8.82	1 50.0	0 0.0	0 0.0	0 0.0	1 1.25	1 8.33	2 40.0	1 5.88	0 0.0	0 0.0	1 5.88	6 2.67	16 4.57
OTHER	7 20.59	0 0.0	1 25.0	4 36.36	0 0.0	3 37.5	1 8.33	0 0.0	5 29.41	0 0.0	7 50.0	3 17.65	33 14.67	64 18.29
TOTAL	34	2	4	11	0	8	12	5	17	1	14	17	225	356
Row %	9.71	0.57	1.14	3.14	0.0	2.29	3.42	1.42	4.86	0.28	4.0	4.86	64.29	100.0

TABLE B.2.2.4:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
DEGREE OF SATISFACTION WITH THE AMOUNT OF EDUCATION.

## PART A: EASTERN INDIANS

LEVEL	NONE	ABE			GED				Equival- ence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Extremely Satisfied	33 13.81	5 35.71	0 0.0	6 9.38	4 66.67	1 12.5	0 0.0	6 23.08	4 21.05	66 25.29	125 19.41
2	8 3.35	0 0.0	0 0.0	4 6.25	0 0.0	2 25.0	0 0.0	1 3.85	2 10.53	30 11.49	47 7.30
3	22 9.21	3 21.43	0 0.0	5 7.81	0 0.0	2 25.0	0 0.0	8 30.77	1 5.26	53 20.31	94 14.6
4	55 23.01	0 0.0	1 20.0	15 23.44	0 0.0	1 12.5	1 50.0	4 15.38	5 26.32	53 20.31	135 20.96
5	27 11.3	1 7.14	1 20.0	6 9.38	1 16.67	2 25.0	0 0.0	1 3.85	3 15.79	32 12.26	74 11.49
6	25 10.46	2 14.29	0 0.0	6 9.38	1 16.67	0 0.0	1 50.0	1 3.85	2 10.53	18 6.9	56 8.7
Extremely Dissatisfied	69 28.87	3 21.43	3 60.0	22 34.38	0 0.0	0 0.0	0 0.0	5 19.23	2 10.53	9 3.45	113 17.55
TOTAL ROW %	239 37.11	14 2.17	5 0.78	64 9.94	6 0.93	8 1.24	2 0.31	26 4.04	19 2.95	261 40.53	644 100.0



TABLE 4B.2.2.4

SOURCES OF EDUCATIONAL ATTAINMENT AND  
DEGREE OF SATISFACTION WITH AMOUNT OF EDUCATION

## PART B: WESTERN INDIANS

LEVEL	NONE	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency			
Extremely Satisfied	155 15.66	8 11.43	3 15.0	3 14.29	1 50.0	9 16.39	9 17.65	6 15.38	4 14.81	4 28.57	10 16.39	24 25.81	283 23.9	519 19.56
2	63 6.36	3 4.29	2 10.0	3 14.29	0 0.0	4 4.88	5 9.8	3 7.69	2 7.41	1 7.14	8 13.11	4 4.3	139 11.74	237 8.93
3	93 9.39	6 8.57	1 5.0	1 4.76	0 0.0	4 4.88	7 13.73	9 23.08	4 14.81	0 0.0	9 14.75	9 9.68	191 16.13	334 12.58
4	240 24.24	10 14.29	3 15.0	5 23.81	0 0.0	29 35.37	13 25.49	13 33.33	8 29.63	3 21.43	10 16.39	24 25.81	298 25.17	656 24.72
5	178 17.98	19 27.14	4 20.0	1 4.76	0 0.0	12 14.63	7 13.73	2 5.13	2 7.41	3 21.43	11 18.03	12 12.9	166 14.02	417 15.71
6	136 13.74	13 18.57	2 10.0	1 4.76	0 0.0	8 9.76	4 7.84	1 2.56	5 18.52	3 21.43	4 6.56	12 12.9	71 6.0	260 9.8
Extremely Dissatis- fied	125 12.63	11 15.71	5 25.0	7 33.33	1 50.0	16 19.51	6 11.76	5 12.82	2 7.41	0 0.0	9 14.75	8 8.6	36 3.04	231 8.7
TOTAL Row %	990 37.3	70 2.64	20 0.75	21 0.79	2 0.08	82 3.09	51 1.92	39 1.47	27 1.02	14 0.53	61 2.3	93 3.5	1184 44.61	2654 100.0
Median	4.27	4.92	4.75	4.2	4.0	4.33	3.85	3.62	3.94	4.17	3.85	3.9	3.39	3.86

TABLE 4B.2.2.5:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
LEVEL OF SATISFACTION WITH UTILITY OF EDUCATION

PART II EASTERN INDIANS

	NONE	ABX			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Extremely Satisfied	36 14.88	7 50.0	1 20.0	19 27.94	2 33.33	1 12.5	0 0.0	8 29.63	6 28.57	76 28.68	156 23.71
2	12 4.96	1 7.14	0 0.0	6 8.82	2 33.33	0 0.0	0 0.0	3 11.11	3 14.29	43 16.23	70 10.64
3	23 9.5	1 7.14	0 0.0	5 7.35	0 0.0	3 37.5	0 0.0	5 18.52	2 9.52	52 19.62	91 13.83
4	64 26.45	1 7.14	3 60.0	13 19.12	1 16.67	0 0.0	2 100.0	4 14.81	4 19.05	44 16.6	136 20.67
5	24 9.92	1 7.14	0 0.0	4 5.88	0 0.0	1 12.5	0 0.0	1 3.7	2 9.52	21 7.92	54 8.21
6	26 10.74	2 14.29	0 0.0	4 5.88	0 0.0	1 12.5	0 0.0	1 3.7	2 9.52	16 6.04	52 7.9
Extremely Dissatisfied	57 23.55	1 7.14	1 20.0	17 25.0	1 16.67	2 25.0	0 0.0	5 18.52	2 9.52	13 4.91	99 15.05
TOTAL Row %	242 36.78	14 2.13	5 0.76	68 10.33	6 0.91	8 1.22	2 0.3	27 4.1	21 3.19	265 40.27	658 100.0
Median	4.28	1.50	4.0	3.81	2.0	3.5	4.0	3.0	3.25	2.76	3.59

TABLE 4B.2.2.5:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
DEGREE OF SATISFACTION WITH UTILITY OF EDUCATION

## PART B: WESTERN INDIANS

LEVEL	NONE	ABE					GED					Equivalence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year College	Private Vocational School	4-Year College or Univ- ersity	Indian Group or Communi- ty Agency	Public Grade or High School	Public 2-year College	Private Vocational School	4-year College or Univ- ersity	Indian Group or Communi- ty Agency			
Extremely Satisfied	184 18.06	9 12.5	3 14.29	1 5.26	1 50.0	12 14.63	15 29.41	8 20.51	11 42.31	3 21.43	18 29.51	31 33.33	371 30.99	667 24.74
2	44 4.32	1 1.39	2 9.52	4 21.05	0 0.0	1 1.22	10 19.61	6 15.38	6 23.08	4 28.57	11 18.03	9 9.68	159 13.28	257 9.53
3	116 11.38	11 15.28	1 4.76	4 21.05	0 0.0	6 7.32	2 3.92	4 10.26	1 3.85	1 7.14	12 19.67	9 9.68	194 16.21	361 13.39
4	258 25.32	15 20.83	3 14.29	6 31.58	0 0.0	28 34.15	10 19.61	10 25.64	3 11.54	4 28.57	8 13.11	24 25.81	244 20.38	613 22.74
5	178 17.47	20 27.78	6 28.57	2 10.53	0 0.0	14 17.07	7 13.73	6 15.38	2 7.69	2 14.29	7 11.48	9 9.68	136 11.36	389 14.43
6	121 11.07	8 11.11	3 14.29	0 0.0	0 0.0	5 6.1	3 5.88	2 5.13	1 3.85	0 0.0	1 1.64	8 8.6	63 5.26	215 7.97
Extremely Dissatis- fied	118 11.58	8 11.11	3 14.29	2 10.53	1 50.0	16 19.51	4 7.84	3 7.69	2 7.69	0 0.0	4 6.56	3 3.23	30 2.51	194 7.2
TOTAL Row %	1019 37.8	72 2.67	21 0.78	19 0.7	2 0.07	82 3.04	51 1.89	39 1.45	26 0.96	14 0.52	61 2.26	93 3.45	1197 44.4	2696 100.0
Median	4.14	4.5	4.75	3.58	4.0	4.27	2.75	4.05	1.83	2.5	2.62	3.22	2.85	3.6

TABLE 4B.2.2.6:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
SCHOOL ATTENDANCE; 16-25 YEARS OF AGE.

## PART A: EASTERN INDIANS

	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Usually Attends	13 92.86	5 100.0	1 100.0	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	15 93.75	36 90.0
Infrequently Attends	1 7.14	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 100.0	0 0.0	0 0.0	2 5.0
Cannot Attend	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 100.0	1 6.25	2 5.0
TOTAL Row %	14 35.0	5 12.5	1 2.5	2 5.0	0 0.0	0 0.0	0 0.0	1 2.5	1 2.5	16 40.0	40 100.0

TABLE 4B.2.2.6:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
SCHOOL ATTENDANCE: 16-25 YEARS OF AGE.

## PART B: WESTERN INDIANS

	ABE						GED					Equiv- alence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
	NONE	Public Grade or High School	Public 2-Year Coll- ege	Priv- ate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency	Public Grade or High School	Public 2-year Coll- ege School	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency			
Usually Attends	25 80.65	7 63.64	3 100.0	0 0.0	0 0.0	10 100.0	0 0.0	2 66.67	0 0.0	1 100.0	3 100.0	4 66.67	44 81.48	99 81.15
Infreq- uently Attends	4 12.9	2 18.18	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 33.33	0 0.0	0 0.0	0 0.0	1 16.67	6 11.11	14 11.48
Cannot Attend	2 6.45	2 18.18	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 16.67	4 7.41	9 7.38
TOTAL Row %	31 25.41	11 9.02	3 2.46	0 0.0	0 0.0	10 8.2	0 0.0	3 2.46	0 0.0	1 0.82	3 2.46	6 4.92	54 44.26	122 100.0

TABLE 4B.2.2.7:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
INTEREST IN ATTENDING SCHOOL; 16-25 YEARS OF AGE

## PART A: EASTERN INDIANS

	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Comm- unity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Comm- unity Agency			
Interested in Attending	11 84.62	5 100.0	1 100.0	2 100.0	0 0.0	0 0.0	0 0.0	1 100.0	1 100.0	13 81.25	34 87.10
Not Interested in Attending	2 15.38	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 18.75	5 12.82
TOTAL Row %	13 33.33	5 12.82	1 2.56	2 5.13	0 0.0	0 0.0	0 0.0	1 2.56	1 2.56	16 41.03	39 100.0

TABLE 4B.2.2.7:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
INTERESTED IN ATTENDING SCHOOL: 16-25 YEARS OF AGE

## PART B: WESTERN INDIANS

	N	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- vate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
Interested in Attending	29 85.29	10 90.91	3 100.0	0 0.0	0 0.0	10 90.91	0 0.0	3 100.0	0 0.0	0 0.0	3 100.0	6 100.0	50 84.75	114 87.02
Not Interested in Attending	5 14.71	1 9.09	0 0.0	0 0.0	0 0.0	1 9.09	0 0.0	0 0.0	0 0.0	1 100.0	0 0.0	0 0.0	9 15.25	17 12.98
TOTAL Row %	34 25.95	11 8.4	3 2.29	0 0.0	0 0.0	11 8.4	0 0.0	3 2.29	0 0.0	1 0.76	3 2.29	6 4.58	59 45.04	131 100.0

TABLE 4B.2.2.0: SOURCES OF EDUCATIONAL ATTAINMENT AND ATTENDANCE IN ABE/GED/SEA PROGRAMS.

PART A: EASTERN INDIANS

School Attending or Attended	NONE	ABE			GED				Equivalance (No ABE/GED/SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Private Vocational School	Indian Group or Community Agency	Public Grade or High School	Private Vocational School	Four Year College or University	Indian Group or Community Agency			
Public Grade or High School	0 0.0	14 100.0	0 0.0	0 0.0	6 100.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	20 3.02
Public 2-year College	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
Private Technical/Trade School	0 0.0	0 0.0	5 100.0	0 0.0	0 0.0	8 100.0	0 0.0	0 0.0	0 0.0	0 0.0	13 1.96
4-year College or University	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 100.0	0 0.0	0 0.0	0 0.0	2 0.30
Indian or Community School	0 0.0	0 0.0	0 0.0	69 100.0	0 0.0	0 0.0	0 0.0	27 100.0	0 0.0	0 0.0	96 14.48
Not in School or ABE/GED/SEA	246 100.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	21 100.0	265 100.0	532 80.24
TOTAL	246	14	5	69	6	8	2	27	21	265	663
Row %	37.1	2.11	0.75	10.41	0.9	1.21	0.3	4.07	3.17	39.97	100.0



TABLE 4B.2.2.8:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
ATTENDANCE IN ABE/GED/SEA PROGRAMS.

## PART B: WESTERN INDIANS

School Attending or Attended	NONE	ABE					GED					Equivalence (No ABE/GED/SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year College	Private Vocational School	4-Year College or University	Indian Group or Community Agency	Public Grade or High School	Public 2-year College	Private Vocational School	4-year College or University	Indian Group or Community Agency			
Public Grade or High School	0 0.0	72 100.0	0 0.0	0 0.0	0 0.0	0 0.0	51 100.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	123 4.52
Public 2-year College	0 0.0	0 0.0	21 100.0	0 0.0	0 0.0	0 0.0	0 0.0	39 100.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	60 2.21
Private Technical/Trade School	0 0.0	0 0.0	0 0.0	21 100.0	0 0.0	0 0.0	0 0.0	0 0.0	27 100.0	0 0.0	0 0.0	0 0.0	0 0.0	48 1.77
4-year College or University	0 0.0	0 0.0	0 0.0	0 0.0	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	14 100.0	0 0.0	0 0.0	0 0.0	16 0.59
Indian or Community School	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	82 100.0	0 0.0	0 0.0	0 0.0	0 0.0	61 100.0	0 0.0	0 0.0	143 5.26
Not in School or ABE/GED/SEA	1035 100.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	93 100.0	1201 100.0	2329 85.66
TOTAL Row %	1035 38.07	72 2.65	21 0.77	21 0.77	2 0.07	82 3.02	51 1.88	39 1.43	27 0.99	14 0.51	61 2.24	93 3.42	1201 44.17	2713 100.0

TABLE 4D.2.2.9:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
SCHOOL ATTENDANCE IN THE PAST YEAR

## PART A: EASTERN INDIANS

	NONE	ABE			GED				Equival- ence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Have Attended	23 9.43	6 42.86	1 20.0	28 41.79	2 33.33	2 25.0	2 100.0	16 59.26	4 19.05	58 22.05	142 21.61
Have Not Attended	221 90.57	8 57.14	4 80.0	39 58.21	4 66.67	6 75.0	0 0.0	11 40.74	17 80.95	205 77.95	515 78.39
TOTAL Row %	244 37.14	14 2.13	5 0.76	67 10.2	6 0.91	8 1.22	2 0.30	27 4.11	21 3.2	263 40.03	657 100.0

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TABLE 4B.2.2.9: SOURCES OF EDUCATIONAL ATTAINMENT AND SCHOOL ATTENDANCE IN THE PAST YEAR

PART B: WESTERN INDIANS

	ABE						GED					Equiv- alence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
	NONE	Public Grade or High School	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency			
Have Attended	73 7.12	23 32.39	7 33.33	10 47.62	0 0.0	28 34.15	13 26.53	15 38.46	8 29.63	7 50.0	22 36.67	30 32.26	319 26.65	555 20.55
Have Not Attended	952 92.88	48 67.61	14 66.67	11 52.38	2 100.0	54 65.85	36 73.47	24 61.54	19 70.37	7 50.0	7 63.33	63 67.74	878 73.35	2146 79.45
TOTAL Row %	1026 37.95	71 2.63	21 0.78	21 0.78	2 0.07	82 3.04	49 1.81	39 1.44	27 1.0	14 0.52	60 2.22	93 3.44	1197 44.32	2701 100.0

TABLE 4E.2.2.10: SOURCES OF EDUCATIONAL ATTAINMENT AND TYPE OF SCHOOL ATTENDED

PART A: EASTERN INDIANS

	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Tribal School or College	3 13.04	2 33.33	0 0.0	4 22.22	0 0.0	0 0.0	0 0.0	4 40.0	2 50.0	13 28.26	28 24.78
BIA Day School	1 4.35	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.88
BIA Boarding School	1 4.35	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 2.17	2 1.77
Public School	17 73.91	4 66.67	0 0.0	1 5.56	1 50.0	0 0.0	2 100.0	3 30.0	1 25.0	27 58.7	56 49.56
Private School	1 4.35	0 0.0	1 100.0	13 72.22	1 50.0	1 100.0	0 0.0	3 30.0	1 25.0	5 10.87	26 23.01
TOTAL Row %	23 20.35	6 5.31	1 0.88	18 15.93	2 1.77	1 0.88	2 1.77	10 8.85	4 3.54	46 40.07	113 100.0

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TABLE 4B.2.2.10: SOURCES OF EDUCATIONAL ATTAINMENT AND TYPE OF SCHOOL ATTENDED

PART B: WESTERN INDIANS

Type of School	NONE	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency			
Tribal School or College	7 9.72	6 27.27	4 57.14	3 50.0	0 0.0	12 57.14	6 54.55	6 40.0	4 57.14	3 50.0	7 36.84	8 30.77	118 40.14	184 36.36
BIA Day School	2 2.78	0 0.0	0 0.0	2 33.33	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 10.53	1 3.85	3 1.02	10 1.98
BIA Boarding School	8 11.11	1 4.55	1 14.29	0 0.0	0 0.0	1 4.76	0 0.0	0 0.0	1 14.29	0 0.0	0 0.0	0 0.0	9 3.06	21 4.15
Public School	49 68.06	15 68.18	2 28.57	1 16.67	0 0.0	6 28.57	3 27.27	9 60.0	2 28.57	1 16.67	4 21.05	14 53.85	120 40.82	226 44.66
Private School	6 8.33	0 0.0	0 0.0	0 0.0	0 0.0	2 9.52	2 18.18	0 0.0	0 0.0	2 33.33	6 31.58	3 11.54	44 14.97	65 12.85
TOTAL Row X	72 14.23	22 4.35	7 1.38	6 1.19	0 0.0	21 4.15	11 2.17	15 2.96	7 1.38	6 1.19	19 3.75	26 5.14	294 58.1	506 100.0

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TABLE 4B.2.2.11:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
UTILITY OF PRESENT EDUCATIONAL PROGRAM.

## PART A: EASTERN INDIANS

LEVEL	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL	
	NONE	Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity				Indian Group or Commu- nity Agency
Extremely Satisfied	9 45.0	5 71.43	1 50.0	19 73.08	0 0.0	0 0.0	0 0.0	6 75.0	2 100.0	19 57.58	61 61.62
2	4 20.0	1 14.29	1 50.0	3 11.54	0 0.0	0 0.0	0 0.0	2 25.0	0 0.0	6 18.18	17 17.17
3	1 5.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 6.06	3 3.03
4	3 15.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 3.03	4 4.04
5	0 0.0	1 14.29	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 1.01
6	1 5.0	0 0.0	0 0.0	2 7.69	0 0.0	1 100.0	0 0.0	0 0.0	0 0.0	4 12.12	8 8.08
Extremely Dissatisfied	2 10.0	0 0.0	0 0.0	2 7.69	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 3.03	5 5.05
TOTAL Row %	20 20.2	7 7.07	2 2.02	26 26.26	0 0.0	1 1.01	0 0.0	8 8.08	2 2.02	33 33.33	99 100.0
Median	1.75	1.2	1.5	1.18		6.0		1.17	1.0	1.37	1.31

TABLE 4B.2.2.11: SOURCES OF EDUCATIONAL ATTAINMENT AND UTILITY OF PRESENT EDUCATIONAL PROGRAM

PART B: WESTERN INDIANS

LEVEL	NONE	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- ate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
Extremely Satisfied	27 50.0	14 66.67	3 100.0	3 100.0	0 0.0	13 56.52	5 62.5	4 57.14	2 50.0	3 75.0	6 50.0	9 56.25	103 62.42	192 60.0
2	3 5.56	0 0.0	0 0.0	0 0.0	0 0.0	4 17.39	2 25.0	3 43.86	0 0.0	0 0.0	2 16.67	5 31.25	19 11.52	38 11.88
3	8 14.81	4 19.05	0 0.0	0 0.0	0 0.0	4 17.39	1 12.5	0 0.0	1 25.0	1 25.0	3 25.0	0 0.0	17 10.3	39 12.19
4	9 16.67	3 14.29	0 0.0	0 0.0	0 0.0	2 8.7	0 0.0	0 0.0	1 25.0	0 0.0	1 8.33	0 0.0	17 10.3	33 10.31
5	2 3.7	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 12.5	6 3.64	10 3.13
6	1 1.85	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 1.21	3 0.94
Extremely Dissatis- fied	4 7.41	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.61	5 1.56
TOTAL	54 16.88	21 6.56	3 0.94	3 0.94	0 0.0	23 7.19	8 2.5	7 2.19	4 1.25	4 1.25	12 3.75	16 5.0	165 51.56	320 100.0
Median	1.5	1.25	1.0	1.0		1.38	1.3	1.38	1.5	1.17	1.5	1.39	1.3	1.33

4C.1: Existing Adult Education for Indians: IEA Programs

To more fully describe the existing Indian Education Act (IEA), Title IV, Part C Programs (with the exception of one FY 1977-78 and two FY 1979-80 programs, all data reported here concern projects funded during FY 1978-79), a questionnaire was designed to obtain information from program directors in the following areas of interest: 1) areas represented, 2) program director background information, 3) determination of program services, 4) project staff characteristics, 5) participant characteristics, 6) instructional program characteristics, 7) program impact, and 8) State Education Agency (SEA) relationship.

From the 52 identified IEA programs that were contacted, thirty-one completed instruments were received, resulting in a return rate of 60 percent. While adequate for describing IEA programs as a whole, the sample size is not large enough to present data by Region; therefore, only national results will be reported here. In addition, the item response rates were quite good; that is, the typical responding IEA program completed over 87 percent of the questionnaire items. Since the responses to many items did not tend to be normally distributed, the measure of central tendency or "average" used throughout the remaining



discussion is the median. The median is the score in the middle of the distribution and, unlike the mean (arithmetic average), is not distorted by a few extreme scores.

#### Areas Represented

One-fourth (26%) of the reporting IEA programs are found in the East (OIE Area I), the rest are located in the western states. In the West, Areas IV and V both have 26 percent of the programs, followed by Areas III (13%) and II (10%). A similar pattern is found using the U.S. Census Districts. That is, Districts 9 (Pacific - 29%) and 8 (Mountain - 23%) together have obtained half of the reporting IEA programs; west north central district (#4) and 13 percent and the west south central district (#7) has 10 percent of the programs. In the East, district 1 (N.E.) has 10 percent and district 5 (south Atlantic) has 6 percent of the IEA programs, followed by the mid Atlantic, east north central, and east south central states with one reporting program each. While over half (58%) of the reporting programs serve reservation areas, about seventy-one percent of them are located in rural (under 10,000) as opposed to urbanized areas.

#### Program Director Background Information

The questionnaire items were completed by the IEA program directors in all but <sup>324</sup>one case where a former director

had supplied the information. Over one-third (35%) of the directors report being from the same tribe they served, while another 29 percent are Indians from other tribes; whites (29%) make up most of the remainder.

Educationally, all directors have at least a high school diploma; most (58%) have the bachelor's degree, many have the master's degree (23%), but only one has a doctorate. Of the twenty-five reporting specialty areas, most (80%) indicate educational fields; that is, six are in adult education, six are in education or educational administration, four are in English/ language areas, and four are in other school related or curricular areas. The remaining five directors have specialties outside the field of education; i.e., four have backgrounds in various areas of public administration and one is trained in economic development.

The IEA, Title IV program directors report an average (median) of 2.25 years of full-time adult education teaching with an additional 1.75 years of teaching experience in other settings. Although they have worked an average of 2.67 years in instructional settings with adult Indians, most of this experience (2 years) has been with the current IEA project (1.33 years have been served as program director) and less than half (45%) indicate prior work as an advocate/ provider of services in an Indian setting.

### Determination of Program Services

Program directors indicate that in 90 percent of the programs, the tribal or Indian organization governing body was most often influential in determining program services; next involved (in 87 percent of the programs) were program participants and project directors. Project staff (84%) and program advisory committee (71%) were also often involved in such decisions; 45 percent of the programs report having received input from individual community members as well.

As a basis for their decisions regarding program services, most (84%) of the programs conducted a formal documented needs assessment to ascertain the special educational needs of adult Indians (typically in 1979). Since only about three-fourths (74%) of the programs report that these documents are available, structured and unstructured questionnaire items were designed to elicit major program needs and services from project directors.

Project directors were asked to rank on a scale of 1 (very important) to 5 (not important) the importance of twelve identified special needs of Indian adults in their service areas. The needs are listed in terms of their importance as measured by their median ranks (see Table 4C.1.1). The five most important needs of Indian adults

are high school preparatory (GED) and basic education, followed by life coping/consumer education, vocational/technical education, and Indian cultural activities. Also of importance are managerial/professional skill, college education, traditional arts and crafts, tribal/community government education, driver's education, and Indian language classes. While English as a second language is not important in 39% of the IEA programs, other programs do have this special need to varying degrees.

TABLE 4C.1.1: RANK ORDER IMPORTANCE OF SPECIAL NEEDS OF INDIAN ADULTS IN PROGRAM SERVICE AREA\*

<u>Rank Order</u>		<u>Median Rank</u>
<u>Very Important Needs</u>		
1.	High school preparatory (GED)	1.10
2.	Basic education	1.17
3.	Life coping/consumer education	1.41
4.	Vocational/technical education	1.41
5.	Indian cultural activities	1.46
<u>Important Needs</u>		
6.	Management/professional skills	1.69
7.	College education	1.70
8.	Traditional arts and crafts	1.78
9.	Tribal/community government education	1.94
10.	Driver's education	2.11
11.	Indian language classes	2.38
<u>Somewhat Important</u>		
12.	English as a second language	3.80

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\* Based upon a 60 percent sample of IEA, Title IV, Part C programs.

In a more open-ended item, program directors were asked to list (up to) five major adult education needs within their communities. Virtually the same ranking occurred as before (see Table 4C-1.2). Again, most program directors listed GED preparatory (90.3% mentioned this) and basic education (66.7%). Life coping skills (48.4%), vocational education (41%), consumer education (38.7%), and cultural activities (25.8%) were also frequently mentioned as major needs.

The amount of program support and success in addressing these needs appear to vary considerably, however. Over 96 percent of those programs listing GED preparatory needs report having program activities that are adequately addressing such needs; of those reporting basic education needs, about 86 percent report that their programs are currently meeting those needs. Programs needing life coping and consumer education are somewhat successful, but many programs (one-third and forty percent, respectively) are not adequately addressing these areas. Although only one-fourth of the programs list cultural activity needs, most (62.5%) have successful programs in place, but another fourth (25%) of these directors report having no cultural program at all. Also, it is clear that more than half (53.8%) of those who indicate vocational education needs have no program activities designed to address those needs; even where there are vocational program activities, these tend to be totally inadequate.

In the realm of technical assistance, over half (55%) of the program directors indicate their need for help in the preparation of grant applications to the Office of Indian Education. Of those needing help, most (88%) would prefer to receive assistance from an experienced Indian adult educator or grantsman/planner than from a non-Indian expert in curriculum development and proposal writing (46.7%). If technical assistance were to be provided by the Office of Indian Education, Title IV, Part C, most would prefer to have the help provided by OIE program specialists upon request by the grantee (58%); many (48%) would simply like to have consultant requirements written into grants.

TABLE 4C.1.2: THE MAJOR ADULT EDUCATION NEEDS IN THE INDIAN COMMUNITY (in order of the number of programs mentioning the need)\*

Percent of programs mentioning the need	Adult Education Need	Programs Expressing Need		
		% of programs that adequately addresses the need	% with no Program	% of programs not adequately addressing the need
90.3	GED preparatory	96.4	0.0	3.6
67.7	Basic education	85.7	0.0	14.3
48.4	Life coping skills	60.0	0.0	40.0
41.9	Vocational education	7.7	53.8	38.5
38.7	Consumer education	58.3	8.3	33.3
25.8	Cultural activities	62.5	25.0	12.5

\* Based upon a 60 percent sample of IEA, Title IV, Part C Programs



### Project Staff Characteristics

Most program directors (81%) report that they were able to properly staff their programs after receiving their grant award. Table 4C.1.3 indicates the median number of different types of paid personnel that Title IV, Part C programs tend to have.

As pointed out earlier, programs typically have a full-time administrator, who tends to be an Indian and to have completed college. The typical program also has 2.4 instructional staff members, with 1.8 being employed full-time; 1.4 are Indian and have completed college. Programs typically have a part-time, Indian teacher aide who has completed at least high school or the GED. Some programs also have other staff, counselors, and volunteers, most of whom are Indian, but few of whom have completed college. On the other hand, programs do not tend to have any health, social, or psychological service workers.

Thus, projects have an average total personnel of 6.4, with 5.3 being employed full-time. Most of the (6.1) have completed high school or the GED; 4.4 have had some college, but only 2.8 are college graduates. About 4.7 of the staff members are Indian, but only 1.4 are Indian language speakers.

It should be pointed out that these figures represent the median values (of programs in the middle of the distributions). The median was used to measure average since a few programs with large staffs tended to skew the distributions, adversely affecting the mean or arithmetic average. This same problem is even more apparent when using the number of students to generate the student-to-teacher ratio. The mean value of the student/teacher ratio is 22.2, reflecting a small number of programs having many students;

the median student/teacher ratio is 10 and much more representative of the typical program.

In regard to staff training, only about half (52%) of the programs have a career development plan for their instructional staff; however, personnel do receive various types of training. The median number of staff taking workshops (generally not for academic credit) is 5.2; an average of 1.5 staff members take adult education coursework for an average of 1.5 semester hours. In addition, 1.3 members of the staff take an average of 6 semester hours of other academic coursework.

TABLE 4C.1.3: MEDIAN NUMBER OF PAID TITLE IV, PART C PROJECT PERSONNEL\*

Type of Job Performed	Number of Persons	Number Full-time	Number of Indians	Number Who Speak Indian	Amount of Formal Educ.		
					Number With H.S. (GED)	Number With Some College	Number With College Degree
Administrative/Supervisory	1.3	1.2	1.0	0.2	1.2	1.1	1.0
Instructional Staff	2.4	1.8	1.4	0.4	2.1	2.1	1.4
Teacher Aides	0.9	0.2	0.8	0.2	0.8	0.2	0.1
Guidance Counselors	0.3	0.2	0.1	0.0	0.2	0.2	0.1
Health, Social or, Psychological Service Workers	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Volunteers	0.1	0.0	0.1	0.0	0.0	0.0	0.0
Other Staff	0.5	0.2	0.4	0.2	0.3	0.3	0.1
TOTAL STAFF	6.4	5.3	4.7	1.4	6.1	4.4	2.8

\*Based on 60 percent sample of Title IV, Part C programs.

### Project Participant Characteristics

According to Title IV, Part C project directors, adult Indian participants are recruited primarily through the use of posters (90% of the programs use this means), home visits (87%), announcements at community meetings (84%), and tribal newspapers (81%). Many programs also utilize letters (68%), mail brochures (65%), radio and television spots (61%), and announcements in public newspapers (45%).

On the average (median), four different tribes are represented by the Indian adults in the typical project, with an estimated half of a percent for whom English is a second language. Again, there are several projects with a much higher percentage (the group mean is 21.6%) of adults who speak English as a second language; however, the median value is more typical of the projects as a whole.

Project directors listed (up to five of) the most populous Indian tribes within or contiguous to their project service areas (these tribes are discussed in order of the number of times each is designated as being in a project service area). Navajo and Sioux were listed in the service areas of 9 projects, the Chippewa and Choctaw were mentioned 5 times, the Cherokee and Shoshoni-Shoshoni/Bannock 4 times, and the Blackfeet, Colville, Lummi, and Yakima were listed as being in the service areas of three projects.

Table 4C.1.4 shows the average number of Title IV, Part C participants categorized by activity, age, and sex as reported

by project directors. As noted earlier, some programs report very large numbers of participants which tends to inflate the mean (shown in the table in parentheses), so the medians are more indicative of the participants in the typical program.

As might be anticipated, most participants tend to be younger (16-34 years of age) with somewhat more females than males involved. Those doing classwork appear to be fairly evenly distributed across the ABE and GED programs. Looking at the total participants in all activities, it can be noted that projects typically involve Indian adults in a variety of other programs as well as straight academics. Activities in traditional arts and crafts, Indian language, and driver's education are good examples of this. Although not shown in the table, project directors indicate that participants in driver's education tend to be younger adults (16-34 years), whereas Indian arts and crafts and language activities tend to draw more evenly from most age categories but typically involve about twice as many females as males.

To obtain important background information on project participants, directors indicated the percentage of adult Indians who belonged to the following categories (see Table 4C.1.5).

Again, the median value is used to characterize the typical program.

The data indicate that a large percentage of participants speak fluent English (95% - the mean value here is 75%) and have reached high school level of education (60%), but also need

personal counseling (80%) and are unemployed (60%). About a third or more live in substandard housing (40%) and require support services (33%) and transportation (32%). Only 28 percent of the participants are reported as being employed. One-fifth of them are reported as being at the 5-8 grade level, as receiving public assistance, or as having no income; however, 20 percent do receive training program stipends. Ten percent or less are reported as having chronic health care needs (10%), as having moved in the last six months (8%), as having low (0-4 years) or high (post secondary) levels of education (5%), and as having psychological/emotional problems (4%).

In describing persons who could benefit but do not participate, program directors indicate that such persons are older (35-74 years), under-educated, unemployed, non-English speaking Indians or are handicapped, institutionalized, or home or job-bound.

#### Educational Program Characteristics

The median number of Indian participants in all instructional classes are 38 males and 64 females, with a median (director-estimated) cost of \$560.00 per student; approximately two-thirds of them participate in day classes, with females being more likely to attend at night. Over half (55%) of them participate in learning centers, approximately 23 percent are located in community organization facilities, and about 13 percent take classes in private homes. It should be pointed out also that about 6 percent

of the males participate in correctional institutions. Classes are also sometimes held in school buildings, churches, and work sites; however, no classes are held in hospitals, museums, or Federal facilities.

The educational approaches used to conduct the instruction of adults in most programs are regular classes (94% - e.g., study groups, lectures, and discussion groups), individual instruction from a private teacher (84%), workshops (84%), educational trips (77%), home-based instruction (55%); programmed instruction or teaching machines are also used in 45 percent of the programs. Less frequently used types of instruction are on-the-job training (29%), correspondence courses (19%), and educational television or radio (3%). The three most frequently used instructional approaches are regular classes (33%), individual instruction (31%), and home-based instruction (13%).

Activities, other than in-class instruction, are provided by the Title IV, Part C programs; that is, two-thirds or more of the projects have counseling (87%), in-service training for staff (87%), curriculum development (71%), and home-based instruction (68%). However, home-based instruction and counseling were used most frequently, while curriculum development was least often used. Of those programs not providing these activities, about half or more indicate that they need counseling (50%), but curriculum development is needed by almost all (90%) of the programs lacking these activities.

Furthermore, Title IV, Part C projects also proved a variety of support services in conjunction with adult education classes. For example, most programs make referrals (97%) and home visits

(84%) and provide transportation (87%) and personal/career counseling (87%). Several projects provide for child care (39%) and legal assistance (26%) as well. Most programs (45%) list transportation as the single most frequently used support service, followed by counseling (23%) and home visits (19%). Finally, of those programs not providing support services, three-fourths or more indicate that they need to do so in the areas of transportation (100%), child care (90%), legal assistance (82%), home visits (81%), and counseling (77%).

Project directors were also asked to evaluate how effective their own programs had been on a scale for 1 (not effective) to 5 (exemplary). Results indicate that while several (16%) of the programs directors considered their programs to be exemplary, most (68%) rated their projects as very effective; the rest were rated as somewhat effective (6%) or as moderately effective (10%).

#### State Education Agency (SEA) Relationship

Based upon the above results, it is not surprising to find that most (71%) of the project directors indicate that the educational opportunities for adult Indians have improved in their states in the last two years; 13 percent said they were the same and 10 percent said that they had gotten worse. In comparing educational opportunities of Indian adults with non-Indian adults in their part of the state, project directors gave mixed responses; 32 percent said "better than," 23 percent said "the same as," and 39 percent indicated that the educational opportunities for adult Indians were "worse than" those for non-Indians.



While the typical Indian education program receives 95.2 percent of its operating budget from Title IV, Part - C funding, 29 percent of these programs have applied to their state education agency (SEA) for direct funding; however, only 13 percent of the programs who applied were approved for funding. Furthermore, only 35 percent of those applying for state funds ever received notification that their proposal was reviewed; consequently, only about a fourth (26%) of the programs applying for state funding were satisfied with the review process.

When asked to characterize, on a scale of 1 (very poor) to 5 (excellent), the relationship between the SEA, adult education coordinator and the Indian community in their state, IEA project directors' answers varied but tended to be somewhat negative. That is, 19 percent said "very poor," 26 percent said "below average," 19 percent marked "average," 16 percent indicated "above average," 10 percent said "excellent," and 9 percent simply did not know.

About three-fourths (74%) of the directors gave reasons for their ratings as well. On the positive side, 19 percent of the IEA project directors reported a continuing or growing, supportive, mutual relationship with the SEA. Several (9%) were more neutral, saying basically that the SEA's were supportive and cooperative but that there were no funds and/or little contact or affiliation. Unfortunately, however, the bulk (45%) of the comments tended to be negative; these project directors simply

indicated that either there was little or no relationship,  
communication, money, or support forthcoming or that the SEA's  
completely ignored or were not interested in the LEA programs.

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TABLE 4C.1.4: MEDIAN NUMBER OF PARTICIPANTS BY ACTIVITY, AGE AND SEX\*

AGE	ABE		GED		TOTAL-ALL ACTIVITIES
	MALE	FEMALE	MALE	FEMALE	
16-24	4.2 (11.2)**	7.8 (14.3)**	5.2 (11.8)**	7.2 (16.3)**	59.0 (71.3)
25-34	1.4 (5.3)	2.4 (8.0)	1.6 (5.8)	2.9 (8.2)	22.2 (38.2)
35-44	1.1 (3.7)	2.2 (7.2)	0.8 (2.4)	1.9 (4.3)	12.0 (26.6)
45-54	0.6 (3.6)	0.8 (4.1)	0.2 (1.2)	0.4 (2.0)	8.0 (17.8)
55-64	0.1 (1.3)	0.2 (2.7)	0.9 (0.9)	0.9 (0.7)	1.3 (8.8)
65-74	0.1 (0.6)	0.1 (0.6)	0.0 (0.2)	0.1 (0.3)	0.3 (4.0)
75 plus	0.0 (0.0)	0.0 (0.1)	0.0 (0.0)	0.0 (0.1)	0.1 (2.6)
TOTAL	14.0 (27.5)	14.0 (31.7)	10.1 (22.3)	15.3 (32.8)	119.0 (119.2)

\* Based on a 60 percent sample of Title IV, Part C programs.

\*\*Figures in parentheses are means; medians are the main measure of central tendency.

TABLE 4C.1.5: THE TYPICAL (MEDIAN) FOR TITLE IV PART C ADULT EDUCATION PROGRAM\*  
PERCENT OF PARTICIPANTS IN VARIOUS DESCRIPTIVE CATEGORIES

Categories	PERCENTAGE OF PARTICIPANTS
Employed	28
Unemployed	60
Receiving public assistance	20
Require support services	33
Psychological/emotional problems	4
Need personal/occupational counseling	80
Live in substandard housing	40
Moved in the last 6 months	8
Require transportation	32
Have chronic health care needs	10
Have training program stipends	20
No income/live with family	20
Speak fluent English	95
Educational level attained:	
0-4	5
5-8	20
9-12	60
Post secondary	5

\*Based on a 60 percent sample of Title IV, Part C programs.

Program Impacts

Table 4C.1.6 summarizes the project directors' reports by indicating the average number of Title IV, Part C participants whose situations were improved as a result of being in the program. Program impacts are especially apparent for those receiving income tax training, passing the GED, enrolling in other education/training programs, obtaining more and better jobs, and receiving driver's licenses; a few participants are identified as having made other types of gains as well, but are fewer in number for the typical program. Again, the reader should be reminded that the mean values tend to be inflated due to a few large programs that are not as typical as the picture obtained when using the median number of participants showing program impacts.

TABLE 4C.1.6: AVERAGE NUMBER OF TITLE IV, PART C PARTICIPANTS SHOWING VARIOUS TYPES OF PROGRAM IMPACTS\*

As a result of program participation, those who:	Median Average	
	%	%
1. Achieved 8th grade diploma	0.2	10.0
2. Enrolled in high school after ABE completion	0.3	6.8
3. Graduated from high school after ABE completion	0.2	1.4
4. Passed GED	13.2	21.8
5. Enrolled in other education/training programs	8.5	19.4
6. Removed from public assistance	0.4	3.8
7. Obtained job	5.0	8.3
8. Obtained better job	2.2	5.0
9. Registered to vote for the first time	0.2	5.0
10. Received driver's license	1.6	14.7
11. Received income tax training	14.0	36.8

\* Based on 60 percent sample of Title IV, Part C programs.

Another way of viewing program impact is to summarize participant progress and separation data by instructional level and sex as found in Table 4C.1.7. The reader should note that only three-fourths of the programs had data in this form and that mean values again tend to be inflated due to a few programs reporting large numbers of participants. The median number of participants in each case is typical of more programs. Overall, the table shows that the median number of males starting instruction is 34, with 4 completing a higher level of 5 separating from the program. Although females (9.2) tend to separate at about the same rate as males, they participate more (55) and are more likely to complete a higher level (12) of instruction than where they started.

TABLE 4C.1.7: AVERAGE PARTICIPANT PROGRESS AND SEPARATION DATA BY INSTRUCTIONAL LEVEL AND SEX\*

Instructional Level	Sex	Number Started at Each Level		Number Started at Lower Level and Completed a Higher Level		Number Separated From Each Level	
		Median	Mean	Median	Mean	Median	Mean
		Beginning Grade 1-4	Male	4.0	13.3	0.3	7.5
	Female	5.0	20.9	0.3	10.8	0.3	5.6
Intermediate Grade 5-8	Male	11.0	17.2	3.0	9.3	1.2	4.8
	Female	20.0	25.4	7.0	15.4	2.0	8.1
Advanced Grades 9-12	Male	10.0	25.4	1.0	12.1	0.5	8.8
	Female	20.0	38.7	2.8	15.3	1.0	11.52
Total Program	Male	34.0	54.7	4.0	28.1	5.0	19.4
	Female	55.0	79.4	12.0	41.0	9.2	26.4

\*Based on a 60 percent sample of Title IV, Part C programs.

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### IEA Program Cost and Service Delivery

I.E.A. programs varied greatly in cost and in participation by Indian students. As shown in Table 4C.1.9, costs in fiscal 1978-79 ranged from \$45,785 in Stroud, Oklahoma, to \$235,857 in Seattle, Washington. The following year program cost ranged from \$37,676 in Swanton, Vermont to \$269,360 in Seattle, Washington. During these two fiscal years the average cost per participant ranged from \$215 in Cass Lake, Minnesota, to \$2,705 in Sheridan, Wyoming, for fiscal 1978-79, and from \$210 in Cass Lake to \$2,764 in Marty, South Dakota. Programs which continued throughout the two year period sometimes increased their numbers of participants and sometimes decreased, while at the same time the project cost might have doubled, e.g., Hogansburg, New York or Stroud, Oklahoma. Of course, there are several relevant issues with respect to evaluating cost/effectiveness of educational or other programs without investigating each situation as unique and relevant. The tremendous range in cost, number of participants and cost per participant, however, prompted us to try to determine what some average costs were and to try to determine what some of the statistical ingredients or bases of those costs might be.

To do this, we separated the programs into two groups; those that included fewer than the average number of participants and those that included the average or a greater number of participants for each year. We then applied the linear regression model ( $y = a + bx$ ) to the original data to describe the cost per

participant from the total cost and the number of cases. What we hoped to establish is an explanation of what the base cost of operation was each year regardless of the number of cases served ("a" in the equation), and what the actual cost per case was, exclusive of base costs ("b" in the equation).

The results of the application of the regression equation to the data supplied by the programs listed in Table 4C.1.8 are shown in Table 4C.1.9. If one doesn't consider size of each program the base costs of administration were \$41,408 in FY 1978-79 and \$73,575 in FY 1979-80. During the same period the cost per case as separate from base cost went from \$137.50 to \$137.66. Base costs increased 77.68% while the cost per participant increased 0.12%. As shown by  $r$ , the association between cost and the number of participants was weak for the first fiscal year, .491 and even weaker the second, .402.

When one divides the programs into two groups by size, the base costs of administration for large programs is reduced to \$35,412 and \$57,276, a 61.74% increase, while cost per participant went from \$202 to \$145, a decrease of 28.02%. For small programs administrative costs decreased from \$69,292 to \$60,157, a reduction of 13.18%, while the cost per participant increased from \$155 to \$231, some 48.32% over the initial year's cost. Note that the level of association between cost and number of participants is higher for the large programs (.812 and .607) than for small ones (.211 and .299). This indicates that ones' ability to use the regression model is best and the figures most accurate for large programs as compared with small ones when used without the knowledge of program size.



Important here is that the base costs of administration, regardless of size, are fixed somewhere between \$35,000 and \$73,000, while the actual cost per participant merely varies from about \$137 to \$230 on the average. If more data were available (from a greater number of programs), cost might be better pinpointed than it has been here. The use of this rudimentary model, though, has shown that there are definite start-up and "fixed" costs that these programs face regardless of whether their educational services are actually delivered. "Better" or more meaningful estimates might be made by categorizing programs in various other ways, say, by dividing them by educational program focus, area of the country, etc., but one thing is clear; there are certain fixed costs that all programs incur regardless of the extent to which they actually deliver services. Once established, the actual cost of service (per recipient) is fairly comparable regardless of size as measured by the number of participants.

These figures are especially illuminating. They show that, for all programs there is a "critical mass" of funding commitment that must be met (including cost increase adjustments) if a program is to be successful at all. This cost is neither great nor small and it must be provided. Second, once the base cost has been met, additional funding (over the base cost) might be provided on a cost per student basis. If this kind of approach were adopted, given that the categorical identification of kinds of programs were appropriately used, this cost/benefit method might be used either to evaluate funding proposals or to determine the "best" use of public funds for this program. That is, some maximum and minimum "normal" levels of expenditures might be applied to all programs when they

are evaluated. As they are empirically established, they would not represent "pie in the sky" theoretical figures, but levels based on program experience.

INDIAN EDUCATION ACT PROGRAMS  
REPORTED FUNDING AND PARTICIPATION LEVELS

## EASTERN UNITED STATES

Location Organization	Fiscal Year 1978-1979				Fiscal Year 1979-1980				Totals		
	Years Funded	Number Part.	Cost	Cost/Part.	Years Funded	Number Part.	Cost	Cost/Part.	Number*** Part.	Cost	Cost/Part.
ALABAMA, Atmore Creek Nation East of Mississippi	1	77	\$ 64,358	\$ 835.82	77	\$ 64,358	\$ 835.82	77	\$ 64,358	\$ 835.82	
DISTRICT OF COLUMBIA, Washington Institute for the Development of Indian Law	2	ND**	103,670	ND**	ND**	103,670	ND**	ND**	103,670	ND**	
ILLINOIS, Chicago Native American Committee, Inc.	3	275	<del>123,975</del> 116,888	\$ 450.82	3	350	115,728	330.65	625	239,703	383.52
MARYLAND, Baltimore American Indian Study Center	1	235	82,162	349.63	235	82,162	349.63	235	82,162	349.63	
MASSACHUSETTS, Boston Boston Indian Council	3	96	116,888	1,217.58	3	90	145,967	1,621.86	186	262,855	1,413.20
MICHIGAN, Grand Rapids Grand Rapids Intertribal Council	1	150	58,872	392.48	1	200	67,268	336.34	350	126,140	360.40
MINNESOTA, Minneapolis Minneapolis Regional Native American Center	3	200	78,297	391.48	3	200	89,843	449.22	400	168,140	420.35

\*No Data (assume not refunded).

\*\* No Data

\*\*\* The number of participants = 1978-79 + 1979-80 and does not necessarily reflect the unduplicated count of individuals.

Location/Organization	Fiscal Year 1978-1979				Fiscal Year 1979-1980				Totals		
	Years	Number	Cost/		Years	Number	Cost/		Number	Cost/	
	Funded	Part.	Cost	Part.	Funded	Part.	Cost	Part.	Part.	Cost	Part.
MINNESOTA, St. Cloud Heart of the Earth Survival School	1	200	\$ 77,580	\$ 387.90	3	300	\$164,564	\$ 548.55	500	\$242,144	\$ 484.29
MINNESOTA, St. Paul Red School House	3	121	168,487	1,392.45	3	200	139,585	697.92	321	308,072	959.73
MINNESOTA, Cass Lake Minnesota Chippewa Tribe	1	900	193,593	215.10	1	800	164,712	205.89	1,700	358,305	210.77
MISSISSIPPI, Philadelphia 1 Mississippi Band of Choctaw Indians		450	190,742	423.87	3	500	121,997	243.99	950	312,739	329.20
NEW YORK, Haganaburg Mohawk Tribal Council	1	250	64,298	257.19	1	121	86,232	712.66	371	150,530	405.74
NEW YORK, Salamanca Seneca Nation of Indians	3	210	106,500	507.14	3	175	103,794	593.11	385	210,294	546.22
NORTH CAROLINA, Fayette- ville, Cumberland Cty. Assoc. for Indian People	1	99	72,893	736.29	1	142	162,123	719.18	241	175,016	726.21
NORTH CAROLINA, Pembroke 3 Lumbee Regional Devel- opment Association		330	78,466	237.78	3	105	82,427	785.02	435	160,893	369.87
NORTH CAROLINA, Ridgeville Four Horse Indian Organization	1	65	58,807	904.72	1	60	64,584	1,076.40	125	123,391	987.13

Location Organization	Fiscal Year 1978-1979				Fiscal Year 1979-1980				Totals		
	Years Funded	Number Part.	Cost Cost	Cost/ Part.	Years Funded	Number Part.	Cost Cost	Cost/ Part.	Number Part.	Cost Cost	Cost/ Part.
RHODE ISLAND, Charleston Narragansett Tribal	1	175	\$ 71,710	409.77	3	150	\$ 79,708	\$ 531.39	325	\$151,418	\$ 465.90
VERMONT, Swanton Abenaki Self-Help Association, Inc.					1	100	37,676	376.76	100	37,676	376.76
WISCONSIN, Hayward Lac Courte Oreilles Tribal Governing Board					3	100	81,570	815.70	100	81,570	815.70
<b>SUBTOTAL EASTERN UNITED STATES</b>											
<b>WESTERN UNITED STATES</b>											
ALASKA, Anchorage Cook Inlet Native American Association					2	200	159,206	796.03	200	159,206	796.03
ARIZONA, Flagstaff Native Americans for Community Action	1	100	65,042	650.42	1	100	67,259	672.59	200	132,301	661.50
ARIZONA, Parker Colorado River Indian Tribe	1	350	105,414	301.18	ND*				350	105,414	301.18
CALIFORNIA, El Cajon Kumlyay Tribal Council					1	260	98,190	380.42	260	98,190	380.42
CALIFORNIA, Healdsburg Ya Ka Ama Ina Indian Education and Dev Inc.					1	325	78,000	240.00	1	78,000	240.00

Location/Organization	Fiscal Year 1978-1979				Fiscal Year 1979-1980				Totals		
	Years	Number	Cost/		Years	Number	Cost/		Number	Cost/	
	Funded	Part.	Cost	Part.	Funded	Part.	Cost	Part.	Part.	Cost	Part.
CALIFORNIA, Hoopa Hoopa Indian Tribe					1	250	\$ 71,310	\$ 285.24	250	\$ 71,310	\$ 285.24
CALIFORNIA, Oakland Intertribal Friendship House	1	290	\$ 84,625	\$ 291.81	ND*				290	84,625	291.81
CALIFORNIA, Redding Local Indians for Education	1	200	80,398	401.99	2	200	104,235	521.18	400	184,633	461.58
CALIFORNIA, San Francisco Americans for Indian Future and Traditions	1	252	65,063	258.19	ND*				252	65,042	258.19
CALIFORNIA, San Francisco Community Action for the American Indian, Inc.	1	155	74,512	480.72	1	155	72,400	467.10	310	146,912	473.91
CALIFORNIA, San Jose Indian Center of San Jose, Inc.					1	300	77,502	258.34	300	77,502	258.34
COLORADO, Denver Denver Native American United					1	200	69,534	347.67	200	29,534	347.67
LOUISIANA Houma Tribe of Louisiana	1	200	80,646	403.23	1	250	76,795	307.18	450	157,441	349.87
LOUISIANA Intertribal Council of Louisiana	1	72	54,423	755.88	ND*				72	54,423	755.88

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Location/Organization	Fiscal Years 1970-1979				Fiscal Years 1979-1980				Totals		
	Years Funded	Number Part.	Cost	Cost/Part.	Years Funded	Number Part.	Cost	Cost/Part.	Number Part.	Cost	Cost/Part.
MONTANA, Crow Agency Crow Central Education Commission					3	200	\$ 75,220	\$ 376.10	200	\$ 75,220	\$ 376.10
MONTANA, Harlem Fort Belknap Community Council	3	300	\$ 108,707	\$ 362.36	3	490	121,406	247.77	790	230,113	291.28
MONTANA, Lama Deer Dull Knife Memorial College	1	200	65,713	328.56	ND*				200	65,713	328.56
MONTANA, Pablo Confederated Salish and Kootenai Tribes	1	240	77,214	321.72	1	385	104,336	271.00	525	181,550	345.81
NEW MEXICO, Albuquerque All Indian Pueblo Council	3	435	130,067	300.48	3	435	145,380	334.21	870	275,447	316.61
NEW MEXICO, Dulce Jicarillo Apache Tribe					1	213	50,194	235.65	213	50,194	235.65
NEW MEXICO, Ramah Ramah Navajo School Board, Inc.	3	450	137,655	305.90	3	450	140,635	312.52	900	278,290	309.21
NEW MEXICO, Zuni Pueblo of Zuni	3	210	75,600	360.00	3	244	85,215	349.24	454	160,815	354.22
OKLAHOMA, Ada Chickasaw Nation					1	150	58,780	389.77	150	58,780	389.77
OKLAHOMA, Concho Cheyenne and Arapaho Tribes of Oklahoma	1	261	65,608	251.37	1	191	57,521	301.16	452	123,129	272.41

Location/Organization	Fiscal Years 1978-1979				Fiscal Years 1979-1980				Totals		
	Years	Number	Cost/		Years	Number	Cost/		Number	Cost/	
	Funded	Cost	Cost	Part.	Funded	Cost	Cost	Part.	Part.	Cost	Part.
OKLAHOMA, Tahlequah Cherokee Nation of Oklahoma					1	237	\$158,465	\$ 668.63	237	\$ 158,465	\$ 668.63
OKLAHOMA, Melond Kickapoo Headstart	1	200	\$ 52,537	\$ 262.68	ND*				200	52,537	262.68
OKLAHOMA, Oklahoma City Native American Center	1	150	144,996	966.64	1	372	110,207	296.26	522	255,203	483.89
OKLAHOMA, Okmulgee Greek Nation of Oklahoma	1	200	129,189	645.95	ND*				200	129,189	645.95
OKLAHOMA, Stroud Sac and Fox Tribe of Oklahoma	3	85	45,785	538.65	2	30	47,073	1,569.19	115	92,858	807.46
OKLAHOMA, Wewaho Seminole Nation of Oklahoma					1	100	50,727	507.27	100	50,727	507.27
OREGON, Pendleton Umatilla Tribal Education Board					3	38	51,021	1,342.66	38	51,021	1,342.66
SOUTH DAKOTA, Harty Yankton Sioux Tribe					3	30	82,936	2,764.53	30	82,936	2,764.53
SOUTH DAKOTA, Pine Ridge Oglala Sioux Community College	3	250	86,799	347.20	3	200	109,105	545.52	450	195,905	435.34
SOUTH DAKOTA, Rosebud State Sleska College	1	120	81,000	675.00	ND*				120	81,000	675.00



Location/Organization	Fiscal Years 1978-1979				Fiscal Years 1979-1980				Totals		
	Years Funded	Number Part.	Cost	Cost/Part.	Years Funded	Number Part.	Cost	Cost/Part.	Number Part.	Cost	Cost/Part.
TEXAS, Dallas American Indian Center, Inc.	1	200	\$ 99,751	\$ 498.76	ND*				200	\$ 99,751	\$ 498.76
UTAH, Fort Duchesne Ute Indian Tribe					1	137	\$ 91,910	\$ 670.88	137	91,910	670.88
WASHINGTON, Bellingham Lummi Indian Business Council					2	138	115,368	836.00	138	115,368	836.00
WASHINGTON, Deming Nooksack Indian Tribe	1	148	97,143	656.37	3	205	97,496	475.59	353	194,639	551.39
WASHINGTON, Olympia Nisqually Indian Tribe	1	80	97,143	1,214.29	1	125	82,407	659.25	205	179,550	875.85
WASHINGTON, Seattle Seattle Indian Center					3	100	108,408	1,084.08	100	108,408	1,084.08
WASHINGTON, Seattle United Indians of All Tribes	3	200	235,857	1,179.28	3	150	269,360	1,795.73	350	505,217	1,443.48
WASHINGTON, Spokane American Indian Community Center					2	88	84,045	955.06	88	84,045	955.06
WASHINGTON, Tacoma Indian Education	1	100	108,350	1,083.50	1	125	97,861	782.89	225	206,211	916.49
WASHINGTON, Taholah Quinalt Indian Nation					1	217	82,867	381.88	217	82,867	381.88

Location/Organization	Fiscal Years 1978-1979				Fiscal Years 1979-1980				Totals		
	Years Funded	Number Part.	Cost	Cost/Part.	Years Funded	Number Part.	Cost	Cost/Part.	Number Part.	Cost	Cost/Part.
WASHINGTON, Toppenish Yukima Indian Reservation	1	138	\$110,671	\$ 801.96	3	210	\$ 153,250	\$ 729.76	148	\$263,921	\$ 758.39
WYOMING, Fort Washakie Arapahoe Education Committee Board Meeting					3	ND**	90,364	ND**	ND**	90,364	ND**
WYOMING, Sheridan Intertribal Alcohol- ism Treatment Center,	1	25	67,642	2,705.68	3	175	93,664	535.22	200	161,306	807.53

SUBTOTAL WESTERN UNITED STATES

TOTAL UNITED STATES

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TABLE 4C.1.9  
BASE AND PARTICIPANT COST BY I.E.A. PROGRAM SIZE

	<u>ALL PROGRAMS</u>	
	<u>1978-79</u>	<u>1979-80</u>
Base Cost of Administration	\$ 41,408.04	\$ 73,574.81
Cost Per Case	137.50	137.66
Average Number of Cases ( $\frac{\text{Total Cost}}{\text{Number of Participants}}$ )	(.491)	(.402)
	<u>LARGE PROGRAMS</u>	
Base Cost of Administration	\$ 35,412.00	\$ 57,276.46
Cost Per Case	201.96	145.38
Average Number of Cases ( $\frac{\text{Total Cost}}{\text{Number of Participants}}$ )	(.312)	(.607)
	<u>SMALL PROGRAMS</u>	
Base Cost of Administration	\$ 69,292.28	\$ 60,157.03
Cost Per Case	155.41	230.51
Average Number of Cases ( $\frac{\text{Total Cost}}{\text{Number of Participants}}$ )	(.211)	(.299)

#### 4C.2: Existing Adult Education for Indians: SEA Programs

To ascertain the extent to which State-operated adult education programs are addressing Indian needs, a questionnaire with 421 items (similar in content to those designed for the IEA, Title IV, Part C programs) was distributed to the State Education Agency (SEA) in each of the fifty states and the District of Columbia. Although three-fourths of the SEA's returned the instruments, the item response rates were dismal. Only about six percent (24 items) of the requested information was provided by enough states to compile summary statistics.

Whenever numbers of Indians participating in state adult education programs activities were requested, virtually no data were reported. Some states admitted that they simply did not know or have the data requested, others indicated that the requested information was not available. To be fair, three and sometimes four, SEA's cooperated by providing most of the information regarding Indian participation; the rest, however, could not or would not provide any information about the numbers of Indians participating in their adult education programs. Also, SEA officials' assessments of the educational needs and problems of adult Indians may be nothing more than speculation, since over 92 percent of them admit that they have never conducted a formal, documented state assessment to ascertain adult Indian education needs. With this in mind, the following section attempts to describe with summary statistics the few pieces of information gleaned from the SEA sample.

The student/teacher and cost/student ratios are the only usable data that generally describe the state adult education classes. Twenty-two of the SEA's reported a median student/teacher ratio of 14.8; twenty-nine SEA's indicated a median cost per pupil of \$121.00 (the mean of \$241.00 was distorted by a few states reporting very high cost ratios). The comparative, respective median values (reported earlier) for the IEA programs are 10 and \$560.00. With the exception of these two items, the response rates for the remaining items vary between 74 and 100 percent of the 39 SEA's.

To assess Indian participation, SEA's were asked to describe the educational opportunities for adult Indians compared to those for non-Indians in their state; most officials (71%) said Indian opportunities were "the same as", a few (10%) said "better than", and 19 percent said "worse than" those of non-Indians. The same figures (cited earlier) for IEA project directors are 23%, 32%, and 39% respectively. Also, 65 percent of the SEA officials indicated that the educational opportunities for adult Indians had "improved" during the past two years; a third said they had "gotten worse" for Indian adults.

When asked if their state was contracting with or making grants to Indian tribes or organizations for adult education programs, only 39 percent of the SEA officials said "yes", with 10 percent indicating "other"; most (59%) of them, however, said "no". In addition, SEA officials were asked to characterize the relationship between their SEA adult education coordinator and the Indian community in their state on a scale of 1 (very poor)

to 5 (excellent). Their responses varied, but the median was 3.4 (between "average" and "above average"). This rating contrasts sharply with the median value of only 2.7 between "below average" and "average" reported earlier by the IEA, Title IV, Part C project directors.

Three-fourths of the SEA's indicated the degree of importance they place on five identified educational needs of Indian adults (see Table 4C.2.1 - a rank of 1 means "very important" and a rank of 5 means "not important"). Although these results show some similarity between SEA's and IEA's on the relative order of importance or priorities among these adult Indian educational needs, SEA officials tend to place less importance on the four most important needs; i.e., high school preparatory (GED), basic education, vocational/technical education, and life coping/consumer education.

SEA officials also checked difficulties they perceived in involving Indian adults as students in presently operating state programs (see Table 4C.2.2-items are listed in order of the percent of SEA's checking them as difficulties). Difficulties mentioned by a third or more of the SEA officials include inadequate recruitment channels with Indian communities (44% checked this item), a lack of an identifiable community from which to recruit Indian participants (36%), and a lack of trained staff to deal with special problems of Indian adults (33%). From one-fifth to over one-fourth of the SEA's cited problems with transportation (28%), children (23%), and a critical incompatibility between Indian adults and programs (21%). Although 15 percent of the SEA's could foresee no major problems, others saw problems with Indian transience (15%), prejudice (13%), program design (10%) and language barriers (5%).

TABLE 4C.2.1: MEDIAN RANK ORDER IMPORTANCE OF SPECIAL NEEDS OF ADULT INDIANS FOR SEA AND IEA PROGRAMS\*

<u>SEA RANK ORDER</u>	<u>MEDIAN SEA RANK</u>	<u>MEDIAN IEA RANK</u>	<u>IEA RANK ORDER</u>
1. Basic education	1.3	1.2	2
2. High school preparatory (GED)	1.5	1.1	1
3. Vocational/technical education	1.7	1.4	4
4. Life coping/consumer education	1.7	1.4	3
5. English as a second language	3.6	3.8	5

\*Based on a 60 percent sample of IEA programs and a 76 percent sample of SEA programs.

TABLE 4C.2.2: PERCENT OF SEA PROGRAMS PERCEIVING TYPES OF DIFFICULTIES IN INVOLVING INDIAN ADULTS IN EDUCATIONAL ACTIVITIES\*

TYPE OF DIFFICULTY	PERCENT OF SEA'S PERCEIVING PROBLEM
1. Inadequate recruitment channels with Indian communities	44
2. Lack of identifiable community from which to recruit Indian participants	36
3. Lack of trained staff to deal with special problems of Indian adults	33
4. Transportation problems	28
5. Childcare Problems	23
6. Cultural incompatibility between Indian adults and programs	21
7. No major problems foreseen	15
8. Transience of Indian adults	15
9. Prejudice of non-Indian students toward Indian students	13
10. Prejudice of Indian students toward non-Indian students	13
11. Program design inadequate to motivate adult Indians	10
12. Language barriers	5

\*Based on a 76 percent sample of SEA programs.



#### 4D. Educational Attainment and the Quality of Life

##### 4D.1 Sources of Non-Wage Income

Table 4D.1.1.1 lists various sources of income excluding those from wages, salaries, commissions where the individual is fully or partially employed by another person, business or organization.

##### Own Non-Farm Business

The adult Indian population is not an entrepreneurship one. Only about one percent of families are in business for themselves and no clear relationship exists between owning one's own business and receiving formal education. However, the 3 R's index is far lower for those engaged in their own non-farm enterprises than would be expected. Among eastern Indians there is a slightly greater tendency for business people to have completed some college but as the numbers are small, no definitive statement may be made about them.

##### Own Farm Businesses

A similar number, one percent, of adult Indians own their own farms. As the numbers of individuals are small, it is not possible to reflect patterns of educational history with farming but it appears that farmers might tend to have either little education or lots of it. As their 3 R's index is high, three times that of business people, perhaps informal education on the farm supplants formal education to the extent that formal education loses some of its importance. With these small numbers of cases it is not possible to speculate, however. The bimodality is found to be of greater extent in the East, while western farmers tend to have fewer years

of formal education. Farmers tend to feel better satisfied with their educations as a whole. However, they have slight propensity to feel that they should have received a different education.

#### Interest, Royalties and Dividend Income

About three percent of the adult Indian population receives income from interest royalties or dividends. Slightly higher in the West than in the East, this figure is far below that which would be expected in the U.S. population as a whole, especially when the questionnaire specifically asked to include "even small amounts credited to an account." Only three percent (maximum) have interest bearing savings accounts.

There is a distinct relationship between the receipt of these monies and formal education. The greater the education the higher the probability that one will receive these payments. However, even at the maximum educational level only nine percent (fifteen percent in the East) receive interest, royalty or dividend income.

#### Social Security and Railroad Retirement

Only four percent of adult Indians receive Social Security or Railroad Retirement benefits, and there is a greater propensity for those who have less education to receive these monies than those who are well educated. As well, those who reside in the East are about twice as likely to receive these benefits than are those who live in the West.

#### Unemployment Benefits

Although about thirty-five percent of adult Indians were un-

employed in 1978, only about 4.5% received unemployment benefits during that year.

Put another way, out of about 1,340 who were unemployed, 170 received unemployment benefits (12.7% of the unemployed). There are various rules of thumb used to calculate actual unemployment from official unemployment figures. One might multiply the official figure by three or four to obtain a rough estimate of actual unemployment. These data suggest that for the Indian population that factor should be seven or eight rather than three or four.

Eastern Indians are more than twice as likely to receive benefits even though their rates of unemployment were lower in 1978 than were those for the West, 30% as compared with 36%. If we turn to Table 4D.1.1.2, it may be noted that Eastern Indians (with the exception of grade 9) have a much higher success rate in receiving unemployment benefits, once unemployed, than do Western Indians. However, the success ratio, while related to education for the U.S. Indian population as a whole, is somewhat mixed among Eastern Indians. Apparent and disconcerting is the fact that regardless of geographic location, and out of 98 individuals who were unemployed and formally uneducated, none, not one, received unemployment benefits during 1978. This is quite a disturbing statistic as it raises the possibility that formal education is a major factor as the quality of life, among the unemployed, and that for those formal education has been an illusion, benefits are as well.

TABLE 4D1.1.1: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND SOURCE OF NON-WAGE INCOME IN 1978  
PART A: UNITED STATES SUMMARY

Source of Income	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Disat- sified	Need More	Diff- erent	Median 3R's Index
Own Non- Farm Business	1	5	1	2	2	9	8	7	2	0	37	15	33	30	25
Own Farm	.53	1.8	.81	.77	.62	1.2	.74	1.1	1.8	0.0	.97	1.2	1.1	1.2	
Interest, Royalties, Dividends	0	5	1	11	9	24	30	24	4	7	115	42	93	79	81
Social Security	0.0	1.8	.81	4.2	2.8	3.2	2.8	3.8	3.5	8.9	3.0	3.3	3.1	3.1	
R.R. Retirement	13	34	15	23	15	30	25	9	0	1	165	56	119	117	72
Unemployment Benefits	6.9	12.1	12.1	8.9	4.7	3.9	2.3	1.4	0.0	1.3	4.3	4.4	3.9	4.5	
TOTAL	0	11	13	15	15	27	53	25	6	5	170	58	133	121	81
	0.0	3.9	10.5	5.8	4.7	3.6	4.9	3.9	5.3	6.4	4.4	4.6	4.4	4.7	
	187	281	124	260	320	753	1080	634	113	78	3830	1267	3011	2576	

PART B: EASTERN INDIANS

Own Non- Farm Business	0	2	0	0	1	3	1	4	0	0	11	4	9	7
Own Farm	0.0	2.5	0.0	0.0	1.5	2.1	.51	4.2	0.0	0.0	1.5	1.5	1.6	1.4
Interest, Royalties, Dividends	0	6	0	0	0	3	6	1	0	1	17	5	11	13
Social Security	0.0	7.4	0.0	0.0	0.0	2.1	3.1	1.0	0.0	7.7	2.3	1.9	2.0	2.6
R.R. Retirement	0	0	0	2	1	4	1	5	1	2	16	4	12	9
Unemployment Benefits	0.0	0.0	0.0	3.7	1.5	2.8	.51	5.2	5.0	15.4	2.2	1.5	2.2	1.8
TOTAL	2	12	7	5	4	10	6	4	0	0	50	18	31	34
	5.1	14.8	23.3	9.3	5.9	7.1	3.1	4.2	0.0	0.0	6.8	6.9	5.7	6.7
	0	4	6	3	2	8	21	12	1	0	57	17	43	43
	0.0	4.9	20.0	5.6	2.9	5.7	10.7	12.5	5.0	0.0	7.7	6.5	7.9	8.5
	39	81	30	54	67	141	196	96	20	13	737	260	548	509

PART C: WESTERN INDIANS

Own Non- Farm Business	1	3	1	2	4	6	7	3	2	0	26	11	24	23
Own Farm	.68	1.5	1.1	.97	.39	.98	.79	.56	2.2	0.0	.84	1.1	.97	1.1
Interest, Royalties, Dividends	0	5	1	9	8	20	29	19	3	5	99	38	81	70
Social Security	0.0	2.5	1.1	4.4	3.2	3.3	3.3	3.5	3.2	7.7	3.2	3.8	3.3	3.4
R.R. Retirement	11	22	8	18	11	20	19	5	0	1	115	38	88	83
Unemployment Benefits	7.4	11.0	8.5	8.7	4.4	3.3	2.2	.93	0.0	1.5	3.7	3.8	3.6	4.0
TOTAL	0	7	7	12	13	19	32	13	5	5	113	41	90	78
	0.0	3.5	7.5	5.8	5.1	3.1	3.6	2.4	5.4	7.7	3.7	4.1	3.7	3.8
	148	200	94	206	253	612	884	538	92	65	3093	1007	2463	2067

TABLE 4D1.1.2: INDIAN UNEMPLOYMENT, BENEFIT STATUS AND FORMAL EDUCATION, 1978.

UNEMPLOYMENT BENEFIT STATUS

Years of Formal Education	<u>UNITED STATES</u>			<u>EASTERN</u>			<u>WESTERN</u>		
	Unemployed	Received Benefits	% Receiving Benefits	Unemployed	Received Benefits	% Receiving Benefits	Unemployed	Received Benefits	% Receiving Benefits
0	98	0	0.0	9	0	0.0	89	0	0.0
1-6	163	11	6.75	38	4	10.52	125	7	5.60
7	68	13	19.12	15	6	40.00	53	7	13.21
8	125	15	12.00	14	3	21.43	111	12	10.81
9	152	15	9.87	30	2	6.67	122	13	10.66
10-11	231	27	9.60	53	8	15.09	228	19	8.33
12	299	53	17.72	46	21	45.65	253	32	12.65
13-15	134	25	18.66	15	12	80.00	119	13	10.92
16	14	6	42.85	1	1	100.00	13	5	38.46
17+	6	5	83.33	0	0	n/a	6	5	83.33
TOTAL	1340	170	12.69	221	57	25.79	1119	113	10.10

#### 4D.1.2: Non-Wage Income and Source of Educational Attainment

Among adult Indians in the eastern states, most of those with sources of income besides wages who have neither equivalency nor adult education (55%) were drawing social security or retirement benefits in 1978, thus, probably indicating their generally greater age; likewise, so are half of those with an equivalency but no regular adult education. Each of these groups also show some tendency (Table 4D.1.2.1) to be collecting unemployment benefits, 28 and 25 percent, respectively. Over half (54%) of those with non-wage income and regular high school diplomas, however, indicate receiving unemployment benefits. Non-wage income in 1978 among those having attended ABE/GED programs similarly tended to be in the form of unemployment benefits.

A similar pattern of non-wage sources of income occurs in the West where, again, about half of those adults with neither equivalency nor adult education (45%) and those with equivalency but no regular adult education (50%) were receiving social security or retirement benefits in 1978. However, non-wage sources of income tended to be in the form of unemployment benefits for about one-fourth to one-third of the adults in most of the educational attainment groups, but the same is true in regard to interest, dividends and royalties.

TABLE 4D.1.2.1:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
SOURCES OF INCOME BESIDES WAGES IN 1978

## PART A: EASTERN INDIANS

	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Communi- ty Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Communi- ty Agency			
ness	0 0.0	0 0.0	0 0.0	3 30.0	0 0.0	0 0.0	1 50.0	0 0.0	2 25.0	5 10.0	11 7.91
	7 11.67	1 50.0	0 0.0	0 0.0	0 0.0	0 0.0	1 50.0	0 0.0	0 0.0	5 10.0	14 10.07
s s	3 5.0	1 50.0	1 50.0	0 0.0	0 0.0	2 100.0	0 0.0	0 0.0	0 0.0	7 14.0	14 10.07
irement	33 55.0	0 0.0	0 0.0	3 30.0	0 0.0	0 0.0	0 0.0	0 0.0	4 50.0	6 12.0	46 33.09
ment	17 28.33	0 0.0	1 50.0	4 40.0	0 0.0	0 0.0	0 0.0	3 100.0	2 25.0	27 54.0	54 38.85
	60 43.17	2 1.44	2 1.44	10 7.19	0 0.0	2 1.44	2 1.44	3 2.16	8 5.76	50 35.97	139 100.0

TABLE 4D.1.2.1: SOURCES OF EDUCATIONAL ATTAINMENT AND SOURCES OF INCOME BESIDES WAGES IN 1978

PART B: WESTERN INDIANS

Income Sources	NONE	ABE					GED					Equivalence (No ABE/GED/SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll-ge	Private Vocational School	4-Year Coll-ge or Univ-ersity	Indian Group or Commu-nity Agency	Public Grade or High School	Public 2-year Coll-ge	Private Vocational School	4-year Coll-ge or Univ-ersity	Indian Group or Commu-nity Agency			
Own Non-Farm Business	10 6.33	2 22.22	0 0.0	0 0.0	0 0.0	1 9.09	1 9.09	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	9 8.49	23 6.93
Own Farm	9 5.7	0 0.0	1 100.0	0 0.0	0 0.0	1 9.09	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	6 5.66	17 5.12
Interest Dividends Royalties	21 13.29	3 33.33	0 0.0	1 25.0	0 0.0	6 54.55	4 36.36	2 33.33	1 100.0	1 33.33	3 25.0	3 30.0	36 33.96	81 24.4
Social Security R.R. Retirement	74 46.84	3 33.33	0 0.0	2 50.0	0 0.0	0 0.0	1 9.09	1 16.67	0 0.0	1 33.33	5 41.67	5 50.0	19 17.92	111 34.43
Unemployment Benefits	44 27.85	1 11.11	0 0.0	1 25.0	0 0.0	3 27.27	5 45.45	3 50.0	0 0.0	1 33.33	4 33.33	2 20.0	36 33.96	100 30.12
TOTAL ROW %	158 47.59	9 2.71	1 0.3	4 1.2	0 0.0	11 3.31	11 3.31	6 1.81	1 0.3	3 0.9	12 3.61	10 3.01	106 31.93	332 100.0

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SOURCE OF EDUCATIONAL ATTAINMENT	UNITED STATES RESIDENTS				WESTERN RESIDENTS							
	Unemployed	% Unemployed	Receiving Benefits	% Receiving Benefits	Unemployed	% Unemployed	Receiving Benefits	% Receiving Benefits				
None - No ABE/GED/Diploma	739	57.7	61	8.3	124	50.4	17	13.7	615	59.4	44	7.2
ABE -												
Public School	29	33.7	1	3.4	6	42.9	0	0.0	23	31.9	1	4.3
Public 2-yr. Coll.	8	38.1	0	0.0	--	--	--	--	8	38.1	0	0.0
Private Vocational	11	42.3	2	18.2	2	40.0	1	50.0	9	42.9	1	11.1
4-yr. College	0	0.0	0	0.0	--	--	--	--	0	0.0	0	0.0
Indian/Community	49	32.5	7	14.3	22	31.9	4	18.2	27	32.9	3	11.1
GED -												
Public School	8	14.0	5	62.5	0	0.0	0	0.0	8	15.7	5	62.5
Public 2-yr. Coll.	6	15.4	3	50.0	--	--	--	--	6	15.4	3	50.0
Private Vocational	14	40.0	0	0.0	2	25.0	0	0.0	12	44.4	0	0.0
4-yr. College	4	25.0	1	25.0	1	50.0	0	0.0	3	21.4	1	33.3
Indian/Community	19	21.6	7	36.8	3	11.1	3	100.0	16	26.2	4	25.0
Equivalent - No ABE/GED	37	32.5	4	10.8	9	42.9	2	22.2	28	30.1	2	7.1
High School Diploma	369	25.2	63	17.1	56	21.1	27	48.2	313	26.1	36	11.5
TOTAL	1293	38.2	154	11.9	225	33.9	54	24.0	1068	39.3	100	9.4



#### 4D.2: Educational Attainment, the Quality of Life and Employment

Table 4D.2.1 shows the number of hours worked during the week just prior to the interview. Only 1,852 (48.35%) of the respondents worked at all during that week. Eighty-five percent of those who worked at all worked 40 hours or more, with slightly fewer in the East working at least 40 hours. The tendency to work a full work week is slightly u-shaped with respect to education with those at the extremes of education working the greatest number of hours. This tendency is true regardless of the area of the country, with the uneducated eastern Indian deviating slightly as he/she worked fewer hours than would be expected, given such a distribution.

The satisfaction scales show that, if one is employed thirty or more hours per week, he/she is probably less satisfied with the education received than is one who works fewer hours. As far as additional education is concerned, hours worked are not a major factor. Those who work more hours do not think they need a different education, as compared with those who work fewer hours. This is perplexing. The full week group is dissatisfied, yet they don't feel they need more education to any extent as compared with those who work fewer hours, nor do they feel that they should have had a different education. They are plainly dissatisfied, yet education is just a source, a thorn. This phenomenon is expressed with more clarity among Western Indians.

Scores on the 3R's index do not show a clear pattern except that the sixty hour and less than twenty hour employee is an anomaly with respect to performance use levels. Those who work substantially more hours than a full work week score lower than one might expect while those who work fewer than twenty hours score higher. Perhaps this might be interpreted as a simple flaw in our application

of the Protestant Ethic.

In the East (see Table 4D.2.2) just over one-third of the adult Indians are working in the categories of those with neither a high school diploma, its equivalency nor adult education (36%); ABE's, in public grade or high schools (36%) and GED's from private vocational schools (37%) are no better off. Adults with all other sources of educational attainment, however indicate that from 56 to 100 percent of them are currently working. Also, the typical number of hours worked ranges from 42 to 47 hours, regardless of the source or lack of educational attainment.

Ignoring the two categories of educational attainment with small numbers of cases, the same general pattern holds for the western data. That is, only thirty percent of those with neither a high school diploma, its equivalency nor any adult education are currently working; however, from 44 percent to two-thirds of those with various types of educational attainment, even those with only ABE program experience, are working. Again, the typical number of hours worked ranges from 42 to 45 hours, regardless of source or lack of educational attainment. One point that should be recognized here again is that somewhat fewer adults are currently working in the West than in the East.

#### Employment in 1978

In stark contrast to the figures shown in Table 4D.2.1, Table 4D.2.3 shows hours per week usually worked during 1978. Only 51.33% of adult Indians who worked during 1978 averaged at least 50 hours per week as compared with 84.93% who worked at least forty hours

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last week. Slightly more eastern residents averaged forty or more hours per week and slightly fewer westerners worked at least full time. This is a dramatic difference from the picture portrayed by the previous week's data and the great difference may be caused by seasonal employment or by deficiencies in the recall or portrayal of retrospective events. Moreover, when one controls for education, the number of hours worked is not importantly linked to years of formal education for western U.S. residents as a whole, while hours and education are positively associated among Eastern residents. With the exception of those who worked one day per week on the average, full employment is not linked to 3 R's performance level. Curiously, this would suggest that demonstrated proficiency has no bearing on the ability of the Adult Indian to gain and maintain year-round, full-time employment.

In looking at the employment for the entire year in 1978 in the eastern states (see Table 4D.2.4), the same basic pattern emerges that was found with current employment. That is, the group with the lowest percentage working in 1978 (49.6%) consists of those adult Indians without the benefit of either a high school diploma, its equivalency or any adult educational programming. Those with some form of educational attainment and/or adult education tend to show greater proportions working in 1978. Fifty-seven percent of those with a high school equivalency, but no adult educational programming, were working in 1978; however, those with various forms of ABE program experience, especially those operated by Indian groups and community agencies, do as well or better (57 - 68 percent working). Generally, high school graduates are next with 79 percent of

them working in 1978. Except for adults who were in private vocational schools (75% working), those in GED programs even out-perform high school graduates as 89 - 100 percent of them were working in 1978. Overall, about two-thirds of the adult Indians in the East were working in 1978 and again, these employed adults tend to work an average of from 40 to 45 hours a week, regardless of their source or lack of educational attainment.

The general picture is similar in the West in terms of the percentage of adult Indians working in 1978, except fewer (only about 61 percent) were employed. This figure for those without a high school diploma, equivalency or any adult education reduces to only about 41 percent. Those adults with only ABE program experience had from 57 to 68 percent employed, those with equivalency but no adult education had 70 percent employed and regular high school graduates were 74 percent employed. Again as in the East, except for those adult Indians who had attended private vocational schools, those obtaining the GED in Western adult education programs did as well or better than regular high school students with from 74 to 84 percent being employed in 1978.

Up to this point with current and 1978 employment all working adults have shown similar average weekly working hours regardless of sources or lack of educational attainment and adult educational programming. However, the average hours worked per week in 1978 varies widely (from 10 to 43) across these various groups in the western states. In general, most employed adult Indians in the West during that year (45%) tended only to be working from 1 to 9 hours a week. This pattern holds as well for those adults with ABE

program experience in public two-year colleges (46%) and in those run by Indian groups and community agencies (51%); those with the GED from two- and four-year colleges and universities (48 and 45 percent respectively); those with a regular high school diploma (47%) or its equivalence without adult educational programming (48%); and those with none of these experiences (45%).

Adult Indians from the remaining groups with various educational attainment and/or adult education program experience show the more typical pattern of working from between 40 and 43 hours per week.

#### Type of Current Employment

The type of business that the householder is currently engaged in may be found summarized in Table 4D.2-5. The preponderance of adult Indians are employed by the private sector, followed by Tribal Government and Federal Government. Some 58.0% of employed adult Indian householders are employed by some form of government. Government is clearly the mainstay of Indian employment. Education is positively associated with employment in the private sector, the Federal Government and local government. Self-employment and employment in state government are mixed with reference to formal education and Tribal Government employment is mixed, tending slightly toward a negative association with years of formal education.

When performance is assessed through the use of the 3 R's index, those in local government are the worst off, and the self-employed and private employees are the most proficient. The other sectors are quite similar with respect to performance level.

In terms of satisfaction, local government employees are the most satisfied while those in the private sector are the least satisfied with their education. Those who work for tribal government most feel the need for more education while the self-employed and private employees feel the least need for continued training. All groups have similarly high feelings that they should have received a different education.

In the eastern states, employed adult Indians are presently working predominantly in the private sector; the exceptions to this are found among adults who have attended ABE programs operated by public grade and high schools, Table 4D.2.6, and by Indian groups and community agencies. Public school ABE's are found equally in the private sector (29%) and Tribal (29%) Governments. Adults in Indian operated ABE programs tend to work for the Federal Government (40%), the private sector (29%) and for Tribal Government (23%). Also, except for adults who received their GED's from private vocational schools and four-year colleges, from 15 to 27 percent of the remaining employed adult Indians work for Tribal Government. Also, no adult Indians who have attended ABE/GED programs in the public schools or four-year colleges are employed by the Federal Government, whereas from 14 to 40 percent of adults with either high school attainment, its equivalent or ABE/GED adult education are currently Federal Government employees.

Results in the West are similar to those in the East, except that nearly as many adult Indians work for Tribal Governments as in the private sector. Except for adults with experience in private

vocational schools, those who attended other ABE programs currently are more likely than not to be Tribal employees. Half or more of those with GED's from programs in four-year colleges and universities (50%) and in programs operated by Indian groups and community agencies (59%) are employed by Tribal Governments. Most adult Indians from other educational and program backgrounds tend to be working in the private sector. Beside these, as in the East a sizable group of adult Indians with various backgrounds are employed by the Federal Government.

#### Number of Employees in 1978

The vast majority of Indians who were employed in 1978 worked for only one employer, Table 4D.2.7, while 14.64% changed jobs at least once. It appears that those who change jobs most frequently are the most proficient in the 3 R's. Formal education is not strongly linked with job stability or mobility. Educational dissatisfaction is, however, with a gradual increase in dissatisfaction as one increasingly moves from job to job. Curiously, the need for a different education is felt most strongly among those who were the most stable. Perhaps the group feels compelled to stay at their present jobs because of a lack of appropriate training with which to get another.

Eastern Indians follow the same general patterns but are more greatly dissatisfied and mobile. They also have a greater tendency to think they need more education if stable, and a different one.

Three eastern educational attainment groups tend to show less



stability in employment than do those without the benefits of either a high school diploma, its equivalent or adult education programming, see Table 4D.2.8. These consist of adults with the GED from public grade or high schools (one-third had two or more employers in 1978), those with equivalency but no regular adult education experience (27%) and adults with a regular high school diploma (15% with two or more employers). Adult Indians with ABE/GED adult educational program experience show greater employment stability with only from 0 to 12 percent with two or more employers in 1978.

Contrary to this, the pattern in the West shows that, except for regular high school graduates, all other adults with educational attainment and program experience indicate somewhat less employment stability than do adults with none of these educational advantages. It may be, at least for those that are employed in the West that those not obtaining a high school diploma, its equivalent or adult education, may be older persons who in the meantime have gained greater tenure on the job thereby giving them a slight edge in employment stability as measured by the number of employers in 1978.

#### Number of Months Employed in 1978

Table 4D2.9 shows that there is a definite relationship between years of formal education and number of months employed in 1978. The table is most easily interpreted by simply comparing the educational profiles of those who were employed less than one month with those who worked the entire year. Those with less education

tended to be employed the shortest durations, those with extensive education tended to work the entire year. Interestingly there is no clear pattern of performance level by percent of the year worked.

For the eastern United States the association between formal education and months worked holds for the group that worked the fewest months, but the relationship between formal education and full employment is not as strong as for the U.S. or the West. The distribution for the fully employed group is u-shaped with middle school dropouts faring the worst.

There are no clear patterns with respect to dissatisfaction, the need for more or different educational experience for the nation as a whole. For the East, those who worked fewer months in 1978 tend to be slightly less satisfied with their education while those who worked most or all of the year have a slight tendency to feel that they need more education.

In the East, the least likely to be employed a full 12 months in 1978 were those with ABE experience in programs operated by public grade or high schools (only one-third were employed all year); furthermore, over 44 percent of these adults had less than six months of employment. As shown in Table 4D.2.10, those without a high school diploma, its equivalent or adult education were better off since 45 percent were employed all that year, but one-third had less than six months employment. Of Indians with a GED from a program operated by Indian groups or community agencies, only 38 percent were employed all year, but only 21 percent were employed for less than a half year of employment.

In the West, the pattern differs somewhat from that in the East. Here the least likely to be employed all year in 1978 were those adults in ABE programs run by private vocational schools and by public two-year colleges; only 20 and 24 percent of these adults respectively were employed all year with 60 or 65 percent being employed five months or less. Only one-third of those without such adult educational programming were employed all year and the same is true for those adults with a GED from programs operated by public schools and two-year colleges; the difference is, however, that adults without such programming are more likely to have five or less months of employment. Adults with ABE experience in programs operated by public schools, four-year colleges, and Indian groups or community agencies are much more likely to have employment for the entire year (44 to 50 percent); similarly adults with a high school diploma or equivalency (except those cited above) are likely to report employment all year. The difference is, however, that those with only ABE experience were more likely than the GED to have had less than six months of work.

#### Months Worked Less Than 35 Hours Per Week During 1978

Of those who were underemployed in 1978, seventy percent were fully employed for all but five months of the year. This group might consist largely of seasonal agricultural or construction workers who cannot find full employment without uprooting their families and migrating with the work. As shown in Table 4D.2.11, the relationship between underemployment and education is complex and mixed.

Those who are underemployed and well educated tend to be underemployed for slightly longer durations than do those who have less education. As well, there is a slight tendency for those who are underemployed for longer periods to have higher 3 R's performance scores than those who are "seasonably" underemployed, and slightly higher scores than others. The "seasonably" unemployed performance level scores are less than one-third as high as the bulk of the underemployed. Clearly, the seasonal group is different from the rest in a substantive way.

Table 4D.2.12 indicates that among Indians in eastern states who work less than 35 hours a week in 1978, type of educational attainment does not seem to make any difference. That is, except for the small sample sizes (5 or less), the number of months they worked less than 35 hours is fairly comparable across educational attainment categories. If anything those adults with no high school diploma, equivalent or adult education report somewhat fewer weeks of working less than 35 hours per week than do adults with those educational advantages. Likewise in the western states (and not considering columns with small sample sizes), there are virtually no differences across the source of educational attainment categories in regard to the number of months worked less than 35 hours a week.

#### Number of Years Unemployed

Moving from the underemployed to unemployment, Table 4D.2.13, there is a strong association between length of time unemployed and a lack of formal education. Those who have completed high

school and have attended a least some college tend to be unemployed for less than one year, while those who have less than a tenth grade education and who are unemployed have been out of work at least five years or have never worked.

Interestingly of the 41.2% of adult Indians who are unemployed, a striking figure in itself, 50% have been unemployed for at least three years and 44.27% have been out of work for five years or have never worked. Performance levels do not show a strong association with duration of unemployment, but when compared with the underemployed group it is apparent that the unemployed have substantially lower 3 R's scores than on the average, less than half of those of the underemployed and those who were fully employed throughout 1978.

Those who have been unemployed the longest tend to be most dissatisfied with their educational experience yet they don't necessarily feel that they need more or a different one. After being unemployed for two or three years, the response is quite mixed. This is especially true for eastern residents.

In eastern states (excluding samples of one respondent), Table 4D.2.14, it is clear that in regard to unemployment every source of educational attainment is better than having none; that is, over 60 percent of unemployed adults without a high school diploma, equivalent or adult education report being unemployed five or more years. The western states show a similar pattern with over 61 percent of unemployed adults with no educational advantages or adult education programs being unemployed 5 or more years; adults with some type of educational attainment (ABE, GED, high school diploma, or its equivalent)

lent) consistently indicate less unemployment (i.e., two years or less).

#### Job Readiness

Even though half of the unemployed have been out of work for at least three years, half want to become employed immediately. Still, 31.1% do not want a job (Table 4D.2.15). Those who want a job immediately have somewhat higher performance level scores than do the unemployed as a whole. Those who don't know whether they want a job or not also have higher performance level scores, substantially higher than the other groups.

Interestingly, those who do not want a job tend to be better educated than those who are seeking employment yet when compared with respect to educational satisfaction those not seeking employment are more satisfied with the amount, kind and fit with their educations than are those who are seeking employment. This is true whether one resides in the East or the West.

The 31.1% that does not want a job, because of its educational advancement yet low performance ability may have dropped out of an employment market where they compete "on paper" but cannot produce in fact. If they have had a series of failures, despite their education which they feel is adequate and appropriate, they may drop out of the employment market for other interests where success is better or more assured. While others who have less formal education, but similar skills levels, continue to compete, this "better educated" group drops out as in order to compete it must accept employment which demands lesser skill levels than do those jobs for which they

have previously competed. Not wanting those jobs, they leave the job market. In regard to job readiness of unemployed Indian adults, Table 4D.2.16, the data in the eastern states show that adults with any kind of adult education, high school diploma or its equivalent are presently more likely to want a job than are adults with none of these educational advantages. The exception to this are those with a high school equivalent but not through a regular adult educational program (only 20 percent of these presently want a job). Also, when adding those desiring employment now to adults who perhaps want a job, the data indicate that those with regular high school diplomas show less job readiness than do adults without any.

This latter pattern is evident in the western data when combining those wanting and perhaps wanting a job; that is, those with regular high school diplomas show slightly less job readiness than do those without such educational advantages. Furthermore, adults with ABE or GED program experience show even greater job readiness.

#### Reasons For Not Seeking Employment

Now if we turn to stated reasons for not seeking employment, Table 4D.2.17, we find that most list "other," "in school or training," or "family responsibilities" as reasons. Seventy-four list one of those three reasons for not seeking employment. Note that by availability, ability to locate or educational qualifications are not major reasons; they consist of only 8.53% of those who can't locate employment. Note now that the better educated tend to still be in school or have other reasons for not seeking employment while those who have less education state other reasons or have physical

educational or other job related handicaps or deficiencies which keep them unemployed. Note also that none of the college group had problems in obtaining employment which were job or job preparedness (training) related. Clearly those who are educationally and/or vocationally prepared could find work.

Note that with respect to performance levels as measured by the 3 R's index, those who lack schooling necessary or who are still in school scored quite low. Note also that those who lack the necessary education but who are not in school have fewer years of formal education compared with the group which is in school or training. Almost half, 45.0% of those in school have completed at least some college, compared with none for those who lack the necessary schooling; yet their performance scores are almost identical. These coincidences are somewhat disturbing and give credence to the hypothesis that formal education is simply not providing the adult Indian population with those skills and tools necessary to successfully compete in the employment market, rather that it is providing the illusion of success when the skills are not there.

In the eastern states (see Table 4D.2.18), unemployed adults with some kind of ABE, GED, high school diploma or equivalent tend to be found in school or training more often than do those without such sources of educational attainment. Also, unemployed adults, regardless of educational attainment source, tend not to be seeking employment primarily because of "other" and family reasons. A similar pattern is found in the western states.



### Reasons for Unemployment in 1978

For those who were never employed during 1978, most, 34.9%, listed family or home care as the major factor which kept them unemployed. With the exception of the Armed Forces, the other categories showed very similar levels, between 10 and 16%. Those who could not work because they were desirable or ill, or were retired (10.67%) tended to have less education than the unemployed as a group. Those who were involved in family or home care were in the middle ranges of formal education. Those who couldn't find work, or were doing something else tended to come from a broad range of formal education, while those who were in school tended to be completing post-secondary schools.

Note that with the exception of the school group, the performance levels of those who were never employed in 1978 are quite consistently low, with the retired group being the lowest. As education for Native Americans has increased in its quality over the past several decades it is not surprising to find that the older, retired group has fewer demonstrable skills. It is also comforting to find that the school cohort has substantially higher levels of skill than the unemployed group as a whole. As compared with the students reported in Table 4D.2.19, this group has substantially higher scores, different perhaps because they had never worked, and were not distracted from their studies. Still, these performance levels are substantially lower than one should expect.

Table 4D.2.20 shows the reasons for unemployment in 1978 by source of education for eastern Indians. The typical pattern was to indicate primarily family/home care reasons for being unemployed.

The exceptions to this pattern are adults with a high school equivalent but no adult education (most of them were retired) and adults who have attended ABE programs operated by Indian groups or community agencies (32 percent of them could not find work and 26 percent were ill or disabled).

In the West, family/home care reasons again are indicated by most educational source groups. The exceptions in this case, however, are adults with ABE experience in public schools (over half of whom were in school in 1978) and those with GED experience in private vocational schools, thirty percent of whom could not find work in 1978.

#### Reasons for Partial Unemployment in 1978

For those who were partially unemployed during 1978 and who worked some or most of the year, some stopped looking for work, for various reasons shown in Table 4D.2.21. The greatest proportion stated that they were "doing something else" or were involved in family or home care, 71.72%, combined. Nearly 20% were students and 7.53% were either ill or were disabled. The disabled or family caretakers tended to be in the middle education group as did the retired, armed forces, personal, and those "doing something else." Students tended to be of higher education but not so high as those groups previously reported, as high school students comprise more than half of this group.

Those who are now in school are substantially more satisfied with their educations than are the rest of those reported here, they feel that they need more education and are more satisfied with

their educations than are the rest of those reported here, they feel that they need more education and are more satisfied with their educational course of study than are the others. Those who are ill or disabled do not have fond memories of their educational experiences or its role in preparing them for their lives.

In the East, the primary reason given for partial unemployment again tends to be family and home care. The main exception to this pattern (among those groups of sufficient size, Table 4D.2.22) is found again to be adults with ABE experience in programs operated by Indian or community groups, most of whom are either doing something else (40%) or ill or disabled (30%).

The pattern in the West is different in that most unemployed adults were "doing something else" in 1978; unemployment due to family or home care was the next most likely reason. For several educational source groups, the reverse is true; that is, adults with experience in GED programs (except those in public schools and private vocational schools) were unemployed in 1978 due primarily to family/home care reasons, followed by the fact that many were "doing something else." Adults in public school ABE programs also tended to be "doing something else", or were in school.

TABLE 40 2.1:

FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND  
NUMBER OF HOURS EMPLOYED THE PREVIOUS WEEK.

## PART A: UNITED STATES SUMMARY

Frequency Column X	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Need Diff- erent	Median 3R's Index
1 - 9	1 2.5	0 0.0	0 0.0	2 2.3	1 .8	3 .9	6 .98	2 .5	0 0.0	0 0.0	15 .81	3 .51	12 .81	11 .88	67
10 - 19	0 0.0	1 1.2	1 2.5	3 3.4	2 1.6	5 1.5	4 .65	5 1.2	0 0.0	0 0.0	21 1.1	6 1.0	17 1.2	15 1.2	50
20 - 29	1 2.5	2 2.3	3 7.5	1 1.1	8 6.4	16 4.9	27 4.4	11 2.8	3 3.6	0 0.0	72 3.9	23 3.9	62 4.2	41 3.3	31
30 - 39	1 2.5	11 12.8	4 10.0	9 10.1	16 12.8	42 12.7	56 9.2	27 6.9	5 5.9	0 0.0	171 9.2	67 11.4	134 9.1	123 9.9	56
40 - 49	33 82.5	65 75.6	31 77.5	65 73.0	80 64.0	248 75.2	486 79.5	306 79.1	64 76.2	48 80.0	1426 77.0	440 75.1	1141 77.2	965 77.4	67
50 - 59	3 7.5	5 5.8	1 2.5	6 6.7	9 7.2	6 1.8	16 2.6	19 4.9	5 5.9	6 10.0	76 4.1	22 3.8	56 3.8	50 4.0	67
60+	1 2.5	2 2.3	0 0.0	3 3.4	9 7.2	10 3.0	16 2.6	17 4.4	7 8.3	6 10.0	71 3.8	25 4.3	56 3.8	42 3.4	53
TOTAL ROW %	40 2.2	86 4.6	40 2.2	89 4.8	125 6.8	330 17.8	611 32.9	387 20.9	84 4.5	60 3.2	1852 100.0	586 31.6	1478 79.8	1247 67.3	

TABLE 4D 2.1: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF HOURS EMPLOYED THE PREVIOUS WEEK.

PART B: EASTERN INDIANS

Week Worked	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent
	1	0	0	0	0	1	1	0	0	0	3	0	0	1
	11.1	0.0	0.0	0.0	0.0	1.4	0.88	0.0	0.0	0.0	0.82	0.0	0.0	0.38
	0	0	0	1	0	0	0	1	0	0	2	0	2	0
	0.0	0.0	0.0	4.2	0.0	0.0	0.0	1.9	0.0	0.0	0.55	0.0	0.70	0.0
	1	0	0	1	3	4	5	2	1	0	17	8	12	10
	11.1	0.0	0.0	4.2	12.0	5.6	4.4	3.8	6.3	0.0	4.6	6.0	4.2	3.8
	0	5	2	3	6	15	9	4	1	0	45	25	37	36
	0.0	15.2	20.0	12.5	24.0	20.8	7.9	7.6	6.3	0.0	12.3	18.8	12.9	13.6
	6	25	8	16	11	49	85	42	12	11	265	85	206	192
	66.7	75.8	80.0	66.7	44.0	68.1	75.2	79.3	75.0	100.0	72.4	63.9	72.3	72.7
	0	1	0	3	3	1	5	1	1	0	15	8	13	14
	0.0	3.0	0.0	12.5	12.0	1.4	4.4	1.9	6.3	0.0	4.1	6.0	4.6	5.3
	1	2	0	0	2	2	8	3	1	0	19	7	15	11
	11.1	6.1	0.0	0.0	8.0	2.8	7.1	5.7	6.3	0.0	5.2	5.3	5.3	4.2
	9	33	10	24	25	72	113	53	16	11	366	133	285	264
	2.5	9.0	2.7	6.6	6.8	19.7	30.9	14.5	4.4	3.0	100.0	36.3	77.9	72.1

TABLE 4D 2.1: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF HOURS EMPLOYED THE PREVIOUS WEEK.

PART C: WESTERN INDIANS

Age Group %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median IR's Index
0-4	0	0	0	2	1	2	5	2	0	0	12	3	12	10	
	0.0	0.0	0.0	3.1	1.0	0.78	1.0	0.6	0.0	0.0	0.81	0.66	1.0	1.0	
5-9	0	1	1	2	2	5	4	4	0	0	19	6	15	15	
	0.0	1.9	3.3	3.1	2.0	1.9	0.8	1.2	0.0	0.0	1.3	1.3	1.3	1.5	
10-14	0	2	3	0	5	12	22	9	2	0	55	15	50	31	
	0.0	3.8	10.0	0.0	5.0	4.7	4.4	2.7	2.9	0.0	3.7	3.3	4.2	3.2	
15-19	1	6	2	6	10	27	47	23	4	0	126	42	97	87	
	3.2	11.3	6.7	9.2	10.0	10.5	9.4	6.9	5.9	0.0	8.5	9.3	8.1	8.9	
20-24	27	40	23	49	69	199	401	264	52	37	1161	355	935	773	
	87.1	75.5	76.7	75.4	69.0	77.1	80.5	79.0	76.5	75.5	78.1	78.4	78.4	78.6	
25-29	3	4	1	3	6	5	11	18	4	6	61	14	43	36	
	9.7	7.6	3.3	4.6	6.0	1.9	2.2	5.4	5.9	12.2	4.1	3.1	3.6	3.7	
30-34	0	0	0	3	7	8	8	14	6	6	52	18	41	31	
	0.0	0.0	0.0	4.6	7.0	3.1	1.6	4.2	8.8	12.2	3.5	3.9	3.4	3.2	
35-39	31	53	30	65	100	258	498	334	68	49	1486	453	1193	983	
	2.1	3.6	2.0	4.4	6.7	17.4	33.5	22.5	4.6	3.3	100.0	30.5	80.3	66.2	

TABLE 4D2.2

SOURCES OF EDUCATIONAL ATTAINMENT AND  
CURRENT HOURS PER WEEK WORKED

PART A: EASTERN INDIANS

	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grada or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 6.25	0 0.0	1 0.63	2 0.60
	0 0.0	0 0.0	0 0.0	1 2.56	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.3
	5 5.68	1 20.0	0 0.0	2 5.13	0 0.0	0 0.0	0 0.0	0 0.0	1 7.14	7 4.38	16 4.76
	16 18.18	0 0.0	1 20.0	8 20.51	1 20.0	1 33.33	0 0.0	1 6.25	3 21.43	11 6.88	42 12.5
	61 69.32	4 80.0	2 40.0	24 61.54	3 60.0	2 66.67	1 100.0	11 28.75	7 50.0	128 80.0	243 72.32
	3 3.41	0 0.0	1 20.0	3 7.69	0 0.0	0 0.0	0 0.0	1 6.25	1 7.14	4 2.5	13 3.87
	3 3.41	0 0.0	1 20.0	1 2.56	1 20.0	0 0.0	0 0.0	2 12.5	2 14.29	9 5.63	19 5.65
	88 26.19	5 1.49	5 1.49	39 11.61	5 1.49	3 0.89	1 0.3	16 4.76	14 4.17	160 47.62	336 100.0
Hours- ing	43.27 35.8	43.25 35.7	47.0 100.0	43.04 56.5	44.5 83.3	42.0 37.5	44.5 50.0	44.95 59.3	43.79 66.7	44.27 60.4	43.9 50.7

TABLE 4D.2.2:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
CURRENT HOURS PER WEEK WORKED

## PART B: WESTERN INDIANS

NONE	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
	Public Grade or High School	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
3 0.97	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	7 0.94	10 0.77
7 2.26	1 3.13	0 0.0	1 25.0	0 0.0	1 2.44	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 1.96	7 0.94	18 1.39
7 2.26	0 0.0	0 0.0	2 50.0	0 0.0	1 2.44	2 8.7	1 5.88	0 0.0	0 0.0	2 6.06	3 5.88	25 3.35	43 3.33
27 8.71	2 6.25	1 7.14	0 0.0	0 0.0	4 9.76	6 26.09	2 11.76	1 8.33	0 0.0	3 9.09	6 11.76	60 8.03	112 8.66
243 78.39	28 87.5	10 71.43	1 25.0	1 50.0	33 80.49	14 60.87	13 76.47	11 91.67	7 100.0	25 75.76	21 60.78	591 79.12	1008 77.96
15 4.84	1 3.13	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 5.88	0 0.0	0 0.0	1 3.03	7 13.73	30 4.02	55 4.25
8 2.58	0 0.0	3 21.43	0 0.0	1 50.0	2 4.88	1 4.35	0 0.0	0 0.0	0 0.0	2 6.06	3 5.88	27 3.61	47 3.63
310 23.98	32 2.47	14 1.08	4 0.31	2 0.15	41 3.17	23 1.78	17 1.31	12 0.93	7 0.54	33 2.55	51 3.94	747 57.77	1293 100.0
44.07 30.0	44.14 44.4	45.5 66.7	24.5 19.0	54.5 100.0	43.89 50.0	42.0 45.1	43.73 43.6	44.05 44.4	44.5 50.0	44.1 54.1	44.5 54.8	44.14 62.2	44.1 47.6



TABLE 4D 2.3: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF HOURS PER WEEK USUALLY WORKED DURING 1978

PART A: UNITED STATES SUMMARY

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Diff- erent	Median 3R's Index
1 - 9	18 47.4	38 33.9	26 50.9	47 36.4	58 36.7	185 39.9	313 40.9	210 42.5	43 44.3	34 48.6	972 40.9	293 39.1	754 41.2	646 40.3	25
10 - 19	0 0.0	1 0.89	0 0.0	1 0.78	2 1.3	6 1.3	10 1.3	11 2.2	0 0.0	2 2.9	33 1.4	4 0.53	22 1.1	18 1.1	83
20 - 29	1 2.6	2 1.8	0 0.0	4 3.1	6 3.8	12 2.6	9 1.2	14 2.8	2 2.1	3 4.3	53 2.2	14 1.9	43 2.2	26 1.6	81
30 - 39	2 5.3	12 10.7	1 1.9	7 5.4	8 5.1	16 3.5	32 4.2	20 4.1	1 1.0	0 0.0	99 4.2	36 4.8	87 4.5	71 4.4	78
40 - 49	17 44.7	53 47.3	23 45.1	62 48.1	78 49.4	224 48.4	369 48.2	221 44.7	46 47.4	28 40.0	1121 47.2	365 48.7	906 47.0	774 48.3	81
50 - 59	0 0.0	4 3.6	0 0.0	4 3.1	5 3.2	7 1.5	14 1.8	9 1.8	2 2.1	3 4.3	48 2.0	20 2.7	36 1.9	32 2.0	78
60+	0 0.0	2 1.8	1 1.9	4 3.1	1 0.63	13 2.8	18 2.4	9 1.8	3 3.1	0 0.0	51 2.2	17 2.3	38 1.9	36 2.3	78
TOTAL Row %	38 1.6	112 4.7	51 2.2	129 5.4	158 6.7	463 19.5	765 32.2	494 20.8	97 4.1	70 2.9	2377 100.0	749 31.5	1926 81.0	1603 67.4	

TABLE 4D 2.3: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF HOURS PER WEEK USUALLY WORKED DURING 1978.

PART B: EASTERN INDIANS

Frequency Column 4	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION-		
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Median Diff- erent 3R's Index
1 - 9	6 42.9	9 21.9	5 35.7	12 31.6	6 17.1	21 24.7	33 22.9	19 24.4	6 31.6	1 7.7	118 24.5	39 24.1	89 23.8	78 22.9
10 - 19	0 0.0	0 0.0	0 0.0	1 2.6	0 0.0	1 1.2	2 1.4	2 2.6	0 0.0	0 0.0	6 1.3	0 0.0	3 0.80	3 0.88
20 - 29	1 7.1	1 2.4	0 0.0	2 5.3	3 8.6	1 1.2	2 1.4	6 7.7	0 0.0	2 15.4	18 3.7	7 4.3	14 3.7	11 3.2
30 - 39	2 14.3	5 12.2	1 7.1	3 7.9	4 11.4	4 4.7	13 9.0	3 3.9	0 0.0	0 0.0	35 7.3	14 8.6	29 7.8	28 8.2
40 - 49	5 35.7	24 58.5	8 57.1	18 47.4	19 54.3	55 64.7	86 59.7	45 57.7	12 63.2	10 76.9	282 58.6	92 56.8	220 58.8	205 60.1
50 - 59	0 0.0	2 4.9	0 0.0	1 2.6	3 8.6	0 0.0	4 2.8	2 2.6	1 5.3	0 0.0	13 2.7	8 4.9	13 3.5	11 3.2
60+	0 0.0	0 0.0	0 0.0	1 2.6	0 0.0	3 3.5	4 2.8	1 1.3	0 0.0	0 0.0	9 1.9	2 1.2	6 1.6	5 1.5
TOTAL Row 4	14 2.9	41 8.5	14 2.9	38 7.9	35 7.3	85 17.7	144 29.9	78 16.2	19 3.9	13 2.7	481 100.0	162 33.7	374 77.8	341 70.9

TABLE 4D 2.3: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF HOURS PER WEEK USUALLY WORKED DURING 1978.

PART C: WESTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Diff- erent
1 - 9	12 50.0	29 40.9	21 56.8	35 38.5	52 42.3	164 43.4	280 45.1	191 45.9	37 47.4	33 57.9	854 45.0	254 43.3	705 45.4	568 45.0
10 - 19	0 0.0	1 1.4	0 0.0	0 0.0	2 1.6	5 1.3	8 1.3	9 2.2	0 0.0	2 3.5	27 1.4	4 0.68	19 1.2	15 1.2
20 - 29	0 0.0	1 1.4	0 0.0	2 2.2	3 2.4	11 2.9	7 1.1	8 1.9	2 2.6	1 1.8	35 1.9	7 1.2	29 1.9	15 1.2
30 - 39	0 0.0	7 9.9	0 0.0	4 4.4	4 3.3	12 3.2	19 3.1	17 4.1	1 1.3	0 0.0	64 3.4	22 3.8	58 3.7	43 3.4
40 - 49	12 50.0	29 40.9	15 40.5	44 48.4	59 47.9	169 44.7	283 45.6	176 42.3	34 43.6	18 31.6	839 44.3	273 46.5	686 44.2	569 45.1
50 - 59	0 0.0	2 2.8	0 0.0	3 3.3	2 1.6	7 1.9	10 1.6	7 1.7	1 1.3	3 5.3	35 1.9	12 2.0	23 1.5	21 1.7
60+	0 0.0	2 2.8	1 2.7	3 3.3	1 0.81	10 2.7	14 2.3	8 1.9	3 3.9	0 0.0	42 2.2	15 2.6	32 2.1	31 2.5
TOTAL Row %	24 1.3	71 3.7	37 1.9	91 4.8	123 6.5	378 19.9	621 32.8	416 21.9	78 4.1	57 3.0	1896 100.0	587 30.9	1552 81.9	1262 66.6

TABLE 4D.2.4:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
HOURS PER WEEK USUALLY WORKED DURING 1978

## PART A: EASTERN INDIANS

HOURS / WEEK	ABE				GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
	NONE	Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
1 - 9	31 25.41	0 0.0	0 0.0	17 36.17	0 0.0	1 16.67	0 0.0	4 16.67	4 33.33	54 25.84	111 25.34
10 - 19	2 1.64	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 8.33	0 0.0	2 0.96	6 1.37
20 - 29	4 3.28	1 12.5	0 0.0	1 2.13	0 0.0	0 0.0	0 0.0	2 8.33	0 0.0	4 1.91	12 2.74
30 - 39	11 9.02	1 12.5	0 0.0	5 10.64	0 0.0	0 0.0	0 0.0	0 0.0	1 8.33	14 6.7	32 7.31
40 - 49	69 56.56	6 75.0	1 33.33	22 46.81	5 83.33	5 83.33	1 100.0	25 62.5	7 58.33	126 60.29	257 58.68
50 - 59	4 3.28	0 0.0	0 0.0	2 4.26	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	5 2.39	11 2.51
60+	1 0.82	0 0.0	2 66.67	0 0.0	1 16.67	0 0.0	0 0.0	1 4.17	0 0.0	4 1.91	9 2.05
TOTAL Row %	122 27.85	8 1.83	3 0.68	47 10.73	6 1.37	6 1.37	1 0.23	24 5.48	12 2.74	209 47.72	438 100.0
Median Hours & Working	41.38 49.6	42.83 57.1	62.0 60.0	39.73 68.1	45.5 100.0	43.5 75.0	44.5 50.0	42.17 88.9	9.93 7.1	41.92 72.9	41.76 66.1

TABLE 4D.2.4:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
HOURS PER WEEK USUALLY WORKED DURING 1978

## PART B: WESTERN INDIANS

Hours/Week	NONE	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency			
1 - 9	191 45.48	18 36.73	6 46.15	2 16.67	0 0.0	28 50.91	17 39.53	16 48.48	4 26.67	5 45.45	15 33.33	31 47.69	418 47.07	751 45.49
10 - 19	6 1.43	1 2.04	1 7.69	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 2.22	0 0.0	0 0.0	14 1.58	23 1.39
20 - 29	11 2.62	2 4.08	0 0.0	0 0.0	0 0.0	2 3.64	2 4.65	0 0.0	0 0.0	0 0.0	1 2.22	1 1.54	14 1.58	33 2.0
30 - 39	15 3.57	0 0.0	1 7.69	1 8.33	0 0.0	1 1.82	1 2.33	2 6.06	0 0.0	1 9.09	2 4.44	0 0.0	28 3.15	52 3.15
40 - 49	178 42.38	24 48.98	4 30.77	9 75.0	1 50.0	22 40.0	21 48.84	14 42.42	10 66.67	5 45.45	23 51.11	29 44.62	387 43.58	727 44.03
50 - 59	10 2.38	2 4.08	0 0.0	0 0.0	0 0.0	0 0.0	2 4.65	0 0.0	0 0.0	0 0.0	0 0.0	2 3.08	12 1.35	29 1.7
60+	9 2.14	2 4.08	1 7.69	0 0.0	1 50.0	2 3.64	0 0.0	1 3.03	1 6.67	0 0.0	3 6.67	2 3.08	15 1.69	37 2.24
TOTAL Row %	420 25.44	49 2.97	13 0.79	12 0.73	2 0.12	55 3.33	43 2.6	33 2.0	15 0.91	11 0.67	45 2.73	65 3.94	888 53.79	1651 100.0
Median Hrs & Working	30.83 40.6	40.96 68.1	14.5 61.9	42.83 57.1	54.5 100.0	10.32 67.1	40.21 84.3	32.0 84.6	43.0 55.6	34.5 78.6	41.02 73.8	39.67 69.9	27.08 73.9	33.06 60.7

TABLE 4D 2.5: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND SECTOR OF BUSINESS OF PRESENT EMPLOYER.

PART A: UNITED STATES SUMMARY

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Need Diff- erent	Median 3R <sup>th</sup> Index
Sector of business of Present Employer															
PRIVATE	5 9.3	36 33.0	25 49.0	51 42.5	69 41.8	181 42.9	303 41.7	134 28.3	23 25.8	20 32.3	847 37.3	281 39.5	652 35.5	576 37.9	69
Federal Government	4 7.4	16 14.7	12 23.5	21 17.5	20 12.1	44 10.5	120 16.5	98 20.7	17 19.1	16 25.8	368 16.2	118 16.6	302 16.4	255 16.8	61
State Government	3 5.6	11 10.1	0 0.0	6 5.0	19 11.5	30 7.1	55 7.6	44 9.3	16 17.9	8 12.9	192 8.5	57 8.0	151 8.2	112 7.4	58
Local Government	2 3.7	4 3.7	0 0.0	3 2.5	5 3.0	12 2.9	38 5.2	37 7.8	7 7.9	7 11.3	115 5.1	24 3.4	97 5.3	76 5.0	47
Tribal Government	38 70.4	34 31.2	12 23.5	32 26.7	46 27.9	124 29.5	186 25.6	143 30.2	23 25.8	6 9.7	644 28.4	199 27.9	556 30.3	429 28.2	61
Self Employed	2 3.7	8 7.3	2 3.9	7 5.8	6 3.6	30 7.1	24 3.3	18 3.8	3 3.4	5 8.1	105 4.6	33 4.6	80 4.4	73 4.8	72
TOTAL Row %	54 2.4	109 4.8	51 2.3	120 5.3	165 7.3	421 18.5	726 31.9	474 20.9	89 3.9	62 2.7	2271 100.0	712 31.4	1838 80.9	1521 66.9	

TABLE 4D 2.5: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND  
SECTOR OF BUSINESS OF PRESENT EMPLOYER.

PART B: EASTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION		
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Need Median Diff- erent 3R's Index
Private	1 8.3	20 46.5	6 50.0	17 44.7	20 55.6	54 60.0	69 51.1	24 31.6	4 23.5	4 33.3	219 46.5	81 49.1	159 42.9	156 46.6
Federal Government	3 25.0	9 20.9	2 16.7	9 23.7	6 16.7	8 8.9	21 15.6	9 11.8	2 11.8	2 16.7	71 15.1	27 16.4	59 15.9	63 18.8
State Government	0 0.0	1 2.3	0 0.0	2 5.3	2 5.6	3 3.3	14 10.4	10 13.2	9 52.9	0 0.0	41 8.7	12 7.3	24 6.5	22 6.6
Local Government	1 8.3	2 4.7	0 0.0	3 7.9	2 5.6	4 4.4	11 8.2	6 7.9	1 5.9	3 25.0	33 7.0	8 4.9	30 8.1	24 7.2
Tribal Government	7 58.3	11 25.6	4 33.3	6 15.8	5 13.9	11 12.2	18 13.3	24 31.6	1 5.9	0 0.0	87 18.5	30 18.2	83 22.4	60 17.9
Self Employed	0 0.0	0 0.0	0 0.0	1 2.6	1 2.8	10 11.1	2 1.5	3 3.9	0 0.0	3 25.0	20 4.3	7 4.2	15 4.1	10 2.9
TOTAL Row %	12 2.6	43 9.1	12 2.6	38 8.1	36 7.6	90 19.1	135 28.7	76 16.1	17 3.6	12 2.6	471 100.0	165 35.0	370 78.6	335 71.1

TABLE 4D 2.5:

FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND  
SECTOR OF BUSINESS OF PRESENT EMPLOYER.

## PART C: WESTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent
Private	4 9.5	16 24.2	19 48.7	34 41.5	49 37.9	127 38.4	234 39.6	110 27.6	19 26.4	16 32.0	628 34.9	200 36.6	493 33.6	420 35.4
Federal Government	1 2.4	7 10.6	10 25.6	12 14.6	14 10.9	36 10.9	99 16.8	89 22.4	15 20.8	14 28.0	297 16.5	91 16.6	243 16.6	192 16.2
State Government	3 7.1	10 15.2	0 0.0	4 4.9	17 13.2	27 8.2	41 6.9	34 8.5	7 9.7	8 16.0	151 8.4	45 8.2	127 8.7	90 7.6
Local Government	1 2.4	2 3.0	0 0.0	0 0.0	3 2.3	8 2.4	27 4.6	31 7.8	6 8.3	4 8.0	82 4.6	16 2.9	67 4.6	52 4.4
Tribal Government	31 73.8	23 34.9	8 20.5	26 31.7	41 31.8	113 34.1	168 28.4	119 29.9	22 30.6	6 12.0	557 30.9	169 30.9	473 32.2	369 31.1
Self Employed	2 4.8	8 12.1	2 5.1	6 7.3	5 3.9	20 6.0	22 3.7	15 3.8	3 4.2	2 4.0	85 4.7	26 4.8	65 4.4	63 5.3
TOTAL	42 2.3	66 3.7	39 2.2	82 4.6	129 7.2	331 18.4	591 32.8	398 22.1	72 4.0	50 2.8	1800 100.0	547 30.4	1468 81.6	1186 65.9



TABLE 4D.2.6:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
SECTOR OF BUSINESS OF PRESENT EMPLOYER

## PART A: EASTERN INDIANS

	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Comm- unity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Comm- unity Agency			
	75 60.0	2 28.57	2 50.0	14 29.17	5 83.33	2 40.0	1 50.0	13 52.0	7 46.67	79 41.8	200 46.95
t	11 8.8	0 0.0	1 25.0	19 39.58	0 0.0	1 20.0	0 0.0	5 20.0	3 20.0	26 13.76	66 15.49
t	6 4.8	1 14.29	0 0.0	0 0.0	0 0.0	0 0.0	1 50.0	2 8.0	0 0.0	30 15.87	40 9.39
t	7 5.6	2 28.57	0 0.0	3 6.25	0 0.0	0 0.0	0 0.0	1 4.0	1 6.67	17 8.99	31 7.28
t	19 15.2	2 28.57	1 25.0	11 22.92	1 16.67	0 0.0	0 0.0	4 16.0	4 26.67	29 15.34	71 16.67
	7 5.6	0 0.0	0 0.0	1 2.08	0 0.0	2 40.0	0 0.0	0 0.0	0 0.0	8 4.23	18 4.23
	125 29.34	7 1.64	4 0.94	48 11.27	6 1.41	5 1.17	2 0.47	25 5.87	15 3.52	189 44.37	426 100.0

TABLE 4D.2.6: SOURCES OF EDUCATIONAL ATTAINMENT, AND  
SECTOR OF BUSINESS OF PRESENT EMPLOYER

PART B: WESTERN INDIANS

Sector of Business	ABE						GED					Equivalence (No ABE/GED/SEA Program)	High School Diploma	TOTAL
	NONE	Public Grade or High School	Public 2-Year College	Private Vocational School	4-Year College or University	Indian Group or Community Agency	Public Grade or High School	Public 2-year College	Private Vocational School	4-year College or University	Indian Group or Community Agency			
Private	160 40.61	12 27.91	7 38.89	4 44.44	1 50.0	18 30.51	12 41.38	11 39.29	7 46.67	1 8.33	9 19.57	22 39.29	298 34.53	562 35.71
Federal Government	44 11.17	4 9.3	1 5.56	2 22.22	0 0.0	6 16.17	3 10.34	2 7.14	2 13.33	1 8.33	1 2.17	10 17.86	180 20.86	256 16.26
State Government	36 9.14	4 9.3	0 0.0	0 0.0	0 0.0	6 10.17	2 6.9	6 21.43	0 0.0	3 25.0	5 10.87	2 3.57	71 8.23	135 8.58
Local Government	6 1.52	0 0.0	2 11.11	3 33.33	0 0.0	2 3.39	0 0.0	1 3.57	0 0.0	0 0.0	4 8.7	0 0.0	51 5.91	69 4.38
Tribal Government	118 29.95	18 41.86	8 44.44	0 0.0	1 50.0	24 40.68	11 37.93	7 25.0	6 40.0	6 50.0	27 58.7	18 32.14	230 26.65	474 30.11
Self-Employed	30 7.61	5 11.63	0 0.0	0 0.0	0 0.0	3 5.08	1 3.45	1 3.57	0 0.0	1 8.33	0 0.0	4 7.14	33 3.82	78 4.96
TOTAL Row X	394 25.03	43 2.73	18 1.14	9 0.57	2 0.13	59 3.75	29 1.84	28 1.78	15 0.95	12 0.76	46 2.92	56 3.56	863 54.83	1574 100.0

TABLE 4D 2.7: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF EMPLOYERS IN 1978

PART A: UNITED STATES SUMMARY

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Diff- erent	Median 3R's Index
Number of Employers in 1978	36	99	45	111	138	380	674	416	83	58	2040	635	1657	1393	61
1	97.3	90.0	86.5	84.1	85.7	81.7	87.5	83.9	84.7	84.1	85.4	83.6	85.5	86.6	
2	0	9	4	10	15	61	65	51	14	7	236	81	189	145	58
	0.0	8.2	7.7	7.6	9.3	13.1	8.4	10.3	14.3	10.1	9.9	10.7	9.8	9.0	
3	1	2	3	11	8	24	31	29	1	4	114	44	93	71	72
or more	2.7	1.8	5.8	8.3	4.9	5.2	4.0	5.9	1.0	5.8	4.8	5.8	4.8	4.4	
TOTAL	37	110	52	132	161	465	770	496	98	69	2390	760	1939	1609	
Row %	1.6	4.6	2.2	5.5	6.7	19.5	32.2	20.8	4.1	2.9	100.0	31.8	81.1	67.3	

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1	14	36	12	33	34	72	121	70	17	10	419	137	329	302	
	100.0	90.0	80.0	84.6	89.5	83.7	84.0	87.5	89.5	90.9	86.2	81.6	87.0	87.3	
2	0	3	0	4	1	9	17	9	1	0	44	20	33	29	
	0.0	7.5	0.0	10.3	2.6	10.5	17.8	11.3	5.3	0.0	9.1	11.9	8.7	8.4	
3	0	1	3	2	3	5	6	1	1	1	23	11	16	15	
or more	0.0	2.5	20.0	5.1	7.9	5.8	4.2	1.3	5.3	9.1	4.7	6.6	4.2	4.3	
TOTAL	14	40	15	39	38	86	144	80	19	11	486	168	378	346	
Row %	2.9	8.2	3.1	8.0	7.8	17.7	29.6	16.5	3.9	2.3	100.0	34.6	77.8	71.2	

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1	22	63	33	78	104	308	553	346	66	48	1621	498	1328	1091	
	95.7	90.0	89.2	83.9	84.6	81.3	88.3	83.2	83.5	82.8	85.1	84.1	85.1	86.4	
2	0	6	4	6	14	52	48	42	13	7	192	61	156	116	
	0.0	8.6	10.8	6.5	11.4	13.7	7.7	10.1	16.5	12.1	10.1	10.3	9.9	9.2	
3	1	1	0	9	5	19	25	28	0	3	91	33	77	56	
or more	4.4	1.4	0.0	9.7	4.1	5.0	3.9	6.7	0.0	5.2	4.8	5.6	4.9	4.4	
TOTAL	23	70	37	93	123	379	626	416	79	58	1904	592	1561	1263	
Row %	1.2	3.7	1.9	4.9	6.5	19.9	32.9	21.9	4.2	3.1	100.0	31.1	81.9	66.3	

TABLE 4D.2.8:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
NUMBER OF EMPLOYERS IN 1978.

## PART A: EASTERN INDIANS

Number	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
1	108 87.1	7 87.5	3 100.0	42 87.5	4 66.67	7 100.0	1 100.0	21 87.5	8 72.73	179 85.24	380 85.97
2	9 7.26	1 12.5	0 0.0	1 2.08	2 33.33	0 0.0	0 0.0	2 8.33	2 18.18	22 10.48	39 8.82
3 or more	7 5.65	0 0.0	0 0.0	5 10.42	0 0.0	0 0.0	0 0.0	1 4.17	1 9.09	9 4.29	23 5.2
TOTAL Row %	124 28.05	8 1.81	3 0.68	48 10.86	6 1.36	7 1.58	1 0.23	24 5.43	11 2.49	210 47.51	442 100.0

TABLE 4D.2.8: SOURCES OF EDUCATIONAL ATTAINMENT AND NUMBER OF EMPLOYERS IN 1978.

PART B: WESTERN INDIANS

Number	NONE	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- vate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency			
1	365 86.08	40 81.63	11 84.62	10 83.33	1 50.0	46 83.64	27 62.79	21 63.64	12 80.0	9 81.82	36 80.0	53 81.54	782 87.77	1413 85.22
2	41 9.67	8 16.33	1 7.69	1 8.33	1 50.0	4 7.27	13 30.23	9 27.27	1 6.67	2 18.18	6 13.33	7 10.77	72 8.08	166 10.01
3 or more	18 4.25	1 2.04	1 7.69	1 8.33	0 0.0	5 9.09	3 6.98	3 9.09	2 13.33	0 0.0	3 6.67	5 7.69	37 4.15	79 4.76
TOTAL Row %	424 25.57	49 2.96	13 0.78	12 0.72	2 0.12	55 3.32	43 2.59	33 1.99	15 0.9	11 0.66	45 2.71	65 3.92	891 53.74	1658 100.0

TABLE 4D 2.9: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF MONTHS EMPLOYED DURING 1978.

PART A: UNITED STATES SUMMARY

Agency & of Months ed 1978	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Diff- erent	Median JR's Index
han	51	64	24	24	44	84	76	40	3	1	411	188	343	311	28
h	55.4	36.9	32.4	15.8	21.6	15.4	8.9	7.4	2.9	1.4	14.6	19.9	15.0	16.1	
	1	3	0	6	5	18	20	8	0	0	61	23	49	51	61
	1.1	1.7	0.0	3.9	2.5	3.3	2.3	1.5	0.0	0.0	2.2	2.4	2.2	2.6	
	0	2	1	4	10	35	32	12	2	0	98	32	86	60	67
	0.0	1.2	1.4	2.6	4.9	6.4	3.7	2.2	1.9	0.0	3.5	3.4	3.8	3.1	
	1	4	1	15	13	27	34	23	4	1	123	35	101	85	61
	1.1	2.3	1.4	9.9	6.4	4.9	3.9	4.3	3.9	1.4	4.4	3.7	4.4	4.4	
	0	1	5	0	5	14	12	16	1	2	56	15	52	34	42
	0.0	0.58	6.8	0.0	2.5	2.6	1.4	2.9	0.99	2.8	1.9	1.6	2.3	1.8	
	2	6	0	6	8	20	24	16	2	2	86	28	63	45	67
	2.2	3.5	0.0	3.9	3.9	3.7	2.8	2.9	1.9	2.8	3.1	2.9	2.8	2.3	
	1	10	4	9	8	35	45	19	7	3	141	56	114	105	61
	1.1	5.8	5.4	5.9	3.9	6.4	5.3	3.5	6.9	4.2	5.0	5.9	4.9	5.4	
	1	3	2	8	5	19	39	11	0	1	89	33	75	65	61
	1.1	1.7	2.7	5.3	2.5	3.5	4.6	2.0	0.0	1.4	3.2	3.5	3.3	3.4	
	0	2	2	1	2	21	26	18	0	2	74	22	56	54	53
	0.0	1.2	2.7	0.66	0.98	3.9	3.0	3.3	0.0	2.8	2.6	2.3	2.5	2.8	
	0	8	0	3	9	24	41	36	3	5	129	39	108	80	61
	0.0	4.6	0.0	1.9	4.4	4.4	4.8	6.7	2.9	6.9	4.6	4.1	4.7	4.1	
	3	4	6	5	11	19	36	28	13	6	131	47	110	88	50
	3.3	2.3	8.1	3.3	5.4	3.5	4.2	5.2	12.9	8.3	4.7	4.9	4.8	4.6	
	0	1	0	1	5	13	24	14	3	2	63	13	45	41	72
	0.0	.58	0.0	0.66	2.5	2.4	2.8	2.6	2.9	2.8	2.2	1.4	1.9	2.1	
	0	4	5	10	12	24	60	42	6	10	173	50	143	111	69
	0.0	2.3	6.8	6.6	5.9	4.4	7.0	7.8	5.9	13.9	6.2	5.3	6.3	5.8	
re	32	60	24	60	67	190	383	257	57	37	1167	360	931	793	67
	34.8	34.7	32.4	39.5	32.8	34.8	44.7	47.5	56.4	51.4	41.5	38.1	40.8	41.1	
L	92	172	74	152	204	543	852	540	101	72	2802	941	2276	1923	
x	3.3	6.2	2.6	5.4	7.3	19.4	30.5	19.2	3.6	2.6	100.0	33.6	81.2	68.7	

TABLE 4D 2.9: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF MONTHS EMPLOYED DURING 1978.

PART B: EASTERN INDIANS

Number of Months	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissatisfied	Need More	Need Different
0	3	6	3	3	5	15	15	2	0	0	52	25	29	37
1978	17.7	12.8	17.7	7.1	12.5	14.7	9.3	2.4	0.0	0.0	9.6	13.2	7.1	9.7
1	0	2	0	2	1	3	2	1	0	0	11	8	8	10
	0.0	4.3	0.0	4.8	2.5	2.9	1.2	1.2	0.0	0.0	2.0	4.2	1.9	2.6
2	0	1	0	0	3	6	8	3	0	0	21	6	17	15
	0.0	2.1	0.0	0.0	7.5	5.9	4.9	3.7	0.0	0.0	3.9	3.2	4.2	3.9
3	0	3	1	4	2	3	9	1	1	0	24	7	17	17
	0.0	6.4	5.9	9.5	5.0	2.9	5.6	1.2	5.3	0.0	4.4	3.7	4.2	4.5
4	0	0	0	0	1	1	1	3	0	0	6	3	6	4
	0.0	0.0	0.0	0.0	2.5	0.98	0.62	3.7	0.0	0.0	1.1	1.6	1.5	1.1
5	0	2	0	3	3	2	3	5	0	1	19	4	13	9
	0.0	4.3	0.0	7.1	7.5	1.9	1.9	6.1	0.0	7.7	3.5	2.1	3.2	2.4
6	1	2	2	3	2	7	8	3	0	0	28	12	23	22
	5.9	4.3	11.8	7.1	5.0	6.9	4.9	3.7	0.0	0.0	5.2	6.4	5.6	5.8
7	0	1	1	1	1	2	7	0	0	0	13	4	11	10
	0.0	2.1	5.9	2.4	2.5	1.9	4.4	0.0	0.0	0.0	2.4	2.1	2.7	2.6
8	0	1	0	0	1	5	6	3	0	0	16	4	9	13
	0.0	2.1	0.0	0.0	2.5	4.9	3.7	3.7	0.0	0.0	2.9	2.1	2.2	3.4
9	0	1	0	0	2	0	2	5	0	2	12	2	7	5
	0.0	2.1	0.0	0.0	5.0	0.0	1.2	6.1	0.0	15.4	2.2	1.1	1.7	1.3
10	3	0	4	1	4	3	10	6	7	1	39	13	29	23
	17.7	0.0	23.5	2.4	10.0	2.9	6.2	7.3	36.8	7.7	7.2	6.9	7.1	6.1
11	0	0	0	1	1	5	6	3	0	0	16	4	13	13
	0.0	0.0	0.0	2.4	2.5	4.9	3.7	3.7	0.0	0.0	2.9	2.1	3.2	3.4
12	0	3	2	4	4	4	15	10	0	1	43	14	35	32
	0.0	6.4	11.8	9.5	10.0	3.9	9.3	12.2	0.0	7.7	7.9	7.4	8.6	8.4
13	10	24	4	20	10	45	69	37	11	8	238	82	190	168
	58.8	51.1	23.5	47.6	25.0	44.1	42.9	45.1	57.9	61.4	44.1	43.4	46.5	44.2
14	17	46	17	42	40	101	161	82	19	13	538	188	407	378
	3.2	8.7	3.2	7.8	7.4	18.9	29.8	15.2	3.5	2.4	100.0	35.0	75.7	70.4

TABLE 4D 2.9: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF MONTHS EMPLOYED DURING 1978.

PART C: WESTERN INDIANS

Agency n %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent
er of s Employed g 1978	48	58	21	21	39	69	61	38	3	1	359	163	314	274
than	64.0	46.0	36.8	19.1	23.8	15.5	8.8	8.3	3.7	1.7	15.8	21.6	16.8	17.7
th	1	1	0	4	4	15	18	7	0	0	50	15	41	41
	1.3	0.79	0.0	3.6	2.4	3.4	2.6	1.5	0.0	0.0	2.2	1.9	2.2	2.6
	0	1	1	4	7	29	24	9	2	0	77	26	69	45
	0.0	0.79	1.8	3.6	4.3	6.5	3.5	1.9	2.4	0.0	3.4	3.4	3.7	2.9
	1	1	0	11	11	24	25	22	3	1	99	28	84	68
	1.3	0.79	0.0	10.0	6.7	5.4	3.6	4.8	3.7	1.7	4.4	3.7	4.5	4.4
	0	1	5	0	4	13	11	13	1	2	50	12	46	30
	0.0	0.79	8.8	0.0	2.4	2.9	1.6	2.8	1.2	3.4	2.2	1.6	2.5	1.9
	2	4	0	3	5	18	21	11	2	1	67	24	50	36
	2.7	3.2	0.0	2.7	3.1	4.1	3.0	2.4	2.4	1.7	2.9	3.2	2.7	2.3
	0	8	2	6	6	28	37	16	7	3	113	44	91	83
	0.0	6.4	3.5	5.5	3.7	6.3	5.3	3.5	8.5	5.1	4.9	5.8	4.9	5.4
	1	2	1	7	4	17	32	11	0	1	76	29	64	55
	1.3	1.6	1.8	6.4	2.4	3.8	4.6	2.4	0.0	1.7	3.4	3.8	3.4	3.6
	0	1	2	1	1	16	20	15	0	2	58	18	47	41
	0.0	0.79	3.5	0.91	0.61	3.6	2.9	3.3	0.0	3.4	2.6	2.4	2.5	2.6
	0	7	0	3	7	24	39	31	3	3	117	37	101	75
	0.0	5.6	0.0	2.7	4.3	5.4	5.6	6.8	3.7	5.1	5.2	4.9	5.4	4.8
	0	4	2	4	7	16	26	22	6	5	92	34	81	65
	0.0	3.2	3.5	3.6	4.3	3.6	3.7	4.8	7.3	8.5	4.1	4.5	4.3	4.2
	0	1	0	0	4	8	18	11	3	2	47	9	32	28
	0.0	0.79	0.0	0.0	2.4	1.8	2.6	2.4	3.7	3.4	2.1	1.2	1.7	1.8
	0	1	3	6	8	20	45	32	6	9	130	36	108	79
	0.0	0.79	5.3	5.5	4.9	4.5	6.5	6.9	7.3	15.3	5.7	4.8	5.8	5.1
re	22	36	20	40	57	145	314	220	46	29	929	278	741	625
	29.3	28.6	35.1	36.4	34.8	32.7	45.1	47.9	56.1	49.2	40.9	36.8	39.5	40.3
TAL	75	126	57	110	164	442	691	458	82	59	2264	753	1869	1545
%	3.3	5.6	2.5	4.8	7.2	19.5	30.6	20.2	3.6	2.6	100.0	33.3	82.5	68.3



TABLE 4D.2.10:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
NUMBER OF MONTHS WORKED IN 1970

PART A: EASTERN INDIANS

NONE	ABE			GED				Equiv- alence (No. ABE/ GED/ SEA Program	High School Diploma	TOTAL
	Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
27	0	1	3	0	1	0	1	3	11	47
18.12	0.0	25.0	6.0	0.0	16.67	0.0	4.17	20.0	4.91	9.63
2	0	0	4	0	0	0	1	0	3	10
1.34	0.0	0.0	8.0	0.0	0.0	0.0	4.17	0.0	1.34	2.05
6	3	0	0	0	0	0	1	0	10	20
4.03	33.33	0.0	0.0	0.0	0.0	0.0	4.17	0.0	4.46	4.1
9	1	0	2	0	0	0	0	1	10	23
6.04	11.11	0.0	4.0	0.0	0.0	0.0	0.0	6.67	4.46	4.71
0	0	0	0	0	0	0	1	0	2	3
0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.17	0.0	0.89	0.61
6	0	0	1	0	0	0	1	1	4	13
4.03	0.0	0.0	2.0	0.0	0.0	0.0	4.17	6.67	1.79	2.66
7	0	0	9	0	0	0	2	1	9	28
4.7	0.0	0.0	18.0	0.0	0.0	0.0	8.33	6.67	4.02	5.73
3	0	0	1	0	1	0	1	0	6	12
2.01	0.0	0.0	2.0	0.0	16.67	0.0	4.17	0.0	2.68	2.46
4	0	0	0	0	0	0	1	1	8	14
2.68	0.0	0.0	0.0	0.0	0.0	0.0	4.17	6.67	3.57	2.87
2	0	0	0	0	0	0	0	0	9	11
1.34	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.02	2.25
12	2	0	0	1	0	0	5	0	18	38
8.05	22.22	0.0	0.0	16.67	0.0	0.0	20.83	0.0	8.04	7.79
4	0	0	2	0	0	0	1	0	8	15
2.68	0.0	0.0	4.0	0.0	0.0	0.0	4.17	0.0	3.57	3.07
9	1	0	5	0	0	0	0	1	23	41
6.04	11.11	0.0	10.0	33.33	0.0	0.0	0.0	6.67	10.27	8.4
58	2	3	23	0	4	1	9	7	103	213
38.93	22.22	75.0	46.0	50.0	66.67	100.0	37.5	46.67	45.98	43.65
149	9	4	50	0	6	1	24	15	224	488
30.53	1.84	0.82	10.25	1.23	1.23	0.2	4.92	3.07	45.9	100.0

TABLE 4D.2.10: SOURCES OF EDUCATIONAL ATTAINMENT AND NUMBER OF MONTHS WORKED IN 1978.

PART B: WESTERN INDIANS

NONE	ABE					GED					Equivalence (No ABE/GED/SEA Program)	High School Diploma	TOTAL
	Public Grade or High School	Public 2-Year Coll-ge	Private Vocational School	4-Year Coll-ge or University	Indian Group or Community Agency	Public Grade or High School	Public 2-year Coll-ge	Private Vocational School	4-year Coll-ge or University	Indian Group or Community Agency			
211	6	4	4	0	6	4	4	0	0	4	11	77	331
33.44	10.91	23.53	26.67	0.0	10.17	8.7	10.81	0.0	0.0	8.16	15.07	7.83	16.6
17	2	0	0	0	0	2	1	1	1	3	2	16	45
2.69	3.64	0.0	0.0	0.0	0.0	4.35	2.7	6.25	9.09	6.12	2.74	1.63	2.26
26	3	3	0	0	4	4	0	1	0	3	1	17	62
4.12	5.45	17.65	0.0	0.0	6.78	8.7	0.0	6.25	0.0	6.12	1.37	1.73	3.11
25	6	2	1	0	6	2	1	0	1	1	2	41	88
3.96	10.91	11.76	6.67	0.0	10.17	4.35	2.7	0.0	9.09	2.04	2.74	4.17	4.41
16	0	1	2	0	0	0	1	0	0	0	4	17	41
2.54	0.0	5.88	13.33	0.0	0.0	0.0	2.7	0.0	0.0	0.0	5.48	1.73	2.06
17	3	1	2	1	2	5	1	0	0	2	1	28	63
2.69	5.45	5.88	13.33	50.0	3.39	10.87	2.7	0.0	0.0	4.08	1.37	2.85	3.16
34	2	0	1	0	2	2	1	2	1	9	3	43	99
5.39	3.64	0.0	6.67	0.0	3.39	4.35	2.7	12.5	9.09	16.33	4.11	4.37	4.96
13	1	2	0	0	2	4	3	1	0	2	6	35	69
2.06	1.82	11.76	0.0	0.0	3.39	8.7	8.11	6.25	0.0	4.08	8.22	3.56	3.46
17	1	0	0	0	1	0	4	1	0	0	3	23	50
2.69	1.82	0.0	0.0	0.0	1.69	0.0	10.81	6.25	0.0	0.0	4.11	2.34	2.51
18	3	0	2	0	4	4	5	0	2	4	5	57	104
2.85	5.45	0.0	13.33	0.0	6.78	8.7	13.51	0.0	18.18	8.16	6.85	5.8	5.22
16	3	0	0	0	5	2	3	0	0	1	5	44	79
2.54	5.45	0.0	0.0	0.0	8.47	4.35	8.11	0.0	0.0	2.04	6.85	4.48	3.96
10	1	0	0	0	1	1	1	0	0	1	0	26	41
1.58	1.82	0.0	0.0	0.0	1.69	2.17	2.7	0.0	0.0	2.04	0.0	2.64	2.06
18	8	1	0	0	2	3	1	0	2	5	3	72	115
2.85	14.55	5.88	0.0	0.0	3.39	6.52	2.7	0.0	18.18	10.2	4.11	7.32	5.77
193	16	3	3	1	24	13	11	10	4	15	27	487	807
30.59	29.09	17.65	20.0	50.0	40.68	28.26	29.73	62.5	36.36	30.61	36.99	49.54	40.47
631	55	17	15	2	59	46	37	16	11	49	73	983	1994
31.64	2.76	0.85	0.75	0.1	2.96	2.3	1.86	0.8	0.55	2.46	3.66	49.3	100.0

TABLE 4D 2.11: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF MONTHS WORKED LESS THAN 35 HOURS PER WEEK IN 1978.

PART A: UNITED STATES SUMMARY

Worked less than 35 Hrs.	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Need Diff- erent	Median IR's Index
0	1	6	1	8	10	34	32	16	4	0	112	35	97	85	78
6.3	11.1	3.5	12.7	12.4	13.9	8.7	6.6	8.2	0.0	9.5	9.3	10.0	10.6		
1	2	0	2	4	18	22	11	2	1	63	25	53	40	81	
6.3	3.7	0.0	3.2	4.9	7.4	5.9	4.5	4.1	2.9	5.3	6.7	5.5	5.0		
0	4	1	2	5	6	12	9	0	4	43	16	39	26	81	
0.0	7.4	3.5	3.2	6.2	2.5	3.3	3.7	0.0	11.8	3.7	4.3	4.0	3.3		
0	4	1	3	0	7	7	3	2	0	27	13	20	18	83	
0.0	7.4	3.5	4.8	0.0	2.9	1.9	1.2	4.1	0.0	2.3	3.5	2.1	2.3		
0	1	0	0	0	1	2	0	0	0	4	1	2	1	72	
0.0	1.9	0.0	0.0	0.0	0.41	0.54	0.0	0.0	0.0	0.34	0.27	0.21	0.13		
13	33	25	44	52	162	258	179	36	27	829	261	672	565	25	
81.3	61.1	86.2	69.8	64.2	66.7	70.3	73.7	73.5	79.4	70.3	69.4	69.5	70.7		
0	2	0	1	1	4	2	2	0	0	12	4	7	9	78	
0.0	3.7	0.0	1.6	1.2	1.7	0.54	0.82	0.0	0.0	1.0	1.1	0.72	1.1		
0	0	0	1	0	4	3	3	1	0	12	4	11	8	81	
0.0	0.0	0.0	1.6	0.0	1.7	0.82	1.2	2.0	0.0	1.0	1.1	1.1	1.0		
0	0	0	0	2	1	4	2	0	0	9	5	9	8	78	
0.0	0.0	0.0	0.0	0.5	0.41	1.1	0.82	0.0	0.0	0.76	1.3	0.93	1.0		
0	0	0	0	0	2	7	4	0	0	13	3	12	9	89	
0.0	0.0	0.0	0.0	0.0	0.82	1.9	1.7	0.0	0.0	1.1	0.8	1.2	1.1		
0	0	0	0	2	2	2	2	2	0	10	2	9	5	89	
0.0	0.0	0.0	0.0	2.5	0.82	0.54	0.82	4.1	0.0	0.85	0.53	0.93	0.63		
0	0	0	0	1	0	1	1	0	0	3	0	3	2	81	
0.0	0.0	0.0	0.0	1.2	0.0	0.27	0.41	0.0	0.0	0.25	0.0	0.31	0.25		
0	1	0	1	0	0	9	3	0	0	14	3	14	8	81	
0.0	1.9	0.0	1.6	0.0	0.0	2.5	1.2	0.0	0.0	1.2	0.80	1.5	1.0		
1	1	1	1	4	2	6	8	1	2	27	4	18	15	86	
6.3	1.9	3.5	1.6	4.9	0.82	1.6	3.3	2.0	5.9	2.3	1.1	1.9	1.9		
16	54	29	63	81	243	367	243	48	34	1178	376	966	799		
1.4	4.6	2.5	5.3	6.9	20.6	31.1	20.6	4.2	2.9	100.0	31.9	82.0	67.8		

TABLE 4D 2:11: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF MONTHS WORKED LESS THAN 35 HOURS PER WEEK IN 1978.

PART B: EASTERN INDIANS

Agency n %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Diff- erent	Median IR's Index
Less 35 Hours	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Diff- erent	Median IR's Index
than 35 Hours	1	2	0	0	3	8	5	4	1	0	24	3	18	19	
	14.3	11.8	0.0	0.0	16.7	20.5	9.1	13.3	11.1	0.0	11.9	4.1	11.6	13.5	
	1	1	0	2	3	6	6	1	1	0	21	13	15	13	
	14.3	5.9	0.0	11.1	16.7	15.4	10.9	3.3	11.1	0.0	10.4	17.8	9.7	9.2	
	0	2	1	1	3	3	3	3	0	1	17	8	15	13	
	0.0	11.8	20.0	5.6	16.7	7.7	5.5	10.0	0.0	25.0	8.4	10.9	9.7	9.2	
	0	2	0	1	0	2	2	0	0	0	7	4	6	4	
	0.0	11.8	0.0	5.6	0.0	5.1	3.6	0.0	0.0	0.0	3.5	5.5	3.9	2.8	
	0	1	0	0	0	0	2	0	0	0	3	1	1	1	
	0.0	5.9	0.0	0.0	0.0	0.0	3.6	0.0	0.0	0.0	1.5	1.4	0.65	0.71	
	4	7	4	12	6	18	25	17	5	2	100	35	75	67	
	57.1	41.2	80.0	66.7	33.3	46.2	45.5	56.7	55.6	50.0	49.5	47.9	48.4	47.5	
	0	2	0	1	0	1	1	6	0	0	5	3	4	4	
	0.0	11.8	0.0	5.6	0.0	2.6	1.8	0.0	0.0	0.0	2.5	4.1	2.6	2.8	
	0	0	0	1	0	0	2	2	0	0	5	2	4	4	
	0.0	0.0	0.0	5.6	0.0	0.0	3.6	6.7	0.0	0.0	2.5	2.7	2.6	2.8	
	0	0	0	0	1	0	1	0	0	0	2	2	2	2	
	0.0	0.0	0.0	0.0	5.6	0.0	1.8	0.0	0.0	0.0	0.99	2.7	1.3	1.4	
	0	0	0	0	0	0	1	1	0	0	2	0	2	2	
	0.0	0.0	0.0	0.0	0.0	0.0	1.8	3.3	0.0	0.0	0.99	0.0	1.3	1.4	
	0	0	0	0	1	0	0	0	1	0	2	0	2	2	
	0.0	0.0	0.0	0.0	5.6	0.0	0.0	0.0	11.1	0.0	0.99	0.0	1.3	1.4	
	0	0	0	0	0	0	1	0	0	0	1	0	1	1	
	0.0	0.0	0.0	0.0	0.0	0.0	1.8	0.0	0.0	0.0	0.50	0.0	0.65	0.71	
	0	0	0	0	0	0	3	0	0	0	3	0	3	2	
	0.0	0.0	0.0	0.0	0.0	0.0	5.5	0.0	0.0	0.0	1.5	0.0	1.9	1.4	
e	1	0	0	0	1	1	3	2	0	1	9	2	6	7	
	14.3	0.0	0.0	0.0	5.6	2.6	5.5	6.7	0.0	25.0	4.5	2.7	3.9	4.9	
AL x	7	17	5	18	18	39	55	30	8	4	201	73	154	141	
	3.5	8.4	2.5	8.9	8.9	19.3	27.2	14.9	4.5	1.9	100.0	36.1	76.7	69.8	

TABLE 4D 2.11: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF MONTHS WORKED LESS THAN 35 HOURS PER WEEK IN 1978.

PART C: WESTERN INDIANS

F Months Less Hours/Wk.	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent
0	4	1	8	7	26	27	12	3	0	88	32	79	66	
0.0	10.8	4.2	17.8	11.1	12.8	8.7	5.6	7.5	0.0	9.0	10.6	9.7	10.0	
0	1	0	0	1	12	16	10	1	1	42	12	38	27	
0.0	2.7	0.0	0.0	1.6	5.9	5.1	4.7	2.5	3.3	4.3	3.9	4.7	4.1	
0	2	0	1	2	3	9	6	0	3	26	8	24	13	
0.0	5.4	0.0	2.2	3.2	1.5	2.9	2.8	0.0	10.0	2.7	2.6	2.9	1.9	
0	2	1	2	0	5	5	3	2	0	20	9	14	14	
0.0	5.4	4.2	4.4	0.0	2.5	1.6	1.4	5.0	0.0	2.1	2.9	1.7	2.1	
0	0	0	0	0	1	0	0	0	0	1	0	1	0	
0.0	0.0	0.0	0.0	0.0	0.49	0.0	0.0	0.0	0.0	0.10	0.0	0.12	0.0	
9	26	21	32	46	144	233	162	31	25	729	226	597	498	
100.0	70.3	87.5	71.1	73.0	70.6	74.7	76.1	77.5	83.3	74.6	74.6	73.5	75.7	
0	0	0	0	1	3	1	2	0	0	7	1	3	5	
0.0	0.0	0.0	0.0	1.6	1.5	0.32	0.94	0.0	0.0	0.72	0.33	0.37	0.76	
0	0	0	0	0	4	1	1	1	0	7	2	7	4	
0.0	0.0	0.0	0.0	0.0	1.9	0.32	0.47	2.5	0.0	0.72	0.66	0.86	0.61	
0	0	0	0	1	1	3	2	0	0	7	3	7	6	
0.0	0.0	0.0	0.0	1.6	0.49	0.96	0.94	0.0	0.0	0.72	0.99	0.86	0.91	
0	0	0	0	0	2	6	3	0	0	11	3	10	7	
0.0	0.0	0.0	0.0	0.0	0.98	1.9	1.4	0.0	0.0	1.1	0.99	1.2	1.1	
0	0	0	0	1	2	2	2	1	0	8	2	7	3	
0.0	0.0	0.0	0.0	1.6	0.98	0.64	0.94	2.5	0.0	0.82	0.66	0.86	0.46	
0	0	0	0	1	0	0	1	0	0	2	0	2	1	
0.0	0.0	0.0	0.0	1.6	0.0	0.0	0.47	0.0	0.0	0.20	0.0	0.25	0.15	
0	1	0	1	0	0	6	3	0	0	11	3	11	6	
0.0	2.7	0.0	2.2	0.0	0.0	1.9	1.4	0.0	0.0	1.1	0.99	1.4	0.91	
0	1	1	1	3	1	3	6	1	1	18	2	12	8	
0.0	2.7	4.2	2.2	4.8	0.49	0.96	2.8	2.5	3.3	1.8	0.66	1.5	1.2	
9	37	24	45	63	204	312	213	40	30	977	303	812	658	
0.92	3.8	2.5	4.6	6.5	20.8	31.9	21.8	4.1	3.1	100.0	31.0	83.1	67.4	

TABLE 4D.2.12:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
NUMBER OF MONTHS WORKED LESS THAN 35 HOURS A WEEK IN 1978.

PART A: EASTERN INDIANS

	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SE P ogram	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Communi- ty Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Communi- ty Agency			
	8	0	0	2	0	1	0	3	1	8	23
	14.29	0.0	0.0	8.0	0.0	20.0	0.0	33.33	20.0	9.76	12.5
	9	0	0	0	0	2	0	0	0	9	20
	16.07	0.0	0.0	0.0	0.0	40.0	0.0	0.0	0.0	10.98	10.87
	5	2	0	2	0	1	0	0	0	6	16
	8.93	100.0	0.0	8.0	0.0	20.0	0.0	0.0	0.0	7.32	8.7
	7	0	0	2	0	0	0	0	0	1	6
	8	0.0	0.0	8.0	0.0	0.0	0.0	0.0	0.0	1.22	3.26
	1	0	0	0	0	0	0	0	0	1	2
	1.22	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.22	1.09
	21	0	0	16	0	1	0	4	3	43	91
	42.86	0.0	0.0	64.0	0.0	20.0	0.0	44.44	60.0	52.44	49.46
	2	0	0	2	0	0	0	0	0	1	5
	3.57	0.0	0.0	8.0	0.0	0.0	0.0	0.0	0.0	1.22	2.72
	1	0	0	0	0	0	0	2	0	2	5
	1.79	0.0	0.0	0.0	0.0	0.0	0.0	22.22	0.0	2.44	2.72
	0	0	0	0	0	0	0	0	0	1	1
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.22	0.54
	0	0	0	0	0	0	0	0	0	2	2
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.44	1.09
	1	0	0	0	0	0	0	0	0	1	2
	1.79	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.22	1.09
	0	0	0	0	0	0	0	0	0	1	1
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.22	0.54
	0	0	0	0	0	0	0	0	0	2	2
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.44	1.09
	2	0	0	1	0	0	0	0	1	4	8
	3.57	0.0	0.0	4.0	0.0	0.0	0.0	0.0	20.0	4.88	4.35
	56	2	0	25	0	5	0	9	5	82	184
	30.43	1.09	0.0	13.59	0.0	2.72	0.0	4.89	2.72	44.57	100.0
Months	4.58	2.0		4.91		1.25		4.88	5.0	4.87	4.77

TABLE 4D.2.12: SOURCES OF EDUCATIONAL ATTAINMENT AND NUMBER OF MONTHS WORKED LESS THAN 35 HOURS A WEEK IN 1978.

PART B: WESTERN INDIANS

NONE	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
	Public Grade or High School	Public 2-Year Coll- ege	Priv- ate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
22	3	2	5	0	4	2	1	1	0	5	1	32	78
9.57	13.04	22.22	100.0	0.0	13.33	9.52	6.67	25.0	0.0	23.81	3.23	6.91	9.09
8	1	0	0	0	1	0	0	0	1	2	2	16	31
3.48	4.35	0.0	0.0	0.0	3.33	0.0	0.0	0.0	16.67	9.52	6.45	3.46	3.61
6	0	0	0	0	0	1	1	0	0	0	1	11	20
2.61	0.0	0.0	0.0	0.0	0.0	4.76	6.67	0.0	0.0	0.0	3.23	2.38	2.33
6	0	0	0	0	1	1	0	0	0	0	0	10	18
2.61	0.0	0.0	0.0	0.0	3.33	4.76	0.0	0.0	0.0	0.0	0.0	2.16	2.1
1	0	0	0	0	0	0	0	0	0	0	0	0	1
0.43	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.12
171	18	7	0	0	22	15	12	3	5	11	26	363	653
74.35	78.26	77.78	0.0	0.0	73.33	71.43	80.0	75.0	83.33	52.38	83.87	78.4	76.11
3	0	0	0	0	1	0	0	0	0	0	0	2	6
1.3	0.0	0.0	0.0	0.0	3.33	0.0	0.0	0.0	0.0	0.0	0.0	0.43	0.7
0	0	0	0	0	1	1	1	0	0	1	0	2	6
0.0	0.0	0.0	0.0	0.0	3.33	4.76	6.67	0.0	0.0	4.76	0.0	0.43	0.7
2	0	0	0	0	0	0	0	0	0	0	1	3	6
0.87	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.23	0.65	0.7
0	1	0	0	0	0	1	0	0	0	1	0	8	11
0.0	4.35	0.0	0.0	0.0	0.0	4.76	0.0	0.0	0.0	4.76	0.0	1.73	1.28
2	0	0	0	0	0	0	0	0	0	0	0	3	5
0.87	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.65	0.58
1	0	0	0	0	0	0	0	0	0	0	0	1	2
0.43	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.22	0.23
2	0	0	0	0	0	0	0	0	0	0	0	5	7
0.87	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.08	0.82
6	0	0	0	0	0	0	0	0	0	1	0	7	14
2.61	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.76	0.0	1.51	1.63
230	23	9	5	0	30	21	15	4	6	21	31	463	858
26.81	2.68	1.05	0.58	0.0	3.5	2.45	1.75	0.47	0.7	2.45	3.61	53.96	100.0
4.92	4.92	4.86	0.0	0.0	4.91	4.8	4.96	4.83	4.9	4.82	4.83	4.95	4.93

TABLE 4D 2.13: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF YEARS SINCE RESPONDENT HELD FULL OR PART-TIME JOB.

PART A: UNITED STATES SUMMARY

Category	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissatisfied	Need More	Need Different	Median Index
Unemployed	11	29	11	38	41	144	163	109	18	6	570	185	470	384	50
	10.1	16.3	14.5	26.2	25.5	41.4	43.5	56.5	64.3	54.6	35.1	31.9	37.2	34.5	
Employed	7	14	2	12	21	40	54	26	1	1	178	52	140	124	36
	6.4	7.9	2.6	8.3	13.0	11.5	14.4	13.5	3.6	9.1	10.9	8.9	11.1	11.1	
Part-time	3	6	3	3	10	14	18	6	0	0	63	26	54	47	50
	2.8	3.4	3.9	2.1	6.2	4.0	4.8	3.1	0.0	0.0	3.9	4.5	4.3	4.2	
Full-time	6	6	2	2	3	8	6	8	0	2	43	17	38	26	31
	5.5	3.4	2.6	1.4	1.9	2.3	1.6	4.2	0.0	18.2	2.7	2.9	3.0	2.3	
Unemployed	2	2	2	4	6	14	17	4	0	0	51	19	34	32	31
	1.8	1.1	2.6	2.8	3.7	4.0	4.5	2.1	0.0	0.0	3.1	3.3	2.7	2.9	
Employed	32	74	31	45	51	59	57	21	9	2	381	144	272	286	31
	29.4	41.6	40.8	31.0	31.7	16.9	15.2	10.9	32.1	18.2	23.5	24.8	21.6	25.7	
Part-time	48	47	25	41	29	69	60	19	0	0	338	137	254	215	36
	44.0	26.4	32.9	28.3	18.0	19.8	16.0	9.8	0.0	0.0	20.8	23.6	20.1	19.3	
Full-time	109	178	76	145	161	348	375	193	28	11	1624	580	1262	1114	
	6.7	10.9	4.7	8.9	9.9	21.4	23.1	11.9	1.7	0.68	100.0	35.7	77.7	68.6	

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TABLE 4D 2.13: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF YEARS SINCE RESPONDENT HELD FULL OR PART-TIME JOB.

PART B: EASTERN INDIANS

Y	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent
n	5	10	2	10	9	13	32	16	4	0	101	27	77	68
ed	29.4	23.3	12.5	50.0	25.0	24.1	47.8	51.6	100.0	0.0	34.9	27.3	37.8	35.4
	0	7	0	1	4	4	12	8	0	0	36	9	29	19
	0.0	16.3	0.0	5.0	11.1	7.4	17.9	25.8	0.0	0.0	12.5	9.1	14.2	9.9
	1	2	2	1	0	2	1	0	0	0	9	6	6	6
	5.9	4.7	12.5	5.0	0.0	3.7	1.5	0.0	0.0	0.0	3.1	6.1	2.9	3.1
	0	1	1	0	2	0	0	3	0	0	7	1	4	5
	0.0	2.3	6.3	0.0	5.6	0.0	0.0	9.7	0.0	0.0	2.4	1.0	1.9	2.6
	0	1	1	1	3	5	5	1	0	0	17	6	7	9
	0.0	2.3	6.3	5.0	8.3	9.3	7.5	3.2	0.0	0.0	5.9	6.1	3.4	4.7
	3	14	6	5	12	19	8	1	0	1	69	28	41	52
	17.7	32.6	37.5	25.0	33.3	35.2	11.9	3.2	0.0	100.0	23.9	28.3	20.1	27.1
	8	8	4	2	6	11	9	2	0	0	50	22	40	33
	47.1	18.6	25.0	10.0	16.7	20.4	13.4	6.5	0.0	0.0	17.3	22.2	19.6	17.2
	17	43	16	20	36	54	67	31	4	1	289	99	204	192
	5.9	14.9	5.5	6.9	12.5	18.7	23.2	10.7	1.4	0.35	100.0	34.3	70.6	66.4

TABLE 4D 2.13: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF YEARS SINCE RESPONDENT HELD FULL OR PART-TIME JOB.

PART C: WESTERN INDIANS

Frequency %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median JR's Index
Employed	6	19	9	28	32	131	131	93	14	6	469	158	393	316	
	6.5	14.1	15.0	22.4	25.6	44.6	42.5	57.4	58.3	60.0	35.1	32.9	37.2	34.3	
Unemployed	7	7	2	11	17	36	42	18	1	1	142	43	111	105	
	7.6	5.2	3.3	8.8	13.6	12.2	13.6	11.1	4.2	10.0	10.6	8.9	10.5	11.4	
Part-time	2	4	1	2	10	12	17	6	0	0	54	20	48	41	
	2.2	2.9	1.7	1.6	8.0	4.1	5.5	3.7	0.0	0.0	4.0	4.2	4.5	4.5	
Full-time	6	5	1	2	1	8	6	5	0	2	36	16	34	21	
	6.5	3.7	1.7	1.6	0.80	2.7	1.9	3.1	0.0	20.0	2.7	3.3	3.2	2.3	
Part-time	2	1	1	3	3	9	12	3	0	0	34	13	27	23	
	2.2	0.74	1.7	2.4	2.4	3.1	3.9	1.9	0.0	0.0	2.6	2.7	2.6	2.5	
Full-time	29	60	25	40	39	40	49	20	9	1	312	116	231	234	
	31.5	44.4	41.7	32.0	31.2	13.6	15.9	12.4	37.5	10.0	23.4	24.1	21.8	25.4	
Part-time	40	39	21	39	23	58	51	17	0	0	288	115	214	182	
	43.5	28.9	35.0	31.2	18.4	19.7	16.6	10.5	0.0	0.0	21.6	23.9	20.2	19.7	
Total	92	135	60	125	125	294	308	162	24	10	1335	481	1058	922	4
	6.9	10.1	4.5	9.4	9.4	22.0	23.1	12.1	1.8	0.75	100.0	36.0	79.3	69.1	

TABLE 4D.2.14: SOURCES OF EDUCATIONAL ATTAINMENT AND NUMBER OF YEARS UNEMPLOYED

PART A: EASTERN INDIANS

	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL	
	NONE	Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity				Indian Group or Commu- nity Agency
	29 22.14	2 28.57	0 0.0	11 40.74	0 0.0	0 0.0	0 0.0	3 60.0	2 28.57	44 50.57	91 34.21
	6 4.58	1 14.29	0 0.0	5 18.52	0 0.0	0 0.0	1 100.0	0 0.0	3 42.86	14 16.09	30 11.28
	4 3.05	1 14.29	0 0.0	1 3.7	0 0.0	0 0.0	0 0.0	0 0.0	2 28.57	1 1.15	9 3.38
	4 3.05	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 3.45	7 2.63
	9 6.87	0 0.0	0 0.0	1 3.7	0 0.0	0 0.0	0 0.0	1 20.0	0 0.0	6 6.9	17 6.39
	48 36.64	1 14.29	0 0.0	5 18.52	0 0.0	1 100.0	0 0.0	1 20.0	0 0.0	10 11.49	66 24.81
	31 23.66	2 28.57	0 0.0	4 14.81	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	9 10.34	46 17.29
	131 49.25	7 2.63	0 0.0	27 10.15	0 0.0	1 0.38	1 0.38	5 1.88	7 2.63	87 32.71	266 100.0
ears	4.78	2.0		1.0				0.33	1.0	0.49	2.93

TABLE 4D.2.14:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
NUMBER OF YEARS UNEMPLOYED.

PART B: WESTERN INDIANS

ABE						GED					Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
NONE	Public Grade or High School	Public 2-Year Coll- ege	Priv- ate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency			
137 21.04	14 46.67	3 50.0	4 30.77	0 0.0	16 51.61	12 60.0	11 73.33	5 41.67	1 33.33	15 65.22	15 41.67	179 47.11	412 33.77
60 9.22	6 20.0	0 0.0	2 15.38	0 0.0	2 6.45	3 15.0	2 13.33	1 8.33	1 33.33	2 8.7	0 0.0	48 12.63	127 10.41
22 3.38	0 0.0	1 16.67	4 30.77	0 0.0	1 3.23	1 5.0	1 6.67	1 8.33	0 0.0	0 0.0	2 5.56	16 4.21	49 4.02
20 3.07	0 0.0	0 0.0	0 0.0	0 0.0	1 3.23	1 5.0	0 0.0	1 8.33	1 33.33	0 0.0	0 0.0	10 2.63	34 2.79
14 2.15	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 8.7	4 11.11	11 2.89	31 2.54
212 32.57	2 6.67	0 0.0	2 15.38	0 0.0	5 16.13	2 10.0	1 6.67	4 33.33	0 0.0	2 8.7	7 19.44	64 16.84	301 24.67
186 28.57	8 26.67	2 33.33	1 7.69	0 0.0	6 19.35	1 5.0	0 0.0	0 0.0	0 0.0	2 8.7	8 22.22	52 13.68	266 21.8
651 53.36	30 2.46	6 0.49	13 1.07	0 0.0	31 2.54	20 1.64	15 1.23	12 0.98	3 0.25	23 1.89	36 2.95	380 31.15	1220 100.0
4.84	0.67	0.5	1.65		0.47	0.33	0.18	1.5	1.0	0.27	2.0	0.73	3.83

TABLE 4D 2.15: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND PRESENT JOB READINESS.

PART A: UNITED STATES SUMMARY

Job Status	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissatisfied	Need More	Need Different	Median 3R's Index
Job Satisfied	8 28.6	22 37.9	12 50.0	29 47.5	45 56.9	116 53.9	127 51.6	58 43.3	6 46.2	1 14.3	424 49.0	167 57.0	366 51.8	307 51.9	44
Want Job	7 25.0	6 10.3	5 20.8	9 14.8	12 15.2	29 13.5	32 13.0	20 14.9	0 0.0	2 28.6	122 14.1	44 15.0	96 13.6	83 14.0	33
Job Dissatisfied	10 35.7	30 51.7	7 29.2	19 31.2	17 21.5	51 23.7	76 30.9	49 36.6	7 53.9	3 42.9	269 31.1	66 22.5	205 29.0	167 28.2	36
Need More	3 10.7	0 0.0	0 0.0	4 6.6	5 6.3	18 8.4	11 4.5	7 5.2	0 0.0	1 14.3	49 5.7	15 5.1	39 5.5	34 5.7	58
Total	28 3.2	58 6.7	24 2.8	61 7.1	79 9.1	214 24.9	246 28.4	134 15.5	13 1.5	7 0.81	864 100.0	292 33.9	706 81.7	591 68.4	

TABLE 4D 2.15: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND PRESENT JOB READINESS.

PART B: EASTERN INDIANS

Agency % Job Class	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent
1	4	9	2	8	11	13	25	12	2	0	86	28	70	53
	50.0	47.4	33.3	61.5	55.0	56.5	51.0	52.2	100.0	0.0	52.8	59.6	57.4	53.0
	2	1	1	0	3	5	1	3	0	0	16	9	12	10
Job	25.0	5.3	16.7	0.0	15.0	21.7	2.0	13.0	0.0	0.0	9.8	19.2	9.8	10.0
	2	9	3	3	4	4	17	7	0	0	49	9	32	31
Job	25.0	47.4	50.0	23.1	20.0	17.4	34.7	30.4	0.0	0.0	30.1	19.2	26.2	31.0
	0	0	0	2	2	1	6	1	0	0	12	1	8	6
	0.0	0.0	0.0	15.4	10.0	4.4	12.4	4.4	0.0	0.0	7.4	2.1	6.6	6.0
	8	19	6	13	20	23	49	23	2	0	163	47	122	100
	4.9	11.7	3.7	7.9	12.3	14.1	30.1	14.1	1.2	0.0	100.0	28.8	74.9	61.4

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TABLE 4D 2.15: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND PRESENT JOB READINESS.

PART C: WESTERN INDIANS

Job Status	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median Index
	4	13	10	21	34	103	102	46	4	1	338	139	296	254	
	20.0	33.3	55.6	43.8	57.6	53.7	51.8	41.4	36.4	14.3	48.2	56.5	50.6	51.6	
Job	5	5	4	9	9	24	31	17	0	2	106	35	84	73	
	25.0	12.8	22.2	18.8	15.3	12.5	15.7	15.3	0.0	28.6	15.1	14.2	14.4	14.8	
Job	8	21	4	16	13	47	59	42	7	3	220	57	173	136	
	40.0	53.9	22.2	33.3	22.0	24.5	29.9	37.8	69.6	42.9	31.3	23.2	29.6	27.6	
	3	0	0	2	3	17	5	6	0	1	37	14	31	28	
	15.0	0.0	0.0	4.2	5.1	8.9	2.5	5.4	0.0	14.3	5.3	5.7	5.3	5.7	
	20	39	18	48	59	191	197	111	11	7	701	245	584	491	
	2.9	5.6	2.6	6.8	8.4	27.4	28.1	15.8	1.6	1.0	100.0	35.0	83.3	70.1	

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TABLE 4D.2.16:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
PRESENT JOB READINESS OF UNEMPLOYED

## PART A: EASTERN INDIANS

	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Want a Job Now	25 46.3	4 100.0	0 0.0	10 58.82	0 0.0	0 0.0	0 0.0	2 50.0	1 20.0	30 50.0	72 49.66
Perhaps Want a Job	10 18.52	0 0.0	0 0.0	1 5.88	0 0.0	0 0.0	0 0.0	1 25.0	0 0.0	4 6.67	16 11.03
Do Not Want a Job	14 25.93	0 0.0	0 0.0	6 35.29	0 0.0	0 0.0	0 0.0	1 25.0	4 80.0	20 33.33	45 31.03
Don't Know	6 9.26	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 100.0	0 0.0	0 0.0	6 10.0	12 8.28
TOTAL Row %	54 37.24	4 2.76	0 0.0	17 11.72	0 0.0	0 0.0	1 0.69	4 2.76	5 3.45	60 41.38	145 100.0

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TABLE 4D.2.16:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
PRESENT JOB READINESS OF UNEMPLOYED.

## PART B: WESTERN INDIANS

LEVEL	NONE or High School	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade 2-Year Coll- ege	Public 2-Year Coll- ege	Priv- ate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
Want a Job Now	107 42.97	11 52.38	3 75.0	6 54.55	0 0.0	13 65.0	9 52.94	10 71.43	8 88.89	0 0.0	14 82.35	13 65.0	105 43.75	299 47.76
Perhaps Want a Job	46 18.47	3 14.29	0 0.0	1 9.09	0 0.0	1 5.0	2 11.76	2 14.29	0 0.0	1 33.33	1 5.88	12 10.0	37 15.42	96 15.34
Not Not Want a Job	78 31.33	5 23.81	1 25.0	4 36.36	0 0.0	4 20.0	5 29.41	1 7.14	1 11.11	1 33.33	2 11.76	5 25.0	90 37.5	197 31.47
Don't Know	18 7.23	2 9.52	0 0.0	0 0.0	0 0.0	2 10.0	1 5.88	1 7.14	0 0.0	1 33.33	0 0.0	0 0.0	8 3.33	33 5.27
TOTAL Row %	249 39.84	21 3.36	4 0.64	11 1.76	0 0.0	20 3.2	17 2.72	14 2.24	9 1.44	3 0.48	17 2.72	20 3.2	240 38.4	625 100.0

TABLE 4D 2. 17: FEDERAL BUREAU OF INVESTIGATION: EDUCATIONAL SATISFACTION AND REASONS FOR NOT SEEKING EMPLOYMENT NOW.

AS USUAL ACTIVITIES SUMMARY

Frequency Column %	YEARS OF GRADE EDUCATION					EDUCATIONAL SATISFACTION					Need More	Diff- erent	Median Index		
	0-1	2	3-5	6	7	1-1	2	3-5	6	7+				Total	Dissat- ified
Reason Not Seeking Employment	0	1-6	7	8	9	0-1	2	3-5	6	7+	Total	Dissat- ified	Need More	Diff- erent	Median Index
No Work Available in My Line	0	0	0	0	0	0	4	0	0	6	4	1	4	2	72
	0.0	0.0	0.0	0.0	0.0	0.0	3.9	0.0	0.0	0.0	1.1	0.96	1.5	0.87	
Couldn't Find Work	2	1	0	0	0	2	2	0	0	0	16	10	13	14	25
	16.7	2.9	0.0	0.0	0.0	1.4	1.9	0.0	0.0	0.0	4.6	9.6	4.8	6.1	
Lack Necessary Schooling	2	1	0	1	0	3	3	0	0	0	10	1	10	10	31
	16.7	2.9	0.0	5.0	0.0	1.9	2.9	0.0	0.0	0.0	2.8	0.96	3.7	4.4	
Employer Thinks Too Young or Old	4	3	0	1	0	1	0	0	0	0	9	4	6	5	36
	33.3	8.8	0.0	5.0	0.0	1.3	0.0	0.0	0.0	0.0	2.6	3.9	2.2	2.2	
Personal Handicap	0	5	0	3	0	1	3	2	0	0	14	2	9	6	22
	0.0	14.7	0.0	15.0	0.0	1.3	2.9	3.5	0.0	0.0	3.9	1.9	3.3	2.6	
Child Care Unavailable	0	1	0	1	0	6	7	0	0	0	15	3	13	14	67
	0.0	2.9	0.0	5.0	0.0	7.8	6.7	0.0	0.0	0.0	4.3	2.9	4.8	6.1	
Family Responsibilities	1	1	0	2	11	11	35	10	1	0	72	22	49	47	67
	8.3	2.9	0.0	10.0	40.7	14.3	33.7	17.2	12.5	0.0	20.5	21.2	18.1	20.4	
In School or Training	3	1	0	1	4	20	15	33	2	1	80	14	73	35	33
	25.0	2.9	0.0	5.0	14.8	25.9	14.4	56.9	25.0	16.7	22.7	13.5	26.9	15.2	
Other	0	17	6	7	6	24	27	11	5	5	108	39	78	79	42
	0.0	50.0	100.0	35.0	22.2	31.2	25.9	18.9	62.5	83.3	30.7	37.5	28.8	34.4	
TOTAL Row %	12	30	6	19	24	74	96	56	8	6	328	96	255	212	
	3.4	9.7	1.7	5.7	7.7	21.9	29.6	16.5	2.3	1.7	100.0	29.6	76.9	65.3	

TABLE 4D 2.17; FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND REASONS FOR NOT SEEKING EMPLOYMENT NOW.

PART B: EASTERN INDIANS

Frequency Column #	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Disat- isfied	Need More	Diff- erent	Median IR's Index
Reason Not Seeking Employment															
Couldn't Find Work	1 50.0	0 0.0	0 0.0	0 0.0	1 14.3	0 0.0	1 3.3	0 0.0	0 0.0	0 0.0	3 4.2	2 11.8	3 6.1	3 6.5	
Lack Necessary Schooling	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 3.3	0 0.0	0 0.0	0 0.0	1 1.4	0 0.0	1 2.0	1 2.2	
Personal Handicap	0 0.0	1 10.0	0 0.0	0 0.0	0 0.0	0 0.0	2 6.7	0 0.0	0 0.0	0 0.0	3 4.2	0 0.0	0 0.0	1 2.2	
Child Care Unavailable	0 0.0	1 10.0	0 0.0	0 0.0	0 0.0	0 0.0	3 10.0	0 0.0	0 0.0	0 0.0	4 5.6	1 5.9	4 8.2	4 8.7	
Family Responsibility	0 0.0	0 0.0	0 0.0	0 0.0	5 71.4	2 33.3	12 40.0	2 25.0	0 0.0	0 0.0	21 9.6	5 29.4	11 22.5	11 23.9	
In School or Training	1 50.0	0 0.0	0 0.0	0 0.0	1 14.3	3 50.0	4 13.3	5 62.5	0 0.0	0 0.0	14 19.7	1 5.9	14 28.6	7 15.2	
Other	0 0.0	8 80.0	2 100.0	3 60.0	0 0.0	1 16.7	5 16.7	0 0.0	1 100.0	0 0.0	20 28.2	8 47.1	13 26.5	16 34.8	
TOTAL Row %	2 2.8	10 14.1	2 2.8	3 7.0	7 9.9	6 8.5	28 42.3	7 11.3	1 1.4	0 0.0	66 100.0	17 23.9	46 69.0	43 64.9	

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TABLE 4D 2.17. FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND REASONS FOR NOT SEEKING EMPLOYMENT NOW.

PART C: WESTERN INDIANS

Frequency Column #	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Disat- ified	Need More	Diff- erent	Median JR's Index
No Work Available In My Line	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	4 5.4	0 0.0	0 0.0	0 0.0	4 1.4	1 1.2	4 1.8	2 1.1	
Couldn't Find Work	1 10.0	1 12.5	0 0.0	0 0.0	2 10.0	8 11.3	1 1.4	0 0.0	0 0.0	0 0.0	13 4.6	8 9.2	10 4.5	11 5.9	
Lack Necessary Schooling	2 20.0	1 4.2	0 0.0	1 6.7	0 0.0	3 4.2	2 2.7	0 0.0	0 0.0	0 0.0	9 3.2	1 1.2	9 4.1	9 4.9	
Employer Thinks Too Young or Old	4 40.0	3 12.5	0 0.0	1 6.7	0 0.0	1 1.4	0 0.0	0 0.0	0 0.0	0 0.0	9 3.2	4 4.6	6 2.7	5 2.7	
Personal Handicap	0 0.0	4 16.7	0 0.0	3 20.0	0 0.0	1 1.4	1 1.4	2 4.0	0 0.0	0 0.0	11 3.9	2 2.3	9 4.1	5 2.7	
Child Care Unavailable	0 0.0	0 0.0	0 0.0	1 6.7	0 0.0	6 8.5	4 5.4	0 0.0	0 0.0	0 0.0	11 3.9	2 2.3	9 4.1	10 5.4	
Family Responsibility	1 10.0	1 4.2	0 0.0	2 13.3	6 30.0	9 12.7	23 31.1	8 16.0	1 14.3	0 0.0	51 18.2	17 19.5	38 17.1	36 19.6	
In School or Training	2 20.0	1 4.2	0 0.0	1 6.7	3 15.0	17 23.9	11 14.9	28 56.0	2 28.6	1 16.7	66 23.5	13 14.9	59 26.6	28 15.2	
Other	0 0.0	9 37.5	4 100.0	4 26.7	6 30.0	23 32.4	22 29.7	11 22.0	4 57.1	5 83.3	88 31.3	31 35.6	65 29.3	63 34.2	
TOTAL Row %	10 3.6	20 8.5	4 1.4	13 5.3	17 7.1	68 25.3	68 26.3	49 17.8	7 2.5	6 2.1	262 100.0	79 30.9	209 79.0	169 65.5	

TABLE 4D.2.18:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
REASONS NOT SEEKING EMPLOYMENT NOW.

## PART A: EASTERN INDIANS

Reason	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Couldn't Find Work	2 12.5	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 3.33
Lack Necessary Schooling	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 1.61	1 1.67
Personal Handicap	1 6.25	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 7.41	3 5.0
Child Care Unavailable	1 6.25	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 11.11	4 6.67
Family Responsibilities	5 31.25	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 100.0	2 100.0	1 25.0	10 37.04	19 31.67
In School or Training	1 6.25	2 100.0	0 0.0	2 25.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	7 25.93	12 16.67
Other	6 39.5	0 0.0	0 0.0	6 75.0	0 0.0	0 0.0	0 0.0	0 0.0	3 75.0	4 14.81	19 31.67
TOTAL Row %	16 26.67	2 3.33	0 0.0	8 13.33	0 0.0	0 0.0	1 1.67	2 3.33	4 6.67	27 45.0	60 100.0

TABLE 4D.2.18:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
REASONS FOR NOT SEEKING EMPLOYMENT NOW.

## PART B: WESTERN INDIANS

Reason	NONE	ABE					GED					Equivalence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- vate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
No Work In My Line	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	4 4.12	4 1.74
Couldn't Find Work	7 7.61	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 40.0	0 0.0	2 50.0	0 0.0	1 33.33	0 0.0	0 0.0	12 5.22
Lack Necessary Schooling	7 7.61	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	7 3.04
Employers Think Too Young/Old	7 7.61	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 25.0	0 0.0	0 0.0	0 0.0	0 0.0	8 3.48
Personal Handicap	8 8.7	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 3.09	11 4.78
Child Care Unavailable	6 6.52	0 0.0	0 0.0	0 0.0	0 0.0	1 16.67	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 11.11	2 2.06	10 4.35
Family Responsi- bilities	17 18.48	1 12.5	0 0.0	0 0.0	0 0.0	2 33.33	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 11.11	26 26.8	47 20.43
In School or Training	13 14.13	5 62.5	0 0.0	3 100.0	0 0.0	0 0.0	1 20.0	1 100.0	0 0.0	1 100.0	1 33.33	0 0.0	26 26.8	51 22.17
Other	27 29.35	2 25.0	1 100.0	0 0.0	0 0.0	3 50.0	2 40.0	0 0.0	1 25.0	0 0.0	1 33.33	7 77.78	36 37.11	80 34.70
TOTAL Row %	92 40.0	8 3.48	1 0.43	3 1.3	0 0.0	6 2.61	5 2.17	1 0.43	4 1.74	1 0.43	3 1.3	9 3.91	97 42.17	230 100.0

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TABLE 4D 2.19: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND REASONS FOR UNEMPLOYMENT IN 1978.

PART A: UNITED STATES SUMMARY

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Diff- erent	Median 3R's Index
Ill or Disabled	10 10.2	44 26.9	7 10.3	24 19.2	24 15.8	21 7.5	20 6.7	14 10.5	0 0.0	1 16.7	165 12.3	70 14.8	120 11.8	120 13.2	36
Family/Home Care	17 17.4	44 26.9	28 41.2	40 32.0	69 45.4	116 41.3	120 40.1	31 23.1	2 14.3	1 16.7	468 34.9	181 38.2	361 35.6	343 37.6	42
In School	0 0.0	4 2.5	0 0.0	7 5.6	7 4.6	47 16.7	44 14.7	55 41.0	4 28.6	2 33.3	170 12.7	35 7.4	142 14.0	84 9.2	56
Couldn't Find Work	15 15.3	18 11.0	8 11.8	13 10.4	23 15.1	35 12.5	39 13.0	11 8.2	2 14.3	0 0.0	164 12.2	69 14.6	141 13.9	128 14.0	31
Armed Forces	0 0.0	2 1.2	0 0.0	0 0.0	0 0.0	3 1.1	2 0.67	0 0.0	0 0.0	0 0.0	7 0.52	1 0.21	6 0.59	5 0.55	25
Retired	29 29.6	29 17.8	13 19.1	24 19.2	9 5.9	18 6.4	15 5.0	1 0.75	3 21.4	2 33.3	143 10.7	45 9.5	87 8.6	101 11.1	28
Doing Something Else	27 27.6	22 13.5	12 17.7	17 13.6	20 13.2	41 14.6	59 19.7	22 16.4	3 21.4	0 0.0	223 16.6	73 15.4	157 15.5	131 14.4	33
TOTAL Row %	98 7.3	163 12.2	68 5.1	125 9.3	152 11.3	281 20.9	299 22.3	134 10.0	14 1.0	6 0.45	1340 100.0	474 35.4	1014 75.7	912 68.1	

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TABLE 4D 2.19: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND REASONS FOR UNEMPLOYMENT IN 1978.

PART D: EASTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Diff- erent
Ill or Disabled	1 11.1	7 18.4	1 6.7	2 14.3	6 20.0	4 7.6	5 10.9	5 33.3	0 0.0	0 0.0	31 14.0	12 13.3	21 13.2	23 15.3
Family/ Home Care	0 0.0	13 34.2	6 40.0	7 50.0	13 43.3	26 49.1	20 43.5	3 20.0	1 100.0	0 0.0	89 40.3	45 50.0	64 40.3	64 42.7
In School	0 0.0	0 0.0	0 0.0	0 0.0	4 13.3	8 15.1	10 21.7	6 40.0	0 0.0	0 0.0	28 12.7	5 5.6	27 16.9	12 8.0
Couldn't Find Work	3 33.3	5 13.2	2 13.3	1 7.1	3 10.0	3 5.7	2 4.4	0 0.0	0 0.0	0 0.0	19 8.6	10 11.1	16 10.1	16 10.7
Armed Forces	0 0.0	2 5.3	0 0.0	0 0.0	0 0.0	0 0.0	1 2.2	0 0.0	0 0.0	0 0.0	3 1.4	1 1.1	3 1.9	3 2.0
Retired	3 33.3	7 18.4	5 33.3	1 7.1	1 3.3	6 11.3	2 4.4	0 0.0	0 0.0	0 0.0	25 11.3	7 7.8	13 8.2	15 10.0
Doing Something Else	2 22.2	4 10.5	1 6.7	3 21.4	3 10.0	6 11.3	6 13.0	1 6.7	0 0.0	0 0.0	26 11.8	10 11.1	15 9.4	17 11.3
TOTAL Row %	9 4.1	38 17.2	15 6.8	14 6.3	30 13.6	53 23.9	46 20.8	15 6.8	1 0.45	0 0.0	221 100.0	90 40.7	159 71.9	150 67.9



TABLE 4D 2.19; FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND REASONS FOR UNEMPLOYMENT IN 1978,

PART C: WESTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION		
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Need Median Diff- erent 3R's Index
Ill or Disabled	9 10.1	37 29.6	6 11.3	22 19.8	18 14.8	17 7.5	15 5.9	9 7.6	0 0.0	1 16.7	134 11.9	58 15.1	99 11.6	97 12.7
Family/ Home Care	17 19.1	31 24.8	22 41.5	33 29.7	56 45.9	90 39.5	100 39.5	28 23.5	1 7.7	1 16.7	379 33.9	136 35.4	297 34.7	279 36.6
In School	0 0.0	4 3.2	0 0.0	7 6.3	3 2.5	39 17.1	34 13.4	49 41.2	4 30.8	2 33.3	142 12.7	30 7.8	115 13.5	72 9.5
Couldn't Find Work	12 13.5	13 10.4	6 11.3	12 10.8	20 16.4	32 14.0	37 14.6	11 9.2	2 15.4	0 0.0	145 12.9	59 15.4	125 14.6	112 14.7
Armed Forces	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 1.3	1 0.40	0 0.0	0 0.0	0 0.0	4 0.36	0 0.0	3 0.35	2 0.26
Retired	26 29.2	22 17.6	8 15.1	23 20.7	8 6.6	12 5.3	13 5.1	1 0.84	3 23.1	2 33.3	118 10.6	38 9.9	74 8.7	86 11.3
Doing Something Else	25 28.1	18 14.4	11 20.8	14 12.6	17 13.9	35 15.4	53 20.9	21 17.7	3 23.1	0 0.0	197 17.6	63 16.4	142 16.6	114 14.9
TOTAL Row %	89 7.9	125 11.2	53 4.7	111 9.9	122 10.9	228 20.4	253 22.6	119 10.6	13 1.2	6 0.54	1119 100.0	384 34.3	855 76.4	762 68.1

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TABLE 4D.2.20:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
REASONS FOR UNEMPLOYMENT IN 1978

## PART A: EASTERN INDIANS

	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Ill or Disabled	13 11.4	0 0.0	0 0.0	5 26.32	0 0.0	0 0.0	1 100.0	0 0.0	2 20.0	8 17.02	29 14.22
Family/ Home Care	52 45.61	3 50.0	2 100.0	2 10.53	0 0.0	1 50.0	0 0.0	2 66.57	2 20.0	18 38.3	82 40.2
In School	9 7.89	3 50.0	0 0.0	1 5.26	0 0.0	1 50.0	0 0.0	0 0.0	0 0.0	12 25.53	26 12.75
Couldn't Find Work	9 7.89	0 0.0	0 0.0	6 31.58	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 6.38	18 8.82
Armed Forces	0 0.0	0 0.0	0 0.0	2 10.53	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 2.13	3 1.47
Retired	17 14.91	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	4 40.0	1 2.13	22 10.78
Doing Something Else	14 12.28	0 0.0	0 0.0	3 15.79	0 0.0	0 0.0	0 0.0	1 33.33	2 20.0	4 8.51	24 11.76
TOTAL Row %	114 55.88	6 2.94	2 0.98	19 9.31	0 0.0	2 0.98	1 0.49	3 1.47	10 4.9	47 23.04	204 100.0

TABLE 4D.2.20:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
REASONS FOR UNEMPLOYMENT IN 1978.

## PART B: WESTERN INDIANS

Reasons	NONE	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- ate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
Ill or Disabled	93 16.01	1 4.76	0 0.0	4 40.0	0 0.0	4 14.81	1 10.0	0 0.0	2 20.0	0 0.0	0 0.0	6 22.22	18 6.08	129 12.72
Family/ Home Care	198 34.08	4 19.05	4 50.0	4 40.0	0 0.0	13 48.15	6 60.0	4 57.14	2 20.0	1 33.33	8 57.14	7 25.93	100 33.78	351 34.62
In School	26 4.48	11 52.38	1 12.5	1 10.0	0 0.0	3 11.11	2 20.0	2 28.57	1 10.0	1 33.33	3 21.43	3 11.11	58 19.59	112 11.05
Couldn't Find Work	75 12.91	1 4.76	0 0.0	0 0.0	0 0.0	3 11.11	0 0.0	0 0.0	3 30.0	0 0.0	2 14.29	2 7.41	43 14.53	129 12.72
Armed Forces	3 0.52	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.34	3 0.39
Retired	94 16.18	2 9.52	0 0.0	0 0.0	0 0.0	1 3.7	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 11.11	15 5.07	115 11.34
Doing Something Else	92 15.83	2 9.52	3 37.5	1 10.0	0 0.0	3 11.11	1 10.0	1 14.29	2 20.0	1 33.33	1 7.14	6 22.22	61 20.61	174 17.16
TOTAL Row %	581 57.3	21 2.07	8 0.79	10 0.99	0 0.0	27 2.66	10 0.99	7 0.69	10 0.99	3 0.3	14 1.38	27 2.66	296 29.19	1014 100.0

TABLE 4D 2.21: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND REASONS FOR PARTIAL UNEMPLOYMENT IN 1978.

PART A: UNITED STATES SUMMARY

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- sified	Need More	Need Diff- erent	Median 3R's Index
Ill or Disabled	3 27.3	11 25.6	2 8.3	3 6.0	3 3.8	17 7.8	22 7.9	6 3.6	0 0.0	3 11.1	70 7.5	30 10.2	59 7.7	51 8.3	53
Family/ Home Care	3 27.3	13 30.2	11 45.8	17 34.0	42 53.2	76 34.7	107 38.2	41 24.3	7 25.0	8 29.6	325 34.9	101 34.2	264 34.7	227 36.8	61
Student	0 0.0	1 2.3	0 0.0	0 0.0	9 11.4	49 22.4	45 16.1	63 37.3	13 46.4	3 11.1	183 19.7	40 13.6	164 21.5	93 15.1	58
Armed Forces	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.46	0 0.0	0 0.0	0 0.0	0 0.0	1 0.11	0 0.0	1 0.13	0 0.0	28
Retired	0 0.0	4 9.3	0 0.0	1 2.0	0 0.0	1 0.46	3 1.1	0 0.0	0 0.0	0 0.0	9 0.97	3 1.0	7 0.92	6 0.97	31
Doing Something Else	5 45.5	14 32.6	11 45.8	29 58.0	25 31.6	75 34.3	103 36.8	59 34.9	8 28.6	13 48.2	342 36.8	121 41.0	267 35.0	240 38.9	58
TOTAL Row %	11 1.2	42 4.6	24 2.6	50 5.4	79 8.5	219 23.6	280 30.1	169 18.2	28 3.0	27 2.9	930 100.0	295 31.7	762 81.9	617 66.3	

TABLE 4D 2.21: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND REASONS FOR PARTIAL UNEMPLOYMENT IN 1978.

PART B: EASTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent
Reason for Partial Unemployment														
Ill or Disabled	1 20.0	3 27.3	0 0.0	2 18.2	1 4.4	6 15.4	1 2.2	1 4.2	0 0.0	0 0.0	15 37.5	9 15.8	13 9.8	14 11.0
Family/ Home Care	0 0.0	4 36.4	5 71.4	4 36.4	11 47.8	13 33.3	21 46.7	10 41.7	2 50.0	1 33.3	71 41.3	20 35.1	53 39.9	51 40.2
Student	0 0.0	1 9.1	0 0.0	0 0.0	3 13.0	12 30.8	7 15.6	8 33.3	0 0.0	0 0.0	31 18.0	8 14.0	27 20.3	23 18.1
Retired	0 0.0	1 9.1	0 0.0	0 0.0	0 0.0	0 0.0	1 2.2	0 0.0	0 0.0	0 0.0	2 1.2	1 1.8	1 0.75	2 1.6
Doing Something Else	4 80.0	2 18.2	2 28.6	5 45.5	8 34.8	8 20.5	15 33.3	5 20.8	2 50.0	2 66.7	53 30.8	19 33.3	39 29.3	37 29.1
TOTAL Row %	5 2.9	11 6.4	7 4.1	11 6.4	23 13.4	39 22.7	45 26.2	24 13.9	4 2.3	3 1.7	172 100.0	57 33.1	133 77.3	127 73.8

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TABLE 4D 2.21: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND REASONS FOR PARTIAL UNEMPLOYMENT IN 1978.

PART C: WESTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION		
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Need Diff- erent
Ill or Disabled	2 33.3	8 25.0	2 11.8	1 2.6	2 3.6	11 6.1	21 8.9	5 3.5	0 0.0	3 12.5	55 7.3	21 8.8	46 7.3	37 7.6
Family/ Home Care	3 50.0	9 28.1	6 35.3	13 33.3	31 55.4	63 35.0	86 36.6	31 21.4	5 20.8	7 29.2	254 33.5	81 34.0	211 33.6	176 35.9
Student	0 0.0	0 0.0	0 0.0	0 0.0	6 10.7	37 20.6	38 16.2	55 37.9	13 54.2	3 12.5	152 20.1	32 13.5	137 21.8	70 14.3
Armed Forces	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.56	0 0.0	0 0.0	0 0.0	0 0.0	1 0.13	0 0.0	1 0.16	0 0.0
Retired	0 0.0	3 9.4	0 0.0	1 2.6	0 0.0	1 0.56	2 0.85	0 0.0	0 0.0	0 0.0	7 0.92	2 0.84	6 0.95	4 0.82
Doing Something Else	1 16.7	12 37.5	9 52.9	24 61.5	17 30.4	67 37.2	88 37.5	54 37.2	6 25.0	11 45.8	289 38.1	102 42.9	228 36.3	203 41.4
TOTAL Row %	6 0.79	32 4.2	17 2.2	39 5.2	56 7.4	180 23.9	235 31.0	145 19.1	24 3.2	24 3.2	758 100.0	238 31.4	629 82.9	490 64.6

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TABLE 4D.2.22:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
REASONS FOR PARTIAL UNEMPLOYMENT IN 1978.

## PART A: EASTERN INDIANS

	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Ill or Disabled	6 11.11	0 0.0	0 0.0	6 30.0	0 0.0	1 33.33	0 0.0	0 0.0	0 0.0	2 3.33	15 9.49
Family/ Home Care	23 42.59	4 50.0	0 0.0	5 25.0	0 0.0	0 0.0	0 0.0	4 44.44	1 33.33	28 46.67	65 41.14
Student	7 12.96	4 50.0	0 0.0	1 5.0	1 100.0	1 33.33	0 0.0	3 33.33	0 0.0	8 13.33	25 15.82
Retired	1 1.85	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 33.33	0 0.0	2 1.27
Doing Something Else	17 31.48	0 0.0	0 0.0	8 40.0	0 0.0	1 33.33	0 0.0	2 22.22	1 33.33	22 36.67	51 32.28
TOTAL Row %	54 34.18	8 5.06	0 0.0	20 12.66	1 0.63	3 1.9	0 0.0	9 7	3 1.9	60 37.97	158 100.0

TABLE 4D.2.22:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
REASONS FOR PARTIAL UNEMPLOYMENT IN 1978

## PART B: WESTERN INDIANS

Reasons	NONE	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
Ill or Disabled	18 9.42	2 8.0	0 0.0	2 22.22	0 0.0	2 8.33	2 9.52	0 0.0	0 0.0	0 0.0	1 4.35	3 10.0	14 4.59	44 6.65
Family/ Home Care	68 35.6	4 16.0	3 50.0	2 22.22	0 0.0	11 45.83	8 38.1	7 41.18	2 33.33	3 60.0	11 47.83	9 30.0	94 30.82	222 33.53
Student	24 12.57	8 32.0	0 0.0	1 11.11	0 0.0	4 16.67	1 4.76	5 29.41	1 16.67	0 0.0	3 13.04	5 16.67	75 24.59	127 19.18
Armed Forces	1 0.52	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.15
Retired	5 2.62	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 0.66	7 1.06
Doing Something Else	75 39.27	11 44.0	3 50.0	4 44.44	0 0.0	7 29.17	10 47.62	5 29.41	3 50.0	2 40.0	8 34.78	13 43.33	120 39.34	261 39.43
TOTAL Row %	191 28.85	25 3.78	6 0.91	9 1.36	0 0.0	24 3.63	21 3.17	17 2.57	6 0.91	5 0.76	23 3.47	30 4.53	305 46.07	662 100.0

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#### 4D.3: Residence and Residential Satisfaction

Residential characteristics and residential satisfaction are major indicators of life quality. Ones' residential satisfaction, regardless of quality or cost, is a major indicator as to whether the individual and his family is living in an environment and cultural context that he/she truly likes and feels comfortable in. Table 4D.3.1 shows that, for the most part, adult Indians are satisfied with their residences, with 26% extremely satisfied. Only 16.88% are dissatisfied at all. Thirty-two percent are neutral; neither satisfied or dissatisfied. Regardless of formal education, all have similar profiles, with those with more than the average education tending toward neutrality.

Those who are more satisfied with their homes and apartments tend to be more satisfied with their education, with its completeness and with its appropriateness. Yet, as far as performance is concerned, those who are more satisfied tend to have lower scores on the 3 R's index. They are satisfied with residence and education, yet their 3R's scores would suggest that they should be somewhat more dissatisfied. The key here might be personality, goals and realism rather than an empirical evaluation of ones' conditions vis-a-vis a theoretical ideal residence.

Looking at the levels of residential satisfaction among eastern source of education respondent groups (Table 4D.3.2) it can be noted that, if there is any pattern, it seems to be that GED groups (i.e., those with 8 or more cases) and those with equivalency but no adult education appear to be somewhat more dissatisfied than satisfied. Other groups, however, tend to be somewhat more satisfied than dissatisfied with their residence.

The pattern in the western states generally shows that those adults with no regular sources of educational attainment are more or as satisfied with their residence than those with various sources of educational attainment. The exceptions to this are adults with

ABE experience in programs operated by Indian/community groups, those with GED's obtained from public schools and regular high school diplomas; those groups are, on the average, more satisfied with their places of residence.

Desire to Move Away from Their City or County

A corollary to the previous table, Table 4D.3.3 shows that about 80% of respondents are satisfied with the city and county in which they live. Twenty percent would like to move. The potential movers are slightly better educated than their stable peers, slightly less satisfied with their education, feel that they need more education and tend to feel that they need a different education when compared with stayers. As well, they performed better on the 3 R's index. Whether East or West, the profile of satisfaction and potential mobility is the same.

The corollary to residential satisfaction is the extent to which they are satisfied enough to stay where they are or would like to move; Table 4D.3.4. In the East, again the pattern is for adults without any formal sources of education attainment to be more satisfied to stay where they are. The single exception here is the group of adults who attained an equivalency but without any adult educational program, only about 10 percent say they would like to move. This is somewhat contradictory of their levels of residential dissatisfaction reported above, however, since about 10 percent were somewhat dissatisfied and 10 percent were extremely dissatisfied. Apparently only half of the extreme cases are dissatisfied enough to move.

The general pattern of wanting to move observed from the eastern data is clearly found in the West also. That is, the most likely to be dissatisfied enough to move are those with some source of educational attainment, especially those with some form of the GED. Thus, the most satisfied to stay are those without sources of educational attainment.

#### Condition of the Residence

When asked as to the conditions of the dwelling unit in which the family resided, most 62.2% (Table 4D.3.5) responded that it was well built. Thirty-five percent felt that their dwelling units were not well built. Those who reside in the East feel that their dwelling units are slightly better constructed than do those who live in the West. As one's formal education increases there is a marked tendency to live in or appraise the dwelling unit as well built. This is markedly true in the West, but not as true in the East. Education seems to play a lesser role in satisfaction with the physical structure in the East than in the West.

Those who feel that their dwelling units are not well built also tend to feel dissatisfied with their education, feel that they need more and feel that they need a different kind of training than they received in school. Whether real or imagined, about 35% of the respondents feel that their units are below the quality that they would expect.

Consistent with the latter eastern findings on willingness to move, Table 4D.3.6 shows that those with high school equivalency

but no adult education, show a large percentage with well-built homes (80%), however adults with ABE program experience in public schools indicate an even greater percentage (86%); these are followed by adults with regular high school diplomas (70%) and those with GED's from public schools (67%). At the other extreme, those with poorly-built homes tend to be adults with GED's from programs operated by Indian/community groups. In the western states, except for over half of the residents in ABE programs in public two-year colleges, those without any sources of educational attainment are more likely than those (45%) to live in poorly-built dwellings; recall, however, that they also are least likely to want to move.

#### Size of the Rooms in the Dwelling Unit

With respect to room size, Table 4D.3.7, most respondents feel that the rooms are about right (46.6%) with about 35% reporting that the rooms are too small. This latter figure is consistent with the percent that felt that their units were not well built. Most of those who have little or no education feel that their rooms are too small, while among the better educated, they are satisfied with room size generally. Not surprisingly those who feel that the rooms in their dwelling units are too small also feel dissatisfied on all three scales. Well they might, they score substantially below those who feel satisfied with the room size. Those who feel that their rooms are too large are in the middle range of education, but tend to have lower performance scores than do the other groups. They also tend to be dissatisfied with their educations, and the kind of

education they received.

Among Eastern Indians, more feel that their rooms are about right, regardless of education, and patterns similar to those of the U.S. are noted with one exception. Those who live in dwelling units having relatively large rooms are less dissatisfied with their educations, but feel that they need more, and a different one. This may reflect socio-economic differences between Eastern and Western families, where the Eastern families who live in dwelling units having large rooms are relatively better off financially than their Western counterparts.

In regard to size of rooms of eastern dwellings, Table 4D.3.8, except for the 43 percent of adults in public school ABE programs, those most likely to live in dwellings with rooms that are too small are adults with no sources of educational attainment (34%). This general pattern occurs in the western states as well; that is, those who have no sources of educational attainment (ABE/GED/Diploma or equivalency) are most likely (4%) to indicate that the rooms in their house are too small. Again, however, these adults are least likely to want to move. This may be due to the notion that perhaps, in reservation and rural areas especially, there may not be any or relatively few really good alternatives for this group in regard to housing.

#### Conditions of Other Indian Dwellings

When asked how the Indian dwelling units in the neighborhood were kept up, 69% reported that other homes were at least fairly

well kept up, with about 31% not well maintained, Table 4D.3.9.

Reported condition is associated with education, with those who have more education reporting greater satisfaction with other Indian dwellings than do those who have less education. Performance seems to be associated with the quality of the dwelling unit, and the three satisfaction scales are reported associated with the quality of neighborhood homes. The lower the quality, the higher the dissatisfaction. Again, this may reflect dissatisfaction because of educational inadequacies.

The pattern of responses regarding the condition of other Indian homes in the neighborhood for eastern residents is generally consistent with that found with condition of own residence, Table 4D.3.10. That is, 81 percent of those with a high school equivalency but no adult education tend to live in the most well-kept neighborhoods, whereas only 60 percent of those with GED's from adult programs controlled by Indian/community groups live in well-kept neighborhoods.

Besides living in neighborhoods that are somewhat less well-kept, adults in western states views of the condition of their neighbors' homes is similar to the condition of their own. That is, again, many of those (95%) in ABE programs operated by two-year public colleges feel that the homes of neighbors are not well-kept; even more (half) of those with GED's from four-year colleges feel that way. On the other hand, adults with ABE experience in adult programs operated by Indian/community groups (74% all together)

tend to rate their neighbors' homes as fairly to very well-kept.

#### Kind of Dwelling Unit

Most adult Indians, Table 4D.3.11, live in single family dwelling units, with mobile homes and apartments sharing second place. Interestingly, a greater proportion of adult Indians having little education occupy single family units than one would expect in the general population. Single family occupancy is normally associated with formal education, because of the intervention of income as a result of the education. Among adult Indians, though, apartment dwelling is more typical of those who are better educated than those who have less education. Only at the highest level of education, among Eastern Indians does the pattern expected pertain.

Those who live in multiple dwellings tend to be better satisfied with their education than do others, especially among those who live in the East. Validating their lack of education as compared with the multiple occupants, those who live in single family dwelling units scored substantially lower on the 3 R's index than did those who live in multiple units. Contrary to most stereotypes, those who live in mobile homes scored higher on the performance index than did say of the other residence cohorts.

Table 4D.3.12 shows the types of building or dwelling unit by source of educational attainment. Although the typical pattern is to live in a single family dwelling unit, in the East, there are exceptions to that, e.g., less than half of those having obtained

the GED through a program operated by Indian/community groups live in single family units. The pattern in the West, however, is the typical one, as 61-87 percent of all groups report to living in single family dwellings. The group most likely to follow this pattern consists of those with no sources of educational attainment (ABE/GED/Diploma) which may explain, in part, their greater reluctance to move.

#### Size of Multiple Family Buildings

Those who live in apartment buildings are better educated and the better the education, the larger the apartment building, Table 4D.3.13. About half of those who live in apartments reside in buildings housing at least five families. Generally, the larger the structure the most dissatisfied adult Indians are. However, the numbers of adult Indians who live in apartment units is so small that few inferences can be drawn as to satisfaction or dissatisfaction. The results of the 3 R's index are quite mixed by number of units in the structure.

Among the apartment dwellers in the East (see Table 4D.3.14), except for three groups with small sample sizes, adults with no sources of educational attainment tend to live in apartment buildings with smaller number of dwelling units than do other adults. Except for adults with ABE experience in programs operated Indian/community groups, the same pattern holds in the western states as well.



### Number of Rooms in the Dwelling Unit

Table 4D3.15 shows the number of rooms in each dwelling unit as reported by the respondents. There is a distinct association between education and dwelling unit size with plateaus after 1-6 years of education and with high school graduation. Note that on graduation from college residence size decreases slightly. As family size tends to be inversely associated with education those who are extremely well educated may not need many bedrooms, hence rooms, as they do not have a plan to have large families. Note that among those who have no formal education, living in a unit with more than three rooms is unusual as 67% live in units having three rooms or less. Compare this with the five room units that adult Indian population lives in and those who have little education fare poorly indeed.

Adult performance as measured by the 3 R's index is associated with the size of the dwelling unit except for the largest sized units. As well, all three dissatisfaction scores are negatively associated with size, where the larger the unit, the better the satisfaction. These patterns are more apparent in the East than in the West, but they are equally important in both areas of the United States.

In regard to number of rooms in dwellings found among the various educational attainment source groups, in the eastern states, the data in Table 4D.3.16 indicate that overall, the group of adults with the largest number of (median of 5.2) rooms consists of those with a high school equivalency but no adult education; this may

account, in part, for the previous finding that 90 percent of this group were not dissatisfied enough with their residence to move.

In the western states, except for adults in public school adult education programs, those obtaining the GED in other programs as well as those with regular high school diplomas or its equivalent (but no adult education) average about 5 rooms per household. The only other group to achieve this consists of adults taking ABE instruction in private vocational (trade schools); the remaining groups average about 4 rooms per household.

#### Length of Residence

Half the respondents have lived in their communities at least sixteen years, Table 4D.3.17, and thirty percent have lived in the same community for more than thirty years, Table 4D.3.17. In this era of residential mobility this is a very stable population even though more than twenty-five percent have moved in less than five years. Except for extreme mobility, residential mobility is positively associated with 3 R's performance levels and with education. Those who have more extensive education move more, possibly for professional or employment reasons, perhaps simply because they can afford to move if they want to upgrade their residential environment.

Although mixed, dissatisfaction is associated with residential stability as is the feeling that the individual received an inappropriate education, those who move more have a tendency to feel that they need more education than they presently have.

Interestingly, Eastern Indians have a slight tendency to be more mobile than do those in the West. This comes about as Western Indians have a larger population that have lived in the same community for a very long time, twenty years or more. It is extremely likely that if rural/urban differences were controlled for, that Eastern Indians would show less mobility than do those who live in the West.

Table 4D.3.18 shows that adults with no source of educational attainment (no ABE/GED/Diploma or equivalent) tend to have maintained the same residence for the greatest length of time; this pattern occurs in both eastern and western states. This, of course, may help explain why such adults are more reluctant to move, even though their homes, especially in the West, are less likely to be well-built and to have rooms of adequate size.

#### Housing Value and Rent

As shown by Table 4D.3.19, more than half of the Indian owned dwelling units were worth less than \$10,000 in 1978. Three-quarters of them were worth less than \$19,000. These statistics hold when the median sales price in 1978 was approaching \$80,000. Only four percent of Indians dwelling units are valued at over \$60,000; and only 10,27% are valued at over \$40,000. This is simply astounding. Yet the value reported may be a function of the individual's ability to appropriately estimate the value of the unit in "today's" market. Performance level scores show that at both extremes of value scores are low as compared with values in the middle range. At the same time, all levels of education are found in abundance in less than \$10,000 category. It is only when one enters the thirty to sixty

thousand dollar housing market that educational differences really begin to show up. Most Indians, regardless of education live in housing which is importantly less valuable than one would expect by chance alone and although a factor in value, one's education does not guarantee the kind of "quality" of housing that is normally associated with education, hence, success.

Dissatisfaction with education is weakly associated with housing value, with those whose houses are of the lowest value also exceeding the expected levels of satisfaction.

The general pattern of dwelling/building values for both East and West, Table 4D.3.20, is for 68-69 percent of dwellings to be valued at less than \$10,000. The exceptions to this in the East are homes occupied by adults with regular high school diplomas and those with no sources of educational attainment; in fact dwelling units valued at \$50,000 or more only occur in these two groups. Having the legitimized educational attainment of a high school diploma does not appear to explain this result, since one group has this educational advantage and the other does not. More simply, it may be a function of the fact that in the Eastern states, adults in these two groups tend to have maintained their present residence longer and, therefore, have had more time to acquire and occupy more valuable dwelling units.

While this pattern, particularly for dwelling units of greater value, appear to hold to some extent in the West, the data is more complicated. That is, from 7 to 14 percent of the adults in five other groups in the West also appear to reside in housing units

valued at less than \$10,000.

#### Rent of Dwellings

Eighty-six percent of adult Indian families live in units where rent would be or is less than forty dollars per month (Table 4D.3.21). Rent is positively associated with education except that at least 81% live in units worth less than \$40.00 per month and a few Western families where the householder reported an education of between 7 and 9 years and reported rents of \$300.00 per month or more. Again, as in the discussion of housing value, the rents reported are astonishingly low, regardless of education. Rents in the Eastern United States appear to be even lower or more families are living in lower rent units, except for the 17+ years of education cohort. Over ninety percent of Eastern Indian renters who have less than a high school education live in dwelling units where they pay less than \$40 per month rent.

Generally, the more rent paid, the greater the dissatisfaction with one's education and the greater the feeling of inadequacy with respect to the amount of education. As well, one's performance level as measured by the 3 R's index increases, generally, as one's rent increases.

In regard to the estimated rent value of the occupied dwelling unit, Table 4D.3.22, the pattern in both East and West is for more than 86 percent of the rental values of occupant dwellings to be less than forty dollars a month. In the East, except for two GED cases and two adults with no sources of educational attainment, it again is only (7 percent of) regular high school graduates who reside

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in dwellings estimated to rent for \$150.00 or more.

A similar pattern occurs in the West, involving only about five percent of adults with regular high school diplomas; however, as with the dwelling unit value, estimated rent value is more complicated in the western states. That is, from 3 to 14 percent of the adults in six other groups, both with and without sources of educational attainment, place the rent value of the dwelling they occupy at \$150.00 or more; however, the important finding is that 83 - 100 percent of the Indian adults in these comparison groups estimate the rent value of their dwelling units at less than \$40.00 a month.

TABLE 4D 3.1: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND SATISFACTION WITH THE CITY OR COUNTY OF RESIDENCE.

PART A: UNITED STATES SUMMARY

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Need Diff- erent	Median 3R's Index	
Extremely Satisfied	1	46 29.9	85 30.5	41 33.1	92 35.8	83 26.5	187 25.1	268 25.1	117 18.7	38 34.2	19 25.0	976 25.9	248 19.7	675 22.7	595 23.3	44
	2	10 6.5	33 11.8	16 12.9	18 7.0	35 11.2	74 9.9	153 14.3	84 13.4	22 19.8	9 11.8	454 12.1	113 8.9	366 12.3	299 11.7	42
	3	11 7.1	27 9.7	8 6.5	19 7.4	30 9.6	90 12.1	164 15.3	116 18.5	9 8.1	18 23.7	492 13.1	163 12.9	399 13.4	341 13.4	58
	4	70 45.5	100 35.8	45 36.3	90 35.0	111 35.5	249 33.4	316 29.6	177 28.2	26 23.4	16 21.1	1200 31.9	442 35.1	997 33.5	861 33.7	58
	5	7 4.6	10 3.6	6 4.8	20 7.8	25 7.9	71 9.5	84 7.9	79 12.6	9 8.1	9 11.8	320 8.5	147 11.7	275 9.2	226 8.9	47
	6	3 1.9	5 1.8	4 3.2	5 1.9	10 3.2	35 4.7	35 3.3	26 4.2	3 2.7	2 2.6	128 3.4	58 4.6	113 3.8	89 3.5	69
Extremely Dissatisfied	7	7 4.6	19 6.8	4 3.2	13 5.1	19 6.1	40 5.4	49 4.6	28 4.5	4 3.6	3 3.9	186 4.9	88 6.9	154 5.2	144 5.6	56
TOTAL		154 4.1	279 7.4	124 3.3	257 6.8	313 8.3	746 19.9	1069 28.5	627 16.7	111 2.9	76 2.0	3756 100.0	1259 33.5	2979 79.3	2555 68.0	



TABLE 4D 3.1: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND SATISFACTION WITH THE CITY OR COUNTY OF RESIDENCE.

PART B: EASTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Need Diff- erent	Median IR's Index
Extremely Satisfied	1	9	30	10	13	12	26	46	13	7	4	170	49	114	105
		37.5	37.0	33.3	24.1	17.9	18.6	23.7	13.9	35.0	30.8	23.7	18.9	21.1	20.8
	2	0	5	2	4	7	19	25	6	3	1	72	21	61	48
		0.0	6.2	6.7	7.4	10.5	13.6	12.9	6.5	15.0	7.7	10.1	8.1	11.3	9.5
	3	4	6	4	6	4	14	27	22	2	1	90	32	68	71
		16.7	7.4	13.3	11.1	5.9	10.0	13.9	23.7	10.0	7.7	12.6	12.3	12.6	14.0
	4	9	33	8	21	22	55	61	30	2	4	245	85	180	172
		37.5	40.7	26.7	38.9	32.8	39.3	31.4	32.3	10.0	30.8	34.2	32.7	33.3	33.9
	5	1	4	3	5	7	14	13	7	3	2	59	35	50	43
		4.2	4.9	10.0	9.3	10.5	10.0	6.7	7.5	15.0	15.4	8.2	13.5	9.2	8.5
	6	0	1	2	2	8	3	6	6	1	0	29	12	24	23
		0.0	1.2	6.7	3.7	11.9	2.1	3.1	6.5	5.0	0.0	4.1	4.6	4.4	4.6
Extremely Dissatisfied	7	1	2	1	3	7	9	16	9	2	1	51	26	44	44
		4.2	2.5	3.3	5.6	10.5	6.4	8.3	9.7	10.0	7.7	7.1	10.0	8.1	8.7
TOTAL		24	81	30	54	67	140	194	93	20	13	716	260	541	506
ROW %		3.4	11.3	4.2	7.5	9.4	19.6	27.1	12.9	2.8	1.8	100.0	36.3	75.6	70.7

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TABLE 4D 3.1: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND SATISFACTION WITH THE CITY OR COUNTY OF RESIDENCE.

PART C: WESTERN INDIANS

Frequency Column #	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median 3R's Index
Extremely Satisfied	1	37 28.5	55 27.8	31 32.9	79 38.9	71 28.9	161 26.6	222 25.4	104 19.5	31 34.1	15 23.8	806 26.5	199 19.9	561 23.0	490 23.9
	2	10 7.7	28 14.1	14 14.9	14 6.9	28 11.4	55 9.1	128 14.6	78 14.6	19 20.9	8 12.7	382 12.6	92 9.2	305 12.5	251 12.3
	3	7 5.4	21 10.6	4 4.3	13 6.4	26 10.6	76 12.5	137 15.7	94 17.6	7 7.7	17 26.9	402 13.2	131 13.1	331 13.6	270 13.2
	4	61 46.9	67 33.8	37 39.4	69 33.9	89 36.2	194 32.0	255 29.1	147 27.5	24 26.4	12 19.1	955 31.4	357 35.7	817 33.5	689 33.6
	5	6 4.6	6 3.0	3 3.2	15 7.4	18 7.3	57 9.4	71 8.1	72 13.5	6 6.6	7 11.1	261 8.6	112 11.2	225 9.2	183 8.9
	6	3 2.3	4 2.0	2 2.1	3 1.5	2 0.81	32 5.3	29 3.3	20 3.8	2 2.2	2 3.2	99 3.3	46 4.6	89 3.7	66 3.2
Extremely Dissatisfied	7	6 4.6	17 8.6	3 3.2	10 4.9	12 4.9	31 5.1	33 3.8	19 3.6	2 2.2	2 3.2	135 4.4	62 6.2	110 4.5	100 4.9
TOTAL		130	198	94	203	246	606	875	534	91	63	3040	999	2438	2049
Row %		4.3	6.5	3.1	6.7	8.1	19.9	28.8	17.6	2.9	2.1	100.0	32.9	80.2	67.4

TABLE 4D.3.2:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
RESIDENTIAL SATISFACTION

## PART A: EASTERN INDIANS

LEVEL	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Comm- unity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Comm- unity Agency			
Extremely Satisfied	67 27.24	3 23.08	1 20.0	20 28.99	2 33.33	0 0.0	0 0.0	1 3.7	5 23.81	56 21.46	155 23.56
2	22 8.94	2 15.38	1 20.0	3 4.35	1 16.67	1 12.5	1 50.0	3 11.11	1 4.76	30 11.49	65 9.88
3	22 8.94	1 7.69	0 0.0	2 7.41	0 0.0	1 12.5	0 0.0	2 7.41	0 0.0	43 16.48	78 11.85
4	91 36.99	5 38.46	2 40.0	10 37.04	1 16.67	3 37.5	1 50.0	10 37.04	9 42.86	81 31.03	231 35.11
5	21 8.54	0 0.0	1 20.0	4 5.8	1 16.67	1 12.5	0 0.0	2 7.41	2 9.52	23 8.81	55 8.36
6	12 4.88	0 0.0	0 0.0	2 2.9	0 0.0	0 0.0	0 0.0	3 11.11	0 0.0	10 3.83	27 4.1
Extremely Dissatisfied	11 4.47	2 15.38	0 0.0	3 4.35	1 16.67	2 25.0	0 0.0	6 22.22	4 19.05	18 6.9	47 7.14
TOTAL ROW %	246 37.39	13 1.98	5 0.76	69 10.49	6 0.91	8 1.22	2 0.3	27 4.1	21 3.19	261 39.67	658 100.0
Median	3.63	3.6	3.75	3.59	3.0	4.17	3.0	4.25	4.0	3.52	3.63

TABLE 4D.3.2:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
RESIDENTIAL SATISFACTION

## PART B: WESTERN INDIANS

LEVEL	NONE	ABE					GED					Equival- ence (No ABE/ GED/ SBA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency			
Extremely Satisfied	322 31.51	7 9.72	7 33.33	3 14.29	2 100.0	26 31.71	11 22.92	7 17.95	3 11.54	1 7.14	12 19.67	18 19.78	291 24.45	710 26.4
2	102 9.98	10 13.89	1 4.76	1 4.76	0 0.0	14 17.07	7 14.58	6 15.38	2 7.69	1 7.14	5 8.2	12 13.19	174 14.62	335 12.46
3	88 8.61	17 23.61	2 9.52	2 9.52	0 0.0	13 15.85	7 14.58	3 7.69	3 11.54	3 21.43	8 13.11	16 17.58	197 16.55	359 13.35
4	360 35.23	19 26.39	9 42.86	14 66.67	0 0.0	17 20.73	14 29.17	15 38.46	11 42.31	5 35.71	27 44.26	38 41.76	325 27.31	854 31.76
5	66 6.46	12 16.67	1 4.76	1 4.76	0 0.0	5 6.1	4 8.33	6 15.38	2 7.69	0 0.0	4 6.56	4 4.4	118 9.92	223 8.29
6	29 2.84	3 4.17	1 4.76	0 0.0	0 0.0	2 2.44	2 4.17	0 0.0	3 11.54	0 0.0	0 0.0	1 1.1	42 3.53	83 3.09
Extremely Dissatisfied	55 5.38	4 5.56	0 0.0	0 0.0	0 0.0	5 6.1	3 6.25	2 5.13	2 7.69	4 28.57	5 8.2	2 2.2	43 3.61	125 4.65
TOTAL Row %	1022 38.01	72 2.68	21 0.78	21 0.78	2 0.07	82 3.05	48 1.79	39 1.45	26 0.97	14 0.52	61 2.27	91 3.38	1190 44.25	2689 100.0
Median	3.49	3.61	3.56	3.82	1.0	2.58	3.36	3.73	3.95	3.9	3.7	3.47	3.16	3.33

TABLE 4D 3.3: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND DESIRE TO MOVE TO ANOTHER CITY OR COUNTY

PART A: UNITED STATES SUMMARY

	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median 3R's Index
ns															
to	151 98.1	256 94.1	108 87.8	216 86.1	247 77.7	549 74.5	832 79.5	438 72.9	78 71.6	58 75.3	2933 79.5	921 74.9	2261 77.5	1963 78.7	53
ke	3 1.9	16 5.9	15 12.2	35 13.9	71 22.3	188 25.5	213 20.4	163 27.1	31 28.4	19 24.7	754 20.4	309 25.1	656 22.5	531 21.3	61
	154 4.2	272 7.4	123 3.3	251 6.8	318 8.6	737 19.9	1046 28.4	601 16.3	109 2.9	77 2.1	3687 100.0	1230 33.4	2917 79.1	2494 67.7	

PART B: EASTERN INDIANS

to	26 100.0	73 93.6	23 79.3	45 86.5	44 67.7	112 80.6	149 78.0	64 68.8	16 80.0	9 69.2	561 79.5	190 74.2	403 75.6	392 78.9	
ke	0 0.0	5 6.4	6 20.7	7 13.5	21 32.3	27 19.4	41 21.5	29 31.2	4 20.0	4 30.8	144 20.4	66 25.8	129 24.2	104 20.9	
	26 3.7	78 11.1	29 4.1	52 7.4	65 9.2	139 19.7	191 27.1	93 13.2	20 2.8	13 1.8	706 100.0	256 36.3	533 75.5	497 70.4	

PART C: WESTERN INDIANS

to	125 97.7	183 94.3	85 90.4	171 85.9	203 80.2	437 73.1	683 79.9	374 73.6	62 69.7	49 76.6	2372 79.5	731 75.1	1858 77.9	1571 78.6	
ke	3 2.3	11 5.7	9 9.6	28 14.1	50 19.8	161 26.9	172 20.1	134 26.4	27 30.3	15 23.4	610 20.5	243 24.9	527 22.1	427 21.4	
	120 4.3	194 6.5	94 3.2	199 6.7	253 8.5	598 20.1	855 28.7	508 17.0	89 2.9	64 2.2	2982 100.0	974 32.7	2385 79.9	1998 67.0	

TABLE 4D.3.4:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
DESIRE TO MOVE

## PART A: EASTERN INDIANS

LEVEL	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Comm- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Comm- nity Agency			
Satisfied to Stay	205 86.13	10 76.92	4 80.0	53 77.94	5 83.33	6 75.0	2 100.0	17 62.96	19 90.48	194 75.19	515 79.72
Would Like To Move	33 13.87	3 23.08	1 20.0	15 22.06	1 16.67	2 25.0	0 0.0	10 37.04	2 9.52	64 24.81	131 20.20
TOTAL Row %	238 36.84	13 2.01	5 0.77	68 10.53	6 0.93	8 1.24	2 0.31	27 4.18	21 3.25	258 39.93	646 100.0

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TABLE 4D.3.4:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
DESIRE TO MOVE.

## PART B: WESTERN INDIANS

LEVEL	NONE	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
Satis- fied to Stay	877 86.23	51 70.83	14 70.0	17 80.95	2 100.0	64 80.0	30 62.5	25 64.1	12 44.44	9 69.23	38 66.67	67 73.63	904 78.0	2110 79.74
Would Like to Move	140 13.77	21 29.17	6 30.0	4 19.05	0 0.0	16 20.0	18 37.5	14 35.9	15 55.56	4 30.77	19 33.33	24 26.37	255 22.0	536 20.26
TOTAL Row %	1017 38.44	72 2.72	20 0.76	21 0.79	2 0.08	80 3.02	48 1.81	39 1.47	27 1.02	13 0.49	57 2.15	91 3.44	1159 43.8	2646 100.0

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TABLE 4D 3.5: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND PHYSICAL CONDITION OF DWELLING UNIT.

PART A: UNITED STATES SUMMARY

Frequency Column 1	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Disat- ified	Need More	Diff- erent	Median IR's Index
Well Built	64	153	62	146	187	468	701	427	86	61	2355	698	1824	1505	58
	41.3	54.5	50.4	56.4	58.4	62.5	65.2	67.8	76.1	79.2	62.3	55.4	60.9	58.7	
Not Well Built	83	118	58	110	125	266	348	190	21	13	1332	533	1106	994	42
	53.6	41.9	47.2	42.5	39.1	35.5	32.3	30.2	18.6	16.9	35.2	42.3	36.9	38.7	
Other	8	10	3	3	8	15	27	13	6	3	96	30	66	67	42
	5.2	3.6	2.4	1.2	2.5	2.0	2.5	2.1	5.3	3.9	2.5	2.4	2.2	2.6	
TOTAL	155	281	123	259	320	749	1076	630	113	77	3783	1261	2996	2566	
Row %	4.1	7.4	3.3	6.9	8.5	19.8	28.4	16.7	2.9	2.0	100.0	33.3	79.2	67.8	

PART B: EASTERN INDIANS

Well Built	11	55	20	35	39	89	142	64	13	12	480	148	344	318	
	42.3	67.9	66.7	64.8	58.2	63.1	72.5	66.7	65.0	92.3	66.3	56.9	62.8	62.5	
Not Well Built	11	22	8	19	25	46	46	30	6	1	214	106	181	164	
	42.3	27.2	26.7	35.2	37.3	32.6	23.5	31.3	30.0	7.7	29.6	40.8	33.0	32.2	
Other	4	4	2	0	3	6	8	2	1	0	30	6	23	27	
	15.4	4.9	6.7	0.0	4.5	4.3	4.1	2.1	5.0	0.0	4.1	2.3	4.2	5.3	
TOTAL	26	81	30	54	67	141	196	96	20	13	724	260	548	509	
Row %	3.6	11.2	4.1	7.5	9.3	19.5	27.1	13.3	2.8	1.8	100.0	35.9	75.7	70.3	

PART C: WESTERN INDIANS

Well Built	53	98	42	111	148	379	559	363	73	49	1875	550	1480	1187	
	41.1	49.0	45.2	54.2	58.5	62.3	63.5	67.9	78.5	76.6	61.3	54.9	60.5	57.7	
Not Well Built	72	96	50	91	100	220	302	160	15	12	1118	427	925	830	
	55.8	48.0	53.8	44.4	39.5	36.2	34.3	29.9	16.1	18.8	36.6	42.7	37.8	40.4	
Other	4	6	1	3	5	9	19	11	5	3	66	24	43	40	
	3.1	3.0	1.1	1.5	1.9	1.5	2.2	2.1	5.4	4.7	2.2	2.4	1.8	1.9	
TOTAL	129	200	93	205	253	608	880	534	93	64	3059	1001	2448	2057	
Row %	4.2	6.5	3.0	6.7	8.3	19.9	28.8	17.5	3.0	2.1	100.0	32.7	80.0	67.2	

TABLE 4D.3.6:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
PHYSICAL CONDITION OF DWELLING UNIT

## PART A: EASTERN INDIANS

Condition	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Comm- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Comm- nity Agency			
Well Built	154 62.6	12 85.71	3 60.0	44 63.77	4 66.67	4 50.0	2 100.0	14 51.85	17 80.95	186 70.19	440 66.37
Not Well Built	80 32.52	2 14.29	2 40.0	21 30.43	2 33.33	4 50.0	0 0.0	12 44.44	4 19.05	68 25.66	195 29.41
Other	12 4.88	0 0.0	0 0.0	4 5.8	0 0.0	0 0.0	0 0.0	1 3.7	0 0.0	11 4.15	28 4.22
TOTAL Row %	246 37.1	14 2.11	5 0.75	69 10.41	6 0.9	8 1.21	2 0.3	27 4.07	21 3.17	265 39.97	663 100.0



TABLE 4D.3.6:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
PHYSICAL CONDITION OF SWELLING UNIT

## PART B: WESTERN INDIANS

Condition	NONE	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency			
Well Built	549 53.4	49 68.06	8 38.1	12 57.14	1 50.0	46 56.1	35 70.0	26 68.42	19 70.37	9 64.29	37 60.66	54 58.06	789 65.89	1633 60.37
Not Well Built	459 44.65	23 31.94	11 52.38	9 42.86	0 0.0	34 41.46	15 30.0	12 31.58	7 25.93	5 35.71	21 34.43	37 39.78	383 32.02	1016 37.56
Other	20 1.95	0 0.0	2 9.52	0 0.0	1 50.0	2 2.44	0 0.0	0 0.0	1 3.7	0 0.0	3 4.92	2 2.15	25 2.09	58 2.07
TOTAL Row %	1028 38.0	72 2.66	21 0.78	21 0.78	2 0.07	82 3.03	50 1.85	38 1.4	27 1.0	14 0.52	61 2.26	93 3.44	1196 44.21	2705 100.0

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TABLE 4D 3.7: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND SIZE OF ROOMS IN DWELLING UNIT.

PART A: UNITED STATES SUMMARY

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- Isfied	Need More	Need Diff- erent	Median 3R's Index
Size of Rooms in Dwelling Unit.															
Too Large	1 0.65	4 1.4	0 0.0	1 0.39	4 1.3	9 1.2	16 1.5	8 1.3	3 2.7	1 1.3	47 1.3	16 1.3	36 1.2	35 1.4	31
About Right	64 41.8	119 42.9	43 34.9	125 48.6	131 41.3	348 46.8	513 47.9	297 47.6	61 53.9	50 65.8	1751 46.6	522 41.8	1301 43.7	1112 43.8	61
Too Small	80 52.3	130 46.9	63 51.2	99 38.5	128 40.4	225 30.2	345 32.2	201 32.2	30 26.6	19 25.0	1320 35.2	498 39.8	1111 37.3	955 37.6	42
Mixed	8 5.2	24 8.7	17 13.8	32 12.5	54 17.0	162 21.8	196 18.3	118 18.9	19 16.8	6 7.9	636 16.9	214 17.1	527 17.7	439 17.3	56
TOTAL Row %	153 4.1	277 7.4	123 3.3	257 6.8	317 8.4	744 19.8	1070 28.5	624 16.6	113 3.0	76 2.0	3754 100.0	1250 33.3	2975 79.2	2541 67.7	

TABLE 4D 3.7: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND SIZE OF ROOMS IN DWELLING UNIT.

PART B: EASTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION		
	Size of Rooms in Dwelling Unit											Disat- isfied	Need More	Need Diff- erent
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total			
Too Large	0 0.0	1 1.3	0 0.0	0 0.0	2 3.0	1 0.71	5 2.6	2 2.1	1 5.0	1 7.7	13 1.8	4 1.6	11 2.0	10 1.9
About Right	14 58.3	46 58.9	12 40.0	26 48.2	35 53.0	75 53.2	109 55.6	47 50.0	12 60.0	8 61.5	384 53.6	131 50.8	272 50.2	264 52.6
Too Small	8 33.3	23 29.5	13 43.3	19 35.2	19 28.8	35 24.8	44 22.5	29 30.9	5 25.0	1 7.7	196 27.4	82 31.8	156 28.8	135 26.9
Mixed	2 8.3	8 10.3	5 16.7	9 16.7	10 15.2	30 21.3	38 19.4	16 17.0	2 10.0	3 23.1	123 17.2	41 15.9	103 19.0	93 18.5
TOTAL Row %	24 3.4	78 10.9	30 4.2	54 7.5	66 9.2	141 19.7	196 27.4	94 13.1	20 2.8	13 1.8	716 100.0	258 36.0	542 75.7	502 70.1

TABLE 4D 3.7: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND SIZE OF ROOMS IN DWELLING UNIT.

PART C: WESTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION		
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Diff- erent
Too Large	1 0.78	3 1.5	0 0.0	1 0.49	2 0.80	8 1.3	11 1.3	6 1.1	2 2.2	0 0.0	34 1.1	12 1.2	25 1.0	25 1.2
About Right	50 38.8	73 36.7	31 33.3	99 48.8	96 38.3	273 45.3	404 46.2	250 47.2	49 52.7	42 66.7	1367 44.9	391 39.4	1029 42.3	848 41.6
Too Small	72 55.8	107 53.8	50 53.8	80 39.4	109 43.4	190 31.5	301 34.4	172 32.5	25 26.9	18 28.6	1124 36.9	416 41.9	955 39.3	820 40.2
Mixed	6 4.7	16 8.0	12 12.9	23 11.3	44 17.5	132 21.9	158 18.1	102 19.3	17 18.3	3 4.8	513 16.9	173 17.4	424 17.4	346 16.9
TOTAL Row %	129 4.2	199 6.6	93 3.1	203 6.7	251 8.3	603 19.8	875 28.8	530 17.4	93 3.1	63 2.1	3039 100.0	992 32.6	2433 80.1	2040 67.1

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TABLE 4D.3.8:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
SIZE OF ROOMS IN DWELLING.

## PART A: EASTERN INDIANS

Size of Rooms	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Too Large	3 1.23	1 7.14	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	9 3.41	13 1.98
About Right	125 51.44	2 12.86	40.0	38 56.72	3 50.0	5 62.5	1 50.0	15 55.56	10 47.62	142 53.79	347 52.82
Too Small	82 33.74	6 42.86	1 20.0	18 26.87	2 33.33	0 0.0	1 50.0	6 22.22	1 4.76	67 25.38	184 28.01
Mixed	33 13.58	1 7.14	2 40.0	11 16.42	1 16.67	3 37.5	0 0.0	6 22.22	10 47.62	46 17.42	113 17.2
TOTAL Row %	243 36.99	14 2.13	5 0.76	67 10.2	6 0.91	8 1.22	2 0.3	27 4.11	21 3.2	264 40.18	657 100.0

TABLE 4D.3.8:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
SIZE OF ROOMS IN THE DWELLING UNIT

## PART B: WESTERN INDIANS

Size of Rooms	ABE						GED					Equival- ence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
	NONE or High School	Public Grade 2-Year Coll- ege	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
Too Large	10 0.98	1 1.39	0 0.0	0 0.0	0 0.0	2 2.44	0 0.0	0 0.0	0 0.0	1 7.14	3 5.0	2 2.15	11 0.93	30 1.12
About Right	420 41.14	35 48.61	5 25.0	8 40.0	1 50.0	43 52.44	22 44.9	11 28.21	15 55.56	4 28.57	23 38.33	37 39.78	567 47.77	1191 44.34
Too Small	460 45.05	18 25.0	9 45.0	6 30.0	1 50.0	25 30.49	15 30.61	13 33.33	5 18.52	5 35.71	17 28.33	35 37.63	398 33.53	1007 37.49
Mixed	131 12.83	18 25.0	6 30.0	6 30.0	0 0.0	12 14.63	12 24.49	15 38.46	7 25.93	4 28.57	17 28.33	19 20.41	211 17.78	458 17.05
TOTAL Row %	1021 38.01	72 2.68	20 0.74	20 0.74	2 0.07	82 3.05	49 1.82	39 1.45	27 1.0	14 0.52	60 2.23	93 3.46	1107 44.19	2686 100.0

TABLE 4D 3.9: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND  
CONDITION OF OTHER INDIAN DWELLING UNITS IN THE NEIGHBORHOOD.

PART A: UNITED STATES SUMMARY

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median 3R's Index
Very Well Kept Up	9 6.3	35 13.5	11 9.3	28 11.4	30 9.7	96 14.1	136 13.8	86 15.3	14 14.9	14 21.2	459 13.3	121 10.4	344 12.5	279 11.8	61
Fairly Well Kept Up	50 35.2	123 47.3	56 47.5	134 54.7	184 59.7	405 59.5	587 59.4	305 54.4	59 62.8	33 50.0	1936 55.9	610 52.5	1506 54.9	1277 54.1	56
Not Very Well Kept Up	68 47.9	78 30.0	42 35.6	57 23.3	74 24.0	139 20.4	210 21.2	136 24.2	13 13.8	16 24.2	833 24.1	302 25.9	693 25.3	610 25.9	39
Not At All Well Kept Up	15 10.6	24 9.2	9 7.6	24 9.8	20 6.5	40 5.9	55 5.6	34 6.1	8 8.5	3 4.6	232 6.7	127 10.9	199 7.3	190 8.1	67
TOTAL Row %	142 4.1	260 7.5	118 3.4	243 7.1	308 8.9	680 19.7	988 28.6	561 16.2	94 2.7	66 1.9	3460 100.0	1160 33.6	2742 79.2	2356 68.1	

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TABLE 4D 3.9: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND  
CONDITION OF OTHER INDIAN DWELLING UNITS IN THE NEIGHBORHOOD.

PART B: EASTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent
Very Well Kept Up	1 4.8	10 13.9	0 0.0	8 16.0	8 12.5	28 22.4	43 23.6	24 26.9	4 21.1	3 23.1	129 19.4	29 12.0	101 20.1	85 18.1
Fairly Well Kept Up	10 47.6	40 55.6	19 65.5	29 58.0	37 57.8	76 60.8	114 62.6	40 44.9	14 73.7	6 46.2	385 57.9	142 58.9	278 55.3	274 58.2
Not Very Well Kept Up	4 19.1	16 22.2	7 24.1	8 16.0	15 23.4	16 12.8	17 9.3	19 21.4	1 5.3	4 30.8	107 16.1	42 17.4	90 17.9	78 16.6
Not At All Well Kept Up	6 28.6	6 8.3	3 10.3	5 10.0	4 6.3	5 4.0	8 4.4	6 6.7	0 0.0	0 0.0	43 6.5	28 11.6	34 6.8	34 7.2
TOTAL Row %	21 3.2	72 10.8	29 4.4	50 7.5	64 9.6	125 18.8	182 27.4	89 13.4	19 2.9	13 1.9	664 100.0	241 36.3	503 75.8	471 70.9



TABLE 4D 3.9: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND  
CONDITION OF OTHER INDIAN DWELLING UNITS IN THE NEIGHBORHOOD.

PART C: WESTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median 3R's Index
Very Well Kept Up	8 6.6	25 13.3	11 12.4	20 10.3	22 9.0	68 12.2	93 11.5	62 13.1	10 13.3	11 20.8	330 11.8	92 9.9	243 10.8	194 10.3	
Fairly Well Kept Up	40 33.1	83 44.2	37 41.6	105 53.9	147 60.3	329 59.2	473 58.6	265 56.1	45 60.0	27 50.9	1551 55.4	468 50.8	1228 54.8	1003 53.1	
Not Very Well Kept Up	64 52.9	62 32.9	35 39.3	49 25.1	59 24.2	123 22.1	193 23.9	117 24.8	12 16.0	12 22.6	726 25.9	260 28.2	603 26.9	532 28.2	
Not At All Well Kept Up	9 7.4	18 9.6	6 6.7	19 9.7	16 6.6	35 6.3	47 5.8	28 5.9	8 10.7	3 5.7	189 6.8	99 10.7	165 7.4	156 8.3	
TOTAL Row %	121 4.3	188 6.7	89 3.2	193 6.9	244 8.7	555 19.9	806 28.8	472 16.9	75 2.7	53 1.9	2796 100.0	919 32.9	2239 80.1	1885 67.5	

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TABLE 40.3.10:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
CONDITION OF OTHER INDIAN DWELLINGS

## PART A: EASTERN INDIANS

Condition of Units	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Very Well Kept Up	38 17.35	0 0.0	1 20.0	3 4.84	2 33.33	3 37.5	0 0.0	2 8.33	8 38.1	59 23.6	116 19.02
Fairly Well Kept Up	129 58.9	10 71.43	3 60.0	34 54.84	4 66.67	2 25.0	1 100.0	16 66.67	9 42.86	146 58.4	354 58.03
Not Very Well Kept Up	39 17.81	4 28.57	1 20.0	13 20.97	0 0.0	3 37.5	0 0.0	2 8.33	4 19.05	36 14.4	102 16.72
Not At All Well Kept Up	13 5.94	0 0.0	0 0.0	12 19.35	0 0.0	0 0.0	0 0.0	4 16.67	0 0.0	9 3.6	38 6.23
TOTAL Row %	219 35.9	14 2.3	5 0.82	62 10.16	6 0.98	8 1.31	1 0.16	24 3.93	21 3.44	250 40.98	610 100.0

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## PART B: WESTERN INDIANS

LEVEL	NONE	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency			
Very Well Kept	100 10.26	4 6.06	5 25.0	1 5.0	0 0.0	14 18.18	2 4.35	2 6.45	4 18.18	3 25.0	5 9.26	12 13.79	131 12.2	283 11.38
Fairly Well Kept	506 51.9	45 68.18	6 30.0	12 60.0	2 100.0	43 56.58	32 69.57	21 67.74	11 50.0	3 25.0	25 46.3	46 52.87	618 57.54	1370 55.11
Not Very Well Kept	309 31.69	16 24.24	7 35.0	1 5.0	0 0.0	13 16.88	6 13.04	5 16.13	4 18.18	4 33.33	16 29.63	17 19.54	264 24.58	662 26.63
Not At All Well Kept	60 6.15	1 1.52	2 10.0	6 30.0	0 0.0	7 9.09	6 13.04	3 9.68	3 13.64	2 16.67	8 14.81	12 13.79	61 5.68	171 6.88
TOTAL Row %	975 39.22	66 2.65	20 0.8	20 0.8	2 0.08	77 3.1	46 1.85	31 1.25	22 0.88	12 0.48	54 2.17	87 3.5	1074 43.2	2486 100.0

TABLE 403.11: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND TYPE OF DWELLING UNIT

PART A: UNITED STATES SUMMARY

Frequency Column #	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Diff- erent	Median 3R's Index
Mobile Home	3	16	7	23	24	51	72	59	9	2	266	82	205	158	67
	2.0	6.2	6.3	10.2	9.3	8.8	8.6	12.5	10.6	3.4	8.8	8.2	8.5	7.6	
Single Family Dwelling	140	222	96	184	198	457	673	347	65	50	2432	813	1942	1695	47
	93.9	86.4	86.5	81.8	76.7	78.8	80.5	71.5	76.5	84.8	80.2	81.3	80.7	81.6	
Duplex, Triplex, Quad.	6	19	8	18	36	72	91	65	11	6	332	105	259	223	56
	4.0	7.4	7.2	8.0	13.9	12.4	10.9	13.8	12.9	10.2	10.9	10.5	10.8	10.7	
Boat, Van Tent	0	0	0	0	0	0	0	1	0	1	2	0	1	1	58
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.21	0.0	1.7	0.07	0.0	0.04	0.05	
TOTAL	149	257	111	225	258	580	836	472	85	59	3032	1000	2407	2077	
Flow %	4.9	8.5	3.7	7.4	8.5	19.1	27.6	15.6	2.8	1.9	100.0	32.9	79.4	68.5	

TABLE 4D 3.11: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND TYPE OF DWELLING UNIT.

PART B: EASTERN INDIANS

Frequency Column	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+ Total	Dis- satisfied	Need More	Median Diff- erent 3R's Index	
Mobile Home	0	6	4	8	8	14	17	14	3	1	75	23	58	53
	0.0	8.6	17.4	20.5	20.5	15.9	12.6	21.9	20.0	12.5	14.9	13.0	15.1	14.9
Single Family Dwelling	20	57	19	27	23	67	100	39	8	7	367	127	277	264
	90.9	81.4	82.6	69.2	58.9	76.1	74.1	60.9	53.3	87.5	72.9	76.1	72.1	74.2
Duplex, Triplex, Quad	2	7	0	4	8	7	18	11	4	0	61	17	49	39
	1.1	10.0	0.0	10.3	20.5	7.9	13.3	17.2	26.7	0.0	12.1	10.2	12.8	10.9
TOTAL	22	70	23	39	39	88	135	64	15	8	503	167	384	356
Row %	4.4	13.9	4.6	7.8	7.8	17.5	26.8	12.7	2.9	1.6	100.0	33.2	76.3	70.8

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TABLE 4D 3.11: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND TYPE OF DWELLING UNIT.

PART C: WESTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Diff- erent	Median 3R's Index
Mobile Home	3	10	3	15	16	37	55	45	6	1	191	59	147	105	
	2.4	5.4	3.4	8.1	7.3	7.5	7.9	11.0	8.6	1.9	7.6	7.1	7.3	6.1	
Single family Dwelling	120	165	77	157	175	390	573	308	51	43	2065	686	1665	1431	
	94.5	88.2	87.5	84.4	79.9	79.3	81.7	75.5	81.4	84.3	81.7	82.4	82.3	83.2	
Duplex, Triples, Quad	4	12	8	14	28	65	73	54	7	6	271	88	210	184	
	3.2	6.4	9.1	7.5	12.8	3.2	10.4	13.2	10.0	11.8	10.7	10.6	10.4	10.7	
Boat, Van, Tent	0	0	0	0	0	0	0	1	0	1	2	0	1	1	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.25	0.0	1.9	0.03	0.0	0.05	0.06	
TOTAL	127	187	88	186	219	492	701	408	70	51	2529	833	2023	1721	
ROW %	5.0	7.4	3.5	7.4	8.7	9.5	27.7	16.1	2.8	2.0	100.0	32.9	79.9	68.1	

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TABLE 4D.3.12: SOURCES OF EDUCATIONAL ATTAINMENT AND TYPE OF DWELLING UNIT.

PART A: EASTERN INDIANS

Type of Dwelling Unit	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Mobile Home	30 15.87	1 8.33	0 0.0	4 8.7	0 0.0	0 0.0	0 0.0	1 7.69	2 16.67	27 14.84	65 14.1
Single Family	141 74.6	11 91.67	1 33.33	36 78.26	1 50.0	1 100.0	1 100.0	6 46.15	10 83.33	128 70.33	336 72.89
Duplex, Triplex, Quad.	18 9.52	0 0.0	2 66.67	6 13.04	1 50.0	0 0.0	0 0.0	6 46.15	0 0.0	27 14.84	60 13.02
TOTAL Row %	189 41.0	12 2.6	3 0.65	46 9.98	2 0.43	1 0.22	1 0.22	13 2.82	12 2.6	182 39.48	461 100.0

TABLE 4D.3.12: SOURCES OF EDUCATIONAL ATTAINMENT AND TYPE OF DWELLING UNIT

PART B: WESTERN INDIANS

Type	NONE	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- nity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- nity Agency			
Mobile Home	51 5.55	5 7.94	1 5.56	1 5.26	0 0.0	7 10.14	2 6.25	4 13.33	1 5.0	0 0.0	5 9.8	8 11.76	82 8.85	167 7.49
Single Family	796 86.62	49 77.78	11 61.11	16 84.21	2 100.0	49 71.01	25 78.13	25 83.33	15 75.0	11 84.62	38 74.51	50 73.53	754 81.34	1841 82.52
Duplex, Triplex, Quad.	72 7.83	9 14.29	6 33.33	2 10.53	0 0.0	13 18.84	5 15.63	1 3.33	4 20.0	2 15.38	8 15.69	10 14.71	90 9.71	222 9.95
Boat, Van, Tent	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.11	1 0.04
TOTAL Row %	919 41.19	63 2.82	18 0.81	19 0.85	2 0.09	69 3.09	32 1.43	30 1.34	20 0.9	13 0.58	51 2.29	68 3.05	927 41.55	2231 100.0

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TABLE 4D 3.13: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND  
IN APARTMENT RESIDENCES,

UNITED STATES SUMMARY

Frequency Column	FORMAL EDUCATION												EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10	11	12	13-15	16	17+	Total	Disast- ified	Need More	Diff- erent	Median JR's Index
1	1	2	0	2				7	4	3	1	25	6	17	15	72
	12.5	7.7	0.0	5.1				2.7	2.5	10.3	5.3	3.2	2.2	2.7	2.9	
2	1	4	3	8	9			29	13	5	2	98	32	77	68	78
	12.5	15.4	25.0	20.0	12.9			11.2	8.2	17.2	10.5	12.4	11.6	12.2	13.3	
3	0	7	2	2	0			35	15	1	1	91	33	71	60	53
	0.0	26.9	16.7	5.1	14.0			10.9	13.5	9.5	3.5	5.3	11.6	11.9	11.3	11.7
4	5	5	1	8				33	56	19	5	141	48	111	95	64
	62.5	19.2	8.3	20.5	6.0			10.9	21.5	12.0	17.2	21.1	17.9	17.4	18.6	
5	0	1	0	2	0			5	17	13	2	41	12	36	26	75
	0.0	3.9	0.0	5.1	0.0			2.9	6.5	8.2	6.9	5.3	5.2	4.4	5.7	5.1
6	0	1	1	7	5			12	21	8	1	56	16	52	37	69
	0.0	3.9	8.3	17.9	8.1			6.9	8.1	5.1	3.5	0.0	7.1	5.8	8.3	7.2
7	0	1	0	1	2			4	7	6	0	21	2	13	11	31
	0.0	3.9	0.0	2.6	3.2			2.3	2.7	3.8	0.0	2.7	0.72	2.1	2.2	
8	0	2	2	0	2			9	10	9	2	41	12	29	18	75
	0.0	7.7	16.7	0.0	3.2			5.1	3.9	5.7	6.9	26.3	5.2	4.4	3.5	
9	0	0	1	0	4			3	1	8	0	17	6	11	7	28
	0.0	0.0	8.3	0.0	6.5			1.7	0.38	5.1	0.0	0.0	2.2	2.2	1.8	1.4
10	1	2	0	5	8			29	41	20	3	112	44	92	78	47
	12.5	7.7	0.0	12.8	12.9			16.6	15.8	12.7	10.3	15.8	14.2	15.9	14.6	15.2
11	0	0	0	1	4			10	11	10	3	39	20	31	30	25
	0.0	0.0	0.0	2.6	6.5			5.7	4.2	6.3	10.3	0.0	4.9	7.3	4.9	5.9
12	0	0	0	1	4			4	9	14	3	36	12	29	20	25
	0.0	0.0	0.0	2.6	6.5			2.3	3.5	8.9	10.3	5.3	4.6	4.4	4.6	3.9
13-20	0	0	0	1	4			10	5	13	1	34	17	29	22	78
	0.0	0.0	0.0	2.6	6.5			5.7	1.9	8.2	3.5	0.0	4.3	6.2	4.6	4.3
21-30	0	1	2	1	5			9	11	6	0	36	16	31	25	83
	0.0	3.9	16.7	2.6	8.1			5.1	4.2	3.8	0.0	5.3	4.6	5.8	4.9	4.9
TOTAL	8	26	12	39	62			175	260	158	29	788	276	629	512	
ROW %	1.0	3.3	1.5	4.9	7.9			22.2	32.9	20.1	3.7	100.0	35.0	79.8	64.9	

TABLE 4D.3.13: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF UNITS IN APARTMENT RESIDENCES.

PART B: EASTERN INDIANS

Frequency Column #	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION		
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Median Diff- erent Index
2	0	3	2	5	4	11	18	1	1	1	46	19	34	34
	0.0	27.3	28.6	35.7	16.0	20.8	32.7	3.9	25.0	20.0	22.7	21.1	22.2	24.1
3	0	4	2	0	4	7	6	6	0	0	29	13	21	19
	0.0	36.4	28.6	0.0	16.0	13.2	10.9	23.1	0.0	0.0	14.3	14.4	13.7	13.5
4	3	0	1	2	1	4	7	0	0	0	18	4	10	11
	100.0	0.0	14.3	14.3	4.0	7.6	12.7	0.0	0.0	0.0	8.9	4.4	6.5	7.8
5	0	0	0	0	0	2	2	2	0	0	6	3	5	4
	0.0	0.0	0.0	0.0	0.0	3.8	3.6	7.7	0.0	0.0	2.9	3.3	3.3	2.8
6	0	1	1	4	2	7	7	1	1	0	24	8	23	20
	0.0	9.1	14.3	28.6	8.0	13.2	12.7	3.9	25.0	0.0	11.8	8.9	15.0	14.2
7	0	0	0	0	0	1	0	0	0	0	1	0	0	1
	0.0	0.0	0.0	0.0	0.0	1.9	0.0	0.0	0.0	0.0	0.49	0.0	0.0	0.71
8	0	1	0	0	1	2	0	1	0	2	7	2	3	4
	0.0	9.1	0.0	0.0	4.0	3.8	0.0	3.9	0.0	40.0	3.5	2.2	1.9	2.8
9	0	0	1	0	2	0	0	4	0	0	7	2	5	3
	0.0	0.0	14.3	0.0	8.0	0.0	0.0	15.4	0.0	0.0	3.5	2.2	3.3	2.1
10	0	2	0	2	6	11	7	1	0	1	30	20	26	21
	0.0	18.2	0.0	14.3	24.0	20.8	12.7	3.9	0.0	20.0	14.8	22.2	16.9	14.9
11	0	0	0	0	2	2	1	2	1	0	8	8	5	7
	0.0	0.0	0.0	0.0	8.0	3.8	1.8	7.7	25.0	0.0	3.9	8.9	3.3	4.9
12	0	0	0	0	0	0	1	4	0	0	5	1	5	3
	0.0	0.0	0.0	0.0	0.0	0.0	1.8	15.4	0.0	0.0	2.5	1.1	3.3	2.1
13 - 20	0	0	0	0	2	3	1	2	1	0	9	6	6	6
	0.0	0.0	0.0	0.0	8.0	5.7	1.8	7.7	25.0	0.0	4.4	6.7	3.9	4.3
21 - 30	0	0	0	1	1	3	5	2	0	1	13	4	10	8
	0.0	0.0	0.0	7.1	4.0	5.7	9.1	7.7	0.0	20.0	6.4	4.4	6.5	5.7
TOTAL ROW #	3	11	7	14	25	53	55	26	4	5	203	90	153	141
	1.5	5.4	3.5	6.9	12.3	26.1	27.1	12.8	1.9	2.5	100.0	44.3	75.4	69.5

TABLE 4D 3.13:

FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND  
NUMBER OF UNITS IN APARTMENT RESIDENCES.

## PART C: WESTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION		
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Head Diff- erent
1	1	2	0	2	2	3	7	4	3	1	25	6	17	15
	20.0	13.3	0.0	8.0	5.4	2.5	3.4	3.0	12.0	7.1	4.3	3.2	3.6	4.0
2	1	1	1	3	4	14	11	12	4	1	52	13	43	34
	20.0	6.7	20.0	12.0	10.8	11.5	5.4	9.1	16.0	7.1	8.9	6.9	9.0	9.2
3	0	3	0	2	5	12	29	9	1	1	62	20	50	41
	0.0	20.0	0.0	8.0	13.5	9.8	14.2	6.8	4.0	7.1	10.6	10.8	10.5	11.1
4	2	5	0	6	4	29	49	19	5	4	123	44	101	84
	40.0	33.3	0.0	24.0	10.8	23.9	23.9	14.4	20.0	28.6	21.0	23.7	21.2	22.6
5	0	1	0	2	0	3	15	11	2	1	35	9	31	22
	0.0	6.7	0.0	8.0	0.0	2.5	7.3	8.3	8.0	7.1	5.9	4.8	6.5	5.9
6	0	0	0	3	3	5	14	7	0	0	32	8	29	17
	0.0	0.0	0.0	12.0	8.1	4.1	6.8	5.3	0.0	0.0	5.5	4.3	6.1	4.6
7	0	1	0	1	2	3	7	6	0	0	20	2	13	10
	0.0	6.7	0.0	4.0	5.4	2.5	3.4	4.6	0.0	0.0	3.4	1.1	2.7	2.7
8	0	1	2	0	1	7	10	8	2	3	34	10	26	14
	0.0	6.7	40.0	0.0	2.7	5.7	4.9	6.1	8.0	21.4	5.8	5.4	5.5	3.8
9	0	0	0	0	2	3	1	4	0	0	10	4	6	4
	0.0	0.0	0.0	0.0	5.4	2.5	0.49	3.0	0.0	0.0	1.7	2.2	1.3	1.1
10	1	0	0	3	2	18	34	19	3	2	82	24	66	57
	20.0	0.0	0.0	12.0	5.4	14.8	16.6	14.4	12.0	14.3	14.0	12.9	13.9	15.4
11	0	0	0	1	2	8	10	8	2	0	31	12	26	23
	0.0	0.0	0.0	4.0	5.4	6.6	4.9	6.1	8.0	0.0	5.3	6.5	5.5	6.2
12	0	0	0	1	4	4	8	10	3	1	31	11	24	17
	0.0	0.0	0.0	4.0	10.8	3.3	3.9	7.6	12.0	7.1	5.3	5.9	5.0	4.6
13 - 20	0	0	0	1	2	7	4	11	0	0	25	11	23	16
	0.0	0.0	0.0	4.0	5.4	5.7	1.9	8.3	0.0	0.0	4.3	5.9	4.8	4.3
21 - 30	0	1	2	0	4	6	6	4	0	0	23	12	21	17
	0.0	6.7	40.0	0.0	10.8	4.9	2.9	3.0	0.0	0.0	3.9	6.5	4.4	4.6
TOTAL Row %	5	15	5	25	37	122	205	132	25	14	585	186	476	371
	0.85	2.6	0.85	4.3	6.3	20.9	35.0	22.6	4.3	2.4	100.0	31.8	81.4	63.4

TABLE 4D.3.14:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
NUMBER OF UNITS IN APARTMENT HOUSE

## PART A: EASTERN INDIANS

Number of Units	ABE				GED				Equivalence (No ABE/GED/SEA Program)	High School Diploma	TOTAL
	NONE	Public Grade or High School	Private Vocational School	Indian Group or Community Agency	Public Grade or High School	Private Vocational School	Four Year College or University	Indian Group or Community Agency			
2	15 28.85	0 0.0	1 33.33	2 8.33	0 0.0	4 57.14	1 100.0	1 9.09	3 33.33	16 21.33	43 22.87
3	7 13.46	0 0.0	1 33.33	7 29.17	0 0.0	0 0.0	0 0.0	1 9.09	0 0.0	11 14.67	27 14.36
4	6 11.54	0 0.0	0 0.0	2 8.33	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	7 9.33	15 7.98
5	1 1.92	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 9.09	1 11.11	3 4.0	6 3.19
6	5 9.62	0 0.0	1 33.33	5 20.83	0 0.0	1 14.29	0 0.0	2 18.18	2 22.22	6 8.0	22 11.7
7	1 1.92	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.53
8	2 3.85	0 0.0	0 0.0	1 4.17	1 25.0	0 0.0	0 0.0	0 0.0	0 0.0	2 2.67	6 3.19
9	2 3.85	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	4 5.33	6 3.19
10	6 11.54	1 50.0	0 0.0	6 25.0	1 25.0	2 28.57	0 0.0	4 36.36	1 11.11	7 9.33	28 14.89
11	3 5.77	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 11.11	4 5.33	8 4.26
12	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 9.09	0 0.0	4 5.33	5 2.66
13-20	2 3.85	1 50.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 9.09	0 0.0	5 6.67	9 4.79
21-30	2 3.85	0 0.0	0 0.0	1 4.17	2 50.0	0 0.0	0 0.0	0 0.0	1 11.11	6 8.0	12 6.38
TOTAL Row X	52 27.66	2 1.06	3 1.6	24 12.77	4 2.13	7 3.72	1 0.53	11 5.85	9 4.79	75 39.89	188 100.0

TABLE 4D.3.14: SOURCES OF EDUCATIONAL ATTAINMENT AND NUMBER OF UNITS IN APARTMENT HOUSE.

PART B: WESTERN INDIANS

Number of Units	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL	
	None or High School	Public Grade 2-Year Coll- ege	Public 2-Year Coll- ege	Priv- ate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity				Indian Group or Comm- unity Agency
1	7 5.34	0 0.0	0 0.0	0 0.0	0 0.0	2 12.5	1 8.33	0 0.0	0 0.0	0 0.0	1 9.09	0 0.0	11 3.89	22 4.32
2	11 8.4	1 11.11	0 0.0	0 0.0	0 0.0	4 25.0	1 8.33	1 11.11	0 0.0	0 0.0	3 27.27	3 11.54	22 7.77	46 9.04
3	18 13.74	2 22.22	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 12.5	0 0.0	1 9.09	1 3.85	27 9.54	50 9.82
4	29 22.14	2 22.22	1 50.0	0 0.0	0 0.0	4 25.0	2 16.67	3 33.33	3 37.5	0 0.0	0 0.0	6 23.08	56 19.79	106 20.83
5	7 5.34	0 0.0	0 0.0	0 0.0	0 0.0	1 6.25	1 8.33	0 0.0	0 0.0	0 0.0	0 0.0	2 7.69	24 8.46	35 6.88
6	4 3.05	1 11.11	0 0.0	0 0.0	0 0.0	1 6.25	2 16.67	2 22.22	0 0.0	0 0.0	2 18.18	0 0.0	16 5.65	28 5.5
7	3 2.29	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 12.5	0 0.0	0 0.0	2 7.69	11 3.89	17 3.34
8	7 5.34	1 11.11	0 0.0	0 0.0	0 0.0	0 0.0	1 8.33	1 11.11	2 25.0	0 0.0	0 0.0	2 7.69	16 5.65	30 5.89
9	4 3.05	0 0.0	0 0.0	0 0.0	0 0.0	1 6.25	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 1.06	8 1.57
10	12 9.16	0 0.0	1 50.0	1 50.0	0 0.0	1 6.25	2 16.67	2 22.22	0 0.0	0 0.0	1 9.09	4 15.38	48 16.96	72 14.15
11	9 6.87	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 8.33	0 0.0	1 12.5	0 0.0	2 18.18	2 7.69	14 4.95	29 5.7
12	5 3.82	1 11.11	0 0.0	0 0.0	0 0.0	1 6.25	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 7.69	18 6.36	27 5.3
13-20	4 3.05	1 11.11	0 0.0	1 50.0	0 0.0	0 0.0	1 8.33	0 0.0	0 0.0	0 0.0	0 0.0	2 7.69	10 3.53	19 3.73
21-30	11 8.4	0 0.0	0 0.0	0 0.0	0 0.0	1 6.25	0 0.0	0 0.0	0 0.0	0 0.0	1 9.09	0 0.0	7 2.47	20 3.93
TOTAL	131	9	2	2	0	16	12	9	8	0	11	26	283	509
Row %	25.74	1.77	0.39	0.39	0.0	3.14	2.36	1.77	1.57	0.0	2.16	5.11	55.61	100.0

TABLE 4D 3.15: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF ROOMS IN DWELLING UNIT.

PART A: UNITED STATES SUMMARY

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Diff- erent	Median JR's Index
1	44 28.2	46 16.4	13 10.6	19 7.4	31 9.8	40 5.4	73 6.8	43 6.8	3 2.7	3 3.9	315 8.3	123 9.8	277 9.3	269 10.5	31
2	27 17.3	29 10.3	9 7.3	23 8.9	28 8.8	47 6.3	70 6.5	38 6.0	9 7.9	7 8.9	287 7.6	121 9.6	247 8.3	212 8.3	33
3	33 21.2	32 11.4	15 12.2	34 13.2	40 12.6	89 11.9	123 11.5	70 11.1	14 12.4	7 8.9	457 12.1	168 13.4	363 12.1	321 12.5	33
4	17 10.9	62 22.1	30 24.4	52 20.2	78 24.5	150 20.1	224 20.9	139 22.1	24 21.2	8 10.3	784 20.8	272 21.6	603 20.2	518 20.2	53
5	16 10.3	55 19.6	29 23.6	72 27.9	69 21.7	221 29.7	297 27.7	152 24.1	31 77.4	14 17.5	956 25.3	310 24.6	736 24.6	620 24.2	58
6	13 8.3	41 14.6	22 17.9	46 17.8	54 16.9	113 15.2	179 16.7	111 17.6	21 18.6	16 20.5	616 16.3	169 13.4	481 16.1	393 15.4	67
7	4 2.6	13 4.6	4 3.3	9 3.5	14 4.4	52 6.9	59 5.5	44 6.9	5 4.4	13 16.7	217 5.8	65 5.2	170 5.7	141 5.5	72
8	2 1.3	0 0.0	1 0.81	0 0.0	1 0.31	20 2.7	26 2.4	19 3.0	4 3.5	2 2.6	75 1.9	18 1.4	66 2.2	47 1.8	67
9+	0 0.0	3 1.1	0 0.0	3 1.2	3 0.94	13 1.7	20 1.9	14 2.2	2 1.8	8 10.3	66 1.8	11 0.87	47 1.6	36 1.4	33
TOTAL Row %	156 4.1	281 7.4	123 3.3	258 6.8	318 8.4	745 19.7	1071 28.4	630 16.7	113 2.9	78 2.1	3773 100.0	1257 33.3	2990 79.3	2557 67.8	

TABLE 3.15: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF ROOMS IN DWELLING UNIT.

PART D: EASTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION		
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Need Median Diff- erent 3R's Index
1	1 3.9	0 0.0	0 0.0	0 0.0	4 5.9	1 0.71	3 1.5	1 1.0	0 0.0	0 0.0	10 1.4	7 2.7	8 1.5	8 1.6
2	3 11.5	2 2.5	4 13.3	1 1.9	3 4.5	5 3.6	4 2.0	0 0.0	3 15.0	2 15.4	27 3.7	14 5.4	20 3.7	17 3.3
3	5 19.2	4 4.9	4 13.3	5 9.3	9 13.4	18 12.8	10 5.1	10 10.4	1 5.0	0 0.0	66 9.1	25 9.6	54 9.9	51 10.0
4	6 23.1	18 22.2	6 20.0	14 25.9	20 29.9	33 23.4	43 21.9	21 21.9	1 5.0	3 23.1	165 22.8	64 24.6	118 21.5	110 21.6
5	3 11.5	25 30.9	10 33.3	15 27.8	11 16.4	28 19.9	60 30.6	28 29.2	8 40.0	2 15.4	190 26.2	62 23.9	144 26.3	133 26.1
6	6 23.1	25 30.9	5 16.7	14 25.9	14 20.9	34 24.1	48 24.5	19 19.8	6 30.0	1 7.7	172 23.8	56 21.5	132 24.1	125 24.6
7	2 7.7	5 6.2	1 3.3	4 7.4	5 7.5	12 8.5	14 7.1	8 8.3	0 0.0	3 23.1	54 7.5	21 8.1	41 7.5	37 7.3
8	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	5 3.6	9 4.6	5 5.2	1 5.0	0 0.0	20 2.8	6 2.3	17 3.1	17 3.3
9+	0 0.0	2 2.5	0 0.0	1 1.9	1 1.5	5 3.6	4 2.0	4 4.2	0 0.0	2 15.4	19 2.6	5 1.9	13 2.4	10 1.9
TOTAL	26	81	30	54	67	141	196	96	20	13	724	260	548	509
Row %	3.6	11.2	4.1	7.5	9.3	19.5	27.1	13.3	2.8	1.8	100.0	35.9	75.7	70.3

TABLE 4D 3.15: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND NUMBER OF ROOMS IN DWELLING UNIT.

PART C: WESTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Need Diff- erent
1	43 33.1	46 23.0	13 13.9	19 9.3	27 10.8	39 6.5	70 7.9	42 7.9	3 3.2	3 4.6	305 10.0	116 11.6	269 11.0	261 12.7
2	24 18.5	27 13.5	5 5.4	22 10.8	25 9.9	42 6.9	66 7.5	38 7.1	6 6.5	5 7.7	260 8.5	107 10.7	227 9.3	195 9.5
3	28 21.5	28 14.0	11 11.8	29 14.2	31 12.4	71 11.8	113 12.9	60 11.2	13 13.9	7 10.8	391 12.8	143 14.3	309 12.6	270 13.2
4	11 8.5	44 22.0	24 25.8	38 18.6	58 23.1	117 19.4	181 20.6	118 22.1	23 24.7	5 7.7	619 20.3	208 20.8	485 19.8	408 19.9
5	13 10.0	30 15.0	19 20.4	57 27.9	58 23.1	193 31.9	237 27.0	124 23.2	23 24.7	12 18.5	766 25.1	248 24.9	592 24.2	487 23.8
6	7 5.4	16 8.0	17 18.3	32 15.7	40 15.9	79 13.1	131 14.9	92 17.2	15 16.1	15 23.1	444 14.6	113 11.3	349 14.3	268 13.1
7	2 1.5	3 4.0	3 3.2	5 2.5	9 3.6	40 6.6	45 5.1	36 6.7	5 5.4	10 15.4	163 5.3	44 4.4	129 5.3	104 5.1
8	2 1.5	0 0.0	1 1.1	0 0.0	1 0.40	15 2.5	17 1.9	14 2.6	3 3.2	2 3.1	55 1.8	12 1.2	49 2.0	30 1.5
9+	0 0.0	1 0.50	0 0.0	2 0.98	2 0.80	8 1.3	16 1.8	10 1.9	2 2.2	6 9.2	47 1.5	6 0.60	34 1.4	26 1.3
TOTAL ROW %	130 4.3	200 6.6	93 3.1	204 6.7	251 8.2	604 19.8	877 28.7	534 17.5	93 3.1	65 2.1	3051 100.0	998 32.7	2444 80.1	2050 67.2



TABLE 4D.3.16:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
NUMBER OF ROOMS IN DWELLING UNIT

## PART A: EASTERN INDIANS

Number of Rooms	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
1	6 2.44	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 7.41	0 0.0	3 1.51	11 1.66
2	9 3.66	0 0.0	0 0.0	5 7.25	0 0.0	2 25.0	0 0.0	0 0.0	1 4.76	6 2.26	23 3.47
3	21 9.54	4 28.57	0 0.0	11 15.94	1 16.67	0 0.0	0 0.0	5 18.52	1 4.76	16 6.04	59 8.9
4	60 24.39	3 21.43	2 40.0	16 23.19	2 33.33	1 12.5	0 0.0	3 11.11	3 14.29	60 22.64	150 22.62
5	63 25.61	1 7.14	1 20.0	15 21.74	1 16.67	1 12.5	2 100.0	6 22.22	8 38.1	75 28.3	173 26.09
6	64 26.02	2 14.29	2 40.0	16 23.19	1 16.67	3 37.5	0 0.0	7 25.93	4 19.05	59 22.26	158 23.83
7	17 6.91	0 0.0	0 0.0	4 5.8	1 16.67	0 0.0	0 0.0	3 11.11	4 19.05	22 8.3	51 7.69
8	1 0.41	1 7.14	0 0.0	1 1.45	0 0.0	1 12.5	0 0.0	1 3.7	0 0.0	14 5.28	19 2.87
9	5 2.03	3 21.43	0 0.0	1 1.45	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	10 3.77	19 2.87
TOTAL	246	14	5	69	6	8	2	27	21	265	663
Row %	37.1	2.11	0.75	10.41	0.9	1.21	0.3	4.07	3.17	39.97	100.0
Median	4.93	4.5	5.0	4.67	4.5	5.5	5.0	5.08	5.19	5.13	5.01

TABLE 4D.3.16:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
NUMBER OF ROOMS IN DWELLING UNIT

## PART B: WESTERN INDIANS

Number of Rooms	NONE	ABE					GED					Equi- valence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- ate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- ate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
1	156 15.18	5 6.94	4 20.0	2 9.52	0 0.0	7 8.54	3 6.38	1 2.56	1 3.7	0 0.0	3 4.92	4 4.3	92 7.72	278 10.3
2	115 11.19	5 6.94	1 5.0	0 0.0	0 0.0	6 7.32	6 12.77	2 5.13	0 0.0	0 0.0	2 3.28	6 6.45	95 7.97	238 8.82
3	139 13.52	4 5.56	5 25.0	2 9.52	2 100.0	19 23.17	9 19.15	5 12.82	3 11.11	1 7.14	3 4.92	13 13.98	140 11.74	345 12.79
4	192 18.68	25 34.72	3 15.0	4 19.05	0 0.0	18 21.95	8 17.02	9 23.08	6 22.22	4 28.57	11 18.03	21 22.58	240 20.13	541 20.05
5	248 24.12	15 20.83	6 30.0	5 23.81	0 0.0	14 17.07	11 23.4	11 28.21	10 37.04	6 42.86	20 32.79	35 37.63	299 25.08	680 25.2
6	121 11.77	11 15.28	0 0.0	5 23.81	0 0.0	11 13.41	7 14.89	6 15.38	2 7.41	2 14.29	14 22.95	10 10.75	201 16.86	390 14.46
7	42 4.09	3 4.17	1 5.0	0 0.0	0 0.0	5 6.1	1 2.13	1 2.56	2 7.41	0 0.0	7 11.48	1 1.08	7 6.04	135 5.0
8	7 0.68	2 2.78	0 0.0	3 14.29	0 0.0	0 0.0	2 4.26	2 5.13	2 7.41	0 0.0	1 1.64	3 3.23	26 2.18	48 1.78
9	8 0.78	2 2.78	0 0.0	0 0.0	0 0.0	2 2.44	0 0.0	2 5.13	1 3.7	1 7.14	0 0.0	0 0.0	27 2.27	43 1.59
TOTAL Row %	1028 38.1	72 2.67	20 0.74	21 0.78	2 0.07	82 3.04	47 1.74	39 1.45	27 1.0	14 0.52	61 2.26	93 3.45	1192 44.18	2698 100.0
Median	4.04	4.38	3.5	5.0	3.0	4.0	4.19	4.73	4.85	4.83	5.08	4.97	4.6	4.41

TABLE 4D 3.17: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND LENGTH OF RESIDENCE IN THIS COMMUNITY.

PART A: UNITED STATES SUMMARY

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Need Diff- erent	Median 3R'a Index
Less than 1 year	34 18.2	22 7.8	5 4.0	23 8.9	29 9.1	96 12.8	148 13.7	94 14.8	18 15.9	17 21.8	486 12.7	152 12.0	361 11.9	289 11.2	31
1 - 4	6 3.2	21 7.5	4 3.2	25 9.6	38 11.9	115 15.3	171 15.8	119 18.8	22 19.5	17 21.8	538 14.1	178 14.1	425 14.1	348 13.5	64
5 - 9	3 1.6	20 7.1	12 9.7	31 11.9	33 10.3	72 9.6	119 11.0	80 12.6	16 14.2	12 15.4	398 10.4	127 10.0	319 10.6	273 10.6	69
10 - 14	4 2.1	12 4.3	6 4.8	18 6.9	22 6.9	61 8.1	78 7.2	66 10.4	11 9.7	2 2.6	280 7.3	98 7.7	216 7.2	201 7.8	58
15 - 19	1 0.53	16 5.7	9 7.3	19 7.3	32 10.0	87 11.6	79 7.3	48 7.6	2 1.8	3 3.9	296 7.7	96 7.6	251 8.3	196 7.6	53
20 - 29	7 3.7	23 8.2	29 23.4	31 11.9	67 20.9	146 19.4	243 22.5	121 19.1	23 20.4	12 15.4	702 18.3	243 19.2	583 19.4	460 17.9	64
30 - 39	28 14.9	34 12.1	17 13.7	30 11.5	46 14.4	78 10.4	136 12.6	53 8.4	11 9.7	9 11.5	442 11.5	121 9.6	338 11.2	300 11.7	50
40 - 49	21 11.2	55 19.6	20 16.1	34 13.1	18 5.6	42 5.6	35 3.2	24 3.8	3 2.7	4 5.1	256 6.7	101 7.9	209 6.9	199 7.7	31
50 - 59	36 19.3	22 7.8	11 8.9	16 6.2	12 3.8	16 2.1	24 2.2	5 0.79	3 2.7	1 1.3	146 3.8	56 4.4	102 3.4	114 4.4	31
60+ years	47 25.1	56 19.9	11 8.9	33 12.7	23 7.2	40 5.3	47 4.4	24 3.8	4 3.5	1 1.3	286 7.5	95 7.5	207 6.9	196 7.6	33
TOTAL Row %	187 4.9	281 7.3	124 3.2	260 6.8	320 8.4	753 19.7	1080 28.2	634 16.6	113 2.9	78 2.0	3830 100.0	1267 33.1	3011 78.6	2576 67.3	

TABLE 4D 3.17: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND LENGTH OF RESIDENCE IN THIS COMMUNITY.

PART B: EASTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION		
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Need Median Diff- erent 3R's Index
Length of Residence in this Community														
Less than 1 year	13 33.3	4 4.9	0 0.0	5 9.3	6 8.9	21 14.9	16 8.2	12 12.5	5 25.0	3 23.1	85 11.5	21 8.1	49 8.9	39 7.7
1 - 4	3 7.7	10 12.4	2 6.7	5 9.3	16 23.9	16 11.4	33 16.8	12 12.5	1 5.0	3 23.1	101 13.7	37 14.2	83 15.2	78 15.3
5 - 9	1 2.6	8 9.9	3 10.0	10 18.5	11 16.4	20 14.2	24 12.2	12 12.5	4 20.0	1 7.7	94 12.8	32 12.3	79 14.4	75 14.7
10 - 14	1 2.6	5 6.2	2 6.7	5 9.3	3 4.5	12 8.5	12 6.1	12 12.5	2 10.0	0 0.0	54 7.3	29 11.2	37 6.8	39 7.7
15 - 19	1 2.6	7 8.6	3 10.0	5 9.3	7 10.5	20 14.2	18 9.2	9 9.4	0 0.0	0 0.0	70 9.5	18 6.9	56 10.2	46 9.0
20 - 29	1 2.6	12 14.8	8 26.7	8 14.8	11 16.4	21 14.9	35 17.9	20 20.8	5 25.0	2 15.4	123 16.7	55 21.2	94 17.2	75 14.7
30 - 39	8 20.5	12 14.8	5 16.7	3 5.6	9 13.4	12 8.5	33 16.8	14 14.6	2 10.0	3 23.1	101 13.7	24 9.2	72 13.1	73 14.3
40 - 49	0 0.0	11 13.6	3 10.0	7 12.9	2 2.9	11 7.8	10 5.1	4 4.2	0 0.0	1 7.7	49 6.7	21 8.1	41 7.5	39 7.7
50 - 59	5 12.8	4 4.9	1 3.3	4 7.4	2 2.9	4 2.8	9 4.6	0 0.0	0 0.0	0 0.0	29 3.9	13 5.0	19 3.5	23 4.5
60+ years	6 15.4	8 9.9	3 10.0	2 3.7	0 0.0	4 2.8	6 3.1	1 1.0	1 5.0	0 0.0	31 4.2	10 3.9	18 3.3	22 4.3
TOTAL	39	81	30	54	67	141	196	96	20	13	737	260	548	509
Row %	5.3	10.9	4.1	7.3	9.1	19.1	26.6	13.0	2.7	1.8	100.0	35.3	74.4	69.1

TABLE 4D 3.17: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND LENGTH OF RESIDENCE IN THIS COMMUNITY

PART C: WESTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION		
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Disat- isfied	Need More	Need Median Diff- erent 3R's Index
Length of Residence in this Community														
Less than 1 year	21 14.2	18 9.0	5 5.3	18 8.7	23 9.1	75 12.3	132 14.9	82 15.2	13 13.9	14 21.5	401 12.9	131 13.0	312 12.7	250 12.1
1 - 4	3 2.0	11 5.5	2 2.1	20 9.7	22 8.7	99 16.2	138 15.6	107 19.9	21 22.6	14 21.5	437 14.1	141 14.0	342 13.9	270 13.1
5 - 9	2 1.4	12 6.0	9 9.6	21 10.2	22 8.7	52 8.5	95 10.8	68 12.6	12 12.9	11 16.9	304 9.8	95 9.4	240 9.7	198 9.6
10 - 14	3 2.0	7 3.5	4 4.3	13 6.3	19 7.5	49 8.0	66 7.5	54 10.0	9 9.7	2 3.1	226 7.3	69 6.9	179 7.3	162 7.8
15 - 19	0 0.0	9 4.5	6 6.4	14 6.8	25 9.9	67 10.9	61 6.9	39 7.3	2 2.2	3 4.6	225 7.3	78 7.8	195 7.9	150 7.3
20 - 29	6 4.1	11 5.5	21 22.3	23 11.2	56 22.1	125 20.4	208 23.5	101 18.8	18 19.4	10 15.4	579 18.7	188 18.7	489 19.9	385 18.6
30 - 39	20 13.5	22 11.0	12 12.8	27 13.1	37 14.6	66 10.8	103 11.7	39 7.3	9 9.7	6 9.2	341 11.0	97 9.6	266 10.8	227 10.9
40 - 49	21 14.2	44 22.0	17 18.1	27 13.1	16 6.3	31 5.1	25 2.8	20 3.7	3 3.2	3 4.6	207 6.7	80 7.9	168 6.8	160 7.7
50 - 59	31 20.9	18 9.0	10 10.6	12 5.8	10 3.9	12 1.9	15 1.7	5 0.93	3 3.2	1 1.5	117 3.8	43 4.3	83 3.4	91 4.4
60+ years	41 27.7	48 24.0	8 8.5	31 15.1	23 9.1	36 5.9	41 4.6	23 4.3	3 3.2	1 1.5	255 8.2	85 8.4	189 7.7	174 8.4
TOTAL Row %	148 4.8	200 6.5	94 3.0	206 6.7	253 8.2	612 19.8	884 28.6	538 17.4	93 3.0	65 2.1	3093 100.0	1007 32.6	2463 79.6	2067 66.8

TABLE 4D.3.18:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
LENGTH OF RESIDENCE IN THIS COMMUNITY

## PART A: EASTERN INDIANS

Length of Residence	NONE	ABE			GED				Equi- valence (No ABE/ GED/ SIA Program)	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Less than 1 year	23 9.35	1 7.14	1 20.0	3 4.35	1 16.67	2 25.0	0 0.0	1 3.7	5 21.81	31 11.7	68 10.26
1 - 4	27 10.98	2 14.29	1 20.0	9 13.04	2 33.33	0 0.0	0 0.0	7 25.93	4 19.05	40 15.09	92 13.88
5 - 9	26 10.57	2 14.29	0 0.0	13 18.84	1 16.67	2 25.0	1 50.0	1 3.7	0 0.0	32 12.08	78 11.76
10 - 14	15 6.1	0 0.0	1 20.0	9 13.04	1 16.67	1 12.5	0 0.0	3 11.11	2 9.52	20 7.55	52 7.84
15 - 19	25 10.16	5 35.71	0 0.0	8 11.59	0 0.0	0 0.0	1 50.0	2 7.41	1 4.76	19 7.17	61 9.2
20 - 29	39 15.85	2 14.29	1 20.0	9 13.04	1 16.67	3 37.5	0 0.0	3 11.11	6 28.57	50 18.87	114 17.19
30 - 39	33 13.41	2 14.29	0 0.0	7 10.14	0 0.0	0 0.0	0 0.0	8 29.63	0 0.0	43 16.23	93 14.03
40 - 49	26 10.57	0 0.0	0 0.0	4 5.8	0 0.0	0 0.0	0 0.0	2 7.41	0 0.0	15 5.66	47 7.09
50 - 59	13 5.28	0 0.0	1 20.0	4 5.8	0 0.0	0 0.0	0 0.0	0 0.0	3 14.29	8 3.02	29 4.37
60+	19 7.72	0 0.0	0 0.0	3 4.35	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	7 2.64	29 4.37
TOTAL Row %	246 37.1	14 2.11	5 0.75	69 10.41	6 0.9	8 1.21	2 0.3	27 4.07	21 3.17	265 39.97	663 100.0

TABLE 4D.3.18: SOURCES OF EDUCATIONAL ATTAINMENT AND LENGTH OF RESIDENCE IN THIS COMMUNITY

PART B - : WESTERN INDIANS

Length	None or High School	ABE					GED					Equivalence (No ABE/GED/SEA Program)	High School Diploma	TOTAL
		Public Grade	Public 2-Year Col-lege	Private Vocational School	4-Year Coll-ge or Univ-ersity	Indian Group or Commu-nity Agency	Public Grade or High School	Public 2-year Coll-ge	Private Vocational School	4-year Coll-ge or Univ-ersity	Indian Group or Commu-nity Agency			
Less than one year	91 8.79	11 15.28	2 9.52	2 9.52	1 50.0	6 7.32	9 17.65	8 20.51	2 7.41	2 14.29	8 13.11	14 15.05	156 12.99	312 11.47
1 - 4	84 8.12	9 12.5	1 4.76	1 4.76	0 0.0	10 12.2	11 21.57	5 12.82	2 7.41	4 28.57	13 21.31	19 20.43	213 17.74	372 13.68
5 - 9	63 6.09	15 20.83	4 19.05	2 9.52	0 0.0	12 14.63	6 11.76	2 5.13	3 11.11	0 0.0	9 14.75	13 13.98	132 10.99	261 9.6
10 - 14	68 6.57	0 0.0	1 4.76	2 9.52	0 0.0	5 6.1	2 3.92	3 7.69	5 18.52	0 0.0	6 9.84	7 7.53	101 8.41	200 7.36
15 - 19	80 7.73	12 16.67	5 23.81	2 9.52	0 0.0	10 12.2	6 11.76	3 7.69	0 0.0	1 7.14	3 4.92	3 3.23	81 6.74	206 7.58
20 - 29	150 14.49	16 22.22	1 4.76	7 33.33	0 0.0	13 15.85	6 11.76	12 30.77	6 22.22	1 7.14	6 9.84	21 22.58	270 22.48	509 18.72
30 - 39	126 12.17	7 9.72	4 19.05	2 9.52	0 0.0	12 14.63	8 15.69	5 12.82	3 11.11	5 35.71	4 6.56	6 6.45	132 10.99	314 11.55
40 - 49	133 12.85	0 0.0	1 4.76	1 4.76	0 0.0	4 4.88	0 0.0	0 0.0	1 3.7	0 0.0	6 9.84	4 4.3	43 3.58	193 7.1
50 - 59	84 8.12	0 0.0	1 4.76	0 0.0	0 0.0	3 3.66	0 0.0	1 2.56	1 3.7	0 0.0	1 1.64	0 0.0	20 1.67	111 4.08
60+	156 15.07	2 2.78	1 4.76	2 9.52	1 50.0	7 8.54	3 5.88	0 0.0	4 14.81	1 7.14	5 8.2	6 6.45	53 4.41	241 8.86
TOTAL	1035	72	21	21	2	82	51	39	27	14	61	93	1201	2719
Row %	38.07	2.65	0.77	0.77	0.07	3.02	1.88	1.43	0.99	0.51	2.24	3.42	44.17	100.0

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TABLE 403.15. FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND RESIDENTIAL VALUE. \*

PART A: UNITED STATES SUMMARY

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- sified	Need More	Med- iant	Median 3R's Index
Value of Residence															
Less than \$10,000	139 74.3	197 70.1	80 64.5	175 67.3	220 68.8	529 70.3	741 68.6	440 69.4	68 60.2	36 46.2	2625 68.5	911 71.9	2079 69.1	1796 69.7	47
\$10-19,999	23 12.3	24 8.5	10 8.1	28 10.8	28 8.8	59 7.8	74 6.9	41 6.5	4 3.5	3 3.9	294 7.7	77 6.1	223 7.4	195 7.6	56
\$20-29,999	14 7.5	36 12.8	17 13.7	24 9.2	26 8.1	56 7.4	74 6.9	35 5.5	9 7.9	3 3.9	294 7.7	105 8.3	236 7.8	205 7.9	50
\$30-39,999	5 2.7	12 4.3	3 2.4	19 7.3	12 3.8	32 4.3	79 7.3	40 6.3	15 13.3	7 8.9	224 5.9	55 4.3	170 5.7	132 5.1	56
\$40-49,999	0 0.0	2 0.71	5 4.0	6 2.3	12 3.8	38 5.1	39 3.6	24 3.8	4 3.5	9 11.5	139 3.6	43 3.4	105 3.5	84 3.3	72
\$50-59,999	1 0.53	7 2.5	3 2.4	5 1.9	9 2.8	21 2.8	28 2.6	11 1.7	3 2.7	3 3.9	91 2.4	27 2.1	69 2.3	56 2.2	56
\$60-79,999	3 1.6	1 0.36	4 3.2	3 1.2	8 2.5	11 1.5	31 2.9	25 3.9	7 6.2	7 8.9	100 2.6	26 2.1	43 2.8	66 2.6	72
\$80-99,999	0 0.0	0 0.0	2 1.6	0 0.0	1 0.31	6 0.80	5 0.46	8 1.3	0 0.0	4 5.1	26 0.68	11 0.87	17 0.56	19 0.74	31
\$100-149,999	2 1.1	1 0.36	0 0.0	0 0.0	1 0.31	1 0.13	5 0.46	7 1.1	3 2.7	1 1.3	21 0.55	9 0.71	18 0.60	13 0.50	44
\$150,000+	0 0.0	1 0.36	0 0.0	0 0.0	3 0.94	0 0.0	4 0.37	3 0.47	0 0.0	5 6.4	16 0.42	3 0.24	11 0.37	10 0.39	31
TOTAL	187	281	124	260	320	753	1080	634	113	78	3830	1267	3011	256	
Row %	4.9	7.3	3.2	6.8	8.4	19.7	28.2	16.6	2.9	2.0	100.0	33.1	78.6	61.3	

\*Includes all Units, whether rented or owned.

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TABLE 403.19 FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND RESIDENTIAL VALUE.\*

PART B: EASTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissatisfied	Not Dissatisfied	Median Difference	Median Index
Less than \$10,000	26 66.7	55 67.9	21 70.0	37 69.5	52 71.6	108 76.6	123 62.8	66 68.8	11 55.0	7 53.9	506 68.7	194 74.6	312 61.9	35.2 69.2	2
\$10-19,999	6 15.4	4 4.9	4 13.3	8 14.8	1 1.9	17 12.1	10 5.1	10 10.4	1 5.0	0 0.0	64 8.7	19 7.3	45 8.6	4.5 8.8	8
\$20-29,999	2 5.1	18 22.2	2 6.7	6 11.1	5 7.6	2 1.4	19 9.7	5 5.2	2 10.0	1 7.7	62 8.4	22 8.5	40 8.0	4.6 9.0	6
\$30-39,999	4 10.3	1 1.2	0 0.0	3 5.6	1 1.5	7 4.9	31 15.8	10 10.4	5 25.0	0 0.0	64 8.7	14 5.4	50 21.1	4.1 8.1	1
\$40-49,999	0 0.0	1 1.2	3 10.0	0 0.0	2 2.9	6 4.3	8 4.1	2 2.1	1 5.0	2 15.4	25 3.4	9 3.5	19 15.5	1.7 3.3	7
\$50-59,999	1 2.6	2 2.5	0 0.0	0 0.0	0 0.0	1 0.71	3 1.5	2 2.1	0 0.0	0 0.0	9 1.2	1 0.38	7 1.3	3 0.59	3
\$60-79,999	0 0.0	0 0.0	0 0.0	0 0.0	1 1.5	0 0.0	2 1.0	0 0.0	0 0.0	1 7.7	4 0.54	1 0.38	3 0.55	3 0.59	3
\$80-99,999	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 1.0	0 0.0	1 7.7	2 0.27	0 0.0	1 0.18	2 0.39	2
\$150,000+	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 7.7	1 0.14	0 0.0	1 0.18	1 0.14	1
TOTAL Row %	39 5.3	81 10.9	30 4.1	54 7.3	77 9.1	141 19.1	196 26.6	96 13.0	20 2.7	13 1.8	737 100.0	260 35.3	477 74.1	50.9 69.5	3

\*Includes all Units, whether rented or owned.

TABLE 4D 3.19: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND RESIDENTIAL VALUE.\*

PART C: WESTERN INDIANS

Frequency per 1000	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissatisfied	Need More	Diff-erent	Median JR's Index
than 1000	113	142	59	138	168	421	618	374	57	29	2139	71.7	1696	1444	
	76.4	71.0	62.8	66.9	66.4	68.8	69.9	69.5	61.3	44.6	68.5	71.2	68.9	69.9	
9,999	17	20	6	20	24	42	64	31	3	3	230	5.8	176	150	
	11.5	10.0	6.4	9.7	9.5	6.9	7.2	5.8	3.2	4.6	7.1	5.8	7.2	7.3	
9,999	12	18	15	18	21	51	55	30	7	2	230	8.3	188	159	
	8.1	9.0	15.9	8.7	8.3	8.0	6.2	5.6	7.5	3.1	7.1	8.2	7.6	7.7	
9,999	1	11	3	16	9	25	48	30	10	7	150	4.1	131	91	
	0.68	5.5	3.2	7.8	3.6	4.1	5.4	5.6	10.8	10.8	5.1	4.1	5.3	4.4	
9,999	0	1	2	6	10	32	31	22	3	7	111	3.4	86	67	
	0.0	0.50	2.1	2.9	3.9	5.2	3.5	4.1	3.2	10.8	3.7	3.4	3.5	3.2	
9,999	0	5	3	5	9	20	25	9	3	3	81	2.6	62	53	
	0.0	2.5	3.2	2.4	3.6	3.3	2.8	1.7	3.2	4.6	2.7	2.6	2.5	2.6	
9,999	3	1	4	3	7	11	29	25	7	6	96	2.5	80	63	
	2.0	0.50	4.3	1.5	2.8	1.8	3.3	4.7	7.5	9.2	3.1	2.5	3.3	3.1	
9,999	0	0	2	0	1	6	5	7	0	3	21	1.1	16	17	
	0.0	0.0	2.1	0.0	0.40	0.98	0.57	1.3	0.0	4.6	0.70	1.1	0.65	0.82	
49,999	2	1	0	0	1	1	5	7	3	1	21	0.8	18	13	
	1.4	0.50	0.0	0.0	0.40	0.16	0.57	1.3	3.2	1.5	0.6	0.89	0.73	0.63	
100+	0	1	0	0	3	0	4	3	0	4	15	0.30	10	10	
	0.0	0.50	0.0	0.0	1.2	0.0	0.45	0.56	0.0	6.2	0.4	0.30	0.41	0.48	
Total	148	200	94	208	253	612	884	538	93	65	3091	100.0	2463	2067	
%	4.8	6.5	3.0	6.7	8.2	19.8	28.6	17.4	3.0	2.1	100.0	32.8	79.6	66.8	

Includes all units, whether rented or owned.

TABLE 4D.3.20:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
VALUE OF DWELLING UNIT

## PART A: EASTERN INDIANS

Value	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Less than \$10,000	160 65.04	12 85.71	4 80.0	58 84.06	5 83.33	7 87.5	2 100.0	19 70.37	16 76.19	171 64.53	454 68.48
\$10,000 - \$19,999	26 10.57	1 7.14	1 20.0	6 8.7	0 0.0	0 0.0	0 0.0	4 14.81	2 9.52	14 5.28	54 8.14
\$20,000 - \$29,999	29 11.79	0 0.0	0 0.0	4 5.8	0 0.0	0 0.0	0 0.0	1 3.7	1 4.76	23 8.68	58 8.75
\$30,000 - \$39,999	18 7.32	0 0.0	0 0.0	0 0.0	0 0.0	1 12.5	0 0.0	2 7.41	1 4.76	35 13.21	57 8.6
\$40,000 - \$49,999	8 3.25	1 7.14	0 0.0	1 1.45	1 16.67	0 0.0	0 0.0	1 3.7	1 4.76	12 4.53	25 3.77
\$50,000 - \$59,999	4 1.63	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	4 1.51	8 1.21
\$60,000 - \$79,999	1 0.41	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 1.13	4 0.6
\$80,000 - \$99,999	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 0.75	2 0.3
\$150,000+	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.38	1 0.15
TOTAL Row %	246 37.	14 2.11	5 0.75	69 10.41	6 0.9	8 1.21	2 0.3	27 4.07	21 3.17	265 39.97	663 100.0

TABLE 4D.3.20:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
VALUE OF DWELLING UNIT.

## PART B: WESTERN INDIANS

Value	NONE or High School	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
Less than \$10,000	702 67.83	41 56.94	16 76.19	14 66.67	2 100.0	60 73.17	40 73.43	27 69.23	21 77.78	11 71.08	39 63.93	74 79.57	819 68.19	1865 68.59
\$10,000 - \$19,000	89 8.6	8 11.11	2 9.52	4 19.05	0 0.0	6 7.32	1 1.96	3 7.69	0 0.0	0 0.0	7 11.48	5 5.38	82 6.83	207 7.61
\$20,000 - \$29,000	100 9.66	8 11.11	0 0.0	1 4.76	0 0.0	6 7.32	0 0.0	4 10.26	1 3.7	0 0.0	5 8.2	5 5.38	80 6.66	210 7.72
\$30,000 - \$39,000	48 4.64	4 5.56	1 4.76	1 4.76	0 0.0	1 1.22	3 5.88	1 2.56	2 7.41	1 7.14	2 3.28	2 2.15	67 5.58	133 4.89
\$40,000 - \$49,000	32 3.09	8 11.11	0 0.0	0 0.0	0 0.0	4 4.88	1 1.96	2 5.13	1 3.7	1 7.14	3 4.92	3 3.23	45 3.75	100 3.68
\$50,000 - \$59,000	32 3.09	0 0.0	1 4.76	0 0.0	0 0.0	4 4.88	1 1.96	0 0.0	2 7.41	0 0.0	2 3.28	2 2.15	27 2.25	71 2.61
\$60,000 - \$79,000	22 2.13	1 1.39	0 0.0	0 0.0	0 0.0	1 1.22	4 7.94	2 5.13	0 0.0	1 7.14	0 0.0	1 1.08	48 4.0	81 2.98
\$80,000 - \$99,000	3 0.29	2 2.78	0 0.0	1 4.76	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 4.92	0 0.0	13 1.08	22 0.81
\$100,000 - \$149,000	2 0.19	0 0.0	1 4.76	0 0.0	0 0.0	0 0.0	1 1.96	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	13 1.08	17 0.63
\$150,000+	5 0.48	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 1.08	7 0.58	13 0.48
TOTAL	1035	72	21	21	2	82	51	39	27	11	61	93	1201	2719
Row %	38.07	2.65	0.77	0.77	0.07	3.02	1.88	1.43	0.99	0.81	2.24	3.42	44.17	100.0

TABLE 4D 3.21: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND RENTAL VALUE.

PART A: UNITED STATES SUMMARY

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Diff- erent	Median 3R's Index
Rental Value															
Less than \$40.00	157 83.9	248 88.3	114 91.9	215 82.7	286 89.4	661 87.8	933 86.4	536 84.5	98 86.7	63 80.8	3311 86.5	1107 87.4	2593 86.1	2230 86.6	56
\$40 - 99	21 11.2	27 9.6	5 4.0	22 8.5	11 3.4	34 4.5	47 4.4	34 5.4	4 3.5	0 0.0	205 5.4	73 5.8	174 5.8	149 5.8	31
\$100-149	7 3.7	5 1.8	0 0.0	17 6.5	14 4.4	32 4.3	49 4.5	26 4.1	6 5.3	4 5.1	160 4.2	38 3.0	116 3.9	100 3.9	31
\$150-199	2 1.1	0 0.0	2 1.6	4 1.5	3 0.94	13 1.7	25 2.3	14 2.2	2 1.8	4 5.1	69 1.8	17 1.3	55 1.8	44 1.7	39
\$200-249	0 0.0	0 0.0	1 0.81	1 0.38	0 0.0	5 0.66	6 0.56	9 1.4	2 1.8	4 5.1	28 0.73	8 0.63	24 0.80	17 0.66	75
\$250-299	0 0.0	1 0.36	0 0.0	0 0.0	5 1.6	2 0.27	12 1.1	5 0.79	0 0.0	0 0.0	25 0.65	10 0.79	19 0.63	14 0.54	72
\$300-399	0 0.0	0 0.0	2 1.6	1 0.38	0 0.0	3 0.40	4 0.37	7 1.1	0 0.0	2 2.6	19 0.50	8 0.63	17 0.56	12 0.47	69
\$400+	0 0.0	0 0.0	0 0.0	0 0.0	1 0.31	3 0.40	4 0.37	3 0.47	1 0.88	1 1.3	13 0.34	6 0.47	13 0.43	10 0.39	86
TOTAL Row %	187 4.9	281 7.3	124 3.2	260 6.8	320 8.4	753 19.7	1080 28.2	634 16.6	113 2.9	78 2.0	3830 100.0	1267 33.1	3011 78.6	2576 67.3	

TABLE 4D 3.21: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND RENTAL VALUE.

PART B: EASTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median 3R's Index
Rental Value															
Less than \$40.00	38 97.4	79 97.5	29 96.7	50 92.6	66 98.5	128 90.8	171 87.2	85 88.5	17 85.0	10 76.9	673 91.3	249 95.8	507 92.5	470 92.3	
\$40-99	1 2.6	2 2.5	1 3.3	0 0.0	0 0.0	4 2.8	1 0.51	3 3.1	0 0.0	0 0.0	12 1.6	3 1.2	11 2.0	10 1.9	
\$100-149	0 0.0	0 0.0	0 0.0	2 3.7	1 1.5	8 5.7	9 4.6	5 5.2	3 15.0	1 7.7	29 3.9	2 0.77	15 2.7	15 2.9	
\$150-199	0 0.0	0 0.0	0 0.0	2 3.7	0 0.0	0 0.0	11 5.6	1 1.0	0 0.0	0 0.0	14 1.9	4 1.5	8 1.5	11 2.2	
\$200-249	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.71	1 0.51	1 1.0	0 0.0	1 7.7	4 0.54	0 0.0	3 0.55	2 0.39	
\$250-299	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 1.5	0 0.0	0 0.0	0 0.0	3 0.41	2 0.77	2 0.36	0 0.0	
\$300-399	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 1.0	0 0.0	1 7.7	2 0.27	0 0.0	2 0.36	1 0.20	
TOTAL	39	81	30	54	67	141	196	96	20	13	737	260	548	509	
Row %	5.3	10.9	4.1	7.3	9.1	19.1	26.6	13.0	2.7	1.8	100.0	35.3	74.4	69.1	

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TABLE 4D 3.21;

## FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND RENTAL VALUE.

## PART C: WESTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median 3R's Index
Rental Value															
Less than \$40.00	119 80.4	169 84.5	85 90.4	165 80.1	220 86.9	533 87.1	762 86.2	451 83.8	81 87.1	53 81.5	2639 85.3	858 85.2	2086 84.7	1760 85.2	
\$40 - 90	20 13.5	25 12.5	4 4.3	22 10.7	11 4.4	30 4.9	46 5.2	31 5.8	4 4.3	0 0.0	193 6.2	70 6.9	163 6.6	139 6.7	
\$100-149	7 4.7	5 2.5	0 0.0	15 7.3	13 5.1	24 3.9	40 4.5	21 3.9	3 3.2	3 4.6	131 4.2	36 3.6	101 4.1	85 4.1	
\$150-199	2 1.4	0 0.0	2 2.1	2 0.97	3 1.2	13 2.1	14 1.6	13 2.4	2 2.2	4 6.2	55 1.8	13 1.3	47 1.9	33 1.6	
\$200-249	0 0.0	0 0.0	1 1.1	1 0.49	0 0.0	4 0.65	5 0.57	8 1.5	2 2.2	3 4.6	24 0.78	8 0.79	21 0.85	15 0.73	
\$250-299	0 0.0	1 0.50	0 0.0	0 0.0	5 1.9	2 0.33	9 1.0	5 0.93	0 0.0	0 0.0	22 0.71	8 0.79	17 0.69	14 0.68	
\$300-399	0 0.0	0 0.0	2 2.1	1 0.49	0 0.0	3 0.49	4 0.45	6 1.1	0 0.0	1 1.5	17 0.55	8 0.79	15 0.61	11 0.53	
\$400+	0 0.0	0 0.0	0 0.0	0 0.0	1 0.40	3 0.49	4 0.45	3 0.56	1 1.1	1 1.5	13 0.42	6 0.60	13 0.53	10 0.48	
TOTAL	148	200	94	206	253	612	884	538	93	65	3093	1007	2463	2067	
Row %	4.8	6.5	3.0	6.7	8.2	19.8	28.6	17.4	3.0	2.1	100.0	32.6	79.6	66.8	

TABLE 4D.3.22: SOURCES OF EDUCATIONAL ATTAINMENT AND RENTAL VALUE OF DWELLING UNIT.

PART A: EASTERN INDIANS

	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Less than \$40.00	229 93.09	12 85.71	5 100.0	68 98.55	6 100.0	7 87.5	2 100.0	25 92.59	21 100.0	228 86.04	603 90.95
\$50 - \$99	6 2.44	1 7.14	0 0.0	1 1.45	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 0.75	10 1.51
\$100 - \$149.	9 3.65	1 7.14	0 0.0	0 0.0	0 0.0	1 12.5	0 0.0	0 0.0	0 0.0	17 6.42	28 4.22
\$150 - \$249	2 0.81	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 3.7	0 0.0	11 4.15	14 2.11
\$250 - \$299	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.15	0 0.0	2 0.75	3 0.45
\$300 - \$399	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 1.13	3 0.45
\$400+	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 0.75	2 0.3
TOTAL Row %	246 37.1	14 2.11	5 0.75	69 10.41	6 0.9	8 1.21	2 0.3	27 4.07	21 3.17	265 39.97	663 100.0



TABLE 4D.3.22:

SOURCES OF EDUCATIONAL ATTAINMENT AND RENT OF DWELLING UNIT

PART B: WESTERN INDIANS

Amount Rent	NONE	ABE					GED					Equivalence (No ABE/GED/SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year College	Private Vocational School	4-Year College or University	Indian Group or Community Agency	Public Grade or High School	Public 2-year College	Private Vocational School	4-year College or University	Indian Group or Community Agency			
Less than \$40.00	855 82.61	65 90.28	21 100.0	21 100.0	2 100.0	73 89.02	46 90.2	36 92.31	26 96.3	11 78.57	51 83.61	82 88.17	1031 85.85	2320 85.33
\$50 - \$99	90 8.7	5 6.94	0 0.0	0 0.0	0 0.0	4 4.88	2 3.92	2 5.13	0 0.0	0 0.0	1 1.64	2 2.15	62 5.16	168 6.18
\$100 - \$149	57 5.51	0 0.0	0 0.0	0 0.0	0 0.0	1 1.22	2 3.92	0 0.0	0 0.0	1 7.14	3 4.92	5 5.38	48 4.0	117 4.3
\$150 - \$199	17 1.64	0 0.0	0 0.0	0 0.0	0 0.0	2 2.44	0 0.0	0 0.0	1 3.7	1 7.14	2 3.28	1 1.08	24 2.0	48 1.77
\$200 - \$249	3 0.29	1 1.39	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 2.56	0 0.0	0 0.0	3 4.92	1 1.08	11 0.92	20 0.74
\$250 - \$299	5 0.48	1 1.39	0 0.0	0 0.0	0 0.0	0 0.0	1 1.96	0 0.0	0 0.0	0 0.0	0 0.0	2 2.15	11 0.92	20 0.74
\$300 - \$399	4 0.39	0 0.0	0 0.0	0 0.0	0 0.0	2 2.44	0 0.0	0 0.0	0 0.0	0 0.0	1 1.64	0 0.0	9 0.75	16 0.59
\$400+	4 0.39	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 7.14	0 0.0	0 0.0	5 0.42	10 0.37
TOTAL Row %	1035 38.07	72 2.65	21 0.77	21 0.77	2 0.07	82 3.02	51 1.88	39 1.43	27 0.99	14 0.51	61 2.24	93 3.42	1201 44.17	2719 100.0

BOB

#### 4D.4: Health Status and Care

##### Health Status and Impairment

Table 4D.4.1 summarizes the various health restrictions as noted by the respondents. When reviewing this table, please note that these restrictions are not mutually exclusive. That is, the same individual may be counted in more than one category or restriction.

Approximately seven percent have a health condition that restricts them from school attendance, slightly more in the East than in the West. Generally, this restriction does not appear to be associated with formal education or educational satisfaction.

Four and one-half percent are impaired to the extent that the condition precludes employment, and there is a slight association between lack of formal education and a condition that precludes work. This relationship is most apparent among Eastern Indians, but also is evident in the West. If the impairment preceded education or interrupted a vocationally oriented course of study, the condition might have been a major factor in discontinuing the education. On the other hand, the impairment may have come while employed in a position defined by the individual's lack of education. These kinds of inferences might be made here and elsewhere in this section, but they are purely speculative and will need further study to validate.

Some thirteen percent of respondents have a health condition which restricts the kind of work that they can do. This seems to be more common among those who have 10-15 years of formal education than for others. Western Indians who are restricted as to the kind of work they can do are slightly less satisfied with their educations, and feel that they need more. This may be a function of the years of education already completed rather than being due to the impairment alone.

Four percent report that their impairment restricts housework and, except for

the extremely well educated, this impairment is related to a lack of formal education, especially in the West.

About 14% of the respondents usually require assistance in either personal necessities such as dressing or undressing or in personal hygiene, or in getting around outside of their homes. There appears to be a relationship between a lack of mobility and a lack of formal education; especially for those who have completed less than seven years of formal education. This physical impairment may have played an important role in the discontinuation of education.

It might be noted here that the post-graduate group (17+ years of education) tends to have a higher degree of impairment than does the college graduate or, in most cases, the post secondary group. This may reflect a tendency for some of the impaired to continue their education in preparation for lives where physical handicaps or limitations restrict manual work, but not intellectual. Note here, as well, that regardless of handicap, the median performance indexes (3R's) are all quite low in comparison with the total Indian population median. This impaired group, whatever the impairment and whatever the level of formal education, is seriously deficient in terms of functional use of education.

Table 4D.4.2 shows the percent of each source of educational attainment group who have various health impairments or restrictions. In the Eastern region of the United States, except for categories with small sample sizes, adults in ABE/GED programs appear to be restricted from school attendance, regular work and housework and precluded from work more often than are others, although adults with no sources of educational attainment are also restricted and precluded from such activities. Also, it is primarily persons from this latter group, along with those with regular high school, that require assistance in personal necessities and in mobility outside the home. On the other hand, those adults least likely to have health restrictions and impairments are those who attended ABE/GED adult education programs in public vocational schools. This may suggest that in the East, greater numbers of Indian adults with health impairments and restrictions are more inclined to seek adult

education in settings and programs that are more Indian and community-based rather than attend public or vocational schools.

In the Western states the overall pattern is similar, but more complicated. Adults with health impairments and restrictions are again more likely to attend ABE/GED programs operated by local Indian or community groups, but also public two-year colleges, but and most of all, private vocational trade schools. In addition, fairly large percentages of adults with regular high school diplomas or its equivalence (but no adult education) indicate having health impairments and restrictions, particularly affecting work and school attendance. At the other extreme, no health-impaired Indian adults enrolled in ABE programs or obtained the GED in four-year colleges or universities.

#### Duration of Impairment

Table 4D.4.3 summarizes the length of time that individuals who have impairments have had the condition. The distribution is not linear but impairments tend to be of either short (46%) or long (47%) duration. Only about five percent of adult Indians have been impaired since birth. Among Eastern Indians, impairments tend to have been present for a longer period and they have been impaired since birth as compared with those who live in the West. There is no clear pattern of association between duration of impairment and formal education, however, those who have been impaired for less than six months scored substantially lower on the 3 R's index than other impaired respondents.

Table 4D.4.4 shows the length of impairment by source of (or lack of) educational attainment. For the Eastern data, one-third of health restricted adults enrolled in ABE programs operated by local Indian or community agencies have been impaired since birth and another half have been restricted for more than a year. In fact, other than impaired, high school grades, two-thirds of whom have been restricted less than a year, half or more of all others with health restrictions have been impaired more than a year. Also, the group with the greatest percentage of impaired adults is comprised of those with no sources of educational attainment (14%). This latter finding occurs in the western region as well, but only those health impaired adults obtaining ABE/GED experience in programs operated by local Indian or community groups of those with a high school equivalency but no adult education have 60 or more percent of such adults impaired for over a year.

#### Source of Health Care

The health care provider most often sought by respondents (Table 4D.4.5) was an Indian Health Clinic, Center or Hospital (45.6%). Private physicians rank second (24.7%) and all other sources of health care lagged substantially behind these two. There is a tendency to move away from tribal health care as one's education increases and to move into the care of a private physician. For the other sources of medical care the educational patterns are quite mixed. Performance levels vary but are similar for all except "other" where the performance levels are about one-third those of the balance of the population. If "other" consists of paramedical

or spiritual remedies and the respondents using these means did so as a part of the continuation of the native culture, the low scores would be consistent with the reliance on the inherited culture rather than the development of acculturated life. However, this interpretation is purely speculative at this time.

Among Eastern Indians the use patterns regarding the Indian Health Clinics and private physicians are reversed with the clinic receiving 22.7% of respondents and physicians 46.5%. The same educational patterns persist. This reversal may come as a result of greater affluence among Eastern Indians or because of the lack of availability of Indian health resources in the East.

Ignoring source of educational attainment groups with small sample sizes, Table 4D.4.6 indicates that although in eastern states the general pattern is for adult Indians to utilize public health care, followed by the Indian Health Service (IHS), the reverse is true for those enrolled in ABE programs operated by local Indian or community groups and by public schools. Also, many adults (31%) did not seek health care of any sort in the past 12 months.

The general pattern in the West is just the reverse from that in the East; that is, adults in the western states typically utilize the IHS, which likely reflects the greater numbers being served on or near Indian reservations. Utilizing private sources is the second most important means of obtaining health care. Also, this pattern holds across all comparison groups in the West, regardless of the source of (or lack of) educational attainment. Except for

adults with a high school equivalency but no adult education, all other groups with some source of educational attainment utilized the IHS for health care more than do adults without such sources of educational attainment. Also, even greater numbers of adult Indians in the West (45%) did not seek any health care during the past year.

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TABLE 4D4.1: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND HEALTH IMPAIRMENTS

PART A: UNITED STATES SUMMARY

Restrictions Caused by Impairment:	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissatisfied	Need More	Need Different	Median DR's Index
Restricts School Attendance	8	24	9	22	20	65	56	56	3	4	267	75	224	156	31
	4.3	8.5	7.3	8.5	6.3	8.6	5.2	8.8	2.7	5.1	6.9	5.9	7.4	6.1	
Precludes Work	14	37	9	15	17	31	27	20	0	3	173	62	124	129	28
	7.5	13.2	7.3	5.8	5.3	4.1	2.5	3.2	0.0	3.9	4.5	4.9	4.1	5.0	
Restricts Work	10	25	13	26	36	139	137	101	7	7	501	177	433	352	28
	5.3	8.9	10.5	10.0	11.3	18.5	12.7	15.9	6.2	8.9	13.1	13.9	14.4	13.7	
Restricts Housework	16	36	6	12	12	22	23	14	1	3	145	54	105	107	31
	8.6	12.8	4.8	4.6	3.8	2.9	2.1	2.2	0.88	3.9	3.8	4.3	3.5	4.2	
Usually Requires Assistance in Personal Necessities	1	5	0	6	6	12	7	13	0	5	55	21	47	36	25
	0.53	1.8	0.0	2.3	1.9	1.6	0.65	2.1	0.0	6.4	1.4	1.7	1.6	1.4	
Usually Requires Assistance in Mobility Outside Home	10	15	4	2	4	11	11	5	0	2	64	23	42	50	25
	5.3	5.3	3.2	0.8	1.3	1.5	1.0	0.79	0.0	2.6	1.7	1.8	1.4	1.9	
TOTAL	187	281	124	260	320	753	1080	634	113	78	3830	1267	3011	2576	

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are not mutually exclusive or exhaustive. Columns may not be summed.



TABLE 4D4.1: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND HEALTH IMPAIRMENTS

PART B: EASTERN INDIANS

Restrictions Caused by Impairment:	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Median Diff- erent 3R's Index
Restricts School Attendance	0	12	2	7	3	13	8	6	0	1	52	16	43	40
	0.0	14.8	6.7	12.9	4.5	9.2	4.1	6.3	0.0	7.7	7.1	6.2	7.9	7.9
Precludes Work	2	10	1	4	3	5	6	2	0	0	33	11	22	25
	5.1	12.3	3.3	7.4	4.5	3.6	3.1	2.1	0.0	0.0	4.5	4.2	4.0	4.9
Restricts Work	0	11	1	6	7	17	8	12	0	1	63	20	52	48
	0.0	13.6	3.3	11.1	10.5	12.1	4.1	12.5	0.0	7.7	8.6	7.7	9.5	9.4
Restricts Housework	2	10	1	4	2	4	3	4	0	0	30	10	19	23
	5.1	12.3	3.3	7.4	2.9	2.8	1.5	4.2	0.0	0.0	4.1	3.9	3.5	4.5
Usually Requires Assistance in Personal Necessities	0	1	0	1	0	0	1	0	0	0	3	1	3	2
	0.0	1.2	0.0	1.9	0.0	0.0	0.51	0.0	0.0	0.0	0.41	0.38	0.55	0.39
Usually Requires Assistance in Mobility Outside Home	2	0	0	0	0	0	3	0	0	0	5	1	1	2
	5.1	0.0	0.0	0.0	0.0	0.0	1.5	0.0	0.0	0.0	0.68	0.38	0.18	0.39
TOTAL Population*	39	81	30	54	67	141	196	96	20	13	737	260	548	509

\*Rows are not mutually exclusive or exhaustive. Columns may not be summed.

TABLE 4D4.1: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND HEALTH IMPAIRMENTS

PART C: WESTERN INDIANS

Restrictions Caused by Impairment:	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Diff- erent
Restricts School Attendance	8 5.4	12 6.0	7 7.5	15 7.3	17 6.7	52 8.5	48 5.4	50 9.3	3 3.2	3 4.6	215 6.9	59 5.5	181 7.4	116 5.6
Precludes Work	12 8.1	27 13.5	8 8.5	11 5.3	14 5.5	26 4.3	21 2.4	18 3.3	9 0.0	3 4.6	140 4.5	51 5.1	102 4.1	104 5.0
Restricts Work	10 6.8	14 7.0	12 12.8	20 9.7	29 11.5	122 19.9	129 14.6	89 16.5	7 7.5	6 9.2	438 14.2	157 15.6	381 15.5	304 14.7
Restricts Housework	14 9.5	26 13.0	5 5.3	8 3.9	10 3.9	18 2.9	20 2.3	10 1.9	1 1.1	3 4.6	115 3.7	44 4.4	86 3.5	84 4.1
Usually Requires Assistance in Personal Necessities	1 0.68	4 2.0	0 0.0	5 2.4	6 2.4	12 1.9	6 0.68	13 2.4	0 0.0	5 7.7	52 1.7	20 1.9	44 1.8	34 1.6
Usually Requires Assistance in Mobility Outside Home	8 5.4	15 7.5	4 4.3	2 0.97	4 1.6	11 1.8	8 0.90	5 0.93	0 0.0	2 3.1	59 1.9	22 2.2	41 1.7	48 2.3
TOTAL Population*	148	200	94	206	253	612	884	538	93	65	3093	1007	2463	2067

\*Rows are not mutually exclusive or exhaustive. Columns may not be summed.

SOURCES OF EDUCATIONAL ATTAINMENT,  
TABLE 4D.4.2: HEALTH STATUS AND IMPAIRMENT

PART A: EASTERN INDIANS

	None - No ABE/GED/ H.S. Dipl.	--- ABE ---			--- GED ---				Equivalency No ABE/GED Diploma	High School Diploma	TOTAL
		Public Grade or H.S.	Priv. Voc. School	Indian/ Community Group	Public Grade or H.S.	Priv. Voc. School	Four-yr. Coll. or Univ.	Indian/ Community Group			
Restricts School Attendance	25	0	0	8	0	1	1	2	1	8	46
	10.2	0.0	0.0	11.6	0.0	12.5	50.0	7.4	4.8	1.0	6.9
Restricts Work	27	0	0	10	0	1	1	3	1	14	57
	11.0	0.0	0.0	14.5	0.0	12.5	50.0	11.1	4.8	5.3	8.6
Precludes Work	16	0	0	5	0	0	1	1	1	6	30
	6.5	0.0	0.0	7.2	0.0	0.0	50.0	7.4	4.8	2.1	4.5
Restricts Housework	15	0	0	4	0	0	0	1	1	5	26
	6.1	0.0	0.0	5.8	0.0	0.0	0.0	7.4	4.8	1.9	3.9
Requires Assistance in Personal Care	2	0	0	0	0	0	0	0	0	1	3
	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.5
Requires Assistance in Mobility Outside Home	2	0	0	0	0	0	0	0	0	3	5
	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1	0.8
TOTAL	246	14	5	69	6	8	2	27	21	265	663
	37.10	2.11	0.75	10.41	0.90	1.21	0.30	4.07	1.17	19.97	100

Since rows are not mutually exclusive or exhaustive, columns should not be summed.

SOURCES OF EDUCATIONAL ATTAINMENT,  
TABLE 4D.4.2: HEALTH STATUS AND IMPAIRMENT

PART D: WESTERN INDIANS

	None - No ABE/GED/ H.S. Dipl.	--- ABE ---					--- GED ---					Equivalency - No ABE/GED Diploma High School Diploma	TOTAL	
		Public Grade of H.S.	Public Two-yr. College	Priv. Voc. School	Four-yr. College or Univ.	Indian/ Community Group	Public Grade of H.S.	Pub. Two- Year Coll.	Priv. Voc. School	Four-yr. Coll. or Univ.	Indian/ Community Group			
Restricted School Attendance	69	5	3	5	0	14	1	1	1	0	5	10	72	186
	6.7	6.9	14.3	3.8	0.0	17.1	2.0	2.6	3.7	0.0	8.2	10.8	6.0	6.8
Restricted Work	137	7	4	5	0	20	6	6	2	0	9	14	179	389
	13.2	9.7	19.0	3.8	0.0	24.4	11.0	15.4	7.4	0.0	14.8	15.1	14.9	14.3
Precluded Work	85	1	0	1	0	3	1	0	2	0	0	5	31	129
	8.2	1.4	0.0	4.8	0.0	3.7	2.0	0.0	7.4	0.0	0.0	5.4	2.6	4.7
Restricted Housework	71	1	0	1	0	2	1	0	2	0	0	2	31	111
	6.9	1.4	0.0	4.8	0.0	2.4	2.0	0.0	7.4	0.0	0.0	2.2	2.6	4.1
Requires Assistance in Personal Care	24	1	0	0	0	0	2	1	0	0	0	1	15	45
	2.3	1.4	0.0	0.0	0.0	0.0	3.9	2.6	0.0	0.0	0.0	1.1	1.2	1.7
Requires Assistance in Mobility Outside Home	38	1	0	1	0	0	3	0	0	0	0	2	14	59
	3.6	1.4	0.0	4.8	0.0	0.0	5.9	0.0	0.0	0.0	0.0	2.2	1.2	2.2
TOTAL	1035	72	21	21	2	82	51	39	27	14	61	93	1201	2719
	18.07	2.65	0.77	.77	0.07	3.02	1.88	1.47	.99	.51	2.24	3.42	44.17	100.00

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TABLE 4D.4.3:

FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND  
DURATION OF HEALTH IMPAIRMENT

## PART A: UNITED STATES SUMMARY

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Disaac- sified	Need More	Diff- erent	Median IR's Index
Length of Impairment															
Less than six months	23 59.0	23 44.0	9 53.0	10 31.0	9 33.0	20 41.0	26 52.0	15 45.0	3 100.0	3 50.0	141 45.8	49 45.0	104 45.0	95 44.0	25
6-11 Months	2 5.0	4 8.0	1 6.0	2 6.0	3 11.0	6 12.0	2 4.0	3 9.0	0 0.0	0 0.0	23 7.5	9 8.0	17 7.0	17 8.0	75
More than one year	13 33.0	20 38.0	7 41.0	20 63.0	14 52.0	21 43.0	17 34.0	14 43.0	0 0.0	3 50.0	129 41.9	45 41.0	98 42.0	94 44.0	72
Since Birth	1 3.0	5 10.0	0 0.0	0 0.0	1 4.0	2 4.0	5 10.0	1 3.0	0 0.0	0 0.0	15 4.9	7 6.0	13 6.0	9 4.0	64
TOTAL Row %	39 12.7	52 16.9	17 5.5	32 10.4	27 8.8	49 15.9	50 16.2	33 10.7	3 0.97	6 1.9	308 100.0	110 35.7	232 75.3	215 69.8	

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TABLE 4D.4.3: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND DURATION OF HEAR/IMPAIRMENT.

PART B: EASTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Disaat- isfied	Need More	Need Median Diff- 3R's erent Index
Less than six months	2 40.0	3 21.43	0 0.0	2 40.0	0 0.0	4 33.33	2 66.67	1 13.0	0 0.0	0 0.0	14 25.92	5 26.32	10 23.81	10 22.22
6-11 Months	0 0.0	1 7.14	0 0.0	1 20.0	1 20.0	2 16.67	0 0.0	2 25.0	0 0.0	0 0.0	7 12.96	1 5.26	4 9.52	7 15.55
More than one year	3 60.0	7 50.0	1 100.0	2 40.0	3 60.0	5 41.67	1 33.33	4 50.0	0 0.0	1 100.0	27 50.0	9 47.37	22 52.38	23 51.11
Since Birth	0 0.0	3 21.43	0 0.0	0 0.0	1 20.0	1 8.33	0 0.0	1 12.5	0 0.0	0 0.0	6 11.11	4 21.05	6 14.28	5 11.11
TOTAL Row %	5 9.26	14 25.92	1 1.85	5 9.26	5 9.26	12 22.22	3 8.77	8 14.81	0 0.0	1 1.85	54 100.0	19 35.15	42 77.78	45 83.33

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TABLE 4D.4.3: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND DURATION OF HEALTH IMPAIRMENT

PART C: WESTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Diff- erent
Length of Impairment														
Less than six months	21 62.0	20 53.0	9 56.0	8 30.0	9 41.0	16 43.0	24 51.0	14 56.0	3 100.0	3 60.0	127 50.0	44 48.0	94 49.0	85 50.0
6-11 Months	2 6.0	3 8.0	1 6.0	1 4.0	2 9.0	4 11.0	2 4.0	1 4.0	0 0.0	0 0.0	16 6.3	8 9.0	13 7.0	10 6.0
More than one-year	10 29.0	13 34.0	6 38.0	18 61.0	11 50.0	16 43.0	16 34.0	10 40.0	0 0.0	2 40.0	102 40.16	36 40.0	76 40.0	71 42.0
Since Birth	1 3.0	2 5.0	0 0.0	0 0.0	0 0.0	1 3.0	5 11.0	0 0.0	0 0.0	0 0.0	9 3.54	3 3.0	7 4.0	4 2.0
TOTAL Row %	34 13.38	38 14.96	16 6.3	27 10.63	22 8.66	37 14.57	47 18.5	25 9.84	3 1.18	5 1.97	254 100.0	91 35.83	190 74.8	170 66.93



TABLE 4D.4.4:

SOURCES OF EDUCATIONAL ATTAINMENT DURATION OF  
IMPAIRMENT AND PERCENT OF GROUP IMPAIRED.

## PART A: EASTERN INDIANS

Duration of Impairment	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Comm- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Comm- nity Agency			
Less than 6 months	9 26.47	0 0.0	0 0.0	1 16.67	0 0.0	1 100.0	0 0.0	0 0.0	1 50.0	2 33.33	14 26.92
6 - 11 Months	5 14.71	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 33.33	7 13.46
More than One Year	17 50.0	0 0.0	0 0.0	3 50.0	0 0.0	0 0.0	1 100.0	2 100.0	1 50.0	2 33.33	26 50.0
Since Birth	3 8.82	0 0.0	0 0.0	2 33.33	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	5 9.62
TOTAL Row %	34 65.38	0 0.0	0 0.0	6 11.54	0 0.0	1 1.92	1 1.92	2 3.85	2 3.85	6 11.54	52 100.0
Percent of Group Impaired	13.8	0.0	0.0	2.3	0.0	12.5	50.0	7.4	9.5	8.7	7.8

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TABLE 4D.4.4:

SOURCES OF EDUCATIONAL ATTAINMENT AND  
DURATION OF IMPAIRMENT AND PERCENT OF GROUP IMPAIRED

## PART B: WESTERN INDIANS

Length of Impairment	NONE	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- vate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Commu- nity Agency			
Less than 6 months	72 48.98	0 0.0	0 0.0	2 66.67	0 0.0	3 37.5	0 0.0	1 100.0	0 0.0	0 0.0	0 0.0	4 40.0	32 52.46	114 49.93
6 - 11 months	11 7.48	1 100.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	4 6.56	16 6.87
More than one year	61 41.5	0 0.0	0 0.0	1 33.33	0 0.0	5 62.5	1 100.0	0 0.0	0 0.0	0 0.0	1 100.0	6 60.0	20 32.79	95 40.77
Since Birth	3 2.04	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	5 8.2	8 3.43
TOTAL Row %	147 63.09	1 0.43	0	3 1.29	0	8 3.43	1 0.43	1 0.43	0	0	1 0.43	10 4.29	61 26.18	233 100.0
% of Group Impaired	14.2	1.4	0.0	14.3	0.0	9.8	2.0	2.6	0.0	0.0	1.6	10.8	5.1	8.6

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TABLE 4D.4.5: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND MOST OFTEN SOUGHT HEALTH PROVIDER.

PART A: UNITED STATES SUMMARY

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- ified	Need More	Diff- erent	Medic- al Index
Indian Health Clinic, Center or Hospital	48 50.0	102 51.0	38 50.0	91 54.0	89 42.0	230 46.0	298 45.0	170 43.0	25 38.0	17 38.0	1108 45.58	415 50.0	921 48.0	786 47.6	78
Tribal Clinic or Hospital	5 5.0	4 2.0	1 1.0	4 2.0	7 3.0	23 5.0	29 4.0	18 4.5	5 8.0	2 4.5	98 4.03	31 4.0	85 4.0	73 4.4	61
Urban Indian Clinic	6 6.0	11 5.5	4 5.0	4 2.0	14 7.0	13 3.0	23 3.0	27 7.0	2 2.5	2 4.5	106 4.36	40 5.0	78 4.0	63 3.8	75
Private Physician or Clinic	19 20.0	41 21.0	20 26.0	30 18.0	46 22.0	112 22.0	190 29.0	109 27.0	20 30.0	13 29.0	600 24.68	172 20.6	434 23.0	308 23.5	78
Government Clinic or Hospital	7 7.0	11 5.5	5 7.0	13 8.0	26 12.0	51 10.0	55 8.0	28 7.0	3 5.0	5 11.0	204 8.39	56 7.0	162 8.5	142 8.6	78
Other	6 6.0	19 9.5	2 3.0	11 6.0	3 1.0	26 5.0	20 3.0	22 5.5	2 2.5	1 2.0	112 4.61	39 5.0	87 5.0	77 4.7	25
Health Care Not Sought	6 6.0	11 5.5	6 8.0	17 10.0	27 13.0	47 9.0	51 8.0	24 6.0	9 14.0	5 11.0	203 8.35	80 10.0	142 7.5	122 7.4	72
TOTAL Row %	97 3.99	199 8.18	76 3.21	170 6.99	212 8.72	502 20.65	666 27.4	398 16.37	66 2.71	45 1.85	2431 100.0	33 34.26	1909 78.53	1651 67.91	

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TABLE 4D.4.5: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND MOST OFTEN SOUGHT HEALTH PROVIDER.

PART B: EASTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION		
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Median Diff- erent JR's Index
Indian Health Clinic, Center or Hospital	10 47.6	29 43.0	8 32.0	10 24.0	8 14.0	21 18.0	26 16.0	17 23.0	3 21.0	1 8.0	133 22.75	64 30.0	115 25.0	102 24.0
Tribal Clinic or Hospital	1 4.8	1 1.5	0 0.0	1 2.0	3 5.0	3 3.0	8 5.0	5 7.0	1 7.5	1 8.0	24 4.1	8 4.0	19 4.0	20 5.0
Urban Indian Clinic	1 4.8	1 1.5	0 0.0	0 0.0	1 2.0	0 0.0	1 0.5	0 0.0	0 0.0	0 0.0	4 0.68	3 1.0	4 1.0	2 1.0
Private Physician or Clinic	5 23.8	22 32.0	10 40.0	16 39.0	25 41.0	50 45.0	89 56.0	38 52.0	9 64.0	8 68.0	272 46.49	79 37.0	196 43.0	188 44.0
Government Clinic or Hospital	2 9.5	4 6.0	4 16.0	4 10.0	8 14.0	16 14.0	16 10.0	4 5.0	0 0.0	1 8.0	59 10.0	21 10.0	56 12.0	50 12.0
Other	2 9.5	4 6.0	0 0.0	1 2.0	0 0.0	4 4.0	1 0.5	2 3.0	0 0.0	0 0.0	14 2.39	4 2.0	9 2.0	8 2.0
Health Care Not Sought	0 0.0	7 10.0	3 12.0	9 23.0	14 24.0	18 16.0	19 12.0	7 10.0	1 7.5	1 8.0	79 13.59	37 16.0	59 13.0	52 12.0
TOTAL Row %	21 3.59	68 11.62	25 4.27	41 7.0	59 10.08	112 19.14	160 27.35	73 12.48	14 2.39	12 2.05	585 100.0	216 36.92	458 78.29	422 72.14

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TABLE 4D.4.5: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND MOST OFTEN SOUGHT HEALTH PROVIDER.

(T C: WESTERN INDIANS

Frequency Column %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent
Indian Health Clinic, Center or Hospital	38 50.0	73 56.0	30 58.0	81 63.0	81 53.0	209 54.0	272 54.0	153 47.0	22 42.0	16 49.0	975 52.82	351 57.0	806 56.0	684 56.0
Tribal Clinic or Hospital	4 5.0	3 2.0	1 2.0	3 2.0	4 3.0	20 5.0	21 4.0	13 4.0	4 8.0	1 3.0	74 4.01	23 4.0	66 5.0	53 4.0
Urban Indian Clinic	5 7.0	10 8.0	4 8.0	4 3.0	13 8.0	13 3.0	22 4.0	27 8.0	2 4.0	2 6.0	102 5.52	37 6.0	74 5.0	61 5.0
Private Physician or Clinic	14 18.0	19 15.0	10 20.0	14 11.0	21 14.0	62 16.0	101 20.0	71 22.0	11 21.0	5 15.0	328 17.77	93 15.0	238 16.0	200 16.0
Government Clinic or Hospital	5 7.0	7 5.0	1 2.0	9 7.0	18 12.0	35 9.0	39 8.0	24 8.0	3 6.0	4 12.0	145 7.85	35 6.0	106 7.0	92 7.0
Other	4 5.0	15 11.0	2 4.0	10 8.0	3 2.0	22 6.0	19 4.0	20 6.0	2 4.0	1 3.0	98 5.3	35 5.0	78 5.0	69 6.0
Health Care Not Sought	6 8.0	4 3.0	3 6.0	8 6.0	13 8.0	29 7.0	32 6.0	17 5.0	8 15.0	4 12.0	124 6.0	43 7.0	83 6.0	70 6.0
TOTAL Row %	76 4.12	131 7.1	51 2.76	129 6.99	153 8.29	390 21.13	506 27.41	325 17.6	52 2.82	33 1.79	1846 100.0	616 33.42	1451 78.6	1229 66.57

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TABLE 4D.4.6:

SOURCES OF EDUCATIONAL ATTAINMENT, SOURCE OF HEALTH CARE AND PERCENT NOT SEEKING HEALTH CARE.

## PART A: EASTERN INDIANS

Source of Health Care	NONE	ABE			GED				Equiv- alence (No ABE/ GED/ SEA Program	High School Diploma	TOTAL
		Public Grade or High School	Private Voca- tional School	Indian Group or Commu- nity Agency	Public Grade or High School	Private Voca- tional School	Four Year College or Univer- sity	Indian Group or Commu- nity Agency			
Indian Health Clinic, Center or Hospital	51 28.65	4 36.36	0 0.0	21 52.5	1 33.33	0 0.0	0 0.0	6 26.09	3 27.27	40 21.98	126 27.45
Tribal Clinic or Hospital	3 1.69	2 18.18	1 33.33	1 2.5	0 0.0	0 0.0	0 0.0	0 0.0	1 9.09	13 7.14	21 4.58
Urban Indian Clinic	3 1.69	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.55	4 0.87
Private Physician Clinic	94 52.81	3 27.27	2 66.67	12 30.0	0 0.0	1 16.67	2 100.0	14 60.87	5 45.45	112 61.54	245 53.38
Government Clinic or Hospital	21 11.8	2 18.18	0 0.0	5 12.5	1 33.33	4 66.67	0 0.0	2 8.7	2 18.18	13 7.14	50 10.89
Other	6 3.37	0 0.0	0 0.0	1 2.5	1 33.33	1 16.67	0 0.0	1 4.35	0 0.0	3 1.65	13 2.83
TOTAL Row %	178 38.78	11 2.4	3 0.65	40 8.71	3 0.65	6 1.31	2 0.44	23 5.01	11 2.4	182 39.65	459 100.0
Percent Not Seeking Health Care	27.6	21.4	40.0	42.0	50.0	25.0	0.0	14.8	47.6	31.3	30.8

TABLE 40.4.6:

## SOURCES OF EDUCATIONAL ATTAINMENT, SOURCE OF HEALTH CARE AND PERCENT NOT SEEKING HEALTH CARE.

## PART B: WESTERN INDIANS

Source of Health Care	NONE	ABE					GED					Equiv- alence (No ABE/ GED/ SEA Program)	High School Diploma	TOTAL
		Public Grade or High School	Public 2-Year Coll- ege	Priv- vate Voca- tional School	4-Year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency	Public Grade or High School	Public 2-year Coll- ege	Priv- vate Voca- tional School	4-year Coll- ege or Univ- ersity	Indian Group or Comm- unity Agency			
Indian Health Clinic, Center or Hospital	317 55.23	33 73.33	9 69.23	8 61.54	2 100.0	32 66.67	20 64.52	14 51.85	12 66.67	4 50.0	25 60.98	23 41.82	347 55.17	846 56.25
Tribal Clinic or Hospital	21 3.66	4 8.89	1 7.69	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 5.56	0 0.0	2 4.88	6 10.91	26 4.13	61 4.06
Urban Indian Clinic	41 7.14	0 0.0	0 0.0	0 0.0	0 0.0	2 6.85	2 6.85	0 0.0	0 0.0	0 0.0	1 2.44	3 5.45	43 6.84	93 6.18
Private Physician or Clinic	107 18.64	4 8.89	1 7.69	3 23.08	0 0.0	6 12.25	3 9.68	9 33.33	3 16.67	3 37.5	5 12.2	10 18.18	139 22.1	293 19.48
Government Clinic or Hospital	46 8.01	4 8.89	0 0.0	1 7.69	0 0.0	5 10.42	4 12.9	2 7.41	2 11.11	1 12.5	7 17.07	10 18.18	44 7.0	126 8.38
Other	42 7.32	0 0.0	2 15.38	1 7.69	0 0.0	2 4.17	2 6.45	2 7.41	0 0.0	0 0.0	1 2.44	3 5.45	30 4.77	85 5.65
TOTAL	574	45	13	13	2	40	31	27	18	8	41	55	629	1504
Row %	38.16	2.99	0.86	0.86	0.13	3.19	2.06	1.8	1.2	0.53	2.73	3.66	41.82	100.0
Percent Not Seeking Health Care	44.5	37.5	38.1	38.1	0.0	41.5	39.2	30.8	33.3	42.9	32.8	40.9	47.6	44.7

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5.0 The profile of Indian education in the United States is characterized by a lack of advantages; of inappropriately designed, placed and staffed programs; by satificing in the application of those programs; and by low levels of performance among those for whom the educational system was designed. As a result of the failure of the educational system to design educational programs to meet the needs of Indian children, more than one-third of all Indian adults are dissatisfied with their educational experiences. Two-thirds feel that the education that they received was the wrong kind of education to prepare them for their adult work lives, and their adult lives as knowledgeable people. Three out of four adult Indians want to receive more education, regardless of their ages or their social conditions. Here in the United States of America is a large and seriously disadvantaged population, two-thirds of whom feel that their training was inappropriate and yet three-fourths want to go on, keep trying to obtain that precious educational commodity that has escaped them until today.

Although this population boasts a median education of about eleven years of formal classwork, the 1980 Census of Population will doubtless show them to be about two and one-half to three years deficient in their formal educational work when compared with U.S. Caucasians. Moreover, regardless of formal educational years, Indian Americans measured and tested performance is far below that of Americans as a whole. Where one would expect to be able to measure

Indian educational success in terms of some U.S. norm, for comparison's sake, the norms just simply do not apply. Where one expects to give a performance exam on a particular educational dimension and find fifteen to twenty percent of Americans who score less than fifty percent on the examination, one finds two and one-half to three times again that percent of Indians scoring below the fiftieth percentile. Where one expects fifteen percent scoring low, forty-five is found.

Equally disheartening, performance scores are similarly low for those five percent who finish college or that seventeen percent who begin college but never finish. Tested levels of performance simply do not increase as a major function of years of formal education. Whatever it is that Indian Americans are being taught in public and private educational systems, it is not measured by the Adult Performance Level dimensions. Certainly there is some association, some acquisition of knowledge, but movement is slow and inconsistent. Eastern Indians fare better than do those who live in the West, but neither group is characterized by high achievement. An increase in the number of aggregate years that one has remained in the educational system seems only to assist those who have considerable knowledge already, leaving the majority of the Indian population behind, at the bottom of the performance scale. This is especially true in the West.

Here is a population where twenty-five percent do not speak English, normally, and where only fourteen percent are bilingual, yet virtually all were educated in English. Imagine expecting a



non-English speaking population to be able to achieve educational competency and to develop those tools necessary to function and compete in the late 20th Century United States when virtually the entire body of material brought to them will be described and explained in a foreign tongue, English. Is it any wonder that Indians do not perform well when the very test instrument given them as adults has to be translated to them as they cannot read English; and when there was no attempt made to affect that translation, or to use their own language when they were students? Years later, as adults, they will be given the opportunity to add to a woefully inadequate education through enrollment in ABE/GED or other programs run under SEA or IEA auspices, yet the same conditions will prevail - English speaking only need apply. Virtually no instructor will speak their language or dialect; there is no interest in developing an Indian language course of study and the same unit or center will place a low priority on the teaching of English as a second language. Yet, a full fourth of the adult Indian population does not normally speak English.

Most Indians report that they have at least some difficulty in understanding English. If we add them to those who merely report that they do not understand English, the educational outcomes are not hard to describe. The young person enters the educational system severely disadvantaged. She/he has a poor grasp of English or none at all and doesn't understand what is going on in class, thus she/he gets behind. The more new information given or terms used the greater the student lags behind the others or the required

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standard. The greater the gap, the more uncomfortable the student's position is. Avoidance and replacement behavior begins and the student attempts to draw away from the system; to insulate from that which is simply not understandable and to avoid situations where she/he will be labeled a failure. At the same time the educational system will be rewarded financially on the basis of numbers of students, so great pressure will be placed on the teacher and the student to remain in school; yet while she/he is not progressing educationally or culturally. The student will be promoted so as to be maintained within a given age range while making little educational progress. In other cases the student will be rewarded with advancement because of the slight progress made. Whatever the pattern, the outcome is the same, a poorly educated adult and perhaps one who truly believes that his/her educational advancement was earned and proper when in fact it was not. This is not to say that this is the scenario or a typical scenario that takes place, but it is one of many having similar outcomes.

Now if we place the adult Indian American in direct competition with Caucasians and others for jobs and for those goods, services and symbols of lifestyle, and individual determination of choice; we find that the average Indian adult simply does not have the educational tools to compete. Yet in many cases the educational symbols are there, high school diploma, college degree, post-graduate degree; all from fully accredited, mainstream schools and programs. The individual has put in his/her time, but has not been adequately prepared for competition requiring the direct demonstration of compe-

tance and knowledge or certainly in many cases for racial discrimination and cultural conflict. The sum of these factors results in the adequately and well-formally educated adult leaving the employment pool, at least for a long period of time. She/he is disillusioned with the employment market, having prepared her/himself for a particular job or range of jobs only to find that that job is merely an unattainable illusion. Not willing to accept a lesser role in the labor force, the individual retreats.

This retreat, coupled with the lack of formal education among adult Indians results in massive unemployment and underemployment. Our sample suggest that at least one out of three Indian adults is unemployed. Those employed tend to work for the government. Private sector employees tend to perform at higher levels as measured by the APL dimensions than do government workers, yet those who work for the government have better formal educations. Government here may well be serving the function of increasing Indian employment and providing a refuge for those whose performance skills do not match their years of education. However, it is not clear that this refuge can be a lasting one, nor that it is appropriate if it is being used by the individual and the system to save face. Still, it is clear that those whose performance does not match their education tend to be employed in government, if at all.

What may be occurring here is that, as individuals dislike the educational system for the plethora of reasons already described, and for others, they leave school at such a time as they believe they have achieved enough educational success to qualify for work that

they believe they will like. Those that are undecided or who feel uncompetitive remain, perhaps as to be passed out of the system still without the appropriate tools. Again, for whatever reason, Indians drop out early and those who remain in school perform far below their non-Indian counterparts.

For those who have been trained in a vocation in school, an examination of performance scores would suggest that the least proficient who are still in school are channeled into the less statusful vocations. Once trained, those who have completed vocational courses are substantially dissatisfied with the vocational education received, even though some originally may have selected the course taken. It appears that many were simply herded into vocational education because of problems in the normal curriculum. For those with language or cultural problems, vocations, especially low status ones would appear to be a virtual certainty.

For those who want to upgrade their educations, community or Indian based programs are available to them and for the Eastern ABE/GED student, these programs are more popular than are classes outside of the community. In the West, Indians must normally use non-Indian, non-community based systems. Community or Indian based students who have enrolled in ABE programs tend to have lower proficiency levels than do those who did not complete high school, but have not gone on to adult education programs. Those who have completed GED programs, however, outperform all of the adult education groups including regular high school graduates. These

ABE programs seem to increase proficiency levels, but these students lack a substantial measure of proficiency when they begin the programs.

When one considers that 38% of the adults in the twenty most populous tribes have not completed high school, only one out of four has a regular high school diploma for Choctaws, the need for adult education is apparent. However, the largest tribes tend not to have GED programs and one-fourth of these tribes have no ABE programs available locally. Parenthetically those who complete GED programs have higher proficiency levels than do Indian high school graduates. This reinforces the notion that something is seriously wrong with public school programs which serve the Indian population, especially in the West.

Despite the student's educational history, Eastern ABE students in programs operated by public schools and private vocational schools tended to have higher unemployment and underemployment levels than those who had not been or were not presently enrolled in an ABE program. But, in the West and where the ABE program ends in the student's passing the GED examination, an outcome that only one out of four who take the examination will realize, the program may be viewed as successful. In other ways, however, success is at this time an intangible.

For IEA and SEA programs, basic education skills dominate the training programs. Classes tend to be large with about twenty-two students per class. Most students are young and male, many have little formal education and virtually all speak English fluently. Again, program impacts are slight with one out of four passing the

GED examination and only about one in ten improved his/her employment condition after completing the course of study.

In the face of these facts, most program directors rated their programs as at least very effective and students were quite satisfied with their current educational programs. Yet, self reports from directors note that their programs are deficient in basic education, life coping skills, in vocational training and in cultural activities. One third report deficiencies in consumer education. Only four-fifths of the directors report being able to properly staff their IEA programs. For example, only three-fourths of the program instructors work full-time, just over half (58%) are themselves Indian college graduates and only 17 percent of these instructors speak an Indian language. As most programs are located some distance from the Indian population, student transportation and recruitment are noted as major problems. Four out of five students require occupational or personal counselling.

Only five percent of the State Education Agency (SEA) administrators see language as a important problem, but nine out of ten administrators merely speculated on need or success of Indian student or prospective student. They simply had never assessed or documented the ability or failure of their programs to serve the Indian population.

Again, the adult Indian who wishes to better his position in life and its dimensions by attending adult education programs, particularly those outside the local Indian community, finds similar barriers to those which kept him/her from reaching those goals as a child in

school awaiting him as an adult. Now, however, family, the pressures of adult life, and geographic distance add to the barriers already in place. Further, unless the prospective student has a good idea as to his vocational or other needs he will not be well served as the counselling is not there, nor is the expertise and in the case of SEA programs, there is virtually no demonstrated interest in the educational needs of American Indian adults. Even if a student enrolls in an ABE/GED program, she/he knows that only about 22 percent pass the GED. The major personal benefit of successful GED completion will be that she/he will feel good about the experience and, ironically, outperform regular high school graduates for those few who have completed Indian/community based GED programs. However, higher education is merely a remote dream, for all; she/he will not attend.

#### 5.1 Social Outcomes

Unemployment is a major outcome of educational obsolescence or a lack of education and for Indians, Eastern or Western, unemployment is some four times that of the population as a whole.

Interestingly, although Indian unemployment was about 42% for study participants, only thirteen percent of those who were unemployed received benefits. One out of seven unemployed received benefits and for the unemployed group the receipt of benefits is directly related to formal education. That is, the greater the education the greater the probability that the individual would receive unemployment compensation. In the West half as many receive benefits as in the East. For those who were underemployed, it appears that as many as 30% are seasonally unemployed. Unemployment is inversely associated with education.

One-half of the unemployed have not held a job for at least three years and 44% have been out of work for at least five years. Yet, despite the lack of skill, lack of education and long term unemployment, half want a job now. They want to return to the labor force, but their education and performance levels, on the average, lag far behind the employed or the underemployed. Those who are not seeking employment now tend to have familial and educational responsibilities that preclude employment. It is clear that unemployment is directly linked to a lack of education and demonstrable skills as those who have higher performance levels or more education tend to be unemployed for shorter durations than do those who have less education, and poorer performance levels. Again, the unemployed flock to adult education programs only to find that some programs, particularly those operated by public schools and private vocational schools in the East help little in obtaining work, unless the GED is achieved.

Most Indian Americans are satisfied with their homes, their neighborhoods, and their neighbors. About one in five want to move and the desire for residential mobility is associated with formal education. The greater the education, the greater the desire to move. Over one-third feel that their dwelling units are not well built and it is no wonder, as half of the dwelling units occupied by Indian Americans are worth less than \$10,000, three-fourths are worth less than \$19,000. Only ten percent of all dwelling units, whether renter or owner occupied are worth more than \$40,000. This is true when the average dwelling unit sold in the United States was approaching \$80,000.

About one-third feel that their living environments are not well



maintained, and most who live in less desirable housing are most dissatisfied with their housing.

Interestingly, apartment dwellers seem to be better educated, possibly reflecting the tendency for better educated Indians to follow the job market away from BIA single family residences available on some reservations. Similarly large apartments tend to be located in large urban areas and education is also positively associated with the number of units in the apartment building, except at the extreme of apartment size. As well, the number of rooms in the dwelling unit, whether single family dwelling unit or apartment, is positively associated with education. Three room dwelling units are most common among those who report having no formal education at all.

Here we have a major outcome of the lack of education. Those who have little education experience room crowding and live in what can be described as sub-standard housing. At the same time, they are relatively comfortable with their housing and neighborhoods, and have similar residential mobility aspirations as the population as a whole. At the same time, they are a stable population, they aren't mobile. Most have lived in their communities for at least sixteen years and thirty percent have lived in their communities for at least thirty years. The longer one lives in one community, the less educated the respondent was.

#### 5.2. The Role of Culture on Education

The housing here has been used as symbolic of the fruits of

education in late twentieth century America. But, the question might arise: As the Indian may have lived in group quarters, in a one-room single family dwelling unit or less commonly a high rise apartment at the entry of the Europeans, to what extent is the presence of residential smallness or room crowding merely an expression of the handing down of old cultural norms? Similarly, to what extent is the failure of the Indian American population to achieve success, as measured by performance or years of formal education culturally defined and culturally appropriate? Given the research questions posed the respondents, these questions are imponderables. Yet there are some clues to their solution. Despite a rather low level of median education as compared to the population as a whole, the Indian populace wants more of it and strives for more. It virtually begs for education even when that education will be offered only in a strange language, from members of a different culture and given outside of the home environment. Few Indians have maintained their traditional culture exclusively as most have had daily required contact with the Caucasian culture in employment, education and leisure, and most use these factors as important in the evaluation of success and lifestyle. Early exit from the educational system is associated with private sector employment albeit marginal success with respect to measured performance level. Indian Americans appear to be optimizing their opportunities for success in the U.S. labor market, when they perceive success to be likely. Success here is measured in nationally oriented terms instead of culturally or tribally oriented terms.

This is not to say that much of the response to the educational system or the concept of success is not tribally oriented. Much of it may be, it simply has not been documented here. However, the preponderance of data show that regardless of base, which may in fact be irrelevant, the great majority of Indian adults want to be what one might call educated, regardless of language or culture. The problem is that regardless of culture, language, location and curriculum, Indian Americans long for education, but are not afforded it. There are perhaps more barriers to the Indian American in achieving a given level of education and performance than there is for any other racial or ethnic group in the United States. The situation at present is grave, and sadly that situation is certainly the best of all situations ever in the education of Indian Americans since Columbus. The present system simply does not work and is dysfunctional to the development of an enlightened Indian citizenry. Moreover, it denies Indian Americans the fruits of citizenry in American society and it deprives Indian individuals and family members of equal opportunity as full members of American society. As well, the failure of the educational system to provide performance levels at national standard levels deprives Indian youth of the basic tools of understanding that might be used to evaluate, perpetuate and better traditional Indian culture. It prevents potential leaders from having the kind of cross-cultural understanding and independence which would make him/her proud and sturdy, a full member of American society. Well educated and culturally aware in both the traditional and Western cultures, the enlightened Indian adult would have to be given and would take an

entirely different role in American life. Gone would be the era of submission and dependence for a new era of self-determination and independence, both tribal and personal.

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CHAPTER 6  
RECOMMENDATIONS

6.1 The Continuation of Research on Indian Education

Although this has been a multi-year study, the data analysis phase has been of insufficient duration to adequately analyze the myriad of data collected nationwide. From the analysis of the variables performed here and the snapshots of data that were made during data editing, it is clear that there is much of substantial value left to analyze on a number of dimensions. Funds should be set aside so that the analysis and dissemination process can continue. At the very least the data should be made available to competent researchers so that the analysis can continue.

6.2 Critical Evaluation of Indian Education Delivery Systems

The data leave little room for interpretation other than that there are serious differences between educational need and educational programs among and for Indian Americans. Although Indian operated or tribal schools generally yield slightly better educational results than do other schools, none is an optimization of educational techniques, practices and programs. It appears that a next important step would be to examine a sample of educational systems from pre-kindergarten to grade twelve and to determine the extent to which educational systems are optimizing their resources and delivering that which is required. This evaluation should encompass the range of the educational field from siting and selection of personnel through curriculum, space and materials to the finished product, the well trained and

well educated high school graduate. Community and former student goals, successes, failures, needs and comments should be a major focus of this evaluation. As well, the currency of the institutional programs should be examined closely as should be institutional paternalism.

### 6.3 Revision of Educational Delivery System, Pre-Kindergarten to Twelfth Grade

Following the critical evaluation of the educational service delivery systems, those systems must be revised according to those guidelines developed as a result of the evaluation stage. It appears that major impacts may be made by merely changing the thrust of the systems from other directed systems to Indian directed ones. That will not be enough, however, as services must be made more attractive to students, of greater benefit to them and of the sort where they may look to success rather than failure when tested on the basis of performance alone. Teachers and others who are simply caretakers or custodians must be identified and challenged.

### 6.4 Provide Education in the Traditional Language

Language has been shown to be a major barrier to success among Indian Americans. In order to affect an optimal learning situation, youngsters must be accommodated where an English language curriculum prevents them from achieving full understanding and application of principles, concepts and tools taught in the classroom. To facilitate intercultural communication, understanding and later occupational success English language classes should accompany the regular curriculum so that young people can learn this "foreign" tongue and add it

their vocabulary. Presently, there are simply not enough well trained and certified Indian Americans available to meet the need that would be created by this kind of change in teaching philosophy. As they were not accommodated by the present educational system they are not prepared. This may mean that we might be obliged to train non-Indians in specific Indian language so that there might be the seed planted and nurtured among Indian Americans to complete a higher quality education themselves and replace others later in their own communities.

#### 6.5 Increase the Capabilities of Teachers in Areas Where Indian Americans Reside

Just over half (50%) of the adult educators who are involved in IEA adult Indian education have completed college and have credentials to teach. Based on the performance of adult Indians, there will be considerable value in assessing each faculty member with respect to educational currency and pedagogy. Those who retain obsolescent or obsolete knowledge or practices should receive additional training or be replaced. Faculty salaries and budgets for supportive services, materials and space should be upgraded where recruitment, retention or the teaching environment is deficient and is a major factor in reduced performance. Housing and other environment factors should be addressed and made more attractive so as to add to the recruitment and retention of the best possible faculty.

#### 6.6 Provide Educational Modules in Both Cultures, Traditional and Western

Cultural conflict, accommodation, amalgamation and borrowing are

all prospects that youngsters will face throughout their lives as Indian Americans. The basic differences between Indian and other American culture may be the most important factor in educational and employment success as Indians face the non-Indian world as children and adults. Whether the intercultural exchange occurs in the classroom, on the job or in the community, Indian youth should learn to understand both their own culture and that of the other world. Their teachers alike should be well trained and well versed in the traditional culture(s) of those whose education they will guide. This dual understanding will logically enhance the feelings of worth of both teacher and student. When coupled with English language assistance where necessary, it should remove a major barrier to education and teaching alike.

#### 6.7 Critically Evaluate the Adult Education System

Suffering from the same sclerosis as in the elementary and secondary system, adult education too must be carefully evaluated so as to determine those measures that might be taken to optimize it. The same methods and procedures used to evaluate the elementary and secondary systems must be used here, regardless of governmental base, so as to maximize the educational value of adult programs for Indian Americans.

#### 6.8 Substantially Change Adult Education Delivery Systems

Again, as in the elementary and secondary programs, it is not enough to evaluate. Recommendations for change must be implemented. Merely increasing the number and quality of local Indian/community



based programs with a well trained staff, fluent in Indian language(s), would be a first, welcome addition.

#### 6.9 Increase Levels of Support for Indian Education

Not the first priority, nor the last, financial support will be a major component of systemic change. The addition of better prepared faculty, the additional training of current faculty and the realignment of programs, facilities and teaching aids will add substantially to the cost of education for Indian Americans. As shown in the case of adult education, however, the cost per student year of education is relatively low at this time. Much of the additional expense will come initially as support services, equipment, space and facilities are added. Additional salaries and periodic upgrading of support will add as increments of current expenditures. Even in this era of defeated school bonds and fiscal cutbacks, Indian education programs must be aided financially where that support will be of major value in decreasing the gap between Indian and non-Indian education and performance.

#### 6.10 Evaluate the Impact of Johnson-O'Malley Funding

The Johnson-O'Malley funds were set aside to reimburse states for tax revenues not received where Indian Americans are educated or trained under state auspices. Given the lack of accord between need and educational program; and given the failure of state and public programs to produce the educational product that the Indian American expected at the outset, the Johnson-O'Malley system should be carefully evaluated to determine whether it is an important factor in the establishment and

maintenance of educational programs which fulfill the needs and requirements of Indian Americans, whether it is received simply as general fund support or if some ingredients of these extremes are operating. Is the funding adequate? Appropriate? What can be done to optimize their use as beneficial to Indian Americans? Should these funds be allocated to Tribal government and Tribal educational systems instead of having states educate and train? It is apparent that a careful evaluation of the outcomes of Johnson-O'Malley must be made expeditiously.

6.11 Examine the Condition of Civil Rights Among Indian Americans, and Strictly Enforce Civil Rights Law

These data show, and further analysis will doubtless confirm, that a separate or integrated, but nevertheless unequal, system of education prevails as far as Indian Americans are concerned. As well, employment, unemployment, underemployment and residential statistics all point to the continuation of systems of discrimination. The fact that less than twenty percent of unemployed are receiving unemployment benefits, and that the balance of the unemployed are not receiving substantial benefits from other sources raises questions with respect to equal treatment and equal opportunity. The educational and performance data show fairly conclusively that there are serious flaws in the education system where it serves Indian Americans. Regardless of area of residence or reservation/non-reservation status, equal opportunity in education simply does not exist for Indian Americans. Their lack of equal educational opportunity prevents others from becoming a reality. The data now in hand will reveal other differences and trends by age cohort to be sure. Regardless of the outcome of further study, a

thorough examination of the conditions of civil rights law as it has affected Indian Americans should be undertaken. Certainly, such an investigation will reveal serious deficiencies in the application and enforcement of current law.

#### 6.12 Chronic Unemployment Reducation Programs

With over forty percent unemployed and where half of the unemployed have been out of work for at least three years, unemployment reduction programs focused on the long-term unemployed must be designed. In the main, our recommendations have to do with new and modified programs for youth and young adults who are and will continue to be in the mainstream of education. But, what of the older Indian American for whom the promise of education will probably not be an effective social reality? For these hard to place and difficult to retain older individuals, educational programs are probably not an appropriate means of job preparation. They simply will not flock to a new program where they will again face the probable risk of failure. For this population, direct employment programs must be considered, employment which is neither the result of paternalism, patronage, or sympathy. The development of programs which will reinforce the dignity and individual worth of Indian Americans will do much to pave the way for other programs and will return the unemployed to productive economic life. Although a difficult task, it is one which must be undertaken.

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### 6.13 Self-Determination in Indian Education

None of the questionnaires used posed the question "Do you think that education programs for Indian Americans would be more effective if they were administered and staffed by Indian Americans?" However, it is apparent that Indian operated programs are more effective in producing performance than are those that are administered and staffed by non-Indians. Self-determination in Indian education proposes Indian development, staffing, operation and control of Indian educational programs. Put in that perspective, Indian education is now out of control. We have proposed changes in the Indian education system which presuppose the lack of qualified Indian teachers and administrators as an outcome of the education system now in place. Still, it appears that as a result of a multiplicity of social and cultural factors, self-determination is wholly appropriate for use in situations where the predominant culture and population is an Indian one. That is, from inception to successful implementation and evaluation, education should be in the hands of its typical parent with equality assured for those of other cultures and ancestry than the majority. The present system, however, is largely designed, administered and implemented by a social and cultural minority as a last vestige of paternalism. Self-determination is an important part of Indian culture and life today and it is certainly time that Indians who are the virtual exclusive residents of some school districts or other administrative areas gained control of their own educational planning, design, management and implementation. Within areas where the population is mixed, rather than

ignoring Indian potential for planning, program development and implementation, their notions, their talent and educational expertise and ideas must be integrated into educational programs. To ignore this potential is to lose the student and to perpetuate the lack of education and low levels of performance.

#### 6.14 Some Caveats

This is the first national study of adult American Indian education. It is 1981, not 1960 when civil rights, race and ethnicity were the watchwords of American society. In this analysis we have barely begun to illuminate the condition of Indian Americans in the United States. Problems in coordinating and implementing the data processing plan have prevented the kind of analysis that might have been possible. These results then should be accepted as accurate but preliminary. There is much more to these data than have been reported here. We have focused on those factors that are evident, of major importance and that have been validated in other studies or through other relationships among variables included in this study. Yet, these results are incomplete. The aggregation of these data are far and away the most important outcome of this study. Multi-variate analysis among several dimensions pertaining to education and educational quality is a logical next step to this analysis. Yet, there is such a plethora of those data pertaining to the quality of life among Indian Americans that an analysis of those data should be undertaken promptly.

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## CHAPTER 7

### INFORMATION DISSEMINATION, RESEARCH AND EVALUATION NEEDS

#### 7.1 The Report

Perhaps the major impact that this report will have is that it is the first one to be done. Yet, it contains a number of very disturbing facts and describes many disheartening realities. Its preparation has not been easy and it has been difficult for us to remain professionally detached given the relative deprivation being described. As the initial herald the report should be disseminated to a broad range of educators and administrators who are involved in the education of Indian Americans and it should be distributed to the Indian public, perhaps through local libraries and Tribal Councils. All should reflect on the information, facts and findings presented and engage in vigorous discussions as to the probable credibility and impact for them. There is much to be gained locally from a critical examination of this report and frank and open discussion of its meaning for local school boards and for local communities of Indian Americans. The Office of Education should encourage formal publication of these and subsequent findings based on the use of these data.

#### 7.2 The Data

The data must be disseminated as well. Whether under the auspices of the National Indian Management Service, the Office of Indian Education or some other organization, the data must be made available so that this research may continue. We have merely scratched the surface of it. Multivariate analysis will reveal

nuances that we have simply not had the time or the funds to discover.

Due to difficulties in processing these data we do recommend, however, that prior to the release of the data a contract should be let to validate and re-edit each and every item in the data set. More than two hundred responses were lost and are unreported here, because of data processing errors. As it is suspected that the omitted cases are random ones, their omission should not change the results of the study, but they should be included in subsequent analyses. An item by item, respondent by respondent edit should be performed prior to further use of the data.

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APPENDIX

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APPENDIX A: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND TRIBAL AFFILIATION

Frequency Row %	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median 3R's Index
Achomawi et. al.	0 0.0	1 20.0	1 20.0	1 20.0	0 0.0	0 0.0	0 0.0	1 20.0	0 0.0	1 20.0	5 0.15	3 60.0	5 100.0	3 60.0	44
Alaskan Athapascan	0 0.0	4 4.35	0 0.0	11 11.9	15 16.3	19 20.7	23 25.0	15 16.3	2 2.2	3 3.3	92 2.7	47 51.1	77 83.7	65 70.7	50
Apache	0 0.0	0 0.0	5 8.5	5 8.5	8 13.6	10 16.9	15 25.4	12 20.3	3 5.1	1 1.7	59 1.8	24 40.7	49 83.1	45 76.3	42
Arapaho	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 50.0	1 50.0	0 0.0	2 0.06	1 50.0	2 100.0	2 100.0	75
Arikara	0 0.0	0 0.0	1 12.5	0 0.0	2 25.0	0 0.0	3 37.5	1 12.5	1 12.5	0 0.0	8 0.24	5 62.5	8 100.0	7 87.5	72
Assiniboine	0 0.0	2 14.3	0 0.0	0 0.0	1 7.1	0 0.0	8 57.1	1 7.1	1 7.1	1 7.1	14 0.42	4 28.6	11 78.6	8 57.1	78
Blackfeet	0 0.0	0 0.0	1 4.6	2 9.1	1 4.6	2 9.1	11 50.0	4 18.2	1 4.6	0 0.0	22 0.65	9 40.9	19 86.4	14 63.6	75
Cahuilla, Luiseno, Gabrieleno, Serrano	0 0.0	0 0.0	2 3.6	2 3.6	9 16.1	12 21.4	19 33.9	10 17.9	2 3.6	0 0.0	56 1.7	12 21.4	44 78.6	34 60.7	39
Canadian & Latin American	1 3.5	6 20.7	3 10.3	4 13.8	5 17.2	7 24.1	3 10.3	0 0.0	0 0.0	0 0.0	29 0.86	17 58.6	22 75.9	23 79.3	28
Caddo	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	2 66.7	3 0.09	0 0.0	3 100.0	1 33.3	31



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Frequency ROW #	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Diff- erent	Median JR's Index
TRIBE															
Catawba, Et. al.	0 0.0	1 11.1	0 0.0	0 0.0	0 0.0	3 33.3	4 44.4	1 11.1	0 0.0	0 0.0	9 0.27	2 22.2	5 55.6	7 77.8	25*
Chelalis	0 0.0	0 0.0	1 2.9	2 5.9	1 2.9	10 29.4	6 17.7	14 41.2	0 0.0	0 0.0	34 1.0	8 23.5	28 82.4	22 64.7	78
Cherokee	1 0.9	5 4.5	2 1.8	8 7.2	11 9.9	37 33.3	24 21.6	11 9.9	9 8.1	3 2.7	111 3.3	48 43.2	89 80.2	75 67.6	67
Cheyenne	0 0.0	0 0.0	0 0.0	0 0.0	2 12.5	5 31.3	6 37.5	2 12.5	1 6.3	0 0.0	16 0.48	4 25.0	10 62.5	6 37.5	72
Chickasaw	0 0.0	4 16.0	0 0.0	4 16.0	2 8.0	3 12.0	9 36.0	2 8.0	0 0.0	1 4.0	25 0.74	11 44.0	15 60.0	17 68.0	69
Chinook	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 100.0	0 0.0	0 0.0	0 0.0	1 0.03	1 100.0	1 100.0	1 100.0	97
Chippewa	0 0.0	2 0.9	2 0.9	16 7.2	22 9.9	55 24.8	54 24.3	58 26.1	8 3.6	5 2.3	222 6.6	63 28.4	167 75.2	124 55.9	8
Choctaw & Houma	20 11.5	45 25.9	7 4.0	13 7.5	9 5.2	29 16.7	29 16.7	16 9.2	5 2.9	1 0.6	174 5.2	60 34.5	129 74.1	121 69.5	50
Cour D' Alene	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 40.0	0 0.0	3 60.0	5 0.15	1 20.0	4 80.0	3 60.0	78
Columbia Wenatchee	1 6.3	9 56.3	1 6.3	1 6.3	0 0.0	2 12.5	1 6.3	0 0.0	1 6.3	0 0.0	16 0.48	13 81.3	15 93.8	16 100.0	53
Colville & Lakes	0 0.0	0 0.0	1 9.1	1 9.1	1 9.1	1 9.1	3 27.3	3 27.3	0 0.0	1 9.1	11 0.33	3 27.3	7 63.6	8 72.7	92
Comanche	0 0.0	0 0.0	1 4.8	1 4.8	2 9.5	5 23.8	7 33.3	2 9.5	2 9.5	1 4.8	21 0.62	10 47.6	17 80.9	12 57.1	61

- Continued -

Frequency Row X	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median 3R's Index
Costanoan, et. al	0 0.0	1 4.2	0 0.0	0 0.0	4 16.7	7 29.2	7 29.2	4 16.7	1 4.2	0 0.0	24 0.71	6 25.0	21 87.5	21 87.5	67
Cree	0 0.0	1 4.6	1 4.6	1 4.6	2 9.1	10 45.5	2 9.1	4 18.2	0 0.0	1 4.6	22 0.65	10 45.5	18 81.8	16 72.7	78
Creek, Alabama, Coushatta	4 2.9	5 3.6	4 2.9	10 7.3	13 9.4	23 16.7	43 31.2	29 21.0	4 2.9	3 2.2	138 4.1	36 26.1	111 80.4	95 68.8	47
Crow	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	4 57.1	1 14.3	2 28.6	0 0.0	0 0.0	7 0.21	3 42.9	5 71.4	4 57.1	
Delaware & Stockbridge	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 20.0	1 20.0	2 40.0	0 0.0	1 20.0	5 0.15	1 20.0	5 100.0	5 100.0	89
Flathead	0 0.0	0 0.0	1 11.1	1 11.1	1 11.1	1 11.1	1 11.1	2 22.2	2 22.2	0 0.0	9 0.27	2 22.2	7 77.8	4 44.4	72
Gros Ventre	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 33.3	4 40.4	1 11.1	1 11.1	0 0.0	9 0.27	3 33.3	8 88.9	6 66.7	83
Hidatsa & Mandan	0 0.0	1 5.9	0 0.0	0 0.0	1 5.9	1 5.9	4 23.5	4 23.5	3 17.7	3 17.7	17 0.5	5 29.4	17 100.0	10 58.8	31
Hoopla	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	6 85.7	1 14.3	0 0.0	0 0.0	0 0.0	7 0.21	7 100.0	7 100.0	7 100.0	22
Iroquois	0 0.0	5 6.9	4 5.5	4 5.5	6 8.2	13 17.8	24 32.9	13 17.8	3 4.1	1 1.4	73 2.2	24 32.9	58 79.5	48 65.8	75
Oneida	0 0.0	0 0.0	1 5.0	1 5.0	5 25.0	0 0.0	9 45.0	3 15.0	0 0.0	1 5.0	20 0.59	4 20.0	16 80.0	12 60.0	83
Seneca	0 0.0	2 2.7	1 1.4	6 8.1	7 9.5	15 20.3	24 32.4	15 20.3	3 4.1	1 1.4	74 2.2	25 33.8	45 60.8	53 71.6	67

- Continued -

Frequency Row #	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median 3R's Index
Onondaga et. al.	0 0.0	0 0.0	0 0.0	3 16.7	2 11.1	5 27.8	4 22.2	4 22.2	0 0.0	0 0.0	18 0.53	8 44.4	9 50.0	15 83.3	86
Kalapuya	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 100.0	0 0.0	0 0.0	1 0.03	0 0.0	1 100.0	1 100.0	31
Kato	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 66.7	1 33.3	0 0.0	0 0.0	0 0.0	3 0.09	3 100.0	3 100.0	3 100.0	28
Kaw, Omaha et. al.	0 0.0	0 0.0	0 0.0	4 6.8	6 10.2	11 18.6	21 35.6	13 22.0	2 3.4	2 3.4	59 1.8	18 30.5	47 79.7	41 69.5	67
Kickapoo	0 0.0	0 0.0	0 0.0	0 0.0	1 3.9	7 26.9	9 34.6	9 34.6	0 0.0	0 0.0	26 0.77	10 38.5	19 73.1	11 42.3	67
Kiowa	0 0.0	0 0.0	0 0.0	2 10.5	0 0.0	2 10.5	10 52.6	3 15.8	2 10.5	0 0.0	19 0.56	3 15.8	16 84.2	10 52.6	75
Klanath	0 0.0	0 0.0	0 0.0	1 20.0	0 0.0	2 40.0	1 20.0	0 0.0	0 0.0	1 20.0	5 0.15	1 20.0	3 60.0	3 60.0	25*
Lumbee	1 1.1	11 12.2	3 3.3	6 6.7	6 6.7	19 21.1	31 34.4	6 6.7	5 5.6	2 2.2	90 2.7	24 26.7	62 68.9	62 68.9	67
Maidu	0 0.0	0 0.0	0 0.0	0 0.0	1 33.3	1 33.3	0 0.0	1 33.3	0 0.0	0 0.0	3 0.09	2 66.7	3 100.0	3 100.0	39
Makah	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 100.0	0 0.0	1 0.03	0 0.0	1 100.0	0 0.0	94
Menominee	1 2.8	1 2.8	1 2.8	5 13.9	4 11.1	6 16.7	14 38.9	2 5.6	1 2.8	1 2.8	36 1.1	13 36.1	26 72.2	26 72.2	78
Miami, et. al.	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 100.0	0 0.0	0 0.0	0 0.0	2 0.06	0 0.0	2 100.0	2 100.0	33

## APPENDIX A:

FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND  
TRIBAL AFFILIATION.

- Continued -

Frequency Row #	YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Diff- erent	Median 3R's Index
TRIBE															
Navajo	108 17.3	92 14.7	29 4.6	37 5.9	39 6.2	64 10.2	152 24.3	96 15.3	6 0.96	3 0.48	626 18.6	200 31.9	536 85.6	489 78.1	28
Nespelem, et. al.	0 0.0	1 25.0	0 0.0	1 25.0	0 0.0	2 50.0	0 0.0	0 0.0	0 0.0	0 0.0	4 0.12	0 0.0	4 100.0	3 75.0	89
Alonquin	0 0.0	2 10.5	1 5.3	2 10.5	2 10.5	3 15.8	6 31.6	3 15.8	0 0.0	0 0.0	19 0.56	7 36.8	16 84.2	17 89.5	94
Nez Perce	0 0.0	0 0.0	0 0.0	1 4.2	3 12.5	8 33.3	2 8.3	9 37.5	0 0.0	1 4.2	24 0.71	2 8.3	21 87.5	14 58.3	78
Nooksack	0 0.0	0 0.0	1 5.3	2 10.5	1 5.3	6 31.6	6 31.6	1 5.3	0 0.0	2 10.5	19 0.56	4 21.1	10 52.6	15 78.9	31
Ottawa	0 0.0	1 4.4	1 4.4	3 13.0	3 13.0	7 30.4	4 17.4	2 8.7	2 8.7	0 0.0	23 0.68	4 17.4	18 78.3	19 82.6	69
Papago & Pima	0 0.0	9 6.4	6 4.3	17 12.1	9 6.4	24 17.0	43 30.5	28 19.9	5 3.6	0 0.0	141 4.2	59 41.8	128 90.8	103 73.1	50
Pawnee	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 50.0	0 0.0	1 50.0	2 0.06	0 0.0	2 100.0	2 100.0	56
Pomo	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 25.0	3 75.0	0 0.0	0 0.0	0 0.0	4 0.12	1 25.0	4 100.0	2 50.0	75
Potawatomi	0 0.0	2 6.7	1 3.3	0 0.0	0 0.0	9 30.0	16 53.3	2 6.7	0 0.0	0 0.0	30 0.89	5 16.7	12 40.0	9 30.0	28
Powhatan	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 100.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.03	0 0.0	0 0.0	0 0.0	75
Pueblo	0 0.0	0 0.0	2 5.4	0 0.0	0 0.0	12 32.4	10 27.0	12 32.4	0 0.0	1 2.7	37 1.1	15 40.5	35 94.6	23 62.2	25*

APPENDIX A:

FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND TRIBAL AFFILIATION.

- Continued -

	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median 3R's Index
	1	2	1	5	4	13	23	5	5	3	62	10	48	46	64
	1.6	3.2	1.6	8.1	6.5	20.9	37.1	8.1	8.1	4.8	1.8	16.1	77.4	74.2	
	1	2	1	1	4	7	27	10	1	1	55	14	42	41	28
	1.8	3.6	1.8	1.8	7.3	12.7	49.1	18.2	1.8	1.8	1.6	25.5	76.4	74.6	
	0	0	2	6	5	7	23	2	2	2	49	8	33	18	28
	0.0	0.0	4.1	12.2	10.2	14.3	46.9	4.1	4.1	4.1	1.5	16.3	67.4	36.7	
d	0	0	0	2	1	1	0	0	0	0	4	0	4	4	50
	0.0	0.0	0.0	50.0	25.0	25.0	0.0	0.0	0.0	0.0	0.12	0.0	100.0	100.0	
	0	2	0	0	0	2	3	3	0	1	11	3	4	6	28
	0.0	18.2	0.0	0.0	0.0	18.2	27.3	27.3	0.0	9.1	0.33	27.3	36.4	54.6	
	0	5	2	1	3	3	9	6	1		30	10	26	13	83
	0.0	16.7	6.7	3.4	10.0	10.0	30.0	20.0	3.4	0.0	0.89	33.3	86.7	43.3	
	0	0	0	0	0	0	1	1	0	1	3	0	2	3	25*
	0.0	0.0	0.0	0.0	0.0	0.0	33.3	33.3	0.0	33.3	0.09	0.0	66.7	100.0	
te	0	8	2	9	14	11	29	15	4	2	94	34	69	60	31
	0.0	8.5	2.1	9.6	14.9	11.7	30.9	15.9	4.3	2.1	2.8	36.2	73.4	63.8	
	0	4	6	8	9	32	53	26	5	10	153	54	132	105	67
	0.0	2.6	3.9	5.2	5.9	20.9	34.6	16.9	3.3	6.5	4.5	35.3	86.3	68.6	

APPENDIX A: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND TRIBAL AFFILIATION

- Continued -

	YEARS OF FORMAL EDUCATION										EDUCATIONAL SATISFACTION				
	0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median 3R's Index
	0	0	0	0	0	0	1	0	0	0	1	0	1	1	25*
	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.03	0.0	100.0	100.0	
	0	0	0	1	4	10	7	1	0	0	23	12	21	16	31
	0.0	0.0	0.0	4.4	17.4	43.5	30.4	4.4	0.0	0.0	0.68	52.2	91.3	69.6	
	0	0	0	0	0	1	0	0	0	0	1	0	1	0	89
	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.03	0.0	100.0	0.0	
	0	0	1	1	2	6	4	9	1	2	26	5	21	19	39
	0.0	0.0	3.9	3.9	7.7	23.1	15.4	34.6	3.9	7.7	0.77	19.2	80.8	73.1	
	0	0	0	0	0	0	1	1	0	0	2	1	2	2	61
	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	0.0	0.0	0.06	50.0	100.0	100.0	
	0	2	4	3	9	16	20	4	0	1	59	32	45	45	28
	0.0	3.4	6.8	5.1	15.3	27.1	33.9	6.8	0.0	1.7	1.8	54.2	76.3	76.3	
	1	1	0	0	1	6	3	5	1	1	19	9	16	11	25*
	5.3	5.3	0.0	0.0	5.3	31.6	15.8	26.3	5.3	5.3	0.56	47.4	84.2	57.9	
	0	1	2	0	2	3	2	0	0	0	10	7	9	6	67
	0.0	10.0	20.0	0.0	20.0	30.0	20.0	0.0	0.0	0.0	0.3	70.0	90.0	60.0	
	0	0	0	0	0	0	2	3	2	0	7	2	3	2	25*
	0.0	0.0	0.0	0.0	0.0	0.0	28.6	42.9	28.6	0.0	0.21	28.6	42.9	28.6	
	2	0	1	2	2	12	5	3	0	2	29	7	28	20	81
	6.9	0.0	3.5	6.9	6.9	41.4	17.2	10.3	0.0	6.9	0.86	24.1	96.6	68.9	

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APPENDIX A: FORMAL EDUCATION, EDUCATIONAL SATISFACTION AND TRIBAL AFFILIATION.

- Continued -

YEARS OF FORMAL EDUCATION											EDUCATIONAL SATISFACTION			
0	1-6	7	8	9	10-11	12	13-15	16	17+	Total	Dissat- isfied	Need More	Need Diff- erent	Median 3R's Index
0	0	0	0	1	1	2	0	0	0	4	2	3	4	72
0.0	0.0	0.0	0.0	25.0	25.0	50.0	0.0	0.0	0.0	0.12	50.0	75.0	100.0	
0	1	0	0	0	3	1	0	0	0	5	1	5	3	75
0.0	20.0	0.0	0.0	0.0	60.0	20.0	0.0	0.0	0.0	0.15	20.0	100.0	60.0	
0	0	0	1	1	9	5	4	1	0	21	1	20	12	72
0.0	0.0	0.0	4.8	4.8	42.9	23.8	19.1	4.8	0.0	0.62	4.8	95.2	57.1	
0	1	1	1	3	13	10	2	0	0	31	9	16	15	64
0.0	3.2	3.2	3.2	9.7	41.9	32.3	6.5	0.0	0.0	0.92	29.0	51.6	48.4	
1	3	2	4	4	25	21	9	3	1	73	21	59	46	61
1.4	4.1	2.7	5.5	5.5	34.3	28.8	12.3	4.1	1.4	2.2	28.8	80.8	63.0	
5	2	3	4	2	2	6	3	0	0	27	8	22	15	72
18.5	7.4	11.1	14.8	7.4	7.4	22.2	11.1	0.0	0.0	0.8	29.6	81.5	55.6	
150	254	115	229	202	663	950	546	104	75	3368	1116	2602	2301	
4.5	7.5	3.4	6.8	8.4	19.7	28.2	16.2	3.1	2.2	100.0	33.1	79.6	68.3	

of 25 would be expected by chance if the answers to all questions were guesses.

Medians based on small numbers of cases are not reliable estimators.



APPENDIX

B

B.1 ADULT INDIAN EDUCATION  
SURVEY QUESTIONNAIRE

B.2 S.E.A. SURVEY INSTRUMENT

B.3 I.E.A. SURVEY INSTRUMENT

---

703

- 9 -



P 1 0 4 2 1 0 4 2 1 0 4 2 1 0 4 2 1 0 4 2 1

I have listed (READ NAMES)

Have I missed:

- any babies or small children?
- any lodgers, boarders or persons employed who live here?
- anyone who usually lives here but is away at present?

**HOUSEHOLD LANGUAGE**

a What language do the people in this household usually speak in the home?

Specify:

b Do the people in this household often speak any other language here at home?

Specify:

RESULTS OF CALL				
CALL NUMBER	1	2	3	COMMENTS
DATE				
DAY				
HOUR				
RESULT				
CALL BACK				

INTERVIEW STATUS					
NON-SAMPLE			NON-INTERVIEW		
<input type="radio"/> USI	<input type="radio"/> NY	<input type="radio"/> NSA	<input type="radio"/> PAH	<input type="radio"/> TU	
<input type="radio"/> NOV	<input type="radio"/> AND	<input type="radio"/> NER	<input type="radio"/> INAH	<input type="radio"/> NIF	

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# ADULT INDIAN EDUCATION SURVEY

## FIELD INTERVIEW SCHEDULE

SURVEY NUMBER										OFFICE USE ONLY									
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

**A4** How many rooms do you have in your living quarters? Do not count bathrooms, porches, balconies, loyers, halls or half-rooms.

1 room                       6 rooms  
 2 rooms                     7 rooms  
 3 rooms                     8 rooms  
 4 rooms                     9 or more rooms  
 5 rooms

**A5a** During last year, 1978, how much did sales of crops, livestock, and other farm products from this place amount to?

\$2,500 or more  
 \$1,000 to \$2,499  
 \$250 to \$999  
 \$50 to \$249  
 Under \$50

*If the respondent lives in a one-family house or a condominium unit which they own or are buying, ask A7*

*Do not ask this question if this is:*

- A mobile home or trailer
- A house on 10 or more acres
- A house with a commercial establishment or medical office on the property.

**A1** How many months have you lived at this address?  
Insert number of months in grid.

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

**A2** How many months have you lived in this community?  
Insert number of months in grid.

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

**A3** Where did you grow up before you moved to this community? Insert name of city/town, county, and state.

CITY/TOWN	
COUNTY	STATE

**A6** Are your living quarters -

- Owned or being bought by you or by someone else in this household?
- Rented or leased for cash (make payment to any tribe for the land on which the dwelling is located?)
- Occupied without payment of cash rent?

**A6** What best describes the building in which you live? Fill one circle.

- A mobile home or trailer (ask A6a)
- A one-family house detached from any other house (ask A6a)
- A one-family house attached to one or more houses (ask A6a)
- Boat, van tent, etc. (ask A6a)

**OR** An apartment house or building with the following number of living quarters:

- 1                               7
- 2                               8
- 3                               9
- 4                               10 to 19
- 5                               20 to 49
- 6                               50 or more

*(SKIP TO ITEM A8)*

**A6a** Is this dwelling -

- On a city or suburban lot, or on a place of less than 1 acre?  
*(skip to A7)*
- On a place of 1 to 9 acres?  
*(ask A6b)*
- On a place of 10 or more acres?  
*(ask A6b)*

**A7** WHAT IS THE VALUE OF THIS PROPERTY, THAT IS, HOW MUCH DO YOU THINK THIS PROPERTY (HOUSE AND LOT OR CONDOMINIUM UNIT) WOULD SELL FOR IF IT WERE FOR SALE?

- Less than \$5,000
- \$5,000 to \$9,999
- \$10,000 to \$14,999
- \$15,000 to \$17,499
- \$17,500 to \$19,999
- \$20,000 to \$22,499
- \$22,500 to \$24,999
- \$25,000 to \$27,499
- \$27,500 to \$29,999
- \$30,000 to \$32,499
- \$32,500 to \$34,999
- \$35,000 to \$37,499
- \$37,500 to \$39,999
- \$40,000 to \$44,999
- \$45,000 to \$49,999
- \$50,000 to \$54,999
- \$55,000 to \$59,999
- \$60,000 to \$69,999
- \$70,000 to \$79,999
- \$80,000 to \$89,999
- \$90,000 to \$99,999
- \$100,000 to \$149,999
- \$150,000 to \$199,999
- \$200,000 or more

A8 If the respondent pays rent for their living quarters -  
 What is the monthly rent?  
 If rent is not paid by the month, see the instruction guide on how to figure a monthly rent.

- Less than \$40
- \$40 to \$49
- \$50 to \$59
- \$60 to \$69
- \$70 to \$79
- \$80 to \$89
- \$90 to \$99
- \$100 to \$109
- \$110 to \$119
- \$120 to \$129
- \$130 to \$139
- \$140 to \$149
- \$150 to \$159
- \$160 to \$169
- \$170 to \$179
- \$180 to \$189
- \$190 to \$199
- \$200 to \$224
- \$225 to \$249
- \$250 to \$274
- \$275 to \$299
- \$300 to \$349
- \$350 to \$399
- \$400 or more

A9 Think of the cost of this dwelling such as rent/mortgage payment, maintenance costs, property tax, and electricity. Overall, would you say that for living quarters such as this one, these costs are -

- Very low
- Low
- Moderate
- High
- Very high
- Other (Specify in thumbnail sketch)

A10 Would you say that this dwelling is a well-built structure?

- Yes
- No
- Other (Specify in thumbnail sketch)

A11 Would you say that in general the rooms in this dwelling are -

- Too large
- About right
- Too small
- Mixed
- Other (Specify in thumbnail sketch)

A12 What about the condition of the living dwellings in this neighborhood. Overall, would you say that these are -

- Very well kept up
- Fairly well kept up
- Not very well kept up
- Not well kept up at all

A13 What about the non-Indian people who live around here. As neighbors, would you say they are -

- Very good
- Fairly good
- Neither good nor bad
- Not very good
- Not good at all

A14 (HAND RESPONDENT CARD 2)

Here is a card that I want you to use to tell me how satisfied you are with (Name of City or County) as a place to live in. This is how we will use it. If you are completely satisfied with (Name of City or County) as a place to live, you would say "one". If you are completely dissatisfied, you would say "seven". If you are neither completely satisfied nor completely dissatisfied, you would put your self somewhere from 2-6; for example, 4 means that you are neutral, or just as satisfied as you are dissatisfied. How satisfied are you with (Name of City or County) as a place to live in?

- 1
- 2
- 3
- 4
- 5
- 6
- 7

A15 At the present time, are you satisfied to stay here or would you like to move to another city or county?

- Satisfied to stay - Skip to B1
- Would like to move - Ask A16
- Other (Specify in thumbnail sketch) Ask A16

A16 What are the main things that keep you from moving right now?

- (Specify in thumbnail sketch)

B1 What is the tribe and band of the household head (HH)?

(If interviewing HH, skip to B3)

Specify:

OFFICE USE ONLY		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

B2 You are a member of what tribe and band?

Specify:

OFFICE USE ONLY		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

B3 How frequently do you visit your tribe?

- Once per year or less
- Twice per year
- Three times per year
- Four times per year
- More than four times per year

B4 From what reservation or trust land did you or your spouse come?

RESPONDENT

RESPONDENT

SPOUSE

SPOUSE

OFFICE USE ONLY		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

OFFICE USE ONLY		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

- 4
- 1
- 0
- 4
- 2
- 1
- 0
- 4
- 2
- 1
- 0
- 4
- 2
- 1
- 0
- 4
- 2
- 1



B5 Which reservation or trust land do you most likely identify with?

NAME

LOCATION (STATE)

OFFICE USE ONLY

0 0 0  
1 1 1  
2 2 2  
3 3 3  
4 4 4  
5 5 5  
6 6 6  
7 7 7  
8 8 8  
9 9 9

C2 What language do you usually speak?

Specify:

- English  
 Skip to C5

OFFICE USE ONLY

0 0 0  
1 1 1  
2 2 2  
3 3 3  
4 4 4  
5 5 5  
6 6 6  
7 7 7  
8 8 8  
9 9 9

C7 How well do you speak English?

- Very well  
 Well (All right)  
Not well  
 More than a few words  
 Just a few words  
 Not at all

B6 Do you take part in the activities of any tribal, social, cultural, religious or educational groups or organizations?

- Yes — Ask B7  
 No — Go to C7

C1 Do you speak any other language often?

- Yes  
 No — Skip to C5

C3 What language do you usually speak to your best friends?

Specify:

- English

OFFICE USE ONLY

0 0 0  
1 1 1  
2 2 2  
3 3 3  
4 4 4  
5 5 5  
6 6 6  
7 7 7  
8 8 8  
9 9 9

B7 What is the extent of your involvement in the group or organization that you take part in? If more, are you:

- 1 An officer, a board member  
 2 A committee member  
 3 An active member  
 4 An occasional member  
 5 An inactive member  
 6 Regular attendant

C4 What other language do you speak?

Specify:

- None

OFFICE USE ONLY

0 0 0  
1 1 1  
2 2 2  
3 3 3  
4 4 4  
5 5 5  
6 6 6  
7 7 7  
8 8 8  
9 9 9

Write name of three groups or organizations and mark level of involvement.

(Insert Name)

(Involvement) 1 2 3 4 5 6

(Insert Name)

(Involvement) 1 2 3 4 5 6

(Insert Name)

(Involvement) 1 2 3 4 5 6

C5 What language do you usually speak to the children in the household?

Specify:

- English

OFFICE USE ONLY

0 0 0  
1 1 1  
2 2 2  
3 3 3  
4 4 4  
5 5 5  
6 6 6  
7 7 7  
8 8 8  
9 9 9

C6 In what language were you taught subjects such as arithmetic, science and history?

Specify:

- English

OFFICE USE ONLY

0 0 0  
1 1 1  
2 2 2  
3 3 3  
4 4 4  
5 5 5  
6 6 6  
7 7 7  
8 8 8  
9 9 9

C1 What language was usually spoken in your home when you were a child?

Specify:

- English

OFFICE USE ONLY

0 0 0  
1 1 1  
2 2 2  
3 3 3  
4 4 4  
5 5 5  
6 6 6  
7 7 7  
8 8 8  
9 9 9

C8 How well do you understand spoken English?

- Very well  
 Well (All right)  
Not well  
 More than a few words  
 Just a few words  
 Not at all

C10 How often do you read an English language newspaper?

- Most days (5 days/week)  
 Occasionally (3 days/week)  
 Never (Almost)

C11 How often do you read an Indian language newspaper?

- Most days (5 days/week)  
 Occasionally (3 days/week)  
 Never (Almost)

01 Have you gone to school in the past year?

- Yes — Ask D2
- No — Skip to D3

02 What type of school was that?

- Tribal School or College
- BIA Day School
- BIA Boarding School
- Public School
- Private School

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

03 (HAND RESPONDENT CARD 2)

All things considered, how would you think your education is for you personally? Which number comes closest to how satisfied or dissatisfied you feel?

- One — Skip to D6
- Two
- Three
- Four
- Five
- Six
- Seven

Ask D4 and D5

04 What kind of education would you like to have had?

Specify: \_\_\_\_\_

05 What are the main reasons you aren't getting the kind of education you want?

Specify: \_\_\_\_\_

06 Have you attended or been enrolled in an ABE/GED/SEA Program administered by the state of \_\_\_\_\_ the local school or any community agency or Indian group?

Yes (Specify Type)

- Public Grade or High School
- Public Two-year College or Technical Institute
- Private, Vocational, Trade or Business School
- Four-year College or University
- Other (Specify)

Specify: \_\_\_\_\_

No

07 What is the highest grade (or years) of regular school you have ever attended?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16

Ask D8

Skip to D10

08 Was that a —

- Tribal School
- BIA Day School
- BIA Boarding School
- Public School
- Private School
- Other

09 Did you complete that grade (year)?

- Yes
- No

10 Have you completed as much education as you feel you need?

- Yes
- No

11 Did you receive a high school diploma or pass a high school equivalency test?

- Yes, Diploma
- Yes, Equivalency Test
- No

12 What school or schools did you attend after you completed high school?

(If more than 1, get most recent)

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

INTERVIEWER CHECK

- If vocational school, ask D13
- If college or junior college, ask D14
- NONE — Skip to D16

13 What was (is) your main field of vocational training?

- Business, Office Work
- Nursing, Other Health Field
- Trades, Crafts (Mechanic, Electrician)
- Beautician
- Agricultural Education
- Home Economics
- Distance Education
- Technical Education
- Other (Specify in thumbnail sketch)

14 Do you have a college degree?

- Yes
- No — Go to D16

15 What degree or degrees did you receive?

- Junior College Degree
- Bachelor's Degree
- Master's Degree
- Doctorate
- M.D., J.D., DDS
- Other (Specify in thumbnail sketch)

16 Many people wish their education could have been different in some way. Looking back, they wish they had prepared for a different line of work, learned some different things or had more or less education than they received. How about you — if you could do it over again, would you try to get an education that was different in any way from what you have?

- Yes — Specify in thumbnail sketch
- No

(HAND RESPONDENT CARD 2)

17 How satisfied are you with the amount of education you received?

- One — skip to Interviewer Check
- Two
- Three
- Four
- Five
- Six
- Seven

Ask D18

18 What were the main reasons you stopped your education when you did? (Specify in thumbnail sketch)

**INTERVIEWER CHECK**

- If respondent is presently enrolled as a student, see D19.
- If respondent is not presently enrolled as a student, go to E1.

**D19 (IN AND RESPONDENT ONLY)**

All things considered, how useful do you think the program you are now enrolled in is for you personally?

- One - Skip to E1
  - Two
  - Three
  - Four
  - Five
  - Six
  - Seven
- Go to D20

**D20** What are the reasons you do not think the present program is useful?  
(Specify in thumbnail sketch)

**E1** What were you doing most of LAST WEEK:

Working, keeping house, going to school or something else?

- Working - Skip to E3
- With a job, but not at work - Skip to E12
- Looking for work - Skip to E15
- Keeping house
- Going to school
- Unable to work - Skip to E24
- Retired
- Other (Specify in thumbnail sketch)

**E2** Did you do any work at all LAST WEEK, not counting any work around the house?

- Yes
- No - Go to E15

NOTE: If farm or business operator in household, ask about unpaid work.

**E3** How many hours did you work LAST WEEK at all jobs?

Mark number of hours in grid.

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

**E4 INTERVIEWER CHECK**

- If 49 or above go to E6
- If 1-34, go to E8
- If 35-48, go to E5

**E5** Did you lose any time or take any time off LAST WEEK for any reason, such as illness, holiday or slack work?

- Yes
  - Correct E3, if lost time not already deducted
  - If E3 is below 35, correct interviewer check, go to E8
  - Otherwise, go to E30
- No - Go to E6.

**E6** Did you work any overtime or at more than one job LAST WEEK?

- Yes - Go to E7
- No - Skip to E30

**E7** How many extra hours did you work?  
Mark number of hours in grid. Skip to E30

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

**E8** Do you usually work 35 hours or more a week at this job?

- Yes - Go to E9
- No - Skip to E10

**E9** What is the reason you worked less than 35 hours LAST WEEK?

(MARK THE APPROPRIATE REASON)

- Slack work
- Material shortage
- Plant or machine repair
- New job started during week
- Job terminated last week
- Could find only part-time work
- Holiday (legal)
- Labor dispute
- Bad weather
- Own illness
- Too busy with housework, school, or personal business
- Did not find full-time work
- Full-time work week under 35 hours
- Other (Specify in thumbnail sketch)

**E10** What is the reason you USUALLY work less than 35 hours a week? (MARK THE APPROPRIATE REASON AND SKIP TO E30)

- Slack work
- Material shortage
- Plant or machine repair
- New job started during week
- Job terminated last week
- Could find only part-time work
- Holiday (legal)
- Labor dispute
- Bad weather
- Own illness
- Too busy with housework, school, or personal business
- Did not find full-time work
- Full-time work week under 35 hours
- Other (Specify in thumbnail sketch)

**E11** Do you have a job or business from which you were temporarily absent or laid off LAST WEEK?

- Yes
- No - Go to E15

**E12** Why were you absent from work LAST WEEK?

- Own illness
- On vacation
- Bad weather
- Labor dispute
- New job to begin within 30 days
- Go to E17 and E18
- Temporarily laid-off. Go to E20
- Indefinite lay-off under 30 days
- Go to E20.
- Other (Specify in thumbnail sketch)

**E13** Are you getting wages or salary for any of the time off LAST WEEK?

- Yes
- No
- Self-employed

**E14** Do you USUALLY work 35 hours or more a week at this job?

- Yes
- No - Skip to E30

**E15** Have you been looking for work during the past four weeks?

- Yes
- No - Go to E24



E16 What have you been doing in the last four weeks to find work?  
 MARK ALL METHODS USED:  
 DO NOT READ LIST  
 Check with:  
 Public Employment Agency  
 Private Employment Agency  
 Employers directly  
 Friend or relative  
 Placed or answered want ads  
 Nothing — Go to F1  
 Other (Specify in thumbnail sketch)

E17 Why did you start looking for work? Was it because you lost or quit a job at that time (PAUSE) or was there something else?  
 Lost job  
 Quit job  
 Left school  
 Wanted temporary work  
 Other (Specify in thumbnail sketch)

E18 How many weeks have you been looking for work?  
 Mark number of weeks in grid.

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

E19 How many weeks ago did you start looking for work?  
 Mark number of weeks in grid. Go to E21

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

E20 How many weeks ago were you laid off?  
 Mark number of weeks in grid

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

E21 Have you been looking for full-time or part-time work?  
 Full-time  
 Part-time

E22 Is there any reason why you could not take a job LAST WEEK?  
 Yes, Already had a job  
 Yes, Temporary illness  
 Yes, Going to school  
 Yes, Other (Specify in thumbnail sketch)  
 No

E23 When did you last work at a full-time job or business lasting 2 consecutive weeks or more?  
 Write month and year in grid. Skip to E30 and enter last full-time job lasting 2 weeks or more, job from which laid off, or "never worked".

Month	Year
Jan	0 0
Feb	0 0
Mar	0 0
Apr	1 1
May	2 2
Jun	3 3
Jul	4 4
Aug	5 5
Sep	6 6
Oct	7 7
Nov	8 8
Dec	9 9

E24 When did you last work for pay at a regular job or business, either full-time or part-time?  
 Within past 12 months  
 Up to 2 years ago  
 Up to 3 years ago  
 Up to 4 years ago  
 Up to 5 years ago  
 Five or more years ago  
 Never worked

Go to E25  
 Skip to E26

E25 Why did you leave that job?  
 Personal family (pregnancy) or school  
 Unsatisfactory work arrangements  
 Retirement or old age  
 Seasonal job completed  
 Slack work or business conditions  
 Temporary non-seasonal job completed  
 Health  
 Other (Specify in thumbnail sketch)

E26 Do you want a regular job now, either full-time or part-time?  
 Yes  
 Maybe — it depends  
 No  
 Don't know

Skip to E28  
 Go to E27

E27 What are the reasons you are not looking for work?  
 Believes no work available in line of work desired  
 Couldn't find any work  
 Lacks necessary schooling  
 Employers think too young or too old  
 Other personal handicap in finding job  
 Can't arrange child care  
 Family responsibilities  
 In school or other training  
 Other (Specify in thumbnail sketch)  
 Don't know

E28 Do you intend to look for work of any kind in the next 12 months?  
 Yes  
 It depends  
 No  
 Don't know

E29 INTERVIEWER CHECK

If entry in E25, describe job in E30  
 If no entry, skip to F1

E30 For whom did you work?

Insert name of company, business, organization, employer

Specify:

E31 What kind of business or industry is this? For example: TV and radio, manufacturing, or retail shoe store?

Specify:

E32 What kind of work were you doing?

For example: Typist, farmer, electrician, engineer

Specify:

E33 What were your most important activities or duties? For example: typist, keeps accounts books, files, finishes concrete

Specify:

E34 Are you presently -

- An employee of private company, business or individual for wages, salary or commission
- A federal government employee
- A state government employee
- A local government employee
- A Trust government employee
- Self-Employed in own business, professional practice, or farm, if so, is this business incorporated?
- Yes  No
- Working without pay
- Never wanted

F1 In 1978 how many weeks did you work either full-time or part-time, not counting work around the house? Include paid vacations and sick leave. Write number of weeks in grid. — Skip to F5

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

None — Skip to F2

F2 Even though you did not work in 1978, did you spend any time trying to find a job?

- Yes
- No — Go to F4

F3 How many different weeks were you looking for work or laid off from a job? Write number of weeks in grid.

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

F4 What was the main reason you did not work in 1978? Was it because you were:

- ill or disabled and unable to work
- Taking care of home or family
- Going to school
- Couldn't find work
- In armed forces
- Retired
- Doing something else

} Skip to G7

**F5 INTERVIEWER CHECK**

Number of weeks in item F1

- 1-48, skip to F7
- 50-52, ask F6

F6 Did you lose any full weeks of work in 1978 because you were laid off from a job or lost a job?

- Yes
- No } Skip to F10

F7 You said you worked about (entry in item F1) weeks in 1978. How many of the remaining (52 minus entry in item F1) weeks were you looking for work or laid off from a job?

Write number of weeks in grid

None — Skip to F9

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

F8 Were the \_\_\_\_\_ weeks you were looking for work (or laid off) all in one stretch?

- Yes
- No - 2 stretches
- No - 3 or more stretches

**IF THE ENTRIES IN ITEMS F1 and F7 ADD TO 52 WEEKS, SKIP TO ITEM F10; IF NOT, ASK F9.**

F9 What were you doing most of the remaining weeks in 1978? Were you -

- ill or disabled and unable to work
- Taking care of home or family
- Going to school
- In armed forces
- Retired
- Doing something else

F10 For how many employers did you work in 1978? If more than one at the same time, only count it as one employer.

- 1 - ask F12
- 2
- 3 or more

F11 Did you look for work between jobs in 1978?

- Yes
- No

F12 In the weeks that you worked, how many hours did you USUALLY work per week?

Write number of hours in grid.

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

**F13 INTERVIEWER CHECK**

Number of hours in item F12

- 1-34, skip to F15
- 35+, go to F14

F14 Did you work less than 35 hours for at least one week? Exclude time off with pay, because of holidays, vacations, days off, or sickness.

- Yes — Ask F15
- No — Skip to F17

F15 How many weeks did you work less than 35 hours in 1978?

Write number of weeks in grid.

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

F16 What was the main reason you worked less than 35 hours per week?

- Could only find part-time jobs
- Wanted to work part-time or could work only part-time
- Slack work or materials shortage
- Other (Specify in thumbnail sketch)

F17 What was your longest job in 1978?

Write number of weeks in grid. Compare with entry in item F1

If same as item F1, specify in items F18 - F22

If different from item F1 (or if item F17 is blank) Skip to G1

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

F18 Employer - For whom did you work?

Specify:

F19 Industry - What kind of business or industry is this?

Specify:

F20 Occupation - What kind of work were you doing?

Specify:

F21 Activities - What were your most important activities/dones?

Specify:

F22 Class of worker

- Are you presently -
- An employee of private company/business
  - A federal government employee
  - A state government employee
  - A local government employee
  - A Tribal government employee
  - Self-Employed in own business, if so, is this business incorporated?
    - Yes  No
  - Working without pay
  - Never worked

G1 In 1978, did you receive benefits from any of these programs?

- Medicaid or Medicare
- Food Stamps
- Federal Housing Assistance
- Tribal Housing Assistance
- Women, Infants, and Children (WIC)
- Other Federal Programs (Specify in thumbnail sketch)
- None - Skip to G3

G2 During 1978, did you receive any income from the following sources?

1 Supplemental Security Income (SSI)

Yes  
 No

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

2 Aid to Families with Dependent Children (AFDC)

Yes  
 No

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

3 Bureau of Indian Affairs General Assistance

- Yes  
 No

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

4 Other Public Assistance or Public Welfare

- Yes  
 No

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

G3 Income in 1978 - During 1978, did you receive any income from the following sources? If "yes" to any of the sources below, ask how much did you receive for the entire year?

If not income was a loss, write "loss" above dollar amount. If exact amount is not known, give best estimate.

1. Wages, salary, commission, bonus, or tip from all jobs - report amount before deductions for taxes, bonds, etc.

- Yes  
 No

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

2. Own non-farm business, partnership, or professional practice - report net after business expenses

- Yes  
 No

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

3. Own Farm - report net income after operating expenses. Include earnings as a tenant farmer or sharecropper

- Yes  
 No

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

4. Interest, dividends, royalties, or net rental income - report even small amounts credited to an account

- Yes  
 No

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

5. Social Security or Railroad Retirement

- Yes  
 No

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

6. Supplemental Security Income (SSI), Aid to Families with Dependent Children (AFDC), or other public assistance or public welfare payments

- Yes  
 No

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---



7. Unemployment Compensation, Veteran's payments, pensions, annuities or child support, or any other sources of income received regularly.

Exclude temporary payments such as money from an inheritance or the sale of a home

- Yes
- No

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

G4 What was your total income in 1978? Total income is the sum of all the entries in questions G2 and G3, with any losses subtracted.

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

H1 During the last 12 months, where did you usually seek health care?

- Indian Health Service Clinic, health center or hospital
- Tribal clinic or hospital
- Urban Indian clinic
- Private physician or dentist
- Government (federal, state, county, or city) clinic or hospital
- Other (Specify in thumbnail sketch)
- Did not seek health care — Ship to H4

H2 During the last 12 months, how did you get to the place (marked in H1) where health care was received?

- Car, truck, or van
- Ambulance
- Bus
- Horse
- Walked
- Other (Specify in thumbnail sketch)

H3 During the last 12 months, how was this person's health care paid for? Mark the circle for the one used most often.

- Received from Indian Health Service or free at no cost
- Medicare
- Medicaid
- Received from other governmental source at no cost
- Received from private source at no cost
- Received from urban clinic at no cost
- Private health insurance (Aetna, Blue Cross, Health Maintenance Organization, Kaiser and other employee health plans)
- Paid for by person or member of family
- Don't know
- Other (Specify in thumbnail sketch)

H4 INTERVIEWER CHECK

- If age of respondent is:
- 16-25 in school, ask H5
  - 16-25 not in school, ask H6
  - 26-64, skip to H7
  - 65+, skip to H13

H5 Are you USUALLY able to attend school?

- Yes, usually attends
- No, infrequently attends
- Cannot attend school

H6 Are you interested in attending school?

- Yes
- No

H7 Do you have a condition, physical, emotional, or mental, which limits or interferes with your ability to do regular school work or to enroll in an educational program?

- Yes — Go to H8
- No — Ship to H9

H8 Does your health condition — physical, emotional or mental — limit the kind or amount of work you can do?

- Yes — Go to H10
- No — Go to H9

H9 INTERVIEWER CHECK

- If you do from H7, skip to item H10
  - If no do from H7, skip to item I 1
- Ship to next section. Do not ask H11.

H10 Does your health keep you from working at a job at all?

- Yes — Ship to H12
- No

H11 Are you able to work regular or can you only work occasionally or irregularly because of your health?

- Regularly
- Occasionally or irregularly

H12 Does your health condition — physical, emotional, or mental — limit the amount or kind of work around the house you can do?

- Yes
- No — 16-64, Ask H13
- No — 65+, Ask I-Ship to next section

H13 Do you need help from others in looking after your personal needs, such as eating, dressing, undressing, or personal hygiene?

- Yes, usually or frequently
- Yes, occasionally
- Yes, rarely
- No

H14 Do you need help from others to go outdoors or to get around outside your home?

- Yes, usually or frequently
- Yes, occasionally
- Yes, rarely
- No

H15 (HAND RESPONDENT CARD 3)

You have told me that you have a health condition or limitation. Is it any of these?

- Yes — MARK ALL THAT APPLY — then skip to H17
- Mentally retarded
- Hard of hearing
- Deafness
- Speech impairment
- Serious difficulty in seeing or blind
- Seriously emotionally distressed
- Crippled (orthopedic handicap)
- Any heart trouble
- Chronic nervous disorder
- Respiratory disorder
- Digestive disorder
- Diabetes
- Arthritis or rheumatism
- Trouble with back or spine
- No Ask H16

H16 How would you describe the condition?

Specify:


H17 Who dispersed or identified (Read responses in item H15 and/or H16)?

Specify:

Blank box for specifying names.

H18 How long have you been licensed?

- Less than 5 months
6-11 months
Since birth
More than 1 year

H19 Which sign of illness in children is the most serious?

- Lack of appetite
Overweight
Bleeding from the ear
Swelling around the ankle

H20 (HAND RESPONDENT CARD 4)

Glorie Olson is filling out this form so that her son, Lawrence, can drive their car. Which of the following places has to fill out the first 2 lines of the form correctly? Is it Form A, B, C or D?

- Form A
Form B
Form C
Form D

H21 Mrs. Olson took two aspirin out of a new tin of 24 aspirin. When she got the tin down and washed away, her son, Bart, ate several of the aspirin. When Mrs. Olson called the nurse, the first question was "HOW MANY DID HE EAT?" Mrs. Olson looked and saw EIGHT (8) aspirin left. What should she tell the nurse?

- 2
12
14
24

H22 Anne was turned down for several jobs and could not get a loan at the bank. She found that each place had gotten a bad report on her from the Credit Bureau. Anne doesn't know anything bad about herself that should be on a report. What should Anne do?

- Move to another town
Tell everyone the Credit Bureau was wrong
Pickup the companies and the bank that turned her down
Go to the Bureau and demand to have her file removed

H23 Four weeks ago Gail received a dictionary in the mail. She did not order it and doesn't know how the company got her address. She needed the dictionary, so she opened it. Now she's getting billed \$8.58 for the dictionary. What should she do?

- Keep the dictionary as if it were a gift from a friend
Send the dictionary back
Send the dictionary back and pay something for having used it
Keep the dictionary and send a check for \$8.58 to the company that sent it

H24 (HAND RESPONDENT CARD 5)

According to the chart, there are several danger signals for a woman to look for if she is pregnant. Which of the following signs is the least likely to mean there is trouble?

- Slight bleeding
Moderate weight gain
Puffy ankles
Blurred eyesight

H25 Benita was not allowed to vote because she could not pass a reading test. She thinks this is wrong. She is a citizen. What should she do?

- Study so she can pass the test
Demand that she be allowed to vote
Cancel her voter registration
Threaten the person who won't let her vote

H26 Which of the following jobs could a person get with just a high school education?

- Salesperson
Architect
Dentist
Lawyer

H27 Cecil has just gotten home. His TV and stereo are gone. All his dresser drawers are open and the place is a mess. What should Cecil do now?

- Clean up the mess and ask the neighbors if they saw anybody
Leave everything as it is and call the police
Call the local pawn shops and ask if anyone has brought in a TV and stereo
Go out and look for the person he thinks took his TV and stereo

H28 Fairs Olson needs 400 hours of on-the-job training to get her license. If she works 25 hours a week, how many weeks will it take her to get her license?

- 12
16
20
24

H29 (HAND RESPONDENT CARD 6)

Martina Olson wants to apply for the job described. Which one of the following is needed for the job?

- She must have children in Castlerock Elementary School
She must have a high school diploma
She must pay for additional training
She must work every Saturday

H30 The best way to keep your car from being stolen is to -

- Remove the key and lock the doors
Display a burglar alarm sticker on the windshield
Park it in a safe place
Ask someone to watch it

H31 Joe sold his car to Tom. Joe said the car "as is". This means that -

- It is an unusual buy
It is not guaranteed
It costs more than usual
The car is in great shape

H32 The most Social Security tax anyone had to pay in 1978 was \$894.05. If your employer withheld \$1,010.00 for Social Security from your pay during the year, how much could you get back at the end of the year?

- \$104.95
\$114.95
\$119.95
\$185.05

H33 (HAND RESPONDENT CARD 7)

Archie Olson had to fill out the form shown and serve on the jury. He got the subpoena on February 23 and returned it the same day. Archie lives at 1803 Jeff Davis Road in Indiana. His phone number is 528-8801. Which part of the form did Archie fill out wrong?

- The form is correctly filled out
The date is wrong
The signature is wrong
The address is wrong

- 116 Nora's husband, Ken, has to be on a liquid diet for the next few days. Nora is making a list of things to buy at the grocery store for Ken. Which is the best list?
- 7-Up, tea, Jello, beef bouillon
  - Soup, crackers, 7-Up, Jello
  - Tea, milk, coffee, baby food
  - Bread, tea, soup, orange juice

117 (HAND RESPONDENT CARD 8)

Both Diana wants to work part-time until some bills are paid. She has three children in school but does not want to pay a baby-sitter. She has worked only in a grocery store. Which of the jobs shown would be best for her?

- Building Maintenance
- Suburban Librarian
- Host/Hostess
- Counter Help

- 118 Leroy Olson has just moved to Utah from North Carolina. He wants to get a Utah driver's license. He knows he will have to pass a written test and a driving test. What is the best way to make sure he passes?
- Drive around until he feels that he knows the laws of Utah
  - Go to a library and study law books
  - Get Utah license plates and vehicle registration
  - Ask the Driver's License Department for a book about driving laws

119 (HAND RESPONDENT CARD 9)

Don Olson is grocery shopping. He sees the sign shown above on Aisle 7A. Which of the following things would Don find there?

- Bread
- Milk
- Soap
- Meat

120 (HAND RESPONDENT CARD 10)

Len and Susan are getting married. They have an 88 car state form. Part of one is shown. Len was married before but was divorced on April 4, 1976. Where should Len write in his divorce?

- Line 19
- Lines 20a and 20b
- Line 23
- Lines 24a and 24b

121 (HAND RESPONDENT CARD 11)

In this ad, which statement gives you the best clue not to call for an interview?

- Jobs open
- Hours 4 to 8 p.m.
- Help wanted
- Apply in person

122 (HAND RESPONDENT CARD 12)

What does the highway sign shown mean?

- The road will narrow soon
- There is a hill ahead
- The road will become wider soon
- There are curves ahead

123 Bernadette has not had much luck in finding a job. She has been reading the "Help Wanted Ads" every day. Which of the following should Bernadette also do?

- Stay at home and watch TV
- Go to the State Employment Agency
- Ask her parents to loan her some money
- Move to another state where there are more jobs

124 (HAND RESPONDENT CARD 13)

When Sam's son drank some liquid out of a bottle, Sam read the emergency treatment on the label shown. What should Sam do?

- Call (or get to) the doctor
- Have his son drink water, then vinegar, and then call (or get to) the doctor
- Have his son drink a lot of water, then call (or get to) the doctor
- Call (or get to) the doctor, then have his son drink some milk

125 Fred Olson bought 10 gallons of gas at \$1.90 a gallon and a quart of oil for 75¢. How much was his total bill at the gas station?

- \$1.37
- \$8.19
- \$8.94
- \$13.69

126 Diana took a cab downtown. The cost was \$1.88. She gave the driver a \$5 bill. How much change should she get back?

- \$1.50
- \$2.50
- \$3.50
- \$4.50

- 127 Linda is writing to the Air Force to find out about the kinds of jobs they have. Which of the following should Linda ask for in her letter?
- A booklet about different kinds of work in the Air Force
  - A map of all the Air Force bases in the country
  - A job on an aircraft carrier
  - A civil service job application form

128 (HAND RESPONDENT CARD 14)

Diana Olson wants to cash four checks at the bank. The back of each check is shown. Which of these checks will she be able to cash?

- A
- B
- C
- D

129 (HAND RESPONDENT CARD 15)

In the summons shown, who is being sued?

- City of New York
- Frank's Used Cars
- Tom Pendergraft
- Plaintiff

130 (HAND RESPONDENT CARD 16)

Helen Olson wants to send a money order for \$10 to the Bookers Company. Where should she write "Bookers Company"?

- After "Purchaser"
- After "Address"
- Under "Amount"
- Under "Payable To"

131 Calvin took the bus downtown to go shopping. When Calvin got on the bus, the driver told him the fare was 35¢. What did the bus driver mean?

- It would cost Calvin 35¢ to ride the bus
- Calvin would have to pay 35¢ to park downtown
- Calvin would have to pay 35¢ for a bus schedule
- There was a special 35¢ sale at a store downtown

132 Which of the following is NOT a possible sign of cancer?

- A lump in the breast
- High blood pressure
- Hoarseness or cough
- Change in a mole

132 (HAND RESPONDENT CARD 17)

Esperanza Thomas is making out a summary like the one shown. Which of the following pieces of information should be put under

Personal Data?

- Height 5'9", weight 155 lbs., married, two children
- Graduated St. Cloud High, 1961; attended San State University 1961-63
- Railway Express, 1963-78; UPS, 1970-78
- 1407 Kings Court, Baltimore, Maryland

138 The Glizes have been paying \$43 a month for electricity and \$38 a month for gas. Each complaining have said that their rates will increase by 5% next month. How much should the Glizes now plan to spend each month for gas and electricity if they use the same amount they usually do?

- \$66.50
- \$70.35
- \$73.50
- \$75.00

143 Which of the following should you NOT do if your house were on fire?

- Get your family out of the house fast
- Go next door and call the Fire Department
- Stay inside and try to put the fire out
- Open doors only after you've felt to see how hot they are

144 (HAND RESPONDENT CARD 21)

Robert Glize does not agree with his boss's evaluation of him. He has to fill out the form shown. Which would be the best way for Robert to fill out the rest of the form?

- Mr. Bernard is a liar
- Bernard is always off my back. I can't even go for a smoke without him yelling at me.
- I think he ought to be fired
- I don't see where he gets off calling me a poor employee. I'm no worse than any of the other guys in the department
- Personnel records will show that I was out sick only one day. I took the allowed two breaks a day, fifteen minutes each.

134 Which of the following is NOT a felony?

- Mail fraud
- Illegal turn
- Burglary
- Tax evasion

139 (HAND RESPONDENT CARD 19)

The stub from Mike Glize's January 14 paycheck is shown. How much should Mike's check have been for?

- \$110.81
- \$118.58
- \$120.00
- \$138.00

135 Harry Glize is leaving the baby-sitter a list of things to do in case of a fire. Which of the following would be NOT need to include on the list?

- The location of his important papers
- The location of the fire extinguishers
- Instructions on how to get onto the fire escape
- Instructions on how to avoid smoke

140 Mr. Glize looked out his window and saw the twelve-year-old boy from next door putting sand in the gas tank of Mr. Glize's car. Which of the following would NOT be a good thing for Mr. Glize to do?

- Grab the boy and spank him
- Call the boy's parents
- Call the police
- Tell the boy to stop

145 Which of the following statements about persons arrested for crimes is FALSE?

- They may be held in jail for many weeks before having a trial
- All their property can be taken by the state and sold
- Things they tell the police can be used against them in court
- They can be released on bail if they can get the money to pay for it

136 Sandy Glize is working at the Bowler

Company and has her lunch break from 11:45 a.m. to 12:15 p.m. How long does she get for lunch?

- 15 minutes
- 30 minutes
- 45 minutes
- 60 minutes

141 Sally Glize was arrested, and bail was set at \$500. Because Sally did not have \$500, she had to get a bail bondsman. The bondsman charged Sally a 15% fee. How much will the bondsman get back in addition to the \$500?

- \$75
- \$150
- \$500
- \$750

146 Don Glize lives in a very cold area. Tonight it is about twenty degrees below zero. Don has to go out but knows he shouldn't stay out more than forty-five minutes. If he goes out at 10:35, when should he come back?

- 10:45
- 11:00
- 11:20
- 11:40

137 (HAND RESPONDENT CARD 18)

Milary wants to go from Moges to Greenboro. She got a bus schedule and a train schedule, both shown. What would be the fastest way of getting from Moges to Greenboro?

- The 7:20 a.m. train
- The 12:30 p.m. bus
- The 1:00 p.m. train
- The 2:30 p.m. bus

142 (HAND RESPONDENT CARD 20)

Pat Glize's pay statement from March 31 is shown. In which space would you look to see how much Pat made before deductions?

- Regular
- Net Pay
- F.I.C.A.
- Gross Pay

147 (HAND RESPONDENT CARD 22)

The statement above is taken from a booklet on the Food Stamp Program. According to the statement, which of the following items could you NOT buy with food stamps?

- Steak
- Baby food
- Tomato plants
- Laundry powder



148 Mary Dixon lives in a suburb about six miles from downtown. Today she is downtown without a car and has to get home in a hurry. What should she do?

- Take the bus
- Get a cab
- Call a friend
- Rent a car

149 (HAND RESPONDENT CARD 23)

Georgia Dixon has one half dollar, three quarters, two dimes, five nickels, and seven pennies. She wants to buy a pack of cigarettes. The cigarette machine has a sign on it like the one shown. Which of the following sets of coins should Georgia put into the machine?

- Three quarters
- A dime and five nickels
- Two quarters and two nickels
- Two quarters and two dimes

150 A deputy sheriff came to Wanda's house today with a warrant for her arrest. What should Wanda have done?

- Refused to accept the warrant until she talked with her lawyer
- Called her lawyer and asked her to come to Wanda's house to talk to the deputy
- Pretended that she was not Wanda
- Gone with the deputy and called her lawyer from jail

151 (HAND RESPONDENT CARD 24)

The Dixons have recently moved to Sandblower County from out of state. They must register their two cars and buy license plates. They found the Building Directory shown in the Casey Co. directory. Where should they go?

- Room 103
- Room 117
- Room 208
- Room 102

152 (HAND RESPONDENT CARD 25)

Frank Dixon keeps a list of emergency phone numbers next to the telephone. One is shown. When would this number NOT be useful?

- When Frank's wife sprains her ankle
- When Frank's son swallows some glue
- When Frank wants to know about a bug spray
- When Frank's daughter eats some cat litter

153 Carl was at home watching TV when the doorbell rang. When he answered it, a policeman told Carl that the police thought that Carl had illegal drugs and alcohol in his house and wanted to look around for them. What should Carl have done?

- Locked the door and ran out the back
- Let the officer search his house
- Asked to call his lawyer first
- Asked to see his search warrant

154 Dick can drive his car to work and pay \$1 to park it all day. He can also take the bus for 15¢ each way. How much can Dick save by taking the bus?

- 10¢ a day
- 30¢ a day
- 45¢ a day
- 65¢ a day

155 (HAND RESPONDENT CARD 26)

Mr. Dixon's daughter, Patricia, is playing basketball out of town tonight. The game should be over about 10:00. According to the TV schedule shown, which of the following stations can Mr. Dixon watch at 11:00 to find out how Patricia's team did?

- 2
- 4
- 6
- 12

156 Which of the following would you do if a close friend had been getting more and more depressed?

- Call an ambulance
- Take your friend to the emergency room of the nearest hospital
- Let your friend work it out
- Encourage your friend to go to the mental health center

157 (HAND RESPONDENT CARD 27)

Dennis and Myra went to the recreation center to play softball. Neither of them took any equipment with them. Myra is checking out everything they will need. What should she write under "Equipment Checked Out" on the form shown?

- One softball bat
- Two softball bats
- One softball bat, one glove, one softball
- Two softball bats, one glove

J1 LIFE SATISFACTION SCALE  
(HAND RESPONDENT CARD 28)  
Rate your satisfaction with your life using the scale on the card. Start with your present age and work back as far as possible.

AGE	9	8	7	6	5	4	3	2	1
0-4	9	8	7	6	5	4	3	2	1
5	9	8	7	6	5	4	3	2	1
6	9	8	7	6	5	4	3	2	1
7	9	8	7	6	5	4	3	2	1
8	9	8	7	6	5	4	3	2	1
9	9	8	7	6	5	4	3	2	1
10	9	8	7	6	5	4	3	2	1
11	9	8	7	6	5	4	3	2	1
12	9	8	7	6	5	4	3	2	1
13	9	8	7	6	5	4	3	2	1
14	9	8	7	6	5	4	3	2	1
15	9	8	7	6	5	4	3	2	1
16	9	8	7	6	5	4	3	2	1
17	9	8	7	6	5	4	3	2	1
18	9	8	7	6	5	4	3	2	1
19	9	8	7	6	5	4	3	2	1
20	9	8	7	6	5	4	3	2	1
21	9	8	7	6	5	4	3	2	1
22	9	8	7	6	5	4	3	2	1
23	9	8	7	6	5	4	3	2	1
24	9	8	7	6	5	4	3	2	1
25	9	8	7	6	5	4	3	2	1
26	9	8	7	6	5	4	3	2	1
27	9	8	7	6	5	4	3	2	1
28	9	8	7	6	5	4	3	2	1
29	9	8	7	6	5	4	3	2	1
30	9	8	7	6	5	4	3	2	1
31	9	8	7	6	5	4	3	2	1
32	9	8	7	6	5	4	3	2	1
33	9	8	7	6	5	4	3	2	1
34	9	8	7	6	5	4	3	2	1
35	9	8	7	6	5	4	3	2	1
36	9	8	7	6	5	4	3	2	1
37	9	8	7	6	5	4	3	2	1
38	9	8	7	6	5	4	3	2	1
39	9	8	7	6	5	4	3	2	1
40	9	8	7	6	5	4	3	2	1
41	9	8	7	6	5	4	3	2	1
42	9	8	7	6	5	4	3	2	1
43	9	8	7	6	5	4	3	2	1
44	9	8	7	6	5	4	3	2	1
45	9	8	7	6	5	4	3	2	1
46	9	8	7	6	5	4	3	2	1
47	9	8	7	6	5	4	3	2	1
48	9	8	7	6	5	4	3	2	1
49	9	8	7	6	5	4	3	2	1
50	9	8	7	6	5	4	3	2	1
51	9	8	7	6	5	4	3	2	1
52	9	8	7	6	5	4	3	2	1
53	9	8	7	6	5	4	3	2	1
54	9	8	7	6	5	4	3	2	1
55	9	8	7	6	5	4	3	2	1
56	9	8	7	6	5	4	3	2	1
57	9	8	7	6	5	4	3	2	1
58	9	8	7	6	5	4	3	2	1



LIFE SATISFACTION SCALE  
(Continued)

INTERVIEWER REPORT

1 Who was present during the interview other than the respondent and the interviewer?

- Respondent alone - Skip to 4
- Spouse present - Ask 2
- Other adult(s) present - Ask 2
- Children present - Ask 2

2 How closely was s/he listening?

- Closely
- Casually
- Hardly at all

3 Did s/he make any comments on respondent's answers?

- Yes, quite a few
- Some
- Few
- None

4 How suspicious did the respondent seem to be about the study before the interview?

- Not at all
- Somewhat
- Very suspicious

5 How much reading material was visible in the dwelling unit?

- A lot
- Some
- None

AGE	9	8	7	6	5	4	3	2	1
59	9	8	7	6	5	4	3	2	1
60	9	8	7	6	5	4	3	2	1
61	9	8	7	6	5	4	3	2	1
62	9	8	7	6	5	4	3	2	1
63	9	8	7	6	5	4	3	2	1
64	9	8	7	6	5	4	3	2	1
65	9	8	7	6	5	4	3	2	1
66	9	8	7	6	5	4	3	2	1
67	9	8	7	6	5	4	3	2	1
68	9	8	7	6	5	4	3	2	1
69	9	8	7	6	5	4	3	2	1
70	9	8	7	6	5	4	3	2	1
71	9	8	7	6	5	4	3	2	1
72	9	8	7	6	5	4	3	2	1
73	9	8	7	6	5	4	3	2	1
74	9	8	7	6	5	4	3	2	1

AGE	9	8	7	6	5	4	3	2	1
75	9	8	7	6	5	4	3	2	1
76	9	8	7	6	5	4	3	2	1
77	9	8	7	6	5	4	3	2	1
78	9	8	7	6	5	4	3	2	1
79	9	8	7	6	5	4	3	2	1
80	9	8	7	6	5	4	3	2	1
81	9	8	7	6	5	4	3	2	1
82	9	8	7	6	5	4	3	2	1
83	9	8	7	6	5	4	3	2	1
84	9	8	7	6	5	4	3	2	1
85	9	8	7	6	5	4	3	2	1
86	9	8	7	6	5	4	3	2	1
87	9	8	7	6	5	4	3	2	1
88	9	8	7	6	5	4	3	2	1
89	9	8	7	6	5	4	3	2	1
90	9	8	7	6	5	4	3	2	1

6 How often did the respondent seem ill at ease?

- Never
- At one or two points
- At a number of points
- During all or most of the interview

7 How often did you (interviewer) feel ill at ease?

- Never
- At one or two points
- At a number of points
- During all or most of the interview

8 How many times did interruptions occur during the interview?

- Never
- At one or two points
- At a number of points
- During all or most of the interview

9 How often did the respondent attempt to evade answering a question?

- Never
- At one or two points
- At a number of points
- During all or most of the interview

10 How completely did the respondent tend to answer questions?

- Frequently necessary to interrupt in order to proceed
- Occasionally necessary to interrupt
- Occasionally necessary to probe
- Frequently necessary to probe in order to get complete answers

11 How difficult was it for you to conduct this interview?

- Easy throughout the interview
- Easy at first but became difficult
- Difficult at first but became easy
- Difficult throughout the interview

12 In general, how favorable was the respondent to the interview?

- Very favorable
- Favorable
- Neither favorable nor unfavorable
- Unfavorable
- Very unfavorable

13 Interviewer's assessment of the success of the interview.

- Above average (Specify in thumbnail sketch)
- Average
- Below average (Specify in thumbnail sketch)
- Very poor (Specify in thumbnail sketch)

BEST COPY AVAILABLE

ADULT EDUCATION:  
NEEDS AND PROGRAMS

This questionnaire is for use by the SEA,  
State Director of Adult Education. Unless  
otherwise indicated, all responses are to  
be made in response to the 1977-1978 year.

B.2

SEA QUESTIONNAIRE OF ADULT  
EDUCATION PROGRAMS

National Indian Management  
Service, Inc.  
P. O. Box 605  
Philadelphia, MS 39350

722

ADULT EDUCATION:  
NEEDS AND PROGRAMS

This questionnaire is for use by the IEA  
Title IV, Part C Project Director. Unless  
otherwise indicated, all responses are to be  
made in relation to the 1978-1979 Title IV,  
Part C Project Year.

INDIAN EDUCATION ACT, TITLE IV, PART C  
PROGRAM QUESTIONNAIRE

Name of Title IV, Part C Program: \_\_\_\_\_

Grant No. \_\_\_\_\_

Name of Title IV, Project Director: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Date: \_\_\_\_\_

National Indian Management  
Service, Inc.  
P. O. Box 605  
Philadelphia, MS 39350

723

1. What is your position in State Education Agency?

- a.  Chief State School Officer
- b.  Adult Education Director
- c.  Director of Indian Education
- d.  other

(specify) \_\_\_\_\_

2. What are the major adult education priorities within this state?

2.1 Are there programs designed to address the priority

2.2 Are the programs adequately addressing the priorities

LIST PRIORITIES	2.1		2.2	
	Yes	No	Yes	No
a. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Is the state contracting with or making grants to Indian tribes or Indian organizations for adult education programs?

- a.  yes
- b.  no
- c.  other

(specify) \_\_\_\_\_

3a If not why not \_\_\_\_\_

4. Has a formal documented state needs assessment been conducted to ascertain the educational needs of adult Indians? .....

Yes                       No

4a Is it available?.....

Yes                       No

4b When was the needs assessment conducted (date)? \_\_\_\_\_

**DIRECTIONS:** For the following questions record the response in the spaces provided.

What are some of the other needs of Indian adults in this state? (Check as many as apply, using a scale of 1-5 to rank importance)

	Circle				
	Very important			Not Important	
Basic education (basic reading and computation skills)	1	2	3	4	5

		Circle				
		Very important			Not important	
High school preparatory (GED) .....	1	2	3	4	5	
English as a second language .....	1	2	3	4	5	
Life coping skills/consumer education .....	1	2	3	4	5	
Vocational/technical education .....	1	2	3	4	5	

5. Which of the following groups support adult education activities financially in your state. (Mark all that apply)

- State generated revenues
- DHEW Funds administered via OE/Bureau of Adult & Occupational Education
- DHEW funds administered via OE/OIE Title IV - Part C
- DHEW funds administered via OE/Adult Vocational Education
- DHEW funds administered via Rehabilitation Services Administration
- DHEW funds administered via Community Services Administration
- DOL funds administered via CETA
- DHEW funds administered via WIN
- DOL funds administered via Job Corps Training
- DHEW funds administered via Migrant & Seasonal Farm Workers
- DOL funds administered via Neighborhood Youth Corps
- DOJ funds administered via Bureau of Prisons
- BIA funds administered via American Indian Adult Education & Employment Asst.
- Other (foundations)

6. Do any of these programs have a special "set-aside" for adult Indians within your state?

	Yes	No
a. DHEW via OE/Bureau of Adult & Occupation .....		
b. DHEW via OE/OIE Title IV - Part C .....		
c. DHEW via OE/adult vocational education .....		
d. DHEW via Rehabilitation Services Administration .....		
e. DHEW via Community Services Administration .....		
f. DOL via CETA .....		
g. DHEW via WIN .....		
h. DOL via Job Corps Training .....		
i. DHEW via Migrant & Seasonal Farm Workers .....		
j. DOL via Neighborhood Youth Corps .....		
k. DOJ via Bureau of Prisons .....		
l. BIA .....		
m. Other (foundations) .....		



7. What are the English speaking abilities of adult education participants in your state?.....

- 1 Fluently
- 2 Less than fluently
- 3 None

8. What difficulties do you perceive in involving Indian adults as students in presently operated state programs?.....

- 1. ( ) language barriers
- 2. ( ) transportation problems
- 3. ( ) children problems
- 4. ( ) cultural incompatibility between adults and programs
- 5. ( ) lack of trained staff to deal with special problems of Indian adults
- 6. ( ) transience of Indian adults
- 7. ( ) lack of identifiable community from which to recruit Indian participants
- 8. ( ) inadequate recruitment channels with Indian communities
- 9. ( ) prejudice of non-Indian students toward Indian students
- 10. ( ) prejudice of Indian students toward non-Indian students
- 11. ( ) program design inadequate to motivate adult Indian participants
- 12. ( ) no major problems foreseen
- 13. ( ) other

(specify)

9. What is the average student-teacher ratio in the adult education classes? (Divide total full-time student enrollment by instructional staff) \_\_\_\_\_

10. PARTICIPANT CHARACTERISTICS

PARTICIPANTS WHO-	Number of Persons		
	American Indian	Others	Don't Know
1. Are enrolled in adult education programs who are employed			
2. Are enrolled in adult education program who are enemployed			
3. Are enrolled in adult education programs who are receiving public assistance			
4. Are enrolled in adult education programs who require supportive services (i.e., child care, employment assistance)			
5. Are enrolled in adult education programs who need counseling			
6. Are enrolled in adult education programs and who need English as a second language			
7. Are enrolled in adult education programs and require transportation			
8. Are enrolled in adult education programs and have chronic health care needs & personal or family			
9. Are enrolled in adult education programs and have handicapped needs			

11.

**INSTRUCTIONS:**

- (1) Complete this section for all program activities (classes, etc.) for the 1977-78 year.
- (2) Report the participation for all state participants who attended 12 or more hours during the 1977-78 year.
- (3) Only Adult Education participants should be counted.

**NUMBER OF PARTICIPANTS BY PROGRAM AGE, AND ETHNIC GROUP**

Age	ABE		GED		Driver's Education		Other (Specify)		Other (Specify)	
	American Indian	Other	American Indian	Other	American Indian	Other	American Indian	Other	American Indian	Other
16-24										
25-34										
35-44										
45-54										
55-64										
65-74										
75-over										
Total										

12. What percentage of the adult education programs within the state provide the following supportive services in conjunction with adult education classes? Please check PROVIDED OR NOT PROVIDED for each.

	PROVIDED	NOT PROVIDED	
		Needed	Not Needed
1. transportation .....	_____	_____	_____
2. child care .....	_____	_____	_____
3. home visits .....	_____	_____	_____
4. referrals to outside service agencies .....	_____	_____	_____
5. counseling (personal/career) .....	_____	_____	_____
6. legal assistance .....	_____	_____	_____
7. other (specify) _____	_____	_____	_____

13. What percentage of the SEA adult education program participants have the following characteristics? (Check the appropriate boxes for each row).

CHARACTERISTICS	% American Indian	% Other	Don't Know
<b>SOURCES OF INCOME</b>			
a. Public Assistance			
b. Employed			
c. Training Program Stipend (i.e., CETA)			
d. No Income/live with family			
e. Savings			
f. Unemployed			
<b>EDUCATIONAL GRADE LEVEL ATTAINED</b>			
a. 0 - 4			
b. 5 - 8			
c. 9 - 12			
d. Post Secondary			
<b>ENGLISH SPEAKING ABILITY</b>			
a. None			
b. Partially fluent			
c. Fluent			



14.

INSTRUCTIONS:  
 This Table provides the number of SEA state program participants by location of classes, number of days and evening classes.

NUMBER OF PARTICIPANTS AND DAYTIME AND EVENING CLASSES BY TYPE OF LOCATION						
LOCATION OF CLASSES	Number of Participants		Number of Daytime Classes (9:00 am - 5:00 pm)		Evening Classes	
	% American Indian	% Other	% American Indian	% Other	% American Indian	% Other
SCHOOL BUILDING						
1.a. Elementary/ Junior						
b. Secondary						
c. College/Jr. College/ Technical Institute						
2. Learning Center						
3. Correctional Institution						
4. Hospital						
5. Work Site						
6. Libraries/ Museums						
7. Churches						
8. Federal Facilities (not including the above)						
9. Private Home						
10. Community Organizations						
11. Total						

729

15. What percentage of the SEA, Adult Education Programs offer/provide other than in-class instruction?

	PRESENTLY PROVIDED	PRESENTLY NOT PROVIDED	
		Needed	Not Needed
1. Home-based instruction .....	_____	_____	_____
2. Counseling .....	_____	_____	_____
3. Curriculum development .....	_____	_____	_____
4. In-service training for staff ....	_____	_____	_____
5. Other (specify) _____	_____	_____	_____

16. How would you characterize the relationship between the SEA, Adult Education Coordinator and the Indian community in this state?

Very Poor -----> Excellent  
 1            2            3            4            5

17. Reason for rating: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

18. This table provides various impact information concerning the SEA, Adult Education Program. Supply accurate data if it is available on a state basis.

SEA, ADULT EDUCATION PROGRAM IMPACT DATA					
PERSONS MIO-	No. of Persons		PERSONS MIO-	No. of Persons	
	American Indian	Others		American Indian	Other
1. Are enrolled in an urban ABE Program (Community population over 100,000)			7. Enrolled in other education/training programs (Employee development, college, business or technical institute, correspondence, other Federal, State or local manpower program as a result of experience in program)		
2. Are enrolled in a rural ABE Program (Community population under 2,500)			8. Were removed from public assistance rolls		
3. Achieved eighth grade diploma through program			9. Obtained jobs as a result of experience in program		
4. Enrolled in high school diploma program after completing ABE program			10. Changed to or were upgraded to a better job as a result of experience in the program		
5. Passed general education development test			11. Registered to vote for the first time		
6. Graduated from high school after starting in ABE program			12. Received a driver's license		
			13. Received training in completing income tax forms		

19. This table is combined data on starting levels, completions and separations with the adult education program.

TABLE SEA PARTICIPANT PROGRESS, SEPARATION DATA BY INSTRUCTIONAL LEVEL, BY SEX

Activity Instructional Level		Number Started at Each Level		Number Started at a Lower Level and Completed a Higher Level		Number Started at a Lower Level and Completed a Higher Level		Number Separated From Each Level	
		American Indian	Other	American Indian	Other	American Indian	Other	American Indian	Other
1. Beginning (Grade 1-4)	Male								
	Female								
2. Intermediate (Grade 5-8)	Male								
	Female								
3. Advanced (Grade 9-12)	Male								
	Female								
4. Total	Male								
	Female								

Table: Participant Progress, Separation Data by Instructional Level, by Sex  
Page 2

INSTRUCTIONS: Students who left the program during the 1977-78 fiscal year because they completed the intermediate or advanced levels should not be counted as separations, but as completions. Count separation one time only. For example, a female who separates because she has a baby-sitting problem may be said to have a family problem. However, it is more accurate and useful to report her separation once under "child care problem." Reasons for separation have been delineated to show "positive" type reasons indicating certain program accomplishments as well as problem-related reasons which may be amenable to outside influences

REASONS FOR SEPARATION (GIVE THE NUMBER OF SEPARATIONS)			
	American Indian	Other	Totals
1. To take a job (Unemployed when entered program)			
2. To take a better job (Employed when entered program)			
3. To enter another training program			
4. Met personal objective			
5. For lack of interest			
6. Because of health problems			
7. Because of transportation problems			
8. Because of child care problems			
9. Because of family problems			
10. Because of time class/program is scheduled			
11. Because of class/program termination			
12. For other known reasons			
13. For unknown reasons			
14. TOTAL			

21. What is the state projected annual per pupil cost for operating a comprehensive adult education program? \_\_\_\_\_
22. Would you describe the educational opportunities for adult Indians in this part of the state as better than, the same as, or worse than, opportunities for adult non-Indians in the area?
- Better than
  - The same as
  - Worse than
23. Do you think that the educational opportunities for the adult Indians has changed during the past two years?
- Improved
  - Stayed the same
  - Got worse

ADULT EDUCATION:  
NEEDS AND PROGRAMS  
FOR WESTERN INDIAN

INDIAN EDUCATION ACT, TITLE IV, PART C  
PROGRAM QUESTIONNAIRE

I. PROJECT DIRECTOR BIOGRAPHIC INFORMATION

DIRECTIONS: Responses must be recorded to each question  
in the space provided at right.

- 1.1 How many years of full-time teaching experience do you have in adult education?..... \_\_\_\_\_
- 1.2 How many years of full-time teaching experience do you have in other instructional settings?..... \_\_\_\_\_
- 1.3 How many years have you worked within an instructional setting with Indian adults?..... \_\_\_\_\_
- 1.4 How many years have you worked in this project?..... \_\_\_\_\_
- 1.5 How many years have you been in the present position as Title IV Project Director?..... \_\_\_\_\_
- 1.6 Have you ever worked as an advocate/provider of health care, consumer, social services, or legal services in an Indian rural or urban setting?..... \_\_\_\_\_

DIRECTIONS: Where a choice is selected, record the number corresponding to the selected choice in the space provided at right.

- 1.7 What is the highest degree you have earned?..... \_\_\_\_\_

- |  |  |
|--|--|
| <input type="checkbox"/> 1 High School diploma | <input type="checkbox"/> 3 Master's degree |
| <input type="checkbox"/> 2 Bachelor's degree   | <input type="checkbox"/> 4 Doctoral degree |
|  | <input type="checkbox"/> 5 Other _____     |

- 1.8 What is your specialty area? \_\_\_\_\_

- 1.9 What is your ethnic origin?..... \_\_\_\_\_

- |   |   |
|---|---|
| <input type="checkbox"/> 1 American Indian<br>(Tribe _____) | <input type="checkbox"/> 4 Spanish American |
| <input type="checkbox"/> 2 White                            | <input type="checkbox"/> 5 Oriental         |
| <input type="checkbox"/> 3 Black                            | <input type="checkbox"/> 6 Other            |

ADULT EDUCATION:  
NEEDS AND PROGRAMS

This questionnaire is for use by the IEA  
Title IV, Part C Project Director. Unless  
otherwise indicated, all responses are to be  
made in relation to the 1977-1978 Title IV,  
Part C Project Year.

B.3

INDIAN EDUCATION ACT, TITLE IV, PART C  
PROGRAM QUESTIONNAIRE

Name of Title IV, Part C Program: \_\_\_\_\_

Grant No. \_\_\_\_\_

Name of Title IV, Project Director: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: ( ) \_\_\_\_\_

Date: \_\_\_\_\_

National Indian Management  
Service, Inc.  
P. O. Box 605  
Philadelphia, MS 39150

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II. DETERMINATION OF PROGRAM SERVICES

2.1 Who determined the program services in this project? (Mark all that apply)

	Yes	No	
Tribal/Indian organization governing body ....	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
Program Advisory Committee .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
Project Director.....	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
Project Staff .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
Individual Community Member .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
Program Participants .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____

2.2 What are the major adult education needs within this community?

LIST NEEDS	2.3 Is there a program activity design to address the need		2.4 Is the program activity adequately addressing the need	
	Yes	No	Yes	No
a. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.5 Has a formal documented needs assessment been conducted to ascertain the special educational needs of adult Indians on this project?.....

Yes  No

2.6 Is it available?.....

Yes  No

2.7 When was the needs assessment conducted (date)? \_\_\_\_\_

DIRECTIONS: For the following questions record the response in the spaces provided.

2.8 What are some of the other special needs of Indian adults in this service area? (Check as many as apply, using a scale of 1-5 to rank importance) (1 = very important; 5 = not important)

Basic education (basic reading and computation skills).....	_____
High school preparatory (GED).....	_____
English as a second language.....	_____
Life coping skills/consumer education.....	_____
Vocational/technical education.....	_____

2.8 (Continued)

- College education.....
- Management and professional skills.....
- Tribal and community government education.....
- Indian language classes.....
- Indian culture classes.....
- Traditional arts and crafts.....
- Driver's education.....
- Other.....

2.9 How successful were you able to staff properly after receiving the approved grant award?

- 1 Yes       2 No       3 Don't know.....

2.10 Have you ever applied for funding from Title IV, Part C and been turned down in your funding request? If you were refused funding, were you notified of the reasons for the decision by the Office of Indian Education?

- 1 Yes       2 No       3 Don't know.....

2.11 Is there a need for technical assistance in the preparation of grant applications to the Office of Indian Education?

- 1 Yes       2 No       3 Don't know.....

2.12 If yes, from whom do you prefer to receive assistance? (Check all that apply)

- Experienced Indian adult educator
- Non-Indian expert in curriculum development and proposal writing
- Grantsman/planner

2.13 If technical assistance were to be provided by the Office of Indian Education, Title IV, Part C, how would you like technical assistance provided? (Check as many as apply)

- Upon request by grantee by program specialists (OIE)
- Regional technical assistance center for Indian professionals
- Consultant requirements written into grants



III. PROJECT STAFF CHARACTERISTICS

DIRECTIONS: This table required data on number of personnel and their type of employment for six different categories of personnel. It also provides for indication of amount of language ability and formal training. Count one time only the total number of personnel and complete the table.

Number of Paid/Volunteer Personnel, Language Ability, Amount of Formal Education and Type of Employment

Title IV, Part C Program and Type of Job Performed	PAID TITLE IV, PART C PROJECT PERSONNEL							
	Total Number of Personnel	Number of Indian Language Speaking	AMOUNT OF FORMAL EDUCATION			Number of American Indians	Type of Employment	
			Number Completing High School or GED	Number with Some College	Number Completing College		Full Time	Part Time
Administrative/Supervisory Staff								
Instructional Staff								
Health, Social or Psychological Service								
Guidance Counselors								
Teacher Aides								
Volunteers								
Other								
Total								

3.2 What is the average student-teacher ratio in the adult education classes? (Divide total full-time student enrollment by instructional staff)

3.3 Types of training staff has received	Number of Staff Receiving	Number of Semester Hours Obtained
Workshops		
Credit		
Non-credit		
Adult education academic course work		
Credit		
Non-credit		
Academic coursework		
Credit		
Non-credit		
Total	741	

3.4 Is there a career development plan for instructional staff?.....\_\_\_\_\_

Yes                       No

3.5 If yest, is it available?.....\_\_\_\_\_

Yes                       No

3.6 The adult Indian participants are recruited by: (Mark as many as apply)

- Home visits
- Mail brochures
- Announcements in tribal newspapers
- Announcements in public newspapers
- Radio & Television spots
- Letters
- Posters
- Announcements at community meetings

IV. PARTICIPANT CHARACTERISTICS OF TITLE IV, PART C PROJECTS

4.1 How many differencnt tribes are represented by the Indian adults in this project?.....\_\_\_\_\_

4.2 Please estimate the percent of Indian adult participatants for whom English is a second language.....\_\_\_\_\_

4.3 Please indicate the five most populous Indian tribes within or contiguous to this service area. (List these tribes from the most populous to the least populous.)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

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4.4 INSTRUCTIONS:

1. Complete this section of all program activities (classes, etc.) for the 1977-1978 project year.
2. Report the participation for each service or activity of participants who attended 12 or more hours during the fiscal year.
3. Only Title IV, Part C participants should be counted.

Age	NUMBER OF PARTICIPANTS BY ACTIVITY, AGE AND SEX										
	ABE		GED		Driver's Education		Tradition Arts and Crafts		Indian Language		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
16-24											
25-34											
35-44											
45-54											
55-64											
65-74											
75 plus											
TOTAL											

4.5 INSTRUCTIONS: Complete this section for all program participants.

PARTICIPANTS WHO-	Number of Persons	% of Participants
1. Are enrolled in adult education programs who are employed		
2. Are enrolled in adult education programs who are unemployed		
3. Are enrolled in adult education programs who are receiving public assistance		
4. Are enrolled in adult education programs who require supportive services (i.e., child care, employment assistance)		
5. Are enrolled in adult education programs who have psychological/emotional problems		
6. Are enrolled in adult education programs who need personal or occupational counseling		
7. Are enrolled in adult education programs who are living in substandard housing		
8. Are enrolled in adult education programs who have moved at least once in the last six months		
9. Are enrolled in adult education programs and require transportation		
10. Are enrolled in adult education programs and have chronic health care needs (personal or family)		

4.6 What percentage of the program participants have the following characteristics? (Check the appropriate boxes for each row.)

Characteristics	0-10%	11-30%	31-50%	51-70%	71-90%	91-100%
<b>SOURCES OF INCOME</b>						
a. Public Assistance						
b. Employed						
c. Training Program Stipend (i.e., CETA)						
d. No income/live with family						
e. Savings						
<b>EDUCATIONAL GRADE LEVEL ATTAINED</b>						
a. 0-4						
b. 5-8						
c. 9-12						
d. Post Secondary						
<b>ENGLISH SPEAKING ABILITY</b>						
a. None						
b. Partially fluent						
c. Fluent						

4.7 Describe the characteristics of the persons who do not participate in the adult education classes but could benefit from the program.

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4.8 Please indicate which of the following educational approaches were used to conduct the adult education programs. Please check USED or NOT USED for each.

	USED	NOT USED	
1. Classes, study groups, lectures, group discussions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
2. Workshops	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
3. Correspondence courses	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
4. Film series	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
5. Individual instruction from a private teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
6. Courses given over educational television or radio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____

- USED      NOT USED
7. Educational trips/field trips to museums, planetariums  1       2
8. Programmed instruction or other teaching machine  1       2
9. Home-based instruction  1       2
10. Organized training on the job  1       2
11. Other. IF USED: Specify \_\_\_\_\_

4.9 Please circle the number which corresponds to the one method listed above which was used most frequently in most cases.

1   2   3   4   5   6   7   8   9   10   11

4.91 INSTRUCTIONS:

This Table provides the number of American Indian participants by location of classes, number of days and evening classes.

NUMBER OF ETHNIC PARTICIPANTS AND NUMBER OF DAYTIME AND EVENING CLASSES BY TYPE OF LOCATION						
Location of Classes	Number of Participants		(9:00 a.m. - 5:00 p.m.) Number of Daytime Classes		Number of Evening Classes	
	Male	Female	Male	Female	Male	Female
SCHOOL BUILDING						
1.a. Elementary/Junior						
b. Secondary						
c. College/Jr. College/Technical Institute						
2. Learning Center						
3. Correctional Institution						
4. Hospital						
5. Work Site						
6. Libraries/Museums						
7. Churches						
8. Federal Facilities (not including the above)						
9. Private Home						
10. Community Organizations						
11. Total						

4.92 What are the supportive services provided by the Title IV, Part C project in conjunction with adult education classes? Please check PROVIDED or NOT PROVIDED for each.

	PROVIDED	NOT PROVIDED	
		Need	Not Needed
1. Transportation.....	_____	_____	_____
Child Care.....	_____	_____	_____
3. Home Visits.....	_____	_____	_____
4. Referrals to Outside Service Agencies..	_____	_____	_____
5. Counseling (personal/career).....	_____	_____	_____
6. Legal Assistance.....	_____	_____	_____
7. Other (specify) _____	_____	_____	_____

4.93 What supportive service mentioned above was used most frequently by Indian adults. (Circle the number mentioned.)

1 2 3 4 5 6 7 8

4.94 What activities, other than in-class instruction is provided by the Title IV, Part C Program?

	PROVIDED	NOT PROVIDED	
		Need	Not Needed
1. Home-Based Instruction.....	_____	_____	_____
2. Counseling.....	_____	_____	_____
3. Curriculum Development.....	_____	_____	_____
4. In-Service Training for Staff.....	_____	_____	_____
5. Other (specify) _____	_____	_____	_____

What activity above was used most frequently? (Circle the number mentioned.)

1 2 3 4 5 6 7

4.95 How would you characterize the relationship between the SEA, Adult Education Coordinator and the Indian community in this state?

Very Poor ----- > Excellent  
 1 2 3 4 5

Reason for rating: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



V. TITLE IV, PART C PROGRAM IMPACT

5.1 How effective has this Title IV, Part C Project been?

- 1. Not effective.....
- 2. Somewhat effective.....
- 3. Moderately effective.....
- 4. Very effective.....
- 5. Exemplary.....

5.2 This table provides various impact information concerning the Title IV, Part C adult education program. Supply accurate data if it is available on a project-wide basis.

IEA, TITLE IV, PART C ADULT EDUCATION PROGRAM IMPACT DATA	
PERSONS WHO-	Number of Persons
1. Are enrolled in an urban ABE Program (Community population over 100,000)	
2. Are enrolled in a rural ABE Program (Community population under 2,500)	
3. Achieved eighth grade diploma through program	
4. Enrolled in high school diploma program after completing ABE program	
5. Passed general education development test	
6. Graduated from high school after starting in ABE program	
7. Enrolled in other education/training programs (employee development, college, business or technical institute, correspondence, other Federal, State or local manpower program as a result of experience in program)	
8. Were removed from public assistance rolls	
9. Obtained jobs as a result of experience in program	
10. Changed to or were upgraded to a better job as a result of experience in the program	
11. Registered to vote for the first time	
12. Received driver's license	
13. Received training in completing income tax forms	

3 This table is combined data on starting levels, completions and separations with the adult education program.

TABLE PARTICIPANT PROGRESS, SEPARATION DATA BY INSTRUCTIONAL LEVEL, BY SEX

Activity Instructional Level		Number Started at Each Level	Number Started at a Lower Level and Completed a Higher Level	Number Started at a Lower Level and Completed a Higher Level	Number Separated From Each Level
Beginning (Grade 1-4)	Male				
	Female				
Intermediate (Grade 5-8)	Male				
	Female				
Advanced (Grades 9-12)	Male				
	Female				
Total	Male				
	Female				

5.4 INSTRUCTIONS: Students who left the program during the 1977-78 fiscal year because they completed the intermediate or advanced levels should not be counted as separations, but as completions. Count separations one time only. For example, a female who separates because she has a baby-sitting problem may be said to have a family problem. However, it is more accurate and useful to report her separation once under "child care problem". Reasons for separation have been delineated to show "positive" type reasons indicating certain program accomplishments as well as problem-related reasons which may be amenable to outside influences.

REASONS FOR SEPARATION (GIVE THE NUMBER OF SEPARATIONS)

	Male	Female	Totals
1. To take a job (unemployed when entered program)			
2. To take a better job (employed when entered program)			
3. To enter another training program			
4. Met person objective			
5. For lack of interest			
6. Because of health problems			
7. Because of transportation problems			
8. Because of child care problems			
9. Because of family problems			
10. Because of time class/program is scheduled			
11. Because of class/program termination			
12. For other known reasons			
13. For unknown reasons			
14. TOTAL			

5.5 In general, would you describe the educational opportunities for adult Indians in this part of the state as better than, the same as, or worse than, opportunities for adult non-Indians in the area?

- Better Than  
 the Same As  
 Worse Than

5.6 Do you think that the education opportunities for the adult Indians has changed during the last two years?

- Improved  
 Stayed the Same  
 Gotten Worse

5.7 Please report the present percentage of your operating budget as received from:

- a. IEA, Title IV, Part C Program Source \_\_\_\_\_ %  
b. Other Sources \_\_\_\_\_ %  
Total \_\_\_\_\_ %

5.8 Have you ever applied to the state education agency (adult education division) for direct funding for an adult education program?

- Yes  
 No

5.9 If yes, were you approved for funding?

- Yes  
 No

5.91 Did you ever receive notification that your proposal was reviewed?

- Yes  
 No

5.92 Were you satisfied as to the program review process?

- Yes  
 No

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5.93 What is your annual per pupil cost for operating a comprehensive adult education program?

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APPENDIX C: Contributions to the Study and Report

Any research undertaken of the magnitude of a national survey involves so many individuals that it is difficult to attempt acknowledgements without overlooking someone. This is especially true in the present study given its geographic scope and four-year time line. The following individuals and organizations have contributed to this study and report in various ways including a range of activities from moral support through preparation of parts of the texts, editing, and simply hard and dedicated work. We deeply appreciate their contributions to this study.

Particular appreciation is extended to the tribal government officials and other Indian organizations' officials at each site. Data collection would not have been possible without the cooperation and support they offered in their respective communities.

Wesley Bonito  
Dr. Norman Ellis  
Lorraine Etcitty  
Georgiana Gilmer  
Gyda Gunther  
Jerry Hill  
John Kovac  
Dr. Rick LaPointe  
National Advisory Council  
on Indian Education  
Dr. Thomas Nagy  
Dr. Grayson Noley  
Judy Ryals  
Helen Watson  
Dr. Tom Wiggins  
Joann Waukechon

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Data would not have been collected without the sustained efforts of the field interviewers and the contacts at each site who assisted in locating respondents. These are listed here.

<u>State</u>	<u>Interviewers</u>	<u>Sites</u>	<u>Contacts</u>
Alabama	Lenna Rackard	Escambia County	Eddie Tullos, Tribal Chairman Creek Nation East of the Mississippi
Alaska	Daniel LeBlanc Bob Auclair Richard Semionoff	Anchorage Burough	Ralph Eluska, Deputy Director Aleutian/Pribilof Islands Assoc., Inc.
	Mitchell Glover Steve Johnson	Sitka Burough	David L. Spillman
	Titus Peter	Upper Yukon	John Hubert, Director
Arizona	Bobby Denny Wilson Gorman Ervin Wayne Lola Woods Raymond Etcitty	Apache County	Peter McDonald, Tribal Chairman The Navajo Nation
	Sherry Cordova	Yuma County	Elliott Roth Colorado River Reservation  Robert Barley, Tribal Chairman Cocopah Tribe  Jason Menta Cocopah Tribe
	Cecelia M. Miller Kathy McCrary Kathy Garcia	Maricopa County	Marilyn Hunter Phoenix Urban Indian Health Board  Floyd BringingGood Phoenix Indian Center  Austin Nelson, President Board of Directors Kee N' Bah

<u>States</u>	<u>Interviewers</u>	<u>Sites</u>	<u>Contacts</u>
(Arizona, cont'd.)			
	Carol Lopez Raymond Etcitty	Pinal County	Alexander Lewis, Governor Gila River Pima Reservation
	Woodie Bedonie Larose Bedonie Eleanor Hill Raymond Etcitty Herman Yazzie	Navajo County	Ronnie Lupe, Chairman White Mountain Apache Tribe
California	Laura Radovan Howard Pacheco Thomas C. Phillips	San Bernardino County	Henry Duro, Tribal Chairman Luellan Barrackman, Ft. Mohave Indian Reservation
	Theda Newbreast	Contra Costa	Alfred Hicks Coordinator, Title IV
	Roy Hopkins		Terry Garcia American Indian Manpower Council  Jeri Davis Urban Indian Health Board Oakland, CA
	Venola Dowd	Del Norte County	Mel Brooks Native American Affairs Coordinator Resighini Rancheria
	Chuck Norcho Jimmy Blue Eyes Raymond Bending Sharon Howell Leroy Westerman Sally Cuaresman	Los Angeles County	Shirely Hendricks, Coordinator of Indian Education Los Angeles United School District  Dave Rambeaux, Exec. Director Los Angeles Indian Ctr.
	Laura Goebel	Orange County	Jerry Folsom, Exec. Director American Indian Em- ployment Center
	Linda Olds Andrea Armstrong		Ken Yackytooahnipah Indian Education Liaison Office Garden Grove, CA



<u>States</u>	<u>Interviewers</u>	<u>Sites</u>	<u>Contacts</u>
	Leanna K. Mauelito	San Diego County	Matt Calac, Executive Director San Diego Indian Ctr.
	Dennie Mojado		Frances Gonzales, Administrative Asst. Indian Manpower Program San Diego, CA
	Gladys J. Cortez	San Francisco County	Raymond Harjo Project Director American Indian Education  Jeri Davis Urban Indian Health Board Oakland, CA
	Patricia Vera	Tulare County	Crispina Sierra, Tule River Indian Health Project
	Chris DeSoto		Alex Garfield, Tribal Chairman Tule River Indian Reservation
Colorado	John Chisholm	Arapahoe County	Tom T. Garden Denver Indian Ctr.
	Katherine Peabody	Montezuma County	
Florida	Virginia Franks Ochopee, Fla.	Dade County	Buffalo Tiger, Chairman Miccosukee Tribe of Florida Miami, Fla. 33144
Hawaii	Anthony Dado Elva J. Arakawa		Hank Ramond, Director Hawaii Council of American Indians, Inc
Illinois	Mona Bearskin Linda Carrillo-Billie Janice Dominguez Floria Forcia	Cook County	Matt Pilcher, Exec. Director
	Lorraine Smith		Doreen Wiese, Manager Adult Learning Center

<u>States</u>	<u>Interviewers</u>	<u>Sites</u>	<u>Contacts</u>
Idaho	Gordie High eagle,	Nez Perce County	
Kansas	Linda Hammond	Shawnee County	Frank Love, Director Indian Center of Topeka, KA
	Rose Maker	Sedgwick County	Jay Hunter, Exec. Director Mid-American All Indian Center Wichita, KA
Missouri	Linda Madison	Jackson County	Chet Ellis, Director Heart of America Indian Center Kansas City, MO
Louisiana	Mary A. Dean	Terrebonne County	Barbara Dar Dar
	Shirley Dar Dar Sandra Billot		Helen Gindrette, Chairperson Huma Tribe
Maine	Joyce Tompkins	Aroostook County	The Late Maynard Dolchies, President Aroostook Indians
	Evelyn Akins	Penobscot County	The late Wally Pherson, Governor Penobscot Indian Nation
Massachusetts	Lorraine Marshall Eileen Walsh	Suffolk County	Susan Howard, Education Director Clif Saunders, Executive Director
Minnesota	Marilyn Berglund Kathy DeGoe	St. Louis County	Jan Donnelly
	Donald Blackhawk	Ramsey County	
	Brenda Monchamp Janice Donnelly	Hennepin County	
Mississippi	Maxine Dixon	Leake County	Phillip Martin, Tribal Chief Mississippi Band of Choctaw Indians

<u>States</u>	<u>Interviewers</u>	<u>Sites</u>	<u>Contacts</u>
(Mississippi, cont'd.)			
	Charles D. Henry Louis Morris	Neshoba County	Eddie Gibson, Director Choctaw Adult Education
Montana	Loren Stiffarm	Blaine County	Dr. Robert Swan
	Geneva Stump Frances Wise	Hill County	Sam Windyboy, Jr.
	Marietha Henderickson	Missoula County	Leonard Smith, Director Qua-qui Missouli Indian Center
	Emil Day Chief	Pondera County	Carol Juneau, President Blackfeet Community
	Leta Firemoon Lyle Firemoon	Roosevelt County	Robert McAnally, President Fort Peck Community College
Nebraska	Francine Thomas	Thurston County	Ed Cline, Chairman Omaha Tribe  Ed Azure CETA Director/Omaha Tribe
Nevada	Virginia Etsitty	Clark County	Ken O'Connell, Exec. Vice President Greater Las Vegas Chamber Of Commerce
	Marlene Coffey Barbara Bill	Washoe County	Marlene Coffey Pyramid Lake
New Mexico	Janice Miranal	Taos County	W. Paul Bernal Taos Pueblo, NM
	Mary White	Bernalillo County	Jerry R. Levi
	Raymond Etcitty		Bill Lee, Chairman of Directors Albuquerque Urban Indian Center  Edwin A. Pradt, Jr. Albuquerque Urban Indian Center



<u>States</u>	<u>Interviewers</u>	<u>Sites</u>	<u>Contacts</u>
(New Mexico, cont'd.)			
	Rev. Tommy Woods Manuel D. Benallie, Sr. Raymond Etcitty	San Juan County	Manuel D. Benallie, Sr The Navajo Nation Window Rock, AZ
	Harry Morgan Lyda M. Morgan Lillian Muskett	McKinley County	Ernest Becenti
	Belinda Simplicio		Robert Lewis, Governor Pueblo of Zuni
	Gayla D. Romancito		Hayes Lewis, Director Zuni Division of Education
	Roselyn John Raymond Etcitty		Harry Begay, Director Adult Education Dept. Ramah Navajo School Board, Inc.
New York	Donna Hill Margo McComber	Erie County	Lorraine Miller, Director Buffalo Native American Cultura Center
	Darlene Jacobs Beatrice White	Franklin County	Leonard Garrow, Chief St. Regis-Mohawk Indian Reservation
	Cindy Jimerson Mona Parker Cindy Thomas	Kings County	Rosemary Richmond American Indian Community House, Inc.
North Carolina	Reba Blue Marshall Locklear	Robeson County	Kenneth Maynor, Executive Director Lumbee Regional Development Assoc.
	Jan Lowery Ira Pace Lowery		Pernell Swett, Superintendent Robeson County Schools

<u>States</u>	<u>Interviewers</u>	<u>Sites</u>	<u>Contacts</u>
North Dakota	Myrna DeMarce Alice Kimmerly	Benson County	Joyce Green Little Hoop Community College Devils Lake-Sioux Tribe
	Sandra DuBois Debra Peltier	Rolette County	Gerald Monette, President Turtle Mountain Community College
Oklahoma	Lizzie Whitekiller	Cherokee County	Mary Joe Cole, Ross Swimmer, Principal Chief Cherokee Nation of Oklahoma
	Antho <del>n</del> ette Jones	Seminole County	Madeline Tiger
	Leslie Seely	Johnston County	Cy Harris The Chicasaw Nation
	Geraldine Warledo Jimmy Warledo George Shields Steve Graymoring Gloria Watson Sher <del>ry</del> Carter Sand <del>ra</del> Willis Gloria Thomas	Oklahoma County	Jerry Bread Field Supervisor
	Genev <del>e</del> Douglas Lena Marshall Leona Colbert	Okfuskee County	
	Virginia R. Ogle	Haskell County	Bill Berlin Cheyenne-Arapaho Business District
	Martin Bigpond John <del>ny</del> Hunter	Creek County	Susie Stewart
	Virginia Revas Bud S <del>quirrel</del> John <del>ny</del> Hunter	Delaware County	Reva Crawford, Director, Cherokee Adult Education
	John <del>ny</del> Hunter	Cherokee County	
	Mary Roberts Lena Colbert	McIntosh County	
	Phyllis Deer	Kiowa County	Jack Atmore, Chairman Kiowa Business Commit- tee

<u>States</u>	<u>Interviewers</u>	<u>Sites</u>	<u>Contacts</u>
Ohio	Ruby H. Beaz	Cuyahoga County	Jerome Whitecloud, Director Cleveland American Indian Center
Oregon	Dean Azule	Multnomah	Dean Azule Indian Education Portland, OR
South Dakota	Janet St. John	Lyman County	Bill Schmidt EPA/Lower Brule Agency
	Becky Kost	Dewey County	Morgan Garreau, Chairman Eagle Butte, SD
Texas	Rev. Richard Soontay	Dallas County	Mike Mahsetky
Utah	Gloria Martinez	Unitah County	Forrest S. Cuch, Education Director Ute Indian Tribe
	J. Maestas	Utah County	John Maestas Indian Education Dept. Provo, Utah
	Theodore Donato	Yakima County	Connie Pace, Adult Education Director Yakima Indian Nation
	Lawrence Dixon Alyce M. Lawrence Linda Sasse	Kitsap County	Lida Sasse
	Ellen P. Moses	Ferry County	Mel Tonasket, Tribal Chairman
	Marlene Ward	Gray Harbor County	Joseph DeLaCruz, Chairman Quinault Tribe
	Wisconsin	Catherine Waukechon	Menominee County
Loretta Webster		Outagamie County	Ron Skenendore, Director of Education Oneida Tribe

APPENDIX D  
METHODOLOGY

A schematic representation of the entire research endeavor is shown in Figure 1. Social, tribal and educational characteristics were obtained from a random sample of individuals chosen through the use of a multi-stage stratified cluster sample. Lists were compiled, in those sample counties or census districts chosen, so that the greatest possible proportion of Indians in the population would be represented. Once the data were obtained, their educational and social characteristics were stratified and compared with respect to their educational and social achievement. The outcome of this analysis then established deficiencies in educational attainment which were followed by reduced social achievement and benefits.

Once a reduced educational achievement was established, educational need could be defined, e.g., programs which might remediate the education of high school dropouts. These broad based needs were then compared to existing state and federal Indian Education programs as summarized in data obtained through a mailed questionnaire sent to all state program directors and to all federal Title IV C project directors. The comparison of needs and programs then allowed us to develop a compendium of findings and to establish broad recommendations and conclusions with respect to changes in the adult educational system and the educational system as a whole as it affects the Indian population. Figure 2 takes the schematic in Figure 1 and develops the methodological requirements to obtain the data necessary to determine adult Indian educational needs.

FIGURE D.1

INDIAN ADULT EDUCATION RESEARCH PROJECT  
 NATIONAL INDIAN MANAGEMENT SERVICE, INC.

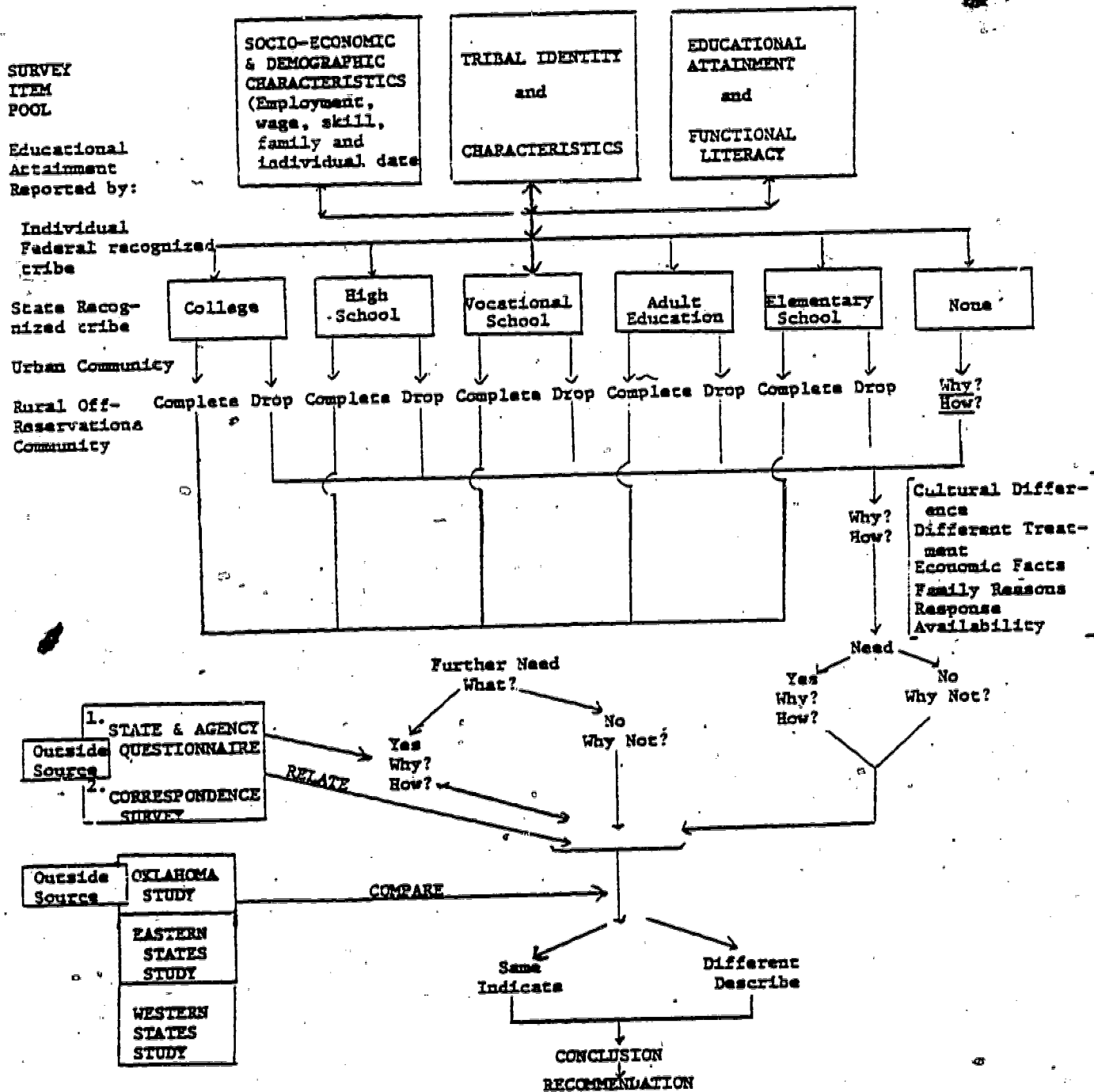




FIGURE D.2

INTEGRATED SAMPLING PLAN SUMMARY

Survey Components/ Components of the Sampling Process	Type of Data Collection	Respondents	Sampling Universe	Sampling Criteria & Techniques	Sampling Frame	Sampling Size	Data Regulations of Sampling
Field Interview Study	Structural- Pre-coded personal household interviews	Adult Indians 16 years of age and older.	121,169 Adult Indians	Multi- stages, stratified random sample	County estimates w/250 or more Indians excluding Alaska & Hawaii	76 Counties 4,096 completed interviews	1. List of all adult Indians Title I, Part A Schools 2. List of all adult Indians' children enrolled in BIA schools 3. Tribal lists 4. Public service lists.
Title IV-C Program Study	Semi- structured mail and personal	Programs Direction of 1977-78 Title IV-C Projects	51 Titles IV-C Projects	NONE	Projects	51	1. List of all 1977-78 IEA Title I Projects and Project Directors.
State Education Agency ABE/GED SEA study	Mail Question- naires	Adult Education State Coordinator	50 States	NONE	SEA	50	1. List of SEA Adult Education Coordination.

## SAMPLING DESIGN:

### Specification

The sampling design selected for the survey was a two-stage cluster sample stratified by cluster size with unequal sampling fractions for both county and Indian selection. The overall sampling design was chosen to possess an error of estimation less than 5% for the comparison of proportions where  $p = q = .5$ , the largest variance. A similar choice of sample was made to possess an error of estimation less than 10% for the comparison of proportions ( $p = q = .5$ ) within regions.

The population universe included adult Indians residing in the United States. Due to the necessity to control geography and limit costs, the true population definition was to those Native Americans residing in counties or census tract units possessing 250 or more target subjects. County estimates of adults were calculated by multiplying the total target population for each county by the percentage of Indian and Native Americans 16 years or over residing in the state where the first stage sampling was located. The percentages for the states are as follows:

Western: Arizona .52; California .65; Colorado .56; Idaho .56; Iowa .58; Kansas .58; Louisiana .63; Michigan .63; Minnesota .53; Missouri .58; Montana .53; Nebraska .58; Nevada .56; New Mexico .52; North Dakota .50; Oklahoma .63; Oregon .59; South Dakota .52; Alaska .55; Hawaii .57.

Eastern: Alabama .63; Connecticut .68; Florida .63; Georgia .63; Illinois .67; Indiana .58; Maine .68; Maryland .63; Massachusetts

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.68; Mississippi .63; New Jersey .68; New York .67; North Carolina .58; Ohio .58; Pennsylvania .68; Rhode Island .68; Tennessee .63; and Virginia .63.

The population was divided into five strata based upon the estimated number of Indian adults. The population was also ordered into five regions assembled for ease of data collection. These five regions were subdividable into the 16 cultural regions to which representation was desired. Identification for random selection was restricted to a single subdivision at a time to assure adequate regional representation.

#### Quota Determination

In order to assure representation by sex and age a matrix for regional quotas was generated by subdividing the target population for each state into a 2 x 5 matrix of frequencies. The horizontal categories were male and female. The vertical categories were based upon subdivisions of age: 16 to 30; 31 to 40; 41 to 50; 51 to 60; and 61 and over. The frequencies were totaled for each region and then converted to proportions. The proportion for each region was then multiplied by the sample for each selected county to develop site quotas.

#### Small Population Generalization Study

In order to extend the generalizability of the sample to smaller counties, a side sample of counties with less than 250 adult Indians will be selected for comparison. This small sample is composed of at least one county from each region and both inter- and intra-regional comparisons will be made. In regions with large counts of subjects two or more small county units were selected.

A sample of 17 counties possessing less than 250 target adults were selected for both inter- and intra-regional comparisons. These counties were selected from the regions in the following order: Alaska 1, Pacific Northwest 1; Pacific Southwest 2; Hawaii 1; Interior Southwest 2; Central Plateau 1; Rocky Mountain 1; Central Southwest 2; Upper Midwest 2; Central Midwest 1; South 2; and New England 1.

#### Estimation of Variance

To calculate variance for the two-stage unequal cluster sample with unequal fraction of selection at each stage directly requires the application of rather complex procedures. This complexity is compounded by the fact that the survey includes several variables upon which variance estimates are required. A sample estimate of variance for the comparison of proportions is recommended for the method to estimate variance for most of the survey measures.

The proposed formula for variance estimation is

$$V(p) = \frac{N-n}{N} \cdot \frac{1}{nM} \cdot \frac{1}{r} S_r^2 + \frac{1}{nM^2} \sum_{i=1}^n M_i^2 \left( \frac{M_i - m}{M_i} \cdot \frac{D_i}{M_i - 1} \right)$$

where N is the number of clusters, n is the number of clusters selected, m is the average cluster size and

$$S_r^2 = \frac{\sum_{i=1}^n M_i^2 (P_i - P)^2}{n-1}$$

A major consideration for the design of a sampling plan was the capability to generate rational estimates. The two-stage cluster sample allowed the generation of weights through which national projections could be made. The two sets of proportional but unequal sampling fractions complicated the weighing formula but national projections could be generated from them.

In order to make national projections, the following weighing formula was used:

Let  $K$  = the percentage of adult Indians living in the counties which have 250 or more adult Indians.

$f_i$  = the sampling fraction for counties within stratum;

$g_i$  = the sampling fraction for adults from selected counties within stratum;

$l_i$  = the number of counties chosen from a given stratum;

$i$  = the number of county size strata;

$m_{ij}$  = a selected adult Indian from a given county;

$n_j$  = the number of adult Indians within a county.

$$N = \frac{1}{K} \sum_{i=1}^5 \left( f_i \cdot l_i \sum_{j=1}^{l_i} g_i m_{ij} n_i \right)$$

Table 1 shows the results of the application of the sampling formula to the data for counties (or census areas), the sampling propor-

TABLE D.1  
SAMPLE BY STRATA

	Number of Counties	Fraction	County Sample	Fraction	Indian Adult Sample
250- 500	130	.14	18	.060	383
501-1,000	90	.22	20	.045	674
1,001-2,000	55	.31	17	.035	789
2,001-5,500	38	.30	15	.025	1,087
5,501-Over	12	.50	6	.020	1,171
Totals	325		76		4,093

tions or fractions used and the final population specified upon application of the sampling weights to the county data. In all, 4,093 sample subjects were selected from 76 counties. Table 2 applies the formula

for sampling variance estimation to the count data. The two-tailed  $V(p)$  of .046 is less than the .05 specified as the tolerance limit for the sample.

TABLE D.2

ESTIMATION OF ERROR FOR COMPARISON OF PROPORTIONS

$N = 325$      $n = 76$      $M = 404,935$      $\bar{M} = 1,250$      $pg = .25$

$$V(p) = \frac{N-n}{N} \frac{1}{nM} S_r^2 + \frac{1}{nNM} \sum_{i=1}^n M_i^2 \frac{M_i - m_i}{M_i} \frac{pg}{m_i - 1}$$

where  $S_r^2 = \sum_{i=1}^n \frac{M_i^2}{n-1} \frac{p_i - p^2}{n-1}$

$V(p) = .0005 + .000036$

$V(p) = .000536$

$V(p) = .023$

$2 * V(p) = .046$

The error calculation for a two-stage cluster sample with stratified unequal clusters and with unequal fraction selections across clusters can only be approximated. To achieve self-weighting for a sample of this type the sum of the sample sizes by stratum must be proportional to the actual stratum sizes. Harmonic means are used to set stratum sizes to maximize the efficiency of the sample. The error calculation estimation formula is:

$$MSE(\bar{y}_{pe}) = \left( \frac{N-n}{Nn} \right) \sum_{i=1}^N \left( \frac{M_i \bar{y}_i - Y}{M_i} \right)^2 \frac{1}{N-1} + \frac{1}{Nn} \sum_{i=1}^N \left( \frac{M_i - m_i}{M_i} \right) \frac{M_i^2}{M} \frac{S_i^2}{M_i}$$

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$$MSE (\bar{Y}_{pe}) = .0004846 + .0003511$$

$$MSE (\bar{Y}_{pe}) = .0008458$$

$$ERROR = \sqrt{MSE (\bar{Y}_{pe})} = .029 \text{ or } 3\%$$

This sample is self-weighting and after the stratification variable of size correlation is subtracted, sample error is approximately 3%.

Table 3 lists the population of counties and census districts from which the sample of counties was selected, their Indian populations in 1970 and the sample stratum of which the county is a member.

Table 4 lists the same counties as in Table 3, in stratum order. Table 5, then lists the counties selected at random within the stratum, their Indian population and the number of Indians to be included in the sample.

Table 6 presents the twelve cultural regions as defined by Gestil and the states that belong to those regions. Tables 7 and 8 show the calculated sampling errors expected by size of group sampled. Table 9 shows the sample proportions by sex and age for the twelve cultural areas of the United States and Table 10 combines relevant data and calculations developed in previously described tables to summarize the population, sample and sampling error data for each of the twelve cultural regions. Table 11 shows the counties, populations and sample size for each of the twelve regions for the small population generalization sample. Again, this is a separate sample from the Home Interview Sample as it is selected exclusively from counties and census districts having fewer than 250 Indian residents in 1970. This sample was used solely to validate the propriety of limiting the national sample to counties and census districts of 250 or more Indians in 1950.

#### The Home Interview

Table 12 summarized the number of sample subjects in each region and in each state, the county or counties selected and the number of interviewers used to obtain the data. Figure 3 is a fascimile of a training aid used during the training sessions to familiarize interviewers with the problems of bias and to emphasize the importance of the elimination of bias in the interview. Figure 4 lists the topics covered during interviewer training, while Figure 5 lists all of the training aids used. Figure 6 lists all of the training materials



given to the trainees during the training sessions. As an illustration of aids used, Figure 1 takes the potential interviewer through the section on education. This aid familiarized the interviewers to the process of skipping certain questions based on the responses to others and it exemplifies the thoroughness of the training process. Table 3 lists all of the training locations, dates and numbers of training using a rather low student-to-trainer ratio, and each was directed to a particular county or group of counties to be sampled.

Exhibit 2 is a facsimile of the interview summaries completed by each interviewer for each sample subject. These summaries were completed on a flow basis and returned each week. Exhibit 3 is a copy of the Interviewer Evaluation form sent to a sample of the individuals interviewed, so as to determine the competence of the interviewer and the validity of the data.

Exhibit 4 contains reduced (50%) facsimilies of the flash cards used by interviewers for questions requiring special information or materials to clarify them.

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TABLE D.3

ADULT NATIVE AMERICANS POPULATION BY STATE AND COUNTY

Number	State	County/ Census District	Indian Population	Sample Stratum
1	Arizona	Apache	12,717	5
2	Arizona	Conconino	6,358	5
3	Arizona	Gila	2,433	4
4	Arizona	Graham	891	2
5	Arizona	Maricopa	5,914	5
6	Arizona	Mohave	460	1
7	Arizona	Navajo	12,202	5
8	Arizona	Pima	4,683	4
9	Arizona	Pinal	3,395	4
10	Arizona	Yavapai	363	1
11	Arizona	Yuma	1,204	3
1	California	Alameda	3,697	4
2	California	Butte	579	2
3	California	Contra Costa	1,106	3
4	California	Del Norte	473	1
5	California	Fresno	1,394	3
6	California	Humboldt	1,986	3
7	California	Imperial	578	2
8	California	Inyo	761	2
9	California	Kern	1,325	3
10	California	Los Angeles	15,930	5
11	California	Madera	486	1
12	California	Mendocino	931	2
13	California	Monterey	740	2
14	California	Orange	2,548	4
15	California	Placer	268	1
16	California	Riverside	1,899	3
17	California	Sacramento	1,735	3
18	California	San Bernardino	2,246	4
19	California	San Diego	3,822	4
20	California	San Francisco	1,885	3
21	California	San Joaquin	791	2
22	California	San Luis Obispo	336	1
23	California	San Mateo	871	2
24	California	Santa Barbara	655	2
25	California	Santa Clara	2,631	4
26	California	Shasta	859	2
27	California	Siskiyou	629	2
28	California	Solano	681	2
29	California	Sonoma	1,055	
30	California	Stanislaus	446	1
31	California	Tulare	889	2
32	California	Tuolumne	356	1
33	California	Venture	748	2
34	California	Yolo	309	1
1	Colorado	Adams	320	1

TABLE D.5 (Continued)

Number	State	County/ Census District	Indian Population	Sample Stratum
2	Colorado	Arapahoe	250	1
3	Colorado	Denver	1,476	3
4	Colorado	El Paso	358	1
5	Colorado	Jefferson	260	1
6	Colorado	La Plato	512	2
7	Colorado	Montezuma	590	2
1	Nevada	Clark	633	2
2	Nevada	Elko	734	2
3	Nevada	Humboldt	291	1
4	Nevada	Lyon	285	1
5	Nevada	Mineral	326	1
6	Nevada	Washoe	1,079	3
7	Nevada	Carson City	294	1
1	New Mexico	Bernillo	3,036	4
2	New Mexico	Chaves	314	1
3	New Mexico	McKinley	13,784	5
4	New Mexico	Otero	842	2
5	New Mexico	Rio Arriba	1,432	3
6	New Mexico	San Doval	3,534	4
7	New Mexico	San Juan	9,588	5
8	New Mexico	Santa Fe	568	2
9	New Mexico	Socorro	368	1
10	New Mexico	Taos	620	2
11	New Mexico	Valencia	3,405	4
1	Utah	Box Elder	295	1
2	Utah	Salt Lake	776	2
3	Utah	San Juan	2,275	4
4	Utah	Unitah	642	2
5	Utah	Utah	294	2
1	Iowa	Zama	355	1
2	Iowa	Woodburg	415	1
1	Kansas	Douglas	741	2
2	Kansas	Sedgwick	1,089	3
3	Kansas	Shawnee	569	2
1	Missouri	Jackson	777	2
2	Missouri	St. Louis	313	1
3	Missouri	St. Louis City	392	1
1	Nebraska	Douglas	693	2
2	Nebraska	Lamaster	310	1
3	Nebraska	Scotts Bluff	255	1
4	Nebraska	Thurston	1,108	3
1	Oklahoma	Adair	2,614	4
2	Oklahoma	Atoka	367	1
3	Oklahoma	Baline	505	2
4	Oklahoma	Bryan	649	2
5	Oklahoma	Caddo	2,570	4
6	Oklahoma	Canadian	736	2
7	Oklahoma	Carter	674	2
8	Oklahoma	Cherokee	2,783	4

TABLE D.3 (continued)

Number	State	County/ Census District	Indian Population	Sample Stratum
3	Idaho	Nez Perce	493	1
1	Montana	Big Horn	2,076	4
2	Montana	Blaine	828	2
3	Montana	Cascade	800	2
4	Montana	Galcier	2,425	4
5	Montana	Hill	852	2
6	Montana	Lake	1,165	3
7	Montana	Lewis and Clark	258	1
8	Montana	Missoula	350	1
9	Montana	Pondera	289	1
10	Montana	Roosevelt	1,648	3
11	Montana	Rosebud	965	2
12	Montana	Valley	515	2
13	Montana	Yellowston	563	2
1	North Dakota	Benson	777	2
2	North Dakota	McKenzie	276	1
3	North Dakota	McLean	271	1
4	North Dakota	Mountrail	283	1
5	North Dakota	Rolette	2,941	4
6	North Dakota	Sioux	925	2
1	Oregon	Clackamas	348	1
2	Oregon	Jackson	255	1
3	Oregon	Jefferson	782	2
4	Oregon	Klamath	838	2
5	Oregon	Lane	451	1
6	Oregon	Marion	489	1
7	Oregon	Multnomah	1,577	3
8	Oregon	Umatilla	576	2
9	Oregon	Wasco	283	1
1	South Dakota	Bennett	466	1
2	South Dakota	Buffalo	546	2
3	South Dakota	Charles Mix	482	1
4	South Dakota	Carson	768	2
5	South Dakota	Dewey	1,278	3
6	South Dakota	Hughes	299	1
7	South Dakota	Lyman	306	1
8	South Dakota	Mellette	427	1
9	South Dakota	Minnehaha	307	1
10	South Dakota	Moody	346	1
11	South Dakota	Pennington	1,285	3
12	South Dakota	Roberts	815	2
13	South Dakota	Shannon	3,674	4
14	South Dakota	Todd	2,392	4
15	South Dakota	Tripp	261	1
16	South Dakota	Washabourgh	401	1
17	South Dakota	Yankton	264	1
18	South Dakota	Ziebach	592	2
1	Washington	Challam	792	2
2	Washington	Ferry	356	1

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TABLE D.3 (continued)

Number	State	County/ Census District	Indian Population	Sample Stratum
3	Washington	Grays Harbor	850	2
4	Washington	Kitsap	4,287	4
5	Washington	Kittitas	530	2
6	Washington	Mason	299	1
7	Washington	Okanogan	1,159	3
8	Washington	Pierce	1,939	3
9	Washington	Skagit	377	1
10	Washington	Snohomish	1,221	3
11	Washington	Spokane	1,153	3
12	Washington	Stevens	475	1
13	Washington	Thurston	338	1
14	Washington	Watcom	1,130	3
15	Washington	Yakima	2,252	4
1	Wyoming	Freemont	2,121	4
1	Alaska	Aleutian Island	3,284	4
2	Alaska	Anchorage	5,594	5
3	Alaska	Barrow	831	2
4	Alaska	Bethel	2,875	4
5	Alaska	Bristol Bay	453	1
6	Alaska	Fairbanks	2,415	4
7	Alaska	Juneau	2,454	4
8	Alaska	Kenai-Cook Inlet	1,754	3
9	Alaska	Ketchikan	1,248	3
10	Alaska	Kodiak	509	2
11	Alaska	Kuskokwim	409	1
12	Alaska	Nome	507	2
13	Alaska	Outer Ketchikan	451	1
14	Alaska	Prince of Wales	311	1
15	Alaska	Sitka	954	2
16	Alaska	Skaqway-Yakutat	560	2
17	Alaska	Southeast Fairbanks	479	1
18	Alaska	Upper Yukon	499	1
19	Alaska	Wrangell-Petersburg	536	2
20	Alaska	Yukon-Ko Yukyuk	1,107	3
1	Hawaii	Honolulu	567	2
1	Alabama	Escambia	341	1
1	Florida	Broward	418	1
2	Florida	Dade	684	2
3	Florida	Duval	283	1
4	Florida	Escambia	305	1
5	Florida	Hillsborough	289	1
1	Georgia	Fulton	281	1
1	Louisiana	Orleans	292	1
2	Louisiana	Terrebonne	1,427	3
1	Mississippi	Leake	337	1
2	Mississippi	Neshoba	1,010	3
3	Mississippi	Newton	272	1
1	North Carolina	Columbus	550	2

TABLE D.3 (continued)

Number	State	County/ Census District	Indian Population	Sample Stratum
2	North Carolina	Cumberland	1,955	3
3	North Carolina	Guilford	519	2
4	North Carolina	Halifax	416	1
5	North Carolina	Hoke	1,009	3
6	North Carolina	Jackson	1,078	3
7	North Carolina	Mecklenburg	475	1
8	North Carolina	Robeson	15,362	5
9	North Carolina	Sampson	447	1
10	North Carolina	Scotland	618	2
11	North Carolina	Swain	578	2
1	Tennessee	Shelby	288	1
1	Virginia	Charles City	321	1
2	Virginia	Fairfax	269	1
3	Virginia	Norfolk	287	1
1	Maryland	Montgomery	260	1
2	Maryland	Prince Georges	570	2
3	Maryland	Baltimore City	1,096	3
1	Connecticut	Fairfield	371	1
2	Connecticut	Hartford	393	1
3	Connecticut	New Haven	343	1
1	Illinois	Cook	5,154	5
2	Illinois	Lake	375	1
1	Indiana	Lake	256	1
2	Indiana	Marion	332	1
1	Maine	Arrostoook	296	1
2	Maine	Penobscot	370	1
3	Maine	Washington	428	1
1	Massachusetts	Barnstable	294	1
2	Massachusetts	Middlesex	567	2
3	Massachusetts	Suffolk	736	2
4	Massachusetts	Worcester	283	1
1	Michigan	Baraga	259	1
2	Michigan	Chippewa	542	2
3	Michigan	Emmet	277	1
4	Michigan	Gladwin	371	1
5	Michigan	Ingham	383	1
6	Michigan	Isabella	277	1
7	Michigan	Kent	706	2
8	Michigan	Marcomb	338	1
9	Michigan	Muskegon	297	1
10	Michigan	Oakland	459	1
11	Michigan	Wayne	2,784	4
1	Minnesota	Anoka	270	1
2	Minnesota	Becker	649	2
3	Minnesota	Beltrami	1,601	3
4	Minnesota	Carlton	258	1
5	Minnesota	Cass	803	2
6	Minnesota	Hennepin	3,563	4

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TABLE D.3 (continued)

Number	State	County/ Census District	Indian Population	Sample Stratum
7	Minnesota	Itasca	435	1
8	Minnesota	Makomen	381	1
9	Minnesota	Ramsey	1,137	3
10	Minnesota	St. Louis	811	2
1	New Jersey	Essex	550	2
2	New Jersey	Hudson	323	1
3	New Jersey	Monmouth	255	1
1	New York	Bronx	1,179	3
2	New York	Cattaraugus	883	2
3	New York	Erie	2,663	4
4	New York	Franklin	1,122	3
5	New York	Genesee	396	1
6	New York	Kings	2,037	4
7	New York	Monroe	837	2
8	New York	Nassau	371	1
9	New York	New York	2,118	4
10	New York	Niagara	1,206	3
11	New York	Onondaga	1,517	3
12	New York	Queens	1,233	3
13	New York	Westchester	314	1
1	Ohio	Cuyahoga	927	2
2	Ohio	Franklin	370	1
3	Ohio	Hamilton	322	1
1	Pennsylvania	Alleghany	410	1
2	Pennsylvania	Philadelphia	1,333	3
1	Rhode Island	Providence	476	1
2	Rhode Island	Washington	329	1
1	Wisconsin	Ashland	401	1
2	Wisconsin	Bayfield	333	1
3	Wisconsin	Brown	949	2
4	Wisconsin	Menominee	1,291	3
5	Wisconsin	Milwaukee	2,082	4
6	Wisconsin	Outagamie	596	2
7	Wisconsin	Sawyer	482	1
8	Wisconsin	Shawnee	549	2
9	Wisconsin	Vials	507	2
			404,935	

Source: Overview

TABLE D.4

ADULT NATIVE AMERICAN POPULATION BY STRATUM

250-500

1.	Mohave, AZ	47.	Missoula, MT
2.	Yavapai, AZ	48.	Pondera, MT
3.	Del Norte, CA	49.	McKenzie, ND
4.	Madera, CA	50.	McClellan, ND
5.	Placer, CA	51.	Mountrail, ND
6.	San Luis Obispo, CA	52.	Clackamas, OR
7.	Stanislaus, CA	53.	Jackson, OR
8.	Tuolumne, CA	54.	Lane, OR
9.	Yolo, CA	55.	Marion, OR
10.	Adams, CO	56.	Wasco, OR
11.	Arapahoe, CO	57.	Bennett, SD
12.	El Paso, CO	58.	Charles Mix, SD
13.	Jefferson, CO	59.	Hughes, SD
14.	Humboldt, NA	60.	Lyman, SD
15.	Lyon, NA	61.	Mellette, SD
16.	Mineral, NA	62.	Minnehaha, SD
17.	Carson City, NA	63.	Moody, SD
18.	Chaves, NM	64.	Tripp, SD
19.	Socorro, NM	65.	Washburn, SD
20.	Box Elder, UT	66.	Yankton, SD
21.	Utah, UT	67.	Ferry, WA
22.	Zama, IA	68.	Mason, WA
23.	Woodburg, IA	69.	Skagit, WA
24.	St. Louis, MI	70.	Stevens, WA
25.	St. Louis City, MI	71.	Thurston, WA
26.	Lamaster, NA	72.	Escambia, AL
27.	Scotts Bluff, NA	73.	Broward, FL
28.	Atoka, OK	74.	Duval, FL
29.	Coal, OK	75.	Escambia, FL
30.	Garfield, OK	76.	Hillsborough, PA
31.	Garvin, OK	77.	Fulton, GA
32.	Haskell, OK	78.	Orleans, LA
33.	Johnston, OK	79.	Leake, MS
34.	Kiowa, OK	80.	Newton, MS
35.	Latimer, OK	81.	Halifax, NC
36.	Murray, OK	82.	Mecklenburg, NC
37.	Noble, OK	83.	Sampton, NC
38.	Norwata, OK	84.	Shelby, TN
39.	Pawnee, OK	85.	Charles City, VA
40.	Payne, OK	86.	Fairfax, VA
41.	Pushmataha, OK	87.	Norfolk, VA
42.	Stephens, OK	88.	Montgomery, MD
43.	El Paso, TX	89.	Fairfield, CT
44.	Bannock, ID	90.	Hartford, CT
45.	Nez Perce, ID	91.	New Haven, CT
46.	Lewis & Clark, MT	92.	Lake, IL

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TABLE D.4 (continued)

## 250-500 (continued)

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93.	Lake, IN	112.	Hudson, NJ
94.	Marion, IN	113.	Monmouth, NJ
95.	Aroostook, ME	114.	Genesee, NY
96.	Penobscot, ME	115.	Nassau, NY
97.	Washington, ME	116.	Westchester, NY
98.	Barnstable, MA	117.	Franklin, NY
99.	Worcester, MA	118.	Hamilton, OH
100.	Baraga, MN	119.	Alleghany, PA
101.	Emmet, MN	120.	Providence, RI
102.	Gladwin, MI	121.	Washington, RI
103.	Ingham, MI	122.	Ashland, WI
104.	Isabella, MI	123.	Bayfield, WI
105.	Marcomb, MI	124.	Sawyer, WI
106.	Muskegon, MI	125.	Bristol Bay, AK
107.	Oakland, MI	126.	Kuskokwim, AK
108.	Anoka, MN	127.	Outer Ketchikan, AK
109.	Carlton, MN	128.	Prince of Wales, AK
110.	Itasca, MN	129.	Southeast Fairbanks, AK
111.	Maknomen, MN	130.	Upper Yukon, AK

## 501-1000

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1.	Graham, AZ	28.	Baline, OK
2.	Butte, CA	29.	Bryan, OK
3.	Imperial, CA	30.	Canadian, OK
4.	Inyo, CA	31.	Carter, OK
5.	Mendocino, CA	32.	Choctaw, OK
6.	Monterey, CA	33.	Cleveland, OK
7.	San Joaquin, CA	34.	Craig, OK
8.	San Mateo, CA	35.	Custer, OK
9.	Santa Barbara, CA	36.	Hughes, OK
10.	Shasta, CA	37.	LeFlore, OK
11.	Siskiyou, CA	38.	McIntosh, OK
12.	Solano, CA	39.	Okfushee, OK
13.	Tulare, CA	40.	Pittsburg, OK
14.	Ventura, CA	41.	Pontatoc, OK
15.	La Plata, CO	42.	Wagoner, OK
16.	Montezuma, CO	43.	Washington, OK
17.	Clark, NA	44.	Texas, TX
18.	Elko, NA	45.	Bingham, ID
19.	Otero, NM	46.	Blaine, MT
20.	Santa Fe, NM	47.	Cascade, MT
21.	Taos, NM	48.	Hill, MT
22.	Salt Lake, UT	49.	Rosebud, MT
23.	Utah, UT	50.	Valley, MT
24.	Douglas, KA	51.	Benson, ND
25.	Shawnee, KA	52.	Sioux, ND
26.	Jackson, MI	53.	Jefferson, OR
27.	Douglas, NB	54.	Klamath, OR

TABLE D.4 (continued)

## 701-1000 (continued)

55.	Umatilla, OR	73.	Becker, MN
56.	Buffalo, SD	74.	Cass, MN
57.	Carson, SD	75.	St. Louis, MN
58.	Rogers, SD	76.	Essex, NJ
59.	Ziebach, SD	77.	Cattaraugus, NY
60.	Challam, SD	78.	Monroe, NY
61.	Grays Harbor, WA	79.	Cuyahoga, OH
62.	Kittitas, WA	80.	Brown, WI
63.	Dade, FL	81.	Outagamie, WI
64.	Columbus, NC	82.	Shawnee, WI
65.	Guilford, NC	83.	Vials, WI
66.	Scotland, NC	84.	Barrow, AK
67.	Swain, NC	85.	Kodiak, AK
68.	Prince George, MD	86.	Nome, AK
69.	Middlesex, MA	87.	Sitka, AK
70.	Suffolk, MA	88.	Skagway-Yakutat, AK
71.	Chippewa, MI	89.	Wrangell-Petersburg, AK
72.	Kent, MI	90.	Honolulu, HI

## 1001-2000

1.	Yuma, AZ	29.	Yellowstone, MT
2.	Contra Costa, CA	30.	Multnomah, OR
3.	Fresno, CA	31.	Dewey, SD
4.	Humboldt, CA	32.	Pennington, SD
5.	Kern, CA	33.	Okanogan, WA
6.	Riverside, CA	34.	Pierce, WA
7.	Sacramento, CA	35.	Snohomish, WA
8.	San Francisco, CA	36.	Spokane, WA
9.	Sonoma, CA	37.	Whatcom, WA
10.	Denver, CO	38.	Terrebonne, LA
11.	Washoe, NV	39.	Neshoba, MS
12.	Rio Arriba, NM	40.	Cumberland, NC
13.	Sedgwick, KS	41.	Hoke, NC
14.	Thurston, WA	42.	Jackson, NC
15.	Creek, OK	43.	Baltimore City, MD
16.	Kay, OK	44.	Beltrami, MN
17.	Mayes, OK	45.	Ramsey, MN
18.	Muskogee, OK	46.	Bronx, NY
19.	Okmulgee, OK	47.	Franklin, NY
20.	Osage, OK	48.	Niagra, NY
21.	Ottawa, OK	49.	Onondaga, NY
22.	Pottawatomie, OK	50.	Queens, NY
23.	Rogers, OK	51.	Philadelphia, PA
24.	Seminole, OK	52.	Menominee, WI
25.	Sequoyah, OK	53.	Kenai-Cook Inlet, AK
26.	Tarrant, TX	54.	Ketchikan, AK
27.	Lake, MT	55.	Yukon-Koyukuk, AK
28.	Roosevelt, MT		

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TABLE D.4 (continued)

2001-5000

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1. Gila, AZ	20. Harris, TX
2. Pima, AZ	21. Big Horn, MT
3. Pinal, AZ	22. Glacier, MT
4. Alameda, CA	23. Rolette, ND
5. Orange, CA	24. Shannon, SD
6. San Bernardino, CA	25. Todd, SD
7. San Diego, CA	26. Kitsap, WA
8. Santa Clara, CA	27. Yakima, WA
9. Bernalillo, NM	28. Freamont, WY
10. San Doval, NM	29. Wayne, MI
11. Valencia, NM	30. Hennepin, MN
12. San Juan, UT	31. Erie, NY
13. Adair, OK	32. New York, NY
14. Caddo, OK	33. Kings, NY
15. Cherokee, OK	34. Milwaukee, WI
16. Comanche, OK	35. Aleutian Islands, AK
17. Delaware, OK	36. Bethel, AK
18. McCurtain, OK	37. Fairbanks, AK
19. Dallas, TX	38. Juneau, AK

Over 5000

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1. Apache, AZ	7. San Juan, NM
2. Conconino, AZ	8. Oklahoma, OK
3. Maricopa, AZ	9. Tulsa, OK
4. Navajo, AZ	10. Robeson, NC
5. Los Angeles, CA	11. Cook, IL
6. McKinley, NM	12. Anchorage, AK

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Source: A & H continued.

TABLE D.5

SAMPLE BY STRATUM

County or Census District	Indian Population	Sample Population
<u>250-500</u>		
1. Del Norte, CA	473	28
2. Arapahoe, CO	250	15
3. Utah, UT	294	18
4. Kiowa, OK	309	19
5. Pawnee, OK	493	30
6. Haskell, OK	270	16
7. Lyman, SD	306	18
8. Ferry, WA	356	21
9. Pondera, MT	289	17
10. Escambia, FL	305	18
11. Leeke, MS	337	20
12. Fairfield, CT	371	22
13. Aroostook, ME	296	18
14. Penobscot, ME	370	22
15. Hudson, NJ	328	20
16. Nez Perce, ID	493	30
17. Missoula, MT	350	21
18. Upper Yukon, AK	499	30
<u>500-1000</u>		
1. Clark, NV	633	28
2. Montezuma, CO	590	26
3. Tulare, CA	889	40
4. Toas, NM	620	28
5. Uintah, UT	642	29
6. Custer, OK	504	23
7. McIntosh, OK	977	44
8. Shawnee, OK	569	26
9. Okfushee, OK	805	36
10. Bingham, ID	940	42
11. Benson, ND	777	35
12. Grays Harbor, WA	840	38
13. Dade, FL	684	31
14. St. Louis, MN	811	36
15. Outagamie, WI	596	27
16. Cattaraugus, NY	883	40
17. Jackson, MI	777	35
18. Cuyahoga, OK	927	42
19. Sitka, AK	954	43
20. Honolulu, HI	567	25

TABLE D.5 (continued)

<u>County or Census District</u>	<u>Indian Population</u>	<u>Sample Population</u>
<u>1001-2000</u>		
1. Contra Costa	1,106	38
2. San Francisco, CA	1,885	66
3. Washoe, NV	1,079	38
4. Seminole, OK	1,665	58
5. Ottawa, OK	1,295	45
6. Thurston, NE	1,108	39
7. Sedgwick, KA	1,089	38
8. Dewey, SD	1,276	45
9. Roosevelt, MT	1,648	58
10. Multnomah, OR	1,577	55
11. Terrebonne, LA	1,427	50
12. Neshoba, MS	1,101	35
13. Beltrami, MN	1,601	56
14. Niagara, NY	1,206	42
15. Franklin, NY	1,122	39
16. Yuma, AZ	1,204	42
17. Menominee, WI	1,291	45
<u>2001-5000</u>		
1. San Doval, NM	3,534	88
2. San Bernardino, CA	2,246	56
3. Pinal, AZ	3,395	84
4. Orange, CA	2,548	64
5. Cherokee, OK	2,783	70
6. Delaware, OK	2,211	55
7. Harris, TX	2,002	50
8. Yakima, WA	2,252	56
9. Big Horn, MT	2,087	52
10. Rolette, ND	2,941	74
11. New York, NY	2,118	53
12. Hennepin, MN	3,563	89
13. Kitsap, WA	4,287	107
14. San Diego, CA	3,822	95
<u>Over 5000</u>		
1. Navajo, AZ	12,202	244
2. Oklahoma, OK	6,515	130
3. Robeson, NC	15,362	307
4. Cook, IL	5,154	103
5. McKinley, NM	13,784	275
5. Anchorage, AK	5,594	112

TABLE D.6

REGIONS

Region	State(s)	Region	State(s)
1. Alaska	Alaska	10. Central Midwest	Illinois Indiana Iowa Kansas Kentucky Missouri Nebraska Ohio Tennessee
2. Pacific Northwest	Oregon Washington		
3. Pacific Southwest	California Nevada		
4. Hawaii	Hawaii		
5. Interior Southwest	Arizona New Mexico	11. South	Alabama Delaware Florida Georgia Louisiana Maryland Mississippi North Carolina South Carolina Virginia West Virginia
6. Central Plateau	Idaho Utah		
7. Rocky Mountain	Colorado Montana Wyoming		
8. Central Southwest	Arkansas Oklahoma Texas	12. New England	Connecticut Maine Massachusetts New Hampshire New Jersey New York Pennsylvania Rhode Island Vermont
9. Upper Midwest	Michigan Minnesota North Dakota South Dakota Wisconsin		

Sources A &amp; H continued

TABLE D.7  
SAMPLING ERROR BY SIZE OF GROUP

Sampling Error in Percent by Size of Group

<u>Reported Percentage</u>	<u>2,000</u>	<u>1,000</u>	<u>700</u>	<u>500</u>	<u>300</u>	<u>100</u>
50	3	4	5	6	8	14
30 or 70	3	4	5	6	7	13
20 or 80	2	4	4	5	6	11
10 or 90	2	3	3	4	5	8
5 or 95	1	2	2	3	4	

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TABLE D.8

SAMPLING ERRORS OF DIFFERENCES BETWEEN PERCENTAGES

Number of Interviews	2,000	1,000	700	500	400	300	200	100
<u>For Percentages From 30 to 65</u>								
2,000	3.2-4.0	3.9-4.9	4.4-5.5	5.0-6.2	5.5-6.9	6.2-7.8	7.4-9.2	10-12
1,000		4.5-5.6	4.9-6.1	5.5-6.9	5.9-7.4	6.2-7.8	7.2-9.2	10-13
700			5.3-6.6	5.9-7.4	6.3-7.9	6.9-8.6	8.0-10	11-13
500				6.3-7.9	6.7-8.4	7.3-9.1	8.4-10	11-13
400					7.1-8.9	7.6-9.5	8.7-11	11-14
300						8.2-10	9.1-11	12-14
200							10-12	15-15
100								14-17
<u>For Percentages Around 20 and 80</u>								
2,000	2.5-3.1	3.1-3.9	3.5-4.4	4.0-5.0	4.4-5.5	5.0-6.2	5.9-7.4	8.2-9.8
1,000		3.6-4.5	3.9-4.9	4.4-5.5	4.7-5.9	5.3-6.6	6.2-7.8	8.4-10
700			4.3-5.4	4.7-5.9	5.0-6.2	5.5-6.9	6.4-8.0	8.6-10
500				5.1-6.4	5.4-6.8	5.8-7.2	6.7-8.4	8.8-11
400					5.7-7.1	6.1-7.6	6.9-8.6	9.0-11
300						6.5-8.1	7.3-9.1	9.2-11
200							8.0-10	9.8-12
100								11-14
<u>For Percentages Around 10 and 90</u>								
2,000	1.9-2.4	2.3-2.9	2.6-3.2	3.0-3.8	3.3-4.1	3.7-4.6	4.4-5.5	
1,000		2.7-3.4	3.0-3.8	3.3-4.1	3.6-4.5	4.0-5.0	4.6-5.8	
700			3.2-4.0	3.5-4.4	3.8-4.8	4.1-5.1	4.8-6.0	
500				3.8-4.8	4.0-5.0	4.4-5.5	5.0-6.2	
400					4.2-5.2	4.6-5.8	5.2-5.9	
300						4.9-6.1	5.5-6.9	
200							6.0-7.5	
100								
<u>For Percentages Around 5 and 95</u>								
2,000	1.4-1.8	1.7-2.1	1.9-2.4	2.2-2.8	2.4-3.0	2.7-3.4		
1,000		1.9-2.4	2.1-2.6	2.4-3.0	2.6-3.2	2.9-3.6		
700			2.3-2.9	2.6-3.2	2.7-3.4	3.0-3.8		
500				2.8-3.5	2.9-3.6	3.2-4.0		
400					3.1-3.9	3.3-4.1		
300						3.6-4.5		
200								
100								



TABLE D.9

SEX AND AGE MATRIX OF PROPORTIONS FOR EACH REGION

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	Alaska	Pacific Northwest	Pacific Southwest	Hawaii	Interior Southwest	Central Plateau	Rocky Mountain	Central Southwest	Upper Midwest	Central Midwest	South	New England
	M/F	M/F	M/F	M/F	M/F	M/F	M/F	M/F	M/F	M/F	M/F	M/F
16-29	.19 .20	.20 .21	.21 .20	.24 .18	.20 .22	.24 .28	.19 .22	.18 .17	.19 .21	.20 .23	.24 .22	.16 .18
30-39	.11 .10	.10 .10	.09 .09	.11 .09	.09 .11	.09 .10	.10 .10	.08 .08	.09 .10	.10 .10	.09 .08	.09 .10
40-49	.09 .07	.08 .07	.07 .08	.09 .06	.07 .08	.06 .06	.07 .08	.08 .08	.07 .08	.07 .08	.07 .08	.08 .09
50-59	.06 .06	.05 .07	.05 .06	.06 .05	.05 .05	.04 .04	.06 .07	.06 .07	.06 .06	.04 .06	.05 .06	.06 .07
60-Over	.07 .06	.06 .07	.05 .10	.07 .05	.07 .06	.05 .04	.07 .07	.09 .11	.07 .07	.06 .06	.06 .06	.08 .10

Source: Overview

TABLE D.10

POPULATION, SAMPLE SIZE, SEX AND AGE QUOTAS, AND SAMPLING ERRORS FOR EACH REGION

Region	Population	Sample Size	Sex	16-29	30-39	40-49	50-59	60 and Over	Sample Error
Alaska	27,230	267	M	51	29	24	16	19	.06
			F	53	27	19	16	16	
Pacific Northwest	22,758	277	M	55	28	22	14	17	.06
			F	58	28	19	19	19	
Pacific Southwest	59,287	453	M	95	41	32	23	23	.05
			F	91	41	36	27	45	
Hawaii	567	25	M	6	3	2	2	1	.10
			F	5	2	2	2	1	
Interior Southwest	88,111	762	M	152	69	53	38	53	.04
			F	168	84	61	38	46	
Central Plateau	6,117	119	M	29	11	7	5	6	.09
			F	33	12	7	5	5	
Rocky Mountain	18,621	189	M	36	19	13	11	13	.07
			F	42	19	15	13	13	
Central Southwest	67,738	602	M	108	48	48	36	54	.04
			F	102	48	48	42	66	
Upper Midwest	44,173	425	M	81	38	30	26	30	.05
			F	89	43	34	26	30	
Central Midwest	15,041	183	M	37	18	13	7	11	.07
			F	42	18	15	11	11	
South	31,654	461	M	111	41	32	23	28	.05
			F	101	37	37	28	28	
New England	23,638	256	M	41	23	20	15	20	.06
			F	46	26	23	18	26	

Source: Overview

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TABLE D.11  
SMALL POPULATION GENERALIZATION SAMPLE

Region	County/ Census District	State	Indian Population	Sample Population
1. Alaska	Angeon	Alaska	215	22
2. Pacific Northwest	Josephine	Oregon	139	14
3. Pacific Southwest	Colusa	California	205	21
Pacific Southwest	Churchill	Nevada	234	23
4. Hawaii	Hawaii	Hawaii	41	4
5. Interior Southwest	Graham	Arizona	66	7
Interior Southwest	Dona Ana	New Mexico	108	11
6. Central Plateau	Weber	Utah	245	25
7. Rocky Mountain	Flathead	Montana	173	17
8. Central Southwest	Cotton	Oklahoma	212	21
Central Southwest	Kingfisher	Oklahoma	162	16
9. Upper Midwest	Berrien	Michigan	190	19
Upper Midwest	Ward	North Dakota	187	19
10. Central Midwest	Riley	Kansas	134	13
11. South	Hinds	Mississippi	91	9
South	Graham	North Carolina	186	19
12. New England	Umberland	Maine	101	10

Source: Overview

TABLE D.12  
SITES, SAMPLES, AND INTERVIEWERS

State	County/ Census District	Sample	Number of Interviewers
<u>Samples in Eastern States (alphabetical)</u>			
1. Alabama	Escambia	16	1
2. Connecticut	Fairfield	17	1
3. Florida	Dade	31	2
4. Illinois	Cook	92	5
5. Maine	Aroostook	14	1
6. Maine	Penobscot	17	1
7. Mississippi	Leake	16	1
8. Mississippi	Neshoba	45	2
9. New Jersey	Hudson	15	1
10. New York	Cattaraugus	40	2
11. New York	Erie	77	4
12. New York	Franklin	59	3
13. New York	Kings	62	3
14. North Carolina	Robeson	154	9
15. Ohio	Cuyahoga	42	2
16. Wisconsin	Menominee	58	3
17. Wisconsin	Outagamie	27	2
Total for Eastern States		782	42
<u>Samples in Hawaii and Alaska</u>			
1. Alaska	Upper Yukon	23	1
2. Alaska	Achorage	100	5
3. Alaska	Sitka	43	2
4. Hawaii	Honolulu	26	1
Total for Hawaii and Alaska		192	9
<u>Samples in Western States (alphabetical)</u>			
1. Arizona	Apache	128	6
2. Arizona	Navajo	122	6
3. Arizona	Maricopa	106	5
4. Arizona	Pinal	79	4
5. Arizona	Yuma	54	3
6. California	Contra Costa	50	2
7. California	Del Norte	22	1
8. California	Los Angeles	160	8
9. California	Orange	73	4
10. California	San Bernardino	65	3
11. California	San Diego	89	4

TABLE D.12 (Continued)

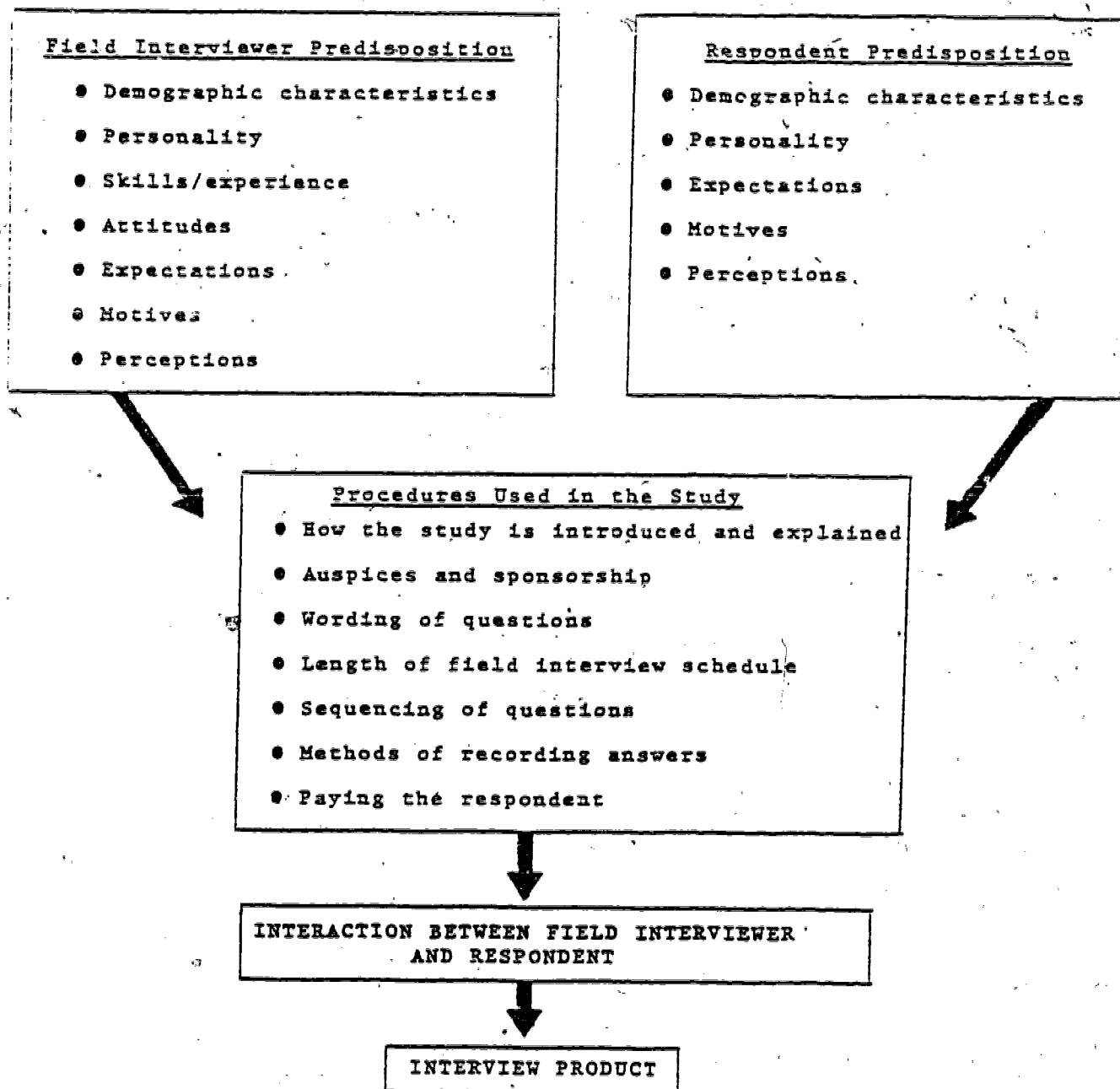
State	County/ Census District	Sample	Number of Interviewers	
<u>Samples in Western States (continued)</u>				
12.	California	San Francisco	55	3
13.	California	Tulare	40	2
14.	Colorado	Arapahoe	12	1
15.	Colorado	Montezuma	27	1
16.	Idaho	Bingham	42	2
17.	Idaho	Nez Perce	23	1
18.	Kansas	Sedgwick	49	2
19.	Kansas	Shawnee	26	1
20.	Louisiana	Terrebonne	42	2
21.	Minnesota	Beltrami	46	2
22.	Minnesota	Hennepin	84	4
23.	Minnesota	St. Louis	37	2
24.	Missouri	Jackson	36	2
25.	Montana	Big Horn	60	3
26.	Montana	Missoula	16	1
27.	Montana	Pondera	13	1
28.	Montana	Roosevelt	47	2
29.	Nebraska	Thurston	50	2
30.	Nevada	Clark	29	1
31.	Nevada	Washoe	49	2
32.	New Mexico	McKinley	138	7
33.	New Mexico	Sandoval	83	4
34.	New Mexico	San Juan	96	5
35.	New Mexico	Taos	29	1
36.	North Dakota	Benson	36	2
37.	North Dakota	Rolette	68	3
38.	Oklahoma	Cherokee	65	3
39.	Oklahoma	Custer	23	1
40.	Oklahoma	Delaware	64	3
41.	Oklahoma	Haskell	12	1
42.	Oklahoma	Kiowa	14	1
43.	Oklahoma	McKintosh	44	2
44.	Oklahoma	Okfuskee	37	2
45.	Oklahoma	Oklahoma	115	5
46.	Oklahoma	Ottawa	59	3
47.	Oklahoma	Johnston	23	1
48.	Oklahoma	Seminole	49	2
49.	Oregon	Multnomah	45	2
50.	South Dakota	Dewey	58	3
51.	South Dakota	Lyman	14	1
52.	Texas	Harris	57	2
53.	Utah	Unitah	30	1
54.	Utah	Utah	14	1
55.	Washington	Ferry	16	1
56.	Washington	Grays Harbor	38	2

TABLE D.12 (continued)

<u>State</u>	<u>County Census District</u>	<u>Sample</u>	<u>Number of Interviewers</u>
<u>Samples in Western States (continued)</u>			
57. Washington	Kitsap	99	5
58. Washington	Yakima	<u>66</u>	<u>3</u>
Total for Western States		3,123	178
79 Sites	GRAND TOTAL	<u>4,097</u>	<u>201</u>

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FIGURE D.3  
SOURCES OF BIAS



Source: Hackbert: Final Consultation Report.

FIGURE D.4

FIELD INTERVIEWER'S TRAINING PROGRAM

National Indian Management Service of America, Inc.

Day 1

---

9:00 a.m.	Unit 1:	Welcome and Schedule
10:00 a.m.	Unit 2:	Orientation
11:00 a.m.	Unit 3:	Purpose of the Study

---

-----Lunch-----

1:00 p.m.	Unit 4:	Building good Interview Relationships
2:00 p.m.	Unit 5:	Making the Initial Contact
3:00 p.m.	Unit 6:	Sampling Principles and Procedures
4:00 p.m.		Adjourn

---

Day 2

---

9:00 a.m.	Unit 7:	Using the Field Interview Schedule
10:00 a.m.	Unit 8:	Stimulating Discussion--Probing
11:00 a.m.	Unit 9:	Recording the Interview

---

-----Lunch-----

1:00 p.m.	Unit 10:	Practice Interviewing
3:00 p.m.	Unit 11:	Non-Response and Call-back Strategy
4:00 p.m.		Adjourn

---

Day 3

---

9:00 a.m.	Unit 12:	Diagnosing Interviewer Effectiveness
10:00 a.m.	Unit 13:	Administrative Procedures
11:00 a.m.	Unit 14:	Office Forms

---

-----Lunch-----

1:00 p.m.	Unit 15:	Distributing Household Sample Addresses
2:00 p.m.	Unit 16:	Debriefing the Field Interviewers
3:00 p.m.	Unit 17:	Evaluation and Summary
4:00 p.m.		Adjourn

---

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FIGURE D.5

INSTRUCTOR'S MATERIALS/NEWSPRINTS

Newsprint	Title
N1	Training Materials
N2	Study Objective
N3	PL 92-310
N4	Purposes of the Field Study
N5	Agenda
N6	Main Sub-Points
N7	Five Points of the Initial Contact
N8	Typical Respondent Questions
N9	Main Points of the Sampling Design
N10	Household Listing on the Control Card
N11	Non-Sample and Non-Interview Codes
N12	Side 1 of the Control Card
N13	Side 2 of the Control Card
N14	Interviewer Checks within the Field Interview Schedule
N15	"Skipping" Sequences
N16	Page 7 of the Field Interview Schedule
N17	Page 8 of the Field Interview Schedule
N18	Page 9 of the Field Interview Schedule
N19	Page 10 of the Field Interview Schedule
N20	Appropriate Probes
N21	Examples of "Open-Ended" Questions
N22	Examples of "Closed" Questions and of "Write-Up" Questions
N23	Example of Completed Field Interview Schedule Page
N24	Field Interview Selected Topical Areas
N25	Definitions of Non-Sample and Non-Interviewer
N26	Control Card
N27	Control Card
N28	Sources of Bias in Conducting the Interview and Recording the Responses
N29	Progress Report Forms
N30	Interviewer Evaluation
N31	Types of Response Error
N32	Field Interviewer Production Schedule
N33	Travel Expense Report
N34	Time Sheet to Report Time Worked
N35	Material Request Form
N36	Sample Address Summaries

Source: Overview

FIGURE D.6

TRAINING MATERIALS/HANDOUTS

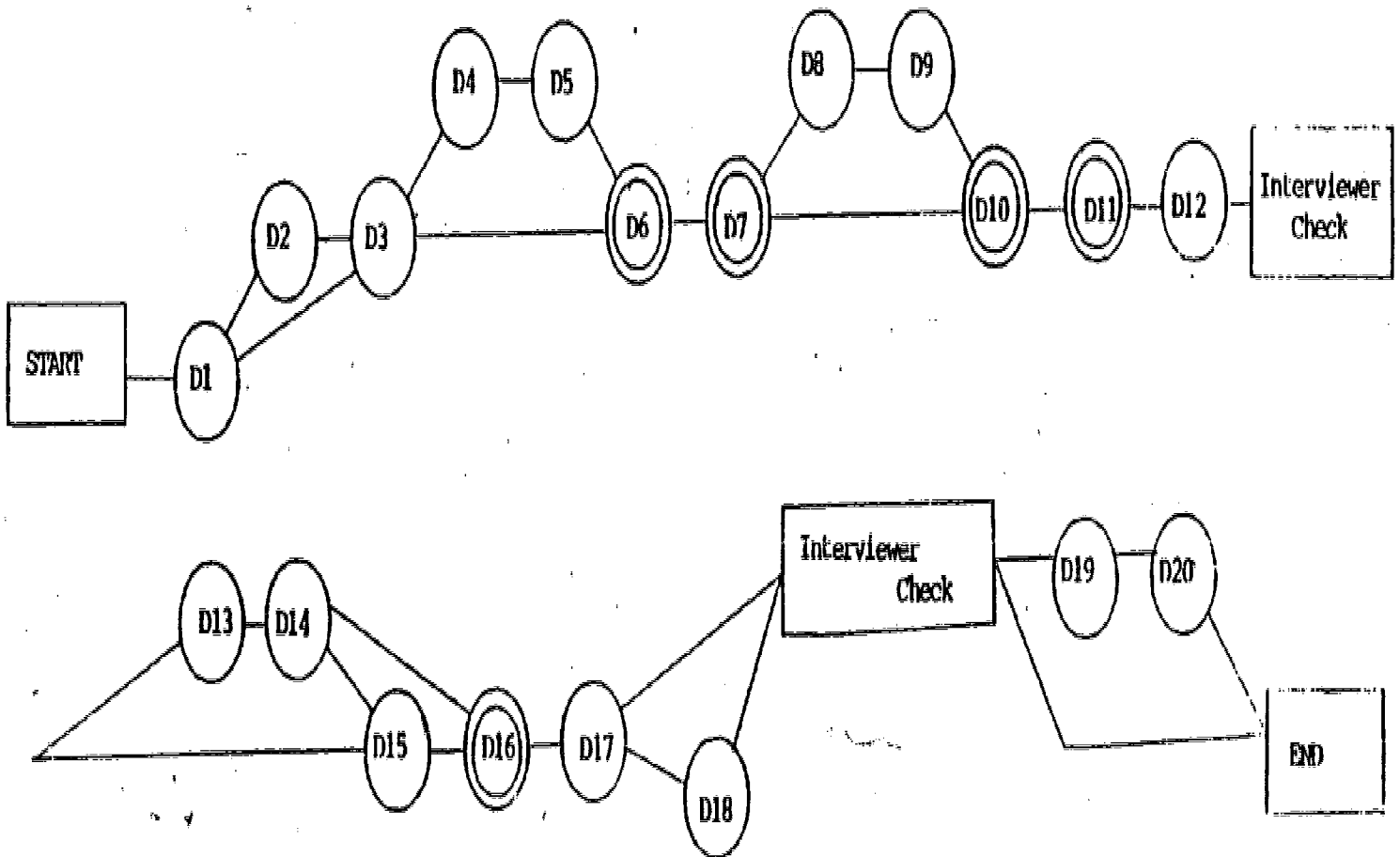
1. Field Interviewer Folder.
2. Field Interviewers Manual.
3. Overview of the Survey of Adult Indian Education: Needs and Programs.
4. Corporate Description of NIMS.
5. Assessment of Unit 1: Welcome and Schedule
6. Statement of Professional Ethics and Privacy Act of 1974 (Manual).
7. Assessment of Unit 2: Orientation.
8. Description of the Survey (Manual).
9. Major Subjects (Purposes and Design of the Field Interviewers Training Program).
10. Uses and Users of the Results (Manual).
11. Field Interviewer Responsibilities (What is Your Job in the Survey of Education?).
12. Steps in Conducting a Survey (Manual).
13. Assessment of Unit 3: Purpose of the Survey.
14. Interviewing (Manual).
15. How to increase the Respondent's Receptivity (Manual).
16. How to Introduce Yourself (Manual).
17. Assessment of Unit 5: Making the Initial Contact.
18. Non-Response and Call-Back Strategy (Manual). Duplicated by #28.
19. Control Cards for Each Trainee.
20. The Adult Indian Education Survey Questionnaire (Manual).
21. Maintaining Rapport (Manual).
22. Gathering Personal Data Information (Manual).
23. Assessment of Unit 7: Using the Questionnaire.
24. Stimulating Discussion--Probing.
25. Assessment of Unit 8: Stimulating Discussion--Probing.
26. Recording the Interview (Manual).
27. Assessment of Unit 10: Practice Interviewing.
28. Non-Response and Call-Back Strategy (Manual). Duplicated by #18.
29. Assessment of Unit 11: Non-Response and Call-Back Strategy.
30. Assessment of Unit 12: Diagnosing Interviewer Effectiveness.
31. Assessment of Unit 13: Administrative Procedures.
32. Assessment of Unit 17: Evaluation Summary.

Source: Overview

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FIGURE D.7

ADULT INDIAN EDUCATION FIELD STUDY, FIELD INTERVIEW, SEQUENCE EDUCATION



Source: Hackbert, Final Consultation Report

TABLE D.13  
 FIELD INTERVIEW TRAINING PROGRAM  
 WESTERN STUDY  
 BEGINNING JULY 1, 1979  
 ENDING JUNE 30, 1980

SUMMARY

LOCATION	DATE	SAMPLE	NUMBER OF INTERVIEWERS
1. Tacoma, WA	July 18-20, 1979	264	(13)
2. San Francisco, CA	July 23-25, 1979	355	(16)
3. Los Angeles, CA	July 26-28, 1979	427	(21)
4. Flagstaff, AZ	Aug. 15-17, 1979	383	(19)
5. Albuquerque, NM	Aug. 20-22, 1979	385	(19)

1,814 (88)

STATE	COUNTY SITES	SAMPLE	NUMBER OF INTERVIEWERS
-------	--------------	--------	------------------------

Training Session Location: Tacoma, WA  
Dates: July 18-20, 1979

1. Washington	1. Ferry	16	( 1)
	2. Grays Harbor	38	( 2)
	3. Kitsap	99	( 5)
	4. Yakima	66	( 3)
2. Oregon	5. Multomah	45	( 2)

264 (13)

Training Session Location: San Francisco, CA  
Dates: July 23-25, 1979

1. California	1. Contra Costa	50	( 2)
	2. Del Norte	22	( 1)
	3. San Francisco	55	( 3)
2. Nevada	4. Clark	29	( 1)
	5. Washoe	49	( 2)

205 ( 9)

Training Session Location: Los Angeles, CA  
Dates: July 26-28, 1979

1. California	1. Orange	73	( 4)
	2. San Bernardino	65	( 3)
	3. Tulare	40	( 2)

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Table D.13 (continued)

STATE	COUNTY SITES	SAMPLE	NUMBER OF INTERVIEWERS
	4. San Diego	39	(4)
	5. Los Angeles	<u>160</u>	<u>(8)</u>
		427	(21)
Training Session Location: Flagstaff, AZ			
Dates: August 15-17, 1979			
1. Arizona	1. Apache	128	(6)
	2. Navajo	122	(6)
	3. Pinal	70	(4)
	4. Yuma	54	(3)
	5. Maricopa	106	(5)
2. Utah	6. Uintah	30	(1)
	7. Utah	<u>14</u>	<u>(1)</u>
		533	(26)
Training Session Location: Albuquerque, NM			
Dates: August 20-22, 1979			
1. Colorado	1. Arapahoe	12	(1)
	2. Montezuma	27	(1)
2. New Mexico	3. San Doval	83	(4)
	4. Taos	29	(1)
	5. McKinley	138	(7)
	6. San Juan	<u>96</u>	<u>(5)</u>
		385	(19)
Training Session Location: Chicago, IL			
Dates: February 26-28, 1979			
1. Wisconsin	1. Menominee	58	(2)
	2. Quatagamie	27	(1)
2. Illinois	3. Cook	92	(5)
3. Ohio	4. Cuyahuga	<u>42</u>	<u>(2)</u>
		219	(10)
Training Session Location: Syracuse, NY			
Dates: March 1-3, 1979			
1. New York	1. Cattaraugus	40	(2)
	2. Kings	62	(3)
	3. Erie	77	(4)
	4. Franklin	59	(3)

Table D.13 (continued)

STATE	COUNTY SITES	SAMPLE	NUMBER OF INTERVIEWERS
2. Maine	5. Arrostook	14	(1)
	6. Penobscot	17	(1)
3. Connecticut	7. Fairfield	17	(1)
4. New Jersey	8. Hudson	<u>15</u>	<u>(1)</u>
		301	(16)
Training Session Location: Lumberton, NC			
Dates: March 5-7, 1979			
1. Alabama	1. Escambia	16	(1)
	2. Leake	16	(1)
2. Mississippi	3. Neshoba	45	(2)
	4. Dade	31	(2)
3. Florida	5. Robeson	<u>154</u>	<u>(8)</u>
4. North Carolina		262	(14)
Training Session Location: Westgate Motel--Oklahoma City			
Dates: March 20-22, 1979			
1. Oklahoma	1. Cherokee	65	(3)
	2. Seminole	49	(2)
	3. Custer	23	(1)
	4. Delaware	64	(3)
	5. Haskell	12	(1)
	6. Kiowa	14	(1)
	7. McIntosh	44	(2)
	8. Okfushee	37	(2)
	9. Ottawa	59	(3)
	10. Johnston	23	(1)
	11. Oklahoma	115	(5)
2. Texas	12. Harris	57	(2)
3. Louisiana	13. Terrebonne	<u>42</u>	<u>(2)</u>
		604	(28)

Table D.13 (continued)

STATE	COUNTY SITES	SAMPLE	NUMBER OF INTERVIEWERS
<u>Training Session Location: Great Falls, MT</u>			
<u>Dates: April 25-27, 1979</u>			
1. Montana	1. Roosevelt	47	( 2)
	2. Big Horn	60	( 3)
	3. Missoula	16	( 1)
	4. Pondera	13	( 1)
2. Idaho	5. Bigham	42	( 2)
	6. Nez Perce	<u>23</u>	<u>( 1)</u>
		201	(10)
<u>Training Session Location: Bismarck, ND</u>			
<u>Dates: April 25-27, 1979</u>			
1. North Dakota	1. Benson	36	( 2)
	2. Rolette	68	( 3)
2. South Dakota	3. Lyman	14	( 1)
	4. Dewey	<u>58</u>	<u>( 3)</u>
		176	( 9)
<u>Training Session Location: Kansas City, KS</u>			
<u>Dates: May 2-4, 1979</u>			
1. Nebraska	1. Thurston	50	( 2)
2. Kansas	2. Sedwich	49	( 2)
	3. Shawnee	26	( 1)
3. Missouri	4. Jackson	<u>36</u>	<u>( 2)</u>
		161	( 7)
<u>Training Session Location: Minneapolis, MN</u>			
<u>Dates: May 2-4, 1979</u>			
1. Minnesota	1. Beltrami	46	( 2)
	2. Hennepin	84	( 4)
	3. St. Louis	<u>37</u>	<u>( 2)</u>
		167	( 8)

EXHIBIT D.1

FIELD INTERVIEWERS' PROGRESS REPORT

Date: \_\_\_\_\_ Week \_\_\_\_\_

1. Total number of control cards received. . . . . \_\_\_\_\_
2. Number of control cards in non-sample categories. \_\_\_\_\_
3. Number of field interviews within non-interviews. \_\_\_\_\_
4. Total number of completed interviews. . . . . \_\_\_\_\_

\_\_\_\_\_

5. Response rate . . . . . \_\_\_\_\_
6. Ambiguous answers . . . . . \_\_\_\_\_
7. Refusals. . . . . \_\_\_\_\_
8. Field Interview Schedules evaluated as  
"less than fully complete". . . . . \_\_\_\_\_
9. Uniformity . . . . . \_\_\_\_\_
10. Other "no-no's" . . . . . \_\_\_\_\_

COMMENTS:

Source: Hackbert, Final Consultation Report.

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EXHIBIT D.2  
SAMPLE ADDRESS SUMMARY

ID NUMBER					RESPONDENT NAME ADDRESS CITY, STATE, ZIP CODE	RESULTS OF CALLS*			COMMENTS
FIELD	INTERVIEWER	RESPONDENT				1st	2nd	3rd	

\*NON-SAMPLE    NON INTERVIEW  
 UFI                    NAE  
 MOV                   RNAE  
 EV                     TU  
 AND                    REF  
 NSA  
 NER

Source: Hackbert: Final Consultation Report

EXHIBIT D.3  
INTERVIEWER EVALUATION

1. How interesting was the interview?
2. About how long was the interview?
3. How did you feel about the length?
4. Do you feel you were able to express your opinions fully?
5. How well did the interviewer conduct the interview?
6. How well did the interviewer explain the purpose of the study?
7. What suggestions do you have that would make an interview like this more pleasant?

If you do not remember the interview, please check the box and return the form.

Source: Hackbert, Final Consultation Report.

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EXHIBIT D.4  
FLASH CARDS USED IN THE HOME INTERVIEWER STUDY

- A. \_\_\_\_\_ UNDER \$100 PER MONTH
- B. \_\_\_\_\_ \$100-149
- C. \_\_\_\_\_ \$150-199
- D. \_\_\_\_\_ \$200-249
- E. \_\_\_\_\_ \$250-299
- F. \_\_\_\_\_ \$300-349
- G. \_\_\_\_\_ \$350-399
- H. \_\_\_\_\_ \$400-499
- I. \_\_\_\_\_ \$500-599
- J. \_\_\_\_\_ \$600-699
- K. \_\_\_\_\_ \$700-899
- L. \_\_\_\_\_ OVER \$900

Extremely  
Satisfied

Extremely  
Dissatisfied

1    2    3    4    5    6    7

TO BE RETAINED BY PERMIT HOLDER

I, the undersigned ( ) parent ( ) guardian  
of \_\_\_\_\_  
Instruction Permit Number \_\_\_\_\_  
do hereby consent to his or her operation  
of a motor vehicle upon the public highway  
when accompanied by \_\_\_\_\_  
\_\_\_\_\_ who is at least 25  
years of age and is the holder of a valid  
operator's or chauffeur's license number  
\_\_\_\_\_

\_\_\_\_\_  
Signature of parent or guardian

\_\_\_\_\_  
Date

Danger Signals

Bleeding  
Chills and fever  
Extreme shortness of breath  
Dizzy spells  
Swelling  
Problems with visio

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- 55 -

**WANTED: PERSON FOR TEACHER'S AIDE**

Must have high school diploma. Be neat, well groomed, and able to cope with children. Would prefer someone with elementary age child or children. Regular working hours 8:00 a.m. - 3:00 p.m. Must be willing to attend inservice training programs for one-half day on Saturdays for the first month of employment. Inservice participants will receive compensation for time spent in inservice. Contact R.V.Layne, Principal, Castlerock Elementary School, 1110 South Crest Road, Little Rock, Arkansas or phone for appointment 837-7904

**BUILDING MAINTENANCE.**

Full time. We are looking for a conscientious person to be responsible for interior and exterior building appearance. You must be able to perform minor electrical, plumbing and carpentry repair work. Some knowledge of heating and air conditioning desirable but will consider training. We offer liberal company benefits including a good retirement hospitalitation and life insurance. Write Box W-16, c/o this paper

**STATE OF MISSISSIPPI**

SS:

**SUNFLOWER COUNTY**

I hereby accept service of the Subpoena requiring my attendance as a Juror in the District Court of Mississippi, Indianola, when notified and acknowledge the receipt of said Subpoena received this day from the Sheriff of said County.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 1977

Signature \_\_\_\_\_

ADDRESS \_\_\_\_\_ Phone \_\_\_\_\_

**SUBSTITUTE LIBRARIAN**

to work at information desk, irregular hours throughout the year. MLS required, experience in public library reference work preferred. Salary dependent upon experience - \$4.96 - \$5.40 per hour. Apply at Public Library Office, 307 East College Street

**HOST/HOSTESS**

for Noon hour meal only. 10 a.m. - 2 p.m. M-F. Apply Hungry Horse, Hwy 9 North

**COUNTER HELP WANTED**

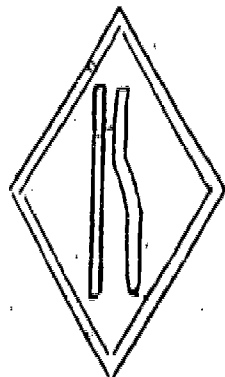
for Saturday mornings. Folding clothes and counter work. Wee Wash It, 326 South Fulton

**7A Detergents, Bleaches, Grooming Aide, Paper Goods**

CONFIDENTIAL INFORMATION

GROOM	GROOM-RACE	Number of This Marriage	If Previously Married Last Marriage Ended		EDUCATION-Specify Highest Grade Completed		
	White, Negro, American Indian, Etc. (Specify)		First, Second, or Annulment (Specify)	By Death, Divorce, or Annulment	On Mon. YR	Elementary	High School
18.		19.	20a.	20b.	21.		
BRIDE	BRIDE-RACE	Number of This Marriage	If Previously Married Last Marriage Ended		EDUCATION-Specify Highest Grade Completed		
	White, Negro, American Indian, Etc. (Specify)		First, Second, or Annulment (Specify)	By Death, Divorce, or Annulment	On Mon. YR	Elementary	High School
22.		23.	24a.	24b.	25.		

STATE COPY



**HELP WANTED!**  
**APPLY IN PERSON**  
**HOURS 4 to 8 p.m.**  
**JOBS OPEN FOR CLERKS!**

**EMERGENCY TREATMENT**  
 External - flush with water, then wash with vinegar  
 Internal - drink large quantities of water or milk  
 Eyes - flush immediately with water for at least 10 minutes  
 Then call physician

*Handwritten notes in several boxes:*  
 - Top box: *... ..*  
 - Middle box: *...*  
 - Bottom box: *...*



EXHIBIT 4.D (continued)

EMPLOYEE EVALUATION FORM

	Poor	Adequate	Fair	Good	Excellent
Overall Evaluation:	=	=	=	=	=
Recommendation:	Dismiss	Retain	Promote		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Signature of Supervisor

I, \_\_\_\_\_, have read the evaluation of me and (agree/disagree) with it.  
 (If you disagree with the evaluation recommendations, comments, explain why.)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Signature of Employee

HOW DO PARTICIPANTS USE FOOD STAMPS?

Anyone in the household can take food stamp book to an authorized food store and use stamps like money to buy food. Food stamps can be used to buy almost any food, or seeds and plants to grow food for the recipient's own use. They cannot be used to buy liquor, beer, cigarettes, soap, or other non-food items. And recipients cannot sell food stamps to the grocer or anyone else. Most stores are authorized to accept food stamps.

ALL BRANDS 60¢  
 Correct Change Only  
 Use Nickels, Dimes or  
 Quarters  
 Only  
 ALLOW COINS TO DROP  
 BEFORE MAKING SELECTION

EXHIBIT 4.D (continued)

SUNFLOWER COUNTY COURTHOUSE	
BUILDING DIRECTORY	
Agency or Person	Room
Auditor	117
Clerk of Court	206
District Attorney	211
Family & Children's Service	219
Food Stamp Program	222
Health Department	127
Motor Vehicle Department	102
Public Works	109
Sheriff	103

Prison Control Center	764-7667
-----------------------	----------

11:00	(2)	Mary Hartman, Mary Hartman
	(3)	Serronette
	(4)	Local News
	(6)	USC Update
	(12)	Furniture Repair

EQUIPMENT CHECKOUT			
All equipment must be returned to this desk. Courts may be reserved for no more than one hour. Observe rules posted in your playing area.			
NAME	TIME IN	TIME IN	EQUIPMENT CHECKED OUT





Index

Civil Court of the City of New York  
County of New York

Frank's Used Cars, Inc. Plaintiff

Against

Tom Pendergrast Defendant

## **SUMMONS**

### INDORSED COMPLAINT

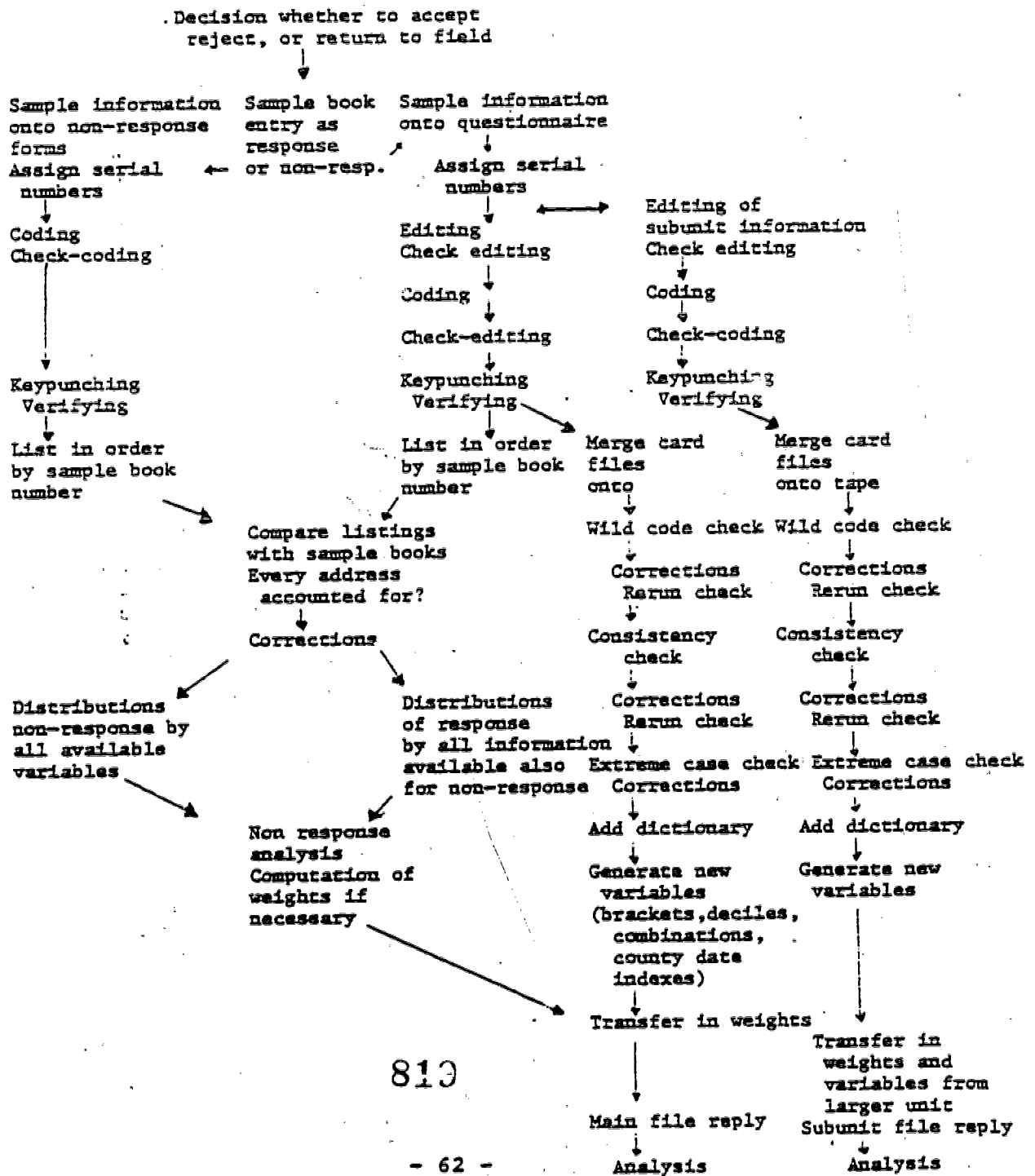
A statement of the nature and  
substance of the plaintiff's  
cause of action is as follows:

Action for money damages, for  
\$240.00 due owing plaintiff  
from said date

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DATA PROCESSING FLOW-FROM RECEIPT OF QUESTIONNAIRE/  
INTERVIEWS TO DATA READY FOR ANALYSIS



# THE ADULT INDIAN EDUCATION SURVEY

## FIELD INTERVIEW SCHEDULE

### DATA PROCESSING FLOW

The following paper describes briefly the requirements for handling the data processing flow from receipt of the field interview schedule to the point in which the data will be ready for analysis. The paper is divided into six sections. Each section specifies the steps required to complete that section and the interface between one section and another.

The six sections are:

- (1) Field Control Procedures
- (2) Editing and Check Editing Procedures
- (3) Coding and Check Coding Procedures
- (4) Cleaning of Wild Codes and Inconsistencies
- (5) Generating Study Variables
- (6) Response Rate Analysis and Reporting Procedures

Because of the complexity of the Adult Indian Education Survey in terms of resource allocation and timing, it is proposed that a data processing manual be prepared which specifies in writing the requirements of each of the above sections prior to the actual processing of data during the survey production period. By anticipating the steps required and the relationship of one section to another, we would hope to offset any major problems which could hinder the data processing during the field interview production phase.

#### Field Control Procedures

The field control procedures section will describe in detail how the data processing manager proposes to check to make sure that every field interview schedule and control card is properly accounted for. Because the field study is a probability sample, it is imperative that each

sampled household address be recorded within each of the counties sampled throughout the United States. Each field interviewer will have a sample address summary form which specifies the households assigned to each field interviewer. Further, the data processing manager will prepare and organize the data processing manual in such a way that the field interviewers, counties, and sampled respondents can be easily identified. In summary then, the field control procedures section of the data processing manual will specify the following steps:

- (1) Procedures to check in field interview schedule and control cards
- (2) Procedures to account for each field interview schedule and control card within each sampled unit (county in the study)
- (3) Procedures for the pre-editing process which includes assigning serial numbers and making entries into the data processing manual
- (4) Procedures to record the written comments of the field interviewers within each of the thumbnail sketches
- (5) Procedures to record the written comments of the field interviewers for interviews designated as a response, a non-response, as well as, procedures to return field interview schedules and control cards to the field if needed
- (6) Procedures to transcribe control card information to the field interview schedule worksheets
- (7) Procedures to separate control cards from the field interview schedule and to record them in the data processing file

#### Editing and Check Editing Procedures

The editing and check editing procedures section of the data processing manual will be prepared to assist data processing personnel to code the field interview schedules and control cards. It is anticipated that certain items will be missing from the control cards and field interview schedules, and procedures must be worked out for assigning missing

values. Because some information is obtained on the control card as part of the interview, a worksheet must be prepared for key punchers. These worksheets must also be able to interface with the field interview schedule (Optical Scan Form) for merging finally on the computer tape.

The editing and check editing procedures section of the data processing manual will focus upon the following steps:

- (1) Procedures to record missing values
- (2) An example of the worksheet for the control card key punching
- (3) A sample of a field interview schedule worksheet
- (4) Procedures to check the editing procedures
- (5) A detailed schedule of the time and resource requirements to convert the machine readable field interview schedule forms the key punching requirements of the control card to computer tape

#### Coding and Check Procedures

The coding consists of assigning a number or symbol to each answer on the field interview schedule and control card which fall in a predetermined class. In other words, the coding and check coding procedures will be regarded as the classification process necessary for tabulation. In the design of the field interview schedule and control card, the data source table is the primary tool which will assist in the coding process.

The coding and check coding procedures, as specified in the data processing manual, will specify the following:

- (1) The procedures and instructions (conventions & standards) for converting and recording the data from the field interview schedule, control card, and thumbnail sketch
- (2) An example of a correctly coded field interviewer schedule, control card, and thumbnail sketch with coded symbols for open-end questions

### Cleaning of Wild Codes and Inconsistencies

Once the coding is done the data goes to the key punching and optical scanning operation. The key punching should be a very straight-forward, rapid, and reasonably error-free procedure with a verification process built in to reduce errors even more. At the same time, the optical scan operation should assist us in cleaning the data, checking for wild codes, and inconsistencies. It is anticipated that this phase of the data processing will be done in batches weekly as the field interview production phase moves from county site to county site. We cause we would anticipate that there may be anywhere from 10 to 15 computer cards full of material for each interview coming from both the key punch and the optical scan output. Procedures must be created to merge the data decks, merge and mount the data on tape so that it can be used with ease.

The steps in the cleaning of the data are proposed as follows:

- (1) Prepare procedures to anticipate "wild codes" that may be unacceptable
- (2) Prepare procedures to check for inconsistencies
- (3) Prepare procedures for checking of missing data

### Generating Study Variables

Once the original data from the field interview schedule, control card, and thumbnail sketch have been cleaned and is on computer tape, it will be necessary to create new variables and to add them to the tape. The microdata file is the primary tool to assist us in this operation. First, there are variables containing information not collected in the interview or inserted by the interviewer but having to do with the area in which the respondent lives. These tend mostly to be data about the county

of the state and may be taken from other secondary sources. The second kind of added data consists of class interval or bracket codes on quantitative information. The third kind of data to be generated consists of combinations of other variables; for example, income and poverty indices.

It is not the responsibility of the data processing manager to provide a forecast as to the steps required in the variable generation. This falls within the purview of the project director. The project director will specify the various bits of information required to generate dependent variables, explanatory variables, and other indices. It is the responsibility of the data processing manager to provide periodic reports to the project director as to the status of the codes for each of the variables.

#### Response Rate Analysis and Reporting Procedures

Part of the documentation required for the field study will be the summary of the experience in editing, coding, and cleaning of data. The lists of codes for each of the open-ended questions will be extremely useful. Some account of the distribution among interviews as to the number of unrecorded answers per interview will also be helpful. Similarly, it is important to anticipate the types of reports from the data processing manager as to the areas of greatest difficulty in controlling, editing, coding, and tabulating data prior to, as well as problems are encountered. Under the pressure of work, it is often difficult to insure that proper notes are made of problems. Hence, the need for the data processing manual. A technical presentation at the conclusion of the study should, not only improve the understanding of the total study report, but also provide the base on which to improve processing of future studies.

It is anticipated that weekly telephone communication, as well as, bi-monthly written reports will specify the step by step processing and response rates for each county, each field interviewer, and each respondent.

The bi-monthly data processing report should specify the following information for completed questionnaires (field interview schedule and control cards):

- (1) Accuracy
- (2) Consistency
- (3) Uniformity
- (4) Completeness~~s~~
  - a. to questions
  - b. to control card
  - c. to field interview schedule
- (5) Number of field interview schedules accepted, rejected, and/or returns to field

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## APPENDIX E:

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## APPENDIX F: GLOSSARY OF TERMS

The following section is presented to clarify definitions of some of the general terms used in this report.

American Indian. The definition of Indian is a problem which the OIE is presently trying to solve. While the BIA definitions of Indian include a 1/4 blood quantum requirement, OIE has extended its definition to include members of Indian tribes and Indian organizations who may not meet this blood quantum requirement. Under the options that OIE is considering any one or more of the following four elements is presented as a sufficient defining characteristic: 1) blood quantum; 2) reservations and/or tribal membership; 3) community recognition; 4) self-identification. However, for the purposes of the present study, unless specifically stated otherwise, "Indians" are American Indians, Native Alaskans and Indian residents of Hawaii who could be served by OIE under Title IV. Since all of these individuals meet either a blood quantum or tribal membership requirement or both, the term "Indian", for this study then, means any individual who: 1) possesses at least 1/4 Indian blood; or 2) is a member of any federally recognized tribe, nation or band of Indians; or 3) is an Eskimo, Aleut, other Alaskan Native, or 4) is an Indian resident of Hawaii.

Reservation. As was mentioned earlier, the present needs assessment includes those Indians on reservations, as well as urban Indians and those not living on reservations. It should be clear that the term "reservation" is used in the present study to denote those

federal and state lands maintained and controlled by Indians and served by the Bureau of Indian Affairs, as well as Native Alaskan corporations and organizations.

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