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ABSTRACT

In the last 5 to 10 years, various organizations and federal agencies have identified and given recognition to projects using exemplary educational practices with Indian student populations. This document describes 15 innovative, often grassroots, projects previously validated by the Bureau of Indian Affairs, the Office of Indian Education, or other organizations. Each entry outlines program goals; identifies 1 of the 10 National Education Goals for American Indians and Alaska Natives addressed by the program; discusses demographics, program components, Native American context, and evaluation and validation procedures; and lists indicators of project success. Programs include such features as: (1) culturally based literacy education, computer instruction, GED preparation, occupational awareness education, or parenting education in programs designed for the specific needs of Indian adults; (2) instruction in radio journalism and broadcasting for reservation K-12 students; (3) a master's in education program with emphasis on Indian gifted education; (4) dropout prevention through Native-language and cultural education; (5) an after-school program aimed at substance abuse prevention; (6) home-based instruction for children aged 0-5 and their families; (7) use of computers and other technology in a bilingual bicultural program; (8) language and cultural education drawing on both human resources (elders) and technology; (9) teacher professional development in holistic approaches to language arts and guidance; (10) a buddy program linking kindergarten students with mentors in grades 6-8; (11) extensive instructional and support services for limited-English-proficient students in an ethnically diverse middle school; and (12) restructured curriculum to respond to cultural diversity, communication problems, dysfunctional families, and transient students. The National Education Goals for American Indians and Alaska Natives, the Indian America: Goals 2000, and National Education Goals are listed and describe agency recognition programs. Appendixes contain information on the Lab Network and Agencies/Recognition programs, and a list of abbreviations/acronyms. (SV)

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RC 020210

Promising Programs in Native Education

*The Native Education Initiative: A Laboratory
Network Program collaboration among*

FWL

Far West Laboratory for Educational Research

McREL

Mid-continent Regional Educational Laboratory

NCREL

North Central Regional Educational Laboratory

NWREL

Northwest Regional Educational Laboratory

RBS

Research for Better Schools, Inc.

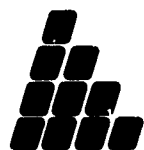
SEDL

Southwest Educational Development Laboratory

and


SERVE

SouthEastern Regional Vision for Education
Associated with the School of Education
University of North Carolina at Greensboro



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LABORATORY NETWORK**

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Table of Contents

Acknowledgments	iv
Foreword	v
Introduction	vii
Programs	1
Adult Education Program, Denver Indian Center, Inc.	2
Alamo Navajo Community Radio Station Program	6
American Indian Teacher Training Program	8
Cass Lake-Bena Indian Education Program	14
Cherokee Nation of Oklahoma Adult Education Program	18
Choctaw After-School Program	22
The Circle of Learning, Denver Indian Center, Inc.	26
Mississippi Band of Choctaw Indians Adult Education Program	28
Project Tradition and Technology	32
Quileute Indian Education Program	36
Salmon River Central School Indian Education Project	38
Santa Clara Day School	42
Sky City Buddy Works Program	44
Van Buren Middle School	46
West Anchorage High School	50
Goals	55
National Education Goals for American Indians and Alaska Natives	56
Indian America: Goals 2000	58
National Education Goals	59
Appendices	61
Lab Network	62
Agencies/Recognition Programs	64
Bureau of Indian Affairs Outstanding Schools Programs, 1993	64
Blue Ribbon Schools Program	64
Exemplary Programs in Indian Education	65
Office of Indian Education Effective Showcase Projects	65
List of Abbreviations/ Acronyms	67



Acknowledgments

By Barbara Davis, Project Editor
SERVE
Tallahassee, FL

As with any collaborative effort, many people have worked on this monograph since its inception. In the early stages of development, Joann Sebastian Morris of the Mid-continent Regional Educational Laboratory (McREL) took the lead, along with Anita Tsinnajinnie of the Northwest Regional Educational Laboratory (NWREL), Margaret Lion of Research for Better Schools (RBS), Nancy Livesay of the South Eastern Regional Vision for Education (SERVE), and Nancy Fuentes of the Southwest Educational Development Laboratory (SEDL).

Along the way, some of our members were rewarded for their hard work and talents with promotions, that while warranted, took them away from our collaborative. Joann Sebastian Morris, Sault Ste. Marie Chippewa, is now the Special Assistant for Education, Office of the Assistant Secretary, Bureau of Indian Affairs. Anita Tsinnajinnie, Navajo, is now the Executive Director of the Navajo Nation Division of Education. Both of these women have continued to offer assistance and advice for this monograph while attending to the overwhelming responsibilities of their new positions.

Additional writers who helped update program information were Janice Dilliplane-Kruse and Bob Bhaerman of RBS, Nancy Fuentes of SEDL, and Joe Achocoso, in affiliation with SEDL. Other members of the initiative offering advice and support were Patrick Weasel Head of NWREL, Sharon Nelson-Barber and Elise Estrin of the Far West Laboratory (FWL), and Iris Heavy Runner of the North Central Regional Educational Laboratory (NCREL).

The beautiful artwork reproduced herein was made by children from Ahfachkee Elementary School, Big Cypress Seminole Reservation, Florida. Thanks to Mr. Martin Coyle, Principal, and Ms. Hollie Billie, Counselor, for graciously allowing me to visit the school and photograph the children's artwork. A special thanks to Mr. Bill Kasuli, visiting artist at the reservation, for his enthusiasm and belief in the creative abilities of all children.

Special gratitude goes to Kelly Killman Dryden for the many hours she spent creating the wonderful layout and design of the publication. Thanks to all of the SERVE staff for their support and expertise regarding the culmination of this publication, with special thanks to Nancy Livesay, Project Coordinator, SERVEing Young Children.

In addition, all of the people who implemented and continue to support these wonderful programs deserve recognition. Their daily efforts have created and maintained these highly effective programs and offer inspiration to all educators. In particular, special thanks go to Willie Herne of Salmon River Central School, NY; Roger Jackson, Deanna Hopson, and Sherman Black of the Quileute Tribal School, WA; and Pam Smith and Mae Brown of the Choctaw Department of Education, MS. After months of correspondence by phone and fax, it was a true blessing to meet them, face to face.

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Foreword

By Joann Sebastian Morris
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Washington, DC

Indian education in this country has undergone great changes in the last 30 years. I vividly recall the college sit-ins, the Indian Power movement, and the general resurgence of pride in Indian identity, all of which influenced the Indian education movement. In the late 1960s American Indian people said, "Enough. We know there's another way, a better way, our way." And the Indian social, political, and educational environment has not been the same since.

Classrooms across America at all levels slowly began changing as Indian people drafted wholly new course outlines, critiqued outdated and stereotype-laden textbooks, and compiled bibliographies of works by Indian authors and other writers who offer our perspective of history. We gave careful consideration to how we wanted and needed our life story told and began developing our own classroom materials to tell it that way. Our goal has always been to be included in the curriculum in a natural (ideally daily) way, depicting us honestly, neither romantically nor savagely, and in contemporary, not only historical, settings.

Great debates were held about the definition of Indian education. Were we content with the standard, Anglicized education of Indian children with only a few surface changes made to the curriculum? Or did we mean "true" Indian education—the education of Indian children by Indian people using Indian curriculum, materials, and languages?


In 1972, the Indian Education Act was passed, which recognized the systemic ills in education as detailed in 1969 by Senator Robert Kennedy in his report *Indian Education: National Tragedy, National Challenge*. New funds became available to tribes, Indian organizations, and institutions including tribal colleges, Indian Centers, and other professional, national, and state Indian organizations.

Myriad programs surfaced and evolved. Some programs offered tutoring for academic achievement; some provided cultural enrichment activities; others were curriculum development projects; and still others aided Native language preservation. Throughout the 1970s up to the 1990s, we've witnessed Indian education blossom as tribes and organizations piloted one creative idea after another. I offer this brief overview to illustrate that there has been much growth and several trends in Indian education in the last three decades. Topics or activities once in vogue across Indian America for several years eventually gave way to other foci. For example, as sample course outlines for Native Studies courses became more plentiful and easily shared and adapted, Native educators moved their attention to other unmet needs.

Just as one can chart trends in American education over time, so one can detail specific trends in Indian education. Native educators have recognized these trends over the years, but non-Native educators are generally unaware of them. And, unfortunately, most of this later group are unaware of the exemplary and exciting work accomplished and the successful projects initiated in the arena of Indian education.

Many teachers working with Indian youth still ask, "What can I do with them?" They are not aware of current research in Indian education or of the promising practices refined over the past decades. Particularly in rural areas, teachers feel handicapped by a lack of knowledge, culturally appropriate curriculum, and materials to utilize with Indian students. They don't know with whom to network, what to try, or where to go to obtain resources.





All educators of Indian students, whether Indian or non-Indian, will find a wealth of information to assist them in the pages of this monograph. In the last five to ten years, various organizations and federal agencies sought out and gave recognition to projects of merit and exemplary practices initiated with Indian student populations. Some of these programs, projects, and practices are still operational, whether or not they continue to receive funding from an outside source. Others are no longer in existence. Nonetheless, all serve as ideas that can be tried elsewhere; they remain inspirations to others—educators, parents, administrators, and community members.

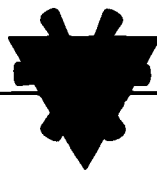
For educators searching for ideas to try with Indian students, this handbook will serve you well. Select a goal or objective that matches one of your own then read about other examples of best practice. Adapt the idea and expand on the idea. You now have a starting point.

For those feeling isolated or unsure of themselves, use the guide and be reassured that others tried these ideas and succeeded, some in extremely isolated regions of the country. Take heart and give the ideas a try.

If one were to read the project summaries in one setting, one would begin to get a sense of the history of, and trends in, Indian education. One would recognize the value placed on building self-esteem and resiliency via cultural awareness activities and language preservation. One would recognize a recent shift to mathematics and science projects, mirroring that academic shift nationwide.

Welcome to the world of exemplary practices in Indian education. Please accept this opportunity to explore, experiment, and expand your knowledge base. Indian communities nationwide applaud your active participation in the extension of that knowledge base for current and future generations of American Indian students.

May, 1995



Note:

Throughout this text various terms refer to the people served. Native American refers to all indigenous peoples of U.S. territories, including Alaska Natives and Pacific Islanders. The majority of American Indian people call themselves Indian or American Indian. Specific tribal names appear whenever possible.

Introduction

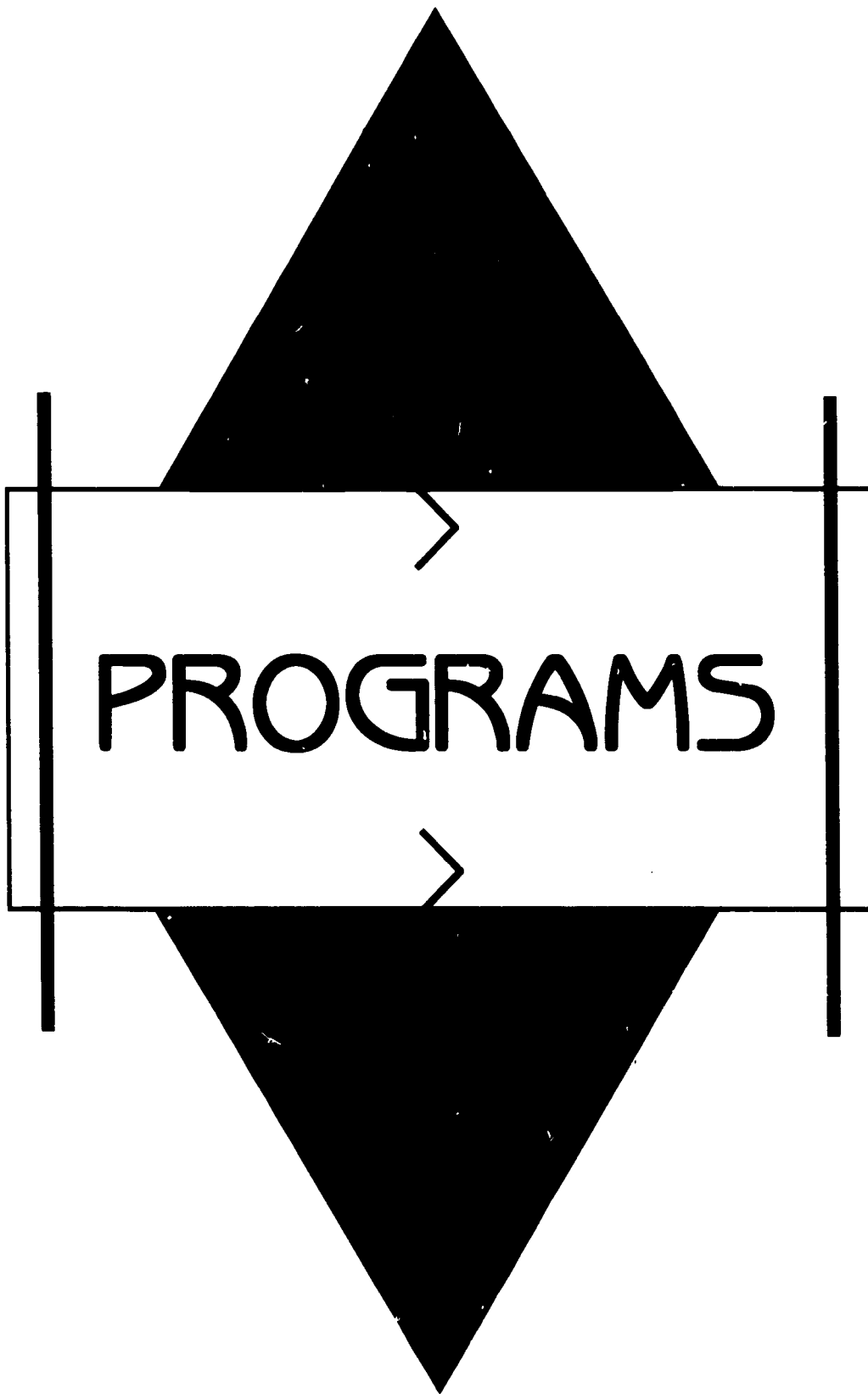
In the summary of the papers entitled *Indian Nations at Risk: Listening to the People*, 1992, Stuart Tonemah, Director of American Indian Research and Development, Inc., discusses the relatively small numbers of Native students participating in gifted programs. He states, "As a result, observers have a limited understanding of what could be." Teachers and school administrators today face children coming to school with more diverse and complex needs than ever before. Educational institutions often lack the personnel and funding to meet these needs. As a result, we sometimes come to expect less and give up dreaming about "what could be." While the dearth of Native students in gifted and talented programs is a serious issue, there are wonderful programs addressing a variety of needs of American Indian and Alaska Native students. Our purpose in this monograph is to offer numerous visions of "what could be."

Promising programs are all around us and some have sprung up in spite of difficult circumstances. What many have in common is a "grass-roots approach." They begin with a group of community members—from teachers and school officials to Native elders and other tribal authorities—who agree to work as a team. They determine their goals and devise a strategy to obtain them. Finally, they keep track of efforts, achievements, and setbacks to redirect their steps throughout the process.

There are many agencies and organizations that seek out exemplary programs in American Indian and Alaska Native education and formally recognize some each year. The Bureau of Indian Affairs published *Outstanding School Programs* in 1993. The Office of Indian Education, in the Department of Education, annually publishes *Showcase Projects*. The Native American Scholarship Foundation compiled its first edition of *Exemplary Programs in Indian Education* in 1993. In addition, other organizations that highlight programs serving all communities (for example, the National Diffusion Network and the Blue Ribbon Schools) have selected some programs specific to Native American communities.

Programs included here were previously validated and heralded by these agencies and organizations. In 1994, over 95 programs were reviewed for inclusion in this monograph, and selection was no easy task. All were innovative and worthwhile. As a starting point, every program was reviewed for the goals and objectives as set forth by the school and community. They were then coded according to the ten *National Education Goals for American Indians and Alaska Natives*, as found in the *Indian Nations at Risk* report. Since that time, the Bureau of Indian Affairs has developed ten goals entitled *Indian America: Goals 2000*, which take into consideration the original ten from the *Indian Nations at Risk* report, while also reflecting the eight National Education Goals. These various goals are listed in a separate section. It is no surprise that the needs and goals determined by each school and community closely relate to one or more of these broad National Goals.

Various agencies and organizations that seek out exemplary programs in Native communities are listed in the appendix. Criteria for selection and contact information are given in the hope that readers will seek out more information on the numerous programs, previous and new, available for review. We hope that you will find these programs inspirational and encourage you to contact them as you create your own programs. The needs of your community and children will drive your goals. Others can offer advice based on their experience, and the encouragement that you strive for "what could be."



Adult Education Program Denver Indian Center, Inc.

Program Goals:

The focus of the Adult Education Program (AEP) is to provide the means for students to acquire competency-based education through the practice of six educational guidelines:

- 1) to provide adult basic education instruction in math computation, language, and literacy development for adult students;
- 2) to provide adults an opportunity to continue their education through the secondary school level and to obtain a General Educational Diploma (GED);
- 3) to provide a mentorship program that supports the students in their endeavors to continue education beyond the classroom;
- 4) to implement a program aimed at improving the skills necessary to function effectively in urban settings;
- 5) to provide a computer literacy component that is comprised of Life-style Improvement and GED support; and
- 6) to provide a family literacy program that empowers families to take an active role in their children's education.

Program Name :

Adult Education Program Denver Indian Center, Inc.

Contact Name:

Lynda Nuttall, Director, Adult Education Center

Address:

4450 Morrison Road
Denver, CO 80219

Phone Number:

(303) 937-1005

Fax Number:

(303) 936-2699

Program Recognition:

1993 Exemplary Programs in Indian Education, Native American Scholarship Foundation
1994, 1995 Showcase Project, Office of Indian Education, U.S. Department of Education

National Education Goals for American Indians and Alaska Natives:

Goal 8 (Adult Education and Lifelong Learning)—By the Year 2000 every adult will have the opportunity to be literate and to obtain the necessary academic, vocational, and technical skills and knowledge needed to gain meaningful employment and to exercise the rights and responsibilities of tribal and national citizenship.

Demographics:

As a part of the Denver Indian Center, Inc., the Adult Education Program serves a diverse group of people, including American Indians who have moved to the Denver area for a variety of reasons. The majority of tribes represented among the approximately 18,200 American Indians residing in the seven county service area are Southwest,

Northern, and Southern Plains. The Adult Education Program is open to all people in need of educational services who are 16 years old or older. The program is provided free and with no other eligibility requirements. The program also serves other populations: African Americans, Hispanics, Asians, and Caucasians. The targeted population for this project is families of low socioeconomic status at varying stages of their educational process within the Denver Metropolitan area.

The Adult Education Program program at the Denver Indian Center is presently the only program in Colorado that has been specifically designed to meet the educational needs of urban American Indian adult students who are in transition from the reservation. The program plays a pivotal role in providing educational opportunities offering mentorship, family and computer literacy, Indianity, American arts and crafts, healthy alternatives, and peer support designed to meet the needs of individuals in transition.

Three component services—preschool classes, in-house instruction, and parent education—are independently successful in that they each meet an isolated need of parents and children. To promote independence and self-motivated learning in children and parents, the three components were forged into a process model. These complimentary services work together to support the development of an early foundation and enhancement of a positive parent and child partnership. The project is based on the idea of nurturing partnerships between parents and children in education, with a focus on the whole child in his or her cultural home and school environment.

Program Components:

The AEP provides daily instruction on an open entry and open exit basis. Program services, provided free, are available without eligibility criteria for all interested students. The program accommodates different stages of educational growth. Instructors take the time to ensure that all individualized educational plans are appropriate for each student. Culturally based and regular classroom materials are used for instruction.

The initial phase of the project interviews, tests, and assesses the students to ascertain their appropriate grade level. Next, the teachers develop a student curriculum plan that addresses the needs of the students and initiates two file folders on each student. The student's first file identifies needs, goals, objectives, and appropriate curriculum. The second file is the teacher's and contains enrollment forms, tests, documentation of completed assignments, writing samples, and personal notes. The practices of empowering children and families through a structured educational process and building a positive self-concept are strong aspects of the program.

The Adult Education Program provides computer literacy through instruction and computer program tutorials. A computer teacher works individually and on a group basis with those students interested in learning computers. Programs consist of the Dippy Speaking Program, WordPerfect, Lotus 123, Microsoft Works, GEID 2000, Skills Bank, Reading and Math, and Mavis Beacon typing tutorial. Use of the computers is decided on an individual basis, and computers are available for use during classroom hours, and Monday and Wednesday nights, 5:00-8:30pm. Worksheets and tests assist the students in learning the various computer programs.

The Family Literacy Program focuses on the importance of modeling reading behaviors and activities and setting a pattern of reading behaviors as well as encourages and enables the family to participate in the educational process. The program supports families' cultural perspectives by integrating their culture into a lifelong learning environment.

Native American Context:

Due to the substantial social and cultural differences between urban and reservation life, many students encounter difficulties that can be reduced or eliminated. This program involves and provides students with mini classes, workshops, self directed packets, and events that address five major skill areas: leadership, community resources, cultural awareness, computer literacy, and family literacy.

Workshops have been given for the staff of the Adult Education Program in networking, communication, and fund-raising. The tutors have attended workshops on literacy, Adult Basic Education (ABE) and GED education, volunteer recruitment and management, and on other educational organizations. The Director has given workshops to staff on writing, cultural awareness and sensitivity, and on the Language Experience Approach.

Training is provided for volunteers interested in tutoring for the Adult Education Program. The training consists of reading, writing, and math skills; an overview of the Denver Indian Center and the Adult Education Program; and an introduction to Native American Culture. Volunteers are also made familiar with the materials available.

The most effective component of this project is the professional and culturally sensitive environment that allows students to feel comfortable with their surroundings. Additionally, the use of culturally appropriate material and methods have provided a great boost in goal attainment.

Results/Documentation:

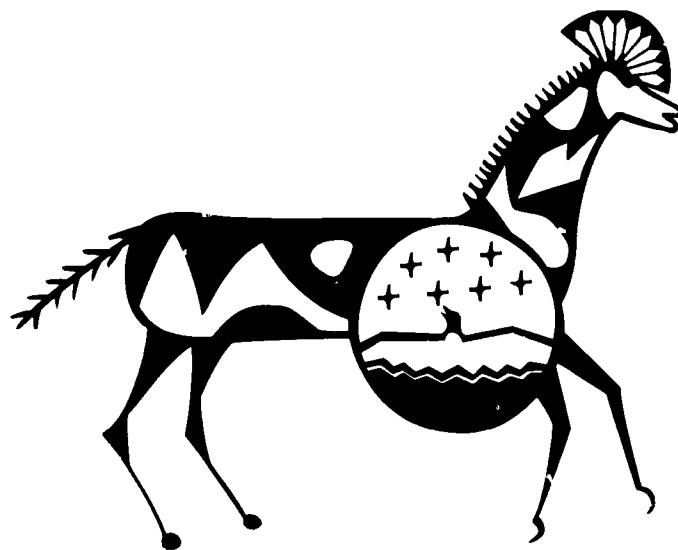
In 1995, the Adult Education Program was evaluated by a State Team from the Colorado Department of Education (CDE) through their PEER evaluation. This is a three-year

program review required for all Adult Education programs funded by the CDE as a model program for Family Literacy. The Colorado Department of Education stated that the program was outstanding in that it far exceeded the standards of excellence set by the state office.

In addition, the program has been recognized by the Association for Community Based Education, located in Washington, D.C., in the area of documentation and evaluation.

The Adult Education Program uses the following indicators to measure project success:

- 1) Test of Adult Basic Education (TABE),
- 2) writing samples,
- 3) attendance,
- 4) pre-GED tests,
- 5) students needs assessment (educational and personal),
- 6) student files,
- 7) student correspondence, and
- 8) documentation of goal accomplishment.





by Jonathan Harjo



Alamo Navajo Community School

Program Goals:

The primary goals of the program are as follows:

- 1) to increase English oral language development among students in grades K-12,
- 2) to provide a clear awareness of the Broadcast Arts, and
- 3) to provide Alamo Navajo students with instruction in Radio Journalism and Broadcasting.

National Education Goal for American Indians and Alaska Natives:

GOAL 3 (Literacy)—By the year 2000 all Native children in school will be literate in the language skills appropriate for their individual levels of development. They will be competent in their English oral, reading, listening, and writing skills.

Demographics:

The Alamo Navajo Community School is located directly north of the Galinas Mountains on the Alamo Navajo Reservation, on 63,000 acres of land which is geographically separated and isolated from the main Navajo Indian Reservation, approximately 140 miles southwest of Albuquerque, New Mexico. The primary source of precious water is located at "Alamo Springs," five miles from the school and 32 miles north of Magdalena, New Mexico.

Education for Alamo Navajo residents began with a Bureau of Indian Affairs Day School on the reservation. This was followed by a Bureau of Indian Affairs Boarding School with dormitories in Magdalena, New Mexico, and finally in 1979, a K-8 elementary school on the reservation housed in portable classrooms. In 1982, Alamo was permitted by the Bureau of Indian Affairs (BIA) to expand into a K-12 school, yet it was still housed in portable classrooms. Finally, in 1986 a beautiful new K-12 facility was dedicated and the new Alamo Navajo Community School opened its doors for the first time.

The Alamo Navajo Community School is presently a BIA Grant School which serves approximately 350 students in grades K-12. Thirty-one certified teachers and sixteen teacher aides are employed at the school. The Alamo Navajo Community School

Program Name:

Alamo Navajo Community Radio Station Program

Contact Name:

Roan Bateman, Principal

School Name:

Alamo Navajo Community School

Address:

P.O. Box 907
Magdalena, NM 87825

Phone Number:

(505) 854-2635

Fax Number:

(505) 854-2545

Program Recognition:

1993 Outstanding Schools Program, Bureau of Indian Affairs

Board is comprised of seven members of the community, and 13 parents serve on the Parent Advisory Committee.

Program Components:

The Broadcast Arts Instructor, Ms. Diane Allen, designed a yearlong "Broadcast Communications Curriculum" that includes three major areas:

- 1) local production,
- 2) performance techniques, and
- 3) local presentation.

All 31 teachers employed at Alamo Navajo Community School are involved in the program as members of the "Communication Arts Team of Instructors." Via the Alamo Language Arts Mastery Learning Program, the following skills are emphasized:

- 1) oral and written sentence patterns,
- 2) communication,
- 3) articulation,
- 4) expression of language, and
- 5) social interaction skills.

The local radio station, KABR (pronounced "K-Bear") turns into a radio lab on Tuesdays and Thursdays, when both grade school and high school students take part in the lab. They are taught how to run equipment, produce programs, and speak on the air. Since all students at Alamo Navajo Community School are instructed in English, the opportunity to speak on the air gives them motivation to speak English. The students also are encouraged to develop programs in the Navajo language, which also helps them develop literacy in their own language. Students as young as five years old write and produce public service announcements on issues that impact their community, including drinking and driving, keeping the Navajo Reservation clean, being proud to be a Navajo, staying in school, doing one's homework, and listening to one's elders.

Native American Context:

The Alamo Navajo Community Radio Station Program began in 1988 under the direction of Mr. Marcel Kerkmans, the Executive Director of the Alamo School Board, Inc. This program was made possible due to the foresight of the Alamo Navajo School Board, Inc., which built the community radio station KBAR, 1500 AM, in 1983. Located directly across the street from the Alamo Navajo Community School, Radio Station KABR now provides a unique opportunity for the development of educational programs designed to develop better English speaking skills, writing creativity, self-confidence, and self-esteem among all 350 Navajo students in grades K-12. Funded initially in 1989 by a discretionary grant from the Office of Indian Education, U.S. Department of Education, as a "Communication Arts Enrichment Project," the Alamo Navajo Community Radio Station Program is one of the most popular and innovative programs located within the Navajo nation.

Results/Documentation:

A quarterly assessment instrument is utilized to track the level of individual student progress in each of the major areas of the Broadcast Communications Curriculum. Students write original stories for the radio, practice their verbal skills by reading stories written for broadcast, then perform them live on Radio Station KABR.

The major benefits to students participating in the program include:

- 1) the development of better English speaking skills,
- 2) the development of better English writing creativity,
- 3) the development of self-confidence and self-esteem, and
- 4) the increase in student attendance from 80% to 95% through participation in the program.



American Indian Teacher Training Program

Program Goals:

The Indian Nations At Risk: An Educational Strategy for Action, 1991, states, "Schools must provide enriching curricula and assistance that encourage students' personal best in academic, physical, social, cultural, psychological, and spiritual development. Parents, elders, and community leaders must become involved in their children's education in partnership with school officials and educators. They must participate in setting high

expectations for students, influencing the curriculum, monitoring student progress, and evaluating programs."

More recently, Callahan and McIntire in *Identifying Outstanding Talent in American Indian and Alaska Native Students*, 1994, state, "the under-representation of American Indian and Alaska Native (AI/AN) students in programs for gifted students is appalling and must be addressed if educators and policymakers are truly committed to the tenet that each and every child of all economic and cultural backgrounds should have the opportunity to achieve to his or her full potential. Studies of AI/AN students usually emphasize remediation rather than development of talent. Whether the decision is made not to offer programs for talented students in school serving AI/AN children because of a belief that such programs are not needed or because funds are not available, the result is inequity of opportunity."

The first phase of the American Indian Teacher Training Program (AITTP) project began on July 1, 1989 and ended on June 30, 1992. During this initial phase, 29 out of 30 enrolled students successfully completed their course of study. Inherent in the success rate of 97% is the premise of need upon which the project is built and the need for Indian educators who are trained in gifted and talented education. The project is unique in that it is the only one in the nation designed to train Indian participants to become gifted and talented teachers and to help increase the number of qualified and certified Indian teachers available for the gifted and talented programs throughout the country. Thus, Indian children will ultimately receive the benefits of being recognized for having the potential for gifted and talented recognition, and hope fully to become leaders for their tribes in the future.

Program Name:

American Indian Teacher Training Program

Contact Name:

Stuart A. Tonemah,
Project Director

School Name:

Oklahoma City University,
Oklahoma; American Indian
Teacher Training Program by
American Indian Research and
Development, Inc.

Address:

2424 Springer Drive
Suite 200
Norman, Oklahoma 73069

Phone Number:

(405) 364-0656

Fax Number:

(405) 364-5464

Program Recognition:

1993 Showcase Project, Office of
Indian Education, U.S.
Department of Education

Stuart Tonemah, director of American Indian Research and Development states, "public school efforts to educate Native American students still focus on remedial efforts. Our aim is to begin to reorient educators to a model of potential rather than deficiency."

National Education Goal for American Indians and Alaska Natives:

GOAL 6 (High-Quality Native and non-Native School Personnel)—By the year 2000 the number of Native educators will double, and the colleges and universities that train the nation's teachers will develop a curriculum that prepares teachers to work effectively with the variety of cultures, including the Native cultures, that are served by schools.

Demographics:

The AITTP is a Master's in Education degree (M.Ed.) program with an emphasis on Indian gifted education. The program is sponsored by American Indian Research and Development, Inc., of Norman, Oklahoma and Oklahoma City University. In 1992, the AITTP was selected as a Title V Indian Education Act Showcase Project. The program was funded for three years beginning in 1989 and has graduated 28 (19 females and nine males) Native American teachers and teachers of Indian students. Selected scholars were recruited from throughout the Indian nations representing 13 states and 30 tribes. Their career choices following graduation ranged from classroom teacher to gifted and talented program coordinator in public, Bureau of Indian Affairs, or tribally controlled schools, to state coordinator of Indian education (Oklahoma).

In 1992, American Indian Research and Development (AIRD), Inc., was again authorized under the Indian Education Act to offer a Master's in Education degree with emphasis in Indian gifted education. A second three year grant was awarded to the AIRD, Inc., and this has added 19 more participants for a total of 47, with an additional ten more for a total of 57 over the six years. The project design is similar to the first in that each year, ten participants are se-

lected from throughout the country to be full-time students at Oklahoma City University, a private institution that is endorsed for certification by the state of Oklahoma, and is recognized regionally and nationally in gifted education. A 36 credit hour M.Ed. course of study, full tuition, a living stipend and a dependent stipend are provided to selected scholars.

Program Components:

For a program of 36 credit hour M.Ed. course of study, the program provides full tuition, books and materials, some fees, and stipends for participants and their dependents. The AITTP sponsors all paid travel to selected conferences and workshops. The Gifted and Talented awareness component allows the sharing of gifted concepts that are reflective of the Indian community.

Native American Context:

The American Indian Teacher Training Program attributes its success to a nationwide recruitment and selection of Native American or non-Native American teachers of Indian children. Applicants must demonstrate commitment to Indian education, a desire to obtain a master's degree, and intent to continue to teach Indian children and gifted Indian children. Selected applicants who explicitly exhibit high potential and with past accomplishments reflect their commitment in those areas are sought.

The program utilizes Indian staff as instructors each semester and incorporates Indian guest lecturers. Various methods of instruction include networking, cooperative study groups, in-depth common topical discussions, sharing of Indian education experiences, and interdependence and commensuration on similar problems. This provides each "nested program" student a support mechanism that allows each to progress and succeed. Courses in Indian education, including seminars, provide a forum in which students express concurring and contrasting theories and values or perspectives of Indian education based on their personal experience. This dynamic interaction empowers students and lays the groundwork for future application of theory to practice in teaching Indian gifted children. In order to put theory into prac-

tice, students are required to conduct inservice training for an audience of Indian parents or educators of Indian children.

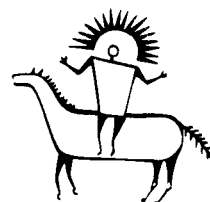
program, passed the National Teacher's Examination (NTE), and are now successfully employed in schools attended by Native American children.

Results Documentation:

It is anticipated the AITTP will graduate 58 out of 60 students with master's degrees. Of 60 enrolled students, 58 have completed the

The following pages depict the general demographics of participants during the years 1989 through 1994.

Graduates by Year



1989-1990

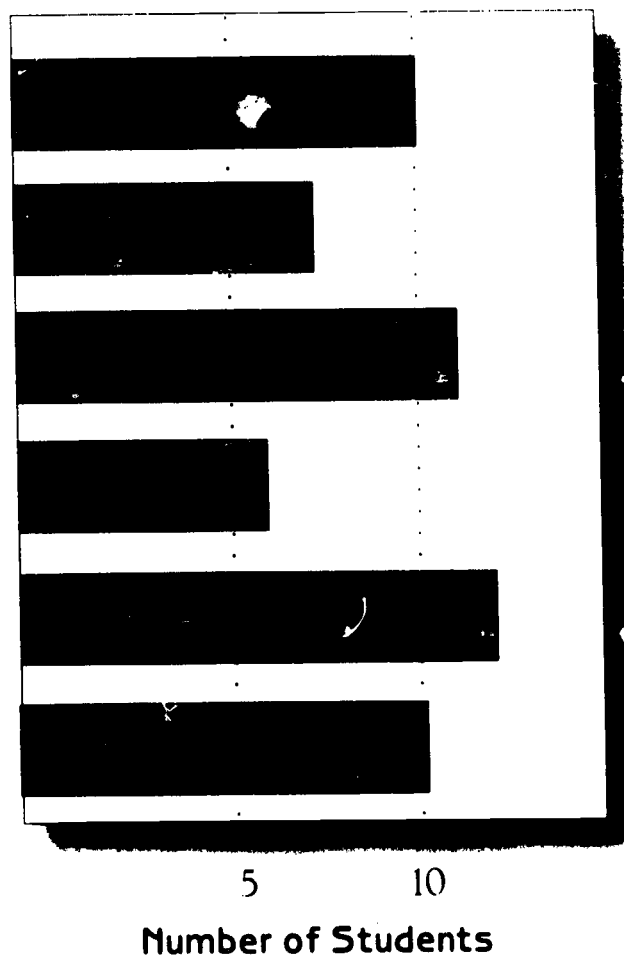
1990-1991

1991-1992

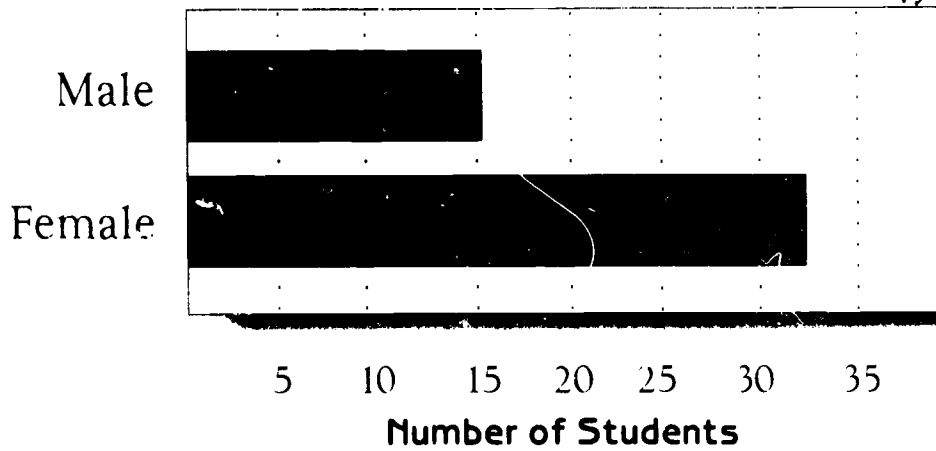
1992-1993

1993-1994

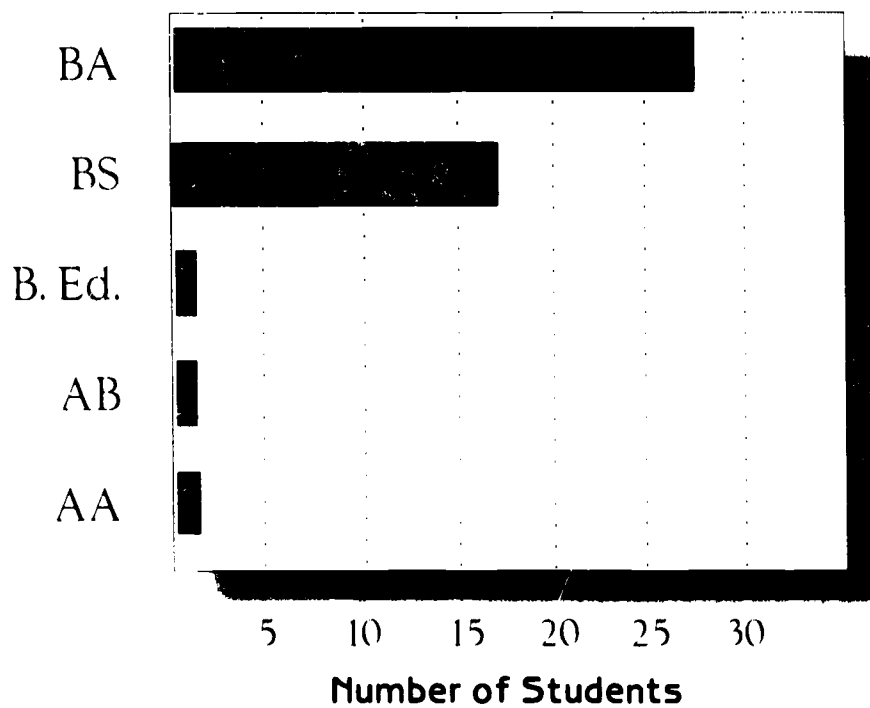
1994-1995



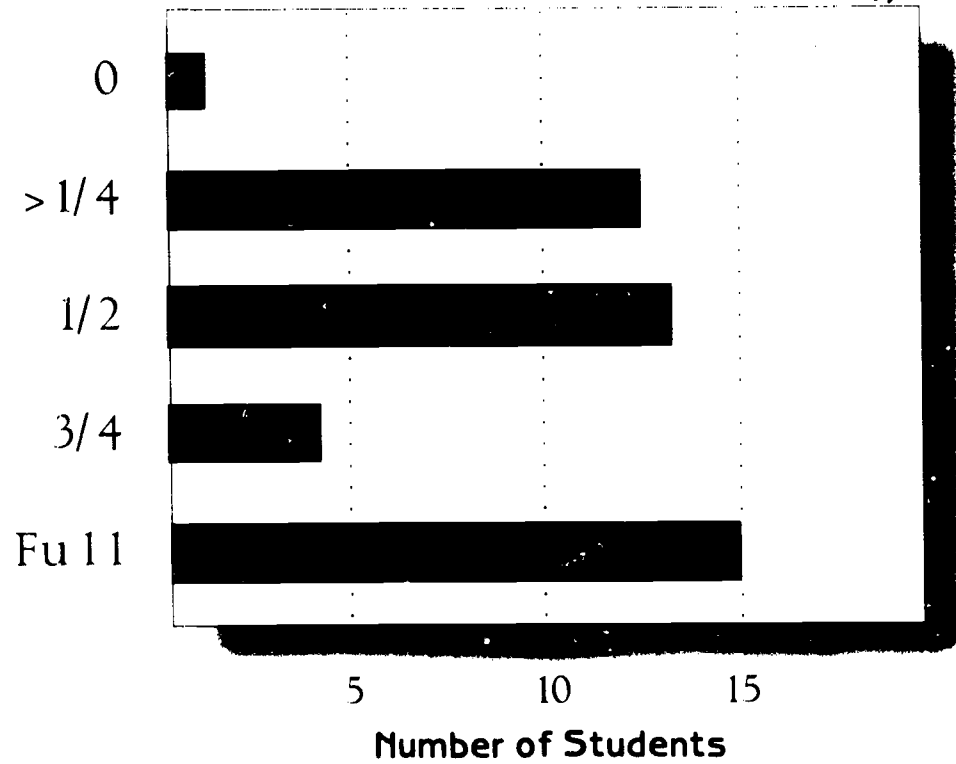
Participants (1990-1995)

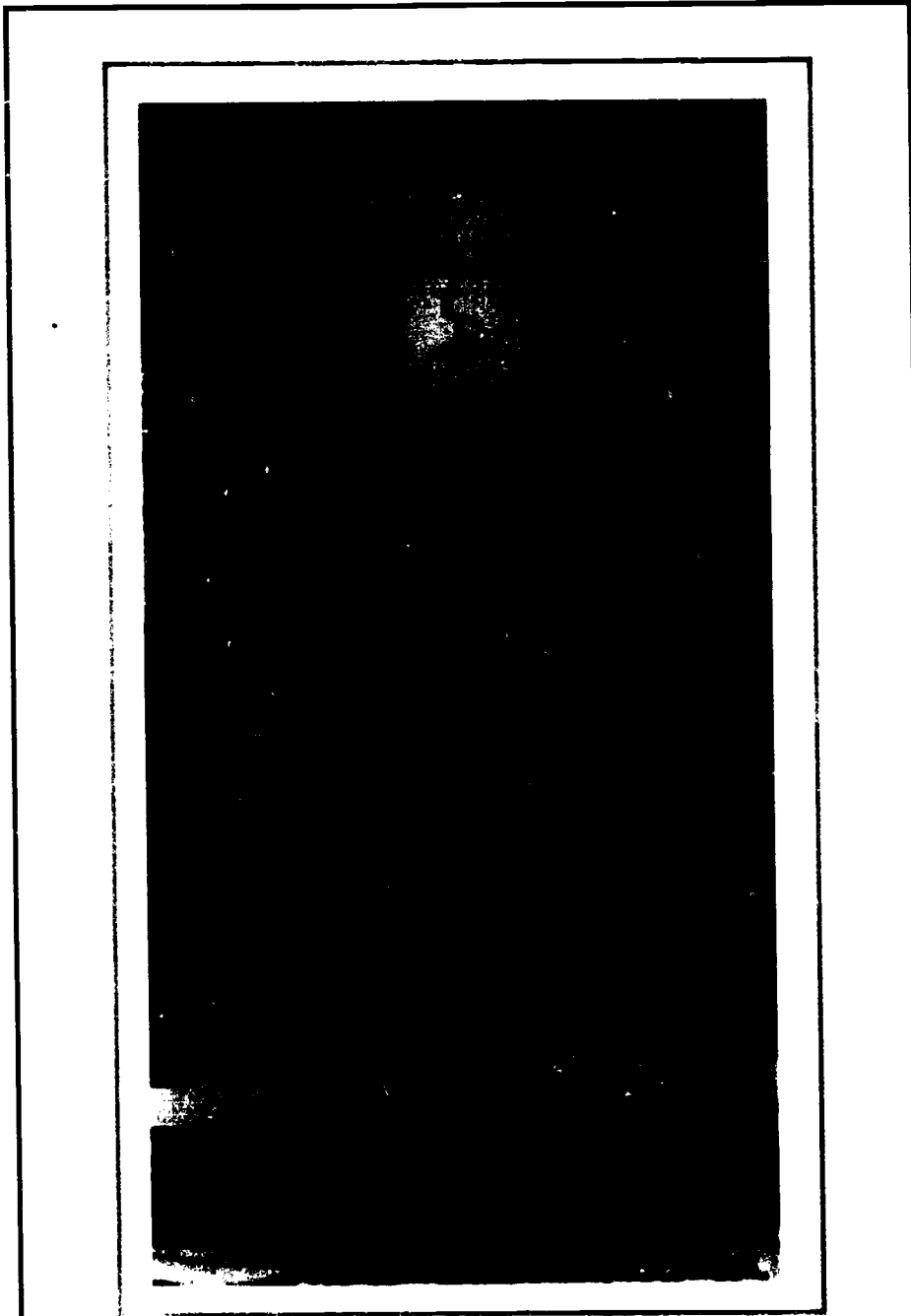


Undergraduate Degree

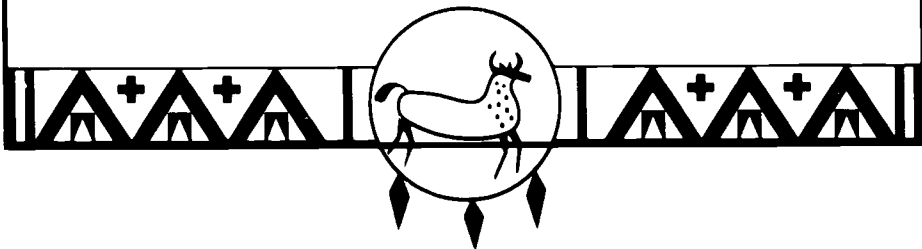


Degree of Indian Blood





by Devin Cypress



Cass Lake-Bena Indian Education Program

Program Goals:

The program was founded in 1972 to provide for the needs of Indian students attending district schools. It focuses on dropout prevention and an Ojibwe language and cul-

ture program. However, it provides many supplemental services and programs for Indian students including counseling, mentoring classes, and recreational activities. It is important to note that no one component functions by itself; rather, all are cooperative efforts. The program conducts an annual needs assessment to ascertain the relevant needs to be addressed.

Program Name:

Cass Lake-Bena Indian Education Program

Contact Name:

Tim Urban

School Name:

Cass Lake-Bena Indian Education Program

Address:

Route 3, Box 699
Cass Lake, MN 56633

Phone Number:

(218) 335-2213

Fax Number:

(218) 335-7649

Program Recognition:

1987 Excellence in Education
Equity Award, Minnesota
Department of Education
1990 Showcase Project, Office of
Indian Education, U.S.
Department of
Education
1990 Recognition of
Excellence
1992 Excellence in Education
Award, Native American
Scholarship Fund
1993 Exemplary Programs in
Indian Education, Native
American Scholarship
Foundation

National Education Goal for American Indians and Alaska Natives:

GOAL 5 (High School Graduation)—By the year 2000 all Native students capable of completing high school will graduate. They will demonstrate civic, social, creative, and critical thinking skills necessary for ethical, moral, and responsible citizenship in modern tribal, national, and world societies.

Demographics:

The Cass Lake-Bena School District #115 is located within the boundaries of the Leech Lake Indian Reservation, 20 miles east of Bemidji, Minnesota. The present student enrollment in grades Pre K-12 is comprised of 68% Ojibwe students from the reservation. Total school enrollment is approximately 900 students. Unemployment in the region is 53%. Many students come from broken homes and social problems abound.

Program Components:

The Cass Lake-Bena Indian Education Program provides the following programs and services:

- 1) one to one and group counseling.
- 2) tutorial assistance.

- 3) parental cost assistance,
- 4) medical and dental transportation,
- 5) Indian club,
- 6) quarterly newsletter,
- 7) referral services,
- 8) home-school liaison services,
- 9) recognition and incentive activities,
- 10) Ojibwe culture activities,
- 11) chemical dependency resource library,
- 12) student mentor program,
- 13) post-secondary preparation services,
- 14) Ojibwe language and culture instruction,
- 15) Native American and Ojibwe culture and history instruction,
- 16) technical assistance for teachers and administration,
- 17) drug prevention and awareness curriculum,
- 18) attendance monitoring program, and
- 19) drum and dance group.

Native American Context:

The 14-member Cass Lake-Bena Local Indian Education Committee (LIEC) serves as the advisory board for all programs. The com-

mittee consists of nine parent or guardians, two teachers, one counselor, and two students. The LIEC works cooperatively with leaders of the Indian Education Program to design need assessments, develop goals, and conduct program evaluation. The Indian Education Program is recognized as an integral component of the Cass Lake-Bena School System. The close, ongoing partnership among the Indian Education Program staff, LIEC members, the local school board, and district teachers and administrators allows for the successful district-wide integration of project services and programs. Many programs are supplemented by district funds and provide services to all students, thereby eliminating segregation and promoting racial harmony.

The Ojibwe Language and Culture program targets all students in grades K-9. Native American language, culture, and history classes are offered as electives to all students in grades 10-12. These can be applied toward required graduation credit.

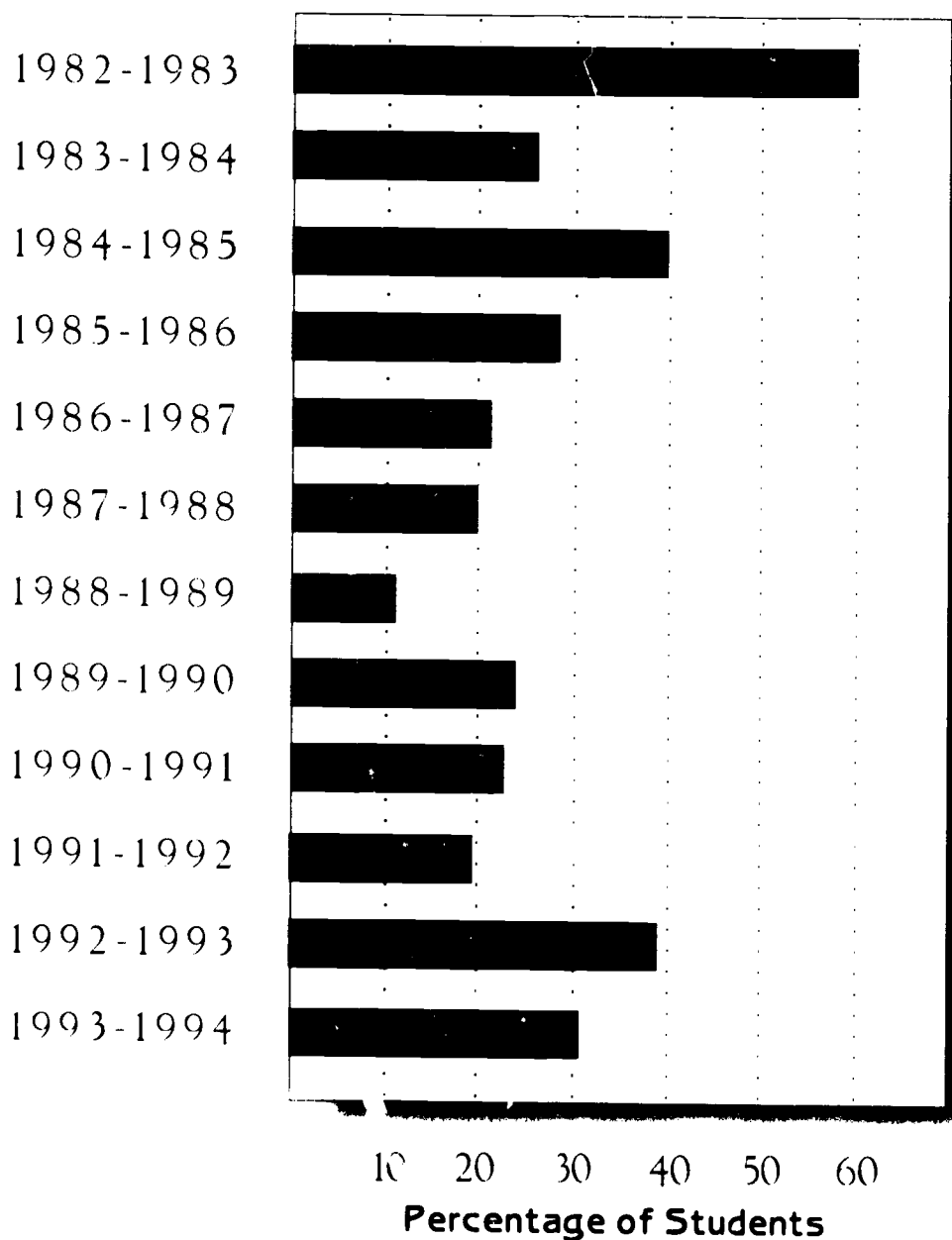
In 1994-1995, students have the following Indian Studies classes to choose from: Ojibwe History, Contemporary Indians in Minnesota, Eastern Tribes of North America, Ojibwe Language and Culture, Western Tribes of North America, Native American History, and Ojibwe Literature

Results/Documentation:

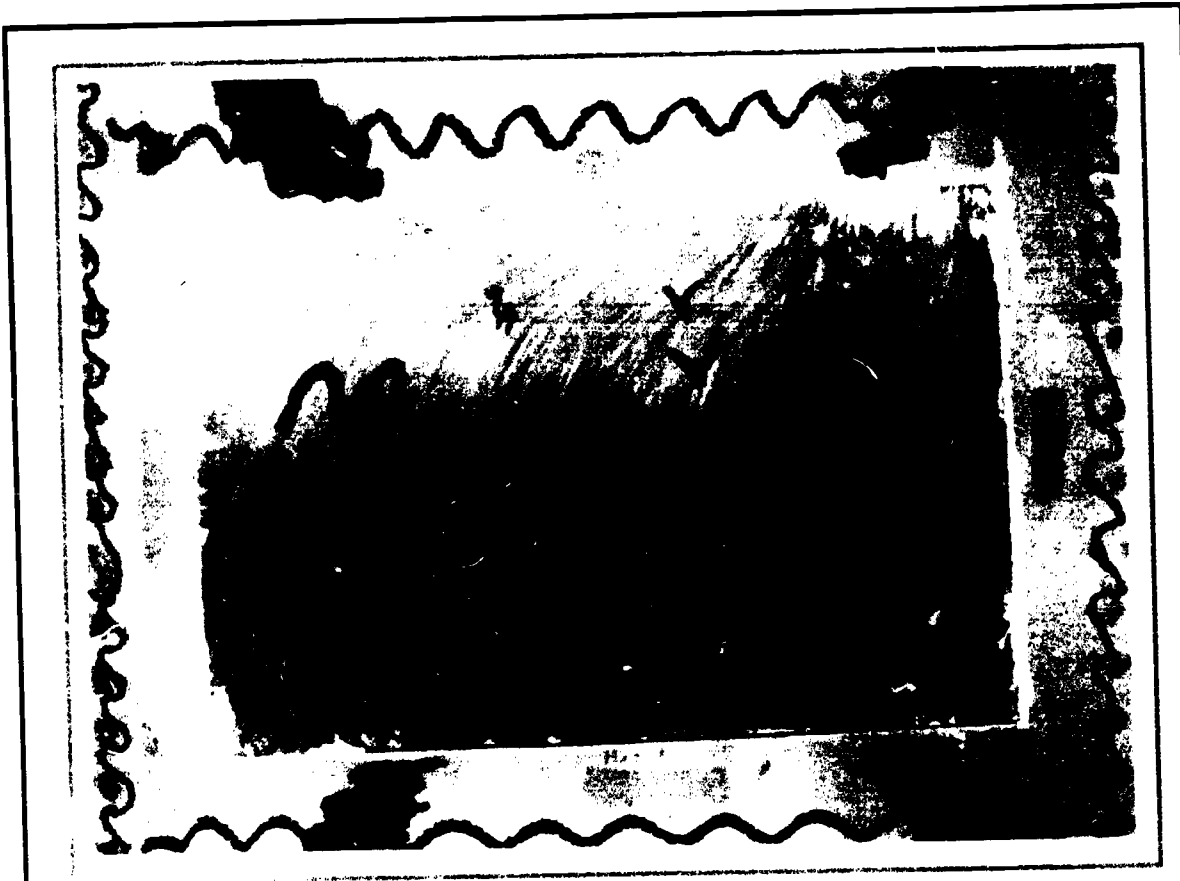
The program currently reflects a significant fluctuation in the student dropout rate, which is now at 31.7% for Indian students in the district. In 1983, the dropout rate was 60%. In 1990, over 80% of the Indian students graduated. The chart on the next page shows yearly changes.



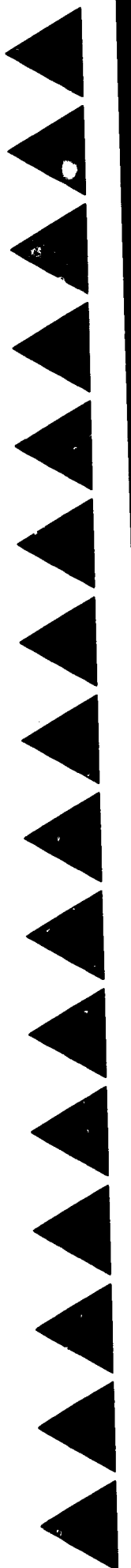
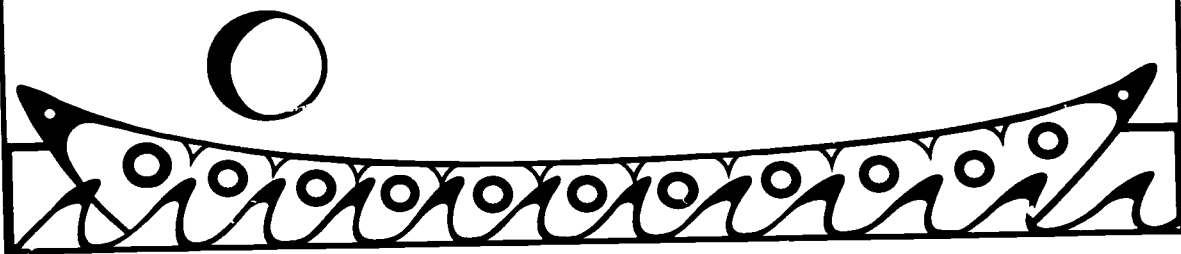
Dropout Rate



***Note** The calculation of dropout rate is accomplished by tracking the originally enrolled 9th grade class. For example, in a class of 63, if 32 were Indian students, these 32 students would be tracked either in this district or another district. If five students dropped out of school, the dropout rate would be 16%. Using this method nullifies the confounding effects of student transfers.



by Heath Billie



Cherokee Nation of Oklahoma Adult Education Program

Program Goals:

Cherokee teachers use a combination of commercial and original materials devised by the project in providing instruction in rural Cherokee communities. Transportation, child care, eyeglasses, hearing aides, referrals, counseling, higher education assistance after completion of GED, and other support services are provided. In addition to ABE and GED instruction, mini-units on Cherokee literacy (reading and writing the Cherokee syllabary invented by Sequoyah), tribal history, basket weaving, beading, voter registration, and other topical

concerns are presented throughout the year to develop good Cherokee tribal citizenship and maintain high student motivation.

National Education Goal for American Indians and Alaska Natives:

GOAL 8 (Adult Education and Lifelong Learning)—By the year 2000 every Native adult will have the opportunity to be literate and to obtain the necessary academic, vocational, and technical skills and knowledge needed to gain meaningful employment, and to exercise the rights and responsibilities of tribal and national citizenship.

Demographics:

The Cherokee Nation of Oklahoma operates an open entry and exit program of individualized instruction for ABE and GED within the 14-county area of tribal jurisdiction. During the 1993-1994 project year, the project served 298 students: 202 females (70%) and 96 males (30%). The average age of the adult student was 29.5 years. The average grade level attained by the graduates in public school was equivalent to 9.7.

Program Components:

The project works because it is learner rather than teacher-centered. Adult students attend voluntarily and on their own time. Typically, adult education students provide a practical evaluation of the program by "voting" with their feet. If instruction is good and meets articulated needs, students participate. If it does not, students leave.

It is the whole effect of the program rather than individual parts which make it effective.

Program Name:

Cherokee Nation of Oklahoma
Adult Education Program

Contact Name:

Victor Vance,
Program Manager

School Name:

Cherokee Nation of
Oklahoma Adult Education
Program

Address:

P.O. Box 948
Tahlequah, OK 74465

Phone Number:

(918) 458-0484

Fax Number:

(918) 458-0484

Program Recognition:

1990 Showcase Project, Office of
Indian Education, U.S.
Department of Education

tive. The factors that are original to the project are the student assessment and record-keeping system and the staff development component.

The diagnostic and record-keeping system is comprised of original documents specially designed to meet the needs of Indian adult learners. The skill sheets serve as a highly detailed and individualized curriculum guide prescribing precisely what is to be taught and in what order. The guidance that this system provides to teachers is reassuring and allows valuable teacher time to be used in actual student contact rather than in lesson planning.

Following diagnostics, the instructor places an "e" for "entry level" in the columnar space adjacent to the skill for each skill which the student already knows. This sheet is reviewed with the student. At a glance, it is easy to see which skills will be studied next. As a student begins working on a new skill, the instructor places the beginning date in the "Begin" column. When the skill is mastered, the instructor places the date of mastery in the "End" column.

As students near the level at which GED is taken, the instructor supplies a practice test correlated with the GED exam to see if the student can pass the battery. The student can go to the testing center with near complete assurance that he or she can pass the tests. This assurance alleviates test anxiety.

A graduation and awards ceremony is held at the end of the program to hand out certificates to GED graduates and recognize other student achievement. The adult students receive invitations to mail to friends and family and participate in the planning of the ceremonies.

The staff development, teaching methodology, and record keeping system are elements which are both unique and highly effective. Teachers receive preservice training on the psychological needs of Indian adults as they relate to classroom instruction. For example, the trainer will discuss the fear of failure that is present in many adult education students who may have dropped out of school due to low academic performance.

The need for instant success and adult autonomy are general, but the Indian values that deemphasize competitiveness are a specific Indian extension. Methodology is designed around holistic learning with an emphasis on cognitive processing patterns of Indian adult learners. The record-keeping system reinforces student motivation while providing more thorough documentation of student progress than is found in similar programs.

Native American Context:

The project is holistically designed to address specific physiological, methodological, cultural, and psychological needs of Indian adults. The interweaving of specially designed instructional methodology with support services and other more intangible effects result in a program in which the "whole is greater than the parts." Therefore, it is the combination rather than individual elements which are effective.

Teachers survey communities to determine needs for classes by visiting homes, talking with community leaders, attending community events, and meeting wherever people are gathered. Potential students are asked to indicate their preferences for class hours, times, place, and other details. The need for support services, particularly transportation and child care, are noted. When a site is secured within the community, the teacher arranges for a baby-sitter and plans pick-ups. As students enter the class, they take one diagnostic to get them placed in at least one subject area right away.

Materials used are work-text style in which students may write on and in the books. The time of adult learners is respected. They are not asked to waste time copying material. The materials are self-paced. Instructors move from student to student clarifying, checking answers, and explaining concepts as necessary. When a student can consistently and quickly supply correct answers over a large number of practice exercises, the instructor may certify the particular skill which has been mastered by the student on the student's master skills check sheet. The date on which the skill was mastered is entered into the appropriate column.





Results/Documentation:

The documentation of skills on a daily basis allows the program to examine the speed and efficiency with which adult students learn. By comparing the number of skills mastered with the sessions of attendance, one may project with more assurance how long it will take for a student within a particular age group to move through the program. Moreover, a basis is provided for comparison standards of effectiveness of materials and of the instruction.

Examples of the student-centered approach include the record-keeping system. Adult students resent and fear long standardized tests to the point that they will be absent when they know one is to be administered. The diagnostics created by the program are carefully designed to provide exact placement of students into appropriate materials upon entry into the program, but without the anxiety and resentment engendered by commercial tests.

The master skills checklists that are used to document student progress allow students to see how much they already know when they enter. The process of certifying skills during each class session (as they are learned) provides instant positive reinforcement on a regular basis—unlike testing that occurs at longer intervals. As students see the skills mount up on the sheets, they have a sense of pride in their learning ability and control over their learning process.

The project has demonstrated effectiveness in an area that has long been problematic for

adult educators. In the year prior to implementing the diagnostics and master skills checklists, less than one-third of the students in the project had post-test results. Students resist the long post-testing and pretesting which has been needed in the past to verify student progress. Their dislike of standardized testing worked against the program and prevented the collection of accurate data on student progress. This issue is one in which stipends are paid for attendance (and attendance thereby controlled).

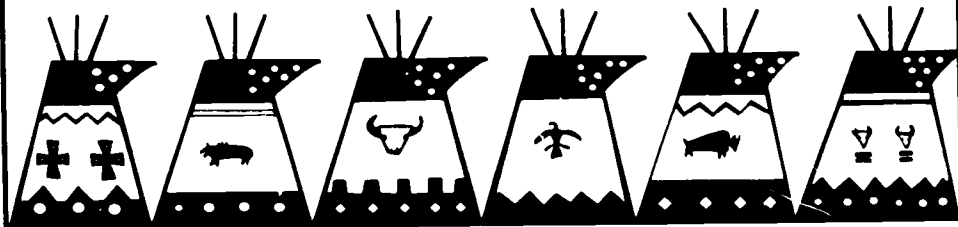
With the implementation of the new record-keeping system, every increment learned by a student is documented. The skills sheets are thoroughly sequenced and can be correlated with grade levels if desired.

In a recent survey of graduates, it was clear that while entry into higher education and training was important to adult students, positive self-image was a consistent result of program participation. The methodology, which stresses appropriately small increments for errorless discrimination, is extremely effective in creating positive learner self-esteem and motivation. Thus, the program is effective in the affective domain in areas which stimulate or retard learning.

During the 1993-1994 project year, 30 students received their GEIDs. The average grade entry level achieved by the 233 students who took the TABE was equivalent to 8.3. A total of 9,708 units of service were delivered, including transportation, home visits, and child-care referrals.



by Robb Cypress





Choctaw After-School Program

Program Goals:

Historically, educational and economic isolation have caused high unemployment, low educational attainment, and a high instance of health and social problems among the Choctaw population. Although recent economic and community development has created significant improvement, problems of high school dropout, poor academic achievement, substance abuse, teen pregnancy, diabetes, and other health-related problems persist among the Choctaw youth. For these reasons, the Choctaw Department of Education has implemented a program of after-school activities four days a week that are open to all Choctaw students in grades K-8.

The primary goals of this program are as follows:

- 1) to demonstrate a decrease in the incidence and prevalence of drug and alcohol use among Choctaw youth and
- 2) to increase the resiliency and protective factors within high-risk youth, their families, and communities, thereby reducing risk factors associated with the use of alcohol and other gateway drugs.

These goals are to be reached through activities that have been planned to insure quality developmental and risk reduction activities, rather than merely "warehousing" children.

Program Name:

Choctaw After-School Program

Contact Name:

Mattie Mae Brown, Director

School Name:

Choctaw After-School Program

Address:

P.O. Box 6010
Philadelphia, MS 39350

Phone Number:

(601) 656-5251

Fax Number:

(601) 656-7077

Program Recognition:

1993 Outstanding Schools Program,
Bureau of Indian Education, U.S.
Department of Education

National Education Goal for American Indians and Alaska Natives:

GOAL 7 (Safe and Alcohol-Free and Drug-Free Schools)—By the year 2000 every school responsible for educating Native students will be free of alcohol and drugs and will provide safe facilities and an environment conducive to learning.

Demographics:

The Choctaw Indian Reservation is located in east-central Mississippi. The Choctaw school system was established in 1920 by the Bureau of Indian Affairs in seven Choctaw communities, including

- 1) Bogue Chitto,
- 2) Choctaw Central Middle School,
- 3) Conchatta,

- 4) Pearl River,
- 5) Red Water,
- 6) Standing Pine, and
- 7) Tucker.

Constructed in 1963, Choctaw Central High School remained a Bureau of Indian Affairs operated school until July 1, 1990, when it became a Bureau of Indian Affairs Contract school. One year earlier, on July 1, 1989, the new Choctaw Department of Education had been established under the outstanding leadership of Mr. Phillip Martin, Chief of the 5,000 member Mississippi Band of Choctaw Indians. Over 90% of tribal members are Choctaw, and over 95% of Choctaw families speak Choctaw language in their homes.

Ms. Pam Dalme serves as the Director of Schools, where she is responsible for the educational needs of 1,003 Choctaw students in grades K-8, who attend six elementary schools, one consolidated middle school, and one high school on the Choctaw Indian Reservation. The Choctaw School Board is comprised of 17 members, and a Parent Advisory Committee consists of seven members, one representing each of the seven main Choctaw communities.

Program Components:

The main components of the After-School Program are characterized as those services that are developmentally appropriate for students age 5-11 and 12-14, and include a variety of cultural, academic, physical fitness, and psychomotor skills enrichment activities. Each day, Monday through Thursday, the students in grades K-8 in all tribal schools are given the opportunity to stay after school and participate in a number of wholesome, productive activities. They can have a healthy snack, 15-20 minutes of peer or adult tutoring, art, games, cooking, physical education, chorus, creative arts, guitar, piano, Choctaw cultural activities, and various team sports. Mae Brown, the After School Coordinator, has initiated a new option for the after school activities for students in the Tribal School System. This new option includes clubs, student council, drama, and extended cultural events.

Native American Context:

The approach taken to develop this program serves as a model to other schools wishing to create programs that are truly effective and maintain momentum. Input in developing the program was solicited from everyone affected, even the students. Program content was determined through consultation with students during interviews held in July 1990. Likewise, parents were interviewed in July. During the months of July, August, and September 1990, school staff were consulted on their ideas for program content.


All of this information directly impacted the direction of planning meetings. For example, interviews with parents revealed a keen interest in Scouting programs. A series of meetings in August and September of that year between the staff of the Center for Substance Abuse Prevention (CSAP), and area coordinators for Boy Scouts and Girl Scouts followed. Community response for music and arts resulted in planning meetings with a Save the Children coordinator for funding piano and guitar lessons as well as art supplies. The school's fine arts and cultural arts coordinators have responded to the parents' and students' wishes by including their services each week.

Soliciting input from throughout the community helped to create the exceptional response from parents and students. Approximately 75% of all K-8 students have enrolled every year since its inception (see Results/Documentation). Tribal staff report more favorable comments from parents and students regarding this program than for any other supplemental activity.

Taking into account all the stakeholders and utilizing varied resources is not new to the Choctaw Tribe of Mississippi. The tribe provides its governmental services through a departmental system, all governed by the office of the tribal chief and the tribal council with a centralized personnel and financial management system. Benefits include fiscal and service accountability and coordination of resources. Under this organized system, interagency linkages are already in place and are easily adjusted to include new programs.

Beginning in July 1990, the first of numerous planning meetings was held to create an





after-school program with funding from the CSAP. Attendees included CSAP staff, the Tribal Chief, Tribal Council Members, the Director of Schools, all school principals, all school-based supplemental program administrators, and all support services coordinators, including food services, transportation, counseling, dormitory, and health services. During the following four months, several planning meetings were held to cover topics such as

- 1) logistics pertaining to food plans and bus schedules,
- 2) developing testing schedules and other evaluative activities,
- 3) coordinating with the school-based drug education and cultural programs,
- 4) defining specific objectives, staff responsibilities, and materials sharing, and
- 5) meeting with outside organizations to secure funding and resources.

Results/Documentation:

All students in the After-School Program keep individual journals for language development. The students may write about whatever they choose. Examples of student work follow:

One time we went in the gym. We all played tug-of-war. After we played our hands were red and it hurt when you tried to bend your fingers.

On Tuesday, March 29, we had Cultural Arts. The girls are making a pillow. I am almost finish with mine. The color I am using is yellow, black, blue. When I am finish I am going to give it to my mom.

On Monday, March 28 we had Drug Education. We watched a video called "Feeling Good Series." Anything you can do, we can do. It was about a bunch of kids singing and dancing. I also like the

music. It was also about drugs. They said you don't have to use drugs to have a good time. Some of the kids said singing or dancing makes them feel good.

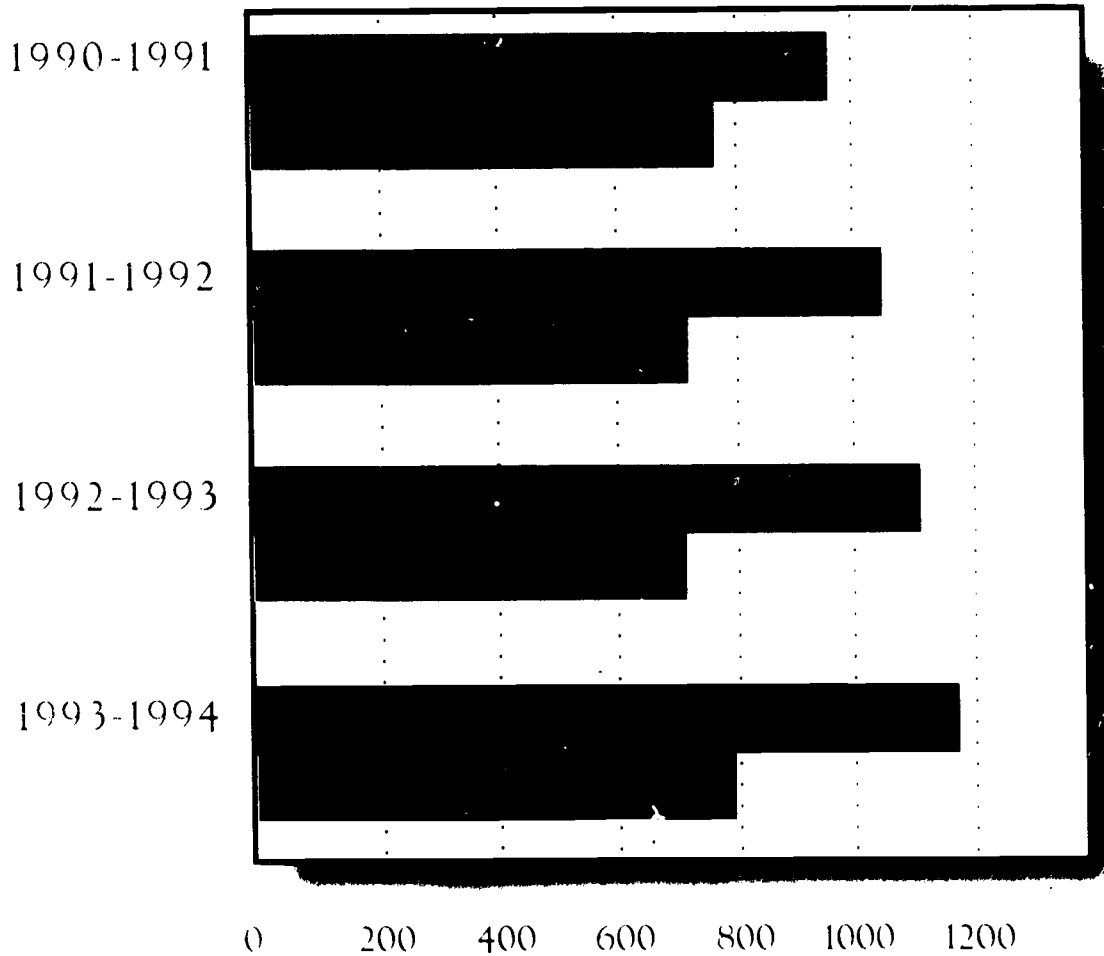
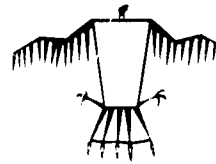
Today we watched a film about the development of Choctaw culture here on the reservation. The film included interviews with people who have helped to contribute to and have had influence on Choctaw Culture.

As a part of the cultural arts program, students entered artwork in the "Time-catchers" project, sponsored by the National Campaign Office for the National Museum of the American Indian, Smithsonian Institution, Washington, D.C. The Choctaw After-School Program produced three grand-prize winners whose work will be put on permanent display in the American Indian Museum. These three students, Grant Ben, 5th grade; Dianne Issac, 4th grade; and Willie Solomon Jr., 6th grade, received scholarships. The three also received an all-expense paid trip to Washington for themselves, one parent, and one elder. The Choctaw Tribe was the only tribe to produce three winners.

The major educational benefits to students participating in the Choctaw After-School Program include the following:

- 1) reduction of drug and alcohol usage on the reservation,
- 2) provision of tutorial services to students each afternoon from 3:00 to 3:30PM,
- 3) improvement of the academic achievement level of students participating in the program,
- 4) increased school attendance rates, and
- 5) the enhanced cultural awareness on behalf of the students participating in the program.

Grand Total Enrollment



■ Regular School ■ After School

The Circle of Learning Denver Indian Center, Inc.

Program Goals:

The Circle of Learning is a child and family educational services program that focuses efforts on nurturing the American Indian child, ages 0-5 years, parents, and families. The services combine quality basic skills instruction with expanded life experiences and social interaction. The program utilizes three components: Preschool, Home-Based Instruction, and Parent Education.

National Education Goal for American Indians and Alaska Natives:

GOAL 1 (Readiness for School)—By the year 2000, all Native children will have access to early childhood education programs that

provide the language, social, physical, spiritual, and cultural foundations they need to succeed in school and to reach their full potential as adults.

Demographics:

The Circle of Learning is a division of the Denver Indian Center, Inc., designed to meet the needs of American Indians living in an urban setting. Many clients served have recently moved from reservation settings. Current estimates indicate approximately 18,200 American Indians reside in the six-county service area. A diverse group of tribes make up this population, the majority of which represent the Southwest, Northern, and Southern plains.

Program Components:

The Circle of Learning has three components to meet the needs of children and their families (see below).

Preschool

Three classrooms are operated on a year round basis for children three to five years of age. The classrooms operate on a full day and half day schedule, Monday through Friday. Qualified instructors emphasize the acquisition of age-appropriate skills and knowledge in all areas: cognitive, physical, social, emotional, and cultural.

Home-Based Instruction

Children ages 0-5 years and their parents can receive instruction in their homes. Most home visits consist of a lesson for the child, with the home-based instructor modeling successful adult/child interaction. Parents receive instruction on self-chosen topics including health, safety, nutrition, child growth, and positive parenting skills.

Parent Education

A wide variety of options help parents build their knowledge, skills, and positive self

Program Name :

The Circle of Learning
Denver Indian Center, Inc.

Contact Name:

Lisa Harjo, Director

Address:

4407 Morrison Road
Denver, CO 80219

Phone Number:

(303) 936-2688

Fax Number:

(303) 936-2699

Program Recognition:

1989, 1990, Showcase Project,
Office of Indian Education, U.S.
Department of Education

concept; promote positive parent/child relationships; and strengthen families. Services include support groups, classes related to paraprofessional employment, training, family literacy classes, and parenting classes.

Native American Context:

The program has developed its own American Indian culturally based curriculum model for early childhood education entitled *The Circle Never Ends*. The curriculum is a framework to guide teachers in their preparation of lessons and units. It ensures that they are meeting the developmental needs of children while preserving their unique cultural heritage. *The Circle Never Ends* utilizes the depth and power of oral tradition conveying not only cultural knowledge, but also nurturing cognitive development, fine and gross motor skills, and other skill development. The curriculum uses environmental design as the method to impact classroom management, nurture curiosity, and promote focused attention. Included in the package are checklists to monitor and assess the children's needs and growth, lesson plan formats and examples, and unit planning webs.

The nine units in the curriculum guide are as follows:

- 1) The Child: The Beginning.
- 2) The Child: The Self.
- 3) The Child: A Member of a Family and Tribe.

- 4) The Child: A Member of a Community.
- 5) The Child: A Cultural Being.
- 6) The Child: A Member of the Physical World.
- 7) The Child: A Member of the Living World.
- 8) The Child: An Inhabitant of a Region, and
- 9) The Child: A Member of the Wide Wide World.

Parents also comprise a Parent Advisory Council that assists staff in guiding and directing program activities and policies.

Results/Documentation:

The Circle Never Ends pre-kindergarten curriculum has won two awards from the U.S. Department of Education; a Showcase Award in 1989, and a Project Award 1990. As a result, the curriculum plus follow-up curriculum training has been in urgent demand. The curriculum training have been offered twice-yearly with future prospects of regional curriculum training in pre-determined areas. Additionally, curriculum kits are being designed to accompany the curriculum model.



Mississippi Band of Choctaw Indians Adult Education Program

Program Goals:

The Mississippi Band of Choctaw Indians has operated a Title V Indian Education Act grant addressing adult education needs since 1975. Adult education, however, has been targeted as a priority for the tribe since the early 1970s when the tribe adopted its policy of self-determination.

The continuity of uninterrupted service to the community since 1975 has allowed the project to grow and respond to community needs as they have developed. As the tribe's

employment opportunities have changed, so have program activities.

The variety of programs offered to the students is innovative. The components include GED preparatory instruction, occupational awareness instruction, consumer education, and basic computer familiarity instruction.

National Education Goals for American Indians and Alaska Natives:

GOAL 8 (Adult Education and Lifelong Learning)—By the year 2000 every Native adult will have the opportunity to be literate and to obtain the necessary academic, vocational, and technical skills and knowledge needed to gain meaningful employment and to exercise the rights and responsibilities of tribal and national citizenship.

Demographics:

The project serves 295 Choctaw adult students in 23 separate classes based throughout the eight Choctaw communities located in Philadelphia, Mississippi. Classes are held both days and evenings to accommodate all interested students.

Program Components:

The four primary components of the program are

- 1) GED preparatory instruction,
- 2) occupational awareness instruction,
- 3) consumer education, and
- 4) basic computer familiarity instruction.

Program Name:

Mississippi Band of Choctaw
Indians Adult Education
Program

Contact Name:

Pamela Smith, Director

School Name:

Mississippi Band of Choctaw
Indians Adult Education
Program

Address:

P.O. Box 6010
Philadelphia, MS 39350

Phone Number:

(601) 656-5251

Fax Number:

(601) 656-1902

Program Recognition:

1990 Showcase Project, Office of
Indian Education, U.S.
Department of Education

In addition to the funds received from the Office of Indian Education, the project receives Bureau of Indian Affairs monies that support the English language instruction, adult basic education, and drivers' education components of the program. The Choctaw Tribe provides various in-kind services that allow for efficient administration of the program.

Adult education classes and staff are located in buildings provided by the tribe at each of the community sites. Day and evening open-entry/open-exit classes are held in each community, with classes meeting two evenings and one day per week. In some of the larger communities, day classes meet two or three times a week. Field experiences for adults are scheduled daytime activities. Consumer education and occupational awareness education events, such as resource speakers and mini-workshops, are held for both day and evening classes.

A unique characteristic of an adult education program is the "volunteer" status of its participants. Unlike high school, student enrollment in the program is not mandatory. It is the student's interest and commitment to the work that determines the program's success. The Choctaw community members have proven to be highly motivated in their participation in the adult education program. They have consistently utilized the project, finding in it those missing qualities that hindered their success in a mainstream education program. In some cases, students who have completed the program have returned to classes in an effort to maintain and/or improve their newly acquired skills.

Another important factor in the success of the program has been the dedication of its staff. For instance, staff work out an individualized learning plan for each student. Unlike many other educational programs, adult education is not always standard in its operation. Because of the scheduling needs of an adult student, classes are most often held in the evening; therefore staff must be available both day and night. Additionally, staff must be prepared to deal with any of the many situations encountered by the adult student, thereby requiring them to serve as social workers/counselors.

Native America. | Context:

In the early 1970s, the Choctaw Tribal Council made adult education a priority for its members. It has remained committed to that decision by providing a well-structured, culturally-sensitive program guided by a staff of dedicated Choctaw educational professionals and paraprofessionals who have served not merely as teachers, but as role models for their students. This rapport between staff and community has proven invaluable in making the Choctaw Adult Education Program a success.

Due to the prevalence of the Choctaw language in the community, instruction is largely bilingual. All of the program staff are Choctaw and fluent in the Choctaw language. This has given the program a unique sensitivity to community values and allowed for the development of a strong rapport between the staff and the community. Tribal commitment to developing professional educators from within the tribe has resulted in several members of the adult education paraprofessional staff having completed degree programs themselves, thus providing positive role models for their students.

Supportive services have also played a key role in keeping the program accessible to a majority of the targeted population. These services include transportation, some child care, and recruitment and retention procedures. Additionally, counseling services are provided by program staff.

Results/Documentation:

Four methods are used to assess the program's effectiveness in meeting its objectives:

- 1) record keeping of the number of individuals participating per objective.
- 2) documentation of the standard teacher assessment of objective attainment per individual.
- 3) performance on teacher made tests or GED practice test, and

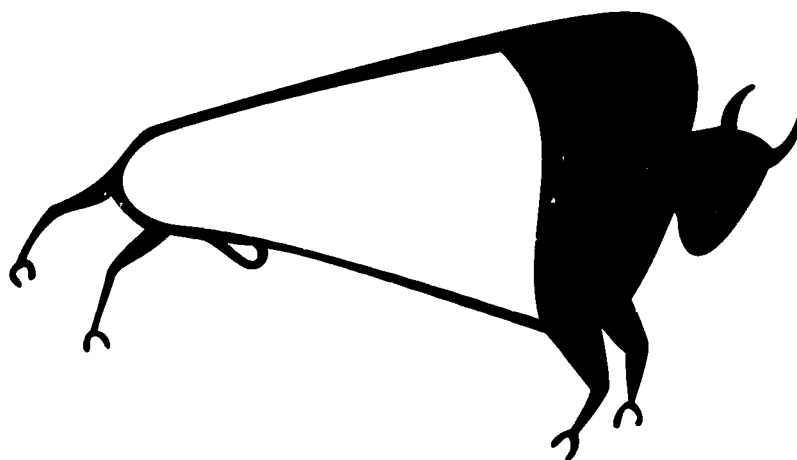


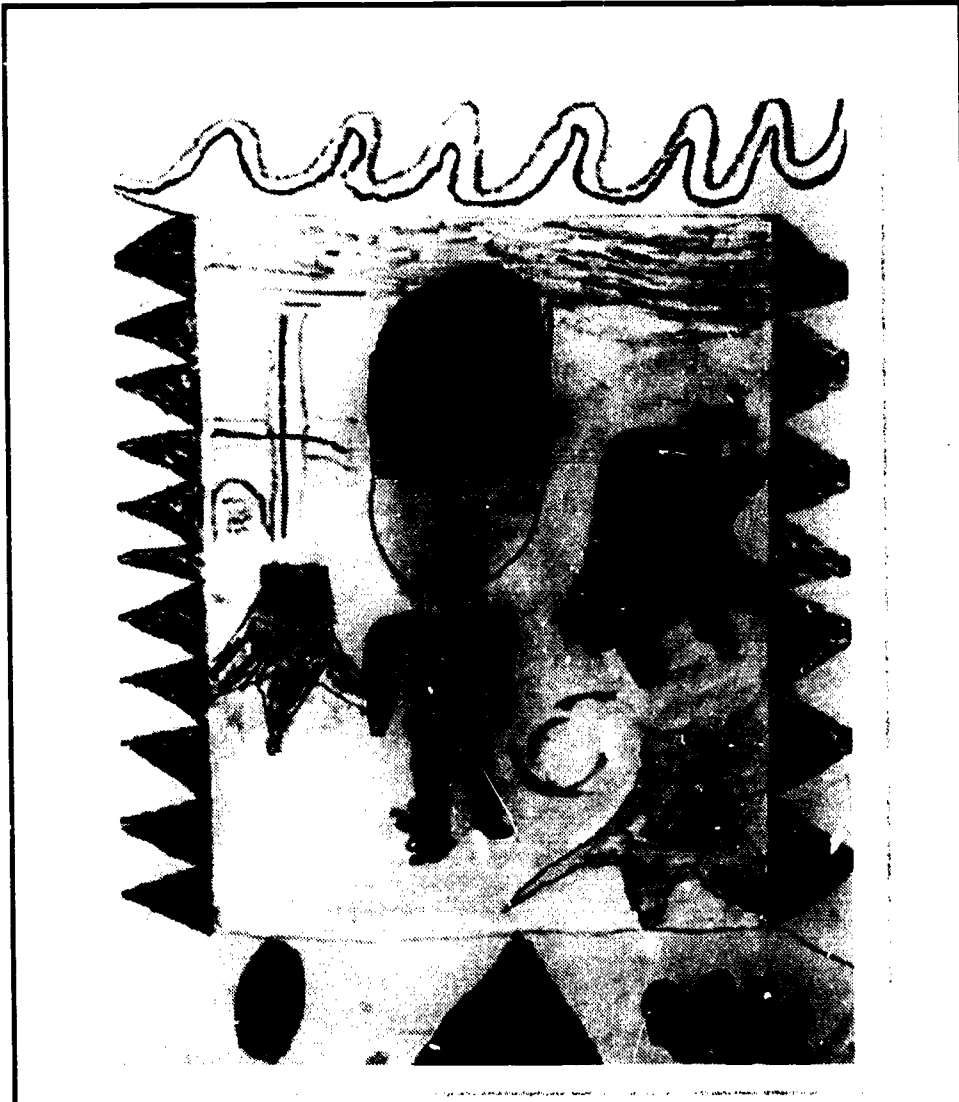
- 4) performance on the test of Adult Basic Learning Education (ABLE), a 2-3 hour test for grade-level placement.

Additionally, an evaluation of the program's impact is performed, focusing on both individual impact and community impact. An individual's impact is assessed through case studies, asking for the participant's reaction to the program; suggestions for program improvement, current activities, and evidence of success that could be attributed to program participation. Community impact is assessed through the analysis of

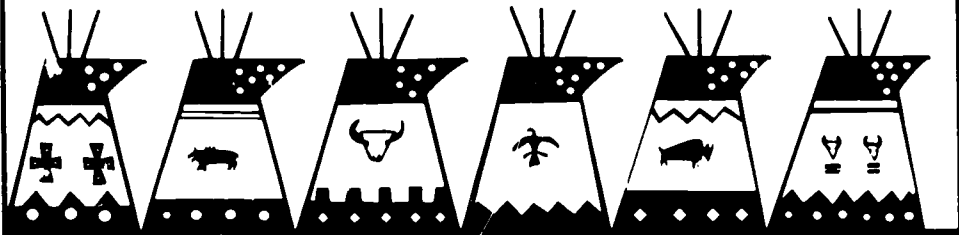
program participation versus various community statistics, e.g., college attendance. Further information gathered is based on an informal survey of Tribal leaders from each community.

To date, 543 Choctaw adults have earned a GED certificate through the Choctaw Adult Education Program, a figure which represents approximately 58% of all Choctaw adults in the community who have a high school education. Hundreds more have acquired basic academic skills and improved their educational/occupational skills.





by Nathan Billie



Project Tradition and Technology (TNT)

Program Goals:

Until the Hualapai Bilingual Program was instituted in 1975, Hualapai was an unwritten language. Although several linguists had studied the language, no materials had been written in Hualapai. The curriculum of the Peach Springs School, where most Hualapai children attended, centered around English and the standard content covered in most public school programs. Hualapai was the language of family and home life, but English was the language of the classroom. Hualapai traditions and cultural knowledge also remained outside the sphere of formal school activities. A home language survey

indicated that 128 out of 140 learners heard Hualapai spoken at home by one or more adults.

The Bilingual staff (Lucille J. Watahomigie, Philbert Watahomigie, Malinda Powskey, Rosella Siyuja, Jean M. Imus, Jorigine Bender and Josie Steele) developed an orthography, wrote the language, and developed high quality Hualapai instructional materials to support the classroom programs. The materials are an integral part of the Hualapai Bilingual Academic Excellence Program.

National Education Goals for American Indians and Alaska Natives:

GOAL 2 (Maintain Native Languages and Cultures)—By the year 2000 all schools will offer Native students the opportunity to maintain and develop their tribal languages and will create a multicultural environment that enhances the many cultures represented in the school.

Demographics:

Peach Springs School is the only educational institution on or within 40 miles of the Hualapai Reservation in Arizona. The existing school district was established in the 1920s. The school currently has a staff of 36 people and 200 students in grades K-8. The students are the fourth generation of tribal members to attend school. Of the 200 students, 98% are Hualapai, 65% are Hualapai speakers, and 75% are identified as Limited English Proficiency (LEP). Among the staff, 78% are Hualapai, 47% are certified Hualapai teachers with Bilingual Education endorsement, and 100% of the teacher aides are enrolled in college degree programs.

Program Name:

Project Tradition and Technology

Contact Name:

Philbert Watahomigie, Sr., Project Coordinator

School Name:

Peach Springs School

Address:

P.O. Box 360
Peach Springs, AZ 86434

Phone Number:

(602) 769-2676

Fax Number:

(609) 769-2412

Program Recognition:

1993 Exemplary Programs in Indian Education, Native American Scholarship Foundation

The 200 students in the Peach Springs School range in age from five to fourteen in kindergarten through eighth grade. Sixty-five percent of the student population are fluent Hualapai speakers. All the children come to school speaking some English. However, 75% are identified as LEP.

Program Components:

Project TNT has two interactive models: The Hualapai Cultural and Environmental Curriculum and the Hualapai Interactive Technology Model. These two models form an integrated bilingual-bicultural core curriculum that develops students' positive self-images, self-confidence as learners, and pride in their heritage as well as increased academic and language competencies.

Program elements that have made the program successful are

- 1) long term support by the school board, parents, community members, and tribal government,
- 2) commitment to staff development and training,
- 3) improvements in student motivation and attendance,
- 4) commitment to quality material development, and
- 5) evaluation results.

Parents are actively involved in educational policymaking. The elders and parents are recruited to direct culturally-related classroom activities and assist in materials development. Parents, along with teachers and other community members, attend inservice and awareness training programs to enable them to assist with program development and administration.

The bilingual program deals with all students to develop their English language proficiency while encouraging them to participate fully in their own language and culture; to provide a learning environment that is familiar, relevant, and supportive of the students' background; and, through ongoing training activities, to develop the capacity of local people to meet students' special needs.

Native American Context:

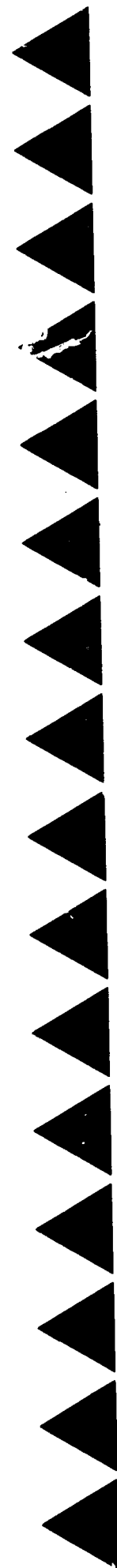
Computers, video technology, and instructional media are utilized by all students to support bilingual education in all aspects of the curriculum. Areas of emphasis in computers include use of Hualapai, Computer Assisted Instruction, word processing, and access to information from a national database. Students also have access to a local database that provides bilingual curriculum materials, Hualapai language lessons, and Hualapai-English dictionary. Competency in Hualapai and English have increased through the use of various communicative technologies. Using technology has been motivational and of high interest to the students.

The television system is utilized for teleconferences and for delivery of course work from distant sites for staff, students, and community members. Videos produced for administrative use include documentation of class work, recording of elders, preserving of cultural activities, and taping of special events and community activities.

Computer, video, and laser disc materials are used for teaching new concepts and information, for learning technical computer and video skills, for supporting bilingual classroom units, for enriching curriculum, for oral and written language development of both languages, for location of reference resources, and for enjoyment.

The video production and live TV broadcasts have improved self-confidence and public speaking skills. The Hualapai Interactive Technology Model has greatly enhanced the learning of the Hualapai students at Peach Springs School.

Any school interested in becoming a Tradition and Technology adoption site must take certain steps and meet adoption site criteria in order to be selected. Project Tradition and Technology includes two components and involves training for implementation of a cultural and environmental curriculum and the use of interactive technology. Certain essential elements must already be present if a school is to replicate this model fully and successfully. The staff of Peach Springs School has a commitment to training for the adoption site. Successful program replication depends on the commitment and interest of a school and com



munity. Willingness to be involved in curriculum development and innovative program change will be a key factor in an adoption site's successful implementation of the Project Tradition and Technology Program.

Results/Documentation:

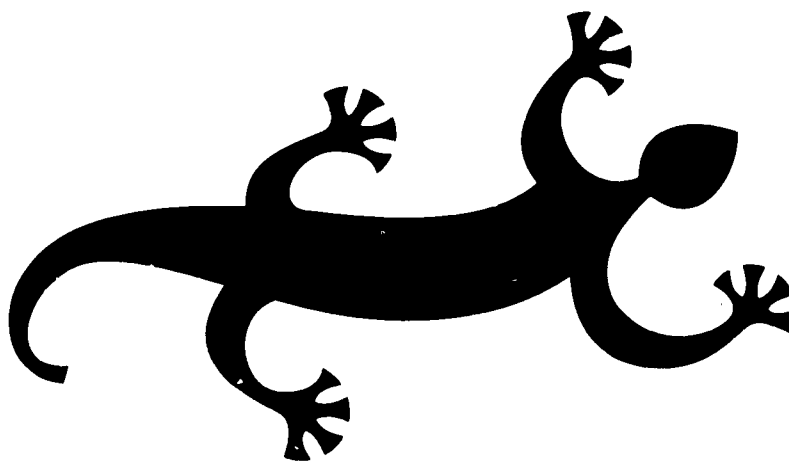
Baseline data are collected on all students in language and academic areas. English and Hualapai language assessments are conducted yearly. All instructors maintain individualized performance records. Post-testing determines achievement of objectives. The student database and computer-managed instruction records provide detailed profiles on each student. Longitudinal data are compiled by cohort to look at overall growth of students in different subject areas over time. Significant gains have taken place since the program began in 1975.

An external evaluator periodically monitors program development, program management, and the attainment of project goals. The evaluation design incor-

porates both formative and summative systems of evaluation and is objective-based. Objectives are developed for each program component area using measurable criteria. A management-by-objective yearlong plan is developed including timelines and delegation of responsibility among staff and evaluator.

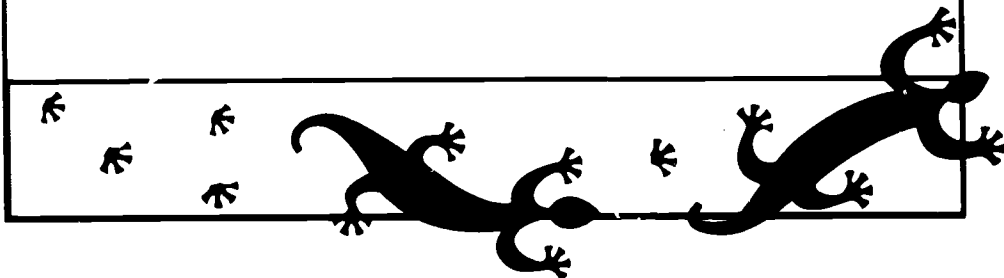
In 1981 and 1983, the Arizona Department of Education conducted a formal Program Quality Review Inventory and reported that the Hualapai Bilingual Education Program was one of the most innovative they have observed. Special commendation was made for the program's scope and the design of the Hualapai curriculum and materials development component.

To date, nine schools have adopted Project Tradition and Technology. In Arizona; Indian Oasis School, Santa Rosa Ranch School, and San Simm School. In Montana; Busby School, Lame Deer School, and Wyola School. In California; Klamath Trinity School District, Hoopa School, and North Fork School.





by L. T. Balentine



Quileute Indian Education Program

Program Goals:

The Quileute Indian Education Program ensures that members of the tribal community are given input in projects designed to develop a firm cultural foundation. Long-term goals include bolstering students' self-concept, increasing knowledge of the Quileute language and culture, and preparing children to do their best in both "worlds."

National Education Goals for American Indians and Alaska Natives:

Goal 10 (Parental, Community, and Tribal Partnerships)—By the year 2000 every school

responsible for educating Native students will promote partnerships that will provide opportunities for Native parents and tribal leaders to help plan and evaluate the governance, operation, and performance of their educational programs.

Demographics:

The Quileute reservation is located on the Pacific coast of northwest Washington State. The reservation has approximately 450 people living there year round, although there are about 600 enrolled members of the tribe. There are approximately 185 K-12 students, with about 70 in attendance in the K-8 program at the Quileute Tribal School. In addition, about 50 children from the reservation and surrounding community come to the school to participate in the Head Start program, four days a week.

Program Components:

Tribal cultural activities are sponsored by the school, using the experiential method, which promotes learning by doing in the natural community. Wednesday afternoons are for cultural instruction with selected community specialists including hunting, fishing, canoe carving, weaving, and storytelling. The community has established an archive of learning materials as resources for curriculum development that is housed at the school. Students are actively involved in adding to the archives via videotaped interviews, as well as printed interviews in their school paper, "The Killer Whale."

In an effort to prepare the students to be tribal members in the 21st century, computer programs are used to teach Quileute language with software developed locally. On Monday and Tuesday afternoons, students receive Quileute language instruction utilizing either the computer programs or

Program Name:

Quileute Indian Education Program

Contact Name:

Frank Hanson, Superintendent

School Name:

Quileute Tribal School

Address:

P. O. Box 39
LaPush, WA 98350

Phone Number:

(206) 374-2061

Fax Number:

(206) 374-9608

Program Recognition:

1989 Showcase Project, Office of Indian Education, U.S. Department of Education

direct instruction from tribal elders who are fluent in the language.

Thursday afternoons are spent teaching traditional dancing, while Friday afternoons are reserved for teacher planning.

Native American Context:

The hands-on learning which the students receive in various aspects of Quileute language and culture is a major part of why the school exists. For example, the elders who teach weaving and carving instruct students first about the resources they will use. Trips to gather cedar and other locally available materials offer insight into natural sciences, ecology, and the balance of man in nature. For this reason, community members with skills and insight are involved either directly with students in weekly afternoon programs, or indirectly, through archived audio and video tapes.

This approach works because all community resources are gathered and focused on issues relating to the society as a whole. A Council of Elders meets at least quarterly, sometimes more often, to determine focus and direction for the school and community. This produces greater benefits for all the parties involved. Cultural enrichment activities are planned with individuals acting as cultural resources. Parental involvement meetings are supported through Chapter I funding. A tribal newsletter and a school newsletter are posted throughout the community to keep everyone informed of upcoming events and activities. The community's continued involvement, from design to institutional

ization and operation of the curriculum, generates positive feelings about the school and community as a whole.

There is a week to honor the elders each spring. This community gathering affords the students an opportunity to give presentations while seeing their place, secure, within the tribe. The school is more than an avenue for learning a standard curriculum, it is viewed by the community as an integral part of cultural enrichment.

Results/Documentation:

Program outcomes have been measured by qualitative instruments over time. Achievement tests and self-concept inventories have been developed and used in measuring effectiveness. These results show a large impact on self concept, and school-community consensus. While dropout rates are still high, attendance rates have steadily improved with a 97% rate for 1992-1993.

A growing multi-generation cultural resurgence has been experienced by incorporating the school and community's activities and turning to the community to help instruct students. This, in turn, has increased growth in community participation. Consistent improvement in behavior toward self and school and in basic academic performance has been noted. In addition, the timely product delivery of completed archival and curricular materials has shown the recognition of and interest in the human resources available to the Quileute Tribe within its own members.



Salmon River Central School Indian Education Project

Program Goals:

The need to decrease escalating dropout rates and improve Native American students' self-esteem spurred the establishment of the Indian Education Program in 1972. Today, courses in Mohawk language and culture are offered in grades 4-12. Funded through the Indian Education Act, the Title V Program has successfully and positively impacted the school district by offering courses as part of the regular district curriculum, thus achieving one of the intended goals of the Indian Education Program. The long-range goal is to institutionalize the offering of the Mohawk language and culture courses through regular district funding. In

addition to the required parent committee for the Indian Education program, there is an education committee that specifically addresses the educational needs of the Native American community. Also, there are programs that offer many unique educational opportunities such as Upward Bound, North Country STEP, Johnson O'Malley. With this extensive support system, the community has been able to effectively present its ideas to the school district and develop the support of the district in promoting and expanding the programs.

National Education Goals for American Indians and Alaska Natives:

GOAL 2 (Maintain Native Languages and Cultures)-By the year 2000 all schools will offer Native students the opportunity to maintain and develop their tribal languages and will create a multicultural environment that enhances the many cultures represented in the school.

Demographics:

Salmon River Central School in Bombay, New York, is located near the St. Regis Mohawk Reservation. Fifty-two percent of the Native American students who attend Salmon River Central Schools are from the St. Regis Mohawk Reservation. Due to the close proximity of the reservation, Native Americans have long been associated with the school district. This association has facilitated the tribe's ability to voice its concerns and needs for its children's education. Two of the nine school board members are Mohawk, and all educational programs are overseen by a separate Mohawk Education Committee.

Program Name:

Salmon River Central School
Indian Education Project

Contact Name:

David White, Director, Indian
Education Program

School Name:

Salmon River Central School

Address:

Bombay-Fort Covington Road
Fort Covington, NY 12937

Phone Number:

(518) 358-9577

Fax Number:

(518) 358-3492

Program Recognition:

1990 Showcase Project, Office of
Indian Education, U.S.
Department of Education

Program Components:

The Title V and Johnson O'Malley Programs co-sponsored a Student Incentive Program that addresses the academic performance and attendance of the Native American students. The program recognizes and encourages Indian student performances by sponsoring 10-week quarterly events that provide incentives to Indian students in grades 4-12 to earn perfect attendance or honor roll standing for the quarter. Each quarter provides every Indian student in grades 4-12 an opportunity to participate in the event by having perfect attendance or by being listed on the Honor Roll.

Native American Context:

All of the primary service providers in the project are from the nearby St. Regis Mohawk reservation. The persons from the reservation serve as role models for the Mohawk Indian students. The program reports that while it is important to have Mohawk Indian parents on the school board, it is equally important for students to see Mohawk people at their school as teachers, counselors, coaches, and club advisors. Many Mohawks are working to make this a reality. Academic achievement is stressed and encouraged. Home school coordinators regularly monitor and follow up on the students' attendance and academic achievement. Under the supervision of the Director of Instruction, classroom teachers developed a cultural curriculum that was integrated into the regular school curriculum and continues to be implemented and supplemented with appropriate books, articles, and videos about Indians.

Mohawk language instruction is offered to Indian students in grades 5-12. This course has become very popular. At the high school level, Mohawk language proficiency can earn a student New York State Regent's credit, comparable to credits earned in French or Spanish language courses. The secondary instructor has successfully integrated the Mohawk language instructional process into the Macintosh computer, and it is now possible to listen to computer generated Mohawk speech. The use of this technology has given a welcome addition to the instructional format of these language classes. As a result, Indian student atten-

dance and success in the classroom have improved. The language component of the Indian Education Program is of primary concern to all Mohawk people who share the goal of perpetuating the native tongue, native culture and native identity.

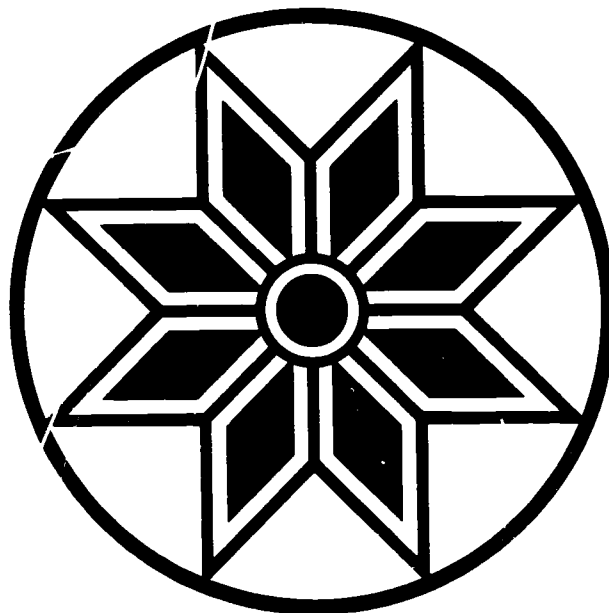
Results/Documentation:

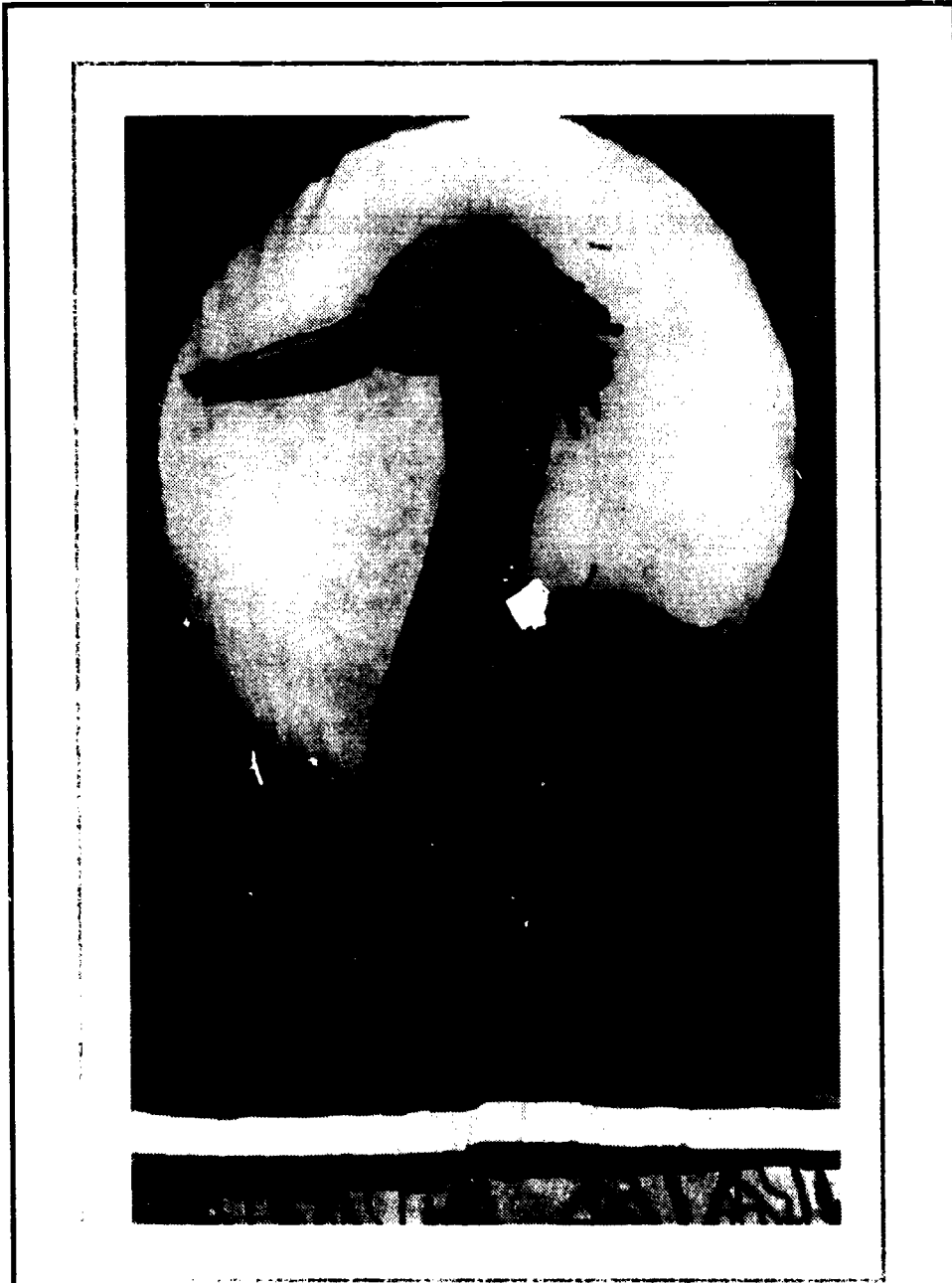
The Title V Indian Education Program reports that since its establishment in 1972, the overall dropout rate of Indian students decreased from 57% to 6%. Many parents are transferring their children to or enrolling their children in Salmon River schools where Mohawk teachers, counselors, coordinators, and coaches, are visible and serve as role models. It is reported that Indian students are staying in school, graduating, and going on to pursue a post-secondary education. The Title V Indian Education Program's statistics demonstrate the success of the program and other state and federally funded programs that compound the efforts of the local school. The chart on the following page is an example.

There is an encouraging shift in Indian student attitudes toward school in the Salmon River School District. Through the coordinated efforts of the school administration, the school staff, Title V and state and federally funded programs, more Indian students are preparing for and seeking opportunities in professional and blue-collar careers. A greater number of Indian students are on the school honor roll rosters. Indian students' attendance has improved, and more students will receive New York State Regents diplomas than ever before. Through the involvement of concerned parents and the St. Regis Mohawk tribe (Akwasasne), the people have proven that parental and tribal participation can make a difference in children's education and, more importantly, in children's lives and the lives of generations yet to come.

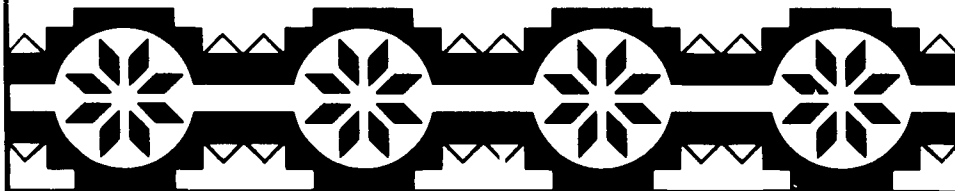


Class Year	# of Mohawk Grads	College Bound	Armed Forces
1984	26	13	1
1985	27	11	2
1986	21	10	2
1987	35	16	4
1988	33	24	2
1989	32	25	1
1990	28	22	1
1991	44	36	0
1992	22	17	1
1993	28	25	1
1994	29	20	0





by Chawndra Osceola



Santa Clara Day School

Program Goals:

The school has specific goals and set policies to assist in meeting these goals; for example, high expectations are established for students. Teacher professional development is provided through training on knowing what Native American students should learn and how they best learn. The school's mission indicates that the goals are developed with the assistance of the community, Tribal Government, students, and staff. The school mission is to "provide and maintain quality educational opportunities for the children of the Santa Clara Pueblo in accordance with the tribe's need for cultural and economic stability, as a distinct cultural entity. To manifest consideration of the individual student, taking into account the differences in cultural, spiritual, mental, and physical aspects of the student within the family, the tribal context, and the democratic environment."

National Education Goals for American Indians and Alaska Natives:

Goal 9 (Restructuring Schools)-By the year 2000 schools serving Native children will be restructured to effectively meet the academic, cultural, spiritual, and social needs of students for developing strong, healthy, self-sufficient communities.

Demographics:

The Santa Clara Day School is located in a rural area at the southern edge of the town of Espanola in Northern New Mexico. Situated west of the Rio Grande, the Santa Clara reservation covers 45,750 acres. The Santa Clara Pueblo is one of nineteen Pueblos in New Mexico. The school has approximately 136 students in grades K-6, all of whom are Native American.

Program Components:

The major components are:

- 1) the whole language approach to teaching language arts using as much culture-based materials as possible,
- 2) a wholistic approach to guidance and counseling that is integrated in classroom activities, and
- 3) increased parental involvement.

These three program components are being addressed with the assistance of a counseling firm, ORBIS Associates in Washington, D.C., which designed the Total School Improvement Program (TSIP) and is assisting in its implementation. In addition to the training provided to teachers in the three

Contact Name:

Mr. Frank Nordstrom, Principal

School Name:

Santa Clara Day School

Address:

P.O. Box HHH
Espanola, NM 87532

Phone Number:

(505) 753-4406

Program Recognition:

1989, 1990 Blue Ribbon Schools,
U.S. Department of Education

components listed above, teachers have taken inventories of the learning styles of their students in order to ascertain how the students learn more effectively.

The Learning Style inventory (Dunn, Dunn, and Price) has been administered to the students; the results for individual students as well as for classrooms are reviewed in order to make best use of the students' strengths. The classroom environments are modified to enhance the context deemed most conducive to the students' preferred modes of learning.

Native American Context:

The policies have been reinforced by the development and adaptation of a written school-wide curriculum that states specific student competencies in all curricular areas. A primary mechanism for school improvement has been the school's participation in the TSIP, funded as a demonstration project under the U.S. Department of Education's Indian Education Act programs. Additionally, the school is able to use resources outside the school, providing counseling services when needed. The teachers, many of whom are Native American, are a strong, positive influence on the students. They are better equipped to communicate effectively with the students and parents. Most importantly, they are able to understand and respect the rich cultural heritage that the Santa Clara children bring to the school.

Parent, community, tribal government, and school board support for the school are very strong. Perhaps the school's uniqueness lies in the strong commitment of the teaching staff who integrate a great deal of culture-based themes into the curriculum and their instruction.

Results/Documentation:

The formal procedure used for assessing and reporting student achievement is a testing policy that requires students from grades two to six to be tested twice a year using the Comprehensive Test of Basic Skills (CTBS). The percentage of students performance at or above grade level increased from 1985-1986 to 1988-1989 in mathematics from 65%

to 80% and in reading from 65% to 100%. In addition, other outcome measures are utilized, e.g., student journals are reviewed by teachers to assess students' individual progress in language and reading. Student achievement is also evident in the school newspaper, where samples of individual and group writing are exhibited.

Taking into account the academic, cultural, spiritual, mental, and physical needs of students, two very popular programs emerged to address a variety of needs. They are the Homework Club and Multi-level Whole Language Reading.

The Homework Club, begun in 1989, has won national recognition through Title I. Students can bring their homework or any projects they are working on to the club for help from 7:00-8:00 AM, noon-1:00PM, and 3:00-4:00PM, Monday through Friday. The program is very popular with parents and students alike. The average attendance during the 1994-1995 school year was 55 students per day.

Multi-level Whole Language Reading was implemented in the 1993-1994 school year. All students in grades 1-6 participate in this program which emphasizes that reading is fun. Students meet in small groups of ten or less from 9:00-10:00 AM three days a week. They read stories aloud and act out their favorite parts and characters. Students also participate in an annual bookfair. This literature-based program and emphasizes reading for pleasure and learning by exhibition.



Sky City Buddy Works Program

Program Goals:

The primary goals of this program are to

- 1) provide a tutoring program for kindergarten students;
- 2) create an environment conducive for the development of readiness skills for kindergarten students;
- 3) transfer the responsibility to 6th, 7th, and 8th grade students to help develop their social and academic skills;
- 4) instruct responsibility and child rearing among 6th, 7th, and 8th grade students; and

- 5) promote career development interests in 6th, 7th, and 8th graders in the field of education.

National Education Goals for American Indians and Alaska Natives:

Goal 1 (Readiness for School)—By the year 2000 all Native children will have access to early childhood education programs that provide the language, social, physical, spiritual, and cultural foundations they need to succeed in school and to reach their full potential as adults.

Demographics:

Sky City Community School is located in Acoma, New Mexico on the Acoma Pueblo Indian Reservation, 19 miles east of Grants, New Mexico. The term "Acoma" which means "a place of being," is the ancestral home of 3,995 members of their tribe. Acoma Pueblo is considered the oldest continually inhabited community in North America, and is located on a beautiful mesa 11 miles south of Sky City Community School. The old Acomita Day School was established in 1926 by the Bureau of Indian Affairs, and a beautiful new elementary school was established in 1975. This bureau of Indian Affairs-operated school presently serves 260 Acoma Pueblo students in grades K-8. While the primary Indian tribe served by the school is Acoma Pueblo, a small number of students from various Indian tribes are also in attendance. Fifteen certified teachers are employed at the school as well as twelve teacher aides. The Sky City School Board is comprised of seven community members and is supported by a parent teacher organization.

Program Name:

Sky City Buddy Works Program

Contact Name:

Gwen Torivio

School Name:

Sky City Community School

Address:

P.O. Box 349
Acoma, NM 87034

Phone Number:

(505) 552-6671

Fax Number:

(505) 552-6672

Program Recognition:

1993 Outstanding Schools Program, Bureau of Indian Affairs

Program Components:

The 1993 BIA report states that The Sky City Buddy Works Program was designed in 1992 as a tutorial program for kindergarten students by the 7th and 8th grade students. By popular demand, the program has continued and expanded to include 6th graders. By building and strengthening the individual responsibility of 6th, 7th, and 8th grade students, and by further developing their social and academic skills, students become aware of the great responsibilities involved in child rearing and the nurturing needed for the development of healthy individuals. The aim of the program is to go beyond the enrichment of readiness skills introduced in kindergarten and to improve progress in the developmental areas of auditory, receptive language, expressive language, fine motor skills, and gross motor skills. Through the program they hope to be instrumental in the early prevention of school failure. The main components of the program include the following:

- 1) 6th, 7th, and 8th grade students plan and prepare activities twice a week for three or more of the developmental areas identified.
- 2) each lesson plan has two parts. First, it has an academic activity such as the alphabet, identifying opposites, or learning directions. Second, it has a physical activity to develop motor skills.
- 3) the student-prepared lesson plans follow a format that includes the activity to be presented, objectives of the lesson, methods of instruction to be used, and materials needed to teach the activity, and
- 4) older students are paired up with a kindergarten student for 45 minutes twice a week under the supervision of the teacher and educational assistant.

The unique quality of the program stems from the fact that the older students read books with buddies and encourage their kindergarten buddies to read independently. Through their observations, they have seen their kindergarten buddies grow

educationally in both active participation and enthusiasm. In addition, they have seen their 6th, 7th, and 8th grade buddies learn to be gentle and patient tutors. Therefore, relationships are established between older and younger students who become positive role models for them and possibly their first educational mentors.

Native American Context:

At the beginning of each 9-week session, 6th, 7th, and 8th graders may choose the Buddy Works Program from various electives. When the teacher who began the program left the school, students asked that the program be continued. Another teacher volunteered to step in and was given assistance from "experienced" 8th graders who had been through the program. They gladly showed her materials and lesson plans they had prepared and have increased both the number and duration of "buddy" visits each week.

The older students are assigned a kindergarten buddy who is neither a family member nor clan member whom they already know. They write a letter to the parents of their buddy introducing themselves and the program. They ask for any strengths to acknowledge or areas of weakness which might need attention.

Beginning in 1995, the program includes Keresan language instruction beginning with simple terms to identify foods, animals, colors, etc. The activities and games played to develop motor skills are always noncompetitive so everyone "wins" praise.

Results/Documentation:

Since 1992, 174 kindergartners have had "Buddies" help prepare them for first grade. Many older students have elected to participate numerous times. At Pueblo ceremonies with the entire community present, the kindergarten children recognize their friends and look up to them. The older students have a sense of responsibility; knowing this, they have a role in the community. Parents have expressed gratitude for the extra help that their children receive, and the one-on-one attention each week.

Van Buren Middle School

Program Goals:

At Van Buren Middle School, they believe that the educational process is a cooperative endeavor of students, staff, home, and community that actively promotes student success. Van Buren strives to make the transition between the elementary and high school a positive and productive experience. Involvement of the staff/home/community, students, and curriculum advances excellence.

The Van Buren Vision Statement says that Van Buren will be customer-driven, providing a quality education for its students, a challenging and respectful environment for its staff, and substantive avenues for involvement of parents and community members. Van Buren will provide a global sense of literacy throughout the curriculum, knowing that wherever their students may be in the future, they will need to be literate.

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Van Buren Middle School

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Program Recognition:

1992, 1993 Blue Ribbon, U.S.
Department of Education

At Van Buren students are expected to read and communicate with meaning. As a result, silent reading, public speaking, collaboration in small groups, keyboarding and computer skills, use of video cameras, and writing in all classes are integral parts of instruction at Van Buren.

National Education Goals for American Indians and Alaska Natives:

GOAL 3 (Literacy)—By the year 2000 all Native children in school will be literate in the language skills appropriate for their individual levels of development. They will be competent in their English oral, reading, listening, and writing skills.

Demographics:

Van Buren Middle School, one of 24 middle schools in the Albuquerque Public Schools (APS), is located in an area of unusual demographic variety and mobility, ranging from upper-middle to low income, with the latter dominating. It rests in the middle of the part of Bernalillo County that has the highest crime rate and the highest rate of reported child abuse cases. The Trumbull Park area, which surrounds the school, is one of the poorest neighborhoods in the city, but Van Buren's attendance area also includes military dependent youth from Kirtland Air Force Base as well as students from Four Hills, one of the city's more prominent, upper class suburbs.

Of the 902 students in the school approximately 58% are from ethnic minority groups—41% Hispanic, 9.7% Native American, 7.3% African American, and 4.2% Pacific Asian. Almost 33% of the families in the attendance area report an annual income of less than \$10,000, but a substantial minority, over 7%, have incomes in excess of \$50,000. Almost 30% of the students at Van

Buren come from single-parent homes. The 1991-1992 mobility rate for the school was 53.9%. The free lunch program serves 52.4% of the students in the school. One-third of the student population is eligible for Chapter I (Reading) services due to low test and classroom performance.

Van Buren is composed of three schools within a school, each with different schedules, separate lunch times, and separate facilities. These smaller "schools" enable students and faculty to know each other better and feel safer. Limited English Proficiency (LEP), Chapter I, and special education programs integrate students into general classes.

Program Components:

The Curriculum guides and supports quality instruction by

- 1) providing a literacy-based curriculum.
- 2) setting high expectations.
- 3) using alternative ways to demonstrate mastery of knowledge.
- 4) providing flexible, relevant learning experience to allow for the diversity of its students
- 5) encouraging curiosity.
- 6) promoting a desire to learn, and
- 7) developing self-discipline.

Foreign Languages

Van Buren offers more formal and informal language instruction than any other school in the district because of their global curricular emphasis. Spanish is taught as an elective course at all grade levels, French is taught as a mini course to all sixth graders. Introduction to Languages, which includes four nine-week courses (Multicultural Communication, German, French, and Spanish) is offered to eighth graders. Finally, because of the predominance of second languages at Van Buren, many students teach each other languages. Demonstrations of the value of language learning occur through the morning news, multilingual communication to parents, multilingual

posters, and staff members' use of many languages.


The Chapter I program has been designed to meet the needs of more students by impacting the student assessment procedures and instructional methodology through the use of a half-time Support for Instructional Development (SID) position. This position also prompted the development of the literacy team (Chapter I personnel, Multi-learning Center staff, literacy coordinator, technology specialist, and bilingual/LEP coordinator). This group is represented on the individual school teams by the literacy coordinator or the Chapter I reading teacher.

The literacy coordinator and the Chapter I reading teacher have many responsibilities: participating in the development of curriculum, locating and/or developing materials, creating assessment tools for particular units of study, providing current research and literature, and teaming with staff to model or demonstrate a particular technique that is effective for Chapter I or at-risk students. In addition, these two individuals are preparing a strategies notebook to assist teachers in working with their at-risk populations. They also coordinate all the literacy activities for the school with the assistance of the literacy team. The team also works to develop and present workshops to the staff after school to give detailed information about how to work with Chapter I, LEP, or other at-risk students.

The second aspect of the Chapter I position is the operation of Students Having a Reading Experience (SHARE). Students are trained to be tutors in the areas of reading and writing using a literature-based or whole language approach. As part of their regular class schedule, these tutors are assigned to work with at-risk kindergarteners and first graders at Emerson Elementary School. During the school year the tutors receive instruction in theory and methods, develop unit plans and materials, and evaluate their students' progress three days per week. Twice a week, forty-minute tutor sessions are held at the elementary school. The tutors are transported to the elementary school by bus.

Limited English Proficiency students receive English as a Second Language (ESL) services and support specifically through the Bilin





gual Program and integratively throughout Van Buren's curriculum. Instructional strategies include hands-on and manipulative activities, high-interest visuals, role-playing, total physical response, games, and peer tutoring. Bilingual and sheltered social studies, math, and science classes are offered. Beginning English speaking students are placed in intensive language support classes. Intermediate level students are mainstreamed into some general education classes. Advanced English speaking students are integrated fully into the general student population with the ESL teacher following the general language arts curriculum adjusted to ESL needs. LEP students are identified using the Language Assessment Scale (LAS), reading comprehension and writing scales, and teacher recommendations. Student progress is monitored through role playing, oral discussions, individual and group presentations, quizzes, and videotaping.

The purpose of Van Buren's literacy team was to restructure the library to become a 21st Century Multilearning Center (MLC) where students could access information via print material and current technology. The MLC has been designed around curriculum centers where all materials pertaining to that curriculum have been grouped. The Arts and Literature, Social Science, and Science and Technology curriculum centers each contain books relevant to that area of study and reference books such as almanacs, encyclopedias, and dictionaries. The computer center is the core of these curriculum areas. Here students can access resources and use word processing to produce research papers. Students also have access to CD Rom encyclopedias, electronic newspapers, university card catalogues, and international communication. The addition of VCRs, monitors, and listening stations to these curriculum centers further enhances the ability of students to retrieve information. Book clubs and literacy based programs encourage reading for information and recreation.

Native American Context:

The school within a school concept encourages personal relationships between staff and students. The result is that students

talents are recognized and celebrated, and they have a sense of identity within the school. Students deliver the Pledge of Allegiance in their language. General education placement on a team is done by parent/student choice. Special Education, including gifted, Chapter I, and LEP students qualify for programs through testing as required by district, state, and federal guidelines. Since teaming is a priority, resource teachers become learning specialists and general education teachers become content specialists.

LEP and Chapter I students and teachers are included in general education classrooms as are their teachers. Students move regularly among groups though they spend much of their day with members of their team, a heterogeneous group of students. During mini-classes held each day, students cross team boundaries. Many students also cross grade levels by tutoring elementary students at one of their feeder schools or students on their campus. In addition, students can participate in their tutoring/mentoring program, their Homework Club, or lunch time reading groups. Finally, their counselors address groups of students who have been identified as having common concerns.

Writers' workshop, which is traditionally taught in the language/literature classes, is being utilized in other disciplines such as math and science. The content for writing is different, but the process is the same. Guiding students to take a metacognitive look at their own thinking in the form of their writing has cross content benefits. Having children edit the writing of their peers gives them practice with feedback that develops in complexity over time and a sense of authority which motivates them to write well, and more often. LEP students are involved in intra school media by being announcers on Van Buren News and by being graphic artists designing multilingual visuals. The yearbook supports LEP students through sections devoted to the Bilingual/LEP Program and to the students' writing and art. Thus LEP students not only receive specific services and support, they return to the general student population multicultural enrichment.

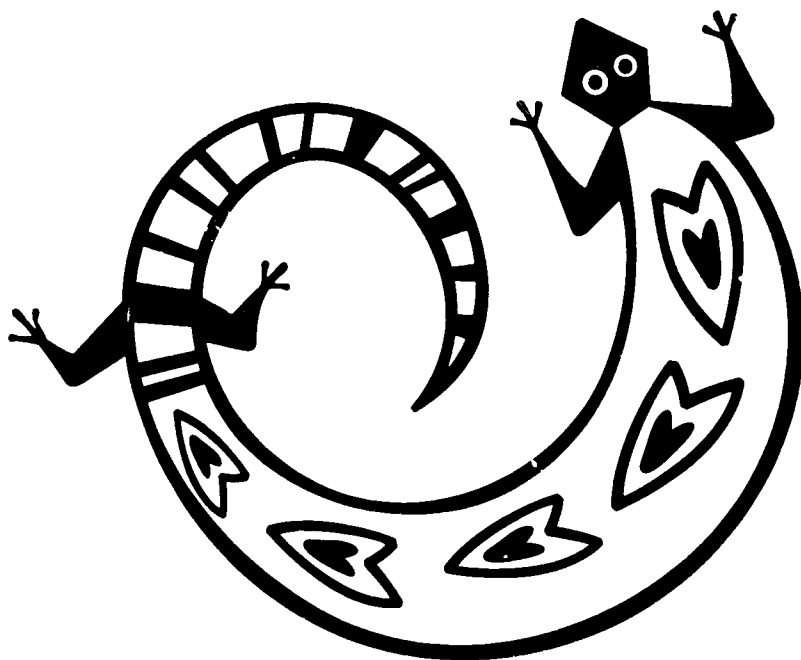
Results/Documentation:

Tests like the Piers-Harris Self-Esteem Inventory and the Language Assessment Scale and Skills Inventory (LASSI), as well as a variety of academic assessments such as grade point averages have indicated the effectiveness and success of their multifaceted program.

The LEP program is effective because students receive awards, earn good grades, are on the honor roll, have good attendance, and demonstrate motivation and commitment to school. Staff and administration recognize LEP students by making positive comments and requesting students as classroom assistants. LEP students help with and participate in the annual International Fiesta, Humanities Fair, and University of New Mexico (UNM) International student visitations.

Teams evaluate their performance and the performance of their children on a theme-by-theme basis. Through the evaluation of attendance, student motivation, outcomes based on video and audio tapings, daily

participation, student evaluations, parent input, and teacher evaluations Van Buren learns of their strengths and weaknesses. On a school-wide basis, Van Buren staff annually review their quality indicator data: school climate survey results, average daily attendance; before-and-after-school activity attendance; grade point averages; parent and community involvement; major discipline referrals; counseling office activities—student conferences, parent conferences, staff conferences, group sessions, classes taught, and home visits; Piers-Harris Self-Esteem Inventory, New Mexico Portfolio Writing Assessment and Iowa Tests of Basic Skills results. Using this data, the Van Buren staff build on their strengths and transform their weaknesses in the Curriculum and Staff Development Committee's program planning process. While Van Buren is impressed with their recent student and program indicators of success, the long-term success of their students will be seen with clarity as they enter high school, remain there, and graduate.



West Anchorage High School

Program Goals:

West Anchorage High School began restructuring the curriculum to respond to the cultural diversity, communication problems, dysfunctional families, and transient nature of its students. The staff at West Anchorage High School has redefined the term "at-risk" and has begun to see diversity as a strength not a weakness. The vision of West is to offer an environment and curriculum that encompasses the whole student: intellectually, socially and economically. Goals and objectives are derived from this vision. These goals and objectives are reviewed yearly through a process that involves staff, parents, and students. The result is a concise product that is shared with parents, students and the community. West Anchorage High School sees itself as a unique community of learners in an educational environment that is successfully addressing change by changing.

National Education Goals for American Indians and Alaska Natives:

GOAL 4 (Student Academic Achievement)- By the year 2000 every Native student will demonstrate mastery of English, mathematics, science, history, geography, and other challenging academic skills necessary for an educated citizenry.

Demographics:

West Anchorage High School opened in 1953; it is the oldest high school in the city of Anchorage. It's also now the smallest of six area high schools, and has about 1,300 students. It clearly typifies a large urban secondary school which is experiencing dramatic transition. In 1986, 70% of the student population was Caucasian, now almost half of the students are members of a minority. About 13% are American Indian or Native Alaskan and 16% Asian or Pacific Islander. Thirty-seven different languages are spoken by this minority population. Consequently, teachers were led to seek methodologies, strategies, and content that addressed the variety of learning styles and needs of a multi-ethnic population which has become increasingly transient.

Four or five years ago, West Anchorage High School was thought of as a school that was dying. Individuals did not enjoy teaching there, nor did students enjoy learning there. There was evidence of low morale, student unrest, and a decline in parent involvement. Now, this has all changed. One reviewer described it as a "classic example of a turned around school." It is now thought of as an inner-city school "on the move." The faculty, parents, and students clearly understand their mission; they now know what they want and the hard work it will take to get there. They have demonstrated to the

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Program Recognition:

1992, 1993 Blue Ribbon Schools,
U.S. Department of Education

community their commitment as evidenced by the learning atmosphere and positive results academically.

Program Components:

Overall, the basic curriculum is driven by the school district's program of studies with courses in English, mathematics, science, social studies, and foreign languages. Each of these is described below in very general terms.

English

The English Department has made extensive efforts to address the needs of the culturally diverse student body. There is an increasing emphasis on literature that positively depicts the cultures of minority students, both in the regular English curriculum and in specialized courses like Literature of the North and Multicultural Literature. Writing is emphasized in all English courses and writing classes make frequent use of the Mac Grant Lab and the new computer labs. Higher-order thinking skills, which are a part of most English classes, receive particular emphasis in Honors English, Advanced Placement English, Mythology, Debate, Creative Writing, and Advanced Compositions. Three years ago, the English and science departments created a joint program that emphasizes the use of technology. This year, teachers created a new drama course that focuses on students writing and producing their own plays.

Mathematics

The math department is moving toward the goal of implementing the National Council of Teachers of Mathematics (NCTM) standards for the teaching of mathematics. The teachers' role is to act as resource and guide. Calculators and computers are incorporated into all classes. The curriculum has been expanded to include probability, statistics, matrix manipulation, problem solving, critical thinking, and real life applications.

Science

The science department recognizes the need to provide a rigorous science program with the expectation that all students will succeed. This department has been recognized at the national, state, and local level for its excellence in developing a technology based integrated science/language arts curriculum and for a school wide recycling program.

Social Studies

The various social studies courses at West Anchorage High School encourage students to draw conclusions and make predictions, comparisons, and inferences. Because of the cultural diversity of the students, all courses emphasize the contributions of minorities in our society. The department has also felt the need to include more geography to better prepare students for a global society. Students now are taught both physical and cultural geography around the five basic themes developed by the National Council for Geographic Education and the National Geographic Society.

Foreign Languages

This department has grown with the demands of the school and community. The program offers courses in six languages including Russian, Japanese, and Chinese. Close ties exist between this department and the English as a Second Language program.


Other

The technology education program has been trend-setting. The Technology lab has also been used to train educators throughout Alaska and was the demonstration site for an international symposium in 1992.

Native American Context:

As our society continually changes, so must our schools. Creative ways to ensure academic and social learning are continually sought, implemented, and evaluated at West Anchorage High School. The commitment to provide both a positive school environment and effective learning experience is undertaken by the school leadership, the parents and community, the staff, and the students. Among the changes are several new programs and approaches designed to meet the academic and social needs of students:

- 1) New time schedule, allowing for all classes to meet longer as well as before and after the regular school day;
- 2) The Mac Grant Lab, which is a technology lab that provides a stimulating interdisciplinary learning environment. It operates much like a library;

- 
- 3) The West Academy for ninth grade students which emphasizes an interdisciplinary theme-based approach. In addition, it encourages interactive and cooperative learning among its students and the use of technology;
 - 4) The Native Education Program/The Learning Place which provides a small school approach within the larger school context. It emphasizes Native heritage and cultural values and offers a camaraderie among students and with the Native community. A tutorial assistance program is offered on an elective basis and cultural resource experts are also available in the areas of art, contemporary issues, native dance, and Native Youth Olympics to supplement the day to day activities;
 - 5) Commitment to technology as a tool for lifelong learning and for functioning in the 21st century. A year long school-wide study resulted in a three-phase technological plan incorporating interlinking networks; and
 - 6) New perspective of the "whole child" and the "whole education" where the focus tends to be on commonality rather than difference, on the inter-relatedness rather than the separateness of curriculum, on cooperation and healthy competition rather than on individuality and harmful competition, on active rather than passive learning, on inclusion rather than exclusion, and on creativity rather than conformity. This new perspective permeates daily decisions related to curriculum, staffing, space

utilization, organization, and allocation of resources.

Results/Documentation:

Eleventh grade students are given the Tests of Achievement and Proficiency (TAP), published by Riverside Publishing Company, as a state test in reading, written expression, and mathematics. For the past several years, mean NCE scores for all three areas have been above 50. Mean scores for students taking the SAT test are over 400 in both math and verbal areas. Daily student attendance is about 92%. The number of students involved in serious disciplinary incidents is about 6%. There has been a substantial reduction in the dropout rate from 1991; it dropped from 10.9% to 7.9%. This can be attributed to creating a sense of team work and accountability.

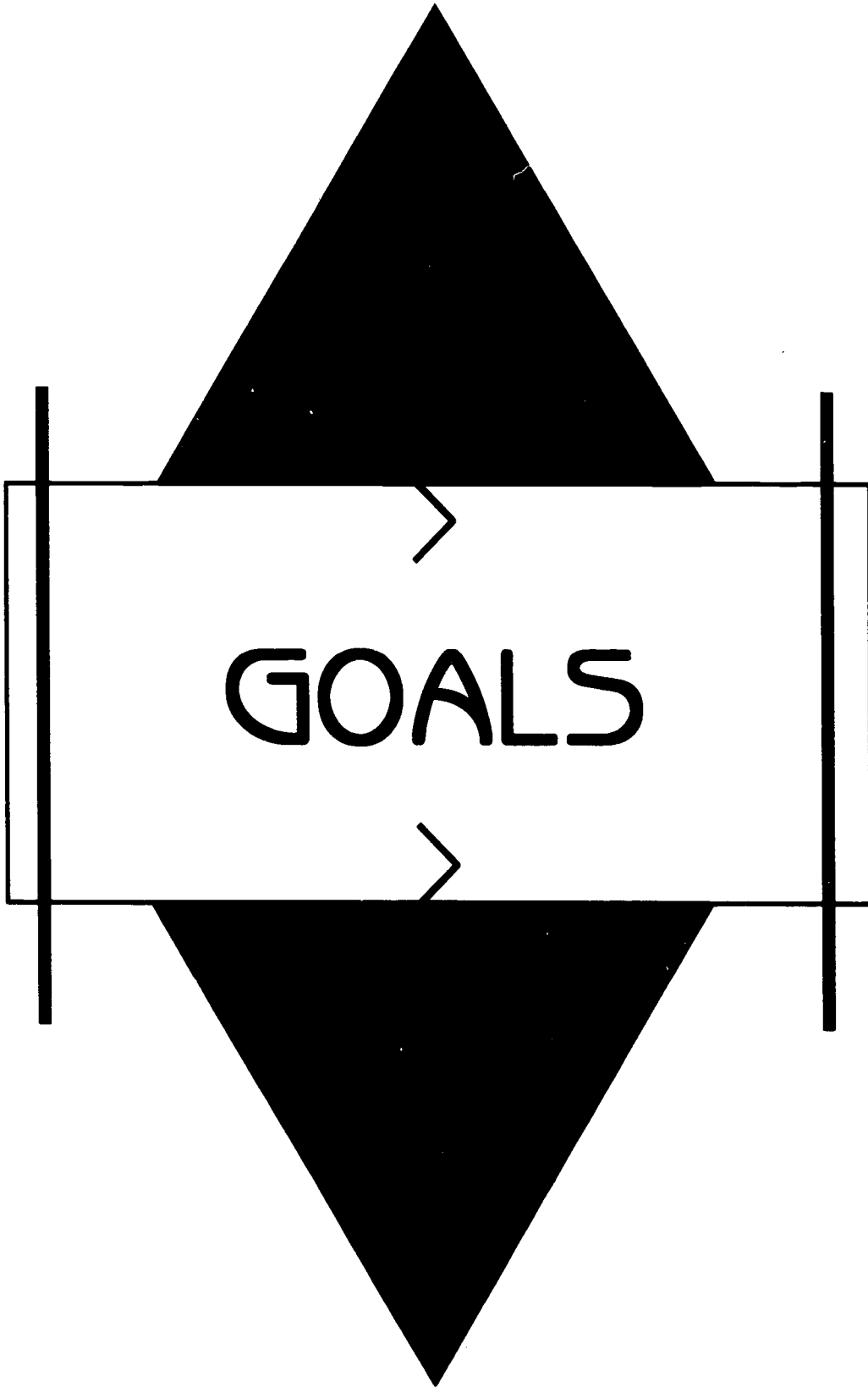
With the input of teachers, students, parents, and the business community, the school has identified specific goals to target and each year major accomplishments are occurring. Communication and networking among staff has increased, demonstrated by the fact that several cooperative grants have been initiated and awarded causing a dramatic impact on this school moving into the 21st Century. The use of cooperative learning across the curriculum has reinforced the advantages of having a diverse student population.

Parental involvement has increased in this school. A conscientious effort to bring parents into the school and keep them informed of programs and concerns has been met with great success. Parents working during the school day in this comprehensive high school is not an unusual sight.



by Klaressa Osceola







National Education Goals for American Indians and Alaska Natives

Using the President's six National Education Goals as a foundation, the Indian Nations At Risk Task Force established a set of ten educational goals to guide the improvement of all federal, tribal, private, and public schools that serve American Indians and Alaska Natives and their communities:

GOAL 1: Readiness for School

By the year 2000 all Native children will have access to early childhood education programs that provide the language, social, physical, spiritual, and cultural foundations they need to succeed in school and to reach their full potential as adults.

GOAL 2: Maintain Native Languages and Cultures

By the year 2000 all schools will offer Native students the opportunity to maintain and develop their tribal languages and will create a multicultural environment that enhances the many cultures represented in the school.

GOAL 3: Literacy

By the year 2000 all Native children in school will be literate in the language skills appropriate for their individual levels of development. They will be competent in their English oral, reading, listening, and writing skills.

GOAL 4: Student Academic Achievement

By the year 2000 every Native student will demonstrate mastery of English, mathematics, science, history, geography, and other challenging academic skills necessary for an educated citizenry.

GOAL 5: High School Graduation

By the year 2000 all Native students capable of completing high school will graduate. They will demonstrate civic, social, creative, and critical thinking skills necessary for ethical, moral, and responsible citizenship and important in modern tribal, national, and world societies.

GOAL 6: High-Quality Native and non-Native School Personnel

By the year 2000 the numbers of Native educators will double, and the colleges and universities that train the nation's teachers will develop a curriculum that prepares teachers to work effectively with the variety of cultures, including the Native cultures, that are served by schools.

GOAL 7: Safe and Alcohol-Free and Drug-Free schools

By the year 2000 every school responsible for educating Native students will be free of alcohol and drugs and will provide safe facilities and an environment conducive to learning.

GOAL 8: Adult Education and Lifelong Learning

By the year 2000 every Native adult will have the opportunity to be literate and to obtain the necessary academic, vocational, and technical skills and knowledge needed to gain meaningful employment and to exercise the rights and responsibilities of tribal and national citizenship.

GOAL 9: Restructuring Schools

By the year 2000 schools serving Native children will be restructured to effectively meet the academic, cultural, spiritual, and social needs of students for developing strong, healthy, self-sufficient communities.

GOAL 10: Parental, Community, and Tribal Partnerships

By the year 2000 every school responsible for educating Native students will provide opportunities for Native parents and tribal leaders to help plan and evaluate the governance, operation, and performance of their educational programs.





Indian America: Goals 2000

1. School Readiness

By the year 2000, American Indian and Alaska Native children will start school ready to learn.

2. High School Completion

By the year 2000, the high school graduation rate for American Indian and Alaska Native students will increase to at least 90 percent.

3. Student Achievement and Citizenship

By the year 2000, American Indian and Alaska Native students will leave grades four, eight, and twelve having demonstrated competency in English, mathematics, science, history, and geography; and schools will ensure that all students learn to use their minds well and are prepared for responsible citizenship, further learning, and productive employment.

4. Science and Mathematics

By the year 2000, American Indian and Alaska Native students will be among the first in the country in science and mathematics achievement.

5. Adult Literacy and Lifelong Learning

By the year 2000, American Indian and Alaska Native students will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise their rights and responsibilities of citizenship.

6. Safe, Disciplined, and Drug-Free Schools

By the year 2000, every school responsible for educating American Indian and Alaska Native students will be free of drugs and violence and will offer a disciplined environment conducive to learning.

7. Tribal Government, Language, and Culture

By the year 2000, American Indian and Alaska Native students will be provided the opportunity to maintain and enrich their tribal language and culture.

8. Safe, Adequate School Facilities

By the year 2000, all schools educating American Indian and Alaska Native students will meet applicable health and safety codes.

9. Professional Development

By the year 2000, the Bureau's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all students for the next century.

10. Parental Involvement

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

National Education Goals

According to the new national goals, by the year 2000:

- 1) All children will begin school ready to learn;
- 2) 90 percent of high school seniors will graduate;
- 3) Students will be promoted from the fourth, eighth, and twelfth grades after demonstrating competency in English, mathematics, science, arts, foreign languages, civic and government, history, geography, and economics;
- 4) U.S. students will be first in the world in math and science achievement;
- 5) All Americans will be literate and possess the skills needed to compete in the international economy and be responsible citizens;
- 6) American schools will be free of drugs, guns, alcohol, and violence and will offer students an environment conducive to learning;
- 7) The nation's teachers will have access to the professional development needed to help them prepare all their students for the 21st century; and
- 8) Every school will promote programs that will increase parents' participation in the social, emotional, and academic growth of their children.¹

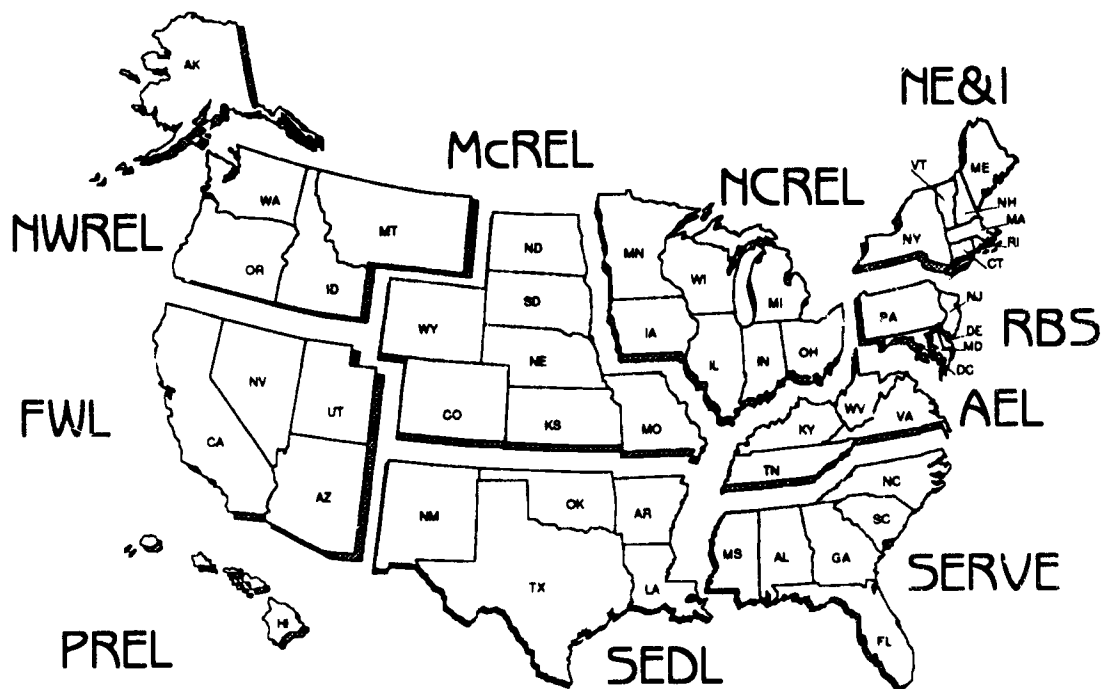
¹ *Education Daily*, April 5, 1994





APPENDICES

Lab Network



Appalachia Educational Laboratory, Inc. (AEL)

P.O. Box 1348
Charleston, WV 25325
(304) 347-0400
(800) 344-6646 (in WV)
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Far West Laboratory for Educational Research (FWL)

730 Harrison Street
San Francisco, CA 94107-1242
(415) 565-3000

Mid-continent Regional Educational Laboratory (McREL)

Denver Office:
2550 S. Parker Road
Suite 500
Aurora, CO 80014
(303) 337-0990
Kansas City Office:
3100 Broadway, Suite 209
Kansas City, MO 64111
(816) 756-2401

North Central Regional Educational Laboratory (NCREL)

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(708) 571-4700
(800) 356-2735

Northwest Regional Educational Laboratory (NWREL)

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Suite 500
Portland, OR 97204
(503) 275-9500

Pacific Regional Educational Laboratory (PREL)

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Honolulu, HI 96813
(808) 532-1900

Regional Laboratory for Educational Improvement of the Northeast and Islands (NE&I)

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Suite 950
Andover, MA 01810
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(800) 347-4200

Research for Better Schools, Inc. (RBS)

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Philadelphia, PA 19123-4107
(215) 574-9300

SouthEastern Regional Vision for Education (SERVE)

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Tallahassee, FL 32301-2950
(904) 671-6000
(800) 352-6001

North Carolina Office:
University of North Carolina at Greensboro
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(800) 755-3277

Southwest Educational Development Laboratory (SEDL)

211 East Seventh Street
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The Regional Educational Laboratory Network

During the nearly three decades since their inception, the regional educational laboratories (funded by the Office of Educational Research and Improvement, U.S. Department of Education) have proven to be valuable resources in their regions. Each laboratory identifies regional needs and develops resources to help meet them. In cooperation with partners in the state and intermediate education agencies, universities, professional associations, foundations, business, and social service agencies, the laboratories provide programs and services to schools and others working to improve education.

In 1992, the Regional Educational Laboratory Network was established in recognition of the growing need for coordinated national responses to America's educational challenges and the potential of the laboratories for working collaboratively to help meet this need. All ten have joined together to formalize, consolidate, and extend their capacity to act as a national system.

The structure for achieving this goal is a set of collaborative projects, staffed and supported by all or a subset of the regional laboratories. Each project has an originating (or "lead") laboratory which provides a project coordinator. The coordinator forms a steering committee (called the design team) to shape the project plan and activities. Collaborating laboratories then provide one or more staff, usually part-time, to help carry out the project.

The content emphases of the projects are mathematics and science, communications development, system building, and underserved populations. Examples of current project topics are alternative assessment database, professional development toolkit, Native American education promising practices, teaching cases professional development, multimedia school improvement resource system, urban and early childhood networks, and sharing promising and proven practices. In addition, the laboratories have developed a national telecommunications network, wherein each is a node on the Internet. Databases, communication links, and other services are available for school improvement.

This publication is one product of the Regional Educational Laboratory Network. For more information, please contact the laboratory in your region.





Agencies/Recognition Programs

Bureau of Indian Affairs Outstanding Schools Programs, 1993

In 1993, the Branch of Elementary and Secondary Education at the Bureau of Indian Affairs contacted staff at each BIA school and asked them to nominate programs at their schools of which they were proud. Any type of program, whether academic, cultural, or other was accepted. In lieu of specific criteria, each was asked to describe what was unique about their program. The programs nominated were reviewed and a total of 28 were written up in a publication entitled *Bureau of Indian Affairs Outstanding Schools Programs, 1993*.

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Blue Ribbon Schools Program

The Blue Ribbon Schools program, created in 1992 as a national school improvement strategy, identifies and honors America's outstanding public and private schools while encouraging other schools and communities to look to them for ideas and inspiration. Schools that are unusually effective in meeting local, state, and national goals while educating all of their students are chosen. The program comprises the Elementary School Program and the Secondary School Program, which are high lighted in alternating years.

The intent is to effect improvement through the collaborative self-evaluation required of local school communities that participate. Recognition provides the stimulus to continue the pursuit of excellence with schools serving as role models for other schools and communities wishing to provide high quality education for all their students.

Each state administers its own program for selecting public schools to be nominated to the national level. The chief state school officers make their nominations each year to the U.S. Department of Education. The number of schools each state may nominate is indexed to that state's population. The Council for American Private Education nominates private schools, and the officials of the Bureau of Indian Affairs and the Department of Defense Schools nominate their schools.

A review panel of 100 outstanding public and private school educators, college and university staff, state and local government officials, school board members, parents, the education press, medical professionals, business representatives, and the general public review the nominations. On the basis of the quality of the application, the most promising schools are recommended for a site visit. Experienced educators, including principals of previously recognized schools, conduct a two-day site visit to verify the accuracy of the application materials and to gather any additional information needed by the review panel. The Secretary of Education takes the final recommendations and announces the names of the schools selected for recognition that year.

The following "Conditions of Effective Schooling" are considered as criteria:

- 1) leadership,
- 2) teaching environment.

- 3) curriculum and instruction,
- 4) student environment,
- 5) parent and community support, and
- 6) organizational vitality.

The following "Indicators of Success" are also considered:

- 1) student performance on measures of achievement
- 2) daily student and teacher attendance rates,
- 3) students' postgraduate pursuits, and
- 4) school, staff, and student awards.

For more information contact:
 U.S. Department of Education
 Recognition Division
 Washington, DC 20208-5645
 (202) 219-2149

Exemplary Programs in Indian Education

The Native American Scholarship Foundation (NASF) seeks out programs serving Native American students that set an example for others. The Exemplary program achieves its status not by the programs, practices, plans, or professional development within, but by the academic performance and student outcomes which result. They begin with a "bottom up" approach with parents, teachers, students, and counselors in collaboration. The first *Exemplary Programs in Indian Education* publication, produced in 1993 by the NASF, contains detailed information on the 12 programs highlighted.

The criteria to be considered an Exemplary program include several elements:

- 1) acknowledgment of the problem,
- 2) set priorities for the problems,

- 3) vision,
- 4) planning,
- 5) commitment,
- 6) restructuring and retraining,
- 7) goal setting that is expressed in student outcomes,
- 8) experimentation, testing, and evaluation,
- 9) outreach, and
- 10) expertise.

For further information, contact:
 Dean Chavers
 Native American Scholarship
 Fund, Inc.
 8200 Mountain Road, N.E.
 Suite 203
 Albuquerque, NM 87110
 (505) 262-2351


Office of Indian Education Effective Showcase Projects

The Office of Indian Education, Office of Elementary and Secondary Education, U.S. Department of Education, awards programs of distinction serving Native American students. A total of seven project winners are announced annually at the National Indian Education Association (NIEA) convention. Six of these are formula grant projects, one from each Indian Technical Assistance Center region. The seventh is a discretionary grant project selected nationwide.

The criteria for Showcase Project selection include effectiveness in addressing the following areas:

- 1) one or more of the ten National Education Goals for American Indians and Alaska Natives,
- 2) clear and measurable goals and objectives,



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- 3) activities that are related to project goals and objectives,
 - 4) evidence of staff commitment to project goals,
 - 5) objective data available for evaluation,
 - 6) parent/community involvement throughout the school year,
 - 7) ability to quantitatively and qualitatively validate effectiveness,
 - 8) appropriate instructional materials, methods and approaches,
 - 9) efficient use of academic learning time,
 - 10) closely monitored student progress,
 - 11) regular feedback and reinforcement,
 - 12) culturally relevant curriculum materials used to enhance student

self-concept and reinforce Indian culture and values,

- 13) excellence recognized and rewarded,
- 14) evaluation results used for project improvement, and
- 15) potential for replication.

For further information, contact:

Sandra Spaulding
Director of Program Operations
Office of Indian Education,
Office of Elementary and
Secondary Education,
U.S. Department of Education
600 Independence Ave., SW
FB10
Portals Room 4300
Washington, DC 20202
(202) 260-1441

List of Abbreviations/Acronyms

The following abbreviations and acronyms are found in this text:

- ABE** - Adult Basic Education
- ABLE** - Adult Basic Learning Education
- AEL** - Appalachia Educational Laboratory, Inc.
- AEP** - Adult Education Program
- AI/AN** - American Indian/Alaska Native
- AITTP** - American Indian Teacher Training Program
- APS** - Albuquerque Public Schools
- BIA** - Bureau of Indian Affairs
- BRS** - Blue Ribbon Schools
- CDE** - Colorado Department of Education
- CSAP** - Center for Substance Abuse Prevention
- CTBS** - Comprehensive Test of Basic Skills
- EPIE** - Exemplary Programs in Indian Education
- ESL** - English as a Second Language
- FWL** - Far West Laboratory for Educational Research
- GED** - General Educational Development (test), General Educational Diploma (certificate for passing)
- LAS** - Language Assessment Scale
- LASSI** - Language Assessment Scale and Skills Inventory
- LEP** - Limited English Proficiency
- LIEC** - Local Indian Education Committee





LNP - Laboratory Network Program
M.Ed. - Master of Education Degree
McREL - Mid-continent Regional Educational Laboratory
MRC - Multicultural Resource Center
NASF - Native American Scholarship Foundation
NCE - Normal Curve Equivalent
NCREL - North Central Regional Educational Laboratory
NCTM - National Council of Teachers of Mathematics
NE&I - Regional Laboratory for Educational Improvement of the Northeast and Islands
NIEA - National Indian Education Association
NTE - National Teachers' Examination
NWREL - Northwest Regional Educational Laboratory
PREL - Pacific Regional Educational Laboratory
RBS - Research for Better Schools, Inc.
SAT - Scholastic Aptitude Test
SERVE - South Eastern Regional Vision for Education
SHARE - Students Having A Reading Experience
SID - Support for Instructional Development
SEDL - Southwest Educational Development Laboratory
TABE - Test of Adult Basic Education
TAP - Test of Achievement and Proficiency
TNT - Project Tradition and Technology
TSIP - Total School Improvement Program
UNM - University of New Mexico