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ABSTRACT

A study examined the extent to which high schools are preparing American Indian students for college. Counselors were surveyed at 47 on- and off-reservation high schools serving Indian students in 16 states. Only 17 percent of Indian students in the schools were enrolling in college. Under 10 percent of Indian students were taking 4 years of college prep math, and 30 percent were taking no math at all. Almost a third of Indian students were not enrolled in a science course. Over half the high schools did not have a science lab. Only 1 percent of Indian students were enrolled in advanced placement classes. Most Indian students were not applying for any scholarships for college study. Only 2.4 percent of Indian students had access to a full set of scholarship directories in their high schools. Anglo teachers dominated in 29 schools, Native teachers dominated in only 7. Fourteen schools had no Indian teachers. There were huge gaps in support services. Many opportunities for college preparation were closed to Indian students, who were often marked for remediation programs instead of mainstream or advanced classes. Recommendations to principals, parents, and counselors are included. Data are presented on the schools' Indian enrollment, dropout rate, attendance rate, accreditation status, enrollments in specific courses, college enrollment, teacher characteristics, extracurricular activities, and counselor training needs. Appendices present the survey form, a bibliography of scholarship directories, and a college preparation checklist. (TD)

INDIAN STUDENTS AND COLLEGE PREPARATION

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TABLE OF CONTENTS

TABLES, CHARTS, AND GRAPHS

PURPOSE OF THIS STUDY

This report addresses specifically the extent to which high schools (1) on or near reservations and (2) off reservations are preparing their Native students for college study. It is groundbreaking in the sense that no one has done this type of survey before.

Most people, it is alleged, and I believe it is true, think Indian students can not succeed in college. They think Indian students are too dumb, too lazy, too preoccupied with other things, and not culturally in tune with college. They think Indian students are good with their hands, but not with their heads. They think Indian students are good artists, but not good thinkers. They think Indian students are very left-brained (or is it right-brained; I forget) and not the other way around.

They use their own rationale to steer Indian students away from college. They think Indian students should be preparing for vocations, not professions.

I think they should be steering Indian students toward college. Let's look at the facts. **First,** the U. S. is a different country than it was even as recently as 30 years ago. Fifty years ago it was a country based on manufacturing, farming, and blue-collar occupations. It is now a country based on **Knowledge, Information, and Technology** (KIT). In 1950, for instance, 15% of the population were farmers. Today, only 1.5% are farmers. The future of the work force is collecting, using, manipulating, and sharing information.

Second, the U. S. is now sending 67% of its high school graduates on to college.* Indian Country is sending only 17% of its graduates on to college.** I predict that within ten years, by the year 2010, the U. S. will be sending 80% of its high school graduates on to college.

Third, Indian Country is bereft of many professionals. As one example, The Indian Health Service reports that 523 of its 1,380 slots for doctors, dentists, nurses, and pharmacists were vacant as of the Fall of 1999. This 38% vacancy rate is an ongoing problem for the Service. What it means for the typical Indian patient at an Indian clinic is a wait of four to eight hours to see a doctor or a dentist. Some Indian people end up with chronic sicknesses that are never treated properly.

Tribes need hundreds of business managers for housing development, finance arrangements, hotel and casino management, development of private sector businesses, and many other things. Only a very few dozen Indians with degrees in business, finance, management, marketing are emerging from the nation's business schools each year.

Tribes need engineers for building roads, building facilities, and many other things. Only a handful of Indian engineers are earning degrees each year. Schools hire 16,000 new teachers every year, but can find only 449 new Indian teachers to hire.*** The demand for new Indian teachers is enormous—at least 3500% higher than supply.

Non-Indian professionals, including teachers, engineers, doctors, nurses, dentists, pharmacists, and attorneys, who are hired each year by tribes and tribal organizations typically have short tenures in Indian Country. Their typical tenure is less than two years, on the average. They go through a revolving door to the reservations, returning to the cities as soon as they can find a job there. Indian professionals, on the other hand, tend to stay in place for many years. Indian professionals bring stability, continuity, pride, and professionalism to their communities. Many more of them are needed.

* *U. S. Education Department, 1998.*

** *Astin, 1982.*

*** *Chavers, 2001.*

EXECUTIVE SUMMARY

The 740 "Indian high schools" in the U. S. were surveyed during the 1999-2000 school year. Basic data on accreditation status, course enrollments, daily attendance, dropouts, teachers, scholarships, college attendance, PTA membership, staff training needs, clubs, and support services were collected from 47 of the 740 schools (6.3%). The survey results revealed the following.

- Half of all Indian students drop out of high school before graduation.
- Only 17%% of all Indian students, and 34% of high school graduates, were enrolling in college, compared to 67% for the U. S. as a whole.
- A quarter of Indian high schools had daily attendance rates below 80%. The overall rate of daily attendance in Indian high schools is just over 80%, which is 10 percentage points or more below the national norm for daily attendance, which is 92%.
- Only 33.5% of all Indian students were enrolled in at least one college-prep math class.
- Only 76.6% of Indian ninth graders were taking Algebra I.
- Under 10% of Indian students were taking four years of college prep math. Three out of ten Indian students were taking no math classes at all.
- Only 4.9% percent of Indian students were taking Calculus, which is required for advanced math, science, and engineering study.
- Almost a third (29.5%) of Indian students were not enrolled in a science course.
- Over half the 47 high schools (26 out of 47) did not have a science lab.
- Most Indian students were not applying for any scholarships for college study.
- Only one-third (35.9%) of Indian students were taking courses to learn computers.
- Only one-sixth (16.7%) of Indian students were taking a foreign language during the year of the survey.
- Only a few Indian high schools (four out of 47) were offering tribal history and government classes.
- Only 11 of the 47 high schools (23.4%) were offering instruction in a Native language. Only 7.5% of Native students were taking a Native language course.
- Indian students were extremely under represented in extracurricular clubs. The only exception is membership in the Native American clubs, which had 6.8% of Native students as members.

METHODS

IDENTIFICATION OF HIGH SCHOOLS

The focus of this study is the preparation of Indian students for college study. Data were collected from high schools on or near reservations and off reservations. This includes five types of schools—Bureau of Indian Affairs (BIA) schools, public schools, contract schools, mission schools, and private schools. The preponderance of Indian students; some 82%, attend public schools on or near reservations, or in urban areas. Another 12% attend BIA schools, and mission and contract schools enroll about 3% each. Under one percent of Indian students are in private schools, including college preparatory schools.*

Using lists from the Office of Indian Education (OIE) Title IX program, from the Impact Aid program of the U. S. Education Department (ED), from the ED directory of public school districts, from the BIA, and from other sources, CTD in 1991 developed several comprehensive lists of Indian high schools. These lists are maintained in an Excel database, with updates made on a daily basis.

DATA COLLECTION

The CTD lists of Indian high schools were used to mail a survey form during the 1999-2000 school year to collect data on college preparation. A total of 748 Indian high schools, had survey forms sent to them. Schools that did not respond to the first mailing were sent a second, third, fourth, and fifth mailing. A total of 47 schools, or 6.3% of the total, responded to the survey. The form was sent to the counselor at the school. A sample of the form is Attachment 1.

NUMBERS AND TYPES OF SCHOOLS

A total of 16 states were represented in the responses. The sample included 22 off-reservation schools and 25 reservation schools. The total number of high schools that responded from each of the 16 states was:

CHART 1: STATES OF SCHOOLS REPORTING

Alaska	5
Arizona	7
California	2
Idaho	6
Kansas	1
Montana	3
Nebraska	1
New Mexico	4
North Dakota	1
North Carolina	1
Oklahoma	2
Oregon	2
South Dakota	4
Washington	3
Wisconsin	4
Wyoming	1
TOTAL	47

* *Pavel and Curtin, 1997.*

Some states are under represented, and others are over represented, in the collection of data. Wyoming, for instance, even with one response, is over represented because of its small Native population. Alaska and Idaho are similarly over represented. Oklahoma, California, Arizona, and New Mexico are under represented because of their large Native populations. Michigan, Colorado, Maine, Massachusetts, Minnesota, Nevada, and New York—all states with sizeable Indian populations—are not represented at all.

It is entirely possible that the data collected would be different if we had information from schools in these states. But it is also possible that high school education for Indian students is universally so bad that no differences would be found if these other states were included. The survey forms represented fairly the types of schools. The total responses by type of school were:

Public	35
BIA	3
Contract	4
Mission	2
Private	3

TOTAL ENROLLMENTS AND DROPOUTS

The total enrollment of the 47 high schools was 22,508 students. The largest high school had an enrollment of 2,382 students, and the smallest, a remote school in Alaska, had a total of 25 students. The average enrollment was 479 total students.

The total Indian enrollment in all 47 high schools was 5,002 students. The largest Indian enrollment was 818 and the smallest was one (1). The average total Indian enrollment was 106.4 students. Indian students constitute an average of 22.2% of the total student body in these 47 schools—clearly a minority of the students.

The percentages of the total student body that were Indian ranged from 100% for reservation BIA schools to under one percent in off reservation schools. Some 32 of the 47 schools had an Indian enrollment under 100 students. And 19 of them had an Indian enrollment under 50 students. Thus in the typical school among the responders, Indian students were just over 22% of the total student body.

The Indian enrollment totals by grade level were:

CHART 2: TOTAL INDIAN ENROLLMENTS

GRADE LEVEL.	TOTAL
Ninth grade	1,518
Tenth grade	1,343
Eleventh grade	1,203
Twelfth grade	938
TOTAL	5,002

The loss of students by grade level was:

CHART 3: TOTAL DROPOUTS

	NUMBER	PERCENTAGE
Ninth to tenth grade	175	11.5%
Tenth to eleventh grade	140	10.4
Eleventh to twelfth grade	265	22.0
TOTAL	580	43.9%

Looking at the dropout data holistically, however, taking the total loss of students from ninth grade to twelfth grade as a percentage of ninth graders, gives a total of 580 dropouts. Dividing this total by the total freshman gives a more accurate total dropout rate of 38.2%. When two loss points not taken into account here are factored in (dropouts before the ninth grade, and dropouts during the senior year), the **total dropout rate is between 45% and 50%**. Typically, about 4-5% of Indian students drop out before the beginning of high school, and 5-10% drop out or are expelled during the senior year.*

The prevailing trend was for the schools to lose Indian students from ninth grade to twelfth grade. Only five of the 47 schools had the same number of Indian students in the twelfth grade as they had in the ninth grade. And only five had a larger number in the twelfth grade than they had in the ninth grade. Some 42 of the schools had a loss.

DAILY ATTENDANCE

Daily attendance was not something most of the schools reported. Only 22 of the 47 schools, or 47%, reported a daily attendance rate. The other 25, or 53%, left it blank.

The modal attendance rate was between 86% and 90%. However, 23.2% of the schools reported a daily attendance rate below 80%. This is over 10% percentage points below what most school personnel regard as an acceptable rate of 90% or higher.

We can only guess, but one reason that so many schools did not report a rate is that it is too low and would embarrass them, or it is so low that no one especially keeps track of it. Either situation is bad, and reflects a problem that needs to be addressed.

The actual reported daily attendance rates and the number of schools reporting in each range were:

CHART 4: DAILY ATTENDANCE RATES

PERCENTAGE RANGE	NUMBER REPORTING	OVERALL PERCENTAGE
96+	2	4.2%
95-91	3	6.8
90-86	6	12.8
85-81	-0-	-0-
80-76	5	10.6
75-71	2	4.2
70-66	2	4.2
65-61	1	2.1
60-56	-0-	-0-
55-51	-0-	-0-
50 and below	1	2.1
TOTAL REPORTING	22	47.0%

ACCREDITATION STATUS

Most of the schools, 37 out of 47, or 79%, reported their accreditation status. Some 24 of them, or 51%, reported full accreditation by the regional accrediting body. Some 11 of them, 23%, are accredited by the state only, and not by the regional body. Two of them, or 4.2%, are candidates for accreditation. Ten schools, or 21% of the total, did not respond to this question.

* *Chavers, 1991.*

The totals in each category are:

CHART 5: ACCREDITATION STATUS

ACCREDITED BY REGIONAL BODY	ACCREDITED BY STATE BODY	CANDIDATE FOR ACCREDITATION	NOT REPORTED
24/51%	11/23%	2/4%	10/21%

Thus almost half of the schools are either not fully accredited by the regional accrediting body or did not report their status.

Location on a reservation or not does not seem to make a difference in accreditation status. When they are analyzed by reservation and non-reservation schools, the results are:

CHART 6: ACCREDITATION STATUS BY LOCATION

	RESERVATION SCHOOLS	NON-RESERVATION SCHOOLS
Regional body	14	10
State body	7	4
Candidate	1	1
Nor reported	5	5
	27	20

Thus there appears to be no difference as to location. About half of reservation schools are fully accredited by the regional body, and half the non-reservation schools are also fully accredited by the regional body.

COURSE ENROLLMENTS

Information on Indian students and the courses in which they were enrolled were collected via the survey. No information on grades earned, numbers passing, numbers failing, and so forth could be collected using this method. Additional work on these topics needs to be done.

ENGLISH

Almost all the ninth and tenth graders are enrolled in English. But there was a small drop in the percentage of junior and seniors taking English.

Some 33 of the 47 schools reported data on the numbers of Indian students taking English. Some 14 of them, or 29.8%, did not report the numbers. The total numbers were adjusted to be able to compute totals that compare across all high schools and all students. The raw total for students taking ninth grade English in the 33 reporting schools was 1,043, for instance. Projecting that total to all 47 schools then requires that the total reported be multiplied by .702, yielding a total of 1,486 students. This represents 97.8% of all Indian ninth graders.

All other baseline numbers for courses taken by Indian students are adjusted similarly. The actual baseline totals, projected totals, and percentages are shown in Chart 7 on the next page.

CHART 7: ENROLLMENT IN PRE-COLLEGE ENGLISH COURSES

NAME OF CLASS	TOTAL ENROLLEES	ADJUSTED TOTAL	TOTAL INDIAN STUDENTS	PERCENTAGE
Ninth grade English	1,043	1,486	1,518	97.8%
Tenth grade English	899	1,280	1,343	95.3
Eleventh grade English	760	1,083	1,203	90.0
Twelfth grade English	600	855	938	91.1
TOTAL	3,302	4,704	5,002	94.0%

In addition to standard English courses, schools were asked to report other English courses they offered, along with the total enrollment of Indian students in the courses. Chart 8 shows the results of the reports in these courses

CHART 8: OTHER ENGLISH COURSES

NAME OF COURSE	TOTAL INDIAN ENROLLMENT	ADJUSTED TOTAL	NUMBER REPORTING
American Literature	131	187	10
English Literature	174	248	9
Native American Literature	114	162	9
Language Arts	24	34	1
Writing	5	7	2
Rhetoric	4	6	2
Journalism	3	4	2
Communication	2	3	1
Shakespeare	1	1	1
Business English	1	1	1
TOTAL	459	653	

The total students not taking standard English courses was 298. Thus the total students taking other English courses, 653, or 13.0%, means students not taking standard English were most often taking some other English course, and some of the students in standard English courses are also taking some other English course(s).

MATH

Only 31 of the 47 (65.9%) surveys reported data on math enrollments of Native students. The totals in Charts 9, 10, 11, and 12 show the enrollments in college prep math classes, math classes that are lower level and non-college prep in nature, and advanced math classes. Since the totals for the three types of classes do not add up to the grand total for all enrollments of Indian students, it is obvious that many Indian students were taking **no math classes at all.** There was a total of 3,575 enrollments in all math classes of all three types, or 71.5% of total Indian students. Thus three out of 10 Indian students were taking no math classes at all.

There was a more severe and pronounced drop over grade levels in the numbers of Indian students taking math courses, more than for English. Algebra I is the "weeding out" course for Indian students. There is a pronounced drop in enrollments in the following course, Geometry. Only three-quarters of Indian students are taking Algebra I, and only 4.9% of Indian students are taking Calculus. One of the probable reasons for the huge drop between Algebra II and Trigonometry is that many Indian students are taking Pre-Algebra, Business Math, and Consumer Math in the ninth grade instead of Algebra I.

Chart 9 shows the total number of schools reporting data and the total number of Indian students enrolled in the various college prep math courses. The courses are arranged roughly by level of difficulty. In the college preparatory classes in math—Algebra I, Geometry, Algebra II, Trigonometry, and Calculus, there is a rapid fall off.

Chart 9 assumes that ninth graders take Algebra I, that tenth graders take Geometry, that eleventh graders take Algebra II, and that twelfth graders take Trigonometry and Calculus. The totals for these classes were used to calculate the percentages.

CHART 9: ENROLLMENT IN COLLEGE PREP MATH COURSES

NAME OF CLASS	TOTAL ENROLLEES	ADJUSTED TOTAL	NUMBER REPORTING	PERCENT OF CLASS
Algebra I	767	1,164	26	76.6%
Geometry	429	651	24	48.4
Algebra II	361	548	25	45.5
Trigonometry	89	135	11	14.4
Calculus	30	46	10	4.9
TOTAL	1,676	2,544		

Only three-quarters of the Indian ninth graders were taking Algebra I. Enrollment percentages drop at each grade level. There is also a huge drop in the numbers of schools providing data on college-prep enrollments. Fully half of the schools reported enrollments in the Algebra I and II and Geometry. But fewer than 20% reported enrollments in the more advanced courses of Trig and Calculus.

A full 16 of the schools, or 34%, provided no data on enrollments in math courses. If data had been obtained from them, the results would probably have been worse, with even fewer students in the college prep math courses.

While most Indian students are enrolled in the traditional pre-college math classes, a significant number are enrolled in math courses at a more basic level. The enrollment in non-college math courses is over 20% of total enrollments in both types of courses. More than a quarter of the high schools reported offering Consumer Math, which is a 6-8 grade level course. We assume these classes are populated mostly by ninth graders.

CHART 10: ENROLLMENT IN NON-COLLEGE PREP MATH COURSES

NAME OF CLASS	TOTAL ENROLLEES	ADJUSTED TOTAL	NUMBER REPORTING	PERCENT OF CLASS
General Math	16	24	2	1.6%
Consumer Math	167	253	13	16.7
Applied Math	116	176	3	11.6
Pre-Algebra	106	161	8	10.6
Business Math	41	62	6	4.1
TOTAL	446	676	32	44.6%

While there is a large enrollment in math courses that precede college prep courses, there is a much smaller enrollment in courses that are more advanced than the four-year sequence of college prep courses. Only one school offered the following advanced courses, with one exception—pre-calculus, which was offered by five schools

CHART 11: ENROLLMENT IN ADVANCED MATH COURSES

NAME OF CLASS	TOTAL ENROLLING	ADJUSTED TOTAL	NUMBER REPORTING
Math Standards	48	73	1
Advanced Geometry	25	38	1
Advanced Functions	30	46	1
Advanced Algebra II	30	46	1
Algebra III	16	24	1
Math Analysis	3	5	1
Pre-Calculus	77	117	5
College Algebra	4	6	1
TOTAL	233	355	12

Looking at the three types of math classes and the total enrollments for each, it is clear that most Indian students enrolled in math classes are enrolled in college prep math classes. We adjusted the raw totals to expand the projected total numbers to all 5,002 Indian students, and found that total math enrollments were 3,575, which means that 71.5% of Indian students are enrolled in some math class. We assume that the remaining 28.5% were not enrolled in any math classes.

CHART 12: ENROLLMENT IN THREE TYPES OF MATH CLASSES

TYPE OF CLASS	RAW TOTAL	ADJUSTED TOTAL (N /66%)
College Prep Math	1,676	2,544
Non-College Prep Math	446	676
Advanced Math	233	355
TOTAL		3,575

SCIENCE

A total of 30 of the 47 schools (63.8%) provided data on enrollment in science classes. The following totals show the enrollment in all science classes.

CHART 13: ENROLLMENT IN SCIENCE CLASSES

NAME OF CLASS	TOTAL ENROLLING	ADJUSTED TOTAL	NUMBER REPORTING
General Science	460	721	20
Biology I	554	868	31
Biology II	160	251	23
Chemistry I	186	292	23
Chemistry II	19	30	11
Physical Science/Physics	497	779	24
Agriculture	6	9	1
Geology	145	227	6
Applied Biology	99	155	4
Zoology	54	85	3
Principles of Technology	45	71	2
Ecology/Earth Science	13	20	3
Advanced Placement	8	13	1
Marine Science	2	3	1
Materials Science	1	2	1
TOTAL	2,249	3,526	

Projecting the schools that reported Indian science enrollments to total schools gives a total of 3,525 total enrollments in science (2,249 divided by .638 = 3,526). Thus some 1,477 students (29.5% of the total) are **not enrolled in any science classes in high school.**

The chart also makes it apparent that there is a sharp drop in enrollments as classes increase in difficulty. Enrollments in advanced biology are less than one-third of the total enrollment in basic biology. The drop in chemistry is much more drastic—fully 90% of chemistry students are lost between basic and advanced chemistry.

Several of the courses are apparently easier versions of others. Applied biology is apparently an easier version of basic biology. The same appears to apply to Principles of Technology. Almost no Indian students are taking agriculture, which used to be one of the mainstays of Indian schools.

COMPUTERS

Some 29 of the 47 high schools are teaching students how to use computers. A total of 18 high schools did not report any data for this question, so we assume they are not offering computer classes. Almost none are teaching programming; most that have computer classes have applications classes. We assume that schools still treat computer classes as optional, not mandatory, so we have not adjusted the total as we did for math and English. A total of 35.9% of Indian students are taking computer classes. The desired level probably should be 90% or higher. The total enrollments were:

CHART 14: ENROLLMENT IN COMPUTER CLASSES

NAME OF CLASS	TOTAL ENROLLMENT	NUMBER REPORTING
Keyboarding	523	21
Introduction	272	16
Windows	312	9
Word	281	7
Lotus	304	8
Word Perfect	42	5
Advanced	51	3
Desktop Publishing	5	1
Pascal (language)	3	3
Cobol (language)	-0-	-0-
Fortran (language)	-0-	-0-
Cisco (language)	-0-	-0-
Home Page (language)	1	1
Maintenance	2	2
	1,796 (35.9%)	

FOREIGN LANGUAGES

One of the clearest indicators of the non-college prep nature of the high schools is the relative lack of offerings in foreign language. None of the 47 schools offered the "classic" foreign languages, Latin and Greek. Some 41 of the 47 high schools (87.2%%) offer some foreign language. Eleven of them offer a Native language, which, ironically, they classify as a foreign language. A total of 22 of the schools reported no data on foreign languages. The two most popular languages were a Native language and Spanish. All other languages are rarely or never taught. Six of the 47 schools offer no foreign languages at all.

Chart 15 shows the total enrollment by type of language taught. We have also not calculated adjusted totals for foreign languages, since the schools not reporting it appear not to have it in the curriculum. The numbers and percentages here appear to represent the entire sample of 47 schools.

CHART 15: ENROLLMENT IN FOREIGN LANGUAGE CLASSES

NAME OF CLASS	TOTAL ENROLLMENT	PERCENT OF STUDENTS	NUMBER REPORTING
Native language	374	7.5%	11
Spanish I	246	4.9	18
Spanish II	153	3.1	13
Spanish III	17	0.3	3
French I	28	0.6	4
French II	7	0.1	2
German I	4		2
German II	-0-		-0-
Italian I	-0-		-0-
Italian II	-0-		-0-
Japanese I	2		1
Japanese II	1		1
Russian I	-0-		-0-
Russian II	-0-		-0-
Latin I	-0-		-0-
Latin II	-0-		-0-
Greek I	-0-		-0-
Greek II	-0-		-0-
Sign language	2		1
TOTAL ALL OTHER		0.2	
NO REPORT	---		22 (46.8%)
DO NOT OFFER	---		6
TOTAL	834	16.7%	

CIVICS/SOCIAL STUDIES

Enrollments in civics classes were relatively high. Some 31 of the 47 high schools, or 65.9%, reported data on enrollment in civics classes. The highest enrollment totals were in U. S. history, U. S. government, and geography. Few Indian students are studying tribal government and history. A total of 16 schools reported no data on civics enrollment, so the adjusted totals show what the projected enrollment would be for the total sample of high schools.

CHART 16: ENROLLMENT IN CIVICS CLASSES

NAME OF CLASS	TOTAL ENROLLMENT	ADJUSTED TOTAL	NUMBER REPORTING
U. S. History	660	1,001	27
U. S. Government	504	765	26
Geography	459	997	13
State History	281	426	9
State Government	169	256	7
Tribal Government	129	196	4
Tribal History	127	193	3
World History	121	184	10
Economics	90	137	8
Advanced U. S. History	43	65	1
Adv. World History/Govt.	31	47	1
Advanced Government	30	46	1
World Cultures	29	44	2
Psychology	23	35	5
Sociology	21	32	4
Native History	18	27	1
Contemporary Affairs	13	20	1
Native American Studies	7	11	1
Anthropology	-0-	-0-	-0-
No Report			16 (34.0%)
	2,755	4,482	

VOCATIONS

As recently as 30 years ago, most Indian students were allegedly enrolled in vocational classes.* In the present study, only a few vocational areas attracted substantial enrollments. Surprisingly, relatively few Indian students are enrolled in vocational classes. We have not calculated adjusted totals because the numbers are so low, and the schools not reporting vocational enrollments apparently do not have any.

The enrollment totals were:

CHART 17: ENROLLMENT IN VOCATIONAL CLASSES

NAME OF CLASS	TOTAL ENROLLMENT	NUMBER REPORTING
Welding	214	16
Home Economics I	159	14
Industrial Technology	110	5
Child Care	92	6
Auto Mechanics	89	5
Printing	65	6
Sports Medicine	61	3
Home Economics II	54	9
Agriculture I	57	9
Building Trades/Carpentry	52	7
Culinary Arts	48	1
Business Law	33	1
Nursing Assistant	33	1
Drafting Mechanics	31	4
Sisco	30	1
CAD/Drawing	26	3
Cooperative Education	26	1
Fine Arts	19	1
Hospitality	19	1
Agriculture II	16	4
Marketing/Store Ops.	9	4
Small Engine Repair	7	1
Accounting	5	1
Blacksmithing	4	1
Human Development	2	1
Interior Design	2	1
Adult Living	1	1
ROTC	1	1
DO NOT OFFER		2
NO RESPONSE		19 (40.4%)
TOTAL	1,265 (25.3%)	

* *Chavers, 1976, passim.*

COLLEGE ATTENDANCE

Just over a third of the total graduates in the schools for the years 1997, 1998, and 1999 attended college the following year. This is the same as the last reported national data on Indian college enrollment, which reported that 17% of the 18-year-old cohort of Indian students attended college the next year.* The national rate of college going is now 67%,** so there is a huge gap of 50 points between Indian students and the overall U. S. rate of college attendance.

Since the statistic we sought for this phenomenon is rate, we assume the fact that 14 of the 47 schools that did not report the data would not make a difference if data on their college enrollments were included. We have no way to check the reliability of this assumption.

Chart 18 shows the raw data and the rates for the three years.

CHART 18: COLLEGE ENROLLMENTS

YEAR	TOTAL GRADUATES	TOTAL ATTENDING COLLEGE	COLLEGE ATTENDANCE RATE
1997	660	208	31.5%
1998	783	246	31.4
1999	790	303	38.4
TOTALS	2,233	757	33.9

NO RESPONSE: 14 (29.8%)

COLLEGE PREPARATION TESTS

Few of the Indian students who planned to go to college took the SAT, which is the test most of the Ivy League, East Coast, and California colleges require. The numbers who took it are shown in Chart 18.

CHART 19: SAT TEST TAKERS

YEAR	TOTAL SAT TEST TAKERS	TOTAL NUMBER SCHOOLS REPORTING	TOTAL NUMBER SCHOOLS WITH ANY TEST TAKERS
1997	92	35	13
1998	114	35	17
1999	125	35	15
TOTAL	331		

NO RESPONSE: 12 (25.5%)

In contrast, much larger numbers of students took the ACT test. This test is required by colleges in the middle of the country and in the northwest—the largest area of the nation, but the more underpopulated part of the nation. Since Indian schools tend to be in the West, it is only natural that the ACT would draw more Indian students than would the SAT.

The total numbers of ACT test takers are shown in Chart 20.

* *Astin, passim.*

** *U. S. Education Department, passim.*

CHART 20: ACT TEST TAKERS

YEAR	TOTAL ACT TEST TAKERS	TOTAL NUMBER OF SCHOOLS REPORTING	TOTAL NUMBER OF SCHOOLS WITH ANY TEST TAKERS
1997	510	39	27
1998	475	39	31
1999	629	39	33
TOTAL:	1,614		
NO RESPONSE: 8 (17.0%)			

About half the schools reporting had at least one Indian student each year taking the PACT or the PSAT. Normally this test is taken in the junior year or earlier, and is a practice test for the SAT or ACT. It is also used by parents, students, and counselors as an analytic tool to identify strengths and weaknesses in a student's readiness for college. The totals for the preliminary tests were about half the totals for the actual tests.

CHART 21: PSAT AND PACT TEST TAKERS

YEAR	TOTAL PSAT/PACT TEST TAKERS	TOTAL NUMBER OF SCHOOLS REPORTING	TOTAL NUMBER OF SCHOOLS WITH ANY TEST TAKERS
1997	184	33	15
1998	238	33	19
1999	239	33	21
TOTAL	661		
NO RESPONSE: 14 (29.8%)			

Although the time frame, at only three years, is too short to make predictions, it may be that the numbers of Indian students going to college, planning for it, taking the right courses, and taking college admissions tests is increasing. The trend upward with numbers of ACT, SAT, and PSAT/PACT test takers, and the increase in the numbers of schools reporting test takers, both seem to indicate a mild increase in these indicators.

SCHOLARSHIPS

One of the results that CTD is most interested in is the seeking of scholarships by Indian students. Since we require applicants to our programs to identify and apply for **all other sources of funding** before they apply to us, we want students, parents, and counselors to be active in seeking scholarships.

In the part of the nation in which we have been most active, the Four Corners area of New Mexico, Arizona, Utah, and Colorado, we have found that almost none of the Indian high schools have any scholarship directories in their libraries. This makes it very difficult for the top student who wants to apply for scholarships to do so. The results of scholarships won by Indian seniors for the past three years is shown in Chart 22.

CHART 22: SCHOLARSHIPS WON

YEAR	TOTAL NUMBER OF SCHOLARSHIPS WON	TOTAL NUMBER OF SCHOOLS REPORTING	NUMBER OF SCHOOLS WITH ANY WINNERS
1997	129	35	19
1998	151	35	19
1999	172	35	24
TOTAL	452		
NO RESPONSE: 12 (25.5%)			

Since the number of Indian students who attended college during this period was 757, the 452 scholarships won is just over half a scholarship per student (.59). But since the total included tribal scholarships, which are not scholarships but part of federal financial aid, the figure of .59 is too high.

ETHNICITY OF TEACHERS

Most of the teachers at Indian schools are Anglo. The second largest ethnic group is Native people. No other group has a significance presence in the schools. However, the old pattern of having almost all Anglo teachers, with just a few Indian teachers, has become more diverse. Anglo teachers dominate in 29 of the 36 schools responding. Native teachers dominate in only seven of the 36. No other ethnic group dominates at any of the schools. Fourteen of the 36 schools responding, or 39%, had no Indian teachers.

The actual spread of ethnic makeup by percentages of total teachers is shown in Chart 23.

CHART 23: ETHNICITY OF TEACHER CORPS

ETHNIC GROUP	TOTAL NUMBER	ADJUSTED TOTAL	PERCENTAGE
Anglo	801	1046	76.2%
Asian	8	10	0.8
Hispanic	28	37	2.7
African American	4	5	0.4
Native American	207	270	19.7
Other	3	4	.3
TOTALS	1,051	1,372	

NO RESPONSE: 11 (23.4%)

The total teachers for the 36 schools responding was adjusted for the total schools (47) by dividing each total by .766, the percentage that 36 is of 47. The adjusted totals show there are approximately 1,372 teachers at the 47 schools, or an average of 29 per school. The adjusted total is an estimate of the total number of teachers, and will be used in the next section to compute an annual teacher turnover rate.

TURNOVER OF TEACHERS

The problem of teacher turnover is especially acute in reservation schools. Principals complain about having to recruit new teachers every year. Teachers complain about the lack of amenities in reservation communities; such things are laundromats, restaurants, movie houses, auto repair shops, bowling alleys, shopping centers, and banks are often nonexistent.

The rates calculated may be too low. We suspect that the data on total new teachers is missing from some of the schools that have high rates. Therefore, the data in Chart 23 need to be checked against other data.

CHART 24: TOTAL TEACHER TURNOVER

YEAR	TOTAL NEW TEACHERS	NUMBER REPORTING	PERCENTAGE REPORTING	ADJUSTED TOTAL	TURNOVER RATE
1997	119	33	70.2%	170	12.4%
1998	130	33	70.2	185	13.5
1999	181	33	70.2	258	18.8
TOTAL				613	
THREE YEAR CUMULATIVE TURNOVER RATE					44.7%

NO RESPONSE: 14 (29.8%)

The three year turnover rate is 45%. The main problem this turnover presents is a lack of stability and continuity in the programs of schools. Programs started by a teacher are frequently discontinued when that teacher leaves the school. It may be that turnover of Native teachers is lower than turnover of other ethnic groups. If further investigation confirms this possibility, the development of much higher numbers of Native teachers may be the way to reduce teacher turnover.

DROPOUT RANGES

The 26 schools reporting data on school dropouts tended to have either a very low or a very high rate. The modes were below 10% and between 40% and 50%. Chart 24 shows the distribution of the ranges of dropout rates. The data reported by the schools often bore no resemblance to reality. The actual dropout rates were estimated by comparing the actual number of freshmen students in the school to the actual number of seniors. This method, of course, yields only an estimate, not actual data.

CHART 25: DISTRIBUTION OF DROPOUT RANGES

PERCENTAGE RANGE	NUMBER REPORTING 1997	NUMBER REPORTING 1998	NUMBER REPORTING 1999
Under 11%	7	9	9
11-20	2	1	1
21-30	1	-0-	1
31-40	2	3	4
41-50	3	6	6
51-60	1	2	2
61-70	4	-0-	2
71-80	2	4	1
81-90	1	-0-	-0-
91-100	-0-	-0-	-0-
	23	25	26

MEMBERSHIP IN STUDENT CLUBS

The numbers of Indian students who are members of formal clubs in schools is very low. Only a maximum of 21.9% of students are members of clubs—if it is assumed that each student who is a member of that one club and no others. Since this assumption is false—a handful of students tend to belong to a wide variety of clubs, while many students belong to none—the actual percentage of Indian students who belong to any clubs at all is well below 20%.

Chart 26 on the next page shows the actual numbers of Indian students who are members in some 32 different clubs. The total percentage is computed on the total number of Indian students, which is 5,002. A total of 25 schools reported these data; 22 provided no data. No attempt was made to develop adjusted totals; it is assumed that if a school reported no data, that the school did not have these clubs in operation. We suspect that the 22 schools that did not report data had even lower numbers of Indian students, or no numbers at all. It is obvious that schools need to do a much better job of placing Indian students into formal clubs.

Membership in academic organizations such as OEA, Boys State, Girls State, and Spanish Club is particularly low—almost nonexistent. The highest number of students belonged to Native American clubs, with a total of 339, or 6.8% of students belonging to such a club. But only 10 of the 25 schools reporting had a Native American Club. Ironically, the next highest membership was in the National Honor Society, with 3.1% of all students as members.

CHART 26: MEMBERSHIP IN CLUBS

NAME OF CLUB	TOTAL INDIAN MEMBERS	NUMBER SCHOOLS WITH ANY INDIAN MEMBERS	PERCENTAGE OF TOTAL INDIAN STUDENTS
CLUBS LISTED ON SURVEY FORM			
National Honor Society	156	14	3.1%
Future Business Leaders/Amer.	25	3	0.4
DECA	48	5	0.9
FFA	36	4	0.7
FHA	67	5	1.3
Office Education Assoc.	4	1	0.0
Spanish Club	15	3	0.3
Native American Club	339	10	6.8
Chess Club	41	3	0.8
Boys State	8	4	0.1
Girls State	6	4	0.1
Dance Club	61	4	1.2
Theatre Club	33	5	0.6
Debate Team	9	2	0.1
ADDITIONAL CLUBS			
Basketball	56	1	1.1
Oklahoma Indian Honor Society	12	1	0.2
Volleyball	50	1	1.0
Art Club	22	3	0.4
Rodeo Club	20	1	0.4
Wrestling	25	1	0.5
Cross Country	30	1	0.6
C Club	6	1	0.0
Outdoor Club	20	1	0.4
Pow Wow Club	14	1	0.3
Student Council	10	1	0.2
Hero-Strive	12	1	0.2
Science Club	8	1	0.1
Junior Statesman	1	1	0.0
Multicultural Club	2	1	0.0
Mentoring	1	1	0.0
Cards	1	1	0.0
		TOTAL	21.9%

READING PROGRAMS

Just over half the high schools reported having a reading program. Six of them gave no response to this question. A total of 809 students, or 16.2%, were enrolled in the reading program. The great majority of the Indian students are not getting an emphasis on reading, despite other evidence that Indian students read almost no books outside the classroom.*

* *Chavers, 1996.*

CHART 27: READING PROGRAMS

RESPONSE	TOTAL SCHOOLS	TOTAL SCHOOLS WITH INDIANS ENROLLED	TOTAL INDIAN STUDENTS	PERCENTAGE
YES	24	15	809	16.2%
NO	17			
NO RESPONSE	6			
TOTAL	47			

COUNSELORS

The 47 schools reported having a total of 93 counselors. Of that total, 16, or 17.2%, were Native Americans. The average number of counselors per school was 2.16. The modal number of counselors per school was one. There are few large schools with large counseling staffs in the sample. All the 43 schools reporting had at least one counselor.

Thirteen of the 43 schools reporting had at least one Indian counselor. Thirty of the schools, or 69.8%, had no Indian counselor on staff. The modal number of Indian counselors was 1. Only three of the 13 schools had more than one Indian counselor, and all three of them had two each.

CHART 28: NUMBER OF COUNSELORS PER SCHOOL

NUMBER OF COUNSELORS	FREQUENCY	SUB TOTAL	TOTAL NUMBER INDIAN COUNSELORS	SUB TOTAL INDIAN COUNSELORS
7	2	14	-0-	-0-
6	-0-	-0-	-0-	-0-
5	1	5	-0-	-0-
4	4	16	-0-	-0-
3	7	21	-0-	-0-
2	8	16	3	6
1	21	21	10	10
Zero	-0-	-0-	30	-0-
NO RESPONSE	4			
TOTALS	47	93	16	

SUPPORT SERVICES

There are huge gaps in support services in the schools. Only 21 of the 47, for instance, or 45%, have science labs. Only one percent of Indian students are enrolled in Advanced Placement classes, which is one of the main avenues to the best colleges.

A lot of opportunities for college preparation are closed to Indian students. In some cases the high school itself does not offer the service, and in others the service is offered but Indian students are not enrolled in it. Only 21 of the schools reported having a full set of scholarship directories; students who are not eligible for federal financial aid are thus greatly handicapped in trying to find the resources for college. Only 2.4% of Indian students have access to a full set of scholarship directories in their high school libraries. Only 3.9% of Indian students have access to the Scholarship Search Service of The College Board. A few schools reported that students have full access to scholarships on the Internet through the FASTWEB site, not knowing that the site does not list or claim to list all the scholarships in the U. S. In fact, it lists a minority of the total scholarships available.

Only 3.9% of the Indian students are enrolled in math lab, and only 12.9% are enrolled in science lab. Few Indian students are enrolled in Gifted and Talented (GATE) programs. The largest number of Indian students in a support service were enrolled in a computer lab (19.8%, which should be much higher). The next highest number were enrolled in a reading program. The next highest number were enrolled in an after school tutorial program. The fourth highest number were in a study skills program. These all appear to be remediation; Indian students are clearly marked for remediation programs instead of mainstream or advanced classes.

Looked at from another angle, the numbers of Indian students enrolled in support services for advanced studies, Indian students are very poorly represented in using scholarship directories (only 2.4%), summer bridge programs (3.0%), advanced placement (1.0%), reading lab (4.0%), and math lab (3.9%).

CHART 29: TYPES OF SUPPORT SERVICES AND INDIAN ENROLLMENT

TYPE OF SERVICE	NUMBER SCHOOLS WITH SERVICE	NUMBER SCHOOLS WITHOUT SERVICE	NUMBER SCHOOLS WITH ANY INDIAN STUDENTS	TOTAL INDIAN STUDENTS/%	
Gifted and Talented	30	17	18	329	6.6%
Study Skills	24	23	19	389	7.8
Advanced Placement	21	26	13	49	1.0
Reading Program/Dept.	21	26	14	629	12.6
Scholarship Directories	21	26	10	118	2.4
Summer Bridge	21	26	15	150	3.0
Reading Lab	6	41	5	202	4.0
Computer Lab	40	7	20	990	19.8
Math Lab	9	36	4	194	3.9
Language Lab	6	37	4	252	5.0
Science Lab	21	26	10	647	12.9
After School Tutorials	32	15	12	431	8.6
Scholarship Search	27	20	10	196	3.9

PARENT-TEACHER ASSOCIATION

Indian parents are not very much involved in the schools. As Chart 30 shows, the 47 schools only had, on the average, 1.3 Indian parents per school involved in the PTA.

CHART 29: PARENT-TEACHER ASSOCIATION MEMBERSHIP

RESPONSE	TOTAL SCHOOLS	TOTAL INDIAN PARENTS	AVERAGE NO. INDIAN PARENTS PER SCHOOL	TOTAL AVERAGE INDIAN PARENTS FOR ALL SCHOOLS
Yes	18	61	3.4	1.3
No	26			
NO RESPONSE	3			
TOTAL	47			

TRAINING NEEDED

The counselors who received the survey form were asked to list the types of training they and their staffs needed. They could check one or more responses; no limits were listed or implied.

The highest training need was preparing Indian students for college. Two thirds of the schools indicated that they needed this training. It was followed closely by parent involvement workshops. Obviously staff feel a great need in both these areas.

The third most often listed training need was how to apply for scholarships. Fourth was student motivation. Fifth was curriculum development.

CHART 31: TYPES OF TRAINING NEEDED

TYPE OF TRAINING	NUMBER NEEDING	RANK	PERCENTAGE
TRAINING LISTED ON SURVEY FORM			
Orientation to college	12	8	31.6%
Parent involvement workshops	20	2	52.6
How to apply for scholarships	19	3	50.0
Writing college application essays	11	9	28.9
Preparing Indian students for college	24	1	63.2
Multicultural education	13	6 (Tie)	34.2
Curriculum development	15	5	39.5
Financial management	9	10	23.7
Student management	13	6 (Tie)	34.2
Student motivation	17	4	44.7
ADDITIONAL TRAINING			
Financial Aid	1	11 (Tie)	2.6
Parenting skills	1	11 (Tie)	2.6
Portfolios	1	11 (Tie)	2.6
NO RESPONSE	9		

TOTAL INDIAN ENROLLMENTS

Chart 32 presents a summary view of the enrollments of Indian students in all the types of classes surveyed. The data show the following:

- Indian students were over represented in English and Civics/Social Studies.
- Indian students are under represented in math and science classes.
- Indian students are under represented in computer classes.
- One third of Indian students were enrolled in a computer class. Almost none of the classes, however, is programming. Almost all of the classes offered were technical applications. Two-thirds of Indian students were not enrolled in a computer class.
- While the majority of Indian students were enrolled in regular English classes, nine percent were enrolled in some other English class. Some of these other classes are watered-down versions of English classes.
- Only half of Indian students overall are enrolled in college preparatory math classes. Only seven percent were enrolled in advanced math classes, and 13.5 percent were enrolled in non-college preparatory math classes.
- Over 70% of Indian students (45%) are enrolled in a science class. But 29.5% were not enrolled in any science class.
- Only one Indian student out of six (16.7%) is enrolled in a foreign language class. The largest enrollments were in a Native language class and Spanish I.
- One out of four Indian students is enrolled in a vocational class.
- Almost all Indian students (89.6%) are enrolled in a civics class.

CHART 32: TOTAL ENROLLMENTS BY TYPE OF CLASS

FIELD OF STUDY	TOTAL ENROLLMENT	PERCENT OF TOTAL (5,002)	PERCENT NOT ENROLLED
All English	5,357	107.1%	NA
English	4,704	94.0	NA
Other English	653	13.1	NA
Math	3,575	71.5	28.5
College Prep	2,544	50.1	49.9
Non-Prep	676	13.5	NA
Advanced	355	7.1	92.9
Science	3,526	70.5	29.5
Computers	1,796	35.9	64.1
Foreign Languages	834	16.7	83.3
Civics	4,482	89.6	10.4
Vocations	1,265	25.3	74.7

A WORD OF CAUTION

The data and statistics in this report may be too optimistic because:

- We may have heard more often from the better schools, and less often from the worse schools. Dropout rates were grossly underestimated by the respondents, compared to actual numbers.
- Attendance rates were not reported by most respondents (25 out of 47).
- Just over half of responding schools (26 out of 47) had full accreditation status with their regional accrediting agency.
- Respondents stated they had a full set of scholarship directories "via the Internet," which is impossible.
- Some respondents gave responses for all students when the question asked for the number of Indian students (only) in that activity.
- Some respondents gave responses to support services but did not give total Indian enrollment in each.
- Some total numbers for Indians exceeded the total enrollment of Indians in the school.
- Some respondents gave responses for students enrolled in a remedial activity (i. e., study skills) instead of responding with totals for college-bound students.
- The numbers for Indian teachers may be overstated because there were no controls on the responses. In other words, if a person says he or she is Indian, schools generally list them as such. There is no requirement to prove it by tribal enrollment numbers or other means.

RECOMMENDATIONS TO PRINCIPALS

1. Require and demand that daily attendance for Indian students is over 90% at the high school level.
2. Improve high school completion rates to at least 80% for Indian students.
3. Revise the curriculum to include Indian history, Indian languages, tribal government, and other Indian oriented classes.
4. Survey Indian parents to see what they want their students prepared for.
5. Implement a full reading program/department at each high school.
6. Revise the high school programs for Indian students to prepare them for college study.
7. Train faculty and staff in college preparation, scholarship searches, and essay writing.
8. Develop an active outreach program to Indian parents to let them participate fully in school programs.
9. Require all students to enroll in Algebra I in the ninth grade.
10. Enroll Indian students in a math class every year.
11. Require students to write essays at least once a week all the way through high school.
12. Enroll Indian students in a science class every year.
13. Enroll Indian students in a foreign language class for at least two years in high school.
14. Make sure Indian students are computer literate upon graduation from high school.
15. Buy a full set of scholarship directories for your high school library (the three Schlachter books on minorities, women, and Native Americans, plus the Cassidy, Feingold, and Keesler books.)
16. Make sure every senior who plans to attend college does a thorough search for scholarships, using the directories, local sources such as churches/civic clubs/high school counseling office, the UNCC database (see Bibliography), and the FASTWEB site on the internet.
17. Help college-bound Indian students to attend summer programs, which have a track record of sending over 80% of their students on to college.
18. Find the resources to build science labs.
19. Have your high school to join as a Member of The College Board to give Indian students access to the top colleges and programs.

RECOMMENDATIONS TO PARENTS

1. Make sure your child reads every day. The college bound student should read one to two books for pleasure and general learning each week. If your child rides the bus 60 miles to school, make sure he or she reads all the way, both ways. Discuss the books with them. Read much more yourself.
2. Visit the school every chance you get. Spend as much time there as possible.
3. Help your child set goals for his or her life before the senior year of high school starts.
4. Get your child into summer programs. Many of them charge no fee, or a low fee.
5. Make sure your child visits college campuses as often as possible.

RECOMMENDATIONS TO COUNSELORS

1. Send ALL your Indian students to college.
2. Make sure Indian students do all the things they need to do to be fully ready for college (see Attachment 4).
3. Help Indian students select the right college, apply to college, get into summer programs, and write their college essays.
4. Help Indian students identify scholarships, write essays apply for scholarships, collect application forms, and complete the applications.

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ATTACHMENTS

1. College Preparation Survey (form)
2. Bibliography of Scholarship Directories
3. Training Seminars
4. College Preparation Checklist
5. About Catching the Dream
6. CTD Publications List

COLLEGE PREPARATION SURVEY

(for high schools)
(please use additional pages as necessary)

Please tell us some facts about your high school so we can keep track of the data, and gather information about the current state of college preparation for Indian students.

NAME OF HIGH SCHOOL: _____

STATE IN WHICH LOCATED: _____ YOUR NAME: _____

TYPE OF SCHOOL: ___ Public ___ BIA ___ Contract ___ Mission ___ Other _____

TOTAL ENROLLMENT: _____ TOTAL INDIAN ENROLLMENT: _____

TOTAL INDIAN ENROLLMENT BY GRADE: ____ 9th ____ 10th ____ 11th ____ 12th

WHAT IS THE ATTENDANCE RATE FOR INDIAN STUDENTS? _____%

Please describe your accreditation status with all agencies, and describe the agency (for example, full accreditation, 1996-1999, North Central; candidate for accreditation, State of Arizona; provisional accreditation, National Council of Teachers of English; etc.)

_____
_____
_____
_____

Please indicate which of the following courses your high school is currently offering and the number of Indian students enrolled in each:

ENGLISH: ___ Ninth grade ___ Tenth grade ___ Eleventh grade ___ Twelfth grade

___ American literature ___ English literature ___ Native American literature

___ Other (Please list) _____

MATH: ___ Business Math ___ Consumer Math ___ Algebra I ___ Algebra II ___ Geometry

___ Trigonometry ___ Calculus ___ Other (Please list) _____

SCIENCE: ___ General Science ___ Biology I ___ Biology II ___ Chemistry I ___ Chemistry II

___ Physics ___ Geology ___ Zoology ___ Other (list) _____

COMPUTERS: ___ Introduction ___ Keyboarding ___ Pascal ___ Cobol ___ FORTRAN

___ Word Perfect ___ Word ___ Windows ___ Lotus/spreadsheets ___ Other (list _____)

FOREIGN LANGUAGES: ___ Native language (name: _____) ___ Spanish I ___Spanish II ___French I ___French II ___German I ___German II ___Italian I ___Italian II ___Japanese I ___Japanese II ___Russian I ___Russian II ___Latin I ___Latin II ___ Greek I ___Greek II ___Others (list _____)

CIVICS/SOCIAL STUDIES: ___ U. S. History ___ U. S. Government ___ State Government ___ State history ___ Tribal Government ___ Tribal history ___ Geography ___ Sociology ___ Economics ___ Anthropology ___ Other (list_____)

VOCATIONS: ___ Agriculture I ___ Agriculture II ___ Home Ec I ___ Home Ec II ___ Welding ___ Printing Mechanics ___ ___ Other (list _____)

What is the percent and number of Indian students attending college for the past three years?

1997: ____% ____ No. 1998: ____% ____ No. 1999: ____% ____ No.

How many Indian students have taken the SAT for each of the past three years?

1997: ____ 1998: ____ 1999: ____

How many Indian students have taken the ACT for each of the past three years?

1997: ____ 1998: ____ 1999: ____

How many Indian students have taken the PACT or the PSAT in each of the past three years?

1997: ____ 1998: ____ 1999: ____

How many scholarships have your Indian seniors won in the past three years?

1997: ___ Athletic ___ Academic 1998: ___ Ath. ___ Acad. 1999: ___ Ath. ___ Acad.

What is the current percent and number of your teachers who are members of the following ethnic groups?

	Number	Percent		Number	Percent
Anglo	____	____	African American	____	____
Asian/Pacific Islander	____	____	Native American	____	____
Hispanic	____	____	Other (describe)	____	____

What has been the percent and number of new teachers at your school in the past three years?

1997: _____% ____ No. 1998: ____% ____ No. 1999: ____% ____ No.

What is your four-year dropout rate for Indians for 1997, 1998, and 1999 (i. e., percentage of ninth graders in 1993-94 who did not finish or were not enrolled in school in 1998)?

	NUMBER OF GRADUATES	DROPOUT RATE
1997	_____	_____%
1998	_____	_____%
1999	_____	_____%

Please list the clubs in your high school and the number of Indian students in each:

NAME OF CLUB	TOTAL INDIAN MEMBERSHIP
___ National Honor Society	_____
___ FBLA	_____
___ DECA	_____
___ FFA	_____
___ FHA	_____
___ OEA	_____
___ Spanish Club	_____
___ Native American Club	_____
___ Chess Club	_____
___ Boys State	_____
___ Girls State	_____
___ Dance Club	_____
___ Theatre Club	_____
___ Debate Team	_____
___ Other _____	_____
___ Other _____	_____
___ Other _____	_____

Do you have a reading program in place? ____ Yes ____ No. If yes, how many Indian students are enrolled in the reading program? _____

How many counselors does your high school have? _____ What is the name of your Career Counselor? _____ Do you have any Native American counselors? If so, what are their names? _____

Which of the following support services does your high school offer, and how many Indian students are enrolled in each one?

	YES/NO	NUMBER
Gifted and Talented Education (GATE)	_____	_____
Study skills	_____	_____
Advanced Placement (The College Board)	_____	_____
A reading program or department	_____	_____
A full set of scholarship directories	_____	_____
Summer bridge programs	_____	_____
A reading lab	_____	_____
A computer lab	_____	_____
A math lab	_____	_____
A language lab	_____	_____
A science lab	_____	_____
After-school tutorials	_____	_____
Scholarship Search Service	_____	_____

Does your high school have a Parent-Teacher Association (PTA)? ____ Yes ____ No. If yes,

How many Indian parents are official members? _____

What types of training do your teachers, parents, and staff need?

___ Orientation to college
___ Parent involvement workshops
___ How to apply for scholarships
___ Writing college application essays
___ Preparing Indian students for college
___ Multicultural education
___ Curriculum development
___ Financial management
___ Student management
___ Student motivation
___ Other _____
___ Other _____

Could we have copies of the following?

-- Your Mission Statement
-- Your faculty and staff list
-- Raw scores for ACT or SAT tests for Indian students, without names
-- Raw ITBS/CTBS or comparable test scores for the school for the past three years
-- Names and addresses of school board members, for our mailing list

Please indicate which of our NASF programs you want information about: ___ The Exemplary Programs in Indian Education Award; ___ The Reading Award Program; ___ Scholarships for future Indian teachers; ___ The Exemplary Institute; ___ Training Seminars; ___ Education Planning; ___ Needs Assessment; ___ Consulting services.

What did we forget to ask you? _____

_____

Please return completed form to: Native American Scholarship Fund, 8200 Mountain Road, NE, Suite 203, Albuquerque, NM, 87110, phone (505) 262-2351, fax (505) 262-0534, e-mail NScholarsh@aol.com.

Bibliography of Scholarship Directories (Abbreviated)

Art Scholarships, Jean M. Delaney, 1988, 144 pp., Order from: National Art Education Association, 1916 Association Dr., Reston, VA 22091.

Directory of Biomedical and Health Care Grants, 1988 Oryx Press, 2214 N. Central Ave., Phoenix, AZ 85004, (602) 254-6156, Toll Free 800-457-6799.

Directory of Financial Aid for Minorities, 1989–1990, Gail A. Schlacter and Sandra E. Goldstein, 1989, 513 pp., $45.00 (ISBN 0-918276-08-X), Reference Service Press, 1100 Industrial Rd., Suite 9, San Carlos, CA 94070, (415) 594-0743.

Directory of Financial Aid for Women, 1989–1990, Gail A. Schlacter, 1989, 440 pp., $45.00, No ISBN, Reference Service Press, 1100 Industrial Rd., Suite 9, San Carlos, CA 94070, (415) 594-0743.

Directory of Research Grants, 1989, 1328 pp., $110.00, (ISBN 0-89774-492-6), Oryx Press, 2214 N. Central Ave., Phoenix, AZ 85004, (602) 254-6156.

Directory of Special Program for Minority Group Members: Career Information Services, Employment Skills Banks, Financial Aids Sources, 4th ed., Willis L. Johnson, 1986, 348 pp., $25.00, (ISBN 0-912048-39-5), Garrett Park Press, P. O. Box 190F, Garrett Park, MD 20896.

Don't Miss Out: The Ambitious Student's Guide to Financial Aid, 14th ed., Robert & Anna Leider, 1989, 120 pp., $5.00, (ISBN 0-945981-130-9), Octameron Association, distributed by Dearborn Trade, 520 N. Dearborn St., Chicago, IL 60610, (312) 836-0466, Toll Free 800-621-9621, ext. 270.

Financing a College Education: The Essential Guide for the 90s, J. B. Margolin, 1989, 320 pp., $14.95, LC 88-37657, (ISBN 0-306-43281-1), Plenum Publishing, 233 Spring St., New York, NY 10013, (212) 620-8000, Toll Free 800-221-9369.

Financial Aid for College through Scholarships & Loans: Facts, 5th ed., Elizabeth Hoffman and Nancy H. Stafford, 1989, 192 pp., $9.99, No ISBN, Richards House, P. O. Box 81208, Wellesley Hills, MA 02181, (617) 235-1142.

Financial Aids for Higher Education, 14th ed., Oreon Keesler, 1990, 768 pp., $45.00, (ISBN 0-697-10118-5), William C. Brown Publishers, 2640 Kerper Blvd., Dubuque, IA 52001, (319) 588-1451, Toll Free 800-338-5578.

Foundation Grants to Individuals, 6th ed., Stanley Olson, 1988, 328 pp., $26.00, LC 81-70303, (ISBN 0-87954-244-6), The Foundation Center, 79 Fifth Ave., New York, NY 10003, (212) 620-4230, Toll Free 800-424-9836

Free Money for College, Laurie Blum, 1990, 256 pp., $24.95, (ISBN 0-8160-2313-1), Facts on File, Subs. of Commerce Clearing House, 460 Park Ave. S., New York, NY 10016, (212) 683-2244, Toll Free 800-322-8755.

Free Money for Humanities and Social Science Students, Laurie Blum, 1987, 190pp., $8.95, LC 87-8918, (ISBN 0-913729-81-7), Paragon House, 90 Fifth Ave., New York, NY 10011, (212) 620-2820, Toll Free 800-727-2466.

Free Money for Mathematics and Natural Science Students, Laurie Blum, 1987, 190 pp., $8.95, LC 87-8912, (ISBN 0-913729-83-3), Paragon House, 90 Fifth Ave., New York, NY 10011, (212) 620-2820, Toll Free 800-727-2466.

Free Money for Professional Studies, Laurie Blum, 1987, 190 pp., $8.95, LC 87-8941, (ISBN 0-913729-85-X), Paragon House, 90 Fifth Ave., New York NY 10011, (212) 620-2820, Toll Free 800-727-2466.

Graduate Scholarship Book, 2nd ed., Daniel J. Cassidy & Michael Alves, 1990, (ISBN 0-13-362336-X)- $22.95, (ISBN 0-13-362328-9)-$29.95 hardcopy, Simon & Schuster, Inc., Rt. 9 W., Englewood Cliffs, NJ 07632, (210) 592-2000, Toll Free 800-922-0579

Grants for the Arts, Virginia White, 1981, $22.50, (ISBN 0-686-1957-5), Public Service Materials, 5130 MacArthur Blvd. N. W., Apt. # 200, Washington, DC 20016, (202) 966-7086, Toll Free 800-424-3761.

Keys to Financing a College Education, Marguerite J. Dennis, 1990, 160 pp., $4.95, (ISBN 0-8120-4468-1), Barron Press, P. O. Box 8040, 250 Wireless Blvd., Hauppauge, NY 11788, (516) 434-3311, Toll Free 800-645-3476.

Minority Guide to Scholarships and Financial Aid, 1990, Tinsley Communication Inc., 101 N. Armistead Ave., Suite 208, Hampton, VA 23669.

National Directory of Arts and Education Support by Business and Corporations, 3rd ed., Nancy A. Fandel, 1989, 166 pp., $75.00, (ISBN 0-912072-15-6), Washington International Arts Letter, P. O. Box 12010, Des Moines, IA 50313, (515) 243-8691.

Scholarships, Fellowships & Loans, Vol. 8, S. Norman & Marie Feingold, 1987, 496 pp., $80.00, LC 49-49180, (ISBN 0-87442-008-3), Bellman Press, P. O. Box 34937, Bethesda, MD 20817, (301) 897-0033.

The A's and B's: Your Guide to Academic Scholarships, 1986–1987, 8th ed., 1985, Octameron Association, distributed by Dearborn Trade, 520 N. Dearborn St., Chicago, IL 60610, (312) 836-0466, Toll Free 800-621-9621, ext. 270. (***Out of print***).

The American Indian and Alaska Native Higher Education Funding Guide, Dr. Gregory W. Frazier, 100 pp., $21.90, (ISBN 0-935151-24-9), Arrowstar Publishing, 10134 University Pk. Sta., Denver, CO 80210, (303) 762-6579.

The Secrets of Getting Free Money: Company Grants, Tim Darth, 101 pp., $15.00 (ISBN 0-933301-06-5), Lion Publishing, 2801 Camino Del Rio, San Diego, CA 92108, (619) 543-6410.

Attachment 3

TRAINING SEMINARS

GENERAL MANAGEMENT

- ☐ Management Planning
- ☐ Managing People
- ☐ Improving Management Skills
- ☐ Employee Performance Appraisal
- ☐ Business & Report Writing
- ☐ Communication for Results
- ☐ Motivating People
- ☐ Leadership & Motivation
- ☐ Basic Supervision
- ☐ Effective Time Management

FUND RAISING AND HUMAN SERVICES

- ☐ How to Write Winning Proposals
- ☐ Management of Nonprofit Corporations
- ☐ What Are You Doing with Your Impact Aid?
- ☐ Education & Culture in the Classroom
- ☐ Achieving Excellence in Indian Education
- ☐ Preparing Indian Students for College
- ☐ Current Issues in Indian Educ.
- ☐ Current Issues in Title IX
- ☐ Basics of Boardsmanship
- ☐ Basics of Fund Raising

☞ Please send me information on the following seminar(s), which can be presented at my location:_____

_____

☼ NAME:_____ TITLE:_____

⌂ ADDRESS:(ORGANIZATION)_____

_____

_____

☎ TELEPHONE:_____

Attachment 4

COLLEGE PREPARATION CHECKLIST

___ Student must take four years of math in high school
___ Student must take four years of English in high school
___ Student should take three years of science in high school
___ Student should take foreign language classes in high school
___ Student must identify the colleges which have his/her major
___ Student should set clear career goals
___ Student must meet with academic counselors
___ Student must gather information from colleges
___ Student must identify all scholarship organizations
___ Student must write to scholarship organizations for application forms and guidelines
___ Student must take the ACT or SAT test before the end of the senior year
___ Student must apply to all funding sources
___ Student must keep good records of search for funds
___ Student must have all personal records i.e., birth certificate, Certificate of Indian Blood (CIB), diplomas and certificates
___ Student should visit colleges
___ Student should attend Career Days
___ Student should attend summer science, math and English camps
___ Student must meet with teachers regarding homework or test results
___ Student must seek tutoring if having problems with course work
___ Student should take a course to learn study habits
___ Student must do homework
___ Student should read two hours per day
___ Student must learn library research
___ Student must have excellent attendance
___ Student must be involved with extracurricular activities of his/her interest
___ Student should compete for awards of recognition for his/her academic accomplishments
___ Student should be involved with his community and present himself as a role model
___ Student should attend tribal council meetings, especially when they relate to education issues

CATCHING THE DREAM
8200 Mountain Road NE, Suite 203
Albuquerque, New Mexico 87110
Phone: (505) 262-2351
Fax: (505) 262-0534
E-mail: nscholarsh@aol.com
www.catchingthedream.org

ATTACHMENT 5

ABOUT CATCHING THE DREAM

Catching the Dream (CTD), known until July 1, 2000 as the Native American Scholarship Fund, is a national scholarship and educational advocacy organization. The mission of CTD is to help improve the quality of life in Indian communities through the higher education of Indian people.

CTD operates three scholarship programs. The program in Math, Engineering, Science, Business, Education, and Computers (MESBEC) is for students studying in these critical fields. The fields are critical because tribes have identified these fields as being crucial to the economic, social, and educational development of reservation communities. The Native American Leadership in Education (NALE) program is for Native American paraprofessionals working in the schools to earn degrees and teaching credentials. The Tribal Business Management (TBM) program is for students in the management and business fields that are crucial to reservation economic development.

CTD funds students for scholarships, helps them prepare for college study, and provides technical assistance to high schools to help them prepare Indian students fully for college study. Students who qualify for scholarship assistance demonstrate high academic achievement, clearly defined goals, leadership, the determination to succeed, and the desire to serve Indian people. By returning to their communities, they help others realize their dreams.

CTD is the leader of the Exemplary Programs in Indian Education movement. CTD identifies potential exemplary programs through a variety of methods, documents their progress, provides technical assistance to them, provides grants to them, publicizes their accomplishments, and helps diffuse their programs to other schools. CTD publishes a book every three years (1993, 1996, 1999, 2002) called "Exemplary Programs in Indian Education." It also holds an annual training conference called the "Exemplary Institute" (the Sixth Annual was held in March 2001).

CTD provides training on a variety of topics (see Attachment 3). It develops and sells publications (see Attachment 6). CTD holds conferences (Research in Indian Education) and training institutes (the Exemplary Institute). CTD conducts research such as this report. CTD operates five grant programs (the Reading Award Program, the Native Educator Scholarships, the Golden Star Attendance Award, the Math and Science Teaching project, and the Southern California School Improvement Project).

CTD provides training and technical assistance services to schools. These services include data collection, data analysis, research design, program analysis, needs assessments, development of long range plans, staff training, fund raising, and proposal writing. CTD has provided training and technical assistance to over three dozen schools since 1986. Of these, half a dozen now have exemplary programs in dropout prevention, college attendance, and high school completion.

CTD has three awards programs aimed at improving Indian schools. The **Exemplary Programs in Indian Education (EPIE) award** is given annually, along with a prize of $5,000, to the individual, program, or school that has done the most to improve Indian education. The **Principal of the Year (POY)** award is given to the principal of an Indian school who has done the most to improve services to Indian students. The **Counselor of the Year (COY)** award is given to the school counselor who has done the most to improve services to Indian students.

Attachment 6

PUBLICATIONS LIST

- **"The National Indian Grant Directory."** Stacey Jenkins, author, Dean Chavers, editor. 550 pages, 1999. ISBN # 1-929964-00-5. Describes grant programs of 550 government, foundation, corporation, and religious organizations which fund Indian programs. A must for every Indian grant writer, specially funded project, grant project, grant seeker, tribe, and Indian nonprofit organization. $99.95.

- **"The Secret of No Face."** Chief Everett Parker and Oledoska. 184 pages, 1972 (reprint). ISBN # 1-929964-02-1. A traditional Seneca legend telling how the corn husk doll got her face. An ideal book for teaching Indian legends and stories, for high school or for college. $18.95.

- **"Preparing Indian Students for College."** Compiled by the Recruitment Office of CTD. 130 pages, 1994. ISBN # 1-929964-05-6. A self-study book showing what Indian students need to do to be fully ready for college, and how to find scholarships to pay for college. $39.95.

- **"Exemplary Programs in Indian Education."** Compiled by Dr. Dean Chavers. 121 pages, 1999, third edition. ISBN # 1-929964-01-3. Describes 16 exemplary programs that are transforming Indian education. Published every three years. $39.95.

- **"Management for the 1990's."** Dr. Dean Chavers. 120 pages, 1996. ISBN # 1-929964-04-8. A manual for managers and management trainers on the art of management. $39.95.

- **"Basic Fund Raising: A Training Manual."** Dr. Dean Chavers. 147 pages, 1986. ISBN # 1-929964-03-X. A self-study manual on proposal writing, annual campaigns, special events, and direct mail fund raising. A must for new fund raising professionals. $39.95.

- **"What Are You Doing with Your Impact Aid?"** Dr. Dean Chavers and Mr. Robert Chiago. 170 pages, 1991. No ISBN. A manual on how to use Impact Aid to improve education for Indian students. $35.00.

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