Mini-Bibliography

Achievement Gap

Barton, P. (2003, October). *Parsing the Achievement Gap: Baselines for Tracking Progress*. Princeton, NJ: Educational Testing Service, Policy Information Center. Retrieved July 25, 2006 from http://ets.org/Media/Education_Topics/pdf/parsing.pdf.

The study presents the links between student achievement and core factors often related to students' racial, ethnic, and socioeconomic status.

Berends, M., Lucas, S., Sullivan, T., & Briggs, R. (2005). *Examining Gaps in Mathematics Achievement among Racial-Ethnic Groups, 1972 - 1992*. Santa Monica, CA: RAND Corporation. Retrieved January 13, 2006 from http://www.rand.org/pubs/monographs/2005/RAND_MG255.pdf.

This report focuses on the mathematics test score gaps among black, Latino, and white students. The authors examine several nationally representative senior high school student cohorts between the early 1970s and the early 1990s to understand trends in the mathematics scores of these different racial-ethic groups. The authors also analyze how changes in family, school, and schooling measures help explain changes in the test score gaps over time.

Center on Education Policy (2005, August). *States Try Harder, but Gap Persists: High School Exit Exams 2005*. Retrieved September 10, 2005 from http://www.cep-dc.org/index.cfm?fuseaction=document.showDocumentByID&DocumentID=143&C:\CFusionMX7\verity\Data\dummy.txt.

This is the fourth annual report on state exit exams produced by the Center on Education Policy. It is a product of the Center's comprehensive multi-year study of exit exams and is based on information they collected from 25 states with current or planned exit exams, on their own research, and on their review of other major research in this field. The report aims to be a comprehensive review of the status, characteristics, and effects of exit exams.

Education Trust, Inc. (2004). *Education Watch: Achievement Gap*. Retrieved May 20, 2005 from http://www2.edtrust.org/edtrust/summaries2004/2004AchievementGapandSummaryTables.PDF

This report shows how many points students gained or lost the National Assessment of Educational Progress. The report only shows those states that participated in both 1996 and 2003 and had enough members of each student group in the testing sample.

Lohse, C., & Ockert, S. (2005). *American Indian Student Achievement in Montana Public Schools: Features of the Academic Achievement Gap and Policy Prescriptions*. Retrieved June 12, 2006 from http://leg.state.mt.us/content/committees/interim/2005_2006/qual_schools/staff_reports/AMERICAN_INDIAN_STUDENT_ACHIEVEMENT_IN_MONTANA_PUBLIC_SCHOOLS.pdf.

This analysis by the Montana Department of Commerce looks at the performance of American Indian students in Montana schools relative to their White peers. The results demonstrate a strong achievement gap between the two subgroups, with White students demonstrating higher levels of proficiency on norm-referenced and criterion referenced tests; higher graduation rates and attendance rates; and fewer instances of suspension or expulsion from schools. In identifying these characteristics, the authors noted strong intra-state variability in performance, with American Indian students in urban areas and economically and racially integrated schools significantly outperforming their peers who attend school in rurally isolated Indian County. The authors further noted that despite significant variability among a host of socio-economic indicators between urban areas and reservations, American Indian students located in urban setting were not socio-economically identifiable from American Indian students attending school in Indian country. In a companion report, intra-school variability in performance was also identified. From these findings, a number of policy responses are explored and analyzed.

Charter / Alternative Schools

Bielenberg, B. (2000). Charter Schools for American Indians. In J. Reyhner, J. Martin & L. Lockard (Eds.), *Learn in Beauty: Indigenous Education for a New Century* (pp. 132-150). Flagstaff, AZ: Northern Arizona University.

The charter school movement is a reform through which American Indians can gain back their sovereignty, a way in which they can step forward on their own behalf and on behalf of their children. However, the existence of such schools alone is not enough, as is shown in this paper through a small-scale ethnographic study of an urban charter school serving students from some 30 tribes. This study indicates that despite the best of intentions, it is often difficult to change common

mainstream educational practices. Rather than simply changing what we teach, it is necessary to look more deeply at how we teach and how we structure the learning environment. Taking such issues into consideration can provide American Indian children with the education they deserve and the education indigenous people, both urban and rural, have been requesting for over a century.

Jeffries, R., Hollowell, M., & Powell, T. (2004). Urban American Indian Students in a Nonpunitive Alternative High School. *American Secondary Education 32*(2), 63-78.

This article is based on participant observation, review of documents such as curriculum materials, and interviews with participants associated with Spotted Eagle Alternative High School in Milwaukee, Wisconsin. The school was founded to combat the high dropout rate of American Indian students from mainstream secondary settings and offers a last chance for high school graduation. Approximately half of its students are American Indian, while the remaining students are African American, White, and Latino. Eighty percent of seniors graduate each year. The article highlights values and attitudes that predominate at Spotted Eagle. It also demonstrates how the school fulfills criteria for a quality nonpunitive education.

Community Education

Fettes, M. (1999) Indigenous Education and the Ecology of Community. In. S. May (Ed.), *Indigenous Community-Based Education* (pp. 20-41). Clevendon, UK: Multilingual Matters.

This paper begins from the premise that indigenous community-based education can usefully learn from attempts to define and implement 'community education', even in settings so far removed from the indigenous context. The first section shows how 'community education' has been developed on the basis of four fundamentally different concepts of community, all of which have some relevance to the challenges of indigenous education but are ultimately inadequate as a guide to practice. The second section shows how these flaws can be traced back to an overly simplistic model of community rooted in European history. A way of extending this model is proposed which is compatible with a more complex and dynamic 'ecology of community'. This idea is developed in greater detail in the third section, employing a model of 'cultural negotiation' developed by Canadian ethnographer Arlene Stairs, and incorporating many insights offered by Chickasaw educator Eber Hampton, as a means by which indigenous community-based education might proceed.

Hermanson, M., & Hoagland, T. (2002). *Utilizing Paraeducators as Liaisons to the Local Community*. Charleston, WV: Clearinghouse on Rural and Small Schools. (ERIC Document Reproduction Service No. ED463108).

A study examined the role of paraeducators as liaisons to the local community. Phase 1 of the study involved interviews with four paraeducators and three teachers, each of whom was part of a rural teacher/paraeducator team that used the paraeducator's background in the community to enhance school activities. Phase 2 involved five group sessions with 135 paraeducators, teachers, administrators, and others from rural Montana schools and with 70 paraeducators, teachers, and administrators from Bureau of Indian Affairs (BIA) funded schools in four states. Findings indicate that paraeducators interacted with parents, suggested school activities based on their knowledge of the community, assisted with arranging school activities in the community, had other roles in the community that enhanced the school-community relationship, brought local culture to school activities, and modeled community attributes. Their acquaintance with local families contributed to school activities. Obstacles to utilizing paraeducators as community links included concerns regarding confidentiality, insufficient paraeducator training, uncertain job descriptions and parameters of paraeducator duties, insufficient paraeducator knowledge of students or school procedures due to inability to attend meetings, and working for schools interfering with a paraeducator's image in the community. These findings were used to develop a series of videos to be used in training teacher/paraeducator teams.

Saskatchewan Education (2001). *Aboriginal Elders and Community Workers in Schools - A Guide for School Divisions and Their Partners*. Regina, Saskatchewan: Saskatchewan Education.

This guide has been produced to assist boards of education to develop policy and guidelines if they choose to initiate programs involving Elders, Aboriginal community workers, or other resource people. It will also assist school division administrators and their community partners to design and implement local initiatives in schools.

Gifted / Special Needs

Ballinger, R. & Noonan, M. (2004). Transitioning Students with Disabilities in a Rural Native Hawaiian Community: One Teacher's Perspective. *Rural and Special Education Quarterly 23*(4), 17-24. Retrieved December 14, 2005 from http://www.findarticles.com/p/articles/mi_qa4052/is_200410/ai_n9521257.

Special education teachers in rural settings face unique social and cultural challenges. Geographic and economic constraints, cultural and lifestyle differences, and social boundaries between local residents and newcomers may significantly affect the transition process of youth with disabilities. This qualitative case study explored the experiences and influence of a Caucasian transition and reading teaching in her first year in an isolated primarily Native Hawaiian community.

Davis, J., Erickson, J., Johnson, S., Marshall, C., Running Wolf, P., & Santiago, R. (Eds.). (2002). *Working Group on American Indian Research and Program Evaluation Methodology, Symposium on Research and Evaluation Methodology: Lifespan Issues Related to American Indian/Alaska Natives with Disabilities*. Flagstaff: Northern Arizona University, Institute for Human Development, Arizona University Center on Disabilities, American Indian Rehabilitation Research and Training Center. Retrieved July 25, 2006 from http://wili.org/docs/AIRPEM_Monograph.pdf.

This monograph was developed to address alternative and appropriate methods of conducting research with the American Indian and Alaska Native population. Research with American Indians needs to be academically acceptable to the general research community as well as appropriate culturally and linguistically. Research and program evaluation experiences shared in the monograph are offered as viable methods of impacting these multifaceted issues and problems.

Faircloth, S. (2000). *Issues in the Education of American Indian and Alaska Native Students with Disabilities*. Charleston, WV: Clearinghouse on Rural and Small Schools. (ERIC Document Reproduction Service No. ED448009).

Over 10 percent of American Indian and Alaska Native (AI/AN) students in public schools and more than 18 percent of AI/AN students in Bureau of Indian Affairs and tribal schools are eligible for or placed in special education programs. This digest addresses four selected issues in the education of AI/AN students with disabilities. First, the 1997 amendments to the Individuals with Disabilities Education Act (IDEA) provide for the awarding of personnel preparation grants to colleges and universities; some grants have been awarded specifically for training special educators to work with AI/AN students. Grant recipients include a program on the Navajo Reservation that trains both Indian and non-Indian service providers, programs aimed at AI/AN college students, and grants to tribal colleges. Second, IDEA guarantees parents certain rights concerning their involvement in their child's education. Suggestions are offered for facilitating the involvement of AI/AN parents. Third, IDEA mandates that all students be evaluated using nondiscriminatory evaluations and multiple forms of assessment and using their native language. Suggestions for culturally and linguistically appropriate assessments are offered. Finally, IDEA requires education in the least restrictive environment. The inclusive model of education adopted by Kayenta Unified School District (Arizona) is briefly described.

National Research Council. (2002). *Minority Students in Special and Gifted Education*. Washington, DC: National Academy Press.

Special education and gifted and talented programs were designed for children whose educational needs are not well met in regular classrooms. From their inceptions, these programs have had disproportionate representation of racial and ethnic minority students. This book considers possible contributors to that

disparity, including early biological and environmental influences and inequities in opportunities for preschool and K-12 education, as well as the possibilities of bias in the referral and assessment system that leads to placement in special programs. It examines the data on early childhood experience, on differences in educational opportunity, and on referral and placement. The book also considers whether disproportionate representation should be considered a problem.

Montgomery, D. (2001). Increasing Native American Indian Involvement in Gifted Programs in Rural Schools. *Psychology in the Schools 38*(5), 467-475.

Recent changes in the field of gifted education, including calls for redefining the gifted education specialist's role and the classroom teacher's desire to collaborate, have led to consultative and collaborative approaches to serving gifted learners. Resource consultation and collaboration, the pooling of expertise among all school staff in order to do more for students, is emerging as a popular service delivery strategy in gifted education programming. This article reveals much about the nature and context of the processes only recently applied to gifted learners. Specifically, it contains a description of the consultation and collaboration processes, management issues for related programming, delineation of consultation and collaboration activities, and presents the educational implications for their implementation.

Sarouphim, K. (2002). Discover in High School: Identifying Gifted Hispanic and Native American Students. *Journal of Secondary Gifted Education 14*(1), 30-38.

Based on Gardner's theory of multiple intelligences, the Discover assessment was designed to identify gifted minority students for placement into programs for the gifted. In previous studies, the reliability and validity of the assessment in elementary grades were examined and yielded mostly positive results. In this study, similar analyses were carried out to investigate some validity aspects of Discover with secondary students. The sample consisted of 303 predominantly Hispanic and Native American ninth grades. The results provided evidence for an alignment of the assessment with the theory of multiple intelligences. Also, no overall gender or ethnic differences were found in the numbers of students identified. In addition, the results suggested that the use of the Discover assessment might help in reducing the problem of minority students' under-represented in programs for the gifted, as 29.3% of the high school students that participated in this study were identified as gifted.

Tepper, N., & Tepper, B. (2004). Linking Special Education with Multicultural Education for Native American Children with Special Needs. *Rural and Special Education Quarterly 23*(4), 30-33.

Special educators need to be able to work well with Native American students who have special needs and their families to insure that their cultural background is used to support, rather than impede their progress in education. The authors propose a set of questions that can be used to assist educators in collaborating

with families to incorporate key aspects of the child's cultural background into the individual education plan.

Western Interstate Commission for Higher Education (2004, April). *Serving American Indian Students: Participation in Accelerated Learning Opportunities*. Boulder, CO: Suzanne Benally. Retrieved December 6, 2005 from http://www.wiche.edu/Policy/WCALO/documents/AmericanIndianStudents_000.pdf.

This study examines American Indian student participation in accelerated learning opportunities. The paper is organized in two sections: a report on the findings with policy consideration and a discussion of relevant research. The study is designed to develop a context for understanding American Indian student access to and participation in accelerated learning programs in several Western states.

Government Reports

Bureau of Indian Affairs, Office of Indian Education Programs (2001). *2001 Risk Behavior Survey of High School Students Attending Bureau Funded Schools*. Retrieved May 5, 2005 from http://www.oiep.bia.edu/docs/hsyrbs_2001.pdf

This report summarizes the results of the 2001 Bureau of Indian Affairs (BIA), Office of Indian Education Programs Youth Risk Behavior Survey which was completed in the spring of 2001 by 5,654 BIA high school students. Sixty-six out of a possible 75 Bureau schools with grades 9-12 participated. This represents a 66% student response rate and a 92% school response rate. A weighting factor was applied to each student record to adjust for students who did not complete the survey. This report is designed to stimulate useful data driven discussion among educators, parents, and youth in BIA funded schools about more effective ways to focus local programs and activities used to address risk behaviors.

Bureau of Indian Affairs, U.S. Department of the Interior (2006). *Performance and Accountability Report: Fiscal Year 2005*. Washington, DC: U.S. Government Printing Office. Retrieved October 25, 2006 from http://www.doi.gov/bia/BIA_PAR_2005_FINAL_02242006_web.pdf.

The Performance and Accountability report provides performance and financial information that enables the public to assess the performance of the Bureau relative to its mission and stewardship of its resources entrusted to it.

Bureau of Justice Statistics (2004, December). *A BJS Statistical Profile, 1992-2002: American Indians and Crime*. Retrieved August 30, 2005 from http://www.ojp.usdoj.gov/bjs/pub/pdf/aic02.pdf.

Summarizes data on American Indians in the criminal justice system and reports the rates and characteristics of violent crimes experienced by American Indians. This report updates a previous BJS report, American Indians and Crime,

published in 1999. The findings include the involvement of alcohol, drugs, and weapons in violence against Indians. The report describes victim-offender relationships, the race of those involved in violence against Indians, and the rate of reporting to police by victims. It discusses the rates of arrest, suspect investigations and charges filed, and incarceration of Indians for violent crimes.

Chapman, C., & Hoffman, L. (2007). *Event Dropout Rates for Public School Students Grades 9-12: 2002-2003 and 2003-2004*. (NCES 2007-026). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved May 18, 2007 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007026.

The report summarizes and compares event dropout rates for public high school students, by state, for 2002-03 and 2003-04. Among reporting states in 2003-04, the rates ranged from a low of 1.8 percent in Connecticut and New Jersey to a high of 7.9 percent in Louisiana. The event dropout rate measures the percentage of high school students who drop out in a given year. A dropout is a student who was enrolled at the beginning of the year, not enrolled at the beginning of the next year, and who did not graduate from high school or complete some other district- or state-approved educational program.

Dye, J., & Johnson, T. (2007). *A Child's Day: 2003. Selected Indicators of a Child's Well-Being*. Washington, DC: U.S. Census Bureau. Retrieved March 21, 2007 from http://www.census.gov/prod/2007pubs/p70-109.pdf.

This report is the third examination of children's well-being and their daily activities based on data from the Survey of Income and Program Participation. It addresses children's living arrangements and their families characteristics, early child care experiences, daily interaction with parents, extracurricular activities, academic experience, and parents' educational expectations.

General Accounting Office (2001). *BIA and DOD School Student Achievement and Other Characteristics Often Differ from Public Schools'*. Retrieved May 5, 2005 from http://www.gao.gov/new.items/d01934.pdf

The federal government has direct responsibility for two school systems serving elementary and secondary students – the Bureau of Indian Affairs and the Department of Defense school systems. This report provides information on student academic performance, teacher staffing, access to educational technology, the condition of facilities, and expenditure levels for each system. This study also provides comparative data for public schools when these data are available.

Hussar, W.J., & Bailey, T.M. (2006). *Projection of Education Statistics to 2015*. (NCES 2006-084). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. Retrieved October 25, 2006 from http://nces.ed.gov/pubs2006/2006084.pdf.

This publication provides projections for key education statistics. It includes statistics on enrollment, graduates, teachers, and expenditures in elementary and secondary schools, and enrollment, earned degrees conferred, and current-fund expenditures of degree-granting institutions. For the Nation, the tables, figures, and text contain data on enrollment, teachers, graduates, and expenditures for the past 14 years and projections to the year 2015. For the 50 States and the District of Columbia, the tables, figures, and text contain data on projections of public elementary and secondary enrollment and public high school graduates to the year 2015. In addition, the report includes a methodology section describing models and assumptions used to develop national and state-level projections.

Kutner, M., Greenberg, E., Jin, Y., Boyle, B., Hsu, Y., and Dunleavy, E. (2007). *Literacy in Everyday Life: Results from the 2003 National Assessment of Adult Literacy* (NCES 2007-480). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved April 12, 2007 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007480.

The 2003 National Assessment of Adult Literacy (NAAL) assessed the English literacy skills of a nationally representative sample of more than 19,000 U.S. adults (age 16 and older) residing in households and prisons. NAAL is the first national assessment of adult literacy since the 1992 National Adult Literacy Survey. Three types of literacy were measured: Prose, Document, and Quantitative. Results were reported in terms of scale scores (on a 500-point scale) and in terms of four literacy levels—Below Basic, Basic, Intermediate, and Proficient. This report, Literacy in Everyday Life, presents findings from the 2003 assessment. It examines changes in literacy levels for the total adult population of the United States, as well as for adults with different demographic characteristics (gender, race, age, and ethnicity). Changes in literacy levels are reported for 2003 as well as between 1992 and 2003. In addition, the report describes how American adults age 16 and older at varying literacy levels use written information in their everyday lives. Specifically, this report describes the relationship between literacy and a number of self-reported background characteristics including education, employment, earnings, job training, family literacy practices, civics activities, and computer usage. It examines the relationship between educational attainment and literacy and reports changes between 1992 and 2003. In addition, the relationship between literacy and adult education, including basic skills classes, English as a second language classes, and information technology certification is reported. The findings discuss the relationship between literacy and employment status, occupation, weekly wage or salary, job training, and participation in public assistance programs. Moreover, the report examines how parents, grandparents, and guardians at different literacy levels interact with the children living in their homes around issues related to literacy and school. Finally, the report discusses how adults at different literacy levels participate in government and community affairs by voting, staying informed, and volunteering.

Meriam, L., Brown, R., Cloud, H., Dale, E., Duke, E., Edwards, H., et al. (1928). *The Problem of Indian Administration*. Baltimore, MD: Johns Hopkins Press.

    Prepared by a team of social scientists led by Lewis M. Meriam (and including the Winnebago Henry Roe Cloud) and was published in 1928. It recounted the conditions for Indian peoples on reservations. The study found infant mortality rates of 190.7 per 1,000, far higher than the rate for any other ethnic group. Diseases such as measles, pneumonia, tuberculosis, and trachoma (an infectious eye disease) were rampant on the reservations, and material conditions ranging from diet to housing to health care were deplorable. The report singled out the U.S. government's allotment policy as the greatest contributor to Indian peoples' impoverishment and called for a complete overhaul of the Bureau of Indian Affairs and of national Indian policy.

National Bureau of Economic Research (2006, May). *The Academic Achievement Gap in Grades 3 to 8*. Washington, DC. Retrieved June 8, 2006 from http://papers.nber.org/papers/W12207.

    Using data for North Carolina public school students in grades 3 to 8, the authors examine achievement gaps between white students and students from other racial and ethnic groups. They focus on successive cohorts of students who stay in the state's public schools for all six years, and study both differences in means and in quantiles. The results on achievement gaps between black and white students are consistent with those from other longitudinal studies: the gaps are sizable, are robust to controls for measures of socioeconomic status, and show no monotonic trend between 3rd and 8th grade. In contrast, both Hispanic and Asian students tend to gain on whites as they progress through these grades. Looking beyond simple mean differences, the authors find that the racial gaps between low-performing students have tended to shrink as students progress through school, while racial gaps between high-performing students have widened. Racial gaps differ widely across geographic areas within the state; very few of the districts or groups of districts that were examined have managed simultaneously to close the black-white gap and raise the relative test scores of black students.

National Center for Education Statistics (2004). *The Condition of Education 2004*. Retrieved May, 18, 2005, from http://nces.ed.gov/pubs2004/2004077.pdf

    Recognizing that reliable data are critical in guiding efforts to improve education in American, *The Condition of Education 2004* presents indicators of important developments and trends in American education. Recurrent themes underscored by the indicators include participation and persistence in education, student performance and other outcomes, the environment for learning, and societal support for education. In addition, this year's volume contains a special analysis that examines changes in undergraduate student financial aid between 1989-90 and 1999-2000.

National Center for Education Statistics (2005). *National Assessment of Education Progress: The Nation's Report Card*. Retrieved August 10, 2005 from http://nces.ed.gov/nationsreportcard/.

The National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (*e.g*., fourth-graders) and groups within those populations (*e.g*., female students, Hispanic students). NAEP results are based on a sample of student populations of interest.

National Center for Education Statistics (2005, December). *National Assessment of Adult Literacy: A First Look at the Literacy of America's Adults in the 21st Century*. Washington, DC. Retrieved December 21, 2005 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006470.

The 2003 National Assessment of Adult Literacy (NAAL) measures the English literacy of America's adults (people age 16 and older living in households and prisons). NAAL builds on the previous national assessment of literacy completed in 1992. The 2003 assessment defines literacy as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." Results are reported in terms of scale score averages and literacy levels on three literacy scales: prose, document, and quantitative. The literacy levels were described as below basic, basic, intermediate, and proficient. Each level corresponded to a specific range of scale scores and was described in terms of the abilities associated with each level and the types of tasks that adults could complete at that level. An additional component comprising 5 percent of the adult population was the non-literate in English. The non-literate in English included the 2 percent who could not be tested because they could not communicate in English or Spanish, and the 3 percent who took an alternative assessment because they were unable to complete a minimum number of simple literacy screening questions. Results showed that the average quantitative literacy scores of adults increased 8 points between 1992 and 2003, though average prose and document literacy did not differ significantly from 1992. Among Blacks, average prose literacy scores increased by 6 points and average document literacy scores rose by 8 points between 1992 and 2003 (figure 1). The average prose scores of Asians/Pacific Islanders increased as well, rising 16 points between 1992 and 2003.The average prose literacy scores of Hispanics fell 18 points from 1992 to 2003, while average document literacy scores decreased by 14 points. Average prose and document literacy scores among Whites did not change significantly.

National Center for Education Statistics (2005, June). *The Condition of Education: 2005*. Washington, DC. Retrieved January 30, 2006 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005094.

The Condition of Education 2005 summarizes important developments and trends in education using the latest available data. The report presents 40 indicators on the status and condition of education and a special analysis of the mobility of elementary and secondary school teachers. The indicators represent a consensus of professional judgment on the most significant national measures of the condition and progress of education for which accurate data are available. The 2005 print edition includes 40 indicators in six main areas: (1) enrollment trends and student characteristics at all levels of the education system from elementary education to adult learning; (2) student achievement and the longer term, enduring effects of education; (3) student effort and rates of progress through the educational system among different population groups; (4) the contexts of elementary and secondary education in terms of courses taken, teacher characteristics, and other factors; (5) the contexts of postsecondary education; and (6) societal support for learning, including parental and community support for learning, and public and private financial support of education at all levels.

National Center for Education Statistics (2006, January). *Public Elementary and Secondary Students, Staff, Schools, and School Districts: School Year 2003-04*. Washington, DC. Retrieved January 24, 2006 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006307.

This report contains data from the Common Core of Data (CCD) non-fiscal 2003-04 state, local education agency, and school surveys. The report presents data about the students enrolled in public education, including the number of students by grade and the number receiving special education, migrant, or English language learner services. Some tables disaggregate the student data by racial/ethnic group or community characteristics such as rural - urban. The numbers and types of teachers, other education staff, schools, and local education agencies are also reported.

National Center for Education Statistics (2006, June). *The Condition of Education: 2006*. Washington, DC. Retrieved June 8, 2006 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006071.

The Condition of Education 2006 summarizes important developments and trends in education using the latest available data. The report presents 50 indicators on the status and condition of education and a special analysis on international assessments. The indicators represent a consensus of professional judgment on the most significant national measures of the condition and progress of education for which accurate data are available. The 2006 print edition includes 50 indicators in five main areas: (1) participation in education; (2) learner outcomes; (3) student

effort and educational progress; (4) the contexts of elementary and secondary education; and (5) the contexts of postsecondary education.

National Center for Education Statistics (2006, May). *Degree completions in Areas of National Need, 1996-97 and 2001-02.* Washington, DC. Retrieved June 8, 2006 from http://nces.ed.gov/pubs2006/2006154.pdf

> The goal of this paper is to describe degree completions in academic programs of national need between the academic years of 1996-1997 and 2001-2002, focusing on institutions that grant awards of associate's degrees and higher. In particular, it examines the following: the change in the number of degrees completed in areas of national need over the 5-year period; and degree completions in terms of gender and race/ethnicity and how they have changed over the 5-year period. Tables presenting the characteristics of students who completed degrees in the areas of national need are included, by degree type, for reference purposes.

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (2002, May). *Survey of the States' Limited English Proficient Students & Available Educational Programs and Services 1999-2000 Summary Report.* Washington, DC: Anneka Kindler. Retrieved December 6, 2005 from http://www.ncela.gwu.edu/policy/states/reports/seareports/0001/sea0001.pdf.

> The report is based on survey data gathering information in three areas: enrollment levels of limited English proficient students (LEP), educational condition of reported LEP students, and services received by LEP students.

National Science Foundation Directorate for Human Education and Resources (2002). *Culturally Responsive Education Evaluation as they pertain to Native Americans.* Retrieved October 26, 2006 from http://www.nsf.gov/pubs/2003/nsf03032/intro.pdf.

> This document provides a detailed account from a two-day workshop sponsored by the National Science Foundation Directorate for Education and Human Resources. The workshop's purpose was to discuss issues of culturally responsive educational evaluation as they pertain to Native Americans. The three major themes of the workshop were evaluation issues relating to the academic achievement of Native American students, education/training opportunities for Native American evaluators, and developing, maintaining and expanding a network of Native American evaluators. The goal of this workshop was to offer direction for future planning of evaluations and research activities, and to focus on capacity building within the field of educational evaluation. Appendices include the workshop agenda, a list of participants and participant biographies.

Ogunwole, S. (2006, February). *We the People: American Indian and Alaska Natives in the United States.* U.S. Department of Commerce, Economics and Statistics

Administration. Washington, DC: U.S. Census Bureau. Retrieved July 25, 2006 from http://www.census.gov/prod/2006pubs/censr-28.pdf.

This report provides a portrait of the American Indian and Alaska Native population in the United States and discusses the largest specified tribal groupings, reservations, Alaska Native village statistical areas, and areas outside reservations and Alaska Native village statistical areas at the national level. It is part of the census 2000 special reports series that presents demographic, social, and economic characteristics collected from Census 2000.

Snyder, T.D., Tan, A.G., and Hoffman, C.M. (2006). *Digest of Education Statistics 2005 (NCES 2006-030)*. U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. Retrieved August 18, 2006 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006030.

The 41st in a series of publications initiated in 1962, the Digest's primary purpose is to provide a compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. The Digest contains data on a variety of topics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, and federal funds for education, libraries, and international comparisons. Some examples of highlights from the report include the following items. Enrollment in public elementary and secondary schools rose 22 percent between 1985 and 2005. The fastest public school growth occurred in the elementary grades (prekindergarten through grade 8), where enrollment rose 24 percent over this period, from 27.0 million to 33.5 million. Public secondary school enrollment declined 8 percent from 1985 to 1990, but then rose 31 percent from 1990 to 2005, for a net increase of 20 percent. The number of public school teachers has risen faster than the number of students over the past 10 years, resulting in declines in the pupil/teacher ratio. Between 1994 and 2004, the number of full-time college students increased by 30 percent compared to an 8 percent increase in part-time students. During the same time period, the number of men enrolled rose 16 percent, while the number of women enrolled increased by 25 percent.

St. Charles, J., & Costantino, M. (2000, June). *Reading and the Native American Learner: Research Report*. Olympia, WA: Office of Superintendent of Public Instruction, Office of Indian Education.

This document is intended as a resource for mainstream teachers. It provides a summary of current research on effective ways for teachers to more fully meet the educational needs of American Indian children attending public schools.

United States Census Bureau (2000). *Census 2000 American Indian and Alaska Native Summary File: Sample Data*. Retrieved May 18, 2005 from http://www.census.gov/Press-Release/www/2004/AIANSF.html

The American Indian and Alaska Native Summary File (AIANSF) contains sample data, which is the information compiled from the questions asked of a sample of all people and housing units.

The sample data are presented in 213 population tables (matrices) and 110 housing tables, identified with "PCT" and "HCT," respectively. The tables are repeated or iterated for the total population, the total American Indian and Alaska Native population, the total American Indian population, the total Alaska Native population, and for 1,081 additional specified American Indian and Alaska Native tribes. For any of these iterations, tables will be shown only if the specific population threshold is met. The population for the specific iteration in a specific geographic area must be at least 100 people (based on a 100-percent count) of the specified population and include at least 50 unweighted sample cases. This threshold is based on respondents who reported only one tribe.

The AIANSF is released as one file providing data for the United States, regions, divisions, states (excluding Puerto Rico as a state equivalent), metropolitan areas, American Indian and Alaska Native areas, and Hawaiian home lands.

United States Commission on Civil Rights (2003). *A Quiet Crisis: Federal Funding and Unmet Need in Indian Country*. Retrieved May 18. 2005 from http://www.usccr.gov/pubs/na0703/na0204.pdf

This report examines federal funding of programs intended to assist Native Americans at the U.S. Department of Interior, U.S. Department of Health and Human Services, U.S. Department of Housing and Urban Development, U.S. Department of Justice, U.S. Department of Education, and U.S. Department of Agriculture. In this report the Commission assesses the adequacy of funding provided via programs administered by these six agencies and the unmet need that persist in Indian Country.

This study reveals that federal funding directed to Native Americans through programs at these agencies has not been sufficient to address the basic and very urgent needs of indigenous peoples. Among the myriad of unmet needs are: health care, education, public safety, housing, and rural development. The Commission finds that significant disparities in federal funding exist between Native Americans and other groups in our nation, as well as the general population.

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics (2005, October). *Rates of Computer and Internet Use by Children in Nursery School and Students in Kindergarten through Twelfth Grade: 2003*. Washington, DC: Government Printing Office. Retrieved July 25, 2006 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005111rev.

This Issue Brief describes the percentage of students in grades 12 or below who used computers or the Internet in 2003. The Brief highlights the fact that computer and Internet use is commonplace and begins early. Even before

kindergarten, a majority of children in nursery school use computers and, and 23 percent use the Internet.

U.S. Department of Education; Office of Planning, Evaluation, and Policy Development; Policy and Programs Studies Service (2007). *State Strategies and Practices for Educational Technology: Volume 1 – Examining the Enhancing Education through Technology Program.* Washington, DC. Retrieved April 19, 2007 from http://www.ed.gov/rschstat/eval/tech/netts/netts-vol1.pdf.

This report discusses the role of the Enhancing Education Through Technology (EETT) program, the state priorities and programs that EETT supports, and the relationship between state educational technology program activities and the overarching goals and purposes of the No Child Left Behind Act of 2001. Chapter 1 of this report describes state educational technology policies and related programs, including the role of the EETT program in state efforts. Chapter 2 presents individual state profiles that present data summarized in Chapter 1.

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U.S. Department of the Interior. (2005). *Strengthening the Circle: Interior Indian Affairs Highlights 2001-2004.* For ordering information, http://www.doi.gov/bureau-indian-affairs.html.

This publication highlights the U.S. Department of the Interior's activities and accomplishments in the American Indian and Native Alaskan communities during the past four years. Programs reviewed include: Indian Education Programs, Fiduciary Trust Programs, Economic Development and Tribal Services, Law Enforcement and Security Programs, and Commissions and Boards.

Health / Behavioral Issues

Beauvais, F. (1996). Trends in Drug Use among American Indian Students and Dropouts, 1975 to 1994. *American Journal of Public Health 86*(11), 1594-1598.

This 20-year surveillance project tracks the trends in substance abuse among American Indian students and examines the observed patterns to discover implications for prevention and treatment. The current phase of this work includes data on drug use among Indian school dropouts. Anonymous drug use surveys are administered annually to a nationally representative sample of 7th- to 12th-grade Indian youths residing on or near reservations. An adjustment for dropouts is made to provide estimates for the entire age cohort. Indian youth continue to show very high rates of drug use compared with their non-Indian peers. The trends in rates during the last 20 years parallel those of non-Indian youth. While overall drug use may be decreasing, about 20% of Indian adolescents continue to be heavily involved with drugs, a proportion that has not changed since 1980. Adjustment for school dropouts increases the estimate for the entire age cohort.

Bureau of Indian Affairs, Office of Indian Education Programs (2001). *2001 Risk Behavior Survey of High School Students Attending Bureau Funded Schools*. Retrieved May 5, 2005 from http://www.oiep.bia.edu/docs/hsyrbs_2001.pdf

This report summarizes the results of the 2001 Bureau of Indian Affairs (BIA), Office of Indian Education Programs Youth Risk Behavior Survey which was completed in the spring of 2001 by 5,654 BIA high school students. Sixty-six out of a possible 75 Bureau schools with grades 9-12 participated. This represents a 66% student response rate and a 92% school response rate. A weighting factor was applied to each student record to adjust for students who did not complete the survey. This report is designed to stimulate useful data driven discussion among educators, parents, and youth in BIA funded schools about more effective ways to focus local programs and activities used to address risk behaviors.

Bureau of Justice Statistics (2004, December). *A BJS Statistical Profile, 1992-2002: American Indians and Crime*. Retrieved August 30, 2005 from http://www.ojp.usdoj.gov/bjs/pub/pdf/aic02.pdf.

Summarizes data on American Indians in the criminal justice system and reports the rates and characteristics of violent crimes experienced by American Indians. This report updates a previous BJS report, American Indians and Crime, published in 1999. The findings include the involvement of alcohol, drugs, and weapons in violence against Indians. The report describes victim-offender relationships, the race of those involved in violence against Indians, and the rate of reporting to police by victims. It discusses the rates of arrest, suspect investigations and charges filed, and incarceration of Indians for violent crimes.

Council of Chief State School Officers (2006). *High School Redesign and Native American Students: How Can the Nation's High Schools respond to the Needs of Native American Students?* Retrieved July 25, 2006 from http://www.ccsso.org/content/pdfs/3 23 06 IssueReport-Final_BC Edits.pdf.

This Council of Chief State School Officers issue paper discusses a focus group conducted to address the needs of Native American high school students. The focus group was help prior to the Strengthening Partnerships for American Indian, Alaska Native, and Native Hawaiian Students Education Conference in October, 2005.

Parker, T. (2004). Factors Associated with American Indian Teens' Self-Rated Health. *American Indian Alaska Native Health Research 11*(3), 1-19.

Factors related to American Indian (AI) high school students' self-rated health were examined. Self-rated health was measured as a single-item with a four-point response option ranging from poor to excellent health. Of the 574 participants, 19% reported "fair" or "poor" health, a percentage more than twice that for U.S. high school students in general. Gender (related to family finances), school achievement, social competence, and cannabis use were significantly associated with the AI teens' self-rated health. In comparative examination, factors associated with AI teens' health ratings were found to be similar and dissimilar to ratings of other teens in important ways.

High School Graduation

ACT (2006). *National Score Report*. Retrieved October 26, 2006 from the ACT website: http://www.act.org/news/data/06/index.html.

ACT's website features complete score information for each state in the U.S. Included is an interactive national map showing the percentage of students in each state who met ACT's College Readiness Benchmarks as well as the percentage who took advanced math and science coursework in high school.

Cahalan, M. W., Ingels, S.J., Burns, L.J., & Daniel, B. (2006). *United States High School Sophomores: A Twenty-Two Year Comparison, 1980-2002*. (NCES 2006-327). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved October 25, 2006 from http://nces.ed.gov/pubs2006/2006327.pdf.

Using questionnaire and test data collected in 1980, 1992, and 2002, this report presents time series data on three cohorts of high school sophomores. The report presents information on the changing context of cohort demographics, family characteristics, school characteristics, and school experiences, after school activities, and future plans and expectations. Tested achievement is also presented with results in math from 1980 to 1990 and 2002, and results in reading from 1990 to 2002.

Chapman, C., & Hoffman, L. (2007). *Event Dropout Rates for Public School Students Grades 9-12: 2002-2003 and 2003-2004*. (NCES 2007-026). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved May 18, 2007 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007026.

The report summarizes and compares event dropout rates for public high school students, by state, for 2002-03 and 2003-04. Among reporting states in 2003-04, the rates ranged from a low of 1.8 percent in Connecticut and New Jersey to a high of 7.9 percent in Louisiana. The event dropout rate measures the percentage of high school students who drop out in a given year. A dropout is a student who was enrolled at the beginning of the year, not enrolled at the beginning of the next year, and who did not graduate from high school or complete some other district- or state-approved educational program.

Educational Testing Services (2005, February). *One-Third of a Nation: Rising Dropout Rates and Declining Opportunities*. Retrieved December 13, 2005 from http://www.ets.org/Media/Research/pdf/PICONETHIRD.pdf.

This Policy Information Report documents high and rising high school dropout rates, declining investments in second-chance programs, and deteriorating opportunities for dropouts in the job market.

Seastrom, M., Chapman, C., Stillwell, R., McGrath, D., Peltola, P., Dinkes, R., & Xu, Z. (2006). Users Guide to Computing High School Graduation Rates, Volume 1: Review of Current and Proposed Graduation Indicators (NCES 2006-604). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. Retrieved August 31, 2006 from http://nces.ed.gov/pubs2006/2006604.pdf.

The first volume of this report examines the existing measures of high school completion and the newly proposed proxy measures. This includes a description of the computational formulas, the data required for each indicator, the assumptions underlying each formula, the strengths and weaknesses of each indicator relative to a true cohort on-time graduation rate, and a consideration of the conditions under which each indicator does or does not work.

Seastrom, M., Chapman, C., Stillwell, R., McGrath, D., Peltola, P., Dinkes, R., & Xu, Z. (2006). Users Guide to Computing High School Graduation Rates, Volume 2: Technical Evaluation of Proxy Graduation Indicators (NCES 2006-605). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. Retrieved August 31, 2006 from http://nces.ed.gov/pubs2006/2006605.pdf.

The second volume of this report provides documentation of the technical work that the Department leadership used to select an interim graduation rate. The analysis in volume 2 draws upon the student record data from two states to compute the true cohort on-time graduation rate for each of those states, to compute the proxy graduation measures for each of these states, and to compare the performance of each proxy indicator to that of the true cohort rate. The Averaged Freshman Graduation Rate (AFGR) indicator is the only measure that is consistently among the best performing indicators in each analysis.

Swanson, C. (2001). *Who Graduates? Who Doesn't? A Statistical Portrait of Public High School Graduation, Class of 2001*. Retrieved May 4, 2005, from Urban Institute, Education Policy Center Web site: http://www.urban.org/UploadedPDF/410934_WhoGraduates.pdf

This study, the latest in a series of investigations conducted by the Urban Institute, contributes to the growing body of knowledge in this field of inquiry by providing the most extensive set of systematic empirical findings on public school graduation rates in the United States available to date. Detailed descriptive statistics and analytic results are presented for the nation as a whole, by geographical region, and for each of the states. This study also offers an exceptionally detailed perspective on the issue of high school completion by examining graduation rates for the overall student population, for specific racial and ethnic groups, and by gender. Also analyzed are graduation rate patterns for particular types of school districts, with special attention to the systems in which the nation's most socioeconomically disadvantaged students are educated.

Swanson, C. (2004). *Projections of 2003-04 High School Graduates: Supplemental Analysis based on Findings from Who Graduates? Who Doesn't?* Retrieved May 4, 2005, from Urban Institute, Education Policy Center Web site: http://www.urban.org/UploadedPDF/411019_2003_04_HS_graduates.pdf.

This report presents a supplemental analysis based on the findings of a recent Urban Institute study. In that earlier investigation, *Who Graduates? Who Doesn't*, the Institute published a comprehensive and systematic analysis of public school graduation rates in the United States. In this report, the authors make use of their earlier findings on graduation rates to compute projections of the numbers of students they expect to graduate from public high schools at the end of the current school year (2003-04). As was the case in their previous work, detailed national and state results are presented for students as a whole and for selected subgroups.

Learning Styles

Bergstrom, A., Cleary, L, & Peacock, T. (2003). *The Seventh Generation: Native Students Speak about Finding the Good Path*. Charleston, WV: Edvantia.

This book is based on interviews with 120 Native youth from across North America. Written especially for today's Native middle and high school students, the authors share students' stories of life's challenges and their struggles to find and stay on the Good Path. They focus especially on how students developed strong Native identities; coped with troubles in their families, communities, and schools; reached their breaking points or responded resiliently to high-pressure situations; learned to appreciate their own intellectual gifts and abilities; and met the academic and social challenges they encountered in school. Interspersed throughout the book are short fictional "teaching stories" meant to illustrate common dilemmas faced by Native youth and how the characters responded.

General Accounting Office (2001). *BIA and DOD School Student Achievement and Other Characteristics Often Differ from Public Schools'*. Retrieved May 5, 2005 from http://www.gao.gov/new.items/d01934.pdf

    The federal government has direct responsibility for two school systems serving elementary and secondary students – the Bureau of Indian Affairs and the Department of Defense school systems. This report provides information on student academic performance, teacher staffing, access to educational technology, the condition of facilities, and expenditure levels for each system. This study also provides comparative data for public schools when these data are available.

Klug, B. J. & Whitfield, P. T. (2003). Widening the Circle: Culturally Relevant Pedagogy for American Indian Children. New York, NY., RoutledgeFalmer.

    Intended for preservice and in-service teachers, this text promotes successful teaching of American Indian children through cultural appreciation of indigenous cultures and through the teacher's becoming culturally competent. Exercises are included at the end of each chapter to assist the reader in exploring their own culture and values. In Chapter One, Klug and Whitfield state the goals of the book: to describe the process of becoming bicultural; to provide a short history of American Indians that includes educational practices since European contact; to enlarge the readers' sense of culture; and to provide examples of culturally responsive pedagogy, curricula, and instructional tools. Chapter Two provides a brief history of American Indian education. Chapter Three discusses the colonization of American Indian communities generally. Chapter Four addresses the development of the concept of culture. In Chapters Five and Six, the authors explore culturally responsive educational practices and pedagogies. Additional chapters introduce four teachers who have taught in schools with large populations of American Indian students, and discuss how to bring indigenous communities into the school community.

Nee-Benham, M., & Cooper, J. (Eds.), (2000). *Indigenous Educational Models for Contemporary Practice: In Our Mother's Voice*. Mahwah, NJ: Erlbaum.

    What is the philosophy that should drive native education policy and practice? In July 1997 a group of native educational leaders from the United States (including Alaska and Hawai'i), Canada, Australia, and New Zealand gathered to define a potential solution to this question. This book passes on the individual educational philosophies of the participants and forwards a collective vision for a native language- and culture-based educational philosophy that native educational leaders and teachers, policymakers, and curriculum developers can use to ground their work.

Pewewardy, C. (2002). Learning Styles of American Indian/Alaska Native Students: A Review of the Literature and Implications for Practice. *Journal of American Indian Education 41*(3), 22-56.

A review of theories, research, and models of the learning styles of American Indian/Alaska Native students reveals that American Indian/Alaska Native students generally learn in ways characterized by factors of social/affective emphasis, harmony, holistic perspectives, expressive creativity, and nonverbal communication. Underlying those approaches are assumptions that American Indian/Alaska Native students have been strongly influenced by the language, culture, and heritage, and that American Indian/Alaska Native children's learning styles are different – but not deficient. Implications for interventions include recommendations for instructional practice, curriculum organization, assessment, and suggestions for future research.

St. Charles, J., & Costantino, M. (2000, June). *Reading and the Native American Learner: Research Report.* Olympia, WA: Office of Superintendent of Public Instruction, Office of Indian Education.

This document is intended as a resource for mainstream teachers. It provides a summary of current research on effective ways for teachers to more fully meet the educational needs of American Indian children attending public schools.

Strand, J. (2002). *Nurturing Resilience and School Success in American Indian and Alaska Native Students.* Charleston, WV: Clearinghouse on Rural and Small Schools. (ERIC Document Reproduction Service No. ED471488).

This digest examines recent literature on factors related to resilience, well-being, and school success for American Indian and Alaska Native students. The characteristics of resilient Native youth are discussed, including the ability to bounce back from adversity, and protective factors that enable high-risk resilient children to avoid negative outcomes. Traditional Native ways of fostering resilience focused on developmental areas related to spiritual, mental, emotional, and physical well-being. The National Longitudinal Study of Adolescent Health revealed connections within family, community, and school that foster resilience. Although there are tribal differences in traditional Native ways, this digest focuses on some commonalities that exist in shared core values, beliefs, and behaviors. The findings of one recent study are highlighted, revealing what Native youth believe parents, teachers, and schools can do to foster resilience. Additional studies that make connections between resilience and Native spirituality and biculturalism are briefly reviewed.

Technology

Alliance for Equity in Higher Education (2004, February). *Serving the Nation: Opportunities and Challenges in the Use of Information Technology at Minority-Serving Colleges and Universities.* Washington, DC: The Institute for Higher Education Policy. Retrieved December 6, 2005 from http://www.ihep.org/Pubs/PDF/ServingTheNation.pdf.

This report describes how Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities are in a position to remedy the technological disenfranchisement of the nation's emerging majority populations but remain limited due to lack of financial resources. The report details the findings of a national survey of Minority Serving Institutions (MSIs) commissioned by the Alliance for Equity in Higher Education to assess the overall status of information technology use at MSIs. The report also profiles six MSIs that have earned high praise for their creative information technology applications. Recommendations focus on how to invest in policies and programs that will help take MSIs to the next level in technology use.

Haag, M., & Coston, F. (2002). Early Effects of Technology on the Oklahoma Choctaw Language Community [Electronic Version]. *Language Learning & Technology 6*(2), 70-82.
The Choctaw Nation of Oklahoma has implemented some new technological means of teaching the Choctaw language to its dispersed members. After an initial year of telecourses, an Internet course was introduced in 2000 which has served approximately 1,000 students at varying levels of intensity. The design of the course makes direct evaluation of language learning difficult; however, the program has served other goals, such as cultural solidarity and political prestige for the tribal government. The introduction of high technology into the Choctaw Language Program has had other strong effects in facilitating other ventures into high-level preservation, literacy, and pedagogical efforts, the most important of which is putting the Choctaw language into all the public schools in southeastern Oklahoma. The ready acceptance of technology and deliberateness of its introduction is partially attributable to cultural attitudes.

Kroskrity, P., & Reynolds, J. (2001). On Using Multimedia in Language Renewal: Observations from Making the CD-ROM Taitaduhaan. In L. Hinton & K. Hale (Eds.), *The Green Book of Language Revitalization in Practice* (pp. 317 - 329). San Diego, CA: Academic Press.

This chapter describes how the authors designed and produced the CD-ROM *Taitaduhaan: Western Mono Ways of Speaking* as a multimedia, performance-based resource for language revitalization efforts. On the basis of their experience in developing the CD-ROM for members of a central California tribe, the authors make some suggestions for those who consider using multimedia in other language renewal projects.

McHenry, T. (2002). Words as Big as the Screen: Native American Languages and the Internet [Electronic Version]. *Language Learning & Technology 6*(2), 102-115.

As linguists working with the revival, maintenance, and survival of Native American languages have noted, the forces causing languages to become obsolete are not merely linguistic: political, economic, and social factors all influence the viability of indigenous languages. Thus, researchers addressing Native American issues must pay attention to these factors in order to understand more fully the

complexity of language decisions for Native Americans. However, the majority of research done on Native American languages is done by non-Natives. This Native subject/non-Native researcher relationship is a problematic one, given the longstanding practice of non-Native people making decisions for and about Native Americans. To make matters even more complex, the dominant North American culture has a long tradition of mythologizing Native Americans as pre-literate "children of nature" -- an outdated stereotype that does not reflect the sophisticated appropriation of computer technology by Native American communities during the "Internet revolution" of the last 10 years. This paper explores the complex history of Native American language research before discussing how one Native school is utilizing Web technology.

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics (2005, October). *Rates of Computer and Internet Use by Children in Nursery School and Students in Kindergarten through Twelfth Grade: 2003*. Washington, DC: Government Printing Office. Retrieved July 25, 2006 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005111rev.

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Villa, D. (2002). Integrating Technology into Minority Language Preservation and Teaching Efforts: An Inside Job [Electronic Version]. *Language Learning & Technology 6*(2), 92-101.

The recent explosion in technology, in particular in computer and digitizing systems, has many implications for heritage language maintenance and learning. In particular, authentic language usage can be easily recorded and preserved for those goals. That same explosion, however, can lead to a less than appropriate implementation of technology for language maintenance and learning. Further, certain cultural boundaries can make it difficult to have access to authentic language usage, particularly by out-group individuals who work on indigenous languages. This paper presents a pilot study that attempts to both implement technology in an appropriate manner and surmount the problems faced by out-group language researchers by training an in-group member, in this case a speaker of Navajo, in the methodology and technology necessary for recording and preserving her heritage language. The results of this work are discussed, as well as the role of computer and digitizing technology in language maintenance and teaching.

Other

American Indian Higher Education Consortium & The Institute for Higher Education Policy (2001, April). *Building Strong Communities: Tribal Colleges as Engaged Institutions.* Retrieved December 6, 2005 from http://www.ihep.org/Pubs/PDF/Communities.pdf .

This policy report explores the expanding role of Tribal Colleges and Universities in serving local communities and examines the challenges and successes in some specific areas of involvement. The five areas of community engagement highlighted are: pre-school and elementary and secondary education, health and nutrition activities, faculty role models, agriculture and natural resource management, and cultural and language preservation and development. This report is the fourth in a series of policy reports produced through the Tribal College Research and Database Initiative.

Bishop, R., Berryman, M., Tiakiwai, S., & Richardson, C. (2003). *Te Kōtahitanga: The Experiences of Year 9 and 10 Māori Students in Mainstream Classrooms*. Hamilton, New Zealand: University of Waikato, School of Education, Māori

Education research Institute. Retrieved August 18, 2006 from
http://www.minedu.govt.nz/goto/tekotahitanga.

This research project sought to investigate, by talking with Māori students (and
other participants in their education), what was involved in improving their
educational achievement. The project commenced with a short scoping exercise
that guided the subsequent longer-term project. The longer term project
commenced with the gathering of a number of narratives of students' classroom
experience by the process of Collaborative Storying from a range of engaged and
non-engaged Māori students in four non-structurally modified mainstream
schools. In their narratives the students clearly identified the main influences on
their educational achievement and relayed how, in changing the ways that
teachers related and interacted with Māori students in their classrooms, they could
create a context for learning wherein these students' educational achievement
could improve. On the basis of these suggestions from Year 9 and 10 Māori
students, the research team developed an Effective Teaching Profile, that when
implemented with a group of 11 teachers in four schools, was associated with
improved learning, behavior and attendance outcomes.

Cajete, G. (2000). Native Science: Natural Laws of Interdependence. Sante Fe, NM,
Clear Light.

This text presents the reader with a handbook for understanding, experiencing,
and feeling the natural world. Cajete explores and documents the Indigenous view
of reality by looking at art, myth or storytelling, ceremony, symbol, and Native
science in the physical world. Throughout the text, he discusses the many levels
of meaning in astronomy, cosmology, psychology, agriculture, and healing. He
stresses the fundamental relationship of Indigenous people to their environment in
this discussion of the philosophy of Native science or ethnoscience. This work
includes a chapter about plants, food, medicine, gardening, and the contributions
of Native food to the world. This philosophy of Native science covers the
worldview of Indigenous peoples and their commitment to maintaining the
environment.

The Civil Rights Project (2005, June). *Changing NCLB District Accountability
Standards: Implications for Racial Equity*. Retrieved August 2, 2005 from
http://www.civilrightsproject.harvard.edu/research/esea/NCLB_District_Report.p
df.

This study examines the implications of a shift in accountability under the No
Child Left Behind Act (NCLB) from the school level to the district level. Most
states are identifying school districts for sanctioning for the first time during the
2004-205 school year. Large numbers of districts have been labeled under-
performing, and these districts face potentially severe sanctions in the years to
come. The heightened importance of district accountability means that it is
important to examine both the efficacy of NCLB's method for identifying districts
for sanctioning and its effect on low-income and minority students.

College Board (1999). *Projected Social Context for Education of Children: 1990-2015*. New York, NY. George Vernez & Richard Krop. Retrieved January 11, 2006 from http://www.collegeboard.com/research/pdf/projecteded_3951.pdf.

In this report, the authors present an analysis of possible changes of the racial/ethic composition of the student-age population in the United States between 1990 and 2015. The authors present racial/ethnic data disaggregated by social class (as measured by parent education and family income levels), and by native-born/immigrant status.

Council of Chief State School Officers (2005). *Key State Education Policies on PK-12 Education: 2004*. Retrieved August 10, 2005 from http://www.ccsso.org/publications/details.cfm?PublicationID=270.

This Council of Chief State School Officers (CCSSO) report informs policymakers and educators about the current status of key education policies across the 50 states that define and shape elementary and secondary education in public schools. The report is part of a continuing biennial series by the Council's education indicators program of the Division of State Services and Technical Assistance. CCSSO reports 50-state information on policies regarding teacher preparation and certification, high school graduation requirements, student assessment programs, school time, and student attendance. The report also includes state-by-state information on content standards and curriculum, teacher assessment, and school leader/administrator licensure.

Council of Chief State School Officers (2005, April). *Strengthening Partnerships for American Indian, Alaska Native and Native Hawaiian Student Education: August 2004 Conference Proceedings*. Washington, DC.

The Council of Chief State School Officers recognizes the importance of focusing attention on the educational needs and strengths of Native students through a concerted effort to improve academic outcomes. Commitment to high standards for Native American youth can successfully be achieved with meaningful partnerships among key stakeholders. The purpose of the initiative is to foster partnerships regionally and within states designed to address the challenges posed by the No Child Left Behind Act for those state leaders.

Deloria, V. (2001). *Power and Place: Indian Education in America*. Fulcrum Publishing, Golden, CO.

Power and Place examines the issues facing Native American students as they progress through the schools, colleges, and on into professions. This collection of sixteen essays is at once philosophic, practical, and visionary. It is an effort to open discussion about the unique experience of Native Americans and offers a concise reference for administrators, educators, students, and community leaders involved with Indian education.

Education Trust, Inc. (2006, March). *Primary Progress, Secondary Challenge: A State-by-State Look at Student Achievement Patterns*. Washington, DC: D. Hall & S. Kennedy. Retrieved April 5, 2006 from http://www2.edtrust.org/NR/rdonlyres/15B22876-20C8-47B8-9AF4-FAB148A225AC/0/PPSCreport.pdf.

To assess patterns of student achievement since NCLB and in the wake of the governors' call to action, the Education Trust has examined state assessment results from 2003 to 2005. The results show that progress in raising achievement and closing gaps has been strongest in elementary grades. Middle and high school achievement has improved somewhat, especially in mathematics.

Fox, K., Becker-Green, J., Gault, J., & Simmons, D. (2005). *Native American Youth in Transition: The Path from Adolescence to Adulthood in Two Native American Communities*. Portland, OR: National Indian Child Welfare Association. Retrieved July 25, 2006 from http://www.hewlett.org/NR/rdonlyres/1DB041ED-2816-4184-A589-77BF515CE2B4/0/NativeAmericanYouthinTransition.pdf.

This report examines in depth the barriers faced by Native American youth in making a successful transition to young adulthood. It recommends a number of ways that tribes and other governments can help these youth.

Hudson, M., & Rutherford, J. (2006). *Best Practice Studies and Institutes: Findings from 20 States*. Retrieved October 26, 2006 from the Just for the Kids website: http://just4kids.org/jftk/twenty_states.cfm.

Using the structure of the National Center for Educational Accountability's Best Practice Framework, this report presents the practices of high-performing schools in twenty states. The researchers examined the practices of educators in schools that were consistently outperforming their peers.

Kidwell, C. S., & Velie, A. (2005). Native American Studies. Lincoln, NB: University of Lincoln Press.

This guide to Native American history and culture outlines new ways of understanding American Indian cultures in contemporary contexts. *Native American Studies* covers key issues such as the intimate relationship of culture to land; the nature of cultural exchange and conflict in the period after European contact; the unique relationship of Native communities with the United States government; the significance of language; the vitality of contemporary cultures; and the variety of Native artistic styles, from literature and poetry to painting and sculpture to performance arts. This thematic approach places history, culture, and intellectual production in the contexts of politics and power. Using specific examples throughout the book, the authors portray the culture of Native Americans from the viewpoints of Native people as well as from those of non-Native Americans.

McCoy, M. (2000). *Federal Indian Law and Policy Affecting American Indian and Alaskan Native Education. Indian Education Legal Support Project: "Tribalizing Indian Education".* Boulder, CO: Native American Rights Fund. (ERIC Document Reproduction Service No. ED459031). Retrieved May 21, 2007 from http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/0d/97/18.pdf.

These materials are an overview of the major legal principles of federal Indian law and the major developments in federal Indian policy. They are intended to show how the legal principles and policy developments have affected the education of American Indians and Alaska Natives.

Mendez, G. (2006). Using Students' Cultural Heritage to Improve Academic Achievement in Writing. *Multicultural Perspectives 8*(4), 29-38.

This article discusses an approach to teaching used at a California-Mexican border high school by a group of teachers working to make teaching and learning more relevant to Chicano and Mexican students' lives and to improve their academic achievement in writing. An offshoot of a training program for English Language Development studies, the project started with four teachers across diverse disciplines in the humanities who integrated their curricula based on Chicano themes history, and literature.

National Center for Children in Poverty (2006). *Low Income Children in the United States: National and State Trend Data, 1995-2005.* New York, NY: Mailman School of Public Health, Columbia University. Retrieved October 25, 2006 from http://www.nccp.org/publications/pub_681.html.

This data book provides national and 50-state trend data on the characteristics of low-income children over the past decade: parental education, parental employment, marital status, family structure, race and ethnicity, age distribution, parental nativity, home ownership, residential mobility, type of residential area, and region of residence.

National Indian Education Association (2005). *Federal Indian Education Funding for FY 2006: The President's Budget Request.* Retrieved May 5, 2005 from http://www.niea.org/sa/uploads/policyissues/19.42.BudgetPaper_final.pdf

Federal funding for Indian education programs is provided for by Congress in two separate annual appropriations bills: the Department of Labor, Health and Human Services and Education and Related Agencies Appropriations Bill, and the Department of the Interior and Related Agencies Appropriations Bill. The President submitted his budget request for fiscal year 2006 to Congress on February 7, 2005. The budget calls for a reduction in overall funding for the Department of Education of about 2.9%, and a reduction in funding for the Bureau of Indian Affairs of about 5.9%. The overall budget request for all federal

discretionary spending is increased by about 2.1%. The following is a detailed outline of the Indian education provisions in the President's request and some historical data on the funding levels for each program or account.

Railsback, J. (2004, June). *Increasing Student Attendance: Strategies from Research and Practice*. Portland, OR: Northwest Regional Educational Laboratory. Retrieved July 25, 2006 from http://www.nwrel.org/request/2004june/Attendance.pdf.

This report presents some research-based ideas as a starting place for those who want to develop better policies and practices for attendance and to understand the factors that contribute to increased attendance, engagement, and a lower dropout rate.

Reyhner, J. & Eder, J. (2004). American Indian Education: A History. Norman, OK: University of Oklahoma.

In this comprehensive history of American Indian education in the United States from colonial times to the present, historians and educators Jon Reyhner and Jeanne Eder explore the broad spectrum of Native experiences in missionary, government, and tribal boarding and day schools. This up-to-date survey is the first one-volume source for those interested in educational reform policies and missionary and government efforts to Christianize and "civilize" American Indian children. *American Indian Education* considers and analyzes shifting educational policies and philosophies, paying special attention to the passage of the Native American Languages Act and current efforts to revitalize Native American cultures.

Reyhner, J. (2006). *American Indian/Alaska Native Education: An Overview*. Retrieved October 26, 2006 from Northern Arizona University website: http://jan.ucc.nau.edu/~jar/AIE/Ind_Ed.html.

This article examines the current issues in American Indian and Alaska Native education, the status of Indian education today, and the work that Native leaders and others are doing to improve Native education.

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