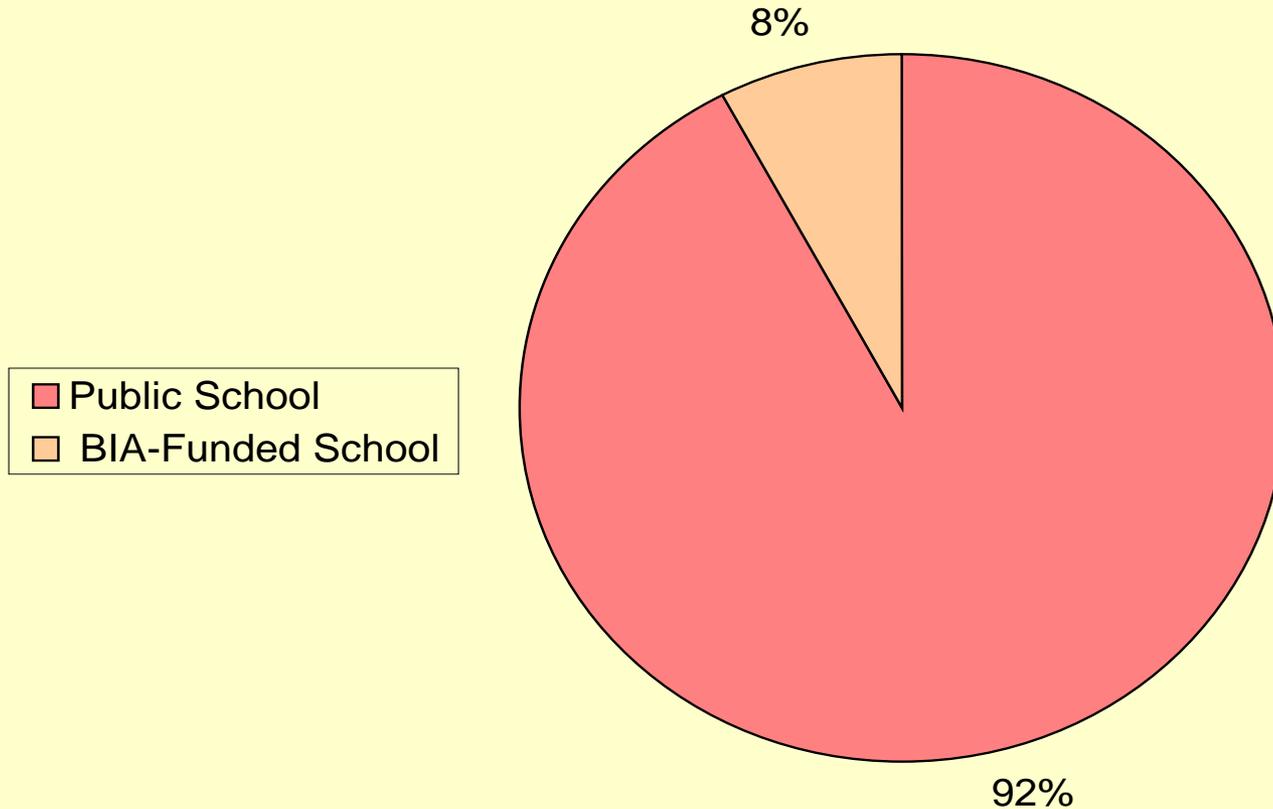


Education: The best thing we can
do for our children

Senator Carol Juneau
(Mandan-Hidatsa)
Montana

Distribution of American Indian/Alaska Native Students



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001-02. As displayed at www.nces.ed.gov/pubs2003/snf_report03/table_04.asp.



States with the largest American Indian and Alaska Native K-12 student populations^[1]

(From the Common Core Data – 2005-2006)

| | |
|----------------|---------------|
| Oklahoma | 120,122 |
| Arizona | 67,498 |
| California | 50,758 |
| New Mexico | 36,210 |
| Alaska | 35,393 |
| Washington | 27,208 |
| North Carolina | 20,463 |
| Minnesota | 17,400 |
| Michigan | 16,675 |
| Montana | 16,422 |

States with the largest concentrations of American Indian and Alaska Native K-12 student populations

(From Common Core Data 2005-2006)

| | |
|---------------------|---------------|
| Alaska | 26.55% |
| Oklahoma | 18.92% |
| Montana | 11.29% |
| New Mexico | 11.08% |
| South Dakota | 10.47% |
| North Dakota | 8.63% |
| Arizona | 6.17% |
| Wyoming | 3.54% |
| Washington | 2.64% |
| Oregon | 2.35% |

From the Education Trust

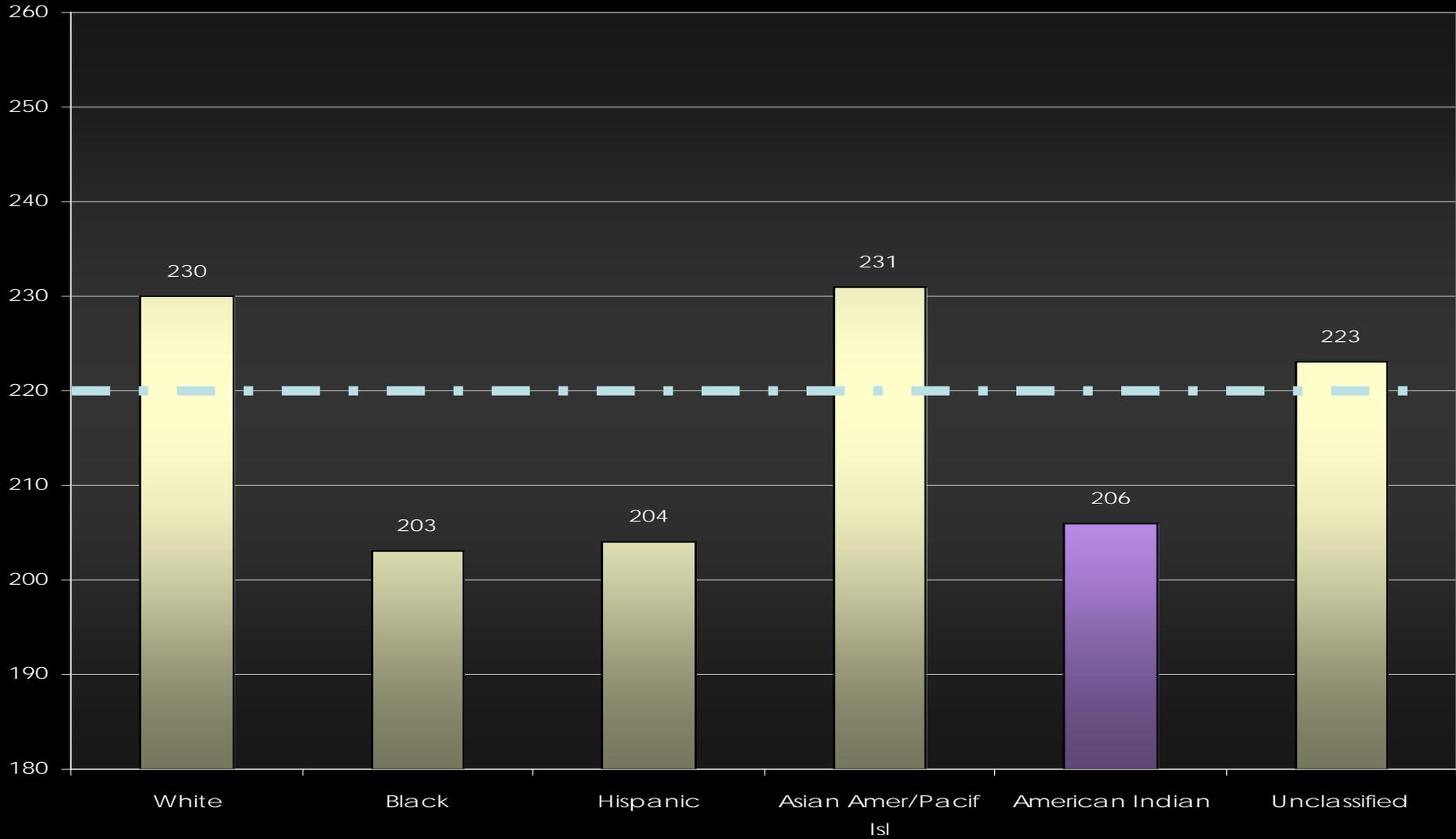
Of every 100 White Kindergartners

- 94 graduate from high school
- 66 complete at least some college
- 34 obtain at least a bachelor's degree

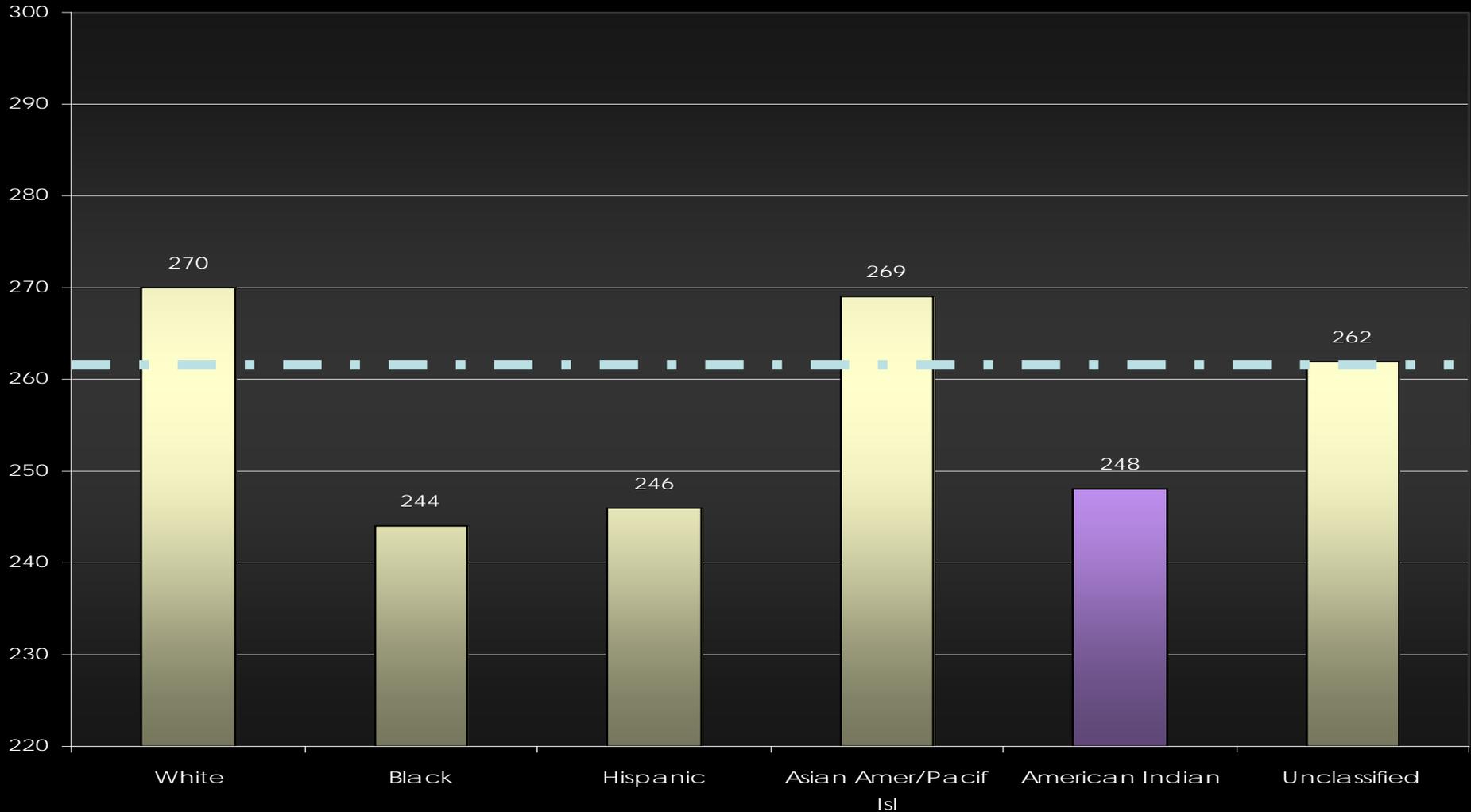
Of every 100 American Indian Kindergartners

- 71 graduate from high school
- 30 complete at least some college
- 12 obtain at least a bachelor's degree

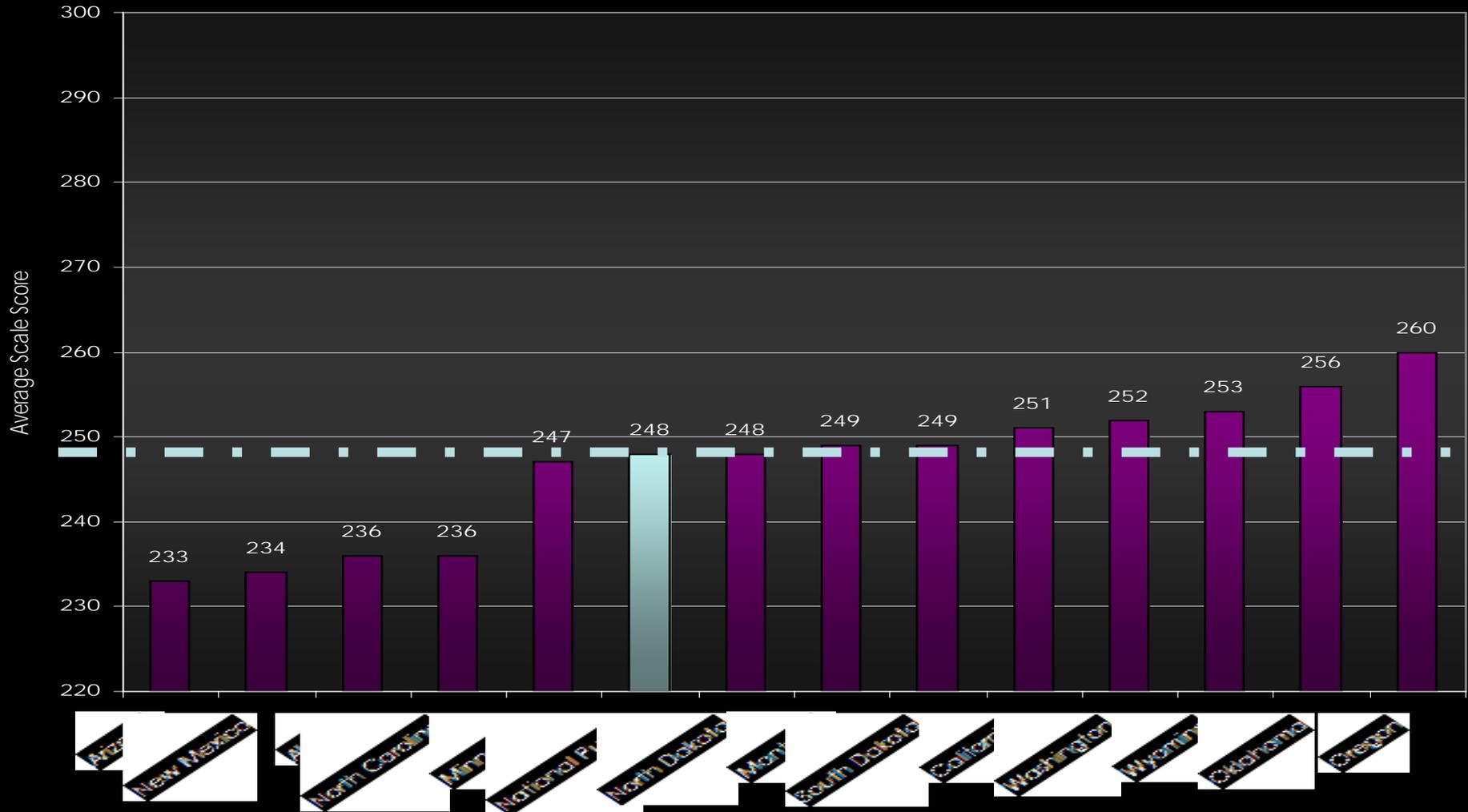
2007 National Assessment of Educational Progress, Grade 4 Reading



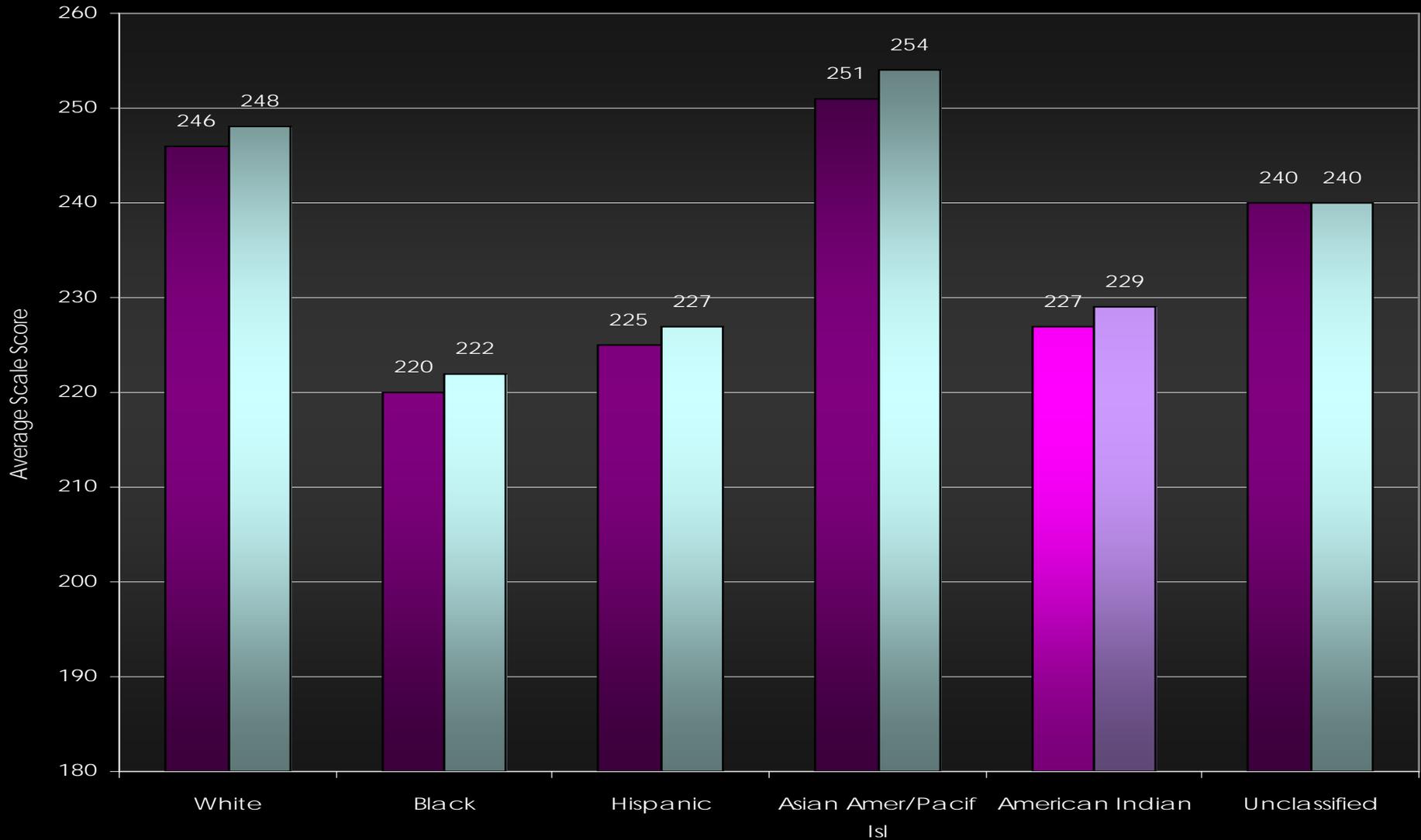
2007 National Assessment of Educational Progress, Grade 8 Reading



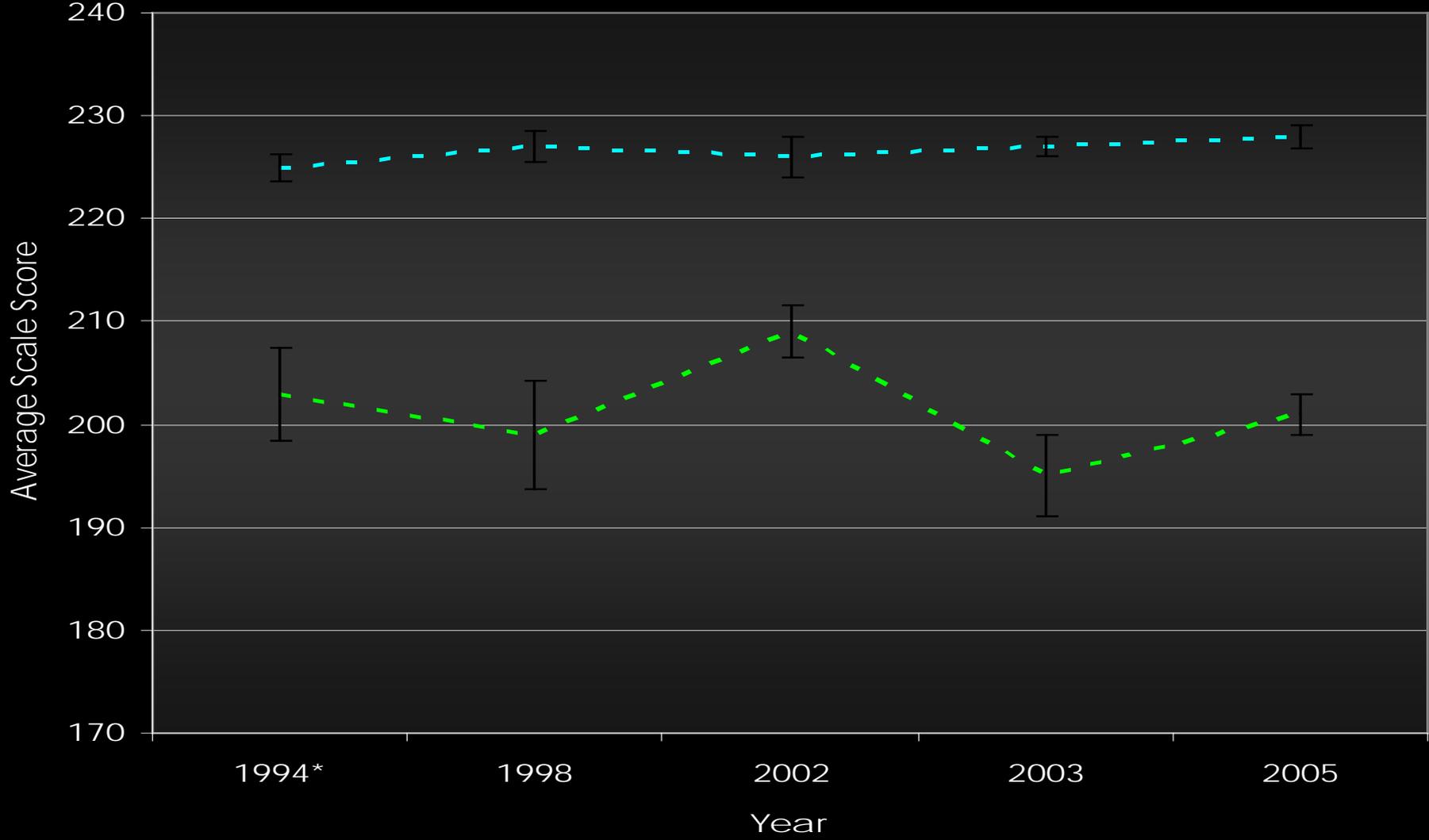
2007 National Assessment of Educational Progress, Grade 8 Reading by NIES Participating State



Grade 4 Mathematics 2005 - 2007

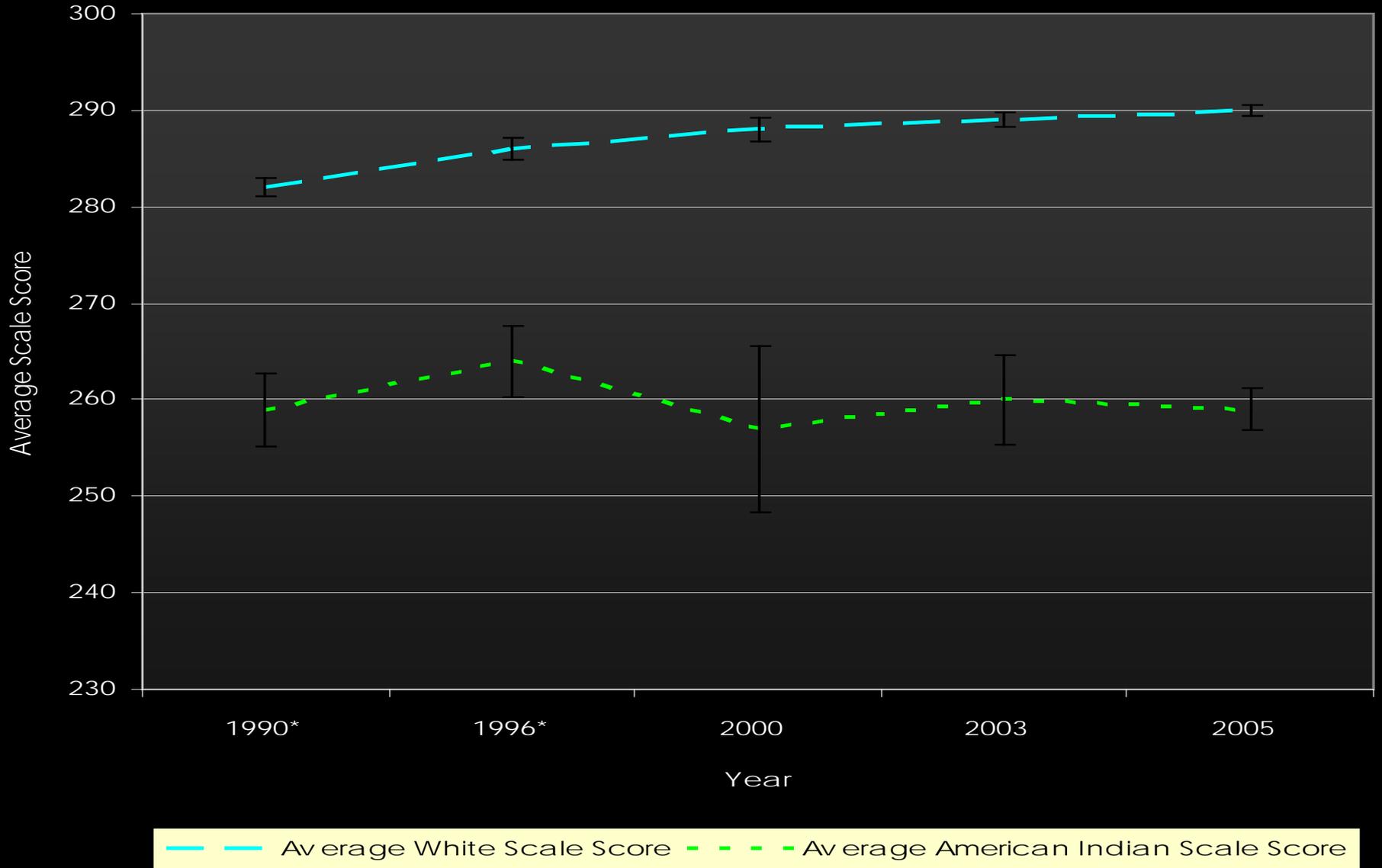


Montana Average Scale Score Grade 4 Reading, National Assessment of Educational Progress



- - - Average White Scale Score - - - Average American Indian Scale Score

Montana Average Scale Score Grade 8 Mathematics, National Assessment of Educational Progress



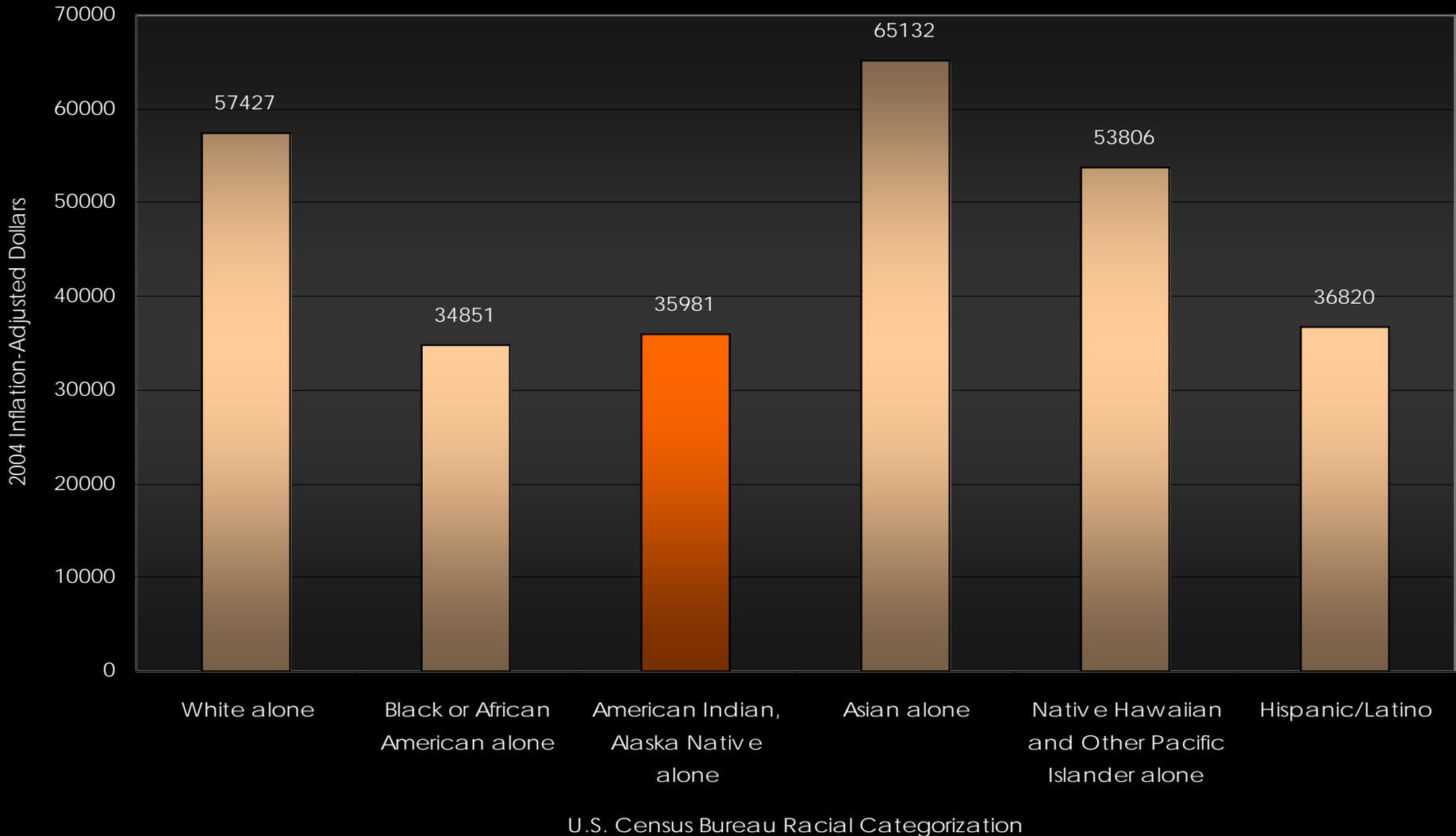
2006 Criterion Referenced Test (CRT) Weighted Averages

By reservation and urban districts

Average of American Indian student scores in grades 3-8 & 10 combined

| | Reading | Math |
|---|---------|------|
| Fort Peck <i>(Poplar, Brockton, Wolf Point, Frazer, Frontier)</i> | 43 | 25 |
| Fort Belknap <i>(Harlem, Hays-Lodge Pole)</i> | 42 | 21 |
| Rocky Boy <i>(Box Elder, Rocky Boy)</i> | 51 | 22 |
| Blackfeet <i>(Browning, Heart Butte)</i> | 37 | 13 |
| Northern Cheyenne <i>(Lame Deer)</i> | 27 | 4 |
| Crow <i>(Pryor/Plenty Coups, Lodge Grass, Wyola, Hardin)</i> | 33 | 15 |
| Flathead <i>(Arlee, Ronan, St. Ignatius, Polson, Dixon, Hot Springs, Charlo)</i> | 64 | 41 |
| Great Falls | 66 | 51 |
| Missoula | 63 | 37 |
| Billings | 58 | 44 |
| Havre | 66 | 39 |
| American Indian student state average | 54 | 34 |
| White student state average | 82 | 65 |

Median Family Income in the Past 12 Months by U.S. Census Bureau Racial Categorization, 2005

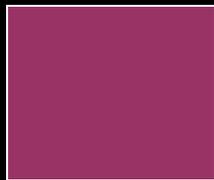
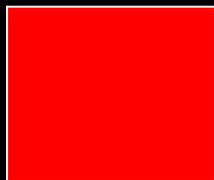
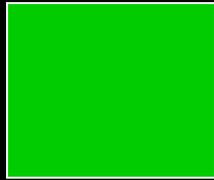


Why Poverty Matters

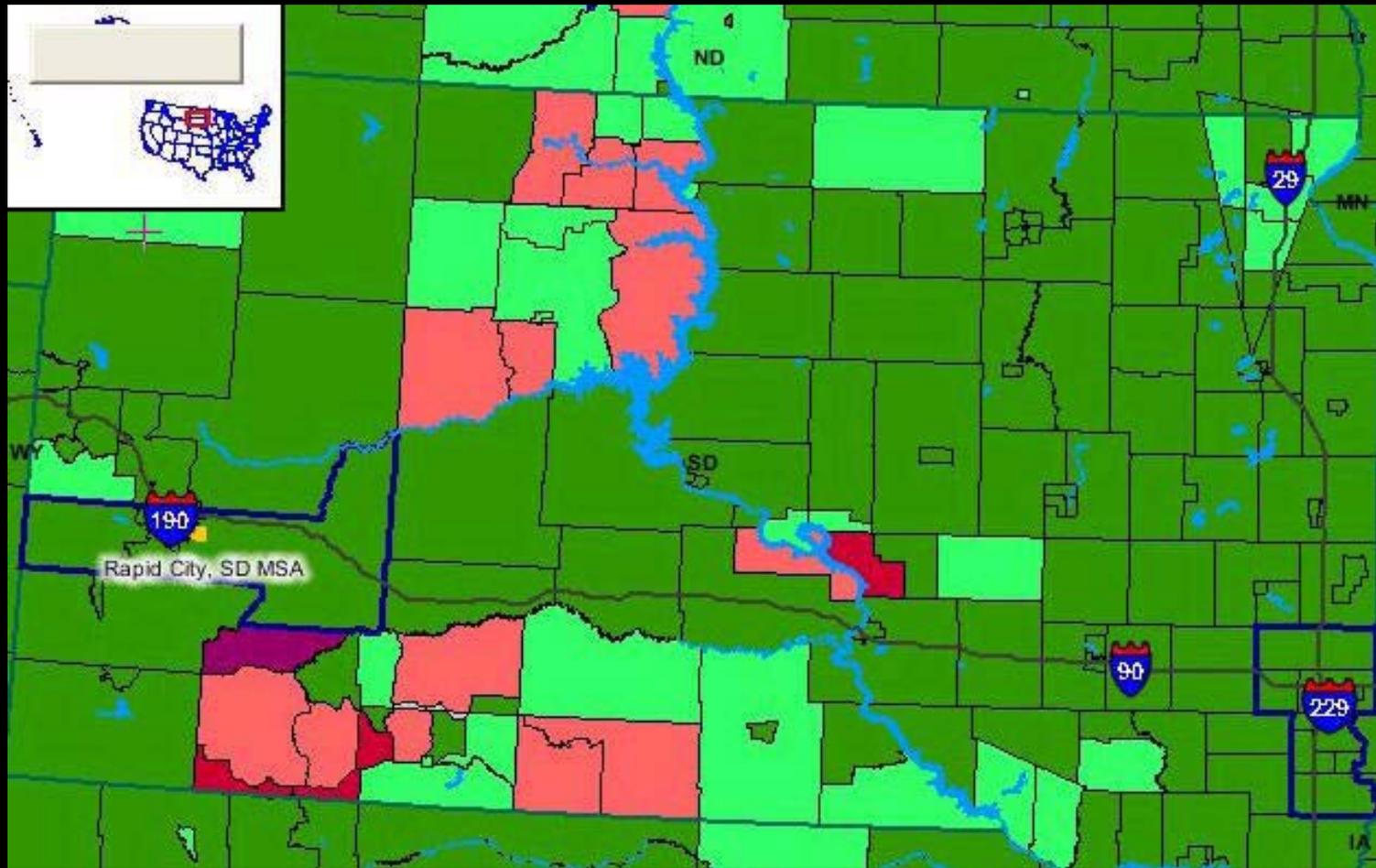
For students of color, poverty is more likely to be:

- Concentrated
- Isolated
- Generational
- Deep

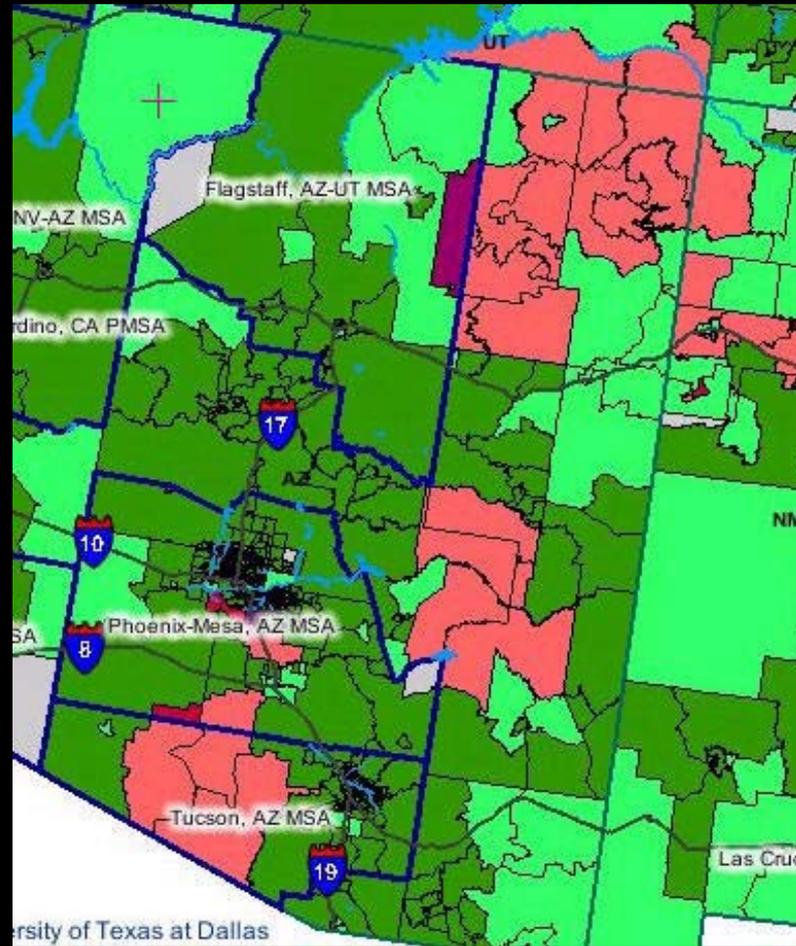
Legend



South Dakota



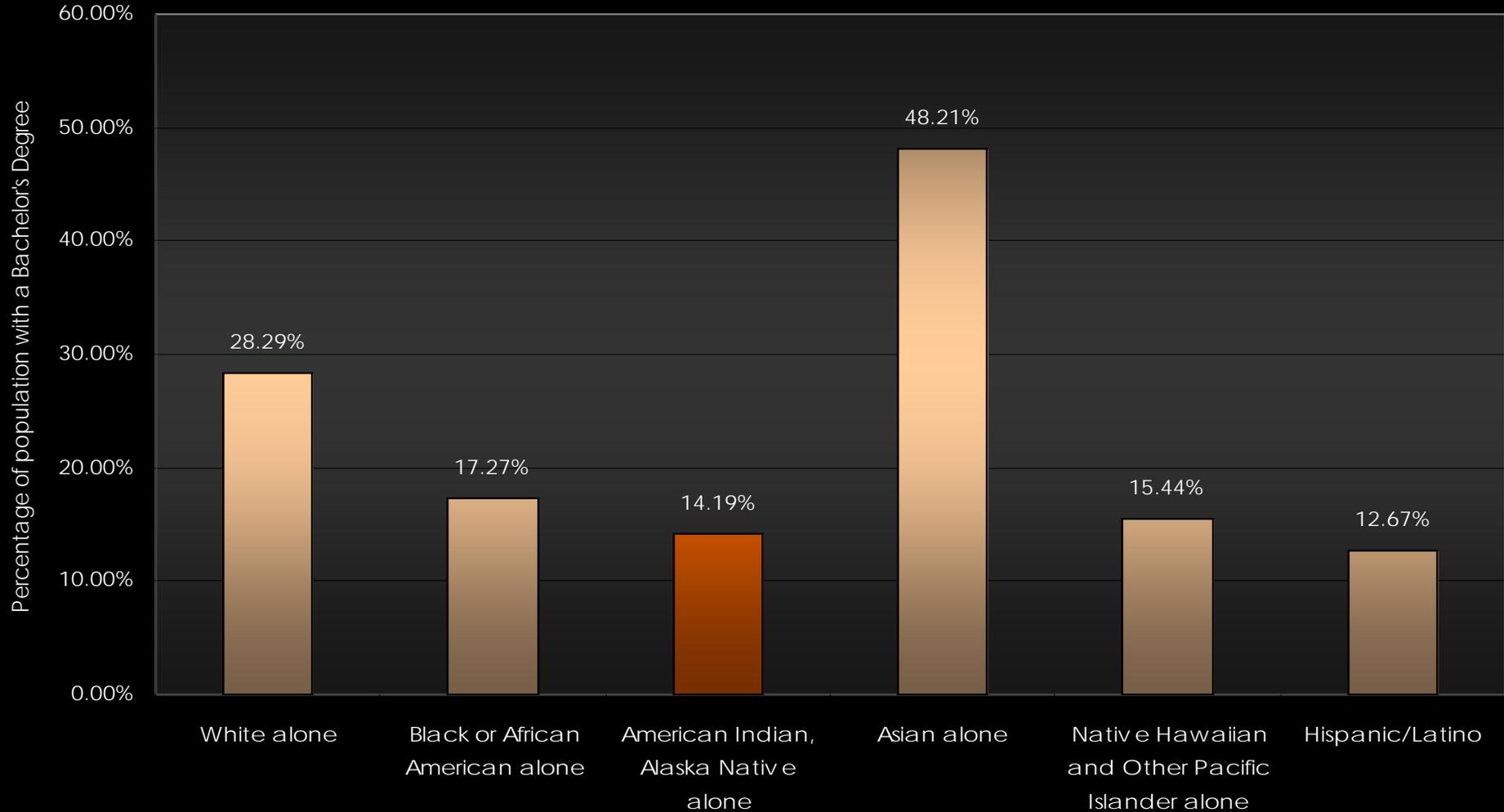
Arizona



Why Poverty Matters...

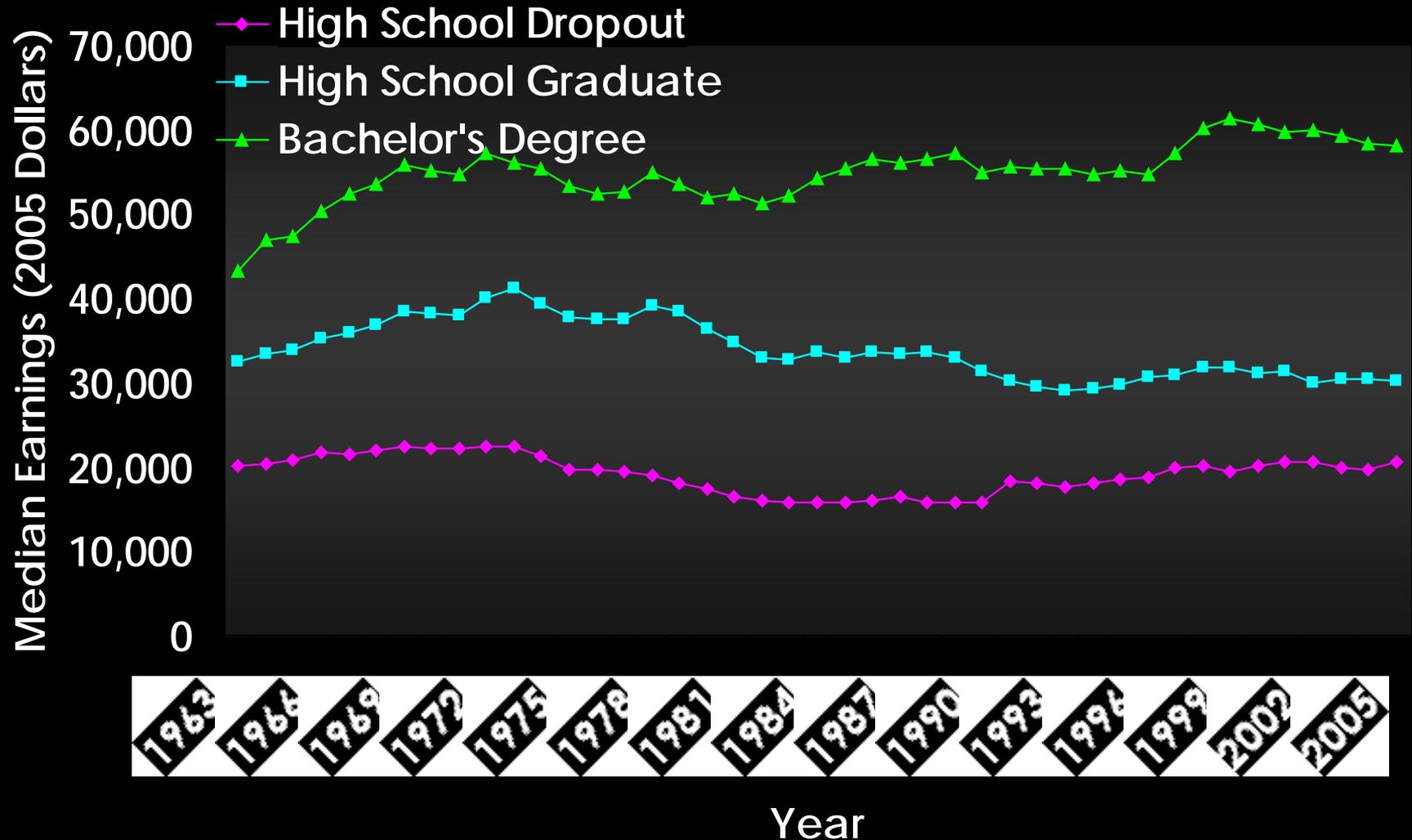
- Poor kids have less access to appropriate health care.
- Poor kids have less access to enriching out-of-school educational experiences – trips to museums, rich educational programming, educational toys, and board games.
- Poor kids have less access to parents who are savvy in childhood development.
- Poor kids have less contact with adults who utilize a robust vocabulary.
- Poor kids have less access to parents with leisure time. Leisure time permits home instruction in early phonic awareness.
- Poor kids have less access to parents with an ability to assist with homework.
- Poor kids are less likely to have a quiet, well-equipped place to study.
- Poor kids are more likely to have responsibilities in the home that limit time available for homework.
- Poor kids are more likely to come from homes where parents have a negative feeling about school.
- Poor kids are more likely to come from a home where a parent has been incarcerated, leading to feelings of embarrassment, and inadequacy.
- Poor kids are more likely to come from homes that experience

Educational attainment by Racial Subgroup, 2005

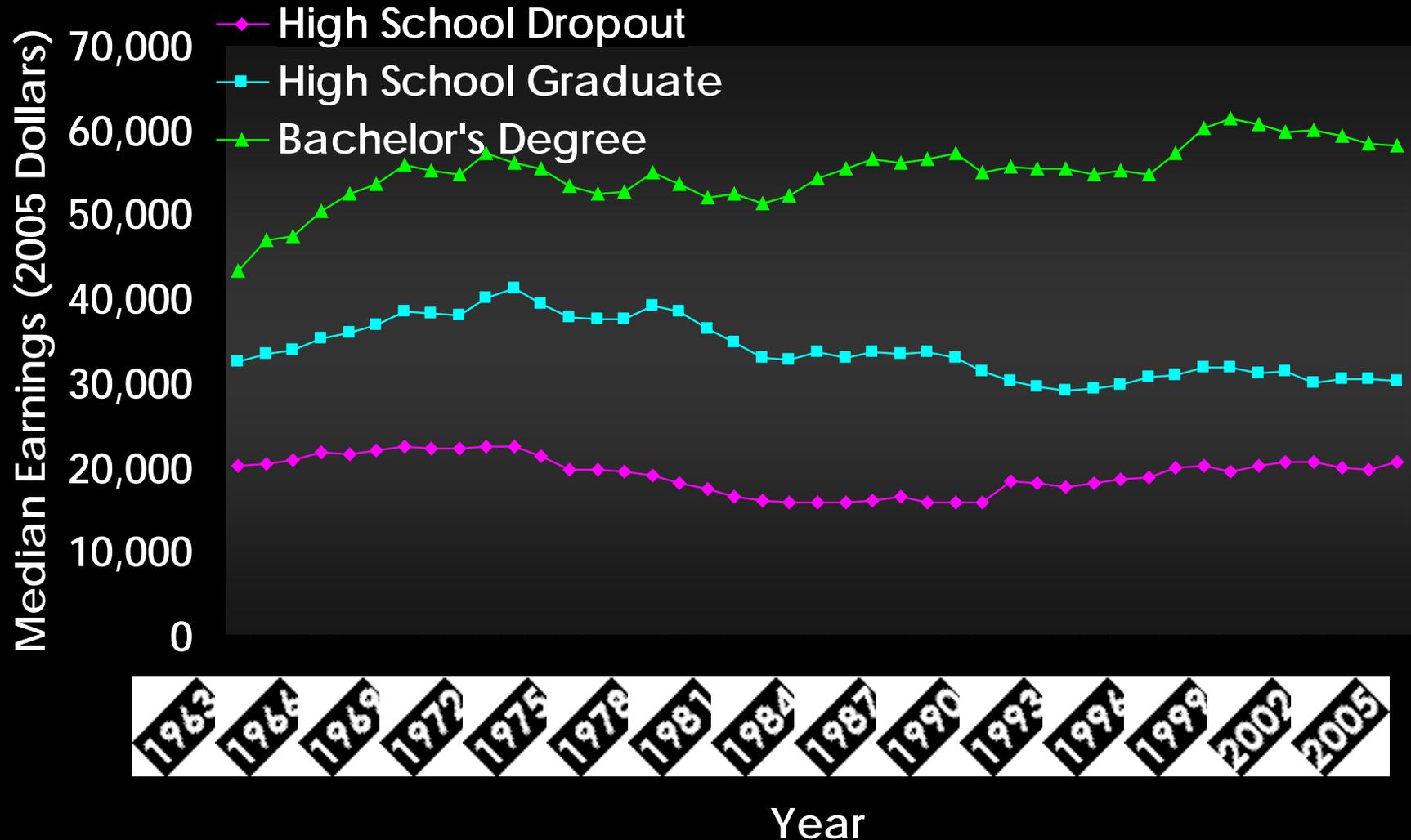


U.S. Census Bureau Racial Categorization

Devastating consequences that reinforce present systems of inequality



Devastating consequences that reinforce present systems of inequality



Curricular Access in MT – AP 2007-08

- Number of AP Test Takers..... 2,409
- Number AI..... 41
(1.7%)
- Number AI Passed 19
(26.7% Increase from 2006-07)

What is a risk ratio?

- Value greater than 1 means more risk for group
- E.g. A value of 1.37 for expulsion among Hispanic students means Hispanic students would be 37% more likely to be expelled

Dropout Risk Ratio

- According to a 2004 study by the education research team, *Editorial Projects in Education*, and a reanalysis done for this report, the national drop-out risk ratio for AI/AN students, when compared to White students, is 2.17. Said another way, *AI/AN students are 117% more likely to drop-out of school than their White peers.*
- And that's the average. In South Dakota, AI/AN students are 237% more likely to drop-out than their White peers.

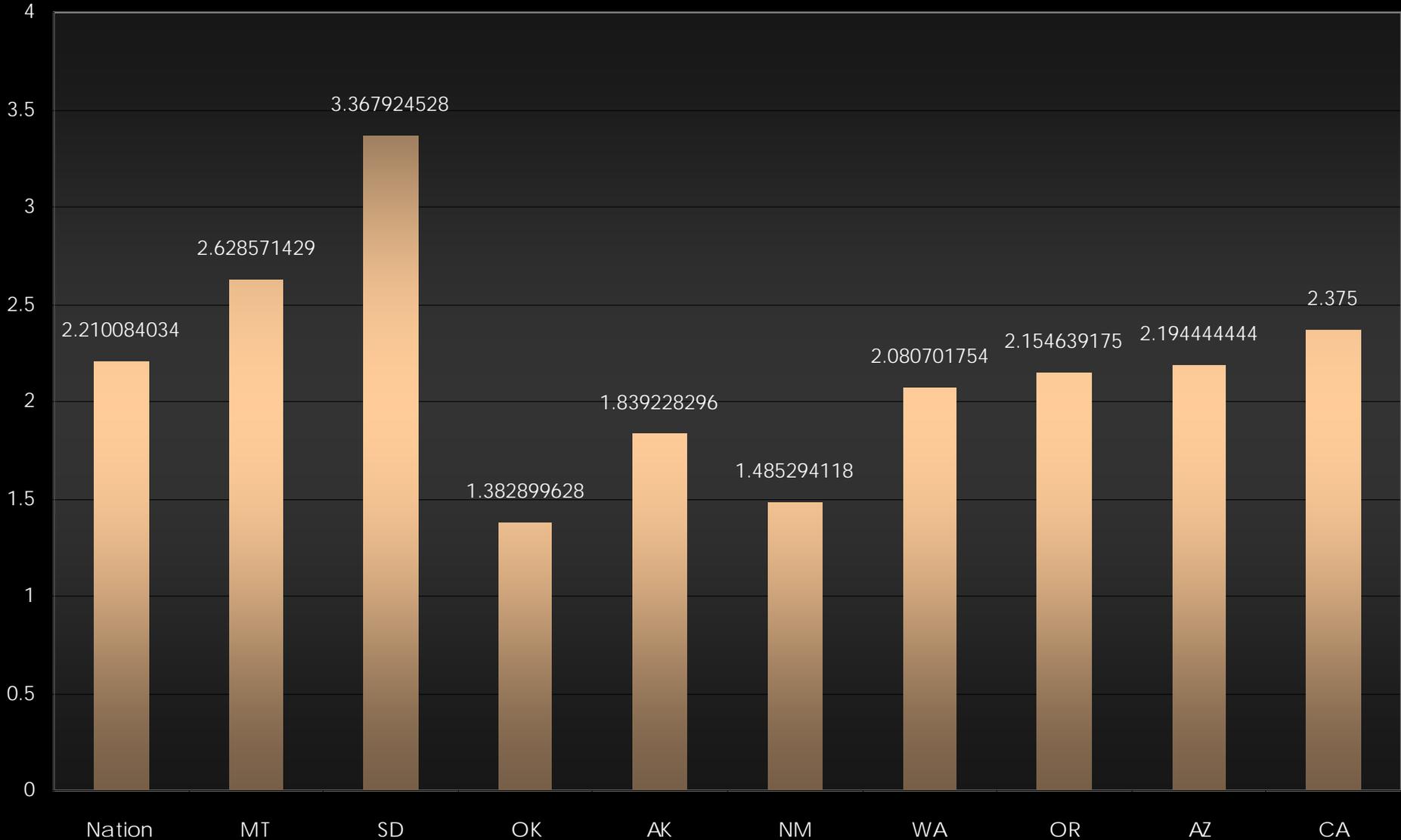
Risk Ratio – School Expulsion

- An analysis of data from the 2002 Office of Civil Rights found that the risk ratio for AI/AN students in states with high concentrations of AI/AN students, the expulsion risk ratio was a whopping 3.07:
- *AI/AN schoolchildren were more than 207% more likely to be expelled from school than their White peers.*

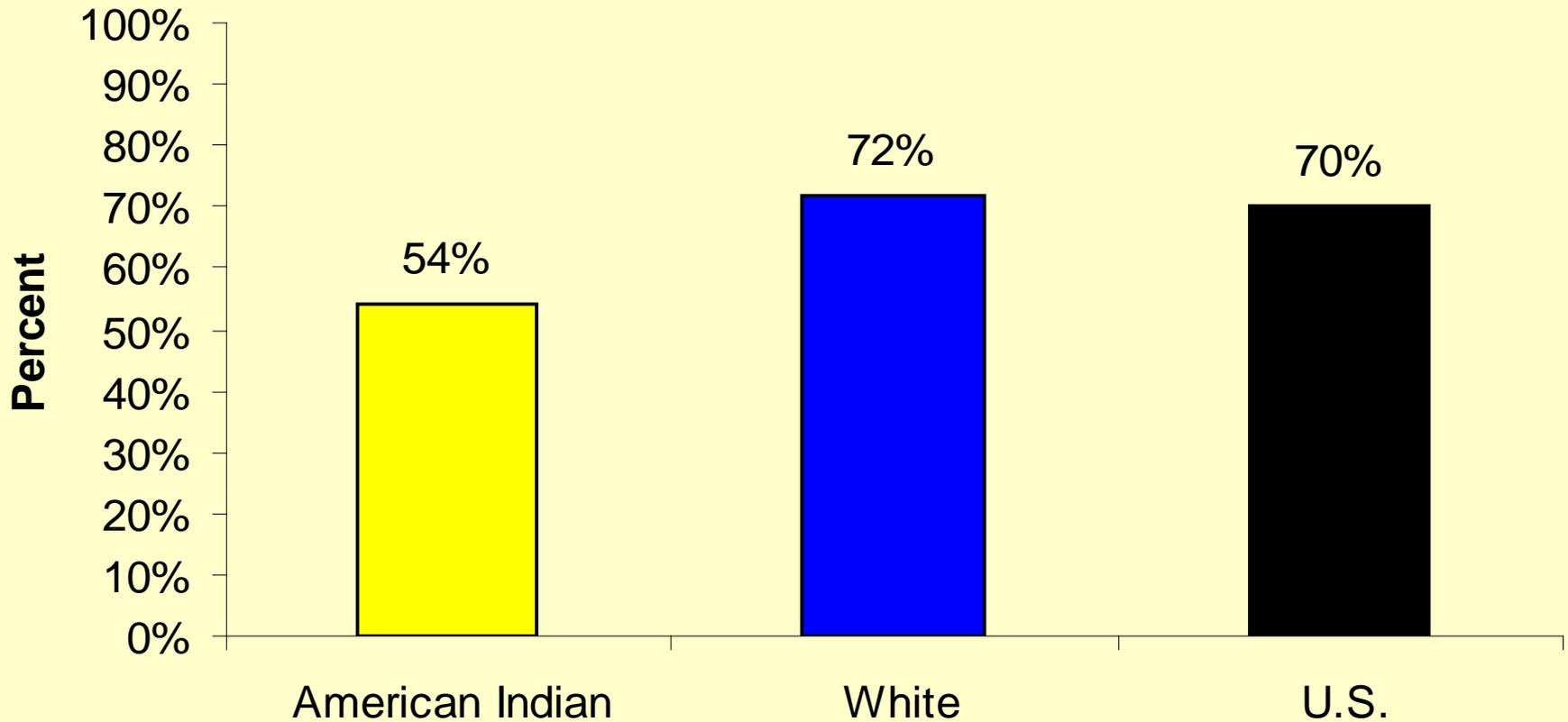
Urban Indian Suspension/Expulsion MT

| | Enrollment | Suspension/ Expulsion |
|------------------|------------|--------------------------|
| Great Falls Elem | 13% | 39% |
| Great Falls HS | 12% | 18% |
| Billings Elem | 9% | 26% |
| Billings HS | 7% | 17% |

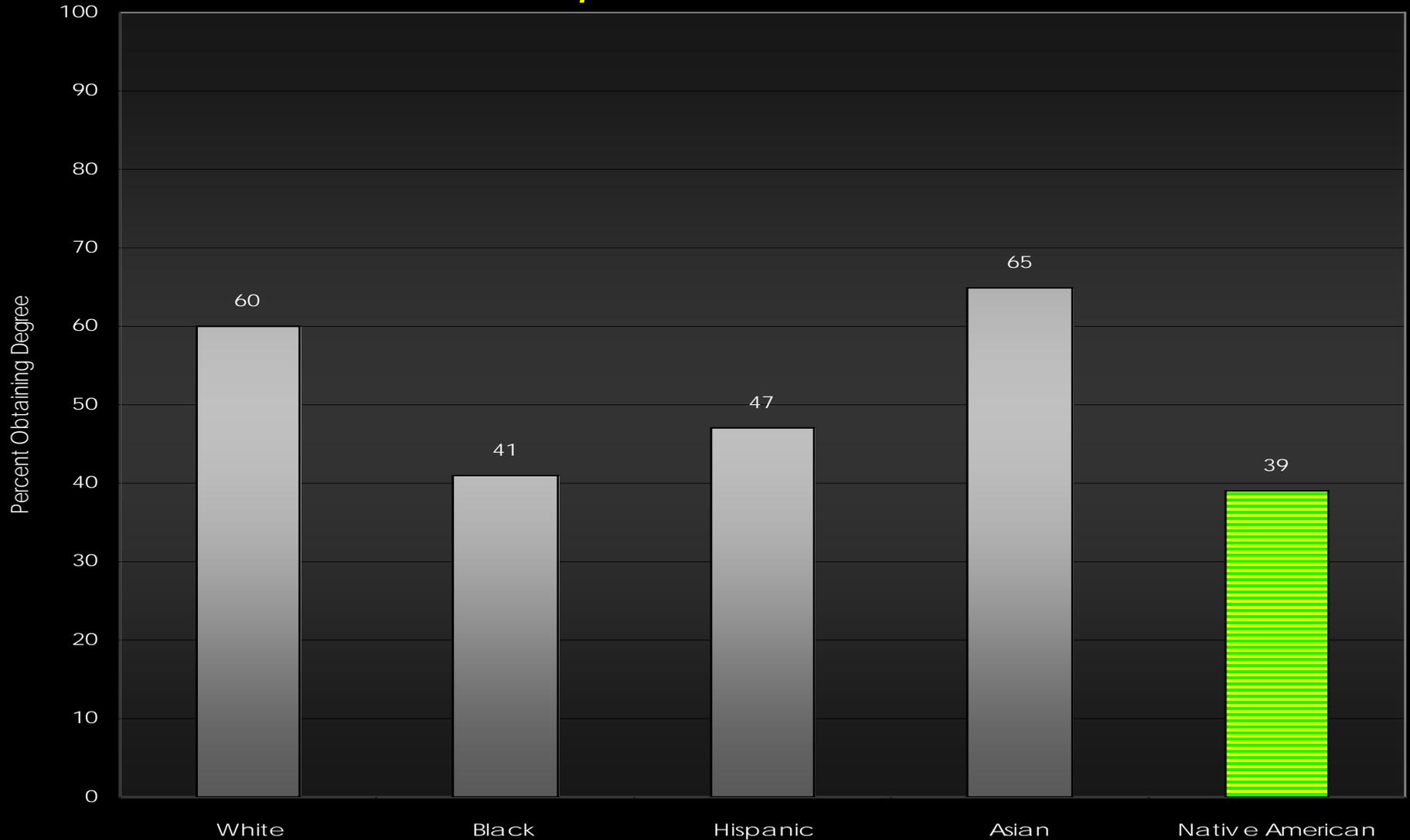
State Drop-out risk ratios



American Indians graduate from high school at lower rates



United States College Completion Rates by Racial Subgroup, National Center for Education Statistics, 1997-2003



Urban Indian Education

- 60% of American Indian/Alaska Natives live off reservation.
- Their issues are very similar to reservation based Indians, but there are unique challenges.
- Also, we have to include urban Indian students in our work to reduce the dropout rate.



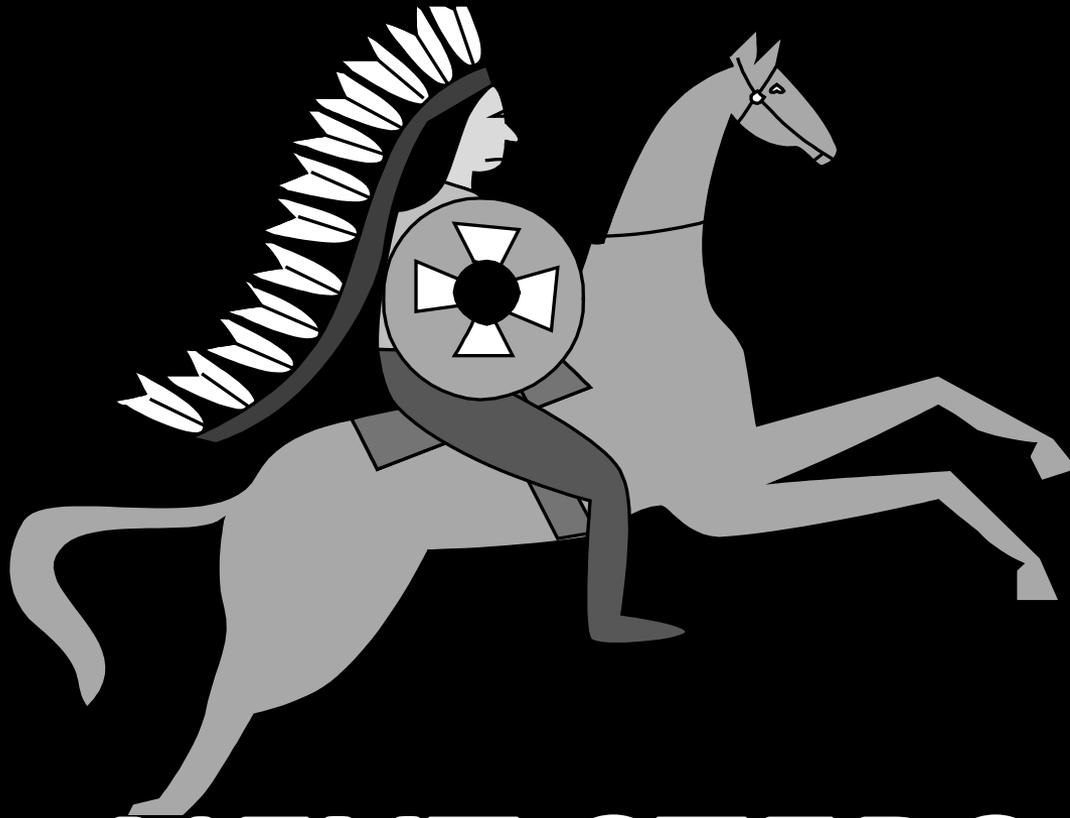
Urban Indian Education

“Relations do not end
at jurisdictional
boundaries.”

Moroni Benally

Urban Indian Education

- Per the report “Urban Indian America, the Status of American Indian and Alaska Native Children and Families Today,” by the National Urban Indian Family Coalition:
- Native people face some of the most dire socio-economic conditions of any group in America.
- Federal funding does not always directly address their needs and their location in America’s cities mean that part of the safety net available to Native children and families living on reservations or tribal territories are unavailable to them.
- There is also a lack of sufficient data to determine whether and how well the “urban safety net” meets the needs of urban Indian families.
- There is a critical lack of research on the issues facing Native families residing in urban areas.



NEXT STEPS

WHAT CAN WE DO?

POLICY RECOMMENDATIONS

“Striving to Achieve – Helping Native American Students Succeed”

Recommendations developed from an Education Summit held in Sept. 2007 that had a diverse group of stakeholders from many states, research and reports from other educational organizations as well as the Caucus members own work in education in their respective states.

6 Major topic areas with recommendations in each.

POLICY RECOMMENDATIONS

Legislators can...

- **support increased career education and workforce readiness programs in schools so that students see the connection between school and careers after graduation**
- **support early diagnosis and intervention programs and reevaluate current placement to reduce the disproportionate numbers of AI/AN students identified as requiring special education services**
- **set a bold goal that state public schools increase the graduation/completion rate of AI/AN and Native Hawaiian students to a minimum of 85%**
- **create a legislative task force to research and explore options to utilize distance learning as a tool for instruction for students who are at risk, students in rural communities with hard to fill instructional areas, and for alternative learning environments.**

POLICY RECOMMENDATIONS

Legislators can:

- **establish an interim state legislative committee on communities and children in poverty that would include the expertise of all executive agencies (education, labor, health, justice, and corrections)**
- **fund and implement a voluntary, universal pre-K program for children ages three and four, with emphasis on areas with high need/high risk children**
- **facilitate a collaborative effort between states, the federal government and tribes to recognize the long term educational and economic benefits of Early Childhood Education**

POLICY RECOMMENDATIONS

Legislators can:

- **offer incentives or grant programs to teachers in hard-to-staff schools that include options like loan forgiveness, higher rates of pay, and/or assistance with home purchases**
- **provide adequate housing for teachers in rural, isolated, tribal communities**
- **support incentives for teacher education programs at colleges and universities (including tribal colleges) that recruit and retain high-performing and diverse students to become teachers, as well as programs that focus on the unique needs of Native children**

Policy Recommendations

Legislators can:

- **Include AI/AN and Native Hawaiian representation on education boards, departments, and committees at the state and federal level**
- **Investigate new ways to involve families in students learning at school and at home in creative ways so that all families – single, poor, minority – can support their children's academic achievement, help their children engage in healthy behaviors, and stay actively involved in their children's education from preschool through high school graduation**
- **ensure that Native students are included in after school programs by providing resources to schools with at least a 40% poverty rate**

POLICY RECOMMENDATIONS

Legislators can:

- **Request annual reports conducted by the K-12 State Educational Department to be delivered to the legislature, Governor, tribal councils, and other state leadership organizations on Native student achievement including**
 - **assessments, graduation and completion rates, special education enrollment rates, data from the Office of Civil Rights on suspensions and expulsion**
- **Integrate data systems to track students' P-20 progression and their transition into the workforce using an identifier that stays with student across districts**
- **Direct K-12 schools to develop an evaluation system that investigates reasons for the disparity in rates of suspension and expulsion for AI/AN and Native Hawaiian students and their non-Indian peers, and to take appropriate steps to make changes, if appropriate, to create a more equitable system of discipline for all students**

POLICY RECOMMENDATIONS

Legislators can:

- **Ensure adequate financial support to high-need K-12 schools to meet the increased expectations; and**
- **Examine the funding formula in your state and work to provide adequate funding to the neediest schools, realizing that Native students will likely need more resources.**

Let us put our minds together and
see what life we can make for our
children. Sitting Bull

With education you are the
white man's equal. Without it,
you are his victim. Plenty Coups