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ABSTRACT

The Native American Education Program, designed to provide after-school instruction and supportive services, served approximately 350 Native American students attending New York City public schools in 1980-1981. Program goals submitted for the year were: to increase academic achievement capabilities of Native American students; to continue to provide a center for the correction and cataloging of Indian resources; to enhance the effectiveness of the program by making the target population aware of information related to educational opportunities; and to improve the skills of the staff and Parents' Committee members by means of training programs. Objectives met included: over \$1,000 was spent on books and learning kits pertaining to Native Americans for the Library/Resource Center, with the present collection containing approximately 900 volumes about Native Americans; 3-week mini-courses in Native American history and culture classes in traditional crafts and dances were conducted, presentations were given to classes at various schools throughout the city, and individualized assistance with research projects on Native American subjects were provided; 80 home visits and 93 school visits by school/neighborhood workers were made to establish contact with students at their schools, acquainting students, teachers, and parents with the program. Appendices include forms used to administer the program. (ERB)

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NATIVE AMERICAN EDUCATION PROGRAM  
1980-1981

# OEE Evaluation Report

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FINAL EVALUATION REPORT

Title IV Part A

Indian Education Act of 1972

Project Number: 5001-42-14201

Grant Number: N00800886

NATIVE AMERICAN EDUCATION PROGRAM  
1980-1981

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OFFICE OF EDUCATIONAL EVALUATION  
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Following is a review of the program's progress and development over the past three years:

1978-79

The Native American Education Program benefited greatly as a result of its affiliation with the American Indian Community House:

1. classes held at the site in the Community House building on Manhattan's east side were well attended;
2. contacts and referrals were plentiful;
3. the Library/Resource Center was widely used; and
4. a specialized curriculum on Native American history and culture was developed by program staff.

1979-80

During this period, the program was forced to move to a less accessible location. This had (and continues to have) a negative impact on the number of participating students. Vandalism and staff turnover placed further limitations on the program. However, during this period, the program began offering satellite mini-courses throughout the city. These classes proved to be a successful means of reaching many students who were unable to attend the center. In addition, record keeping and evaluation procedures were improved.

1980-81

This year, new life was given to the Library/Resource Center. Materials were replaced, and new acquisitions increased holdings substantially. While the number of students attending classes at the center was small, the number of mini-classes was expanded, and community outreach activities increased. Also, there was more communication and interaction with the Office of Bilingual Education, the supervising agency. The program was fully staffed, and a three year plan was formulated.

## TARGET POPULATION

Native Americans in New York City are not easily identifiable, nor do they tend to form large communities. The Native American Education Program must serve a population that is scattered throughout the five boroughs. The staff must visit all schools where Native American children have been identified by the Board of Education's Ethnic Survey. The 1979-1980 survey showed 510 Native American children enrolled in the New York City school system. During school visits, verification of these statistics revealed many discrepancies: students identified as Native American often were not, and additional students not identified by the survey were discovered. Thus, even identification of eligible students constitutes a major task.

Parents who wish their children to participate in the program must complete an Indian Student Certification Form (see appendix). This form asks parents to cite their tribe and band number. Presently, 392 students have been deemed eligible by virtue of this certification, and they constitute the program's target population. The program served approximately 350 of these eligible students in some form during 1980-1981. These were served in schools, at home, or in visits to the center.

### Needs Assessment of the Target Population

Each year, all eligible students and their parents are asked to fill out needs assessment questionnaires (see copy in appendix). Analysis of over 300 questionnaires returned revealed the following student characteristics:

1. 80 percent do not know any other Indian children;
2. 69 percent have little knowledge of their nation's customs, history, or present circumstances;
3. 43 percent experience problems with absenteeism;

4. 76 percent are seeking college information;
5. 69 percent do not avail themselves fully of existing remedial services even though they may be eligible;
6. 87 percent earn low scores on standardized tests.

#### STAFFING AND ADMINISTRATION

The Native American Education Program falls under the umbrella of the Board of Education's Office of Bilingual Education. The program was placed in that office because previously the program included instruction in Native American languages. Although the program is unique, it has actively participated in meetings and other activities sponsored by O.B.E.

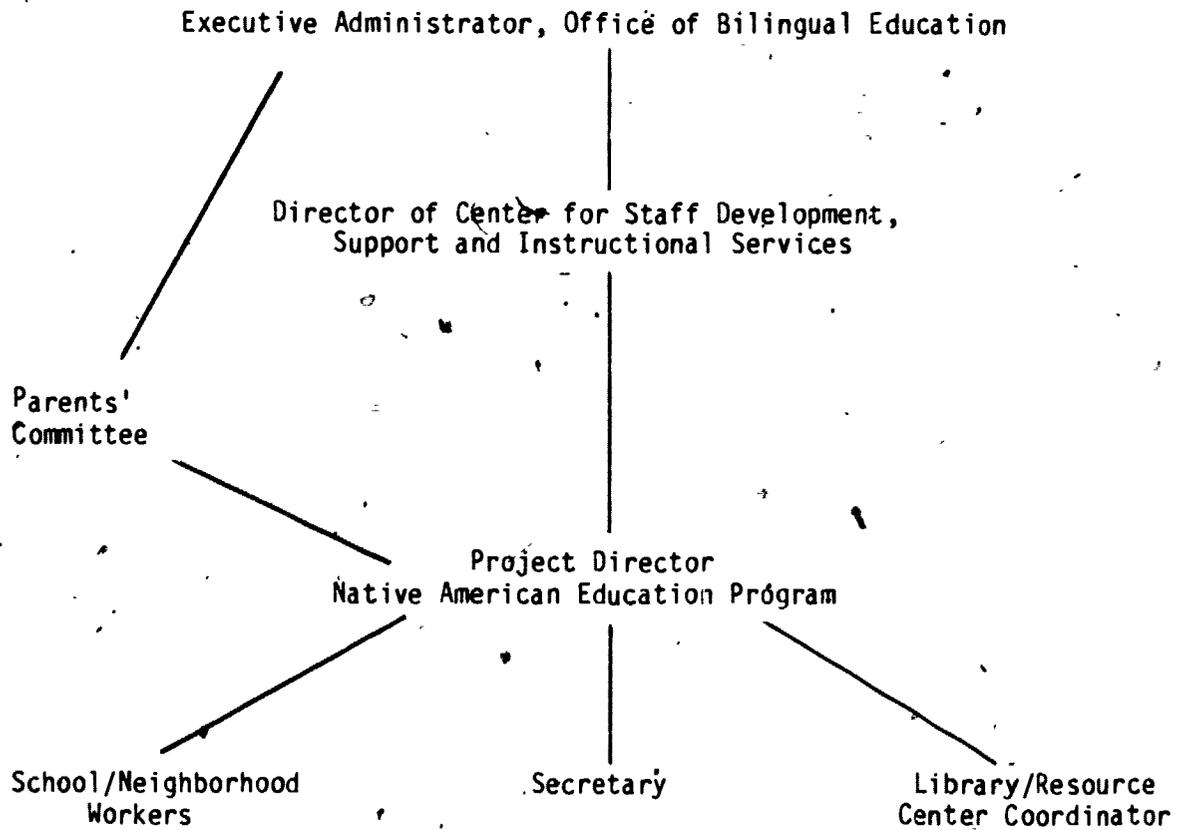
The staff of the Native American Education Program presently consists of five persons:

- 1 project director;
- 2 school neighborhood workers;
- 1 librarian/resource center coordinator;
- 1 secretary.

During most of this past program year, however, the N.A.E.P. operated with at least half of the positions unfilled. The project director and one school/neighborhood worker, who remained on staff from the previous year, were responsible for carrying out all of the program's activities until the remainder of the positions were filled in February 1981. Unused funds allocated for staff salaries were returned to the funding source or were carried over for summer activities (see below). Despite the fact that most of the staff members have been newly hired, they have worked to form a cohesive unit.

The following chart presents the organizational structure of the Native American Education Program.

Chart 1. Native American Education Program:  
Organization Chart, 1980-81



## INSTRUCTIONAL COMPONENT

The instructional component of the Native American Education Program is essential to program goals. Instructional, unlike in other special programs, is not mandatory, nor does it take place in the traditional classroom. Rather, classes are voluntary and take place after school.

During the past year, the instructional component included the following activities:

1. mini-courses (three weeks) in Native American history and culture (courses were held in the Bronx, Manhattan, and Brooklyn);
2. classes in traditional crafts and dances offered at the center;
3. presentations made to Native American children in classes at various schools throughout the city;
4. trips to cultural events and follow-up discussions;
5. individualized assistance with research projects on Native American subjects.

Every attempt is made by the staff to provide instruction which is relevant to specific audiences. The comprehensive course offered at the center is a survey of various nations, historical events, and customs. Special emphasis is given to the nation(s) of the students in a given class. And, whenever possible, this is coordinated with craft instruction and attendance at cultural events. School presentations are planned according to the wishes of the teachers. For example, the most popular request is for lessons about Indians from New York State.

While crafts and history classes are offered at the center to eligible students after school, few students came regularly during 1980-1981.\* This was principally due to the difficulty of traveling to the program in its present

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\*Of the 116 visitors to the center during the 1980-1981 school year, about 10 were students seeking on-going activities.

location, which is distant from where most of the students live. (Most are reported to live in Brooklyn, while the center is in north Manhattan.) That the center cannot remain open in the evenings or on Saturdays, as in the past, further restricts attendance at program activities. Such activities, a regular part of N.A.E.P. offerings in the past, had to be curtailed because of the limited hours during which the present site is open. On more than one occasion, project staff members have been locked in the present building before their scheduled closing time.

The solution offered by the program staff to the limited possibilities of the current site has been the development of mini-courses, which were designed to bring activities to the eligible students in their schools, serving them in the various boroughs rather than at a central site. The N.A.E.P. also offers historical and cultural presentations to the classes and schools which the target students attend.

The mini-courses begin with a pre-test, administered at the beginning of the first session. The pre-test is followed by a film entitled "Unlearning Indian Stereotypes," produced in conjunction with the Native American Education Program.

Other activities included the mini-courses are:

1. reading and distributing Indian stories and legends;
2. viewing filmstrips and listening to records and tapes on various Indian nations;
3. craft-making;
4. discussing ideas and materials presented in class.

When time permits, a post-test is also administered to determine the effectiveness of the presentations. (A lesson plan and pre-test are included in the appendices.)

Information on the mini-courses is disseminated by flyers and mailed to the families of Native American students who have expressed interest in the program. The mini-courses are also advertised in the program newsletter. During 1981, mini-courses were offered at the following locations:

1. Museum Library of the American Indian  
9 Westchester Square  
Bronx, New York

Dates: April 27, 28, 29, 30, May 1 from 4:00 to 6:00 p.m.  
Conducted by: Librarian/Resource Center Coordinator  
Two School/Neighborhood Workers.

2. Chatham Square Branch Library  
33 East Broadway  
New York, New York

Dates: May 4, 5, 6, 7, 11 from 3:15 to 5:00 p.m.  
Conducted by: All sta

3. New York City Board of Education  
131 Livingston Street  
Brooklyn, New York

Dates: June 8, 9, 10, 11, 12 from 3:30 to 5:00 p.m.  
Conducted by: Librarian/Resource Center Coordinator  
Two School/Neighborhood Workers.

Generally speaking, the mini-courses were attended by small groups of students.

#### LIBRARY/RESOURCE CENTER

During the 1980-1981 fiscal year, the Library/Resource Center was expanded significantly. A substantial number of new acquisitions (books and curriculum materials) were made. Books are being catalogued under the Dewey Decimal System. The present collection contains approximately 900 volumes about Native Americans. The collection covers a wide range of subject areas such as history,

politics, legends, biographies, and crafts. Of special note is a growing selection of books about Indian women. There are books covering various Indian nations throughout the United States, Mexico, Canada, and South and Central America. A vertical file is presently being formed, and students are being encouraged to do research on their nations. Students are also taught library and research skills.

The library coordinator has enthusiastically embarked upon the task of revitalizing the center. Last year's vandalism had depleted the collection. It is now an attractive, well-equipped place to learn and study. In her research, the coordinator has tried to identify books and articles most relevant to today's Indian children living in urban areas such as New York. As part of her effort to document Indian history in New York, she has been investigating and recording accounts of Indians who remember life in a rural New York. In addition, the coordinator has started a newsletter which publicizes upcoming events.

During the school year, approximately 115 people came to the resource center, including students and parents. Several of these were repeat visitors and a great many came to do research in the updated facility.

#### SUPPORTIVE SERVICES

The school/neighborhood workers first establish contact with students at their schools. After acquainting students, teachers, and parents with the goals of the program, and distributing applications, the workers make follow-up calls to those who have expressed interest in the program. When appropriate, return visits may be made to the schools, or the worker may be invited to visit students' homes to provide information or advice. Frequently, parents and stu-

dents call the center and receive technical assistance from the school/neighborhood workers.

During 1980-1981, 80 home visits were made by the school/neighborhood workers. Contacts with families are made for a variety of purposes, including the following:

1. to provide truancy counseling;
2. to provide information concerning:
  - a) college opportunities for Native Americans;
  - b) other Indian agencies and associations;
  - c) dates and locations of Pow Wows and other cultural events;
  - d) vocational and job training programs.

Because of the many requests for college and career information, the staff plans to have regular workshops next year.

Ninety-three school visits were made during the 1980-81 school year. These were principally made by the project director and the school/neighborhood workers, as the remaining staff positions were filled later in the year.

School visits were made primarily to locate and identify eligible students. Program staff members work with each school's ethnic survey to follow up on students identified as Native American. In schools where students are known to be enrolled, a project staff member informs the principal of their eligibility and works with the principal or guidance counselor to review the students' progress in school.

In schools where N.A.E.P staff members feel there are unidentified eligible Native American students, the program works with the school to review the ethnic survey or conduct an additional survey to identify potential students. Once students are identified, the program contacts them at home by letter offering them services directly.

In about one quarter of the school visits made, the N.A.E.P. has served Native American students directly by making presentations in their classrooms. On request, a N.A.E.P. staff member will work with a classroom teacher by bringing in an experience or activity (a film, filmstrip or other activity, plus discussion) which will enhance all the students' awareness of and respect for the cultures of Native Americans which in turn, benefits the Native American students in the class. Information about the program is also offered.

#### PARENTAL INVOLVEMENT

The parents' committee is an integral part of the Native American Education Program. It has an active role in program management and has been consistently supportive of the goals of the program. The parents' committee involvement includes, but is not limited to the following activities:

1. making recommendations and approving hiring of the project director and other staff;
2. authorizing expenditures of the program;
3. developing needs assessment measures and setting priorities;
4. evaluating the program and the project director;
5. receiving periodic reports on the program's activities;
6. advising and participating in planning;
7. attending staff development and enrichment activities.

The committee met thirteen times during 1980-1981 on the following dates:

July 8	February 10, 24
September 1	March 10
October 28	April 28
November 18	May 12
December 2	June 2
January 7	July 21

## STAFF DEVELOPMENT

The staff of the Native American Education Program actively engaged in activities which enhanced their professional development and thus increased the program's effectiveness. They participated in the following conferences and seminars during the 1980-1981 project year:

### Conferences

1. Technical Assistance Conference, Rochester N.Y. October 13-15, 1980  
Sponsored by: New York State Education Department  
Attended by: project director  
Highlights: instruction provided in needs assessment, measurable objectives, and library resources.
2. 12th Annual Convention of the Native American Education Association, Dallas, Texas, October 19-22, 1980  
Sponsored by: National Indian Education Association  
Highlights: This conference provided the opportunity for people in all areas of Indian education to discuss common problems and goals. Many resolutions were passed and groups met to discuss such topics as: local educational agencies; adult basic education; Title IV; tribal schools; higher education.
3. Technical Assistance Conference for Title IV Grantees from New York and its surrounds  
Syracuse, February 18-20, 1981  
Sponsored by: Native American Research Institute Center I  
Attended by: project director and school/neighborhood worker  
Highlights: Workshops were provided in the following areas: evaluation objectives; data analysis; assertiveness; curriculum development; planning; problem solving; parental involvement. As a result of participation at this conference, arrangements were made with the resource center for a member of its staff to provide further technical assistance through site visits.
4. Technical Assistance Conference of Office of Indian Education  
Niagara Falls, New York, May 4-6, 1981  
Sponsored by: Office of Indian Education  
Attended by: project director and school neighborhood worker

Highlights: Instruction and clarification were provided in the following areas: audits; needs assessment; interviewing techniques; Title IV programs; I.E.A. regulations (Indian Education Act); applications and budgets; culture based curriculum.

### Meetings

The staff participated in many meetings both at the center and at the Board of Education. The project director attended monthly cabinet meetings of the Office of Bilingual Education. Weekly staff meetings were also held to discuss everyday functioning and planning.

### SUMMER ACTIVITIES

During July and August, 1981, the Native American Education Program staff engaged in a series of activities including staff and curriculum development, craft instruction and field trips for students, and technical assistance to teachers and other groups.

### Staff Development

Program staff participated in the following activities during the summer months:

1. two day curriculum development workshop conducted by the Native American Research Institute;
2. five day workshop with Chief Red Thundercloud encompassing legends, Indian history, songs, dances, and herbalogy;
3. one day seminar on Lenni Lenape culture and language;
4. one day seminar on the history of Southeastern peoples sponsored by the Museum of Natural History.

### Curriculum and Library/Resource Center Development

Curriculum development activities during this period included:

1. seven all-day research sessions at the Museum of the American Indian;
2. two trips to the Shinnecock Reservation for interviews with the tribal historian;

3. two trips to Ward Pound Ridge-Delaware Indian Reservation for research on the Lenni Lenape people;
4. a student of Touching Leaves, a Lenni Lenape historian and medicine expert, visited the Resource Center and developed language and historical materials for the program;
5. completion of cataloguing materials under the Dewey Decimal System.

### Activities for Students

Approximately 30 students participated in summer classes in craftmaking and traditional dancing. Craft instruction included lessons in leatherwork, shawl making, beadwork, featherwork, and ribbon shirt making.

Two field trips were made to Indian Pow Wows in Philadelphia, Pa. on August 1st, and Copiague, New York on August 29th. Two program participants took first and second place in the girls' Fancy Dance Competition. Students also visited the Shinnecock Reservation, interacted with the Shinnecock Title IV students there, and toured the solar shellfish hatchery located on the reservation. Visits were also made to the Museum of Natural History's Hopi Kachina exhibit, Ward Pound Ridge, and the Ramapo Indian community. Finally, students made trips to such local attractions as Riverside Park, the Bronx Zoo, and the Brooklyn Children's Museum.

### Other Activities

In addition to the above activities, the staff also provided:

1. technical assistance to two teachers and community program personnel for the development of Native American programs within their classrooms and agencies;
2. a special six session mini-course on history, culture, and crafts to six students from the American Indian Community House;
3. a workshop for a Y.M.C.A day camp group;
4. results of testing audio materials developed by the State Education Department.

## II. PROGRAM ASSESSMENT

### OBJECTIVES

The following goals and objectives were submitted with the proposal for 1980-81 funding year:

Goal 1: To increase the academic achievement capabilities of Native American students, by providing in-depth knowledge of Indian history, culture, and academic tutoring in a culturally-centered (sic) environment.

- Objectives:
- a. By the end of the 1980-81 academic year, a five unit curriculum guide on the history and culture of Indian nations will be available for use in the resource center.
  - b. At the conclusion of nine months of instruction in Indian history and culture, 70 percent of the enrolled students will demonstrate an 80 percent increase in their knowledge of their nation's values, cultural history, and practices.
  - c. At the conclusion of ten months of instruction, 70 percent of the enrolled students will demonstrate an 80 percent increase in the skills and practices of their own nation's songs, dances, and crafts.
  - d. At the conclusion of nine months of instruction, 50 percent of the enrolled students will demonstrate a 70 percent increase in knowledge of Indian nations other than their own.
  - e. At the conclusion of a three week mini-course in Indian history and culture, 50 percent of the enrolled students will demonstrate a 70 percent increase in their awareness and respect for Indian culture and history.
  - f. At the conclusion of ten 90 minute sessions, 70 percent of the students (grades 1-12) enrolled who are one year or less below grade level in critical academic areas (such as language arts and mathematics) will demonstrate gains in the area(s) in which they were tutored as measured by criterion referenced teacher-made tests.

Goal 2: To continue to provide a center for the correction and cataloging of Indian resources accessible to students, parents, and interested professionals.

- Objectives:
- a. A resource center will be maintained where instructional materials, equipment, and supplies will be compiled.
  - b. Additional sources of authentic Native American cultural information will be obtained through investigative research.

Goal 3: To enhance the effectiveness of the program by making the target population aware of information related to educational opportunities for Native Americans.

- Objectives:
- a. At the conclusion of the 1980-81 school year, 80 percent of the target population will be interviewed at their respective homes at least once.
  - b. At the conclusion of the school year 1980-81, 80 percent of the high school students participating will attend workshops related to educational opportunities in higher education.
  - c. At the conclusion of the school year 1980-81, 70 percent of the target population will be exposed to training programs and career opportunities for Native Americans.

Goal 4: To improve the skills of the staff and Parents' Committee members by means of training programs related to Native American educational standards, reinforcement of skills for pupils, and academic programs of pupils.

Objective: At the conclusion of the project, 60 percent of the parents of pupils enrolled in the program will attend workshops designed to:

- improve the educational standards of Native Americans;
- assist their children in the reinforcement of academic skills;
- familiarize them with the schools' academic programs and opportunities.

## FINDINGS

1. Materials and curriculum development. Over \$1,000 was spent on books and learning kits. The library was catalogued under the Dewey Decimal System. The present holdings now number 900 volumes--an increase of 40 percent.

During the summer of 1981, staff members held a curriculum development workshop; spent days interviewing experts in the field, and did museum and field research to develop materials for use at the center and in various instructional program activities.

2. Instruction in native history and culture. Weekly classes were held at the site, but attendance was very low due to the location of the center and the fact that the building is not kept open during the evenings or on Saturdays, when the N.A.E.P's most successful classes have been held in the past.

During the 1980-81 year, a test was developed to assess students' mastery of the curriculum on a pre- and post-test basis, but too few students came repeatedly to classes at the center to make administration of the test meaningful. Most students who did come to the center visited only once, or at most a few times. None attended classes for the entire school year, making the measurement of their exposure to instruction difficult at best. The program needs new or modified instruments to measure students' mastery of those classes in which they do participate (see recommendations).

Three mini-courses were held during the year, with only limited participation. No assessment was made of the participants' achievement. As participation is voluntary and students may not experience the entire mini-course sequence, assessment of students' achievement of the course objective should take place on a session-by-session basis (see recommendations).

3. Tutoring. Given the academic difficulties experienced by many Native American students, there is certainly a need for services to support their scholastic achievement. Tutoring services have been offered in the past by the N.A.E.P., and the parents' committee is particularly supportive of this component of the program's activities. In an effort to develop the tutoring services, the program has identified and developed culturally appropriate materials for use with students when they request help. Nevertheless, very little tutoring was requested or provided during 1980-81. This is probably due to the problems associated with the limited accessibility of the site and its restricted hours of operation. These services were utilized more heavily in the past when the N.A.E.P. had a location and hours which made the program more accessible to the target population.

It must be noted that the program was not funded to support this function, providing no staff member to provide tutoring services. Thus, if the demand for tutoring were heavy, the present staff members would have to assume these responsibilities in addition to those they already bear. Continued maintenance of other funding sources or by the possible development of parent volunteers as tutors (see recommendations).

4. Trips and cultural activities. In an effort to provide students with exposure to meaningful cultural experiences, seven trips were organized throughout the year.

5. Development and maintenance of the resource center. As stated in finding #1, the center itself was refurbished and materials were purchased (to replace those lost to vandalism last year). Over \$1,000 was spent on

books and learning kits. Present holdings now number over 900 volumes, an increase of forty percent. The library was also catalogued under the Dewey Decimal System.

6. Dissemination of information about educational opportunities for Native Americans. In an effort to disseminate information about the program and to answer questions about college and career choices, program staff members made 80 visits to the homes of Native American students. Some information was also provided during the 93 school visits made during the year. During school visits, 36 technical assistance sessions were held for teachers, principals, and guidance counselors. Given the limitations imposed by the staffing problems, career workshops were not organized during 1980-81, but are planned for the following year. Native American students in questionnaires and visits have expressed a need for such information.

7. Staff and parental development. Staff members have attended workshops and conferences designed to upgrade their knowledge of Native American history and culture and to develop their professional and administrative skills.

Parents have shown active and continuing commitment to the program, as evidenced by their support for those program activities (such as tutoring) which they deem vital. Their input into program decision making is ongoing; they deliberate closely with the project director during the year. They participate in program organized trips and cultural activities. Formal workshops are to be provided for them during 1981-82.

### III. CONCLUSIONS AND RECOMMENDATIONS

#### CONCLUSIONS

In 1980-81, as in the previous year, the Native American Education Program has had to contend with limitations imposed by its location and by problems of staff (see correspondence in appendix). Its funding is limited, while its scope of activities is broad and its target population is both not easily identified and scattered throughout the boroughs of New York City. Given these constraints, it is not surprising that the program has experienced difficulties in implementing its activities as proposed.

Nevertheless, staff members have demonstrated their commitment to these traditionally under-served Native American students by moving ahead despite obstacles, and by continuing to seek new and creative ways to reach eligible students with those resources which are available. Their efforts are to be commended and supported. It is towards strengthening the program that the following conclusions and recommendations are offered, in full recognition of the constraints which have operated in the past.

1. While books and materials were acquired or developed, little instruction went on at the center. This seems to have been largely a product of the program location (distant from the areas in which most eligible students live) and the restricted hours during which the center can operate. The site is closed at those times when students and their families would be most likely to visit. These restrictions resulted in limited participation in on-site activities.

2. Staff turnover has had an effect on the program's ability to achieve its objectives as proposed. As students must be identified through school visits and contacted individually at home, student participation depends on

intensive staff efforts in the field before instruction can take place. For half of the school year, there were only two staff members with multiple responsibilities, undoubtedly making implementation of the program more difficult.

Limitations of staff also inhibited the ability of the program to hold career or college opportunity workshops, or to implement the tutoring program as proposed. Despite staff limitations, 173 home and school visits were made, and mini-courses were offered at sites throughout the city.

3. The creative response of project staff to the difficulties of implementing activities at the center was the concept of the mini-course. During 1981, three five-day mini-courses were offered in Manhattan, Brooklyn, and the Bronx. The mini-course appears to be a good way of taking the program to the students. It is to be hoped that courses or workshops for parents may be offered in the same format.

Attendance at the mini-course was limited, suggesting that additional publicity for program functions would be helpful.

Another indication of the staff's creative use of funding was the development of the summer program into a series of enriching activities for students, parents, and staff.

4. N.A.E.P. staff members have spent considerable time and effort in developing the resource center as a pleasant and well-equipped place to learn and study. Materials in support of research, tutoring, and cultural activities are available. Efforts were made to develop an assessment instrument for evaluating student growth.

5. A group of parents of program students have shown intense interest and continuing support for the program, including the tutoring component.

6. The program has attempted to deal with the discontinuities of year-to-year funding by developing a comprehensive three year plan.

### RECOMMENDATIONS

1. As has been recommended in the previous evaluation report, the deficiencies of the current site suggest that the program staff should continue to seek alternative quarters which would be geographically more accessible and which could remain open for longer hours. A more accessible location would greatly improve student participation. If a move is not feasible, it is recommended that the program concentrate its efforts in reaching eligible students and parents in their homes, schools, and communities. If such a change of scope is decided upon, the evaluation design should be revised accordingly.

2. Implementation is a major issue which continues to confront the N.A.E.P. It is recommended that the program try to identify and place staff members early in the year, to maximize their efforts at identifying eligible students, who may then be recruited for program activities.

3. It is also recommended that the program prioritize its identified needs and determine whether its staffing permits all proposed activities to be carried out. For example, students must be individually contacted and recruited, and the identification process consumes much staff time. This creates constraints on the amount of time which may be available for other activities. It is

recommended that the program explore with the Central Board a means of identifying eligible students as part of the annual school census or other administrative process. No staff person is currently funded to provide tutoring, which is perceived as a need by parents of participating students. Parents have expressed a strong desire to see this activity continue. Since staff resources are limited, however, parents and staff might consider seeking additional support for this component, or consider training parent volunteers as tutors. As appropriate materials are available, volunteering, might be one way in which parents can help the program achieve one of its objectives.

However, if such assistance cannot be organized, a more limited scope of program activities should be considered.

4. The program staff should explore with the Office of Bilingual Education (O.B.E.) the possibilities of expanded dissemination of program activities through other O.B.E. functions. The sponsoring of a Native American heritage and culture week is one way in which both Native Americans and non-Native Americans might be made more aware of the contributions of American Indians to our society.

The program would also benefit from increased dissemination of information concerning its existence and activities through contacts with such organizations as museums, city community-oriented agencies, and local community school boards in addition to any organizations which serve the Native American population directly.

5. The satellite classes appear to be an effective means of reaching Native American students throughout the city. They should be continued, and

expanded when resources permit. (The sites at which presentations are to be made should be carefully researched, so as to be maximally accessible to eligible students.) The program should consider offering small-group instruction during school visits on a pull-out basis.

6. In classes and mini-courses, the program should continue to try to assess the growth of participating students. If students are unable to attend every session then a session-by-session assessment is necessary, and brief, curricularly relevant mastery tests should be considered.

The program is also encouraged to keep attendance logs of students served at meetings, mini-courses, home and school visits.

7. The program could serve as a vehicle for strengthening the leadership potential of Native American high school students. Monthly seminars at the center could provide a forum for discussion and creativity. Special emphasis should be placed on college and career information dissemination.

8. The program, in cooperation with the Office of Bilingual Education, could serve as a resource for workshops for teachers which would focus upon eliminating stereotypes about American Indians, and also provide technical assistance, resources, and research direction for teachers preparing lessons and units on American Indians.

9. The newsletter started by the librarian should be expanded and circulated regularly. Entries from participants should be included.

10. The program staff should continue to actively seek parental support. Parental commitment should be especially important in sustaining attendance at

activities at and outside the center. If parents are motivated to participate in program activities it will facilitate the attendance of students as well, many of whom might otherwise be unable to travel in the city.

IV. APPENDIX

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION  
WASHINGTON, D.C. 20202

FORM APPROVED  
FEDAC NO. R 43  
APPROVAL EXPIRES 8/80

**INDIAN STUDENT CERTIFICATION**

*(Part A, Indian Education Act)*

In order to apply for an entitlement grant under Part A of the Indian Education Act, your school district must determine the number of Indian children enrolled in its schools.

Any child who meets the following definition from the Indian Education Act may be counted for this purpose.

"Indian" means...any individual who (1) is a member of a tribe, band, or other organized group of Indians, including those tribes,

bands, or groups terminated since 1940, and those recognized by the State in which they reside, or who is a descendant, in the first or second degree, of any such member, or (2) is considered by the Secretary of the Interior to be an Indian for any purpose, or (3) is an Eskimo or Aleut or other Alaska Native..."

You are not required to submit this form. However, if you choose not to submit it, your child cannot be counted for entitlement funding under Part A of the Indian Education Act.

NAME OF ELIGIBLE CHILD

ADDRESS *(Include number, street, city, State and ZIP code)*

**PART I - MEMBERSHIP INFORMATION**

WHO IS A MEMBER OF A TRIBE, BAND, OR OTHER ORGANIZED GROUP OF INDIANS? CHECK ONE OF THE BOXES BELOW AND ANSWER THE QUESTIONS FOR THAT PERSON

1.  CHILD HIMSELF/HERSELF 2.  NATURAL PARENT *(ancestor, 1st degree)* 3.  NATURAL GRANDPARENT *(ancestor, 2nd degree)*

IF YOU CHECK BOX 2 OR 3, ENTER THE NAME OF THE PARENT OR GRANDPARENT

A. WHAT IS THE NAME OF THE TRIBE, BAND, OR OTHER ORGANIZED GROUP OF INDIANS?

B. COMPLETE COLUMN 1 OR COLUMN 2. THE TRIBE, BAND, OR OTHER ORGANIZED GROUP IS: *(Check all the boxes that apply in the column you select)*

**COLUMN 1**

- FEDERALLY RECOGNIZED  
 ESKIMO, ALEUT, OR OTHER ALASKAN NATIVE

**COLUMN 2**

- NOT FEDERALLY RECOGNIZED  
 TERMINATED  
 STATE RECOGNIZED, BY THE STATE OF \_\_\_\_\_  
 OTHER ORGANIZED GROUP

C. WHAT IS THE INDIVIDUAL'S MEMBERSHIP NUMBER? *(Where applicable)* \_\_\_\_\_

CHECK ONE. THIS IS AN  ENROLLMENT NUMBER  ALLOTMENT NUMBER  OTHER *(Explain)*

D.1. IS THERE AN ORGANIZATION WHICH MAINTAINS MEMBERSHIP DATA FOR THE TRIBE, BAND, OR OTHER ORGANIZED GROUP?  YES  NO

2. IF "YES", GIVE THE NAME AND ADDRESS OF THE ORGANIZATION

NAME OF THE ORGANIZATION

ADDRESS

3. IF "NO", EXPLAIN HOW THE PERSON INDICATED MEETS THE DEFINITION OF INDIAN GIVEN AT THE TOP OF THIS FORM

**PART II - SCHOOL INFORMATION**

*(Print the name and address of the public school the child now attends and enter the child's grade level below)*

NAME OF SCHOOL

ADDRESS *(City and State ONLY)*

GRADE

**PART III - PARENT INFORMATION**

I UNDERSTAND that falsification of information on this form is subject to penalty under law.

SIGNATURE OF PARENT

ADDRESS

DATE

I CONSENT to release this form to the Part A Parent Committee for review. *(Optional)*

SIGNATURE OF PARENT

BOARD OF EDUCATION OF THE CITY OF NEW YORK  
Office of Bilingual Education  
NATIVE AMERICAN EDUCATION PROGRAM

P.S. 165  
234 W. 109th St. Rm. 507  
New York, New York 10025  
Tele: 212-663-4040

Awilda Orta  
Director

Wanda Hunter  
Project Director

M E M O R A N D U M

TO: High School Students & Parents of Native American  
Children in New York City Public Schools

From: Wanda Hunter, Project Director *W.H.*

RE: Needs Assessment

DATE: January, 1980

-----  
The NAEP is conducting a Needs Assessment in compliance with  
Section 186.6 of Public Law 92-318.

Please take time out of your busy schedules to complete the  
enclosed questionnaires and return them to our office in the  
enclosed self-addressed stamped envelope on or before February  
22, 1980. The data on the questionnaires is confidential and  
will be used not only to meet the requirements of the Federal  
Government but, more importantly, to better meet the special  
educational and cultural needs of your children during 1980-81.

Parents of more than one child in public school, please complete  
the questionnaire with all children in mind.

High school students may complete the Parent Committee question-  
naire if appropriate. If you have any problems filling out the  
questionnaire, do not hesitate to call any one of our staff at  
663-4040. Our staff is:

Wanda Hunter, Project Director  
Theresa Seenath, Secretary  
Barbara Miller, Home/School Liaison  
Randy Whitehead, Home/School Liaison  
Donald Tenoso, Home/School Liaison

Thank you for your cooperation.

## QUESTIONNAIRE

The questions below are meant to include all children in public school. When possible, please provide specific information. If you need more space for explanation please indicate and use the back of the questionnaire numbering the question referred to.

1. a. Does your child receive specific instruction in school related to Native American heritage, history and/or culture? Yes  No
- b. If yes, is this instruction by a Native American: Yes  No
- c. Do you feel the quality of instruction is: excellent  good  poor  detrimental  (Check one)
- d. If answer to 1. a. is no, do you feel it is important for your child to receive instruction in Native American studies?  
very important  important  not important  detrimental  don't know  (Check one)
2. a. In the major academic subjects (History, Social Studies, Language Arts, etc.,) is your child given materials related to Native American peoples? Regularly  Seldom  Never  (Check one)
- b. How are Native Americans portrayed in your child's texts and school materials? Positively with good understanding  Negatively with no understanding  Not portrayed at all  (Check one)
- c. <sup>and news</sup> Are any materials included which are written by Native Americans?  
Yes  No
- d. Is there a section in your library about Native Americans? Yes  No
3. Do you feel that materials on Native Americans should be included in the major academic areas of your child's education? Yes  No
4. Does your child's Music or Art class relate to Native American culture?  
Yes  No
5. Does your child's teacher(s) have an understanding of Native American history, culture, mode of learning and personality of Native American people? Yes  No
6. Do you feel it is important that your child's teachers have a knowledge and understanding of Native American peoples? Yes  No
7. Do you feel the teacher's understanding of Native American peoples makes a difference in your child's school experience?  
Positive Difference  Negative Difference  No Difference  Don't Know
8. Would you like your child's teachers to receive ethnic sensitivity training with respect to Native Americans? Yes  No
9. Do you feel the Native American Education Program should provide this training? Yes  No
10. Do you feel such training should be required for all public school

QUESTIONNAIRE CONT.

11. Are there any Indian teachers in your child's school? Yes \_\_\_ No \_\_\_

12. Does your child have a teacher who is Indian? Yes \_\_\_ No \_\_\_

13. Does your child's teacher(s) know he/she is Native American?  
Yes \_\_\_ No \_\_\_

14. a. Does your child's Guidance Counselor know he/she is Native American?  
Yes \_\_\_ No \_\_\_

b. If Yes, do you feel this affects your child's relationship with the  
Guidance Counselor? Yes \_\_\_ No \_\_\_

c. Do you feel that ethnic sensitivity training regarding Native  
Americans should be required for your child's Guidance Counselor?  
Yes \_\_\_ No \_\_\_

15. a. Does your child's classmates know he/she is Native American?  
Yes \_\_\_ No \_\_\_

b. If yes, have they ever treated him/her differently than other  
children? Yes \_\_\_ No \_\_\_

16. How would you rate the following school-related problems with respect  
to your child:

	SERIOUS	SLIGHT	NO PROBLEM	DON'T KNOW
Absenteeism				
Dropping Out				
Low Motivation				
Self-Concept				
Isolation from other Indian Kids				
Conduct Problems or Misbehavior				
Making or keeping friends				
Low Scores on standardized texts				
Low academic grades				

17. If your child needs academic tutoring, do you utilize his/her school's  
tutorial services? Yes \_\_\_ No

18. Do you feel it is important for your child to be tutored in academic  
subjects by Native American tutors? Yes \_\_\_ No \_\_\_

Questionnaire Cont.

19. If there are no available Native American tutors, would you like the Native American Education Program to refer your child to a skilled non-Indian tutor?
20. Is your child planning to enter college after finishing High School?  
Yes \_\_\_ No \_\_\_ -Don't Know \_\_\_
21. Do you feel a college guidance service specifically for Native American students would be important for your child? Yes \_\_\_ No \_\_\_
22. How do you feel the media (TV, movies, newspaper articles, etc.) portray Native Americans?  
Very Well \_\_\_ No different than other people \_\_\_ Poorly \_\_\_  
Detrimental to Indian people \_\_\_ (Check one).
23. How do you feel the media's treatment of Indian people affects your child's attitude toward the following?

	POSITIVELY	NEGATIVELY	NO AFFECT
Him?Herself			
School work			
Attitude about all Indian people			

24. Does your child know about his/her Indian heritage and culture?  
A Great deal \_\_\_ A little \_\_\_ Nothing \_\_\_ (Check one)
25. Do you feel it is important for your child to know his/her Native American history and heritage? Yes \_\_\_ No \_\_\_
26. Do you feel further knowledge about your child's Indian heritage would:  
Strengthen his/her self awareness and self image \_\_\_  
Improve child's school experience \_\_\_  
Harm the child \_\_\_  
Make no difference to the child \_\_\_
27. What do you feel is most important for your child to learn about his Indian heritage? (Please evaluate on scale from 1-10, with 10 the highest priority)

	1	2	3	4	5	6	7	8	9	10
Basic Native American Values										
History of own Nation										
History of Many Nations										
Crafts from his/her own Nation										
Crafts from many Nations										
Songs, Dances, Legends of own Nation										
Songs, Dances, Legends of many Nations										
Language of own Nation										
Languages of other Nations										
Current events of own Nation										
Current events of many Nations										

Questionnaire cont:

28. Check off what kinds of crafts that your child may be interested in:

Featherwork	
Native American Art	
Beadwork	
Leather work	
Woodwork	
Silverwork	
Weaving	
Other	

29. In which of the above named areas do you feel it is most important to provide individualized instruction for your child? (List as many as you feel necessary)

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30. Has your child ever participated in the Native American Education Program  
 Yes \_\_\_ No \_\_\_ In which year? 1977-78 \_\_\_ 1978-79 \_\_\_ 1979-80 \_\_\_

31. If answer to Question 30 was Yes, which components were utilized?

- \_\_\_ History classes      \_\_\_ Tutorial Services      \_\_\_ Home/School Liaisons  
 \_\_\_ Culture Instruction      \_\_\_ Resource Center      \_\_\_ In-school Presentations  
 \_\_\_ College Entrance Service

Other (Please Specify)

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32. If answer to Question 30 was No, please check reason.

- \_\_\_ Did not know about services      \_\_\_ Child not interested  
 \_\_\_ Child does not need services      \_\_\_ Too far to travel  
 \_\_\_ Schedules conflict      \_\_\_ Needs met by other Indian Organization (If so, what Organization) \_\_\_\_\_

Questionnaire. cont:

33. How do you feel that the Native American Education Program could better serve your child's educational and cultural needs through the existing components?

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Approved: \_\_\_\_\_  
Awilda Orta  
Director



## MINI-CLASS LESSON PLAN

### Day 1

Introduction of staff and students  
Pre-test  
Filmstrip, "Unlearning Indian Stereotypes"  
Discussion of filmstrip  
Exhibit and explanation of crafts

### Day 2

History lesson on Plains, Northeast or Southeast  
- Filmstrips, records, and tapes  
Storytelling of legends

### Day 3

Discussion of contemporary Indian Life  
- Filmstrips, films  
Students decide what crafts they will work on the coming two days  
Storytelling

### Day 4

Crafts  
Storytelling  
Discussion

### Day 5

Crafts cont.  
Storytelling  
Discussion  
Evaluation of program by students  
Post-test

NATIVE AMERICAN EDUCATION PROGRAM

1. WHAT DOES A NATIVE AMERICAN (AMERICAN INDIAN) LOOK LIKE?

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2. WHERE DO NATIVE AMERICANS LIVE?

---

3. HOW DID THANKSGIVING START?

---

4. WHY DON'T INDIANS CELEBRATE THANKSGIVING?

---

5. WHAT INDIAN NATIONS ARE FROM NEW YORK STATE?

---

6. WHAT KIND OF HOUSES DID THE IROQUOIS PEOPLE LIVE IN?

---

7. WHAT ARE THE THREE SISTERS?

---

8. WHAT IS LACROSSE?

---

9. NAME SOME PLAINS INDIAN NATIONS.

---

10. WHY WAS THE BUFFALO SO IMPORTANT?

---

11. WHERE DID COLUMBUS THINK HE WAS WHEN HE LANDED IN THIS COUNTRY?

---

12. WHAT IS YOUR NAME?

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WHAT GRADE ARE YOU IN?

SCHOOL?

NEW YORK CITY BOARD OF EDUCATION  
NATIVE AMERICAN EDUCATION PROGRAM  
PARENTS EVALUATION QUESTIONNAIRE

Please complete this questionnaire about your child's participation in the Native American Education Program. Your responses will be helpful to us in assessing the needs of students enrolled in the program and will help us to improve student services. All responses will be kept confidential.

1. Does your child discuss the program's activities with you?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. Have you ever attended any of the program's activities?

Yes \_\_\_\_\_ No \_\_\_\_\_

3. Are you a member of the Parent's Committee?

Yes \_\_\_\_\_ No   ✓  

4. Which aspects of the program are you most pleased?  
(please check all that apply)

- 1. the location \_\_\_\_\_
- 2. the cultural trips \_\_\_\_\_
- 3. tutoring \_\_\_\_\_
- 4. college counseling \_\_\_\_\_
- 5. Native American history/cultural classes \_\_\_\_\_
- 6. craft classes \_\_\_\_\_
- 7. the library \_\_\_\_\_

5. Has the program generally lived up to your expectations?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Do you have any recommendations for the program's structure and planning? (please use the back of this sheet for recommendations and further comments)

7. Have you talked about the program to any of the following people? (please check)

- 22. yours friends at school \_\_\_\_\_
- 23. other Native American friends \_\_\_\_\_
- 24. your family \_\_\_\_\_
- 25. your teacher \_\_\_\_\_

8. What do you like best about the program? (Please check those that apply)

- 26. the crafts \_\_\_\_\_
- 27. the history/culture classes \_\_\_\_\_
- 28. the people who work there \_\_\_\_\_
- 29. the trips \_\_\_\_\_
- 30. the library \_\_\_\_\_
- 31. tutoring \_\_\_\_\_
- 32. the Center itself \_\_\_\_\_
  - a. location \_\_\_\_\_
  - b. how it looks \_\_\_\_\_
- 33. career counseling \_\_\_\_\_
- 34. other \_\_\_\_\_

9. What do you like least (or what do you think needs improvement) about the program? (please check those that apply)

- 35. the crafts \_\_\_\_\_
- 36. the history/culture classes \_\_\_\_\_
- 37. the people who work there \_\_\_\_\_
- 38. the trips \_\_\_\_\_
- 39. the library \_\_\_\_\_
- 40. tutoring \_\_\_\_\_
- 41. the Center itself \_\_\_\_\_
  - a. location \_\_\_\_\_
  - b. how it looks \_\_\_\_\_
- 42. career counseling \_\_\_\_\_
- 43. other \_\_\_\_\_

11. Tell if your participation in the Native American Program has had an effect on you in any of the following ways. (Check all that apply)

	VERY MUCH	SOMEWHAT	NOT AT ALL
44. made you more aware of your heritage			
45. made you more aware of cultural events			
46. made you want to learn more about Indian culture			
47. made you feel better about yourself			
48. made you want to do better in school			
49. made you aware of college opportunities for Native American students			
50. made you better able to explain about your culture to others			
51. made you feel proud of being Native American			

12. If you have any additional comments about the program, please make them in the space below.

Thank you very much for completing this questionnaire.

BOARD OF EDUCATION OF THE CITY OF NEW YORK  
OFFICE OF BILINGUAL EDUCATION  
NATIVE AMERICAN EDUCATION PROGRAM  
234 WEST 109TH STREET -- ROOM 507  
NEW YORK, N. Y. 10025

6674040

AWILDA ORTA  
DIRECTOR

WANDA HUNTER  
PROJECT DIRECTOR

M E M O R A N D U M

TO: Angela Bazley, Center Director

FROM: Wanda Hunter, Project Director

DATE: March 2, 1981

RE: Rental of Space

As you know, the Native American Education has requested permission to seek space in a private building. This request was based on three factors:

- 1) Prohibitive costs of utilizing school space.
- 2) Unsafe conditions
- 3) Recommendations (see attached)

Space has been located in a storefront at 948 Columbus Avenue. Rental of this space will cost \$400.00 per month which will include custodial care and utilities. The space is approximately the same as we now occupy.

The space is particularly suited to our needs because of the following attributes:

- 1) Safe from vandals (pull-down steel gates)
- 2) Accessibility at all times (evening meetings, evening and Saturday classes)
- 3) We would have our own keys
- 4) Access to backyard

Please advise.

# OFFICE OF BILINGUAL EDUCATION

AWILDA ORTA  
DIRECTOR

ANGELO GIMONDO  
DEPUTY DIRECTOR

AWILDA S. MARTINEZ  
EXECUTIVE ASSISTANT

MICHAEL A. VEGA  
DEPUTY DIRECTOR

BILINGUAL EDUCATION

March 19, 1981

Mr. Morris Hershkowitz  
Director  
Bureau of Space Programming,  
Management and Utilization  
28-11 Queens Plaza North  
Long Island City, New York 11101

RECEIVED MAR 22 1981

Dear Mr. Hershkowitz:

Pursuant to our recent conversation, enclosed please find a memorandum which outlines the rationale for seeking new quarters for our Native American Education program.

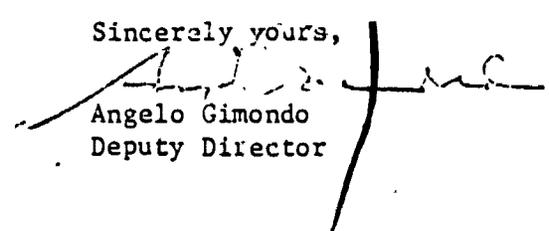
Before proceeding with any further negotiations on this matter, we should like to request that your office inspect the premises in order to determine whether they conform with N.Y.C. Board of Education standards. Arrangements for a site visit can be made by calling Ms. Cheryl Edmonds at 749-0602.

For your information, the Native American program will conduct the following activities at the proposed new site:

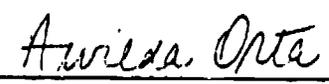
- |  |  |
|--|--|
| a. History classes                             | f. Trips                               |
| b. Traditional crafts                          | g. College Counseling                  |
| c. Dance (End of Year Pow Wow)                 | h. Evening Parents' Committee Meetings |
| d. Resource Library                            | i. Traditional Clothing Construction   |
| e. Workshops for Parents & Students (evenings) |  |

Your prompt attention to this matter will be greatly appreciated.

Sincerely yours,

  
Angelo Gimondo  
Deputy Director

APPROVED:

  
Awilda Orta, Director

AG:ric

cc: Angela Bazley  
Wanda Hunter



Excerpt from letter regarding site visit by Lucia Mele, Research Associate,  
Indian Education Act, Research and Evaluation Center One

I agree with NYC Board of Education's evaluation report's conclusion that the location of your project can only serve to discourage prospective participants in your project. You would therefore be better off locating another site more readily accessible and conducive to being visited.

Excerpt from 1979-1980 Evaluation Report.

The program is presently located on the fifth floor of an antiquated elementary school building on the Upper Westside of Manhattan:

Public School 165  
234 West 109 Street  
New York, New York

The present site is not at all reflective of the target population nor is it easily accessible from the other boroughs. This site was settled upon only because of its affordability and availability when fiscal and contractual difficulties necessitated that the program be relocated.

The new site has proven to be detrimental to the program's level of functioning. Its inaccessibility and both the perceived and real hazards of the neighborhood have greatly reduced participation.

The Resource Center was vandalized, and artifacts were destroyed. Because of the program's somewhat isolated position in the building, members of the staff were locked in on two occasions.

9

## NATIVE AMERICAN EDUCATION PROGRAM

Location: 234 West 109th Street, Room 507, New York, New York  
Year of Operation: 1980-1981, One Year Grant  
Participants: Approximately 350 Native American Students  
Director: Wanda Hunter

### I. PROGRAM DESCRIPTION

#### INTRODUCTION; HISTORY AND MILIEU

The Native American Education Program (N.A.E.P.) is designed to provide after-school instruction and supportive services to Native American children attending New York City public schools. The staff, cognizant of limited resources, has planned each year's activities based upon the actual needs expressed by participants. (See section on needs assessment of the target population.)

The instructional component consists of a comprehensive course in Native American history and culture, instruction in Native American crafts, and a series of five day mini-courses held throughout the city. Supportive services are provided by school/neighborhood workers.

Another important aspect of the program is its Library/Resource Center which houses a sizable collection of books, periodicals, films, and curriculum materials for and about Native Americans. In addition to using the resources of the center, students as well as teachers, parents, and researchers frequently call upon the staff for technical assistance on Native American affairs. Active parental involvement, staff development activities, and a comprehensive summer program are other aspects of the Native American Education Program.