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ABSTRACT

This document summarizes the 1991 Florida Pre-Conference to the White House Conference on Indian Education (WHCIE). The Florida Governor's Council on Indian Affairs, Inc. (FGCIA, Inc.), serving as the WHCIE contact for Florida, prepared American Indian education recommendations to the WHCIE. Of the 114 individuals who were invited to serve as delegates, 86 attended, representing parents, school board members, Indian educators, Indian school board members, tribal officials, public school officials, Florida Department of Education officials, nonrecognized groups, and individuals from urban areas. Following the general session small breakout sessions were scheduled and covered the following topics: early childhood, K-12, special and gifted programs; BIA schools; postsecondary education; higher education; and adult and vocational technical education. The report includes: (1) Florida Pre-Conference issues and recommendations; (2) a conference agenda; (3) a list of facilitators and breakout topics; (4) a summary of nominee selection; (5) a list of delegates; (6) a budget and expense summary; (7) a sample ballot; (8) a Florida Pre-Conference delegate application form; and (9) a copy of process pointers provided to the delegates. (LP)

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THE RESULTS OF THE FLORIDA PRE-CONFERENCE
TO THE WHITE HOUSE CONFERENCE ON INDIAN EDUCATION

JUNE 20, 1991

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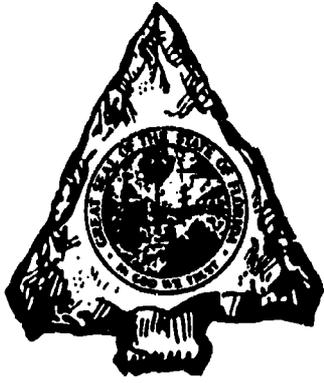
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Billy Cypress
Co-Chairman

James Billie
Co-Chairman

8 October, 1991

Mr. W. Buck Martin
White House Conference on
Indian Education
1849 C Street, NW MS 7026-MIB
Washington, D.C. 20240

Dear Mr. Martin:

This is to formally transmit the results of the Florida Pre-Conference to the White House Conference on Indian Education and to provide a brief overview of pre-conference activities.

The Florida Governor's Council on Indian Affairs, Inc. was contacted by Mr. Oliver Abrams of the WHCIE staff in late May, 1991. Mr. Abrams requested the FGCIA, Inc. to serve as the WHCIE contact for the State of Florida. After further discussions with Mr. Abrams, the FGCIA, Inc. agreed to serve as the WHCIE contact for Florida.

On 20 June, 1991 an informational/planning meeting was held at the Seminole Tribal Headquarters in Hollywood, FL. Mr. Buck Martin, Executive Director of the White House Conference on Indian Education attended the meeting and provided the participants with an overview of the congressional authorization and White House call for a White House Conference on Indian Education. In addition, Mr. Martin responded to concerns of the group regarding the process for statewide activities and responsibilities of the state contact. - The meeting was attended by Lt. Manning Osceola, who serves on the White House Conference on Indian Education Advisory Committee, members of Indian Parent Advisory Committees, members of Indian School Boards, employees of tribal education departments, and staff of the Florida Governor's Council on Indian Affairs, Inc.

The planning group decided, based on time and financial constraints to request recommendations from the Seminole and Miccosukee tribal chairmen for the Florida Pre-Conference Steering Committee. The Steering Committee would meet at

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least once to plan and provide direction for the Florida Pre-Conference.

On 8 July, 1991 the Florida Governor's Council on Indian Affairs, Inc. signed a Memorandum of Agreement with the White House Conference on Indian Education. The MOA awarded \$5,000 to the FGCI, Inc. to plan, organize and conduct activities in the state of Florida in order to prepare and make American Indian education recommendations to the WHCIE.

A Steering Committee meeting was scheduled for 1 August, 1991 at the Miccosukee Tribal Headquarters. Short notice and fiscal constraints limited the attendance to nine (9) people. However, the nine people in attendance were well prepared to plan the Florida Pre-Conference. Those in attendance were as follows:

Bob Kellam, FGCI, Inc.
Billy L. Cypress, STF
Minnie Bert, MTIF
Bruce Hoffman, MTIF
Brenda Pickett, MTIF
Deborah Yescas, MTIF
Louise Gopher, STF
Florence Williamson, MTIF
Alice Osceola, MTIF.

The Steering Committee established the date for the Florida Pre-Conference as the 19th and 20th of September, 1991. Unfortunately, those dates were changed due to potential conflict with other tribal meetings. (The dates selected were 24th and 25th of September, 1991.)

The Steering Committee also recommended approximately 75 individuals representing parents, school board members, Indian educators, Indian school board members, tribal officials, public school officials, and FL Department of Education officials to be invited to be delegates to the Florida Pre-Conference. (The FGCI, Inc. was given the responsibility of ensuring representation from non-recognized groups and "urban" Indians.)

In addition to inviting the participation of the individuals recommended by the Steering Committee, the FGCI, Inc. invited approximately 200 individuals from non-recognized groups and urban areas to apply to be delegates to the FL Pre-Conference. Thirty-nine (39) individuals applied to be delegates and all were invited to attend the FL Pre-Conference as voting delegates.

The Florida Pre-Conference was held at the Rolling Hills Golf Resort and Conference Center in Hollywood, Florida on

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the 24th and 25th of September, 1991. Eighty six (86) of the 114 individuals who were invited to serve as voting delegates attended the meeting and participated. FGCIA, Inc. staff who attended and served as conference staff raised the total participation level to ninety four (94). (Attendance would probably have been better if there had not been a scheduling conflict with the FL Adult and Vocational Education Conference, a statewide meeting of school superintendents, BIA head count for education and the lack of funding to pay for transportation and travel costs.)

The conference was called to order by Joe A. Quetone, Executive Director of the FGCIA, Inc.

Mr. Andy Buster of the Miccosukee Tribe of Indians of Florida gave the invocation.

Mr. Buck Martin, Executive Director of the WHCIE, gave the delegates an overview of the history and process of the WHCIE. In addition, Mr. Martin responded to delegate questions related to the history of the "National Indian School Board" issue and other delegate questions related to Indian education issues.

Lt. Manning Osceola who represents Florida on the WHCIE Advisory Committee gave a brief overview of his involvement in the WHCIE planning process and his perspective of the FL Pre-Conference as a vital source of Indian community involvement in WHCIE activities.

Joe A. Quetone and Bob Kellam, FGCIA, Inc. Employment and Training Director, responded to conference "housekeeping" concerns and briefly described the process to be followed during the FL Pre-Conference.

After the "general" session, six small "breakout" sessions were scheduled. Each "breakout" topic was scheduled for three sessions to allow each delegate to have an opportunity to discuss more than one topic. The "breakout" topic areas were as follows:

- Early Childhood
- K-12
- Special and Gifted Programs
- BIA Schools
- Vo-Tech, ABE, GED, ESL
- Post-Secondary Education.

Each "breakout" session was assigned a recorder and two facilitators. The facilitators were responsible for objectively guiding the delegates in the development of issues and recommendations. After the last "breakout"

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session was held, the recorders, facilitators and FGCIA, Inc. staff combined and edited the issues and recommendations from each topic area. The issues and recommendations were entered into word processors and printed for copying. The originals were copied at a 24 hour copy shop and were available for all delegates to read and consider prior to the two final general sessions.

Bob Kellam served as the facilitator for the general sessions where the delegates discussed, amended and voted on the issues and recommendations. (SEE ENCLOSED ISSUES AND RECOMMENDATIONS.)

The delegates were advised that six individuals would be recommended by the body to serve as potential delegates to the WHCIE. Each delegate was provided a "ballot" and requested to write in the names of three individuals. (Delegates were specifically requested to refrain from voting for employees of the FGCIA, Inc.) During the ballot count it was noted that two votes were cast which did not clearly indicate which Billy Cypress the delegate was recommending. Those two votes were not credited to either Billy Cypress. (A summary of the balloting is included for informational purposes.) Although the intent of the process was to recommend as potential delegates the six individuals who received the most votes, a tie occurred between the two individuals who received the sixth highest number of votes. It is possible that the tie occurred because two votes were not credited to either Billy Cypress. A "run-off" between the two individuals who were tied was held and Steven Bowers was recommended as the sixth potential WHCIE delegate. In the interest of fairness the state contact for Florida is submitting the names of the top seven potential delegates.

Tina Marie Osceola	American Indian state resident
Marie Osceola-Branch	Former tribal school principal
Billy L. Cypress	Tribal museum director
Minnie Bert	Tribal judge
Josephine North	Indian school board
Steven Bowers	State/Tribal liaison
Billy Cypress	Tribal chairman

In addition to discussions relating to the "National Indian School Board" which occurred in the "breakout" sessions, the issue was discussed at length during the last general session. Billy L. Cypress, Director of the Ah-tha-thi-ki Museum, who has served as the Seminole Tribal Education Director and was employed with the BIA Education unit for approximately 20 years provided the delegates with an extensive background regarding this issue. A motion was made and seconded to oppose the creation of a " National Indian

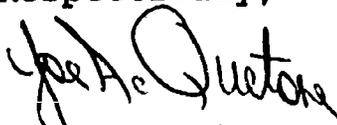
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School Board". By a voice vote the motion passed, there were however, some abstentions.

I am enclosing, as part of this report, the FPC Issues and Recommendations, an Agenda, list of facilitators and breakout topics, summary of nominee selection, list of delegates to the FPC, budget and expense summary, sample ballot, Florida Pre-Conference delegate application form, and a copy of process pointers which was provided to FPC delegates.

I trust that this brief summary of activities and enclosures will meet your requirements for a "final" report. In addition this office will provide you with updates of additional activities and progress on recommendations related to state and local issues.

Respectfully,



Joe A. Quetone
Executive Director

EARLY CHILDHOOD

PRESCHOOL EDUCATION ISSUES

1. Self-identification of racial or ethnic group status for all children.
2. Availability of Preschool regardless of income, up to age 4.
3. How to motivate parents.
4. Parenting program from birth, including prenatal care education.
5. Developing cultural awareness and including culture in the curriculum.
6. Lack of state "set aside" funds for Native Americans.
7. Lack of networking with other agencies serving the same age population.
8. Amending existing regulations to bring about a "just" distribution and allocation of funds.
9. Lack of recognition of Indian concerns at the state level.
10. Lack of accessibility of pre-school programs to Indian communities.
11. Identifying F.A.S. (Fetal Alcohol Syndrome)
12. Developmental screening in early childhood programs.
13. Conducting an annual or bi-annual Indian education meeting for Florida.
14. Establishing interest groups to advocate for quality early childhood education for Native American students.

RECOMMENDATIONS

1. Establish a state office of Indian Education in the Florida Department of Education, with input from Native Americans.

RESPONSIBILITY: Tribes and F.G.C.I.A., Inc.

2. Develop cultural awareness and mutual respect through community cooperation and networking with other service agencies.

RESPONSIBILITY: Tribes and Indian communities

3. Require quality child development curriculum in pre-kindergarten programs for all children (including those in foster care), regardless of income.

RESPONSIBILITY: Federal, State and Tribes

Early Childhood Recommendations, contd.

4. Establish American Indian Day (4th Friday in September) as a designated state celebration.

RESPONSIBILITY: Tribes, Indian Communities, F.G.C.I.A., Inc.

5. Conduct an annual or bi-annual Florida Indian Education meeting, possibly in conjunction with other Florida Education Associations.

RESPONSIBILITY: F.G.C.I.A., Inc.

KINDERGARTEN THRU 12TH GRADE

ISSUE: The academic, emotional, cultural and social needs of our Native American children are not being met through the school system.

BACKGROUND: Nationally, Native American students consistently score lower as a group on standardized tests; have a much higher than average drop out rate; and generally fall below the norm in all measures of academic success. In addition, schools fail to identify the developmental problems of Native American students and provide little opportunity for Native American parental involvement and participation into school curriculum and programs. School systems, including teachers, display a gross lack of sensitivity to Native American cultures and customs.

RECOMMENDATION: 1. Implement desensitivity programs that replace stereotypical images of Native American customs, culture, history and goals with accurate and real information on the contemporary reality of Native Americans. These programs should be designed for school administrators, faculty and staff utilizing local universities, academic experts and tribal representatives.

RESPONSIBILITY: State and local education agencies, Tribes and Indian communities

2. Implement comprehensive intervention and screening programs to increase the identification of childhood and adolescent problems.

RESPONSIBILITY: Federal, state and local education agencies

3. Implement alternative educational, vocational and leadership programs for students "at risk".

RESPONSIBILITY: State and local educational agencies, tribes and F.G.C.I. A., Inc.

4. Require teachers to complete a course in Ethnic Relations which would include accurate information concerning Native Americans. (Law enforcement officers in Florida are required to complete a course in Ethnic Relations.)

RESPONSIBILITY: State and local education agencies

5. Create a "Home-School Liaison" position to act as a bridge between the Native American parents and the local school. Provide child care and transportation to enable Native American parents to participate in school functions and activities.

RESPONSIBILITY: Tribes and local educational agencies

6. Provide funds to continue the dissemination and interpretation of findings and recommendations. Also, provide funds to establish other goals and monitor the implementation of recommendations.

RESPONSIBILITY: Federal, state and local educational agencies

POST SECONDARY/HIGHER EDUCATION

ISSUE: Lack of awareness on the part of students, parents, teachers, administrators and tribes, of the opportunities in higher education for Native American students.

BACKGROUND: Native American students are not taking full advantage of the opportunities available to them in higher education. One reason is the inadequate dissemination of information.

RECOMMENDATIONS: 1. Establish and maintain positions for resource persons for each tribe to assist students.

RESPONSIBILITY: Tribe and Office of Indian Education

2. Publish a comprehensive directory of financial resources available to Native American students to be distributed to Tribes and Indian communities.

RESPONSIBILITY: Federal Department of Education and Bureau of Indian Education

3. Enhance computer data base systems to include a separate section on Native American financial resources.

RESPONSIBILITY: State or Federal Government

4. Work with community members to organize career days/fairs sponsored by tribes and Indian communities.

RESPONSIBILITY: Individuals, Tribes and Indian communities

5. Encourage college representatives to provide workshops for tribes and Indian communities on college admission procedures and financial aid.

RESPONSIBILITY: Individuals, Tribes and Indian communities

ISSUE: Office of Indian Education Fellowship Program

BACKGROUND: While the O.I.E. Fellowship Program is considered a valuable program, there are some shortcomings and inadequacies that should be addressed.

RECOMMENDATIONS: 1. Include a service payback provision for the recipients to work for an Indian tribe or community upon completion of their academic program, by using existing programs as models (e.g. medical and dental school programs).

RESPONSIBILITY: Federal

2. Fields of study recognized by program should be changed to include all majors at both the baccalaureate and postbaccalaureate levels.

RESPONSIBILITY: Federal

3. Critical need areas must be determined by the tribe or Indian community through annual surveys and forwarded to OIE.

RESPONSIBILITY: Tribe or Indian community

4. O.I.E. fellowships should be awarded and funding commitments should be made prior to the beginning of the school term. This would enable students to begin school immediately.

RESPONSIBILITY: Office of Indian Education

ISSUE: Lack of preparation for and success in college on the part of the Native American students.

BACKGROUND: Native American students generally do not succeed in college at the same rate as majority students. A lack of academic and social preparation is perceived to be one of the chief causes.

RECOMMENDATIONS: 1. Initiate a "Mentor Program" of positive role models to advise and provide guidance to first year students.

RESPONSIBILITY: Individuals, Tribes and Indian communities

2. Establish a qualified liaison between the tribe or Indian community and local school boards to identify deficiencies in curriculum for Native American students at the K-12 level.

RESPONSIBILITY: County School Boards, Tribes, Indian communities and individuals

ADULT AND VOCATIONAL TECHNICAL EDUCATION

ISSUE: Native Americans are such a small percentage of the population that they often do not meet the minimum requirements to be considered in education funding formulae.

BACKGROUND: The new Carl Perkins Act has made it impossible for small Indian groups, small vocational technical schools, and community colleges to provide vocational educational programs for Indians because those groups do not meet the minimum population requirements of the new formula.

RECOMMENDATION: The federal government must charge states with developing special funding formulae to enable adult Indians and Native Americans to obtain the necessary academic, vocational and technical skills needed to become literate and gain meaningful employment.

RESPONSIBILITY: Federal Government

ISSUE: Native Americans are not identified in statistical data used in educational funding formulae.

BACKGROUND: Process is already implemented for other minority populations.

RECOMMENDATION: States should be mandated by Federal Government to include Indians and Native Americans on the I.P.E.D. form as they do with other student populations in Vocational Education.

RESPONSIBILITY: Federal Government

ISSUE: Many Native American adults are not aware of the Adult, Vocational, and Technical Education services available to them.

RECOMMENDATION: All projects/programs be required to do outreach to Native Americans within that program's service area.

RESPONSIBILITY: Federal, State, local education agencies and other adult education programs, including J.T.P.A.

B.I.A. SCHOOLS

ISSUE: The Indian School Equalization Program (ISEP) funding process is inadequate to meet the desired quality of education, and the required accreditation standards.

BACKGROUND: There is no entity overseeing the OIEP study of the effectiveness of ISEP funding, nor the "1992 Tribal Consultation Meetings", therefore, people are skeptical that there will be any significant Indian input into the re-evaluation of the ISEP funding mechanism.

RECOMMENDATION: ISEP funding should at least meet or surpass current funding levels, as an equitable base per child.

RESPONSIBILITY: Jim Martin, Chief, Oversight and Evaluation Staff

ISSUE: Inadequate funding for any education in the United States.

BACKGROUND: Even with changes in the ISEP funding formula, there will not be adequate revenue to meet the educational needs of Indian children. There is no denying that funding for education needs to increase nationally, the budget crisis notwithstanding. We do not accept the government's position that there "is no money". That statement precludes any discussion of the U.S. political economy, which prioritizes a military industrial complex (among other things), over the needs of people.

RECOMMENDATION: Review, improve and streamline the appropriations process to insure that needs expressed at the local levels are carried intact to the national appropriations process.

RESPONSIBILITY: Congress

ISSUE: There has been no tribal representation or tribal school representation in the ISEP formula revision.

BACKGROUND: ISEP formula use

RECOMMENDATION: Mandate real "consultation" with Tribal representatives in the ISEP process.

RESPONSIBILITY: Tribal governments, OIEP and Congress

ISSUE: Definition of Indian eligibility for BIA educational funding excludes some Indians.

BACKGROUND: Individuals who meet tribal eligibility for enrollment or benefits are being denied educational services because of BIA requirements.

RECOMMENDATION: Change the definition of eligibility to include those individuals who are members of, or are eligible for membership in their tribe.

RESPONSIBILITY: Congress Tribes

ISSUE: Administrative Costs Grants do not provide adequate funding to replace formerly allowed indirect costs.

BACKGROUND: Public Law 100-297 eliminated indirect costs and substituted the administrative cost grant, thereby significantly impacting the ability of tribes to deliver services.

RECOMMENDATION: Restore Indirect Cost rate in B.I.A. school operations programming, or adjust the administrative cost grant formula to meet the needs of small schools. If indirect costs rates are utilized, they should be negotiated on a tribe by tribe basis.

RESPONSIBILITY: Congress

ISSUE: Preservation of Indian languages.

BACKGROUND: Declining use and potential loss of Indian languages.

RECOMMENDATION: That the B.I.A. unequivocally support and fund Indian language instruction throughout the educational process.

RESPONSIBILITY: OIEP, Congress, Tribes and individuals

ISSUE: Defining "challenging academic skills" as expressed in Goal #4 of the American Indian and Alaskan Native Education Goals: "By the year 2000 every Native student will demonstrate mastery of English, mathematics, science, history, geography, and other challenging academic skills necessary for an educated citizenry."

BACKGROUND: That Indian students are not receiving the educational preparation they need for life in the 21st century.

RECOMMENDATION: That Indian students acquire, or have the opportunity to acquire, all knowledge deemed necessary to participate in the world community as informed, intelligent citizens. Examples would include languages other than English (e.g., Spanish), international economics, world systems, new technology, etc.

RESPONSIBILITY: Parents, Tribes, Local, State and Federal governments

ISSUE: Johnson O' Malley (JOM) funding requirements.

BACKGROUND: Presently, contract schools are not eligible for JOM funding.

RECOMMENDATION: Contract schools be eligible for JOM funding.

RESPONSIBILITY: B.I.A., Congress

ISSUE: J.O.M. is being considered for inclusion in the Indian Priority System.

BACKGROUND: If the JOM funding is transferred to IPS, educational services will have to compete for funds against other IPS programs, such as those in agriculture.

RECOMMENDATION: That JOM funding remain on a formula funding basis, i.e., a head count basis per school.

RESPONSIBILITY: B.I.A., Congress

SPECIAL AND GIFTED PROGRAMS

ISSUE: Identification of Native American special needs students is inadequate due to culturally biased assessment.

BACKGROUND: Standardized testing is not always culturally appropriate and does not adequately measure the special needs of Native American children. Due to cultural differences, Native American children generally score lower on tests which measure verbal conceptualization.

RECOMMENDATION: Early identification of special education needs be achieved through mandatory use of testing instruments which take into consideration the cultural differences. Testing follow-up should include parent training of identified students.

RESPONSIBILITY: Local levels held accountable for testing, Federal mandate needed

ISSUE: Native Americans are not identified as a target group in all Federal/State Legislation which deals with special educational or vocational needs.

BACKGROUND: Many special programs target particular groups or minorities, but do not specifically name Native Americans as a minority. As a result, Native Americans are not included as a target group in the funding and administration of special needs programs.

RECOMMENDATION: Native Americans will be included/targeted for all funds available for special education and vocational needs, regardless of age.

RESPONSIBILITY: Federal and State government

ISSUE: Inadequate dissemination of information on special education programs to students, parents and guardians.

BACKGROUND: Students, parents and guardians are unaware of special education programs because schools do not make information available unless it is specifically requested.

RECOMMENDATION: Students, parents and guardians will be made aware of special education programs which are available.

RESPONSIBILITY: Local education agencies, federal program monitors and parents

ISSUE PAPER

PREPARED FOR: Florida Pre-Conference for the
White House Conference on Indian Education

SUBMITTED: September 24, 1991

ISSUE: Special considerations are needed to be kept in mind when trying to locate gifted and talented Indian students through the use of standardized tests.

STATUS/BACKGROUND: Research reveals that the American Indian student is underrepresented in programs for the gifted and talented, particularly in nonreservation schools. Kirschenbaum (1988) offers definitions of giftedness and talented that may be applied cross-culturally diverse populations. Specific Indian cultures have been studied and applications are explained with the use of ethnographic-based instruments of identification. Assessment of a student in the context of the environment and culture in which he lives, the cultural values and social processes to which the culture adheres. Tonemah (1987) classifies the characteristics of the gifted and talented Indian student into four categories: 1) aesthetic abilities, 2) acquired skills, 3) tribal/cultural understanding, 4) personal/human qualities. These categories coincide with the viewpoint of the gifted child as superior learner and problem solver. A series of tests of nonverbal reasoning were also suggested with the least possible cultural bias: The Raven Progressive Matrices (Raven, Court, & Raven, 1985); The Torrance Tests of Creative Thinking (Torrance, 1974), the PRIDE, GIFT and GIFFI-creativity self-report form. Also noted was that if the WISC-R is used to identify intellectually gifted Indian Students, (as in the case of Florida), Indian children tend to score high on the Picture Completion and low on the Information subtests. Reynolds (1983) states that Indian children generally score higher on the subtests assessing perceptual organization (Picture Completion, Picture Arrangement, Block Design, Object Assembly) and lower on those assessing verbal conceptualization (Vocabulary, Similarities, Comprehension) than the norm group.

REQUIRED ACTION: This information on the testing patterns of Indian students on the WISC-R must be considered if the scores of Indian students are to be compared to the scores of Anglo students. As Indian students tend not to be very expressive verbally.

RECOMMENDED ACTION: Therefore, a special effort must be made to target Indian students who have superior cognitive or performance ability and make available special programming that will enhance these abilities. As is the case for Black or other minority children who have not been exposed to the material involved in the test questions or the stimulus materials. (Mercer, 1979) Developed the SOMPA: System of Multicultural Pluralistic Assessment Technical Manual. Since I.Q. tests measure primarily 'inappropriate content' of middle class values and homes, the application of this instrument may compensate scores with the norm group. Comparable instruments need to be applied through further research/application and data analysis made available via open Fellowships/Grants to Independent Interested Personnel.

RESOURCE PEOPLE: Ilvia L. Osceola, Social Studies Teacher,
(305) 385-6877.

**FLORIDA PRE-CONFERENCE
FOR THE
WHITE HOUSE CONFERENCE ON INDIAN EDUCATION**

FACILITATORS

BREAKOUTS

3:30 - 4:20 pm
6:00 - 6:50 pm
7:00 - 7:50 pm

Early Childhood, Florida Rm A

Curtis Osceola
Ann Marie Norse
Maribeth Roberts (recorder)

K-12, Florida Rm B

Jo North
Mary Moore
Alice Nunez (recorder)

**Post-Secondary Education,
Florida Rm C**

Bob Harvey
Tina Marie Osceola
Denise Saunders (recorder)

**Vo-Tech, ABE, GED, ESL,
Florida Rm D**

Florence Williamson
Maureen Vass
Betty Larkins Osceola

BIA Schools, Davie Rm A

Dale Grasshopper
Bruce Hoffman
Steven Bowers
Brian St. Laurent (recorder)

**Special & Gifted Programs,
Davie Rm B**

Minnie Bert
Barbara Bailey
Sheli Cypress (recorder)

Floating Recorder - Millicent Proud

10/02/91

FPC DELEGATE SELECTION REPORT

LAST NAME	FIRST NAME	VOTES
OSCEOLA	TINA MARIE	23
OSCEOLA BRANCH	MARIE	19
* CYPRESS	BILLY L. (Seminole Tribe)	16
** QUETONE	JOE A. (FGCIA, Inc.)	13
BERT	MINNIE	11
NORTH	JO	8
* CYPRESS	BILLY (Miccosukee Tribe)	7
BOWERS	STEVEN	7
SANDIFER	JUANITA	6
TRIBBETT	NORMAN	6
JUMPER, JR.	MOSES	6
EDWARDS	IRENE	5
BLOUNT	MARY	4
TURNER	FRED	4
GARRETT	HAROLD	4
GRASSHOPPER	DALE	4
GOPHER	LOUISE	4
LANG	JERRY	4
SADLER	WILLIAM	4
PITT	BERTA	3
JUMPER	DAVID	3
SHORE	NANCY	3
DAY	ALICE	3
PAHDOCONY	BLUE S.	3
THROWER	NINA GALE	3
NUNEZ	ALICE	2
ARCHER	BARBARA	2
JAGIEL	PAT	2
HAYIAHWAZI	ADA	2
OSCEOLA	CURTIS	2
CALLOWAY	MARY	2
VASS	MAUREEN	2
PATTERSON	ROBERT	2
KING	RANDY	2
CAMPANA	FRANK	1
HOFFMAN	BRUCE	1
PALMER	SELMA	1
McRAE	MELISSA	1
BILLIE	JAMES	1
KETER	TERRY	1
THROWER	ROBERT	1
MILLER	REUBEN	1
WILLIAMSON	FLORENCE	1
MARTIN	JAMES	1
THOMAS	JOHN	1
HOWELLS	STEVE	1
WILLIAMS	LILLIAN	1
CYPRESS	DAVID	1
** PROUD	MILLICENT (FGCIA, Inc.)	1
BUSTER	ESTHER	1
*** Total ***		207

* Two votes for Billy Cypress were discarded because the ballots did not identify which Billy Cypress the delegates voted for.
 removed from consideration. Delegates were requested not to vote for FGCI staff members.



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