



# Dropout Prevention Strategies for Native American Students

## *Abstracts From the Literature*

September 2014

.....  
West Comprehensive Center at WestEd



# Dropout Prevention Strategies for Native American Students

## *Abstracts From the Literature*

*September 2014*

**Prepared by**  
**RMC Research Corporation for the**  
**West Comprehensive Center at WestEd**

**Amanda Withington**  
**Annette Shtivelband**

.....  
*West Comprehensive Center at WestEd*



RMC Research Corporation, an approved subcontractor, produced this report for the West Comprehensive Center at WestEd. This work has been funded with monies received from the U.S. Department of Education under Grant Award S283B120006. The content does not necessarily reflect the position or policy of the U.S. Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

© 2014 WestEd. All rights reserved.

Requests for permission to reproduce any part of this report for any other purpose should be directed to WestEd, 730 Harrison Street, San Francisco, CA 94107-1242, 888-293-7833, fax 415-512-2024, [permissions@WestEd.org](mailto:permissions@WestEd.org), or <http://www.WestEd.org/permissions>.

Suggested citation: Withington A., & Shtivelband, A. (2014). *Native American student-dropout prevention strategies: Abstracts from the literature*. (A report from the West Comprehensive Center.) San Francisco, CA: WestEd.

This report is available at <http://www.westcompcenter.org>, as well as on the WestEd website at <http://www.WestEd.org/resources>.



WestEd is a national nonpartisan, nonprofit research, development, and service agency that works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd has more than a dozen offices nationwide, from Massachusetts, Vermont, and Georgia, to Illinois, Arizona, and California, with headquarters in San Francisco. For more information about WestEd, visit <http://www.WestEd.org>; call 415.565.3000 or, toll-free, (877) 4-WestEd; or write: WestEd / 730 Harrison Street / San Francisco, CA 94107-1242.

# Contents

<b>Introduction .....</b>	<b>1</b>
<b>Methods.....</b>	<b>2</b>
<b>Effective and Promising Interventions.....</b>	<b>4</b>
American Indian Collegiate Athletes: Accessing Education through Sport ...	4
American Indian High School Student Persistence and School Leaving: A Case Study of American Indian Student Schooling Experiences .....	4
Bureau of Indian Education and Tribal School Leaders' Perceptions of School-Level Factors Leading to Academic Achievement for Native American Students.....	5
Exemplary Programs in Indian Education. Third Edition .....	5
Exploring Educational Challenges Among Economically Disadvantaged Native American/Alaskan Native Families.....	6
Exploring Navajo Motivation in School Settings .....	6
Native American Dropout Prevention Initiative: Year Three Evaluation Report .....	7
Supporting the Career Aspirations of American Indian Youth.....	7
Virtual High School: Learning Communities for American Indian Students .	8
<b>Factors Contributing to School Failure.....</b>	<b>9</b>
Indian Students and College Preparation.....	9
Native Alaskan Dropouts in Western Alaska: Systemic Failure in Native Alaskan Schools .....	9
School Achievement and Dropout among Anglo and Indian Females and Males: A Comparative Examination .....	10
The Native American Student Drop-Out Rate at 50% (26% Higher Than for White Students): A Persisting Problem in Search of a Solution .....	10

<b>Family and Community Involvement .....</b>	<b>11</b>
Collaboration, Research and Change: Motivational Influences on American Indian Students .....	11
Cultural and Parental Influences on Achievement among Native American Students in Barstow Unified School District.....	11
Family, Community, and School Impacts on American Indian and Alaska Native Students' Success .....	12
It's About Family: Native American Student Persistence in Higher Education .....	12
Navajo Culture and Family Influences on Academic Success: Traditionalism Is Not a Significant Predictor of Achievement Among Young Navajos.....	13
<b>Resilience and Protective Factors .....</b>	<b>14</b>
A Study of Resiliency of American Indian High School Students .....	14
Barriers and Bridges: American Indian Community College Student Resiliency and Success.....	14
Resilience among Urban American Indian Adolescents: Exploration into the Role of Culture, Self-Esteem, Subjective Well-Being, and Social Support.....	15
Traditional Culture and Academic Success among American Indian Children in the Upper Midwest.....	15
<b>Retention Strategies in Higher Education.....</b>	<b>16</b>
A Chippewa Cree Students' College Experience: Factors Affecting Persistence .....	16
American Indian/Alaska Native College Student Retention Strategies .....	16
Factors Affecting the Retention of American Indian and Alaska Native Students in Higher Education.....	17
Forging a New Legacy of Trust in Research with Alaska Native College Students Using CBPR.....	17



Resistance Theory and the Transculturation Hypothesis as Explanations of College Attrition and Persistence Among Culturally Traditional American Indian Students .....	18
The Tribal College Movement: Ensuring That Native American Students Successfully Complete an Associate Degree and Persist to Earn a Four-Year Degree.....	18
<b>Teacher Preparation and Support .....</b>	<b>19</b>
Alaska Rural Systemic Initiative: Year Three Annual Progress Report .....	19
Effects of a Developmentally Based Intervention With Teachers on Native American and White Early Adolescents' Schooling Adjustment in Rural Settings .....	19
<b>References .....</b>	<b>21</b>



# Introduction

**E**fforts to prevent dropout, increase school attendance, and improve education outcomes continue to be crucial for this country's Native American populations. Publication of the 1969 U.S. Senate Report *Indian Education: A National Tragedy — A National Challenge* served as an impetus to better collect and analyze data in order to improve the quality of education and academic outcomes for Native students (Demmert, 2001). However, much work remains to be done. Education in American Indian/Alaska Native (AI/AN) communities has traditionally been controlled by federal agencies, such as the Bureau of Indian Affairs (BIA), or state governments through the public school system — agencies external to the Native American community (Venegas, 2005). Regardless of the type of school attended (i.e., BIA or local public school), Indigenous students have a higher dropout rate compared to students from other demographic groups.

According to a 2013 study conducted by the Editorial Projects in *Education Research Center*, high school graduation rates for all students had reached their highest point in 40 years; however, graduation rates for Native American students have declined since 2008 (Education Week, 2013). Prominent Native American researchers Susan Faircloth and John Tippeconnic III (2010) examined 2005 graduation and dropout rates for Native American students generated by the National Center for Education Statistics in a 12-state

region, including Arizona, New Mexico, North Dakota, South Dakota, and other states with the highest numbers of Native American students. They found that, in the graduating cohort in those states, fewer than half of the number of Native students graduated from high school each year. The researchers concluded that “failure to respond to this crisis will have disastrous consequences for Native peoples across the nation, including a widening social and economic gap between American Indians, Alaska Natives, and the larger population, and a real and immediate threat to the self-sufficiency of tribal people and their nations” (p. 36). Clearly there is a need to identify strategies that can help keep Native American students in school.

The purpose of this bibliography is to examine factors that may help prevent Native American students from dropping out of school. This document draws from the literature that describes best and promising practices that may address the needs of this vulnerable population. This important topic has not been researched as extensively as other topics pertaining to Native American student populations. In fact, as the research team reviewed the literature on this topic over the last 20 years, they found that, despite the enormous need for research on effective strategies to promote school completion, studies pertaining to dropout prevention or intervention programs with American Indian and Alaska Native students were sparse.

# Methods

**A**n initial scan of the literature yielded approximately 510 articles. Articles were found through Internet searches conducted using a number of academic search engines, including Academic Search Premier, ERIC, and Google Scholar. Acceptable entries included articles from conference presentations, research periodicals, literature reviews, books or book chapters based on recent research, unpublished dissertations, and research-based information briefs or reports. Excluded documents encompassed newspaper and magazine articles, as well as simple program descriptions lacking methodology or references. The following criteria further narrowed the acceptable entries to articles that

- were written in the 20 years from 1994 to 2013;
- pertain to Native American<sup>1</sup> populations residing within the United States; and
- include a sample size in research studies of a minimum of 20 student respondents.

---

<sup>1</sup> Within the field, how Indigenous people and groups are referred to varies. Each abstract in this publication uses the terminology of its author(s), including references to Alaskan Native instead of Alaska Native. The term “Native” is often used to refer to American Indian (or Native American) and Alaska Native peoples. Non-Native appears in some instances to refer to non-Indigenous peoples.

The 30 articles whose abstracts are included in this publication are not intended to be an exhaustive list, but a representative sampling of informative research studies and writings on the topic of Native American student dropout prevention strategies. The following six subheadings are used to categorize articles:

- Effective and Promising Interventions
- Factors Contributing to School Failure
- Family and Community Support
- Resilience and Protective Factors
- Retention Strategies in Higher Education
- Teacher Preparation and Support

Although many of the articles pertain to multiple topics, each is categorized under its predominant theme and is not duplicated elsewhere in the document to promote ease of reading. Each entry features the name of the publication, bibliographical information, content abstract, and, if available, a website link to the publication itself.

The content categorized under each of the six subheadings is briefly described below.

## **Effective and Promising Interventions.**

Articles represent empirical studies that highlight effective and promising interventions that focus on preventing Native American student dropout.

## **Factors Contributing to School Failure.**

Articles describe barriers that have



been found to contribute to Native American school failure and dropout.

**Family and Community Support.**

Articles discuss the role of family and community support in preventing Native American student dropout.

**Resilience and Protective Factors.**

Articles discuss the role of resilience and other protective factors in preventing Native American student dropout.

**Retention Strategies in Higher**

**Education.** Articles focus on effective or proposed retention strategies in higher education as mechanisms to prevent Native American student dropout.

**Teacher Preparation and Support.**

Articles highlight how teacher preparation and support can help prevent Native American student dropout.



# Effective and Promising Interventions

## American Indian Collegiate Athletes: Accessing Education through Sport

Ali-Christie, A. (2013). *American Indian collegiate athletes: Assessing education through sport*. (Doctoral dissertation, The University of Arizona).

“Few activities have the power to bring people together as sports; victory is contagious, defeat unifies, and the concept of a team can create common goals and unbreakable bonds among teammates, communities, and even an entire nation. In a sense, sport has the power to change lives. The lessons that athletics can teach—preparation, competitiveness, overcoming obstacles, persistence, mental and physical health, problem solving, and setting life goals—seem particularly apt for American Indian youth today. Athletics can serve as a pathway to college for American Indian students who participate in individual or team sports. Access to higher education, in turn, offers the opportunity for larger income and greater economic opportunities. The American Indian students’ college experience, including statistics on enrollment, retention and drop-out rates, is prevalent in both quantitative and qualitative research. Moreover, research concerning the roles athletes and athletics have within higher education institutions is historically rich. The intersection of these two topics however, has received little to no attention. This dissertation [explored] the impact of sports on American Indian collegiate athletes to determine the factors that both inspired and inhibited them from the pursuit of athletics in college. It

[provide] the first in-depth look at several American Indian collegiate athletes who [documented] how sports helped or failed to help them reach their educational aspirations” (p. 11).

Available at <http://arizona.openrepository.com/arizona/handle/10150/293409>

## American Indian High School Student Persistence and School Leaving: A Case Study of American Indian Student Schooling Experiences

Fortuin, K. (2012). *American Indian high school student persistence and school leaving: A case study of American Indian student schooling experiences*. (Master’s thesis, University of Arizona).

“One method by which student success or failure is measured is whether or not students graduate or dropout. The current educational policy, *No Child Left Behind Act* of 2001, aims to close the achievement gap among different ethnic groups. Despite these goals, American Indian students have the highest dropout rate and lowest graduation rate in the country. For well over a century, federal educational policy has failed to meet the educational needs of American Indian students. This research project shows the need for perspectives to change in terms of “dropping out” and “graduating” in order to address and improve the success rates for Native American students in K–12 public schools. This thesis focuses on urban Native American student schooling experiences, calling for a need to avoid labeling students and for schools to



place a greater emphasis on building positive interpersonal relationships with students and families” (p. 6).

Available at [http://arizona.openrepository.com/arizona/bitstream/10150/265553/1/azu\\_etd\\_12524\\_sip1\\_m.pdf](http://arizona.openrepository.com/arizona/bitstream/10150/265553/1/azu_etd_12524_sip1_m.pdf)

### **Bureau of Indian Education and Tribal School Leaders’ Perceptions of School-Level Factors Leading to Academic Achievement for Native American Students**

Amiotte, S. (2008). *Bureau of Indian Education and tribal school leaders’ perceptions of school-level factors leading to academic achievement for Native American students*. (Doctoral dissertation, University of South Dakota).

“The United States federal government has a unique, trust responsibility and obligation to provide for the education of Native American children. Today, while the vast majority of Native American children attend public schools, the Bureau of Indian Education (BIE) continues to oversee 174 elementary and secondary schools located on 63 reservations in 23 states across the United States.

Tragically, the academic achievement of students in these schools falls far below that of students in public schools. Less than one-fourth of the 174 schools under the direction of the Bureau of Indian Education are making adequate yearly progress (AYP) as defined by No Child Left Behind. This study examined BIE/Tribal school leaders’ perceptions regarding the level of implementation of school-level factors related to student achievement and sought to identify the practices that exist in and distinguish BIE/Tribal schools that are making AYP from those that are not” (p. ii).

### **Exemplary Programs in Indian Education. Third Edition**

Chavers, D. (1999). *Exemplary programs in Indian education. Third edition*. Albuquerque, NM: Native American Scholarship Fund, Inc.

“This book presents 16 exemplary programs in schools that enroll American Indian or Alaska Native students. Exemplary, by definition, means the top 5 percent of education programs in student outcomes. In most cases, these programs are in the top 1 percent. Each program entry includes contact information, a narrative description, and in some cases, awards received, documentation of student outcomes, and other relevant information. School types range from elementary through college and include public, private, tribal, and nonprofit. Programs address student support services, comprehensive school improvement, dropout prevention, adult education, college preparation, technology integration, and other areas. All 16 programs are summarized on one page in the beginning of the book, and program characteristics are presented in chart form. A brief history of Indian education is followed by a description of the 11 elements that are characteristic of exemplary programs: acknowledgement of the problem; set priorities for problems; vision, planning; commitment; restructuring and retraining; goal setting; experimentation, testing, and evaluation; outreach; expertise; and administrative support. Appendices list criteria for exemplary programs; individuals and organizations that have recognition programs for exemplary schools and projects; and the criteria of effectiveness for exemplary programs used by the now-defunct National Diffusion Network, the U.S. Department of Education program that recognized,



supported, and disseminated information on exemplary programs for 25 years before being eliminated in the budget cuts of 1995" (p. 1).

Available at <http://files.eric.ed.gov/fulltext/ED445845.pdf>

### Exploring Educational Challenges Among Economically Disadvantaged Native American/Alaskan Native Families

Plevney, V. K. (2012). *Exploring educational challenges among economically disadvantaged Native American/Alaskan Native families*. (Master's thesis, California State University, Sacramento).

"This descriptive study examined educational challenges among economically disadvantaged Native American/Alaskan Native families, collected through a questionnaire completed by 84 tribally connected respondents who receive services from Shingle Springs Tribal TANF. Study findings indicate a strong positive correlation between general self-efficacy and intrinsic motivation to learn [ $r=.716$  at  $p >.01$ ], indicating a highly motivated group of respondents who believe in their abilities to succeed. Bicultural beliefs and academic self-efficacy scores indicated a weak positive correlation [ $r=.291$  at  $p >.01$ ] suggesting that culturally relevant educational opportunities are crucial to educational success. Respondents identified financial hardships, childcare, transportation, pressure to work, fear of failing, and uncertainty about educational processes as their most influential educational challenges. Recommendations include strengthening accessibility to culturally relevant educational opportunities and resources while increasing outreach

efforts that integrate cultural components with the strengths identified such as motivation and academic self-efficacy. In addition, it is recommended that innovative educational programs and policies be created to strengthen existing programs to address the identified educational challenges within this community" (pp. v–vi).

Available at <http://csus-dspace.calstate.edu/bitstream/handle/10211.9/1704/Valerie%20Plevney-Final%20project.pdf?sequence=2>

### Exploring Navajo Motivation in School Settings

McInerney, D. M., & Swisher, K. G. (1995). Exploring Navajo motivation in school settings. *Journal of American Indian Education, 34*(3), 28–51.

"American Indian children appear to be at a particular disadvantage with regard to academic achievement and school retention. Many factors have been cited as determinants of this unsatisfactory situation, but there are inadequate research data available on these factors. Consequently, little useful information exists to guide communities, schools and teachers in the development of programs to improve this situation. This research has three aims: to demonstrate an effective and valid use of psychometric research with an Indigenous minority group; to validate a motivational instrument, based upon the Personal Investment model of motivation, for use in a cross-cultural setting; and using the validated instrument, explore some of the key aspects of Navajo motivation in predicting school-related beliefs and intentions. Over five hundred Navajo students from a large reservation high school were surveyed. Factor



analysis and multiple regression analysis were used to analyze the data. Results argue for the validity of the approach and the applied value of the scales used to measure Navajo motivation in school settings. The data suggest that of the elements of the Personal Investment model utilized, sense of self components, i.e., sense of purpose and sense of competence, together with the task component, i.e., striving for excellence, are the most salient for this Navajo group. Other components of the model are of minor importance. The significance of the study is discussed within the context of the inadequate information currently available on American Indian school motivation" (p. 28).

Available for purchase at <https://www.jstor.org/stable/pdf/24398309>

### Native American Dropout Prevention Initiative: Year Three Evaluation Report

LeCroy & Milligan Associates, Inc. (2009). *Native American dropout prevention initiative: Year three evaluation report*. Tucson, AZ: Author.

"The purpose of this evaluation report is twofold: 1) to document and assess project activities of year three from May 2008 through April 2009 based on the goals, objectives, and activities outlined in the Arizona Department of Education's Native American Dropout Prevention Initiative federal grant proposal, and 2) to summarize major cumulative outcomes of the project over the three years 2006–2009. The report provides the results from data collected from teachers, principals, school administrators, school counselors, and students about factors that contribute to the dropout issue and progress

in dropout prevention efforts during the project's third year. Outcome data from the Arizona Department of Education on dropout rates, graduation rates, student achievement scores and other relevant indicators are used to assess the extent to which the project achieved its intended goals" (p. 17).

Available at <http://www.lecroymilligan.com/data/resources/nadpi-year-three-evaluation-report052709.final.pdf>

### Supporting the Career Aspirations of American Indian Youth

Alliman-Brissett, A. E., & Turner, S. L. (2005). Supporting the career aspirations of American Indian youth. *Center for Urban and Regional Affairs (CURA) Reporter* (35)(2), 20–24.

"Dropout rates among American Indian young people are greater than 50 percent in some places in the country, and the rate of unemployment and underemployment among American Indians still far exceeds that of the majority population, despite affirmative action and other parity-seeking policies. In addition, U.S. Census trends indicate an influx of American Indians in Minnesota migrating to large urban areas. These trends highlight a critical need to provide career planning and development interventions that are culturally relevant and address the unique career challenges of American Indian young people. Career education is one way to help young people set career goals, make plans to reach those goals, and overcome career barriers early in life. However, few tested career education programs are designed to meet the specific career development needs of American Indian young people. To help fill this gap,



the authors developed a career education curriculum called “Two Feathers: A Career Education Curriculum for American Indian Adolescents,” which is described in this article. Based on their analysis of the impact of the curriculum, the authors conclude it is imperative that career education curriculum intended for use with American Indian youth incorporate the cultural values, cultural expressions, and cultural traditions of American Indian people. For educators who wish to implement a culturally based career curriculum, the authors offer a number of suggestions based on their collaboration with American Indian parents, educators, and community leaders” (p. 20).

Available at <http://www.cura.umn.edu/publications/catalog/reporter-35-2>

### Virtual High School: Learning Communities for American Indian Students

Grant, V. A. (2011). *Virtual high school: Learning communities for American Indian students*. (Doctoral dissertation, School of Education, University of St. Thomas, Minnesota).

“A case study was conducted to learn about the experiences of American Indian students attending a virtual high school who successfully completed coursework. Appreciative inquiry was used to gain student and coordinator perspectives regarding the factors contributing to successful course completion. Data from interviews, document analysis, and observations were analyzed using a critical and culturally responsive lens. Gang influences, pregnancy and parenting, social isolation, and disengagement with traditional forms of schooling led students

to leave high school and later enroll in a virtual school to pursue the goal of a high school diploma. Enrollees were drawn to the virtual school for a variety of reasons, including the 24/7 availability of coursework, the opportunity to complete lessons online, and another chance to graduate. Course completion and graduation rates improved over time, demonstrating the need for sustained investment and programmatic adjustment based on student needs. Additional support beyond the coursework served as factors in student success. This included career education and cultural programming. A financial analysis showed the level of investment needed to offer an alternative program and also compared the costs associated with the virtual school to alternative educational program costs required to serve high need students. A comprehensive program to promote academic engagement should include a variety of student incentives to learn, provider flexibility, engaging coursework, enrichment programs, and program-wide integration of Tribal language and culture. Virtual delivery alone does not guarantee student success and district and state budgetary constraints put program sustainability at risk due to the high cost of serving at risk students. Recommendations included ways to counter financial challenges associated with initial low completion rates as well as a description of the added programming needed to support one of the most at risk populations with regard to educational attainment in the United States” (p. 2).

Available at [http://ir.stthomas.edu/cgi/viewcontent.cgi?article=1006&context=caps\\_ed\\_lead\\_docdiss](http://ir.stthomas.edu/cgi/viewcontent.cgi?article=1006&context=caps_ed_lead_docdiss)



# Factors Contributing to School Failure

## Indian Students and College Preparation

Chavers, D. (2002). *Indian students and college preparation*. Albuquerque, NM: Catching the Dream.

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

characteristics, extracurricular activities, and counselor training needs. Appendices present the survey form, a bibliography of scholarship directories, and a college preparation checklist” (p. 1).

Available at <http://files.eric.ed.gov/fulltext/ED464770.pdf>

## Native Alaskan Dropouts in Western Alaska: Systemic Failure in Native Alaskan Schools

Freed, C. D., & Samson, M. (2004). Native Alaskan dropouts in western Alaska: Systemic failure in Native Alaskan schools. *Journal of American Indian Education*, 43(2), 33–45.

“The number of Native Alaska secondary students choosing not to complete high school is of great concern to educators and Native communities. In this study, schools in small communities throughout western Alaska were observed while teachers and dropouts were interviewed concerning their perceptions of the education process. It became very clear that there was something fundamentally wrong with the systems of education in western Alaska. Teachers and administrators frequently leave after a very short time. Students leave the school systems in large numbers and communities are not happy with the education their young people receive. In some cases, the school systems do not need an incremental change approach to education—they need to examine an entirely new paradigm of schooling” (p. 33).



### School Achievement and Dropout among Anglo and Indian Females and Males: A Comparative Examination

James, K., Chavez, E., Beauvais, F., Edwards, R., & Oetting, G. (1995). School achievement and dropout among Anglo and Indian females and males: A comparative examination. *American Indian Culture and Research Journal*, 19(3), 181–206.

“Among 1,607 American Indian and Anglo dropouts and currently enrolled middle- and high-school students, language difficulties and problems with teachers were predictive of academic troubles and dropping out. Success of Indian students was related to stronger Anglo cultural identity and better English proficiency (in mainstream schools) but was not related to Indian cultural identity” (p. 181).

Available for purchase at

<http://uclajournals.org/doi/pdf/10.17953/aicr.19.3.g4647256537418tj>

### The Native American Student Drop-Out Rate at 50% (26% Higher Than for White Students): A Persisting Problem in Search of a Solution

Payment, A. A. (2011). *The Native American student drop-out rate at 50% (26% higher than for White students): A persisting problem in search of a solution*. (Master’s thesis, Northern Michigan University).

“The broad purpose of this research is to identify, understand and explain influences on educational outcomes for Natives borrowing from research by Sixkiller-Clarke (1994) to examine the extent to which *school, personal, family and cultural* factors influence or predict educational outcomes for Michigan Natives using non-experimental quantitative retrospective research methods. The target population is Michigan Natives who earned their college degree as differentiated by entering college with a high school diploma or General Education Diploma (GED). Given the *small n* problem in studying Natives, convenience and snowball sampling techniques were used. A sample size of  $n=300$  was achieved representing several Michigan tribes. Correlations, t-tests, ANOVAs, and multiple and logical regression were used to answer six related research questions that address two main areas of inquiry: whether individual characteristics and pre-college education factors influence high school GPAs and if MI Natives graduate with a high school diploma versus a GED; and if there is a significant difference in college graduating GPAs between the two populations and if individuals characteristics (pre-college and college level) influence college GPAs” (p. 2).

Available at [http://www.nmu.edu/sites/DrupalEducation/files/UserFiles/Files/Pre-Drupal/SiteSections/Students/GradPapers/Projects/Payment\\_Aaron\\_MP.pdf](http://www.nmu.edu/sites/DrupalEducation/files/UserFiles/Files/Pre-Drupal/SiteSections/Students/GradPapers/Projects/Payment_Aaron_MP.pdf)

# Family and Community Involvement

## Collaboration, Research and Change: Motivational Influences on American Indian Students

Radda, H. T., Iwamoto, D., & Patrick, C. (1998). Collaboration, research and change: Motivational influences on American Indian students. *Journal of American Indian Education, 37*(2), 2–20.

“This article reviews the development and initial work of a research project to study the motivational influences on students from two communities. The focus is on the collaboration between an American Indian reservation and a border town, where most of the children from the reservation attend school. Establishing working relationships between two communities, two leadership boards and many programs was paramount in order for the research to have impact. Discussion encompasses the characteristics of the communities, the process of working together, preliminary results of the quantitative phase with the American Indian students and the purpose of the seven-year qualitative study. This paper is based on a presentation at the National Indian Education Association’s 1997 conference in Tacoma, Washington” (p. 2).

## Cultural and Parental Influences on Achievement among Native American Students in Barstow Unified School District

Leveque, D. M. (1994). *Cultural and parental influences on achievement among Native American students in Barstow Unified School*

*District*. Paper presented at the National Meeting of the Comparative and International Educational Society, San Diego, CA.

“The academic achievement of Native American students in the United States has consistently been the lowest in the nation. This study examined the school performance, involvement of Native parents in the school life of their children, and assimilation patterns of a specific group of Native Americans who have lived in Barstow, California, for at least three generations. The case study approach used participant observation, ethnographic interview, and documentary analysis. Analysis of norm-referenced test data indicated that Native American students (K–12) in Barstow Unified School District (BUSD) scored as well as, or better than, the BUSD mean percentile scores for the total student population and the Caucasian subpopulation in all areas except second-grade reading in 1992 and third-grade reading in 1993. Between 1991 and 1993, the dropout rate for Native American students was only 10 percent, and the honor roll rate was 30 percent. At least 36 percent of Native students who attended BUSD between 1988 and 1993 continued their education past high school. The strongest link between educational opportunities and Native student achievement was found in the involvement of parents in the design and implementation of programs. The Native American families in Barstow are the descendants of Navajo and Pueblo railroad workers who chose to come to Barstow (thus



assuming “immigrant” characteristics). Full assimilation into the majority culture occurred over three generations. Thus, the strongest elements contributing to Native student achievement were parental involvement and family acculturation patterns. The findings suggest that Ogbu’s categories of immigrant and nonimmigrant minorities are not static, and that nonimmigrant minorities may not be bound to their caste like status” (p. 3).

Available at <http://eric.ed.gov/?id=ED382416>

### Family, Community, and School Impacts on American Indian and Alaska Native Students’ Success

Reyhner, J. (2001). *Family, community, and school impacts on American Indian and Alaska Native students’ success*. Paper presented at 32nd Annual National Indian Education Association Annual Convention, Billings, MT.

“This paper examines research, especially recent research, on Indian education with a focus on the impact of community, family, and schools on the academic success of AI/AN students. It is organized into 12 parts. The first part briefly describes the most recent comprehensive research reviews, the second part examines briefly three general overviews of AI/AN education that attempt to synthesize the research on teaching AI/AN students. The third section examines research on the influence of traditional cultures on Native students’ academic success. The fourth section looks at research on cultural differences and conflict between Native communities and schools in terms of how they affect students’ educational success. The fifth section discusses how anti-school

oppositional identities can be developed in students by some teachers and schools. The sixth section looks at ways that community control of schools and the “indiginization” of curriculum and instruction can mitigate the formation of oppositional identities and improve Native student success. The seventh section examines recent research on community attitudes towards schooling. The eighth section specifically looks at Native students and what types of curriculum and instruction for them is supported by research. The ninth section looks at what Native and non-Native teachers have learned from their experiences teaching Native students. The tenth section examines research on the role of AI/AN teachers in Native schools. The eleventh section looks at research on the effects of local control of schools on student success, and the final section summarizes the research presented and makes recommendations for more research” (p. 1).

Available at <http://jan.ucc.nau.edu/~jar/AIE/Family.html>

### It’s About Family: Native American Student Persistence in Higher Education

Guillory, R. M., & Wolverton, M. (2008). It’s about family: Native American student persistence in higher education. *Journal of Higher Education*, 79(1), 58–87.

“This article presents findings from a study (Guillory, 2002) designed to explore the similarities and differences between Native Americans’ student perceptions and the perceptions of state representatives, university presidents, and faculty about persistence factors and barriers to degree completion as they relate to Native American



students at Washington State University (WSU) in Pullman, Washington; the University of Idaho (UI) in Moscow, Idaho; and Montana State University (MSU) in Bozeman, Montana. In addition, the authors suggest implications that they believe apply not only to the study institutions but also to other universities that serve American Indian students and their respective Native American communities” (p. 58).

Available at <http://www.se.edu/dept/native-american-center/files/2012/04/Native-American-Student-Persistence-in-Higher-Education1.pdf>

### **Navajo Culture and Family Influences on Academic Success: Traditionalism Is Not a Significant Predictor of Achievement Among Young Navajos**

Willeto, A. A. A. (1999). Navajo culture and family influences on academic success: Traditionalism is not a significant predictor of achievements among young Navajos. *Journal of American Indian Education*, 38(2), 1–24.

“Navajo youths fare poorly in formal schooling and a key explanation has been sought in their cultural investment in the Navajo way of life. A common assumption asserts that the greater this investment, the more these young people are at risk of educational failure. Results from this field study favor a very different view of the relationship. Using data from 451 young Navajos, it was found that there may be no relationship between the academic achievement and behavior of these young people and their multifaceted involvement in Navajo culture. Data were obtained from these youths during their attendance at 11 schools in the Navajo Nation. Youth participation in ritual activities, cultural conventions, and language use was not predictive of their educational failure or disengagement from school. Yet, the family affects academic performance and goals, as does gender. The role of tribal cultures in the education of American Indian youths deserves more thoughtful study” (p. 1).

Available for purchase at <http://www.jstor.org/stable/24398517>

# Resilience and Protective Factors

## A Study of Resiliency of American Indian High School Students

Thornton, B., Collins, M., & Daugherty, R. (2006). A study of resiliency of American Indian high school students. *Journal of American Indian Education*, 45(1), 4–16.

“Relationships between resiliency and student achievement were investigated in a population of American Indian high school students in a county school district of Nevada. The Resiliency Belief System was used to assess the resiliency of students. The participants were mainly female students (62%), with local tribal affiliation (51%), with a grade point average of 2.23, and a good record of attendance. School related variables were predictive of resilience by gender, replicating the findings of earlier researchers. The results indicated a significant relationship between resiliency and gender, but a relationship between achievement and resilience was not observed” (p. 4).

## Barriers and Bridges: American Indian Community College Student Resiliency and Success

Cheshire, T. C. (2012). *Barriers and bridges: American Indian community college student resiliency and success*. (Doctoral dissertation, California State University, Sacramento).

“This mixed methods study determined self-perceived needs, barriers, and resiliency characteristics that impact the academic success of American Indian community college students at Sacramento City College. The study was done to provide community colleges with further insight into the American

Indian student experience to create an avenue for sustained institutional change to positively impact student success rates. Tribal Critical Race Theory and Resiliency Theory were combined to create a comprehensive theoretical framework through which to understand the experiences of American Indian students. For this study, success was defined as meeting the needs, eliminating the barriers, and reinforcing resiliency characteristics of American Indian students working toward the completion of a desired academic goal. Quantitative data came from student surveys with questions focusing on needs, barriers, and resiliency characteristics. Qualitative data came from follow-up focus groups to obtain deeper insight into the three previously mentioned variables. The researcher found that American Indian student needs fell into one of three categories: family support, financial support, or college support/services. Support from family members attending college, financial support and advising, and college support in the forms of academic counseling, cultural competency training, caring professors, Native student recognition, outreach and programming, Native student recruitment and retention, support for Native student organizations, involvement and networking with the external Native community, drug and alcohol counseling, and services like RISE and EOPS who provide advising, labs and other resources were found to be significant needs” (pp. xii–xiii).

Available at <http://www.csus.edu/coe/academics/doctorate/research/dissertations/cohort-3/assets/cheshire-tamara-barriers-and-bridges.pdf>



### **Resilience among Urban American Indian Adolescents: Exploration into the Role of Culture, Self-Esteem, Subjective Well-Being, and Social Support**

Stumblingbear-Riddle, G., & Romans, J. S. C. (2012). Resilience among urban American Indian adolescents: Exploration into the role of culture, self-esteem, subjective well-being, and social support. *American Indian and Alaska Native Mental Health Research, 19*(2), 1–19.

“The effects of enculturation, self-esteem, subjective well-being, and social support on resilience among urban American Indian (AI) adolescents from a South Central region of the U.S. were explored. Of the 196 participants, 114 (58.2%) were female and 82 (41.8%) were male (ages 14–18 years). Thirty three percent of the variance in resilience was accounted for by enculturation, self-esteem, and social support, while 34 percent of the variance in resilience was contributed by enculturation, subjective well-being, and social support. However, social support from friends remained the strongest predictor” (p. 1).

### **Traditional Culture and Academic Success among American Indian Children in the Upper Midwest**

Whitbeck, L. B., Hoyt, D. R., Stubben, J. D., & LaFromboise, T. (2001). Traditional culture and academic success among American Indian children in the upper Midwest. *Journal of American Indian Education, 40*(2), 48–60.

“This research examines factors affecting school success for a sample of 196 fifth–eighth grade American Indian children from three reservations in the upper Midwest. The regression model included age, gender, family structure, parent occupation and income, maternal warmth, extracurricular activities, enculturation, and self-esteem. The results indicate that traditional culture positively affects the academic performance of fifth–eighth grade children. The bivariate correlation between enculturation and self-esteem was non-significant and there was no significant interaction between enculturation and self-esteem indicating that enculturation was directly associated with school success. The findings are discussed in terms of resiliency effects of enculturation for American Indian children” (p. 48).

# Retention Strategies in Higher Education

## A Chippewa Cree Students' College Experience: Factors Affecting Persistence

Drummer, K. D. (2009). *A Chippewa Cree students' college experience: Factors affecting persistence*. (Doctoral dissertation, Montana State University).

"Educators working with Chippewa Cree students need to understand how the students' precollege experiences, college experiences, and cultural backgrounds influence their success in higher education in order to design learning environments, procedures, and policies that will increase the graduation rate of this population. The purpose of this grounded theory study was to explore factors that help or hinder successful completion of a bachelor's degree by students from the Chippewa Cree Tribe. Data were collected in face-to-face interviews using a peer-reviewed interview protocol consisting of open-ended questions for graduates and student services personnel determined by the concepts identified after examination of related literature. Thirty graduates from the Chippewa Cree Tribe and 5 student services personnel from two state colleges in Montana were interviewed. Factors that the graduates found most relevant to their success were family, personal goals, friends, institutional support, and academic preparation. The greatest obstacles they reported were finances, loneliness, commuting, life responsibilities, discouragement, unpreparedness for college

work, lack of study skills, and lack of time management skills. Suggestions to improve the graduation rate for new students included persistence, responsibility, preparation for the transition from high school to college, time management, willingness to leave their comfort zone and develop their social skills, study skills, class attendance, willingness to ask for help, lack of discouragement, academic preparedness, and completion of school work" (p. xii).

Available at <http://scholarworks.montana.edu/xmlui/bitstream/handle/1/1201/DrummerK0509.pdf?sequence=1>

## American Indian/Alaska Native College Student Retention Strategies

Guillory, R. M. (2009). American Indian/Alaska Native college student retention strategies. *Journal of Developmental Education*, 33(2), 15–19.

"This article presents findings from a qualitative study examining the similarities and differences between American Indian/Alaska Native student perceptions and the perceptions of state representatives, university presidents, and faculty about persistence factors and barriers to degree completion specific to American Indian/Alaska Native students at three land-grant universities across Washington, Idaho, and Montana. A comparative analysis of themes emerging from interview data reveals conflicting perceptions among participant



cohorts. Retention-to-graduation strategies are offered for institutions of higher education desiring to better serve these students and their respective tribal communities. The strategies offered, including specialized forms of culturally-sensitive career and academic counseling, peer mentoring, and Supplemental Instruction, can also help professionals delivering developmental education programming better serve this student population” (p. 1).

Available at <http://homepages.se.edu/native-american-center/files/2012/04/American-Indian-Alaska-Native-College-Student-Retention-Strategies1.pdf>

### Factors Affecting the Retention of American Indian and Alaska Native Students in Higher Education

Reyhner, J., & Dodd, J. (1995). *Factors affecting the retention of American Indian and Alaska Native Students in higher education*. Paper presented at Expanding Minority Opportunities: First Annual Conference, Arizona State University, Tempe, AZ.

“This paper contains a synthesis of research and writing on the subject of recruiting and retaining American Indian and Alaska Native students in tribal colleges and public and private universities, and it presents the results of a study of twenty-four successful American Indian college students who were seniors at a state supported college in Montana. Family support, Indian advocacy group support (for example the work of the American Indian Science and Engineering Society), peer support, and institutional support (including minority student offices) are examined with the purpose of identifying what factors lead to Native student persistence in higher

education. Successful students in the study were mostly non-traditional (in the college sense) students who had interrupted their college studies at least once. They identified as obstacles to their college success prejudice, finances, language, and alcohol in descending order. These students were helped in their college career most frequently by caring and understanding faculty. Recommendations are made on what needs to be done to orient new Native students to the higher education setting and what college professors need to do to adapt their teaching styles to the needs of Native students” (p. 1).

Available at <http://jan.ucc.nau.edu/~jar/Factors.html>

### Forging a New Legacy of Trust in Research with Alaska Native College Students Using CBPR

Lopez, E. D. S., Sharma, D. K. B., Mekiana, D., & Ctibor, A. (2012, September). Forging a new legacy of trust in research with Alaska Native college students using CBPR. *International Journal of Circumpolar Health*, 71(18475).

“University education poses challenges for Alaska Native (AN) students, especially students from remote and rural areas, as they experience marked differences between the values and customs at the college campus to that of their home community. For many students, these cultural incongruities and other challenges continue throughout their college experience, impacting their capacity to persist and achieve academic success. Increasing AN student persistence towards graduation is a key goal of the University of Alaska Fairbanks (UAF). Efforts to reduce



attrition require a keen understanding of the factors that impact AN students' quality of life (QOL) at college. Yet, a long-standing legacy of mistrust towards Western and academic-based research poses challenges to systematic inquiry required to inform culturally responsive interventions. Here, the authors describe a collaborative research program with AN college students. While the tangible goal was to develop a culturally grounded QOL measure, what emerged as equally important was building a new legacy of trust in research among AN partners" (p. 1).

Available at <http://www.circumpolarhealthjournal.net/index.php/ijch/article/view/18475>

### **Resistance Theory and the Transculturation Hypothesis as Explanations of College Attrition and Persistence Among Culturally Traditional American Indian Students**

Huffman, T. (2001). Resistance theory and the transculturation hypothesis as explanations of college attrition and persistence among culturally traditional American Indian students. *Journal of American Indian Education*, 40(3), 1–23.

"This paper reports the findings of a qualitative research investigation on the educational experiences of 69 American Indian college students. Specifically, the data involving two groups of culturally traditional students (estranged students and transculturated students) are considered. Estranged students are culturally traditional American Indian students who experienced intense alienation while in college and, subsequently, fared poorly academically. Conversely, transculturated students are

also culturally traditional students. However, these students overcame acute alienation and generally experienced successful college careers. After an examination of the dominant theoretical perspectives on American Indian educational achievement and attrition, the findings of the research are extended to new theoretical considerations: *resistance theory* and the *transculturation hypothesis*" (p. 1).

### **The Tribal College Movement: Ensuring That Native American Students Successfully Complete an Associate Degree and Persist to Earn a Four-Year Degree**

Kicking Woman, C. L. (2011). *The tribal college movement: Ensuring that Native American students successfully complete an associate degree and persist to earn a four-year degree*. (Doctoral dissertation, University of Montana).

"This mixed method study examined the utilization of educational resources available to 44 Native American students. One-half initially attended a tribal college, and one-half Native American students who initially attended a non-tribal college. The qualitative process involved face-to-face interviews with the participants at the seven Montana tribal colleges. The resources included: mentoring programs, library services, financial aid assistance, distance learning programs, disability services, scholarships' applications process assistance, assistance in use of computers and the skills needed, tutors, student organizations, and academic counselors" (p. ii).

Available at <http://scholarworks.umt.edu/cgi/viewcontent.cgi?article=2349&context=etd>



# Teacher Preparation and Support

## Alaska Rural Systemic Initiative: Year Three Annual Progress Report

Alaska University. (1998). *Alaska Rural Systemic Initiative: Year three Annual Progress Report*. Anchorage, AK: Alaska Federation of Natives.

"The Alaska Rural Systemic Initiative (AKRSI) was established in 1994 to develop pedagogical practices that incorporate the indigenous knowledge systems of Alaska Native peoples into formal educational programs. The statewide project is organized around five initiatives, each of which is implemented in one Native cultural region at a time on a rotational schedule over 5 years. A sixth initiative focuses on developing a statewide educational telecommunications infrastructure. This report addresses questions associated with the following six "drivers": (1) implementation of comprehensive, standards-based curricula, including assessment, in every classroom and learning experience provided through AKRSI;(2) provision of high quality mathematics and science education and preparation and support of teachers; (3) convergence of all resources that support science and mathematics education into a focused, continuously improving program; (4) generation of parent and community support for the program based on presentations, evidence, and critical discussions; (5) accumulation of evidence that the program is enhancing student achievement in science and mathematics; and (6) improvement in the achievement

of all students, including those historically underserved. During the first 3 years of implementation, AKRSI schools showed a net gain relative to non-AKRSI schools in mathematics achievement scores and dropout rates" (p. 1).

Available at <http://eric.ed.gov/?id=ED443603>

## Effects of a Developmentally Based Intervention With Teachers on Native American and White Early Adolescents' Schooling Adjustment in Rural Settings

Hamm, J. V., Farmer, T. W., Robertson, D., Dadisman, K. A., Murray, A., Meece, J. L., & Song, S. Y. (2010). Effects of a developmentally based intervention with teachers on Native American and White early adolescents' schooling adjustment in rural settings. *Journal of Experimental Education*, 78(3), 343–377.

"This study reports the effectiveness of a developmentally based, teacher professional development intervention aimed at improving early adolescent school adjustment. Teachers in rural schools in a Northern Plains state took part in professional development activities across a year. Following a randomized control trial design, Native American and White students' ( $n = 165$ ) social, behavioral, and academic adjustment was assessed in intervention compared with control schools. Regression analyses, controlling for baseline and demographic variables, indicated that students in intervention schools improved in achievement, and improved or sustained beginning-of-year schooling dispositions,



and perceptions of the school social/affective context, in comparison with evident declines for students in control schools. Native American students more so than

White students evidenced particular gains in achievement and perceptions of the school social/affective context” (p. 343–344).



## References

- Alaska University. (1998). *Alaska Rural Systemic Initiative: Year three Annual Progress Report*. Anchorage, AK: Alaska Federation of Natives.
- Ali-Christie, A. (2013). *American Indian collegiate athletes: Assessing education through sport*. (Doctoral dissertation, The University of Arizona).
- Alliman-Brissett, A. E., & Turner, S. L. (2005). Supporting the career aspirations of American Indian youth. *Center for Urban and Regional Affairs (CURA) Reporter* (35)(2), 20–24.
- Amiotte, S. (2008). *Bureau of Indian Education and tribal school leaders' perceptions of school-level factors leading to academic achievement for Native American students*. (Doctoral dissertation, University of South Dakota).
- Chavers, D. (1999). *Exemplary programs in Indian education. Third edition*. Albuquerque, NM: Native American Scholarship Fund, Inc.
- Chavers, D. (2002). *Indian students and college preparation*. Albuquerque, NM: Catching the Dream.
- Cheshire, T. C. (2012). *Barriers and bridges: American Indian community college student resiliency and success*. (Doctoral dissertation, Oregon State University).
- Demmert, W. G. (2001). *Improving academic performance among Native American students: A review of the research literature*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.
- Drummer, K. D. (2009). *A Chippewa Cree students' college experience: Factors affecting persistence*. (Doctoral dissertation, Montana State University).
- Education Week. (2013). High school graduation rate approaching milestone, reaches highest point in 40 years. *Diplomas Count 2013*. Retrieved from [http://www.edweek.org/media/diplomascount2013\\_release.pdf](http://www.edweek.org/media/diplomascount2013_release.pdf)
- Faircloth, S. C., & Tippeconnic III, J. W. (2010). *The dropout/graduation crisis among American Indian and Alaska Native students: Failure to respond places the future of Native students at risk*. Los Angeles, CA: The Civil Rights Project/ Proyecto Derechos Civiles at UCLA.
- Fortuin, K. (2012). *American Indian high school student persistence and school leaving: A case study of American Indian student schooling experiences*. (Master's thesis, University of Arizona).
- Freed, C. D., & Samson, M. (2004). Native Alaskan dropouts in western Alaska: Systemic failure in Native Alaskan schools. *Journal of American Indian Education*, 43(2), 33–45.
- Grant, V. A. (2011). *Virtual high school: Learning communities for American Indian students*. (Doctoral dissertation, School of Education, University of St. Thomas, Minnesota).
- Guillory, R. M. (2009). American Indian/Alaska Native college student retention strategies. *Journal of Developmental Education*, 33(2), 15–19.
- Guillory, R. M., & Wolverton, M. (2008). It's about family: Native American student persistence in higher education. *Journal of Higher Education*, 79(1), 58–87.
- Hamm, J. V., Farmer, T. W., Robertson, D., Dadisman, K. A., Murray, A., Meece, J. L., & Song, S. Y. (2010). Effects of a developmentally based intervention with teachers on Native American and White early adolescents' schooling adjustment in rural settings. *Journal of Experimental Education*, 78(2), 343–377.
- Huffman, T. (2001). Resistance theory and the transculturation hypothesis as explanations of college attrition and persistence among culturally traditional American Indian students. *Journal of American Indian Education*, 40(3), 1–23.



- James, K., Chavez, E., Beauvais, F., Edwards, R., & Oetting, G. (1995). School achievement and dropout among Anglo and Indian females and males: A comparative examination. *American Indian Culture and Research Journal*, 19(3), 181–206.
- Kicking Woman, C. L. (2011). *The tribal college movement: Ensuring that Native American students successfully complete an associate degree and persist to earn a four-year degree*. (Doctoral dissertation, University of Montana).
- LeCroy & Milligan Associates, Inc. (2009). *Native American dropout prevention initiative: Year three evaluation report*. Tucson, AZ: Author.
- Leveque, D. M. (1994). *Cultural and parental influences on achievement among Native American students in Barstow Unified School District*. Paper presented at the National Meeting of the Comparative and International Educational Society, San Diego, CA.
- Lopez, E. D. S., Sharma, D. K. B., Mekiana, D., & Ctibor, A. (2012, September). Forging a new legacy of trust in research with Alaska Native college students using CBPR. *International Journal of Circumpolar Health*, 71(18475).
- McInerney, D. M., & Swisher, K. G. (1995). Exploring Navajo motivation in school settings. *Journal of American Indian Education*, 34(3), 28–51.
- National Center for Education Statistics (2005). *Status and trends in the education of American Indian and Alaska Natives*. Washington, D.C.: Institute of Education Sciences.
- Payment, A. A. (2011). *The Native American student drop-out rate at 50% (26% higher than for White students): A persisting problem in search of a solution*. (Master's thesis, Northern Michigan University).
- Plevney, V. K. (2012). *Exploring educational challenges among economically disadvantaged Native American/Alaskan Native families*. (Master's thesis, California State University, Sacramento).
- Radda, H. T., Iwamoto, D., & Patrick, C. (1998). Collaboration, research and change: Motivational influences on American Indian students. *Journal of American Indian Education*, 37(2), 2–20.
- Reyhner, J. (2001). *Family, community, and school impacts on American Indian and Alaska Native students' success*. Paper presented at 32nd Annual National Indian Education Association Annual Convention. Billings, MT.
- Reyhner, J., & Dodd, J. (1995). *Factors affecting the retention of American Indian and Alaska Native Students in higher education*. Paper presented at Expanding Minority Opportunities: First Annual Conference, Arizona State University, Tempe, AZ.
- Stumblingbear-Riddle, G., & Romans, J. S. C. (2012). Resilience among urban American Indian adolescents: Exploration into the role of culture, self-esteem, subjective well-being, and social support. *American Indian and Alaska Native Mental Health Research*, 19(2), 1–19.
- Thornton, B., Collins, M., & Daugherty, R. (2006). A study of resiliency of American Indian high school students. *Journal of American Indian Education*, 45(1), 4–16.
- Venegas, K. R. (2005). *The Ya Ne Dah Ah School: Melding traditional teachings with modern curricula*. Cambridge, MA: Harvard Project on American Indian Economic Development.
- Whitbeck, L. B., Hoyt, D. R., Stubben, J. D., & LaFromboise, T. (2001). Traditional culture and academic success among American Indian children in the upper Midwest. *Journal of American Indian Education*, 40(2), 48–60.
- Willeto, A. A. A. (1999). Navajo culture and family influences on academic success: Traditionalism is not a significant predictor of achievements among young Navajos. *Journal of American Indian Education*, 38(2), 1–24.

