

U.S. Department of Education
Institute of Education Sciences
NCES 2005-535

NCES Studies on American Indian and Alaska Native Education





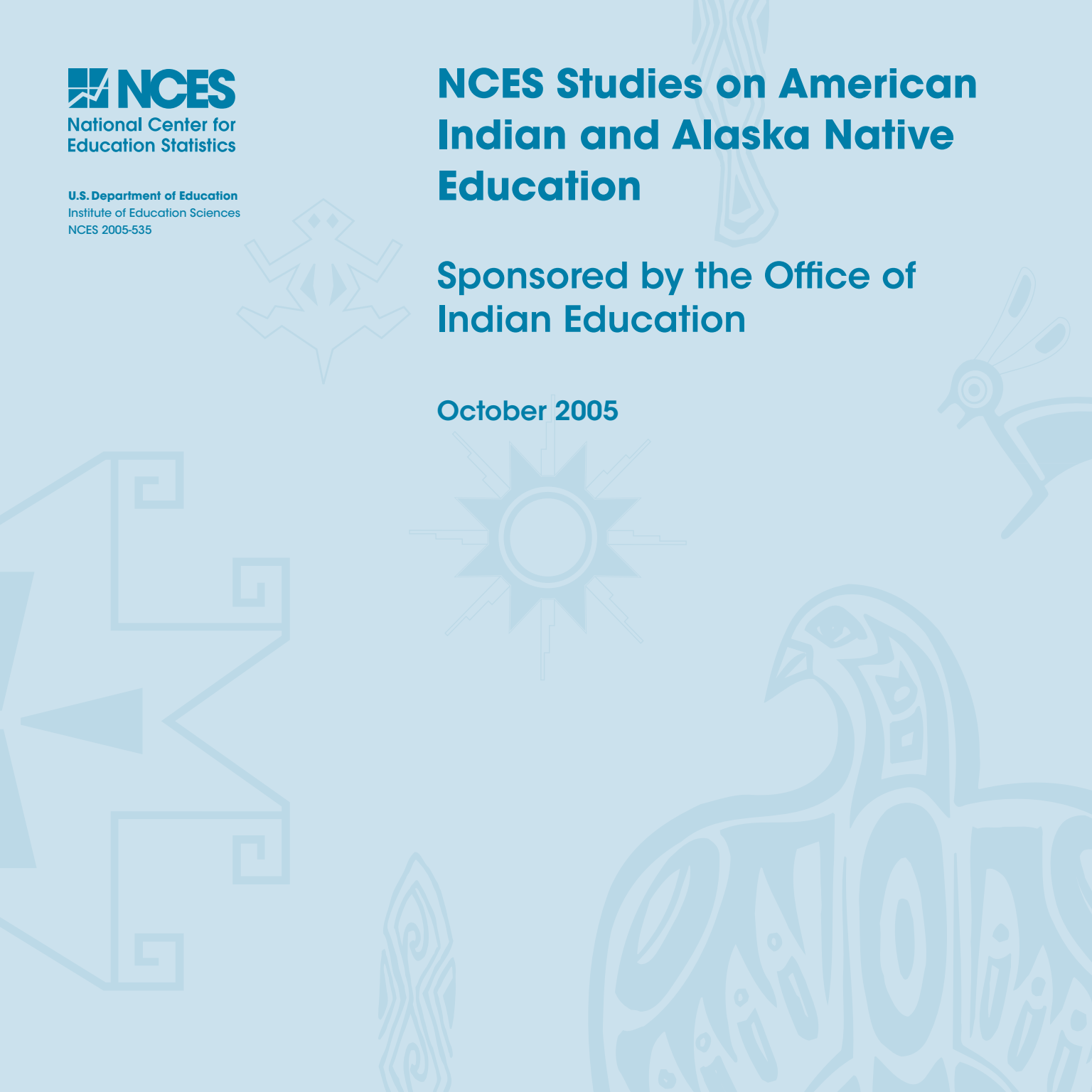
National Center for
Education Statistics

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Sponsored by the Office of
Indian Education

October 2005



U.S. Department of Education

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Secretary

Institute of Education Sciences

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Director

National Center for Education Statistics

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Acting Commissioner

Office of Indian Education

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The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high-priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high-quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public. Unless specifically noted, all information contained herein is in the public domain.

For more information about this brochure contact Taslima Rahman at 202-502-7316.



Introduction

The Office of Indian Education (OIE) helps support local education agencies, Indian tribes and organizations, postsecondary institutions, and other entities in their efforts to address the unique educational and culturally related academic needs of American Indians and Alaska Natives (AI/AN) so that these students can meet the same challenging state standards as all students.

The Office of Indian Education has worked with the National Center for Education Statistics (NCES) in the Institute of Education Sciences (IES) to identify issues for study and to design surveys that will inform these issues of concern to the community. This work has meant increasing the numbers of American Indian and Alaska Native children in study samples in some surveys to be able to report on the population. In the case of the National Indian Education Study (NIES), NCES has conducted a separate survey focusing on Indian education and the role of Indian culture in education. Other studies and reports make information on the educational status and progress of American Indians and Alaska Natives easily accessible from NCES and the U.S. Bureau of the Census.

The Executive Order on American Indian and Alaska Native Education is designed to assist American Indian and Alaska Native students in meeting the challenging student academic standards of the No Child Left Behind Act of 2001 (Public Law 107-110) in a manner that is consistent with tribal traditions, languages, and cultures. This order builds on the innovations, reforms, and high standards of the No Child Left Behind Act of 2001, including the following: stronger accountability for results; greater flexibility in the use of federal funds; more choices for parents; and an emphasis on research-based instruction that works.



Section 3 of the Order states that the Secretary of Education, in coordination with the Working Group, shall conduct a multiyear study of American Indian and Alaska Native education in relation to the challenging student academic standards of the No Child Left Behind Act of 2001.

This publication introduces some of those studies that have data and that can be used to examine the education of American Indian and Alaska Native students.

American Indian and Alaska Native Children: Findings From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)

Findings on American Indian and Alaska Native (AI/AN) children at 9 months of age from ECLS-B are presented as an E.D. TAB, or a brief collection of tables to make data quickly accessible to the public. ECLS-B follows a nationally representative sample of children who were born in the United States in 2001 from infancy through kindergarten entry. This report presents findings for both the overall sample and for various subgroups at 9 months of age, the time of first data collection. The characteristics of AI/AN children's families, the children's mental and physical skills, their first experiences in child care, the children's fathers, and their prenatal care were measured in this data collection. This E.D. TAB indicates about one-third of AI/AN children (34 percent) live in poverty; about one-third (34 percent) live in households where the mother has less than a high school education; three-quarters live in households with two parents; and about 1 in 10 (11 percent) were born to teenaged mothers. Nonetheless, AI/AN children at about 9 months of age do not perform significantly differently from the general population of children in terms of early mental and physical skills, such as exploring objects in play, babbling, eye-hand coordination, and prewalking skills.


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Report Release Date: August 2005

URL: <http://nces.ed.gov/ecls/Birth.asp>





Status and Trends in the Education of American Indians and Alaska Natives

Status and Trends in the Education of American Indians and Alaska Natives is part of a regular series of education indicator reports profiling the status of and trends in the education of different population subgroups. This report presents the current conditions and recent trends in the education of American Indians and Alaska Natives (AI/AN) from early childhood through postsecondary participation. Its 44 indicators include demographic trends, family and social well-being, and economic outcomes that set a context for education.

The report profiles both the educational progress made by AI/AN children and adults in the United States as well as the challenges they face. Over the past 20 years, an increasing number of AI/AN students have completed high school and gone on to college, and their attainment expectations have substantially increased. Specifically, relatively more AI/AN high school students took Advanced Placement (AP) courses in 2003 than in prior years, and the number of AI/AN students earning postsecondary degrees more than doubled between 1976 and 2003. However, the report reveals that, despite these gains, progress has remained uneven. Differences persist between AI/AN and White students on key indicators of educational performance, including reading and mathematics scores on the National Assessment of Educational Progress (NAEP), and on the percentage of the population that drops out of high school each year.

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Report Release Date: August 2005

URL: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005108>



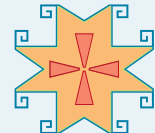
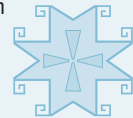
The National Indian Education Study (NIES)

The National Center for Education Statistics (NCES) conducted NIES from January through May 2005 for the U.S. Department of Education, Office of Indian Education (OIE). The study was conducted in a representative sample of schools selected from states across the nation. Its goal was to describe the condition of education of AI/AN students by focusing on both their academic achievement and educational experiences in fourth and eighth grades.

The study had two distinct parts—Part I (assessment) and Part II (survey). Part I was an augmentation of the National Assessment of Educational Progress (NAEP) 2005 reading and mathematics assessment samples of AI/AN students in the fourth and eighth grades. NAEP, also known as “the Nation’s Report Card,” is the only nationally representative and continuing assessment of what America’s students know and can do in various subject areas. Since 1969, NAEP has conducted assessments periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For Part I of NIES, about 2,500 schools per grade were sampled across the nation for the assessment. A report detailing the assessment results of AI/AN fourth- and eighth-grade students will be available in spring 2006.



Part II of NIES was a separate survey focusing on issues of Indian education, such as the role of Indian culture in their education. About 250 schools per grade were sampled across the nation for the survey. A report presenting the survey results will be available in summer 2006.




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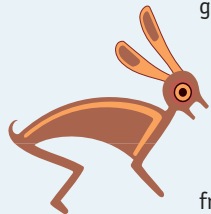
Report Release Date: Spring/Summer 2006

URL: <http://nces.ed.gov/nationsreportcard/studies/nies.asp>



Educational Experiences and Outcomes of American Indians and Alaska Natives: 2000

This report uses the U.S. Bureau of the Census Year 2000 population data to describe the status of American Indian and Alaska Native (AI/AN) education. The report examines school enrollment, educational attainment, and related employment and economic outcomes of AI/AN persons. The report includes those who reported they were only American Indian or Alaska Native, as well as those who reported they were American Indian or Alaska Native along with one or more other races. The data were analyzed through comparisons with other racial/ethnic groups and different variables such as age, sex, disability, family type, poverty, and armed forces status. The focus of the report is national; however, some indicators are presented for selected states and selected American Indian reservations.



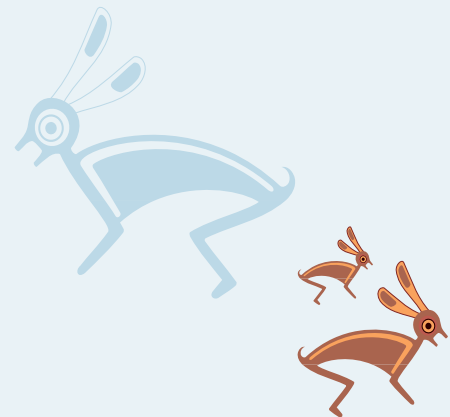
In addition to the report, the Office of Indian Education (OIE) funded the creation of a series of tabulations providing detailed state and reservation data on the education of American Indians and Alaska Natives from the Year 2000 Census of Population. Although the tabulations were used in this report, the dataset itself is far larger and allows for more analyses at the state and reservation level than were possible in the report. The tabulations will be made available on the National Center for Education Statistics (NCES) website.


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Report Release Date: Spring 2006

URL: Not yet available





American Indians and Alaska Natives in Postsecondary Education at the Turn of the 21st Century

This report, funded by the Office of Indian Education (OIE), is an update of *American Indians and Alaska Natives in Postsecondary Education*, a report published in 1998. It draws on datasets from the National Center for Education Statistics (NCES) and other agencies, such as the National Science Foundation (NSF) and the U.S. Bureau of the Census, to present a detailed look at the access to, persistence of, funding for, and outcomes in postsecondary education for American Indians and Alaska Natives (AI/AN). Data are presented primarily for people who reported they were only American Indians or Alaska Natives. However, where possible, data for those who identified themselves as American Indian or Alaska Native and one or more other races are also included.

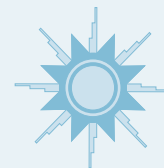
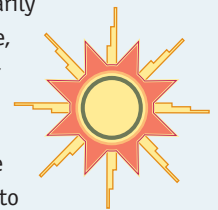
The report highlights a range of issues and topics related to the education of AI/AN students. These include the context of education for AI/AN students; high school graduation rates and access to postsecondary education for AI/AN students; enrollment of AI/AN students by location; retention in postsecondary education of AI/AN students; types of degrees and fields of study of American Indians and Alaska Natives; financial aid for AI/AN students, including cost of attendance, financial need, and average costs after financial aid; AI/AN faculty and staff; and tribally controlled colleges.

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Report Release Date: Spring 2006

URL: Not yet available



For More Information

National Center for Education Statistics (NCES)

<http://nces.ed.gov>

Office of Indian Education (OIE)

www.ed.gov/about/offices/list/ods/oie/index.html

www.indianeducation.org

Institute of Education Sciences (IES)

www.ed.gov/about/offices/list/ies/index.html

U.S. Department of Education (ED)

www.ed.gov

www.nclb.gov