

MSG
Ed831
A3p

THE LIBRARY



MSG
Ed831
A3p

University Archives

PREPARATION OF
ADMINISTRATORS
FOR SCHOOLS SERVING
INDIAN CHILDREN

United States Office of Education
Grant Number OEG-0-71-1086 (725)

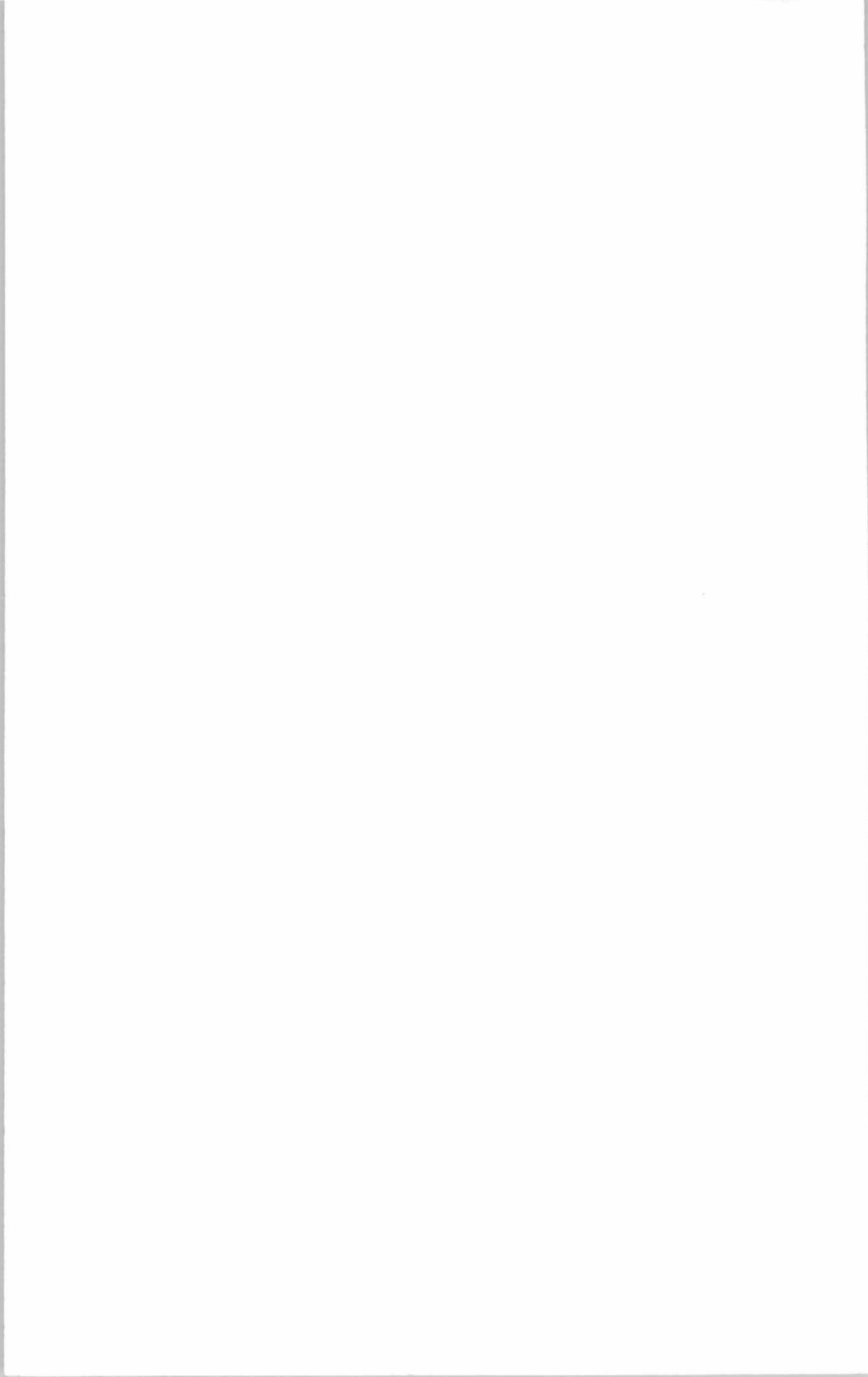
Progress Report by:

Division of Educational
Administration, College
of Education, University
of Minnesota, St. Paul,
Minnesota 55101

Supported Jointly by:

Office of Education
Bureau of Indian Affairs
Office of Economic
Opportunity





MSG
Ed031
A3P



UNIVERSITY OF MINNESOTA
TWIN CITIES

Bureau of Field Studies and Surveys
300 Health Service Building
St. Paul, Minnesota 55101
(612) 373-2251
May 1, 1974

Dr. Joan E. Duval, Chief
Management Systems and Training Branch
Division of Educational Systems Development
Office of Career Education
U.S. Office of Education

Dr. Robert Hall, Chief
Division of Post-Secondary Education
Bureau of Indian Affairs

Ms. Jane Phalen
Office of Economic Opportunity

Dear People:

We are pleased to submit this progress report on the program to train administrators for schools serving Indian children under OE G-0-71-1086 (725) at the University of Minnesota.

The report describes the program and lists participants for the 1973-74 academic year. We are pleased with the progress of the program and grateful for the opportunity to serve Indian communities through the resources of your agencies.

Sincerely yours,

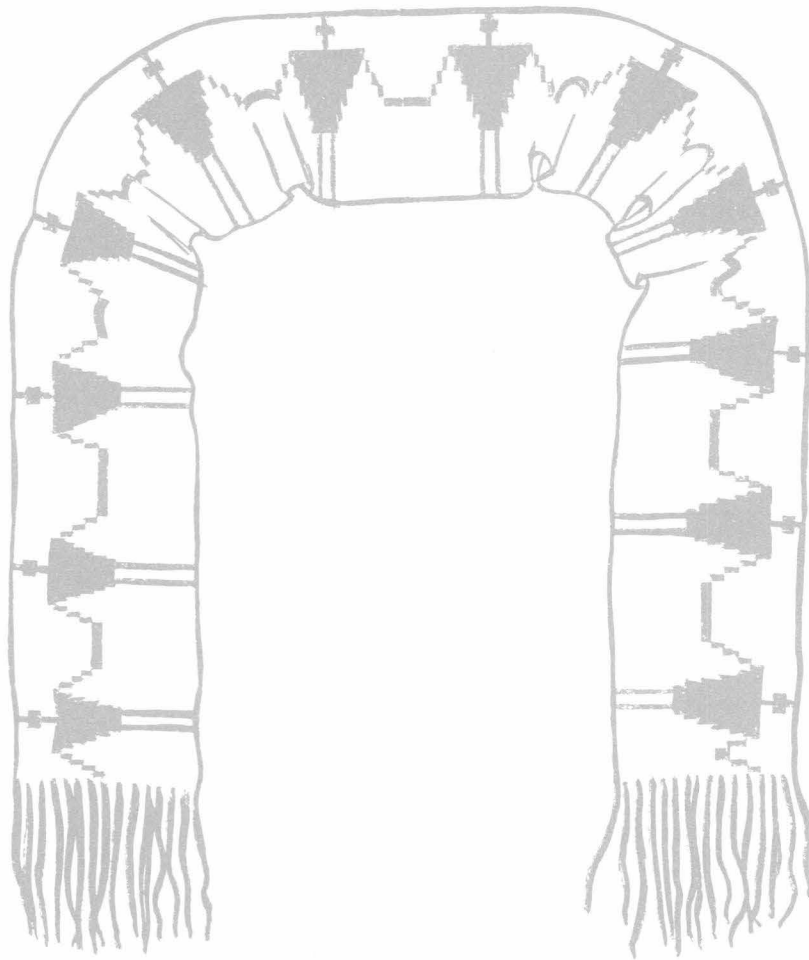
Charles H. Sederberg
Charles H. Sederberg
Project Director

CHS/mm

This report is dedicated to the Native American
Members of the Advisory Committee who so
unselfishly contributed to the program's success.

Henry Greencrow, Winnebago
Rose Barstow, Chippewa
Preston Thompson, Winnebago

Thank you.



Introduction

There is a shortage of Native Americans trained in educational administration. This shortage is particularly critical at a time when Native Americans are seeking a greater role in the management of their affairs, including education.

In response to the need for more Native Americans with training in educational administration, the Office of Economic Opportunity funded a special training program at four universities during 1970-71. The Division of Educational Administration, College of Education, University of Minnesota operated one of these programs. The Minnesota program has been refunded on an annual basis by the Office of Education and the Bureau of Indian Affairs. This report presents a descriptive summary and progress report for the fourth year of program operation.



Seated, left to right: Sal Sahme, Nancy Wester, Donald Davis;
Standing, James King, Paulette Fairbanks.



The Program



The goal of the program continues to be one of providing graduate training in educational administration for students of Native American ancestry. The full range of activities and opportunities of the Division of Educational Administration and the University as a whole are available to program participants. Programs of study leading to Masters', Specialist, and Doctorate degrees with specializations in elementary, secondary, and higher education are available.

The original proposal for 1973-74 called for 15 participants. Because the provision for supplementary stipends for dependents was not approved, the number of participants was reduced to 12 participants to balance the program budget. The uncertainties associated with refunding placed severe constraints on the recruiting process. The lack of time to prepare and distribute a promotional brochure forced a reliance on letters and personal contacts with Native American individuals and organizations.

Criteria for admission to the program were as follows:

- Native American ancestry
- Bachelor's Degree
- Desire to work in educational administration
- Teaching or other educational experience
- Academic performance.

Applicants were selected by a six-member Admissions and Policy Advisory Committee which consisted of three leaders from the local Native American community and three faculty members from the Division of Educational Administration. In addition to the twelve participants initially awarded stipend support, four other Native American students became involved in program activities. One was the recipient of a Ford Fellowship, two were Fellows in a Managing Educational Change proj-

ect, and one was supported by a health program scholarship.

A unique feature of the program is a nine-credit seminar, Educational Administration 5-990, Administration of Indian Programs. In response to feedback from participants, this course has been developed as an introduction to management with particular attention to education and Native American affairs. All program participants not working on dissertations are enrolled in the seminar.

The budget for the program is indicated below:

Item	Amount
Salaries	\$ 25,851
Supplies, books, and fringe benefits	9,238
Tuition and fees	12,165
Travel	5,903
Stipends and dependent allowance	53,325
Indirect costs	8,518
Total	\$115,000

Left to right: Ray Fougner, Don Gurnoe, Dulcie Alfton and Ken York.



1973-74 Program Participants

Name	Tribe	Place of Birth
Alfton, Dulcie*	Chippewa	Virginia, Minn.
Cougar, Mark	Commanche	Houston, Texas
Davis, Donald	Choctaw	Minneapolis, Minn.
Fairbanks, Paulette	Chippewa	Ponsford, Minn.
Fournier, Raymond	Oneida	Syracuse, N. Y.
Goss, Betty	Creek	Seminole, Okla.
Greenwood, Jim*	Cherokee	Dewey, Okla.
Gray, Harold	Blackfoot	Browning, Mont.
Gurnoe, Donald*	Ojibwa	Carrollton, Ill.
Keene, Duveen	Mandan Hidatsa	Elbowoods, N. D.
King, James	Creek	Tahlequah, Okla.
LaForge, Daniel	Crow	Crow Agency, Mont.
Red Horse, John	Cherokee	Martinez, Calif.
Sahme, Sal*	Hopi	Portland, Ore.
Sahmaunt, Herschel	Kiowa	Cache, Okla.
Wester, Nancy	Chippewa	Pequot Lakes, Minn.
York, Kennith	Choctaw	Philadelphia, Miss.

* Guest participants supported by other programs.

Degrees	Place Earned	Objective
B.A.	University of Minnesota	Ph.D.
B.S.	University of Houston	M.A.
B.S.	University of Minnesota	Ed.D.
M.Ed.	University of Minnesota	
B.A.	University of Minnesota	M.A.
B.S.	State U. of N. Y. at Cortland	Ph.D.
M.S.	State U. of N. Y. at Potsdam	
B.A.	Oklahoma College for Women	Ph.D.
B.S.	West Texas State University	Ed.D.
M.Ed.	Texas Tech Univ.	
B.A.	University of Montana	Ph.D.
M.Ed.	University of Montana	
B.S.	University of Minnesota	Ed.D.
M.A.	University of Minnesota	
B.S.	University of North Dakota	Ph.D.
M.A.	University of Minnesota	
B.S.	E. Central State College, Okla.	Ph.D.
M.A.	University of Minnesota	
B.S.	Eastern Montana College	Ph.D.
M.A.	Arizona State University	
A.B.	University of the Pacific	Ph.D.
M.S.W.	UCLA	
B.S.	University of Minnesota	M.A.
B.A.	East Central College	Ph.D.
M.A.	Arizona State College	
B.S.	University of Minnesota	M.A.
B.A.	Northeastern State College Okla.	M.A. Ph.D.

Evaluation

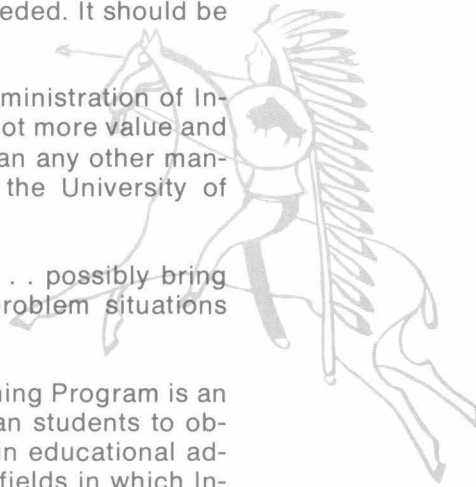
The program is now in its fourth year and ought to be evaluated by independent observers. Over the four-year period three participants have completed Doctorates and 16 have completed Master's Degrees. Two more Doctorates and three Master's Degrees are expected to be completed this year. Of the twelve program participants receiving stipend support this year, two have resigned to accept administrative positions for Indian education projects in St. Paul and Duluth, Minnesota. A complete evaluation in terms of program goals is beyond the scope of this progress report. However, a mid-year

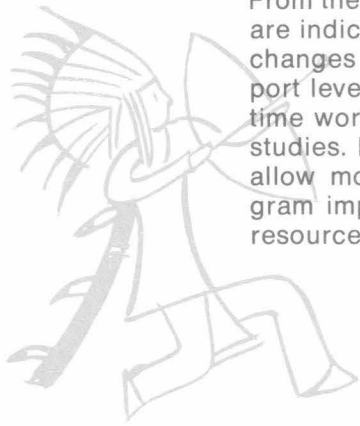
Rosemary Christianson, Acting Director of Indian Education, Minnesota Department of Education and a former program participant, makes a presentation to the Seminar on the cross over effect studies in her dissertation research. Seated from left to right are John Red Horse, James King, Donald Davis and Kenneth York.



evaluation has been conducted in which program participants were asked to comment on the program. The following responses were made by participants:

- The management content is vital to the training of Indian administrators and it is being well presented.
- A much needed program to advance the state of Indian education. Critically needed. It should be expanded and refunded.
- This seminar (EdAd 5-990, Administration of Indian Programs) has a --- of a lot more value and relevance to me personally than any other management seminar offered at the University of Minnesota.
- Worthwhile, good objectives . . . possibly bring in a few people to convey problem situations they have encountered.
- The Indian Administrator Training Program is an excellent opportunity for Indian students to obtain training and preparation in educational administration, one of the many fields in which Indian programs and communities need well-trained Indian personnel.
- Increase stipend! Site visitations to Indian run projects and community controlled schools. Good program!
- I think we are receiving relevant and practical training in the educational administration seminar and the intern training program.
- The program provides a good experience, but the courses offered here, many times, do not meet my needs as a future administrator.





From the program management point of view, there are indicators of success and indicators that some changes are needed. Increasing the stipend support level would allow the project to rule out part-time work in favor of full-time pursuit of graduate studies. Earlier notification of grant awards would allow more time for recruitment. Continued program improvement is the key to higher return for resources invested.

Harold Gray and Paulette Fairbanks.

