



W **UNITED TRIBES TECHNICAL COLLEGE** WEEKLY NEWSLETTER R

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Empowering Parent Committee

By John Derby, Ph.D.

The 1969 Kennedy Report revealed lack of parental involvement as one of the contributing factors of the failure of schools (U.S. Senate, 1969). Recent studies indicate that lack of parental involvement continue to be a serious problem in the education of American Indian/Alaska Native youth (National Center for Education Statistics, 1997). The percentage of school principals considering the lack of parental involvement a serious program was:

<i>Bureau of Indian Affairs (BIA)/tribal school</i>	37.8%
<i>High enrollment public schools (1/4 or more Indian)</i>	30.6%
<i>Low enrollment public schools (less than 1/4 Indian)</i>	12.6%

The percentage of school teachers considering the lack of parental involvement and support a serious problem was:

<i>BIA/tribal school</i>	58.4%
<i>High enrollment public schools (1/4 or more Indian)</i>	46.5%
<i>Low enrollment public schools (Less than 1/4 Indian)</i>	27.4%

Two federal programs that require parent committee involvement include the Johnson O'Malley Program (JOM) for BIA/tribal schools and the Title IX Program (Indian Education) for both public and BIA/tribal schools. This provision is extremely important if both BIA and public schools are to achieve stated program goals and objectives. According to Butterfield and Pepper (1992) a distinction can be drawn between parental involvement and parental support. Parental involvement includes parents actually participating in school life in supportive advisory and decision-making roles. Paren-

tal support means encouraging children to value education and to achieve. All schools need both parental involvement and support, but parental support has the greatest impact on the achievement, behavior, and attitudes of students. Particularly when children are at a young age, there is plenty of evidence to suggest parents have the most influence on their children.

From 1974 through 1987, I served as a school administrator primarily with the BIA on Indian reservations in North Dakota, South Dakota, Arizona, and the Minneapolis Area Office. I was very impressed with both the parent involvement and support of the Navajo while I was the Assistant Principal of Shonto Boarding School located in Arizona near the Utah border. We were the largest boarding school in the nation with an enrollment of 1,100 students of which approximately 700 were boarding students from the Navajo Mountain area of Utah. We made parental involvement one of our top priorities at Shonto Boarding School. Lack of parental involvement was not considered to be a serious problem by the school staff. It is encouraging to hear that those students living in the Navajo Mountain area now have their own school for grades K-8.

I attended the Office of Indian Education (OIE) technical application workshops that were held in Region VI (Iowa, Michigan, Minnesota, North Dakota, South Dakota, and Wisconsin) in late January through mid-February of this year. Invitations were extended to local education agencies (LEAs), Title IX staff, and parent committees. I noticed that very few parents attended these workshops. I heard from some Title IX staff that information sent by OIE was not shared with the parent committees. This may account for the lack of parental

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Weekly Menu

January 4-8

DINNER



- Mon.- Chuckwagon Stew, Baking Powder Biscuit, Salad Bar, Fresh Fruit, Relish Tray, 2% or Skim Milk
- Tue.- Ham Sandwich, Soup, Salad Bar, Dessert, 2% or Skim Milk
- Wed.- Chicken Stir-Fry w/Oriental Noodles, Rice, Cranberry Sauce, Salad Bar, Pumpkin Bars, 2% or Skim Milk
- Thu.- Bar-B-Que Beef on a Bun, Soup, Salad Bar, Assorted Fresh Fruit, 2% or Skim Milk
- Fri.- Tuna Salad Sandwich, Soup, Salad Bar, Lemon Bars, 2% or Skim Milk

January 11



- Mon.- Goulash, Vegetable, Dinner Bun, Salad Bar, 2% or Skim Milk



SUPPER

- Mon.- Bar-B-Que Ribs, Baked Potato, Vegetable, Salad, Dessert, 2% or Skim Milk
- Tue.- New England Dinner, Boiled Potatoes, Boiled Vegetables, Salad Bar, Dessert, 2% or Skim Milk
- Wed.- Pepper Steak, Rice Pilaf, Salad Bar, Dessert, 2% or Skim Milk
- Thu.- Chicken Breasts, Rice, Tossed Salad, Garlic Toast, 2% or Skim Milk
- Fri.- Roast Pork, Mashed Potatoes & Gravy, Vegetable, Salad Bar, Dessert, 2% or Skim Milk
- Mon.- Hamburger on a Bun, French Fries or Potato Chips, Soup, Salad Bar, Brownies, 2% or Skim Milk

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involvement suggested previously.

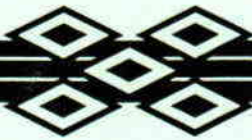
During the past 3 months I have had the opportunity to visit public schools with both high and low enrollments of Indian students in Minnesota and Wisconsin. I have found strengths and weaknesses in parent committees as they struggle to meet the diverse needs of their children from kindergarten through high school. In my parent committees presentations, I discuss the history and background of the Kennedy Report and the eventual passage of the Indian Education Act of 1972. Then, we discuss the Title IX Program including needs assessment, budget, 506 forms, comprehensive plans, and so forth. By empowering parents with the basic knowledge of the Title IX program, I hope to increase their overall understanding including roles and responsibilities of LEA, goals, objectives, and activities.

I have found three basic keys to a successful and productive parent committee:

1. Knowledge and background of the Indian Education Act of 1972.
2. Maintaining a good working relationship with school administration.
3. Keeping the focus on the student.

There are many success stories from both BIA/tribal and public schools because parents took the necessary time to find out their proper roles and responsibilities, and because with such knowledge comes power. When parents have this knowledge and understanding, they must use it wisely in order to benefit students.

According to the latest American Council on Education minority report, the number of Native American students enrolled in higher education during the 1993-94 academic year was reported to be more than 122,000. When I graduated from the University of South Dakota in 1964, there were approximately 15,000 Native American students in higher education. Over the past three decades, programs such as JOM, Title IX, and others have had a major role in this increase. In turn, parent committees have played a key role in these programs' success to help raise academic achievement, reduce the high school dropout rate, and encourage students to continue their education in the various fields of study in colleges and universities.



ALL NATION CHURCH OF GOD OF PROPHECY

**Dear Friends: You are invited to worship
with us at the chapel at**

United Tribes Technical College

Service Time:

Sundays, 1:00 pm Worship Begins

Thursday, 6:30 pm Bible Study & Prayer

Please feel free to call Pastor Colin LaBorde

(701) 223-4847

FEDERAL GRANT DEADLINE CALENDAR

- Native Americans: Programs - Indian Education-Formula Grants to Local Educational Agencies and Indian Schools. Eligibility: Local educational agencies and certain schools funded by the Bureau of Indian Affairs and Indian tribes. Contact: Cathie Martin (202) 260-1683.
 - Native Americans: Program - Health Professions, Preparatory, Pregraduate and Professions Scholarship Grant Programs. Eligibility: Individuals. Contact: Patricia Lee-McCoy (301) 443-6197.
 - Community Service: Program - AmeriCorps Tribes and Territories. Eligibility: Tribal government. Contact: Nancy Talbot (202) 606-5000, ext. 470.
 - Museums and Libraries: Program - Office of Library Services: Native American and Native Hawaiian Library Services Grants - Basic Grants, Technical Assistance Grants and Enhancement Grants. Eligibility: Library operations in tribes, Alaska Native Village and Native Hawaiian communities. Contact: Office of Library Program (202) 606-5227.
 - Rehabilitation Services: Program - Vocational Rehabilitation Service Projects for American Indians with Disabilities. Eligibility: Tribal governments and public agencies. Contact: Grants and Contracts Services Team (202) 205-8717
- * Native Americans: Program - Indian Health Service:

Loan Repayment Program for Repayment of Health Professions Education Loans. Eligibility: Individuals. Contact: Charles Yepa (301) 443-3396, fax.

• Individuals with Disabilities: Program - Special Education - Research and Innovation to Improve Services and Results for Children With Disabilities: Student Initiated Research Projects. Eligibility: State and local educational agencies, institutions of higher education, public and private nonprofit agencies and Indian tribes and tribal organizations. Contact: Grants and Contracts Services Team (202) 205-8718, fax.

UTTC Nurse Faculty Member on National Panel

A panel discussion regarding American Indians serving in the profession of nursing and the manner in which some tribal colleges have addressed the challenges of recruiting and training nurses, was broadcast from Pablo, MT on December 3rd. Carol Manifold, RN, Nursing Instructor at UTTC represented the college on the panel. Manifold reviewed the strengths of UTTC as well as the struggles occasionally encountered. Future goals of the nursing program were also discussed.

In addition to information presented and gathered during the broadcast, Manifold was able to tour the nursing school at the Salish Kootenai College and discover technique they use to improve retention of students. Salish Kootenai, at Pablo, is near Missoula, MT and is nationally recognized for the effectiveness of efforts in this area.

A copy of the broadcast was made and should be available from the nursing department in the near future.

**Information for the
Next Newsletter must be
submitted to
Arrow Graphics
No later than Jan. 8
Attn: Wanda Swagger**

KNOWLEDGE BOWL

18TH ANNUAL AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

CONFERENCE ON EDUCATION

MARCH 20-24, 1999 BILLINGS, MONTANA

WANTED!

STUDENTS TO PARTICIPATE IN THE AIHEC KNOWLEDGE BOWL. EACH COLLEGE WILL BE LIMITED TO 4 PARTICIPANTS WITH A 5TH AS AN ALTERNATE. YOU WILL BE REQUIRED TO READ 7 BOOKS, TRIBAL COLLEGE CATALOGS, AND TRIBAL COLLEGE JOURNALS.

YOU MUST HAVE A LETTER OF STUDENT ELIGIBILITY VERIFICATION, GOOD ATTENDANCE, GOOD GRADES, WILLINGNESS, AND A DESIRE TO COMPETE AGAINST OTHER STUDENTS. IF YOU ARE READY TO COMPETE AND REPRESENT YOUR TRIBAL COLLEGE, COME SEE ME FOR AN INTERVIEW AS SOON AS POSSIBLE.

GOOD LUCK!!!!

SUZANNE CADOTTE, KNOWLEDGE BOWL
COACH 255-3285 EXT 286

10 Ways to Be a Better Dad

Respect your children's mother.

When children see their parents respecting each other, they are more likely to feel that they are also cherished and respected.

Spend time with your children.

Kids grow up so quickly. Missed opportunities are lost forever.

Earn the right to be heard.

Begin talking with your kids when they are very young. That way, difficult subjects will be easier to handle as they get older. Take time and listen to their ideas and problems.

Discipline with love.

Set reasonable limits for your children and discipline in a calm and fair manner.

Be a role model.

Your children will look up to you and imitate you.

Be a teacher.

Teach your children about right and wrong and encourage them to always do their best.

Eat together as a family.

It is a time for families to be together every day and give children the chance to talk about their daily activities, and for fathers to listen and give advice.

Read to your children.

Teaching your children a love of reading is one of the best ways to ensure they have a lifetime of personal and career growth. Read to them when they are young, encourage them to read on their own as they grow older.

Show affection.

Showing affection every day is the best way to let your children know that you love them.

Realize that a father's job is never done.

Even when they are grown and have left home, your children will look to you for love and advice.

New Dad?

A newborn needs to bond with Dad as well as Mom – so exercise your rights! You can hold, dress, bathe, feed, burp, change and talk to your baby. You can learn to understand your baby's cries and you can soothe baby and help out a tired and frustrated mom.

If your baby is crying and is not hungry, wet or feverish; here are some things you can try:

- A pacifier
- Wrap the bay snugly in a blanket
- Hold the baby close and walk or rock the baby while talking or singing softly
- While sitting, lay your baby face down across your knees, gently patting his back
- Take the baby for a ride in a stroller or in a car (with a car seat!)
- Lay your baby down in the crib and walk away for a few minutes ... maybe she'll calm down on her own
- Remember – punishment will never stop an infant from crying. No matter how frustrated you feel – **NEVER SHAKE YOUR BABY!**

Be there! Good dads make a difference.

Adapted from the Virginia Department of Health
Prevent child Abuse North Dakota

DEATH OF AN INNOCENT CHILD

I went to a party, Mom, I remember what you said.
You told me not to drink, Mom, so I drank soda instead.
I really felt proud inside, Mom, the way you said I would.
I didn't drink and drive, Mom, even though the others said I should.

I know I did the right thing, Mom, I know you are always right.
Now the party is finally ending, Mom, as everyone is driving out of sight.
As I got into my car, Mom, I knew I'd get home in one piece.

I started to drive away, Mom, but as I pulled out into the road,
The other car didn't see me, Mom, and hit me like a load.
As I lay there on the pavement, Mom, I hear the policeman say,
The other guy is drunk, Mom, and now I'm the one who will pay.

I'm lying here dying, Mom. I wish you'd get here soon.
How could this happen to me, Mom? My life just burst like a balloon.
There is blood all around me, Mom, and most of it is mine.
I heard the medic say, Mom, I'll die in a short time.

I just wanted to tell you, Mom, I swear I didn't drink.
It was the others, Mom. The others didn't think.
He was probably at the same party as I.
The only difference is, he drank and I will die.

Why do people drink, Mom? It can ruin your whole life.
I'm feeling sharp pains now. Pains just like a knife.
The guy who hit me is walking, Mom, and I don't think it's fair.
I'm lying here dying and all he can do is stare.

Tell my brother not to cry, Mom. Tell Daddy to be brave.
And when I go to Heaven, Mom, put Daddy's Girl on my grave.
Someone should have told him, Mom, not to drink and drive.
If only they had told him, Mom, I would still be alive.

My breath is getting shorter, Mom. I'm becoming very scared.
Please don't cry for me, Mom. When I needed you, you were always there.
I have one last question, Mom, before I say goodbye.
I didn't drink and drive, so why am I the one to die?

PARENTING

*The greatest gifts you can
give your children are
the roots of responsibility
and the wings of independence.*
-Denis Waitly

Parents often ask themselves many of these questions:

- Am I a good parent?
- Did I do what was best for my child in that situation?
- Will the way I parent help our relationship grow or drive my child away?
- Is there a better way to get my child to act responsibly and still feel good about me as a parent?

Parents have pondered these questions for many years in their quest to raise their children to be happy, well-adjusted, respectful adults. A parent's job is not to raise children to remain children any more than a farmer would plant a seed to raise a seed.

The farmer plants seeds and nurtures them; provides the best soil, nutrients and growing conditions possible; and expects to grow sturdy, productive plants.

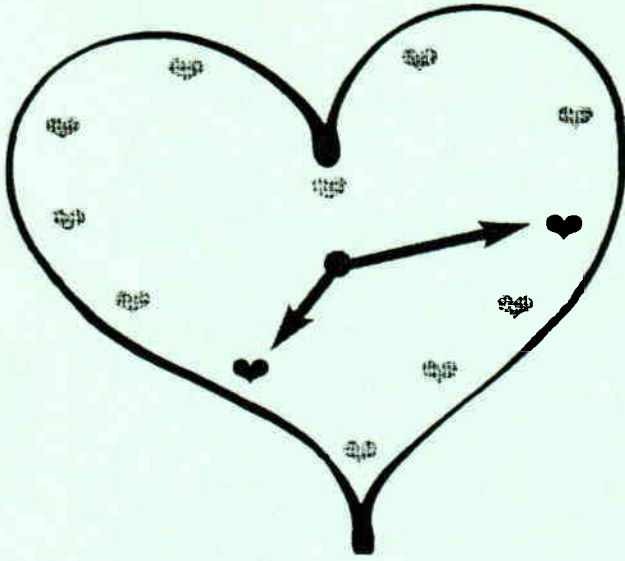
A parent's job is to provide the best growing conditions possible and expect that each child will eventually grow into a responsible adult.

The parenting style you choose will make a difference in the life of your child. People often will use the same discipline and nurturing patterns their parents used. Other times, people will make a conscious effort to use a very different style than that of their parents. Either way, it is never too late to change to a style that is more positive for you and your child.

Children thrive when parents:

- Set good examples.
- Set up rules and limits in a thoughtful way with input from the children.
- Explain the rules in words that the children will understand.
- Give positive attention.
- Build a framework of good communication. It is the bridge that will get you over the rocky waters ahead.
- Share in one another's interests, daily activities and life events.
- Never hit or hurt yourself or other people.
- Use a normal tone of voice and eye contact to correct misbehavior.

Adapted from NDSU Extension Service.



PARENT HOUR

Taking Time
For Our Kids

7 Habits of Highly Effective Families

Tue., Jan. 12 7:15 p.m. Mandan High Cafeteria
Thu., Jan. 14 7:15 p.m. Century High Auditorium

Presenter: **Betty Neigum, director, Partners in Parenting project**

Content: * *Learn to lead your family towards an effective family culture*
 * *Create a vision of your family's future*
 * *Think win-win*
 * *Seek first to understand, then to be understood*
 * *Look for a "third" alternative or better solution than your own.*

Parent Hour is a series of one-hour sessions from **7:15-8:15 p.m.** on special topics of interest to ALL parents of school-age children in Bismarck and Mandan. They will usually be held at the Mandan High School and the Century High School in Bismarck. Shows are also taped and shown two weeks later on CATV, channel 12, 701-258-8767. These sessions are **FREE**, though goodwill offerings are taken. **Parent Hour** is a project of the Bismarck and Mandan school districts and the Bismarck-Mandan Chemical Health Foundation. Sponsors are Cole Paper and United Printing. For more details about **Parent Hour**, call **701-221-3748**. (If you are disabled and need special assistance at the program, call 701-221-3709 or TDD 701-221-3719.)