

cc: Fujimori

PALACIO DE GOBIERNO
RESIDENCIA PRESIDENCIAL

Lima, March 15th, 2000

Dear Mrs. Clinton:

Her Excellency,

I have the honor to address you in order to inform you that Peru will be the host country for the X Conference of Spouses of Head of States and Government of the Americas to be held in Lima from 4th to 6th October, 2000. A Preliminary Technical Meeting, to likewise be held in Lima from 26th to 29th June of the current year, shall precede the Conference.

The X Conference is conceived as a part of the process initiated 10 years ago. It aimed to foster the exchange of ideas, build hemispheric cooperation and combine our countries' efforts in order to achieve development and improve the quality of life of our people, especially of those from the most vulnerable segments of society.

It will be a great honor both, for my country and especially for me, to have you here during the X Conference. I hope you can make the necessary arrangements to secure your presence in this important event.

I would like to bring to your attention that Peru is currently undergoing a full electoral process and in this sense express that my country's commitment to the Conference shall remain unaltered, notwithstanding the results.

Furthermore, I would like to inform you that I have appointed Doctor Miriam Schenone as General Coordinator to the X Conference. Doc. Schenone will be at your entire disposal for any consultation you or your office may have regarding the preparation of the Conference or the Preparatory Technical Meeting.

To contact Dr. Schenone:

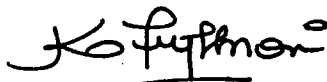
Address: Palacio de Gobierno, Despacho de la Primera Dama, Calle Pescadería s/n,
Lima 1 - Peru

Telephone: (51-1) 427-6549 / (51-1) 427-4647

Facsimil: (51-1) 426-9933

E-mail: apena@tsi.com.pe; mschenon@tsi.com.pe; ppdn1@tsi.com.pe

I look forward to seeing you in Lima.



Keiko Sofía Fujimori Higuchi

Your Excellency
Hillary Rodham Clinton
First Lady of The United States of America

Lima, May 25, 2000

Mrs. Katharine Button
Office of the First Lady
Washington, D.C.
United States of America



Dear Mrs. Button:

I am pleased to refer to our letter of April 12, 2000, informing you of the Preparatory Technical Meeting scheduled for June 26th to 29th, within the framework of the 10th Conference of Spouses of Heads of State and Government of the Americas, to take place in Lima on October 4 to 6, 2000.

Among other points, in our letter we also requested your country to let us know of any successful experiences in any of the sub-items suggested for the 10th Conference, which are as follows: Teenager Health; Teenager Education and Job Training; Teenager Social Behavior; and Teenager Rights and Citizen Participation, including the information noted below:

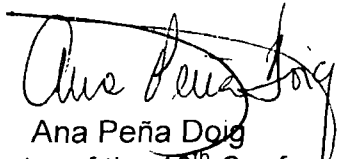
- A brief description of the successful experience
- Responsible institution
- Official in charge
- Basic information: address, telephone number, fax number and electronic mail address

Although the deadline expired on May 8, we have not received this information from your country as yet.

To this effect, we kindly reiterate our request, so that the Technical Secretariat of the 10th Conference's Coordination Office may have this information by Friday, June 2, and be able to include in the Preparatory Meeting's agenda the names of the five countries (one for each sub-region) to comprise the Round Table and exchange positive experiences and lessons learned during the implementation of policies, programs and projects for adolescents.

I look forward to your kind reply.

Sincerely yours,


Ana Peña Doig
Coordinator of the 10th Conference

Lima, May 30, 2000

Mrs. Katharine Button
Office of The First Lady
Washington, D.C.
United States of America



Dear Mrs. Button :

It is with pleasure that I extend warm regards on behalf of the First Lady of Peru, Miss Keiko Sofía Fujimori Higuchi and myself, and take opportunity to make reference to the work being carried out by the Coordination Office responsible for the organization of the Preparatory Technical Meeting and the 10th Conference of Spouses of Heads of State and Government of the Americas.

This Office has been making efforts to compile and review details of prior conferences, in order to identify the conduction link responsible for all the initiatives which have translated into a series of projects approved in the Plans of Action developed by such conferences. During the nineties, the First Ladies and Spouses of Heads of State and Government of the Americas incorporated these projects in their respective agendas and national programs.

Accordingly, we feel that it would be important to carry out this review in order to ensure the continuity of the efforts deployed by the First Ladies of the Americas, to contribute to the implementation of effective social policies that will guarantee the sustained development of our nations and preserve this forum as a space available for participation, where the political commitment of the First Ladies will result in the opening up of the spheres necessary for the development of the initiatives in each of our countries.

In view of the above, we kindly request you to provide us with details of the effect of all of these initiatives in the national environment and of progress made in achieving each of the goals set forth. This would allow us to visualize the achievements made on each of the priority items of this forum. I would be thankful if you would let us have this information by June 9, 2000, at the latest, via electronic mail, to the following address: apena@tsi.com.pe

I thank you in advance for your support to facilitate the preparation of the information requested and avail myself of this opportunity to renew the assurances of my highest consideration.

Yours sincerely,


Ana Peña Doig
Coordinator of the 10th Conference

AirFAX AirFAX AirFAX AirFAX AirFAX AirFAX AirFAX AirFAX AirFAX AirFAX AirFAX


**Corporate
Services**

Attention : Ann Oleary
 Fax Number : 12024562317
 Generated On : 6/20/00 @ 09:53 AM

Record Locator : UYSZHI
 Agent ID : 60
 Page : 1

1600 Pennsylvania Ave, N W - O E O B 87 - Washington, DC 20502
 Phone: (202) 456-2250 / Fax: (202) 456-6670

Account Name
 ANN OLEARY

Travel arrangements
 prepared exclusively for :
 Ann Oleary

June 25, 2000

Sunday

DELTA AIR LINES Flight: 657 FIRST - Class MD Super 80 Seat : 2B
 From : WASH/NATIONAL DEPARTING AT 7:00 PM SNACK/BRUNCH Flight time: 01:52
 To : ATLANTA, GA ARRIVING AT 8:52 PM 547 Miles
 Departure Terminal: TERMINAL B

DELTA AIR LINES Flight: 335 BUSINESS - Class Boeing 757 Seat : 1B
 From : ATLANTA, GA DEPARTING AT 10:20 PM DINNER Flight time: 06:50
 To : LIMA ARRIVING AT 4:10 AM on June 26, 2000 3,177 Miles

June 28, 2000

Wednesday

AMERICAN AIRLINES Flight: 918 BUSINESS - Class Airbus Industrie WAITLISTED
 From : LIMA DEPARTING AT 11:00 PM No Meal Service Flight time: 05:45
 To : MIAMI, FL ARRIVING AT 5:45 AM on June 29, 2000 2,608 Miles

CONTINENTAL AIR Flight: 734 BUSINESS - Class Boeing 757 Seat : 1A
 From : LIMA DEPARTING AT 10:30 PM DINNER/SNACK Flight time: 07:50
 To : N.YORK/NEWARK ARRIVING AT 7:20 AM on June 29, 2000 3,632 Miles
 Arrival Terminal: TERMINAL C

June 29, 2000

Thursday

AMERICAN AIRLINES Flight: 884 FIRST - Class S80 CONFIRMED
 From : MIAMI, FL DEPARTING AT 7:00 AM BREAKFAST Flight time: 02:25
 To : WASH/NATIONAL ARRIVING AT 9:25 AM 920 Miles
 Arrival Terminal: TERMINAL B

Surface Transportation

CONTINENTAL AIR Flight: 305 FIRST - Class Boeing 737 Seat : 1E
 From : N.YORK/NEWARK DEPARTING AT 9:30 AM No Meal Service Flight time: 01:16
 To : WASH/NATIONAL ARRIVING AT 10:46 AM 199 Miles
 Departure Terminal: TERMINAL C
 Arrival Terminal: TERMINAL B

December 16, 2000

Saturday

HAVE A GREAT TRIP

"Itinerary Only"



U.S. AGENCY FOR
INTERNATIONAL
DEVELOPMENT

**U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT
RONALD REAGAN BUILDING
WASHINGTON, D.C. 20523-5900**

OFFICE OF REGIONAL SUSTAINABLE DEVELOPMENT

FAX MESSAGE

DATE:

June 22, 2000

TO:

Anna O'Leary

FAX#:

202-456-2878

TEL#:

202-456-0122

OF PGS.

6
(INCLUDING COVER SHEET)

FROM:

Tish Butler

TEL#:

202-712-1706

FAX#:

202-216-3262 - (5.09 - 062U)

202-216-3403 - (5.09 - 091U)

REMARKS:

Clinton Presidential Records

Foreign Language Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff to identify the location of a document written in a foreign language

Foreign Language Marker

Collection: Clinton Presidential Records

Subgroup: Domestic Policy Council

Series: Ann O'Leary

Subseries:

Document Title re: USAID

Language: Spanish

Folder Title Peru [Folder 2] [2]

OA/ID: 19583

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Foreign Language Marker

Collection: Clinton Presidential Records

Subgroup: Domestic Policy Council

Series: Ann O'Leary

Subseries:

Document Title re: Project Umbrella Justification

Language: Spanish

Folder Title Peru [Folder 2] [2]

OA/ID: 19583



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WASHINGTON, D.C. 20523-5900**

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FAX MESSAGE

DATE: June ²³ ~~24~~, 2000
TO: Ann O'Leary ←
FAX#: 202-456-2878
TEL#: 202-456-0122
OF PGS. 6
(INCLUDING COVER SHEET)

FROM: Tish Butler
TEL#: 202-712-1706
FAX#: 202-216-3262 - (5.09 - 062U)
202-216-3403 - (5.09 - 091U)

REMARKS:

USAID Adolescent Programming to Prevent Pregnancy in Latin America and the Caribbean

Brazil

Adolescents are targeted in the USAID Brazil program to prevent sexual transmission of HIV/AIDS through integration of HIV/AIDS education with reproductive health services at the state level.

Dominican Republic

During 1999 three USAID-funded NGOs trained 573 peer educators who are helping to prevent pregnancy among a large percentage of Dominican youth. During the same year, the Mission launched a national communication strategy (Proyecto Si) to improve youth esteem and create multi-sectoral youth councils in three large urban centers.

Jamaica

The adolescent fertility rate in Jamaica is 100 births per 1000 women 15-19 years. USAID Jamaica's "Improved Reproductive Health of Youth" programming is designed to increase use and preventive practices, increase access, and improve youth knowledge and skills in reproductive health, while supporting national policies and guidelines implementation. This program received US 2 million in 1999 and will receive US 2.2 million in fiscal year 2000.

Women's Center

In 1978 the Women's Center of Jamaica Foundation began a quality program for adolescent mothers with the objective of motivating young mothers to choose education instead of continuous motherhood. Twenty years later the NGO's Program for Adolescent Mothers continues to encourage higher education for pregnant or lactating girls under the age of 16.

Nicaragua

USAID assistance was used to increase the demand for comprehensive reproductive health services by providing tailored services to youth. Nicaragua has the highest adolescent fertility rate of the USAID-assisted countries in the region at 133 births per 1000 women 15-19 years old.

Haiti

The USAID Mission has an integrated approach to increase use of quality reproductive health services and to better prepare and engage youth in family life.

Ecuador

High School Sexuality Education

A large volume of requests from physicians at high school clinics for talks on sexuality and responsible parenthood prompted CEMOPLAF a local USAID-funded NGO to launch a project introducing sexuality education in classrooms. CEMOPLAF used the fertility awareness approach for sexuality education. Fertility awareness incorporates understanding basic information, applying it to one's self, and discussing it with a parent, health provider, peer or partner. What distinguishes it from more traditional sex education programs is the self-understanding, the self-assessment skills, and the communication skills the young person gains.

Reproductive Health Clinic for Indigenous

CEMOPLAF has run an indigenous reproductive health clinic for years. CEMOPLAF decided to design special programs to work with indigenous youth. Staff was trained in the special counseling needs of the adolescent. The NGO designated special clinic hours for youth and worked with local youth to construct a recreation room next to the clinic.



U.S. AGENCY FOR
INTERNATIONAL
DEVELOPMENT

to Ms
BUTLER

NOTE TO THE AMBASSADOR

Date: June 9, 2000
From: *Madeline Williams*
Madeline Williams, USAID
Subject: Your Phone Call to FLOTUS Staff on the
X Annual First Ladies Conference

The Conference

When: Tentatively scheduled for October 4 – 6, 2000

(Note: Per MFA the conference may be moved up a week or back a week.)

Where: Swiss Hotel – San Isidro

Possible Themes for the USG's Focus

The Peruvians have chosen adolescents as the theme of this year's conference. We would suggest highlighting this theme in the context of equality of girls' participation across the spectrum and then moving our focus into women's participation.

This would give us the opportunity to reinforce the themes of Mrs. Clinton's previous involvement in past First Ladies' Conferences and in the Vital Voices Conference (1998).

Possible Representatives for Mrs. Clinton

We would suggest a somewhat lower profile person to head the delegation to the First Ladies' Conference; someone of a sufficiently high level to represent the First Lady, but who wouldn't attract a lot of press attention here in Peru or abroad. Some suggestions include:

Aida Alvarez, Head of Small Business Administration;
Theresa Loar, Head of Department of State/ President's Initiative on Women;
Hattie Babbitt, Deputy Administrator for USAID.

As you may recall, both Ms. Alvarez and Ambassador Babbitt have represented Mrs. Clinton at previous First Ladies' Conferences.

Suggested Side Event

Event: Panel Discussion on Girls'/Women's Participation as a
Follow-up to Vital Voices

When: Option #1: October 3rd (before the First Ladies' Conference)
Option #2: October 7th (after the First Ladies' Conference)

(Note: Rosh Hoshana is October 1-2)

Where: Ambassador's Residence

This would bring together Peruvian women leaders from civil society, the NGO community, Congress, business, and the media, to discuss challenges facing girls and women in Peruvian society, and what barriers need to be overcome.

The panel and discussion would be followed by a reception hosted at the residence by you.

Note: There is a risk here that the panel and discussion could turn into either a pro-government or anti-government session, or a polarized debate about the GOP's record on support to women's issues, with possibly unwelcome press attention.

Possible Site Visits

1. REPOSALUD Activity - Peri-urban Lima (1 hour way)

-- Small group discussion with women beneficiaries of this activity; women's rights, health education, human rights focus.

2. CIDE/TAREA Activity - Democratic Participation of Youth in Schools- Peri-urban Lima (1 hour away)

-- student leaders in model school municipalities, civic education, development of a democratic culture in schools, and development skills for participation. Focus is school-aged children 12-17 in Lima and Ayacucho.

3. CEDRO - Lima

-- street children's activity and drug prevention and awareness for youth in Lima.
(USAID and NAS)

Signing Ceremony

Possible signing of USAID grant with Manuela Ramos for PROMUJER activity. Focus of the activity is women's participation at the local level. PROMUJER is a consortium of four Peruvian NGOs, with Manual Ramos as head, which has had great success in promoting women's political participation in the 1998 congressional elections and 2000 general elections. Involves participation of a diversity of Peruvian political parties/movements.

USAID/Peru is checking with USAID/W on possibilities of signing a regional initiative related to adolescents or girl's/women's participation.

Notional Schedule for the First Lady's Representative

Monday, October 2	-	Late night arrival in Lima
Tuesday, October 3	-	Site Visits and Panel Discussion
10:00 – 10:30	-	Courtesy call with Ambassador
10:30 – 12:00	-	Country Team Briefing
12:00 – 2:00		Lunch with Selected Members of Country Team (Alternatively this could be a site visit.)
2:30 – 4:00	-	Site Visit
5:00 – 7:00	-	Discussion on Girls' and Women's Participation (At the Residence)
7:30 – 8:30	-	Reception at the Ambassador's Residence
Wednesday, October 4	-	Inauguration of the X Conference (Tentative)
Morning	-	Speech by Mrs. Clinton's Representative
Afternoon	-	Listen to First Ladies' Interventions and International Organizations' Presentations
6:00 – 7:00pm	-	Signing Ceremony for USAID Assistance
11:00 pm	-	Depart Lima

(Note: The idea here would be to try and have Mrs. Clinton's representative give her speech as early in the conference agenda as possible.)

Issue: Does Mrs. Clinton's replacement need to stay through the end of the conference in order to sign the final declaration?

Technical Preparatory Meeting

When: June 26-29, 2000

Who: We can make available to the FLOTUS staff one or two people here in the U.S. Mission that can serve as technical support to the head of delegation for the Technical Preparatory meeting. (Note: We assume the head of delegation will be someone from the Office of the First Lady.)

- Madeline Williams, Deputy Director, Democracy Office, USAID/Peru.
(You may remember her; she has worked on these conferences in the past.)
- Tim Pounds, Political Counselor, U.S. Embassy/Peru.

AA/LAC Carl Leonard has designated one person in USAID/Washington that can serve as technical support and liaison with the Office of the First Lady.

– Letitia Butler, Director, Office of Regional Sustainable Development, LAC Bureau, USAID/Washington.

Issue: The Peruvians have asked us about the status of our Follow-up Report on agreements made at the IX conference in Ottawa, Canada in 1999. In past years, the First Lady's staff has handled the completion of this Follow-up Report.

Parallel Conference on Adolescents

When: June 26 – 29, 2000

Purpose: Bring together adolescents from the Americas to discuss issues of importance to their generation related to their health, social behavior, work and democratic participation. The group will develop proposals that will be presented to the government delegates at the Technical Preparatory meeting; presumably for discussion at the First Ladies' Conference in October.

Issue: We need the White House to name two adolescents, one boy and one girl, to represent the U.S. at this parallel conference on adolescents.

Cc:TGeiger,D
AEisenberg, A/DD



U.S. AGENCY FOR
INTERNATIONAL
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Cc:TGeiger,D
AEisenberg, A/DD

ADW

*Mrs. Katharine Button
Office of the First Lady
The White House, Room 100
Old Executive Office Building
Washington, D.C. 20502
United States of America*



Despacho de la Primera Dama
Palacio de Gobierno. Ala Este.
Jr. Pescaderia s/n Lima 1, Perú
Telfs.: (51-1) 427-6549 / 427-4647 / 426-2625
Facsimil (51-1) 426-2624

Office of the First Lady
Palacio de Gobierno. Ala Este.
Jr. Pescaderia s/n Lima 1, Perú
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National Center for Chronic Disease Prevention and Health Promotion

Adolescent and School Health

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YRBSS

- [Current Results](#)
- [Questionnaire](#)
- [Youth Risk Behavior Trends](#)
- [Data and Documentation](#)
- [Youth 97 CD-ROM](#)
- [Previous Results](#)



This document is also available in [Portable Document Format \(PDF - 28K\)](#). You will need [Acrobat Reader](#) to view this file.



YRBSS

Youth Risk Behavior Surveillance System

Fact Sheet:

Youth Risk Behavior Trends

From CDC's 1991, 1993, 1995, 1997, and 1999
Youth Risk Behavior Surveys

Research and Evaluation

- [YRBSS](#)
- [SHPPS](#)
- [Programs That Work](#)
- [School Health Index](#)

Adolescent and School Health

- [Announcements](#)
- [National School Health Strategies](#)
- [Research & Evaluation](#)
- [Risk Behaviors and Health Topics](#)
- [Guidelines](#)
- [Resources and Tools](#)
- [Project Partners](#)
- [About the Program](#)

Risk Behaviors That Improved,¹ 1991–1999

	1991	1993	1995	1997	1999
Injury-related behaviors					
Never or rarely wore a seat belt	25.9	19.1	21.7	19.3	16.4
Never or rarely wore a bicycle helmet ²	96.2	92.8	92.8	88.4	85.3
Rode with a drunk driver ³	39.9	35.3	38.8	36.6	33.1
Carried a gun ⁴	NA	7.9	7.6	5.9	4.9
Carried a weapon on school property ⁴	NA	11.8	9.8	8.5	6.9
Involved in a physical fight ⁵	42.5	41.8	38.7	36.6	35.7
Involved in a physical fight on school property ⁵	NA	16.2	15.5	14.8	14.2
Seriously considered suicide ⁶	29.0	24.1	24.1	20.5	19.3
Tobacco Use					
Current smokeless	NA	NA	11.4	9.3	7.8

tobacco use ⁴					
Sexual behaviors					
Ever had sexual intercourse	54.1	53.0	53.1	48.4	49.9
Had four or more sexual partners	18.7	18.7	17.8	16.0	16.2
Used a condom at last sexual intercourse ⁷	46.2	52.8	54.4	56.8	58.0
Had been taught about HIV/AIDS in school	83.3	86.1	86.3	91.5	90.6
Physical Activity					
Participated in strengthening exercises ⁸	47.8	51.9	50.3	51.4	53.6
1 Significant linear change, $P < .05$. 2 Among students who rode bicycles during the 12 months preceding the survey. 3 ≥ 1 times during the 30 days preceding the survey. 4 On ≥ 1 of the 30 days preceding the survey. 5 ≥ 1 times during the 12 months preceding the survey. 6 During the 12 months preceding the survey. 7 Among currently sexually active students. 8 On ≥ 3 of the 7 days preceding the survey. NA: data not collected					

Risk Behaviors That Worsened,¹ 1991–1999					
	1991	1993	1995	1997	1999
Tobacco use					
Frequent cigarette use ³	12.7	13.8	16.1	16.7	16.8
Alcohol and other drug use					
Episodic heavy drinking ⁴	31.3	30.0	32.6	33.4	31.5
Lifetime marijuana use	31.3	32.8	42.4	47.1	47.2
Current cocaine use ⁵	1.7	1.9	3.1	3.3	4.0
Lifetime illegal steroid use	2.7	2.2	3.7	3.1	3.7
Sexual behaviors					
Used birth control pills at last sexual intercourse ⁷	20.8	18.4	17.4	16.6	16.2
Physical activity					
Attended physical education class daily	41.6	34.3	25.4	27.4	29.1
1 Significant linear change, $P < .05$. 2 On ≥ 1 of the 30 days preceding the survey. 3 On ≥ 20 of the 30 days preceding the survey. 4 Drank ≥ 5 drinks of alcohol on at least one occasion on ≥ 1 of the 30 days preceding the survey. 5 ≥ 1 times during the 30 days preceding the survey. 6 During the 12 months preceding the survey. 7 Among currently sexually active students. NA: data not collected					

Risk Behaviors That Did Not Change or Demonstrated Inconsistent Patterns of Change, 1991–1999					
	1991	1993	1995	1997	1999
Injury-related behaviors					
Felt too unsafe to go to school ¹	NA	4.4	4.5	4.0	5.2
Threatened or injured with a weapon on school property ²	NA	7.3	8.4	7.4	7.7
Attempted suicide ²	7.3	8.6	8.7	7.7	8.3
Tobacco use					
Lifetime cigarette use ³	70.1	69.5	71.3	70.2	70.4
Alcohol and other drug use					
Current alcohol use ¹	50.8	48.0	51.6	50.8	50.0
Alcohol use on school property ¹	NA	5.2	6.3	5.6	4.9
Marijuana use on school property ⁴	NA	5.6	8.8	7.0	7.2
Sexual behaviors					
Currently sexually active ⁵	37.5	37.5	37.9	34.8	36.3
Physical activity					
Participated in vigorous physical activity ⁶	NA	65.8	63.7	63.8	64.7
Enrolled in physical education class	48.9	52.1	59.6	48.8	56.1
1 On ≥ 1 of the 30 days preceding the survey. 2 ≥ 1 times during the 12 months preceding the survey. 3 Ever tried cigarette smoking, even 1 or 2 puffs. 4 ≥ 1 times during the 30 days preceding the survey. 5 Sexual intercourse during the 3 months preceding the survey. 6 For at least 20 minutes on ≥ 3 of the 7 days preceding the survey. NA: data not collected					

About the Youth Risk Behavior Survey (YRBS)

The YRBS is a national school-based survey conducted biennially to assess the prevalence of health risk behaviors among high school students. Data from the 1991, 1993, 1995, 1997, and 1999 national YRBS were combined into one data set to examine trends in risk behaviors across time, controlling for grade, sex, and race/ethnicity.

For More Information

For additional information on the YRBS, contact the

**Centers for Disease Control and Prevention
National Center for Chronic Disease Prevention
and Health Promotion**

Division of Adolescent and School Health's
Information Service

P.O. Box 9017

Silver Spring, MD 20907

Telephone: (800) 231-6405

Fax: (888) 282-7681

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U.S. DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY
EDUCATION

ASSISTANT SECRETARY

Ann,

Let me know if I can help
any more.

B

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Verna L. Williams
National Women's Law Center



June 20, 2000

Edith Harvey
U.S. Department of Education
Room 3E106
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Harvey:

Here are some resources for helping girls stay in school:

- Excerpts from *Female Dropouts*, published by the WEEA Publishing Center, 1989.
- Excerpts from *Sisters in the Blood* by Ardy Bowker, published by the WEEA Equity Resource Center, 1993.
- Excerpts from "Going Places", published by the WEEA Publishing Center, 1991.
- Research done by the WEEA Equity Resource Center on reducing the dropout rate for girls.

I hope this material is helpful to you. Please let me know if you need any further information from us.

Sincerely,

Ambika Kapur

Ambika Kapur
Research Assistant



From "FEMALE DROPOUTS"
Women's Educational Equity Act Publishing
Center, 1989

Promising Approaches

Pregnancy has been the focus for the identification of at-risk girls and dropout prevention programs, though most young women drop out for other reasons. Most educators' attempts to keep girls (who are not pregnant) in school have employed the same strategies used to keep boys in school. Hence, although there are many dropout prevention programs, there are few developed specifically for the majority of female dropouts. An examination of promising programs for girls also involves an examination of promising dropout prevention programs in general.

Characteristics of Successful Programs

When considering the components of a successful dropout program for girls, it is necessary to describe the characteristics of successful dropout programs in general. Successful programs are idiosyncratic in the sense that their accomplishments depend upon the specific personnel involved, as well as the environmental and socioeconomic characteristics of the region in which the program is provided. Still, there are a number of components that should be considered in designing an effective program.

First, program providers must determine which factors are causing students to drop out, as well as being sensitive to the differing characteristics of female and male noncompleters. Because of the variety of factors to be considered in each situation, no single program will work for all students. Generally, comprehensive, multifaceted programs have been the most successful in helping a variety of youths who are at-risk for various reasons (Cipollone 1986).

Successful programs involve local input at all phases of planning and implementation. The state's role includes helping to facilitate and encourage good programs and removing the barriers that impede their development. Effective programs involve collaboration and coordination among government agencies, community organizations, the home, and the business community (Mizell 1986; Cipollone 1986; Levin 1985).

Finally, successful programs have clearly defined goals with a "vision of success" for students. Students and teachers display a commitment to these programs, taking advantage of the opportunity for adults and students to develop meaningful relationships (Cipollone 1986).

Types of Dropout Programs

Several classification systems describe dropout programs already in existence. Michael Bailin, in the State Youth Initiatives Project (Levin 1985), describes dropout initiatives as either institutional, programmatic, or instructional. Institutional programs link organizations outside of the school to education, and these organizations may assume the entire responsibility for educating at-risk students. Programmatic strategies are employed within the school, but vary a student's program of studies. Instructional strategies operate within the school with standard materials, but employ alternative teaching methods.

Other researchers have grouped program types by the salient characteristics placing students at risk. Thus, programs would be grouped according to the following major categories (Florida Department of Education 1986):

- *Educational Alternative Programs.* Designed for students who are unmotivated or unsuccessful in traditional instructional systems; particularly beneficial for young women, since standard education methods often are incompatible with their method of cognitive processing and socializing. Participants earn either a high school diploma or its equivalent. Programs include alternative schools, alternative classes, and outside settings for nontraditional education.
- *Teen Parents.* Designed for pregnant or parenting teens. Although recent efforts have emphasized the need to include the father, such programs represent the only current dropout prevention alternatives that specifically address the needs of young women. Programs can provide separate education for pregnant teens, special classes within the regular school schedule, and homebound instruction.
- *Substance Abuse.* Designed for students at risk because of drug- or alcohol-related problems. Programs can provide counseling, education, and access to services that are either school-based or agency-based.
- *Disciplinary Alternatives.* Designed for students at risk of dropout or expulsion because of their chronic disruptive behavior at school. Programs include alternative instruction at school or at separate centers, often with behavior modification components.
- *Youth Services.* Designed for students who are receiving other youth and rehabilitation services. Such youths include students in criminal detention or rehabilitation, runaways, youths who are wards of the court because of abuse and neglect, or students receiving treatment in drug- and alcohol-abuse programs. These services may be provided in school, out of school, or in experimental programs, in businesses or in the wilderness, for example.
- *Community-based Programs.* Designed to provide services and training to at-risk youth to help them adapt to and cope with the standard school environment. Programs include leadership clubs, community recreational centers, and resource and mentor programs.

The targeted at-risk

Below organizations are long-term programs identified education programs and to ill

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The classification systems described above are helpful. Separate programs targeted at girls are not always necessary; rather, special attention needs to be paid to at-risk girls, and indeed, to any student at risk for any reason.

Below are some of the promising strategies that school and nonschool organizations are using to help girls complete school. There is no widespread, systematic, long-term evaluation of successful approaches to preventing female dropout. Most programs are relatively new and many lack the funds for formal evaluation. We identified programs by contacting state boards of education, state departments of education, experts in dropout prevention, and individuals who are implementing programs. The programs listed below were selected to provide a range of options and to illustrate ideas in action.

We have identified the following factors as most likely to result in school retention gains for young women.

1. *Academic Encouragement.* The achievement of academic success is important not only for the obvious reason of acquiring knowledge, but because poor academic performance often results in feelings of frustration and failure, poor self-esteem, and the possibility of dropout. Girls with poor basic skills are five times more likely to become mothers before age sixteen than those with average basic skills (Children's Defense Fund 1986). And, girls who drop out face disturbing economic consequences: the average income of female dropouts is only 29 percent that of male graduates ("Women" 1987; Fine and Rosenberg 1983).
- It is essential, then, for schools to pay particular attention to encouraging the academic success of young women who are at risk of dropping out. We will examine two general methods for accomplishing this goal: (1) instructional strategies that encourage cooperative learning and (2) remedial strategies for girls who are already in academic trouble.
2. *Activities to Enhance Self-Esteem.* Building the self-esteem of at-risk youth has long been recognized as an essential component in the effort to reduce dropout rates. But it is especially important to recognize the different needs of girls and boys in this regard. Young women must be able to transcend stereotypical roles as they form their identities and make life plans. For this reason, we will describe programs that provide nontraditional role models, counseling, and access to extracurricular activities.
3. *Coordination of Services for Academic and Nonacademic Needs.* Students at risk of dropping out have a wide range of problems making it difficult for any single school, school structure, or service program to deal effectively with them. Schools must process large numbers of students, and to do this most effectively they tend to limit their scope to general academics and the development of basic skills. Schools assume that other needs, such as social skills and personal development, will be at least partially covered by outside agencies

(the church, the home, or other community organizations). High-risk students, who need these support structures the most, are often the ones who remain separated from these "outside" services. This is particularly true of at-risk girls, who might be dealing with some (or all) of such varied difficulties as pregnancy and parenting, substance abuse, physical or sexual abuse at home, neglect, poverty, support of younger siblings, low grades, poor academic skills, and poor self-esteem. To help these students, schools must coordinate access to a broad spectrum of services and programs. Schools must also be flexible enough to allow students to use outside services.

4. *Bias-free Interactions with Teachers and Administrators.* Despite progress made in the 1960s and 1970s toward the creation of classrooms free from gender and ethnic stereotyping, many problems remain. Teachers still show biases as they interact with students, organize their classroom, structure learning groups, discipline and evaluate students, and, in general, give more attention to boys than girls (though it is known that amount of attention is directly correlated to achievement). Problems remain, partially because they are subtle; teachers often don't recognize their own biases. However, research indicates that this differential treatment can be changed. After a three-year study of gender disparities in teacher to student interactions, Sadker and Sadker (1981) reported that "when teachers become aware of differences in the way they interact with male and female students and when they receive appropriate resources and training, they can become more equitable in their response patterns." Equality in the classroom is important for at-risk girls and ethnic groups, as well as all low-income and low-achieving students.
5. *Encouragement to Enroll in Nontraditional Courses and to Enter Nontraditional Careers.* Despite gains in recent years, America's work force of scientists and engineers is still less than 5 percent female. Even worse, high school girls are still finding themselves channeled into such traditionally female and comparatively low-paying vocational programs as secretarial help, medical assistance, nursing, or cosmetology. While girls and boys in elementary school show equal ability in math, boys outperform girls in high school. Though the reasons behind this disparity are often subtle, they are pervasive, and certain patterns in schools emerge. For instance, girls in math classes are often treated differently. Teachers initiate more contacts with boys than with girls. Boys are told to "try harder," which assumes their ability, while girls are told, "Well, at least you tried" (Campbell 1986). There is still a general feeling at school and in many homes that math and science are "male" classes—attitudes that erode female self-confidence even before sex differences show up in test scores.

Girls still lack many of the necessary role models to encourage them to pursue careers in nontraditional fields. Mentoring and career awareness are closely tied. It is necessary then, for schools to encourage everyone to be

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involved with mathematics and science, to analyze their courses and classroom techniques with a view toward equal treatment, and to emphasize the links between math and careers. Many of the problems mentioned above, and the techniques for correcting them, are generally applicable to low-income and minority groups.

Recommendations for Action

In this chapter we make ten recommendations for providing the services previously described and descriptions of programs using that approach. The programs work in different ways—some result from school district initiatives, others from the state, while others were developed by organizations outside the school that help young women as part of their mission. The efforts of all these institutions and individuals are valuable. Female dropout is a complex problem requiring a multitude of solutions.

The programs that we describe serve secondary school students because the transition from elementary to middle school is a time when students most often manifest symptoms of problems—pregnancy, substance abuse, and truancy, for example—that lead to dropout. This does not preclude the need to identify and assist at-risk children at an earlier age. Local districts and states need to establish comprehensive programs that identify at-risk students early and monitor their progress throughout the educational system.

Finally, the placement of programs into the following categories of “Recommendations” is sometimes arbitrary. Many programs are multidimensional and feature a variety of services; they fit under more than one category.

Academic Encouragement

RECOMMENDATION 1: Instructional strategies should incorporate the group activities and collaboration that complement female cognitive development.

Gender differences in cognitive orientation are well documented; girls tend to learn through cooperative efforts, while boys tend to learn through competitive efforts. The lecture format caters to the learning patterns of males, placing females at a disadvantage. For this reason, it is important that classrooms incorporate cooperative learning strategies that better fit the model for female cognitive development.

The Johns Hopkins Team Learning Project. In general, cooperative learning describes a method of instruction in which small groups of students of all performance levels work together toward a group goal. Students are responsible for their groupmates’ learning as well as their own. The Johns Hopkins Team Learning Project has researched and developed a number of methods that incorporate team rewards, individual accountability, and equal opportunity for success. “Team rewards” means that group success, not individual achievement, is praised. “Indi-

vidual accountability" means that a groups' success depends on the success of each group member. Students tutor and help one another to prepare for quizzes or tournaments during which the students work on their own. "Equal opportunity for success" means that individual students contribute to the group score by improving their own past performance. This ensures that high, average, and low achievers are equally challenged to do their best, and every member's achievement is equally valued.

A general model for cooperative learning, called the Student Teams Achievement Divisions (STAD), was developed by the Johns Hopkins project. Students are assigned to four-member learning teams that are mixed in performance level, sex, and ethnicity. After the teacher presents a lesson, team members help one another master the material. Finally, all students take individual quizzes and may not help one another. Students' quiz scores are compared to their own past averages, and points are awarded based on how well students meet or exceed their own earlier performances. The Johns Hopkins project has developed variations, such as tournaments or games instead of quizzes, and has designed formats for specific subjects and individual learning rates.

There have been extensive research studies documenting the success of these learning strategies for all types of students. Results include improved academic achievement, more favorable attitudes toward school, increased cooperativeness, altruism, more positive intergroup relations, and increased feeling of individual control over school activities. Cooperative learning results in particularly high achievement gains for Black and Hispanic students, and it is particularly helpful where girls are pressured by their families or culture not to outperform boys. While the strategies themselves are gender-neutral, learning in a cooperative environment can enable young women to take a more active role in a setting that emphasizes both group effort and individual success without resorting to individual competition.

RECOMMENDATION 2: Girls who are having trouble academically should be provided with remedial instruction.

While schools need to experiment with more ways of providing remedial instruction for all students, there are many times when at-risk girls require specialized attention. Sadker and Sadker (1981) found that "girls are more likely to be invisible members of the classroom. Teachers talk to them less, provide them with fewer directions, counsel them less, and give them fewer rewards." At-risk and problem boys often call attention to themselves, while at-risk girls may slip past unnoticed. Girls may hesitate to ask for help during or after class. Yet, once they are in remediation programs, girls respond particularly well to the special attention they receive.

Summer Training and Education Program. One promising approach to remediation is the Summer Training and Education Program (STEP) developed by Public/Private Ventures, a nonprofit corporation. Its aim is to increase basic reading and math skills, address the "learning loss" that many disadvantaged students experience over the summer, and increase students' "life skills," including knowledge about substance abuse, ways to avoid pregnancy, and personal decision making. Although it is aimed at both male and female at-risk students, we are highlighting this program because it provides the special attention to which girls respond. In addition, its emphasis on decision making and the consequences of sexual activity and pregnancy are especially pertinent to girls of this age and risk group.

STEP is a two-summer program that offers fourteen and fifteen year olds part-time employment, individual instruction in reading and math skills, and group instruction in Life Skills and Opportunities (LSO). The work experience (at least eighty hours) is funded by the federal Summer Youth Employment and Training Program. Students are also paid for the ninety hours they spend in remediation and the eighteen hours of LSO instruction. This offers a special incentive to most poor youth, whose highest priority during the summer is securing income. In addition, participants receive academic and other support services during the intervening school year.

Most importantly, STEP works. Comparisons of preprogram and postprogram testing show that students were largely able to negate learning loss in reading and made actual gains in math. There was also significant impact on their knowledge of contraception, pregnancy, and sexually related behavior. According to the STEP evaluation, the combination of work-experience, LSO training, and remedial instruction "may be crucial in providing the economic incentive and practical knowledge necessary for continued participation in regular schooling."

The Homework Hotline. The hotline is another example of specialized remedial instruction. Organized by the Girls Club of San Diego and funded by the state of California, this program is an extension of the Girls Club overall comprehensive tutoring program. The hotline provides academic aid via the telephone to members and nonmembers who cannot attend the club's regular assistance program. Four tutors—graduate students in various specializations at the University of California at San Diego—are available during hotline hours. Each has access to the textbooks used by the San Diego County schools.

This program is very well received. School principals and counselors speak highly of the hotline and its positive effect on students, especially in minority communities. More than 55 percent of the callers are Spanish-speaking students who are experiencing difficulty with their schoolwork because of the language barrier. In addition, the program is particularly good for girls whose families, for cultural reasons, do not allow them to leave home to participate in the normal after-school tutoring program.

Both the STEP program and Homework Hotline are administered by entities outside of the school, but work in conjunction with school programs. This kind of flexible cooperation is needed to more effectively provide young women with academic support.

Activities to Enhance Self-Esteem

RECOMMENDATION 3. Institutionalized mentor programs should provide girls with opportunities to identify with female role models who have nontraditional occupations.

To build self-esteem, young women must anticipate a positive future with opportunities for education, employment, and careers worth planning and preparing for while they are in school. But at-risk girls, from single-parent homes where the mother has dropped out or is uneducated or unemployable, need role models to show them what they can become. This is especially important in the prevention of early pregnancies. But when young women are already pregnant or parenting, mentoring programs can demonstrate possibilities beyond the cycle of unemployment, welfare, and intergenerational poverty. The following programs cover a range of mentoring possibilities both inside and outside the schools.

Applied Leadership Training for Youth. Originated in 1977 by the Camp Fire Girls of Tucson, Arizona, this program matches community volunteers with an adolescent, usually a girl, who is a status offender or is otherwise in trouble. The teen/adult pair work as co-leaders for Camp Fire Club meetings, which are typically located in minority or low-income sections of the city. The young women earn a small stipend for their work, improve leadership and planning skills, gain job experience, and strengthen their self-esteem by acting as role models for younger children. In addition, they meet twice a month with their co-leaders for social activities and informal counseling. The adults get to know the teenagers, act as mentors, and gauge the teens' progress and readiness for increased responsibility.

This is a highly successful program that is operated completely outside the school system. The program's dropout rate is very low. The Camp Fire staff continually monitors the juvenile court records to see if program participants are referred to the court again. Only one student has ever been so referred.

School Age Mother. The primary goal of the School Age Mother (SAM) in Beaver Dam, Wisconsin, is to keep pregnant and parenting students from dropping out. This program has changed over the years with the needs of the district. It began in 1977 by serving only the Beaver Dam school district; in 1981, it expanded to surrounding districts. This expansion worked to stabilize the program, maintaining a constant level of support despite demographic fluctuations. In 1985, the Beaver

Dam district joined with the other school districts to offer a child care facility for school-age parents. Besides providing basic care for the babies, the Child Care Lab requires that mothers spend time in the lab with their infants, participate in group counseling, and become involved with the mentor program. The mentors are trained mothers who meet individually with the students for about three hours a month. Preliminary evaluations indicate that this relationship has helped the students develop their self-esteem, receive encouragement for personal growth, and have new experiences that provide insights into alternative life-styles.

Students are also provided with a "pull-out" program (taking students out of their regular classroom) where they can earn credits toward graduation. Pregnant students attend the special program whenever they feel uncomfortable in regular classrooms, and they can stay for up to four months after the child is born or until the beginning of the new semester. The girls attend classes in the morning and use the afternoon for health care, private counseling, work experiences, or other special programs. They are eligible for special tutorial help and assistance from the school district's psychologist, school nurse, social worker, and vocational counselor.

RECOMMENDATION 4: Extracurricular activities should provide opportunities for girls to act as key participants rather than supportive elements to a male-dominated activity.

Extracurricular activities provide opportunities for students to develop new interests, knowledge, and skills in a variety of settings. In sports or as members of a debating team, students get the chance to challenge and improve themselves. Such programs should be substantive—involving more than the waving of "pom-poms" at football games—and accessible to both boys and girls. Although the enactment of Title IX increased the number of young women participating in after-school sports, many schools do not provide the same enthusiasm and support to girls' teams as they do to boys'.

PEER Power. Run by the Chicago Public Schools since 1984, this school-based program for at-risk junior high girls is currently located in eleven schools in communities that have high rates of adolescent pregnancy, infant mortality, and school dropout. Twenty girls from each school are randomly selected to participate in the program, and each school is staffed by a trained teacher, co-leader, and parent volunteer. Parental consent is required and parental involvement is strongly encouraged. The students meet once a week for two hours and participate in a program that has four major components: health awareness, life skills enrichment, life options exploration, and parental involvement.

The program's first hour, which is the last period of the school day, is primarily devoted to group guidance and counseling, including discussions on health, decision making, self-esteem, parenting awareness, human development, alcohol

and drug abuse, and career awareness. Community members sometimes address the group, and students talk about career development and selecting school courses. In the Life Options Exploration component, each student is required to do a Career Research Project in which they choose a career, research it, and report on that career. Students take field trips, and local professionals visit the project to provide information and mentoring.

The second hour, immediately after school, is principally used for extracurricular activities. Under the category of Life Skills Enrichment, students engage in creative projects, field trips, and tutoring other students. Students are encouraged to write plays, raps, or songs; they also make crafts such as quilts, dresses, jewelry, pottery, or needlepoint. In order to highlight these accomplishments, once a year all PEER groups invite the community and participating schools citywide to a Prevention Showcase Program.

When the program was first initiated, participating students received small stipends based on the achievement of good school attendance and grades. The rationale for this approach was to provide motivation; few participating girls got weekly allowances or "reward money" at home. In addition, some students gave up after-school job hours to attend the program. Some community members, however, opposed what they felt was "paying children to go to school." Also, as the program expanded, this system of payment was too expensive to maintain. As a result, a new system provides all participants with rewards (e.g., game tickets or restaurant coupons) and also offers prizes such as calculators or watches for which students can compete. "Minigrants" of \$250 are available at each school. Parents are encouraged to visit the project weekly and to participate in all activities. Parent activities include an initial orientation, monthly parent workshop sessions, quarterly parent/child workshop sessions, mother/daughter days, and materials for parents to use with their adolescents at home. Girls are given home activity sheets each week.

RECOMMENDATION 5: Counseling and related activities (when needed) should be available to enhance girls' self-esteem.

Support groups can also be a valuable tool in working with at-risk teenage girls. Such groups can foster cooperation, create a supportive atmosphere, and provide real assistance in meeting practical problems. Troubled girls, who often lack basic social and problem-solving skills, are helped to recognize their own problems and feelings. Through talking with others, they are able to gain perspective on who they are and what they would like to become.

The Discovery Links Project. Run by Camp Fire, Inc., in Klamath Falls, Oregon, this project works with female adolescents, age eleven through sixteen, who are having trouble in school. Many have experienced multiple detentions and low grades. At the beginning of group sessions, girls are presumed to be lacking in the

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tive ways. But through discussions that focus on matters of great interest to young
adolescents—the self and personal autonomy—girls gradually gain competency in
their ability to maintain focus; see cause-and-effect relationships; and recognize
and have empathy for expressions of anger, sadness, caring, and other emotions. As
the students' thinking and response skills grow, group sessions focus on developing
problem-solving skills.

The Discovery Links Project holds youth group sessions that meet weekly
outside of school and are structured like regular Camp Fire meetings (allowing
participants to move easily into already-existing Camp Fire groups whenever they
are ready). Parent groups familiarize adults with the problem-solving process, so
they can reinforce and support their daughters' behavior at home. There is an
opportunity for girls who successfully complete the program to become co-leaders
for other groups, enhancing their sense of usefulness and self-esteem. An advisory
council, with representation from schools, the county juvenile department, local
civic leaders, and the Camp Fire Board, develops resources, recruits volunteers, and
coordinates this program with other services available to students. This program
has succeeded in a number of areas, producing a decrease in the number of
detentions and an improvement in grades for participating students.

The Early Single Parenting Project. Started in San Francisco in 1977 by two social
workers who were single parents, this project offers new single mothers of all ages
a twelve-week structured support group. The goal is to provide a nonthreatening
environment in which they can gain emotional support, share practical experiences
and survival strategies, form a lasting support system, and make single parenting a
positive experience. After the program's initial success, the project staff met with
representatives of many San Francisco organizations who wanted to develop or
modify their own group support programs for teen parents. The project's replica-
tion afforded its originators an opportunity to observe their model in different
settings.

Facilitators of teen support groups reported many benefits for the members,
including a nurturing environment that helps build self-esteem, a support structure,
and validation of their experience as parents. The group structure combines
freedom with limits, paralleling the dual nature of many adolescents who simulta-
neously crave dependence and independence. Not all the teen parent support
groups met with equal success, demonstrating that great care must be taken when
adapting adult models for use by young people. Facilitators stress that groups must
be flexible and emphasize a trusting relationship between teens and adult leaders.
Other problems include time constraints when the group is structured as part of the
school day, the need to require group sizes limited to five or six, and the mandatory
(and sometimes reluctant) participation of some teens who are required to join a
group in order to receive other services.

Think Again. This videotape is designed to encourage young women to complete high school. It can be incorporated into a larger prevention program. An accompanying booklet provides additional information on female dropout and guidance for presenting the videotape to teachers, administrators, counselors, and student groups.

The Rural Alternatives Institute, producer of the film, taped interviews with young women who describe, in personal terms, why they dropped out, the consequences, their regrets, and their desire to return to school. These young women dropped out for a variety of reasons—parenting, marriage, peer pressure, family and social problems, and difficulties associated with minority status. They are shown in a variety of unrewarding jobs—at a bingo hall, cafeteria, hardware store, and laundromat—and all urge potential dropouts to “think again.” Because the girls are ethnically mixed and discuss different motivations for dropping out, the film is appropriate for a wide range of audiences.

RECOMMENDATION 6: *Parents should receive counseling and education on how to support their daughters' education.*

Counseling and education for parents is important; negative parental attitudes can defeat a program. Many projects discussed in this section have sought the cooperation and support of parents. The PEER program in the Chicago Public Schools, described above, encourages parents to participate in all project activities. Workshops and other special events are held to educate parents and engage their interest. The Discovery Links project in Klamath Falls, Oregon, organizes parent groups with the purpose of enabling participants to support and reinforce the problem-solving skills their daughters are learning. Parental and parent/child counseling are also available when needed.

Two programs that will be described below emphasize parental involvement. The Family Learning Center in Leslie, Michigan, includes the extended family in counseling to build a supportive environment for teen parents. Ysleta Girls Count! in El Paso, Texas, holds a parents night to help parents collectively encourage their daughters' career aspirations.

Coordination of Services for Academic and Nonacademic Needs

RECOMMENDATION 7: *Schools must coordinate with outside agencies and organizations to provide students with access to needed services.*

The Family Learning Center. This center in Leslie, Michigan, has a comprehensive program for teen parents. Located in a rural environment where it is often difficult to find and coordinate services, this program serves seven rural school districts. It offers public and mental health counseling, social and legal services through county agencies, and continuing secondary education and job prepara-

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RECOMMENDATION 8: *moderate student*

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tion—all at one site. The primary goal is to keep teen parents and pregnant girls in school, while at the same time offering child care, family education, and vocational training. The teens' parents are involved in the program whenever possible, creating an intergenerational support system. The program works with teen fathers as well as teen mothers.

Since 1974, the center has operated two mobile units that serve as alternative education sites on the Leslie High School campus. Students from the seven districts are picked up by mini-van or bus, and they are offered small classes, individualized schedules, job preparation, and counseling. The normal high school curriculum is used, with students attending regular classes whenever possible. The center operates a day-care center, and specific times are set aside when the teen parents take responsibility for their children. Pregnant teens receive prenatal care, and the center coordinates on-site and home visits by mental health nurses. The program makes every effort to relieve the stress and anxiety involved in teen parenting, thus reducing the possibility of child abuse and neglect.

Results from the Family Learning Center are significant and well documented. Ninety percent of seniors graduate, a rate that is high not only for the area, but for the nation. The number of seventh to eleventh graders who enter the program and then remain in school is also over 90 percent. Program participants improve their grade point averages and also have fewer pregnancy-related health problems. Their infants have higher birth weights and fewer respiratory problems.

The larger community has shared in the benefits and responsibilities of the Family Learning Center. A Head Start program was started in Leslie, and Michigan State University interns are placed at the center. Community residents regularly donate clothing, food, children's toys, and equipment to the Center; landlords tell the program about rental vacancies; employers give information about jobs; and the community newspaper prints positive articles about the center. The Family Learning Center has become a model for programs in many other rural districts.

RECOMMENDATION 8: School environments must be flexible enough to accommodate students' individual learning and service needs.

As discussed above, at-risk students often need the kind of help that is not generally available at school. In addition, schools may need to be more flexible in order to assist at-risk students. A young woman who needs a partial schedule because she can't get a baby-sitter until third period does not fit into a standard school schedule. Neither does a student who will be absent from final examinations because of her delivery date. And neither does the young woman who stays home because she has a sick child. Most schools don't recognize such an absence as an excused one.

A School-based, Noncurricular Model for Pregnant and Parenting Teens. Established in 1986 by the National Association of State Boards of Education (NASBE) and funded through the Departments of Health and Human Services and Labor, this project was designed to determine the effectiveness of a counselor/advocate who works in the school to provide students with access to the academic, health, employment, and other services they need to complete their education. The project is aimed at pregnant and parenting students and was piloted in two schools in Wisconsin and Maryland.

The counselor/advocate identifies adolescents who need services and enrolls them in the program. Advocates establish case-management files, coordinate services referrals and academic services, work with school personnel to facilitate scheduling and other flexibility for students, and provide ongoing help and moral support. A counselor/advocate will call students and inquire about absences, arrange alternative academic programs, ensure that students receive access to appropriate nutritional information and prenatal care, and identify needed day-care facilities.

Each school district involved with the NASBE project has established a problem-solving group responsible for ongoing project operation and policy. Composed of school district officials and community agency representatives, this group forms the network of referral services. The counselor/advocate periodically reports to the group and relies upon its members to provide assistance or influence with schools and agencies. The group will ultimately form a link with state policymakers regarding appropriate programs and policies for pregnant and parenting students.

The NASBE model is a relatively low-cost option for providing services to pregnant and parenting students. Data is still being gathered for a final evaluation, but preliminary results show that most of the faculty and teachers are familiar with the program, like it, and feel that it is working. At the Maryland project site during the 1982-88 school years, the counselor/advocate dealt with 147 students. Of these, she kept case-management files on 109, which officially enrolled them in the program as pregnant or parenting students. The counselor/advocate typically met with these students once a week for the entire school year. Of the 109 students enrolled in the program, 96, or 88 percent, either remained in school or transferred to another school. Of the 77 students who remained at the site, 70 percent earned enough credits to either progress to the next grade or to graduate.

In the Wisconsin program, there were 76 students enrolled; most of them were referred by teachers. Of these students, 66 (87 percent) either remained in school or transferred to another school or alternative program. Of the students who remained at the site, 69 percent earned enough credits to progress to the next grade or graduate. According to the Children's Defense Fund (1986), 61 percent of teen mothers do not finish high school; thus, students in the pilot schools are being retained at higher rates.

Bias-free Interactions with Teachers and Administrators

RECOMMENDATION 9: Adequate teacher training must be available to promote student/teacher interactions that are free of sex and race biases.

Gender/Ethnic Expectations and Student Achievement (GESA). This program helps teachers become aware of and improve student/teacher interaction patterns, especially regarding gender equity. Developed by Dolores Grayson and first piloted in Los Angeles in 1983, it currently operates in thirty-eight states. The underlying assumption is that only through equitable treatment will the needs and potential of all students be served. The program consists of five "workshop-observation-feedback" units; each unit lasts about a month. Units are based on the five major areas of gender disparity: instructional interaction, classroom grouping and organization, classroom control, enhancing self-esteem, and the evaluation of student performance. The three-hour workshop sessions take place after school with groups of twenty to thirty-six teachers. Participants break into clusters of four, and over the next month, each teacher observes and is observed by the other three in a classroom setting. The observers code, by gender, the teacher/student interactions studied at each workshop.

A field evaluation of this program took place in Los Angeles in 1984, and a formal validation study was undertaken in 1985-86. Higher achievement gains in reading and mathematics were attained by students of GESA-trained teachers. Pre- and posttraining observations revealed that although teachers still favored boys with more attention, they did so to a much lesser extent. Participating teachers reported an increase in nonstereotyped interactions, materials, and activities. There are also indications that the program has generic benefits; it not only decreased disparity between genders, but also between ethnic groups and students of differing abilities and socioeconomic status.

Expanding Staff Potential in High Technology (ESP) Seminars. These seminars, run by the Alabama Department of Education and Wallace State Community College, introduce and explain two manuals that help educators understand Title IX and how to implement it. The *Legal Framework Guide* provides laws and related legislation to assist personnel in understanding and implementing Title IX. The *Curriculum Guide* is a collection of ideas, activities, and resources designed to help educators provide students with an understanding of the historical, current, and future perspectives of men, women, and work; an understanding of themselves, their own interests, skills, and abilities; and student career planning, which considers a broad range of potential jobs and access routes. By the end of the seminar, participants have developed plans for their own schools or districts to resist sex stereotyping, to counsel students into nontraditional careers, and to recruit local business and industrial personnel to serve as role models.

Encouragement to Enroll in Nontraditional Courses and to Enter Nontraditional Careers

RECOMMENDATION 10: Girls must be encouraged to explore various career options and to prepare for nontraditional careers by enrolling in math, science, and other nontraditional courses.

It isn't easy for a young woman to enter a career field that has been traditionally considered "male," and many girls don't even consider doing so. Young girls limit their options as they opt out of science and mathematics courses and are therefore unable to train for a number of jobs, both traditional and nontraditional. The programs described under this recommendation help young adults think about and prepare for a range of future options.

Ysleta Girls Count! This is a school district program to assist middle school girls who have already demonstrated proficiency in mathematics. The project is located in El Paso, Texas, a city that is relatively poor and about 80 percent Hispanic. Its purpose is to help participants (1) take more math classes, (2) significantly increase their PSAT mathematics scores, and (3) reduce their anxiety about mathematics. Students—a minority of whom are at-risk or disadvantaged because of drug abuse, disruptive homes, or poor school attendance—attend a week-long summer seminar in creative mathematical concepts and visit potential career sites such as universities, hospitals, and banks. Mentoring and parent education are important elements of the program, since many participating girls have been discouraged from outperforming boys. Parent education helps parents collectively support the concept of female achievement. In the school year that follows the summer seminar, participating girls meet with mentors, visit the mentors' job site, and complete a group project. After the year-long program, the project staff tracks participants to make sure that they are guided into advanced courses in secondary school. The business community, universities, and the media have all encouraged and supported this Ysleta Independent School District program. The Ysleta program is a fine example of how a school district, in cooperation with the community, can encourage young women to enroll and excel in nontraditional courses.

Choices. This is one aspect of the Girls Clubs' four-pronged approach to teen pregnancy prevention. The program is based on the philosophy that across cultural groups, young women with higher education and career aspirations are less likely to become teen parents. Girls Club leaders in Santa Barbara, California, developed the *Choices* curriculum, and it was subsequently adopted in the curriculum of the Santa Barbara school system in 1981–82. Published as *Choices: A Teen Woman's Journal of Self-Awareness and Personal Planning*, the curriculum is now used in schools and Girls Clubs across the country.

Choices takes the reader through the process of planning for the future and presents a realistic appraisal of the emotional, financial, and social implications of early childbearing. Participants in the course must visualize their life from the present to the age of sixty; they prepare rigorous personal and family budgets for the lives they'd like to lead. In the process, they develop a set of personal goals and objectives and an individual plan to reach them. The program's objectives are to increase

- knowledge about available careers, salaries associated with those careers, and the income required to support oneself in adult life
- knowledge about a woman's present and future roles in the labor force and in family life
- knowledge about the economic, social, emotional, and physical aspects of childbearing
- self-esteem and self-reliance
- positive attitudes about nontraditional careers
- skills in the areas of decision making, formation of values, development of personal goals and objectives, assertiveness, identification of aptitudes and interests, family planning, and career research

The program has no formal evaluation; instead, program users evaluate its effectiveness according to the goals they have set. For example, school administrators evaluate the program according to the participants' final grades.

The Choices Initiative in Wisconsin. The initiative was established to stimulate collaboration among Wisconsin agencies to address the issues of sexual abuse, pregnancy, education, vocational education, and academic underpreparation—issues that were identified as interdependent problems by a special advisory committee on the female adolescent. The interagency collaboration was established by the Wisconsin Women's Council, a state agency established by the legislature in 1983 to improve the status of women in Wisconsin. Among its many activities, the council conducts state agency dialogues, sponsors conferences, identifies barriers to women in education and the work force, and maintains an inventory of state and national women's associations.

The interagency committee—consisting of social service agencies; schools; job training resources; advocacy groups; civic organizations; and the Departments of Public Instruction, Health and Human Services, and Industry, Labor, and Human Relations—encourages communities to develop programs to help young women. A Choices Conference was held in May of 1985 to provide technical assistance to communities. Three demonstration projects (rural, urban, and suburban) were established to help meet the objectives listed above. Each demonstration site used the Girls Clubs' *Choices* curriculum and other strategies based on the particular

problems in that locale. A mid-sized city, where single parents living in poverty was the biggest problem, used a media campaign and public forums to build support for the *Choices* concept. In Milwaukee, where the primary problem is student pregnancy, individual student plans, student support groups, and a community task force were formed. At the rural site, where the single biggest problem is the dropout of Native American girls, a variety of approaches helped girls prepare for decision making, nontraditional careers, and their future roles as workers and family members. Evaluations show that the project is generally meeting its goals of school retention and continued project participation by students. It has been strongly supported by the state superintendent of education, and the governor has proposed that it be institutionalized in the Wisconsin Department of Health and Social Services.

The Job Corps. The corps is a training and employment program administered by the U.S. Department of Labor to better prepare disadvantaged youth to either get and hold jobs, further their education or training, or enter the Armed Forces. Major corporations, nonprofit organizations, and government agencies manage and operate over one hundred Job Corps centers nationwide. Enrollees are youth between the ages of sixteen and twenty-one who are impoverished and unemployed and have volunteered for the program. They are typically relocated to residential centers for an intense program offering a range of services that are 50 percent basic education and 50 percent vocational skills training. Each enrollee is tested and screened to assess skills, aptitudes, and interests. Based on the results, an individualized development plan is developed for each corps member. Enrollees progress through the program at their own pace; competition is de-emphasized and individual growth is encouraged. As corps members complete vocational training, they are assigned to work experience programs where they apply their new skills and knowledge to a job for a period of four to six weeks. In the residential center, corps members participate in meetings and group counseling sessions and are responsible for helping maintain their own belongings and the center. Each member's progress is evaluated on an ongoing basis, formally and informally. Upon graduation, members receive assistance finding jobs, apartments, and meeting other needs.

In 1985, of the 63,020 youths enrolled in Job Corps, 31.8 percent were female. According to a 1982 evaluation, there were differential impacts by sex. Females without children tended to have larger gains in earnings, education, health, and reductions in welfare; males were more likely to have entered into military service or reduced unemployment benefits. Females with children before or after Job Corps showed little gain. The same report showed that former corps members had increases in employment, earnings, high school diplomas or equivalent degrees, and college attendance; better health; and a reduction in the receipt of financial welfare assistance.

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Summary

When we collectively examine these programs, several themes emerge. First, young women at risk need a coordinated network of services in order to overcome barriers to school success. These barriers are formidable and persistent, and without attention to both academic and nonacademic needs significant progress is unlikely.

Second, these programs highlight the critical importance of adults in these young women's lives. Whether that adult is a teacher, counselor, youth service worker, or mentor, the opportunity to interact with successful adults has a powerful effect on the aspirations and self-esteem of the young women.

Finally, it is critical that schools and communities collaborate closely in order to provide the appropriate support services. This has implications for schools. For example, it is critical that teachers, as well as other service providers, understand the complex nature of the kinds of problems many young women face. When schools, youth-serving organizations, and other public agencies such as health and employment training use each other's programs, staff, and information effectively, young women at risk will have fewer obstacles to overcome.

Recommendations to increase the pipeline to higher education

- Improve K–12 preparation to ensure greater opportunities to increase the pipeline to higher education: “While 100 percent postsecondary participation may be neither feasible nor desirable, concerted efforts should be made to expand the pool of college-eligible students.”ⁱ
- Reconceive concepts of access to link enrollment with results-based outcomes, as measured by high student achievement and personal goal attainment, and include the development of a welcoming environment in which the student can undertake her studies.”ⁱⁱ
- Require a national annual report detailing disbursement of financial aid, loans and grants, and awards in higher education disaggregated by race and gender. The report should also provide recommendations for addressing disparities in financial-aid distribution.
- Amend the 1996 Personal Responsibility and Work Opportunity Reconciliation Act to give women on welfare the opportunity to pursue postsecondary education and to allow college study and work study to count toward a welfare recipient’s work requirement.
- Restore funding to the Patricia Harris Fellowships to encourage all women and (men of color) to enter master’s, professional, and doctoral programs where they are underrepresented.
- Make federal financial-aid programs available to part-time students, and expand the availability of grants as well as providing loans.
- Target Title IX enforcement to address discriminatory practices.
- Clarify legally acceptable forms of affirmative action in education for all women (and men of color) and encourage their use.
- Provide opportunities to encourage women to enter nontraditional fields of study and develop programs designed to increase women’s retention in these areas.

From research done by the WEEA Equity Resource Center

ⁱ U.S. Department of Education. *Reconceptualizing Access*.

ⁱⁱ U.S. Department of Education. *Reconceptualizing Access*.

Reducing the Dropout Rate

The high school diploma is a significant credential. While it may not open all doors to economic opportunity, the lack of that diploma will close doors to jobs, to the military, to many industry training programs, and to much of the postsecondary education system.ⁱ

Whether a young woman drops out, remains in school, or goes on to postsecondary education is determined well before she ever fills out her first application. Factors such as her personality, the resources and attitudes of her parents, the location of the schools she attends, the gender expectations and classroom behaviors of her teachers, and the advice she receives from her guidance counselor about course selection, education, and career options all influence her educational opportunities and outcomes. As one researcher has noted,

A history of differential access to public schooling compels us to appreciate that today universal access defines education in the United States. That we have accomplished this only means that today evidence of educational injustice must be sought in terms of experiences and outcomes. Whether we rely upon graduation rates, the economic exchange value of a diploma, or exposure to a critical and participatory education, we find dreadful discrepancies that fall along the contours of social class, race and ethnicity, and gender. Those who begin school already privileged end up that way—only more so.ⁱⁱ

The table below compares elementary, high school, and college completion rates in 1980 and 1997. Looking at the overall high school graduation rate, we see that it has increased, from 69 percent in 1980 to 82 percent in 1997. Differences exist among racial/ethnic groups, however. White men and white women are above the overall rate, at 86 percent. Latinas (and Latinos) are almost 30 percent below the overall rate. Additionally, in 1997 about 10 percent of Latinas (and 9 percent of Latinos) in this age-group had less than five years of elementary school.

Years of School Completed by Persons 25 and Over, by Race/Ethnicity and Gender,
Selected Years

		March 1980			March 1997	
Sex and Race/Ethnicity	Less than 5 Years of Elementary School	High School Completion or Higher	4 or More Years of College	Less than 5 Years of Elementary School	High School Completion or Higher	4 or More Years of College

All races, males and females	3.4	68.6	17.0	1.7	82.1	23.9
Male						
White	2.0	72.4	22.8	0.6	86.3	29.0
African American	11.3	51.2	7.7	2.9	73.8	12.5
Latinos	16.5	44.9	9.2	9.2	54.5	10.6
All males	3.6	69.2	20.9	1.6	82.0	26.2
Female						
White	1.8	71.5	14.4	0.5	86.3	23.7
African American	7.4	51.5	8.1	1.3	76.5	14.0
Latinas	15.3	44.2	6.2	9.5	54.6	10.0
All females	3.2	68.1	13.6	1.6	82.2	21.7

Source: U.S. Department of Commerce, Bureau of the Census.ⁱⁱⁱ

In urban areas, especially for low-income African American and Latino youth public schools may offer everyone *access* in, but once inside the doors of public schools, many low-income urban youths are virtually *disappeared*. Their bodies are in classrooms until they reach the ceiling age for compulsory education. Usually that's seventeen, thereafter, they are called "dropouts."

Reducing the high school dropout rate continues to be an important issue for girls, particularly girls of color. At 28.3 percent in 1996, the dropout rate for Latinas was almost triple the overall female rate of 10.9 percent. According to a 1996 report from the U.S. Department of Education, from 1995 to 2005 Latinos between the ages of 5 and 17 will increase by 2.4 million—the fastest-growing segment of the student population in this country.^{iv} At 12.5 percent, in 1996, the dropout rate for African American girls was almost double the overall rate, while the rate for white girls, at 7.3 percent, was below the average rate. Estimates in 1991 placed the overall dropout rate of American Indians at 50 percent or above; girls were 54 to 60 percent of that figure.^v Why has the dropout rate for white girls gone down dramatically over the past 20 years and the rate for girls of color remained so high? To answer that question, we need more research about gender and dropping out that focuses on specific groups of girls. Current work in this area is beginning to provide clues. The initial research is leading some to ask whether girls are dropouts or "pushouts." Additionally, since no data is available to track "dropping out" between middle school and high school, there maybe an earlier hidden dropout, especially among Hispanic youth, that needs to be further examined.

As Clark says, "There is insufficient research on gender and dropping out. Most researchers have found that males and females reported similar reasons (when the variable of pregnancy was eliminated) for leaving school. Other research shows that while there are many similarities between the sexes, socialization factors play a major role in why boys drop out and why girls drop out."^{vi}

According to a 1988 study by the U.S. Department of Education, pregnancy and parenting are the leading cause of girls dropping out of school: 43 percent of female

dropouts gave marriage and/or pregnancy as the reason.^{vii} However, in one study by the National Association of State Boards of Education identified characteristics and school-related factors that can result in young women leaving school before completion, finding some characteristics applied equally to girls and boys, including low socioeconomic status, minority status, and low parental education levels. Another set of background characteristics seem to influence more female than male dropouts, including having a large number of siblings and the mother's educational level.^{viii} "The school-related factors that affect dropping out include low academic achievement and low self-esteem. The report found a number of factors that impact girls, including: early socialization experiences that teach girls to be less assertive, cognitive differences in the ways that many girls and boys learn, teacher interaction patterns that favor boys' response patterns and learning styles, and course selections that often don't prepare girls for higher-paying jobs and careers."^{ix}

The reports author, Janice Earle suggests that the key to an effective dropout-prevention program for girls (and boys) "is having adults (parents, teachers, counselors, community mentors, nurses, and so on) act as advocates for children, keeping track of their academic progress, their social relationships, and their health. . . . For young women at risk, this means actors in a school setting who are aware of the particular risk factors that affect young women, and who have time to address them."^x

In her study of American Indian girls, Ardy Clark identifies an accumulation of "school factors" as the most prevalent reason for American Indian girls leaving school, whether or not they are having academic problems.^{xi} Interaction with teachers was cited as a major concern: "Many of the women in this study who dropped out of school left behind a history of humiliation, perceived lack of caring on the part of school personnel, lack of individual attention, and an atmosphere of indifference toward them as individuals."^{xii} Nearly half the women in Clark's study reported that between the sixth grade and junior high, they began to experience "difficulties in school."^{xiii} Most of these centered on teachers' behavioral expectations, including unrealistic rules, and on teachers who were judgmental and exhibited racist or prejudicial behavior.^{xiv} Another dropout attributed her giving up on school to teachers and their superior attitude toward Indian students:

In school you learn that there are the bosses and they are white, or Indians who act like whites . . . and then there are the others who do what the bosses tell them. If you are an Indian, it is clear that you will never be the boss, because it is the whites who are in power. I never felt good in school. I always felt like I wasn't good enough or that the teachers were doing me a favor because they were trying to teach me. As I got older, I realized that education for Indians meant nothing. There were no jobs, no opportunities. So why even try? Even if we got a job, it was still the whites, the teachers, who would be in power."^{xv}

For other girls, these low teacher expectations motivated them to stay in school to prove the teacher wrong.

One high school graduate reported that although she didn't believe school would provide her with employment opportunities, she did feel it would give her the skills to intervene in a system she considered unjust and corrupt:

I hated school. Most of the teachers didn't expect very much of us. They knew that even if we graduated, we wouldn't do anything with our education, because there were no jobs. Any good job was held by whites, and if an Indian did get a good job, they were generally run out of it by oppositional forces within the community. By the time I was a tenth-grader, I knew that the likelihood of getting a job was almost zero, but I also knew that even as much as I hated the school, I needed an education so I could stand up for my rights or at least the rights of my children. I graduated for that reason.

Research by psychologist Michelle Fine also challenges the conventional wisdom about dropouts. In her work with Latino and African American students in the South Bronx of New York City, she concludes that, given the inadequacies of their educational environment, the dropouts may be healthier than those students who remain in school. She found that

the dropout was an adolescent who scored as psychologically healthy. Critical of social and economic injustice, this student was willing to challenge an unfair grade and unwilling to conform mindlessly. In contrast, the student who remained in school was relatively depressed. Self-blaming, this student was more teacher-dependent, unwilling to challenge a misgrade, and endlessly willing to conform. . . . Dropouts could be reconceptualized as critics of educational and labor market arrangements. The act of dropping out could be recast as a strategy for taking control of lives fundamentally out of control.^{xvi}

Clark and Fine both provide support for the idea that students are "pushed out" of school rather than dropping out.

ⁱJ. Earle and V. Roach, *Female Dropouts: A New Perspective* (Newton, MA: EDC, 1989), 18.

ⁱⁱM. Fine, *Framing Dropouts: Notes on the Politics of an Urban Public High School* (Albany, NY: State University of New York Press, 1991), 181.

ⁱⁱⁱU.S. Census of Population, 1960, vol. 1, part 1; *Current Population Reports*, series P-20, and unpublished data; and J. K. Folger and C. B. Nam, *Education of the American Population*, 1960 census monograph (this table was prepared July 1998).

^{iv}U.S. Department of Education, "Presidential Advisory Commission Calls for Action on Hispanic American Education," *Press Release*, September 12, 1996 (www.ed.gov/PressReleases/09-1996/hiscom.html).

^vA. D. Chavers, "Indian Education: Dealing with Disaster," *Principal* 70, no. 3 (1991):28-29. Cited in A. Bowker, *Sisters in the Blood: The Education of Women in Native America* (Newton, MA: WEEA Resource Center/EDC 1993), 8.

^{vi}Bowker, *Sisters in the Blood*, 8.

^{vii}U.S. Department of Education, "Dropout Rates in the U.S.: 1988," cited in Office for Civil Rights, *Teenage Pregnancy and Parenthood Issues Under Title IX of the Education Amendments of 1972* (Washington, DC: Office for Civil Rights, 1992), 14.

^{viii}Earle and Roach, *Female Dropouts*, vii.

^{ix}*Ibid.*

^x*Ibid.*, 4.

^{xi}Bowker, *Sisters in the Blood*, 245.

^{xii}*Ibid.*, 263.

^{xiii}*Ibid.*, 260.

^{xiv}*Ibid.*, 168.

^{xv}*Ibid.*, 109.

^{xvi}Fine, *Framing Dropouts*, 4.

Examples of Vocational Programs for Pregnant and Parenting

Teens, Single Parents, and Displaced Homemakers

California

The state has developed a wide array of programs for both single parents and pregnant women/teens, particularly focusing on the economically disadvantaged and women of color. For example, the Teen Parent Project provides vocational education programs and services that can enable teens to further their education and become economically self-sufficient. Of the teens in the program, 100 percent graduated with a high school diploma or GED, and 87 percent were accepted into a college. Teens in the program learned about accepting roles outside the home, participated in career days, made portfolios, did job shadowing, gained exposure to Latina role models, and learned to take charge of their own future.

The *Solo Project* was established to encourage single parents, displaced homemakers, and single pregnant women to enroll in and complete vocational education programs. Fully 100 percent of the program participants began employment, 85 percent received a high school diploma or GED certificate, and 76 percent were accepted into a college or university. Other California projects for single pregnant women include the *Willa Brown Aviation* program, which trains single parents/single pregnant women for employment in the aviation industry, and *An Income of Her Own*, which teaches female high school students about the art of entrepreneurship.

Maryland

The state funds programs to assist single-parent, displaced homemaker, and single-parent women between adults and adolescents. Recipients for grants include community colleges, local education agencies, and community-based organizations. The program objectives are to provide services that enable the targeted group to become economically self-sufficient through the attainment of marketable skills, with an emphasis on keeping the adolescents in school. For the adolescents, six local school systems and six community colleges were funded. The programs offer career and personal counseling, career development, pregnancy-prevention information, health services and/or referrals, teaching of parenting skills, child care assistance, and transportation or referrals to services available. In Maryland in 1997, 199 of the state's 205 senior adolescent program participants graduated, 462 received child care assistance, and 348 received transportation assistance.

Nevada

Nevada Re-Entry Centers provide assistance to single parents, displaced homemakers, and single pregnant women at four community colleges in the state. These centers offer occupational training, basic skills education, career guidance and counseling, support services, and work experience programs. As a result of this project, many single parents report that they have reduced or eliminated their dependence on social services, increased their self-esteem, and become more self-sufficient.

New York

The Center for Young Parents in Niagara Falls City School District, New York, is an alternative middle and senior high school program that provides comprehensive services to meet the educational, health, psychosocial, and parenting skills needs for pregnant teenagers and for adolescent fathers and mothers. Designed by a social service agency, it provides transportation; on-site daycare; group, individual, and family counseling; and pre- and postnatal classes. Extensive hospital, school, and home visiting services are also provided.

West Virginia

Raleigh and Boone County, West Virginia, offer a child care and supportive services program designed to provide quality technical education programs to single parents, displaced homemakers, and single pregnant women and young parents who are at risk of dropping out or already have dropped out of school due to

pregnancy or marriage. Support services, including child care and outreach measures, are used to increase trust within the community and its consumers.

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Introduction

As the high school dropout rate has soared nationwide, educators have initiated numerous studies designed to assess, profile, and eventually recover lost students. The usual prescription has been to offer vocational training, job placement, skill remediation, and/or lab classes as part of dropout prevention and/or recovery programs. Yet, despite efforts at early identification and program intervention, large numbers of students still drop out of school prior to securing a high school diploma.

The myths surrounding dropouts persist despite recent research findings. One myth is that female students who drop out do so because they are pregnant, although studies show that 60 percent of female dropouts are not pregnant. Another myth is that most dropouts leave school due to work-related needs, despite research findings to the contrary. Studies tell us that dropouts express feelings of alienation and disenchantment with school, family, peers, and/or society in general. In "An Essay on School Dropout for the San Diego Unified School District" (1985), Robert Barr notes that studies involving interviews with marginal students give a sense of their experience of failure and alienation from school and their successful peers. Dr. John Rodriguez, administrator-in-residence on dropout prevention with the San Diego Unified School District, writes in "Conceptual Definition of a Dropout":

Dropouts . . . have not found satisfaction with their school experience. [They] believe that school is not for them yet most understand they need an education. . . . Most dropouts have poor grades, low self-esteem, and have not been involved in a strong support system, either academically or personally. . . . Dropouts do not have a strong peer relationship with classmates who are successful in school and usually are not involved in extracurricular activities.

When the economic and psychological price of being female is added to what we know about dropouts in general, the toll mounts. A significant body of research indicates that young women suffer severe loss of self-esteem as they mature. S. Smith, in "Age and Sex Differences in Children's Opinions Concerning Sex Differences" from the *Journal of Genetic Psychology*, found that as girls and boys progress through school, their opinions of boys grow increasingly more positive and their opinions of girls grow increasingly more negative. Both sexes learn that boys are worth more (Smith 1939). There is recent evidence, however, that some of these attitudes are slowly changing (Olsen and Willemssen 1978; Kuhn, Nash, Bricken 1978).

Looking at the economic ramifications of being female, the following has been documented:

- *A female earns \$.65 for every \$1 a male earns.* Female college graduates earn less than men with high school diplomas.
- *There is a likelihood of being in a sex-segregated job if you are female.* Women make up approximately 80 percent of all administrative support and 69 percent of all retail and personal services sales workers, but only 9 percent of all precision production, craft, and repair workers. Women form only 38 percent of all executives, managers, and administrators.
- *There is a higher incidence of poverty among adult females than in adult males.* Women represent 63 percent of all adults living in poverty. Low educational attainment increases the chances of poverty (Women's Bureau 1988). At every educational level, women who work year round, full time, earn less than their male counterparts. In fact, female college graduates who worked full time for all of 1985 earned less on average than fully employed men with no more than a high school diploma—\$21,362 to \$22,852 (Rex 1988).

The consequences of dropping out of school are more severe for a female than for a male. And because females and males are dropping out in equal and increasing numbers, the issue of female dropouts is a critical one. The 1978–86 San Diego City Schools Dropout Baseline Study identified 1,877 female dropouts and 2,180 male dropouts. *Female Dropouts: A New Perspective*, a report by the National Association of State Boards of Education (1989), notes that Black females are more likely to drop out than Black males, and the United States Commission on Civil Rights (1978) reports that 14 percent of Mexican-American females drop out compared to 11 percent of Mexican-American males.

Robert Barr notes that students *desire* to maximize their personal satisfaction with their educational experience. He points out that students express high levels of dissatisfaction in two areas: the need to be personally supported and the need to meet challenges. It is therefore assumed, and hoped, that if a school system successfully offers personal support to each student and enables each student to successfully meet meaningful academic challenges, the student dropout rate will be decreased. The *Going Places* curriculum endeavors to meet this goal.

This semester-long curriculum is designed to increase the self-esteem, leadership skills, and communication, decision-making, and problem-solving abilities of eighth- and ninth-grade students who are at risk of dropping out of school. The manual offers procedural suggestions for organizing a *Going Places* class. Individual sections address administrative support, the role of the teacher, identification of students, curriculum implementation, parent involvement, and transition to high school. Detailed lesson plans help students to identify and evaluate their values and biases to increase their understanding of themselves; learn to communicate in positive ways with their peers, parents, and others; and discover new ways to build on the strengths and weaknesses they have identified.

Goals and Objectives

The Going Places Program was developed to address the following specific needs:

- build self-esteem
- increase a sense of belonging—to a group or school
- improve problem-solving and decision-making skills
- develop leadership skills
- begin high school with success experiences
- involve parents in the education of their children

Although the primary goal of the Going Places Program is to ensure student duration and graduation from high school, this cannot be determined immediately by the Going Places teacher. Nevertheless, measurement of program objectives can provide valuable short-term feedback. Each teacher can and should look at the following objectives and attempt to determine their successful attainment. In some cases, specific measurement instruments are suggested.

Objective 1: Increase students' self-esteem. A short self-esteem evaluation sheet can informally measure changes in self-esteem. One is included in appendix B, or you can create one. Administered at the beginning and the end of the semester, the evaluation can serve as a pre- and postmeasure of the students' successes.

Objective 2: Provide at-risk students, particularly females, with leadership skills that enable them to actively participate in programs, projects, and activities upon entering high school. See the "Transition to High School" section of this guide for further information.

Objective 3: Increase the employment awareness and potential of students, particularly females of color, through field trips to work sites, career awareness activities, and the development of goal-setting and decision-making skills. See the "Enrichment Activities" section of this guide for field-trip planning suggestions. Career

awareness, goal setting, and decision making are units within the curriculum.

Objective 4: Maximize a successful transition from eighth or ninth grade to high school. See the "Transition to High School" section of this guide for further information.

Objective 5: Reduce the absenteeism of participating students. A comparison of the participating students' last three weeks of school attendance before entering the Going Places class with the last three weeks of the Going Places semester will provide some indication of short-term impact.

Objective 6: Involve parents of participating students in motivating their children to stay in school. See the "Parental Involvement" section of this guide for further information.

Building a Successful Program

Start Up

As with all successful programs, administrative support is essential to the Going Places Program. The site administrator plays a pivotal role in the successful implementation of the program, from determining scheduling of the class to lending credibility and heightening the impact of the curriculum on the students and the larger school community.

Once approval to conduct the Going Places class has been given, the teacher and administrator will need to attend to the following procedural details:

- Schedule the class (with a course number) into the second semester's master schedule. Going Places will most likely be designated an elective class and scheduled as a regular class period.
- Begin identifying students, using the criteria included in this guide.
- Share the Going Places Program and concept with *all* staff at a faculty meeting and in a memo. Seek referrals on students who would be good candidates for this program. Alert staff members to the fact that the class may be going on field trips, and students will need other teachers' permission to participate.
- After students have been selected, send a letter to parents informing them of the special program being offered for their children. If possible, make telephone contact with each parent to discuss the program.
- Become familiar with the Going Places curriculum and objectives. Note audiovisual and supplemental materials suggested for the first nine weeks, and order them as needed.
- Arrange regular meetings between the Going Places teacher and counselors to discuss the program, including specific concerns and needs.

After the class has begun, administrative support is best utilized in the form of

- periodic class visits—to keep in contact with the coursework and progress. This also reinforces the importance of this class to the students.
- regular meetings with the teacher to stay informed of concerns and needs.

- endorsement of the program at faculty meetings, highlighting the goals and objectives. Periodic updates on class activities can be shared through staff memos or at meetings.
- familiarity with the curriculum in order to encourage, support, and offer constructive criticism as needed.

Identification of Students

Because time is need to identify, recruit, and process students, it is recommended that the Going Places class be conducted in the second semester of the school year. The identification of students, then, should begin soon after the first quarter.

The identification and selection of students for the Going Places Program is perhaps the most critical factor aside from the selection of the teacher. The students who are chosen should be the ones with the most potential for success in the class, as well as those who are the most needy. Identifying the best candidates can be tricky and somewhat risky. Therefore, it is essential that those doing the selecting fully understand the rationale and the goals of the Going Places Program.

As discussed in the Preface, Going Places is a dropout intervention program that addresses the potential dropouts' low self-esteem and feelings of alienation from the school culture. Studies on dropouts in the San Diego Unified School District and nationwide have shown that dropouts express feelings of not belonging, failure, and being unwanted. Potential dropouts also participate less in academic and extracurricular activities, again indicating feelings of alienation.

The Going Places Program seeks to ameliorate these factors with a strong curriculum of self-discovery, decision making, problem solving, leadership skills, and career awareness. Through discussion, exercises, and cooperative group work, students learn self-worth and respect for one another. They practice and gain confidence in their ability to set goals, work cooperatively, and take responsibility for their actions.

It is important not to sabotage the progress of the class with an unworkable core of students. Though suggested identification criteria follow, the highest priority should be given to teacher and counselor recommendations.

All staff should be informed of the goals and rationale of the Going Places Program, and then asked to refer students who would benefit from such a program. It should be stressed that this program is not a "dumping ground" or a remediation program, but an enrichment class. Recommendations should be reviewed by the counseling and administrative staff, and a tentative list of candidates drawn up. An attempt should be made to balance the class by gender and ethnicity.

Composite Traits of a Going Places Student

Although the process of student selection relies heavily on teacher and counselor recommendations, we have identified a few criteria that can be used as secondary indicators of a possible Going Places candidate.

- *Attendance.* The student attends school fairly regularly. She/he may be habitually tardy, have a few trancies, but for the most part is still in school.
- *GPA.* The student maintains a low grade point average. More than likely, the GPA will range from 2.9 to 1.0, with severe fluctuations.

- **Disciplinary action.** The student displays negative behaviors and actions due to frustration and failure, which are good indicators of a potential dropout. (The sole use of this criteria will net far more boys than girls. A greater number of dropouts display little or no disciplinary problems, quietly slipping away.)
- **Activities.** The student shows little or no interest in academic or extracurricular activities. Typically, the student belongs to a "fringe" group or appears to have no close friends.
- **Classroom behavior.** The student usually sits in the back or side of the room. She/he rarely participates in class discussions, rarely initiates interaction with the teacher, shows little interest in the subject, sometimes engages in playful behavior, but for the most part is not "in" the class. She/he appears to be marking time until class is over.

Recruiting Identified Students

Because Going Places is usually offered as an elective class, students are given a choice of enrolling. Recommended students should be called in for a personal conference, informed of the program, and strongly encouraged to enroll. The administration may decide to simply inform students that they are enrolled in the class, but the best method is to allow students a choice.

When discussing the class with a student, tact and diplomacy are needed. Emphasize the enrichment and skill-building aspects of the class and the potential the student has demonstrated. Students should be told that they were specially selected by their teachers and counselors and that the purpose of the class is to enhance their success in school and life. *At no time should it be mentioned that this is a dropout prevention class, and all comments on students' chances for success should be positive, constructive, and productive.*

Either before or after the conference with the student, make calls to inform parents of their children's opportunity to take the Going Places class. If a student is undecided or reluctant, parental encouragement or opinion may be the deciding factor. Parent calls should be made to encourage parental support and involvement, even if the student agrees to enroll in the class.

Once the class enrollment is firm, some thought should be given to the make-up of the class and placement options if a student cannot function within the framework of the program. The Going Places curriculum is an elective class, so any student taking the class has chosen to participate. This would include students who were recruited and/or strongly encouraged to participate. Some students might be reluctant to share information about themselves until a strong level of trust is built up. The first few weeks of the program are designed to build trust and a sense of team unity, in order to provide an environment conducive to sharing personal information. As the class progresses, some students may begin to misbehave by acting out or asserting their leadership in a negative way. These assertions could undermine the teacher's authority and waste valuable class time with discipline problems. Consider having a private conversation with these students to discuss the goals of the program and expectations for behavior in the class. If the misbehavior continues to detract from class time, it might be necessary to have students select another elective.

Role of the Teacher

The role of the teacher in the Going Places class cannot be overemphasized. Many studies have identified the teacher as the most important person in the classroom and the determinant of a student's self-esteem, achievement, and aspirations.

Because Going Places is essentially a class in human development, the role of the teacher is a special one, balanced between facilitating discussion and growth on one hand and teaching new concepts and strategies on the other. The teacher must be equally adept in guiding group dynamics and leading discussions on race and gender issues. Certain assumptions about the teacher's background and abilities are made in the curriculum. Among these are that the teacher is

- comfortable discussing delicate subjects, such as sexuality
- sensitive in both language and behavior to damaging racial and sexual stereotypes
- aware of different cultural and ethnic backgrounds and how these will be exhibited verbally and nonverbally during discussions
- knowledgeable about the issues that have meaning for girls at risk and about the special needs that result from those issues (see "Composite Traits of a Going Places Student" section)

If the image of "superteacher" comes to mind, you are not far off. The development of self-esteem, personal goals, and internal ego strengths demands a far different approach than the traditional teaching methods.

Indeed, mainstream teaching methods simply do not attract or stimulate many of the students who will be in the Going Places class, students who are often passive and uncommunicative in the traditional classroom. The questionnaires, worksheets, and exercises in the Going Places curriculum not only demand that students respond, but frequently elicit highly personal, even "heavy," input. Consequently, teachers must have the background, skills, and personal qualities to build the atmosphere of trust and mutual respect that will be necessary to encourage full participation. During discussions, the Going Places teacher must be constantly on the alert for verbal and nonverbal clues that signal negative reactions to class proceedings and be skilled at redirecting and defusing tension. In the Going Places classroom, an inadequately trained or poorly prepared teacher will do more harm than good.

This curriculum includes lessons that require a variety of teaching styles with which the teacher should be familiar, including Socratic teaching, cooperative learning, interactive learning, and "partner" talk. For information on these and other techniques, contact your district staff development office, college library, and/or colleagues.

To achieve the most impact and make the most effective use of the curriculum, the following information and guidelines should be understood:

- Students in the class are active participants in the process. Unlike a typical classroom where students tend to be passive followers of directions, Going Places encourages students to think independently, question conditioned responses, and believe in themselves. This can be threatening if the teacher is

not fully prepared to accept and allow the development of identity and personhood.

- Much of the *Going Places* curriculum consists of the discovery, development, and prizing of self and others through class discussions, journal writing, and group activities. The teacher acts as the facilitator of this process. As a facilitator, the teacher guides the process by ensuring that each student has an opportunity to respond or interact. The following guidelines from the Telesis Peer Counseling curriculum summarize the responsibility of a facilitator. The facilitator

- sets the initial mood or climate of the class experience.
- elicits and clarifies the purpose of the class.
- encourages learning through discussions and examination of what is said or experienced during the class.
- accepts both the intellectual content and the emotional attitudes in responding to students.
- is a resource and a role model while demonstrating an activity or skill.
- trusts that each person can share the responsibility for what happens by insisting on equal contribution to a discussion. This sharing of responsibility allows students to have more control over what happens in a group.

- Effective use of the *Going Places* curriculum and achievement of program goals depend upon the development of trust and cohesion within the class. The initial sections of the curriculum devote the majority of the time to introductory activities and learning to work in a cooperative group. It is important to establish rapport and trust with the class and consistently reinforce the purpose and goals of the program.
- Cooperative learning groups are an essential part of *Going Places*. Even though group work can be noisy and trying at times, it is important to remember that students are learning about themselves and others by working in groups.
- An emphasis must continually be placed on the importance of the code of confidentiality for all *Going Places* students. Students must feel free to share in class without fear of gossip. (Students must know, however, that if a teacher suspects that a student's physical welfare is in danger, he/she is required by law to report it to the proper authority. Suspected child abuse, intentions of suicide, or other dangers must be reported.)
- It is essential for the *Going Places* teacher to maintain a nonjudgmental, accepting atmosphere in the classroom. Role modeling these attitudes is one of the best ways to instill understanding in students.

A final note: While students must be made to feel comfortable and supported when sharing controversial opinions, racist and sexist remarks should not be allowed to pass unchallenged. The skilled facilitator will recognize such remarks, preferably without acknowledging them, and extract a challenge from other students rather than responding him- or herself. (For example, "Is that true of all African-Americans?" or "Do the females agree about that?") At the same time the teacher must be careful not to objectify females or students of color by placing the

responsibility for challenging racist or sexist remarks solely on them. Finally, if there is no response from the students, the teacher must be willing to step in to confront the speaker, without passing judgment or criticizing, but by requesting him or her to justify or clarify the position taken.

Clearly then, there are specific personal qualities and professional skills needed to successfully teach the Going Places class. Teachers with reservations about implementing the curriculum should consider contacting a counselor with experience working with diverse groups. In addition, teachers may practice facilitator skills and gauge their comfort in dealing with the issues presented by completing the student worksheets with other staff members in advance of each lesson.

Curriculum Implementation

The Going Places curriculum is sequential and comprehensive. Its goals are to increase students' feelings of self-worth, success, and sense of belonging to the school. The program is dependent on the developmental steps written into the curriculum and would suffer in effectiveness if used piecemeal. To effectively implement Going Places in the classroom, the following hints may be helpful:

- Read ahead and prepare. Each week of lessons is preceded by a profile of additional materials needed for the week. Safeguard yourself against surprises by looking over individual lessons at least one day in advance, as well. This way, you can personalize the lesson with your own illustrations or insights and also feel confident and comfortable. Think through questions and discussions, and prepare additional questions as needed.
- Be flexible in the classroom. The lessons may or may not turn out the way you expect. If the unexpected happens, but is a positive experience for the class, relax, and let it flow. If nothing happens or a negative experience occurs, take control of the situation and move on. You will find that as students grow and take responsibility for themselves, the class can, and often does, teach itself.
- The classroom might be arranged in small groups, one large circle, or other configuration conducive to group discussions. To help them relax, students might be permitted to drink juice or water (no sugar-laden sodas or juices) or eat snacks, to sit on the floor or on pillows, or to sit in less lighted areas of the room. It is important to note that the discussion from the small group and cooperative learning activities will increase the noise level and movement in the classrooms. The noise level and movement should be within your own comfort range and at no time should it be loud enough to disturb other classrooms. Remind students to use low voices.
- Be patient. Remember that everyone learns at different rates and will develop their awareness differently. Use a variety of experiences (auditory, visual, oral, kinesthetic) to facilitate whole-brain learning. Low achievers often have a difficult time understanding and accepting differences, so encourage students to be patient with themselves and others.

The Going Places curriculum is presented in a standard format. The features listed below will aid the teacher in reading the manual and delivering the concepts.

- The "Going Places Calendar" (pp. 18–21) outlines the class curriculum, detailing the daily focus. An asterisk (*) on a calendar day indicates special preparations are required for that day's activities.
- Each week begins with a "Planning Guide." This guide is a list of all additional materials and supplies, including audiovisual materials and extra staff needed for the week. Look through all eighteen planning guides at the beginning of the semester, since some arrangements need to be made well in advance of the lesson day.
- Individual lessons are composed of the following four components:

Introduce the Lesson. This section reviews previous learning and introduces the day's lesson.

Present the Lesson. This section includes the major concepts and activities to be presented, including script and discussion questions.

Follow Up. This section closes each lesson, either by summing up the activity or sharing additional information.

Looking Ahead. This section previews what will be happening in class the next day. It helps students see the connection between lessons.

- Supplemental activities are provided at the end of most weeks and may be used as alternative activities or to reinforce the skills introduced in other lessons.
- Alternative activities are provided when there are questions regarding the availability of materials or the feasibility of the recommended activity.
- Lesson plans for Fridays are deliberately light to facilitate their completion or allow for review of the week's lessons.

To hold students' interest and to increase their involvement, the Going Places Program incorporates variety into the curriculum. Cooperative learning in small groups is one way to assist students in learning content and increase group dynamics. Most students in the Going Places class have not experienced much success in school. The competitive or individualistic teaching styles found in most classes works to the disadvantage of many of these students. Ethnographic research reveals that in traditional classrooms, teachers do about 80 percent of the talking while students are expected to be passive observers. With cooperative groups, students become more involved in the learning process and less passive.

While there is a great deal of research that shows cooperative learning is effective in promoting academic achievement, the primary reason for its inclusion in the Going Places curriculum is its proven effectiveness in social development. There tends to be considerable peer regulation, feedback, support, and encouragement of learning in cooperative groups. Students tend to like each other better when they work collaboratively, and this in turn increases their motivation to learn.

Group learning is not a new concept. However, many teachers tend not to use cooperative groups because of past negative experiences with group work, negative

experiences by others, propensity toward lecture-style teaching, or fear of the unknown. Also, not all teachers are comfortable with the noise or movement of students during class. Other teachers might not know sufficient discipline techniques necessary to keep the groups manageable and on task. Still other teachers may have worked for administrators who preferred to have "lecture type" traditional quiet classrooms with students sitting quietly in rows. At other times, new teaching techniques are avoided because of fear of the unknown and/or skepticism of anything different. The attitude "This has worked for me so far, so why fix it" also deters the use of different teaching techniques. Working in groups is different from using traditional techniques, and teachers have a greater opportunity to ask higher order questions and to help students take responsibility for their own learning. Once teachers begin using groups and notice the increase in student learning and motivation, they often use this technique for the majority of classroom activities. Basic guidelines, management pointers, and a getting-started plan for cooperative groups are included in appendix A.

Brainstorming is another way to comfortably involve students in class participation. The Going Places curriculum uses a type of brainstorming called "clustering" or "mindmapping." This free-form, visual brainstorming promotes whole-brain involvement. Clustering is the free association of ideas derived from a word, idea, or phrase. The use of "bubbles" and lines to form the association between ideas tends to eliminate judgment and prioritizing of ideas. "Mindmapping" then takes place when the elicited ideas are organized into cohesive units. A good source for more information on clustering is *Writing the Natural Way* by Gabriele Lusser Rico.

Enrichment Activities

The Going Places Program is complete in itself and can be taught strictly from the curriculum guide. However, enrichment activities bring an added dimension to the class. These activities can range from special speakers to field trips to school or community service projects. Most of the arrangements can be handled by someone other than the teacher—e.g., by support staff. An additional benefit of enrichment activities involving community/business people is the promotion and publicizing of the Going Places Program. The dropouts' impact on the business community, and society as a whole, is significant. Businesses are well aware of the need for a literate, educated labor pool from which to draw.

Below are some ideas for enrichment activities.

- *Special speakers.* These can range from community and business leaders to high school counselors, parents of students, or older students. Generally, the speaker should
 - be a positive role model
 - have an inspirational message about success, staying in school, and/or information necessary for the students' education or careers
 - be representative of the different racial/ethnic groups and both genders (Ideally, speakers should represent both sexes in nontraditional careers and should serve as role models from diverse ethnic backgrounds.)
 - have some experience speaking to youths

There are many community-based groups whose members specialize in speaking to students about staying in school. The military, most service clubs,

and some businesses often provide this service. Your district may even have a business or community liaison who recruits speakers.

- *Field trips.* Field trips to local businesses can be a worthwhile career awareness opportunity for the students. Used to enhance the career lessons, field trips can lay the groundwork for goal setting and can present a unique opportunity for students to see cooperative groups in action. The feasibility of field trips is, of course, dependent upon funds for transportation (if needed), administrative approval, and interested businesses.
- *School/community services.* School or community service projects can be an exciting and rewarding experience for both the students and the school. The Going Places curriculum offers opportunities for school projects, such as peer tutoring, as a way to build identity, class status, and feelings of belonging to the school community.

Planning Guide for Speakers and Field Trips

Supplementing the Going Places class with speakers and field trips can be an enjoyable as well as valuable experience. Careful planning will help ensure the most effective and efficient use of these enrichment activities.

Contacts: Where and how to find speakers

- Most special programs (gifted, special education, second language, drug education, and dropout programs) have resource or speaker lists available. Check these lists to find suitable speakers.
- Ask other teachers for recommendations. It is especially helpful if the teacher has personally heard the speaker.
- Ask students if their parents, other relatives, or friends would be interested in sharing information about their jobs, careers, or lives.
- Most executives/administrators would be flattered to be asked to send a representative to speak about the business. This is a good opportunity to publicize the program and ask about the possibility of a tour.
- Some possible prospects include:
 - Local utility company—Every student is a future customer. Most utility companies have extensive community public relations departments and are usually eager to capitalize on promoting education.
 - Local telephone company—For the same reasons given above these companies are usually happy to send representatives to speak to groups. However, with the breakup of AT&T, many phone companies no longer have the resources to support community services. Check with your local company to see if it provides services.

- **Military**—The armed services have begun programs encouraging students to finish high school. These programs usually include audiovisual presentations with short talks. An excellent math/science presentation given by the navy emphasizes the need to continue taking upper level math/science courses in high school to keep career options open. These are usually not recruitment drives, but check with your local contact to make sure.
- **Larger businesses in your area**—These businesses have an investment in the number and quality of graduates produced by the school system, so they would most likely be interested in providing a speaker. They may also be interested in giving student tours.
- **Tips about calling:** Staff at most businesses will not have the time to listen to a lengthy discussion about the Going Places Program, so have a short summary of Going Places ready when calling. Include in your summary the most recent dropout figures in your area and a discussion on dropout programs already in place, and why the Going Places Program is different. Acknowledge the contributions the business has made to the community, and give positive reasons why you called them (i.e., since they are the largest employer in the area, they have a vested interest in the quality of graduates). Also inquire if a student tour would be possible.
- **Tips about scheduling:** Scheduling will be at the convenience of the speakers, so be flexible in your planning so you can coordinate your lesson with their topic. Arrange a preliminary meeting or phone call to prepare the speaker for the class presentation. Most adults have not been in a classroom since their own school days and might feel somewhat insecure or unprepared to speak to junior-high school students. Prepare the class as well. Discuss the background and company of the speaker beforehand, and prepare follow-up questions.

After the speaker's presentation, have students write thank-you notes or sign a thank-you letter for the speaker. For example, speakers for drug

education, and dropout programs) have resource or speaker lists available. Check these lists to find suitable speakers.

- Ask other teachers for suggestions and ways in enhancing school-business opportunities.

Field trips. Where to go, how to get there

- Initial field-trip contacts can be arranged in much the same way as speakers; however, there are additional procedures and regulations that must be followed. Your state education code has laid out clear procedures for initiating and conducting a field trip. Check with your administrator for the step-by-step guidelines. (A checklist is included in appendix B for California school districts; however, your school district or school may have their own regulations.)
- The deciding factor for all field trips is *transportation*. How to transport students from school to a business, as well as how to pay for that transportation are important areas to be considered *before* arranging a tour with a company. Clear budgetary matters with the school administrator; there may be special

district funds or program funds that can be tapped. Other possibilities for funding might be the local PTA or student council, local community groups, a student-sponsored fund raiser, or, as a last resort, the business you wish to visit may agree to sponsor the trip. Once funding is cleared, contact businesses and arrange dates, completing and submitting whatever forms are necessary. Usually your school secretary can help you with the right forms, or ask the person in the transportation department for assistance. It is a good idea to make a call to the transportation company the day before the field trip to confirm dates and pick-up and drop-off times.

- Each student must have a signed parent permission slip on file to be able to participate in the field trip activities. If plans are made for more than one field trip, a parent permission slip with all dates and destinations can be used to save time. A memo will need to be sent to the staff at least two weeks prior to a field trip, notifying them of the trip and time allotted for it. A few days before the event, a second notice should be placed in staff mail boxes and on the bulletin board. Students may need to get other teachers' permission to attend. This is where careful and consistent promotion of the program to the staff pays off. If staff members understand the goals of Going Places, they are usually supportive and more than willing to allow students time from their classes to attend a field trip.
- The day before the trip, go over trip guidelines and behavior with students. Remind them that they will be visiting a place of business as guests. Arrange to meet the students in your room or a central place on the day of the trip. When you return, be prepared to write passes for students to go to their next class or to their lockers.
- The day after the trip, debrief the students about the tour. Have them write thank-you notes or sign a thank-you letter to the business, organization, or individual who gave the tour. Include your own thank-you letter to the contact person, sending a copy of the letter to the president of the company or the contact person's supervisor. Again, good public relations and courtesy may win endorsements and open other doors for the Going Places class.
- Possible field trip prospects can be the same as the speakers list and should include:
 - Computer/microchip industries—This is a burgeoning industry and a future career option for students. There are many levels of jobs with corresponding educational requirements. Again, emphasize that students have to stay in school and take math/science courses to participate in most of the occupations available in one of these companies.
 - Medical careers—Arrange a tour of a local hospital; a teaching hospital is best and would more likely be open to a tour. There are a wealth of positions in the medical field that need only a few years training after high school. Point these out to students.
 - Service industries—These include industries that service tourism, the general public, and the city at large. Hotels, civil service departments, and

volunteer organizations are not usually set up to manage a tour, but they are certainly worth a phone call.

- Media—Most television, radio, and newspaper companies have regularly scheduled tours of their facilities. Check on the possibility of seeing a live show.

Parent Involvement

Perhaps the most difficult and sorely needed element to the success of any school program is the support and involvement of parents. Though not dependent on parental involvement, the Going Places Program encourages and seeks to foster better home/school relations and communications. If parents and school personnel take an active interest in their welfare, students will feel more a part of the school culture. The reality of most situations, however, is that often parents of high-risk students are not involved, due to a variety of circumstances. Regardless of the obstacles, parent involvement should be solicited and strongly encouraged throughout the program. An initial parent meeting or letter informing parents of their children's enrollment in the Going Places class and the purpose of the program is essential. All written communications should be followed-up with phone calls. This does not necessarily have to be done by the teacher; the head counselor or someone familiar with the program can make the contact.

Even when extra consideration and time is put in, it doesn't always get the results desired. At the two pilot schools, phone contact was made to all parents of potential students to explain the purpose of Going Places and to get their permission to enroll their children in the class. At the same time, parents were notified of an Going Places orientation meeting to be held at the school. Though most parents gave their approval and expressed enthusiasm for the program, only two attended the orientation meeting. This is a common problem with parents at the secondary level. If time and resources permit, it is a good idea to make a second call to remind parents of the meeting and/or send a "catchy" flier to their home as a reminder (a sample flier is included in appendix B).

The parent orientation meeting should include, at a minimum, a welcome, staff introductions, and overview of the program objectives and activities, and a question-and-answer session (see sample agenda in appendix B). In addition, there should be a brief discussion regarding the obligations/roles of parents, teachers, and students, and all parties involved should sign the program agreement contracts. Parents should also fill out the "Parents Meeting Survey" form and the "Parent Orientation Meeting Evaluation" form to ensure that they understand the material covered, and so that information on their children's needs can be incorporated into future meetings or the program. (Appendix B contains sample copies of all materials necessary to conduct a parents meeting, including the program agreement, parent survey, and meeting evaluation forms.)

The best promoters of the Going Places Program are the students themselves. If they are having a good experience in the class, they will tend to talk about it at home. Parents may show more interest as the semester progresses due to their children's reports.

Try to keep parents informed about class progress and special events through a newsletter. The newsletter could be done as a class project written by the students, or it can be a short letter written by the teacher (see sample letter in appendix B). It could include summaries of the presentations of guest speakers, information about

the past and future field trips, and results of class projects. Done as a class project, the newsletter can be an interesting and continuous activity in communications and writing to a specific audience.

Transition to High School

An appointment with the high school principal and head counselor or the counselor designated to receive the incoming class should be made in March. (See Week 18 for details.) High school matriculation begins in April, and the counseling office can more easily handle special arrangements while doing the usual scheduling and enrolling. The Going Places teacher, the school administrator, or a counselor familiar with the Going Places Program can handle the transition plans. To facilitate the first meeting, a letter summarizing the Going Places Program and the purpose of the meeting should be sent to the high school principal. In addition, a telephone call from the Going Places school administrator should be made to the high school principal to endorse the Going Places Program.

During the meeting, emphasize the rationale of the program and the need for high-risk students to feel success and a sense of belonging. Participation in the Going Places class is only a start; participation in high school programs will enable students to use and continue building their skills. This is a good time to explore the possibility of the Going Places class visiting the high school or having special speakers come to the class. The Going Places curriculum has lesson plans and days allotted for high school and guest speakers visitations.

One way to aid the students' transition to high school is to work with the high school counselor to place Going Places students in service positions, a special enrichment class, and/or extracurricular activities. The service positions can be office, library or counseling monitor, classroom aide, or an appointed position in student government; special classes include human development classes, such as peer counseling and interpersonal communications. A survey of the students' interests and preferences should be made before placement.

It will be up to the high school administration and counseling office to decide how to proceed with the assignment of Going Places students into service positions or classes. The Going Places teacher can offer assistance, but it is incumbent upon the high school personnel to complete transition plans.

FROM "SISTERS IN THE BLOOD" BY ARDY
Chapter 16 BOWKER, Published by WCEA Equity
Resource Center, 1993
**Schools and Teachers: Are American
Indian Girls Dropouts or Pushouts?**

In the literature, there are generally three causes identified with dropping out. One of the issues is personal problems of the individual. These problems, such as pregnancy, substance abuse, health problems, and personal abuse (physical, sexual, psychological, and verbal), are independent of social class and family background. A second cause, family background factors, relates to the socioeconomic status of the family. Because dropouts more often come from poor, minority families or single-parent homes, researchers maintain there is a strong relationship between family background and dropping out.

School factors are the third cause generally discussed in the literature as impacting the dropout rate in America. A number of factors relating to school have been studied by researchers in an attempt to ferret out the reasons for Indian students' lack of success. The most common school-related factors include poor academic achievement, an inability to get along with teachers or peers, a dislike for school in general, retention and attendance, and a culturally hostile environment for minority students. Although some of these factors, such as relationships with teachers, have surfaced in other chapters of this book, the focus of this chapter will be specific to those categories.

I did not have access to GPA (Grade Point Average) scores for the women respondents; therefore, the academic information presented in this category is strictly a retrospective account by the women who participated in the study. However, in defense of this approach, it should be noted that the women themselves are a relatively valid source of information about their own academic achievements.

All women were asked if they encountered academic difficulty in school. Twenty-one percent reported that they had failed a class at some point during their school experience; however, less than 1 percent of the women reported being retained in a grade because of poor academic performance. The majority of the women in the study reported that retention was not a problem in reservation schools. One dropout suggested that few reservation schools retain students due to community pressure and/or lack of interest by teachers: "Teachers in Indian schools pass kids; . . . you will very seldom see an Indian child who is retained. A lot of

Another dropout claimed that, in general, teachers encouraged students to drop out of school: "I think those of us who were not functioning well in school were mostly ignored by teachers. They wanted us to quit and leave. We were failures, and they didn't like to confront failure. They only wanted to work with the kids who came from good homes and showed potential. They never looked for potential in us."

When women were asked if teachers contributed to their staying in school, nearly 22 percent identified a teacher who had been particularly encouraging or instrumental in their decision to remain in school. A high school graduate reported that a caring teacher helped her stay in school: "I had lots of trouble at home. . . . I guess she [her teacher] sensed that. She started making special comments on my papers. Once, she took me shopping and bought me a book. She told me I could write well and I should consider writing my own story someday. I stayed in school because of her."

Another experience with a caring teacher was described by a college graduate: "She approached me one day in the hall and told me that she was proud of my work. She said that she was the first one in her family to graduate from college. She asked me if I had considered college. She kept reminding me every year that she had high hopes for me. When I graduated, she gave me \$100 and told me to buy some clothes for college. . . . I did. I still go see her. She cared about me and lots of other kids."

One college graduate related overhearing a group of teachers discussing her in the faculty lounge. Their negative comments angered her so much that she made a commitment to herself to get an education: "They never expected much of me. Still, I managed somehow to stay there and learn. One day, I heard them talking about me. They said I would never amount to much—they figured I would drop out like my brothers and sisters before me. I made up my mind that I would show them. All through college, I fantasized about sticking my degree under their noses. But I never did. Somehow, after I graduated, it wasn't important anymore."

Several of the women spoke about developing long-term relationships with teachers who were special to them. One woman discussed making a trip to see a former teacher who lived out of state: "When I was in school, I could always tell her anything. She never disapproved of me, no matter what I did or what my family did. She just encouraged me. Sometimes she invited me to her house for dinner; . . . sometimes she took me on picnics with her kids. I felt like I was one of her kids. I stayed in school because she cared about me and wanted me to get an education. Last year, she got sick. I drove to Denver to see her. She said my visit made her well."

Twenty-nine percent of the women in the study suggested that reservation schools attracted more than their share of undesirable teachers. Many noted that teachers with "problems," including alcoholism, drug abuse,

and psychological problems (abusive), had more anonymity on an Indian reservation. Eleven percent of the women reported having seen a teacher intoxicated at school or at social events within their communities.

A high school dropout related how she and a group of friends had gathered evidence on an alcohol-abusing counselor and suffered the consequences. This story was corroborated by three other females from the same reservation: "We had a high school counselor. Some of the kids saw him drinking in the school parking lot. We got into the school and searched his office. We found two pints in his desk drawer. When we told the principal, we got kicked out for breaking into the school, and he got promoted to assistant principal. He was always picking on us, watching us, threatening us. I dropped out because of that SOB. I am out, but he's still there. That's justice—white man's justice."

When asked if they respected teachers they suspected of abusing alcohol, 89 percent of the women reported that they did not. One woman commented, "I think we deserved better. Do you think those white communities would allow an alcoholic to teach their kids? It was like . . . we were all going to end up alcoholics because we were Indian, so anybody was better than nobody. I ask my kids about their teachers. If I hear something I don't like, I go to the school board. . . . They don't listen. How can they fire an alcoholic teacher when some of them [board members] are alcoholics?"

One woman told a story of being introduced to marijuana by a high school teacher. Several others from the same reservation reported similar stories: "He invited us to his house; . . . he was our favorite teacher; . . . he gave us beer and grass. He was from back east somewhere. He said he didn't like white kids, because they didn't know how to have fun like Indians. I heard when he left here he went to Alaska to teach Eskimos. He probably got half of his class high. We never told on him. Can you imagine a teacher doing a thing like that? There should be a law against teachers doing things like that to kids. We didn't know any better. If the teacher said it was OK, then it was."

One female, who had completed graduate school and was herself an educator, described at great length the types of individuals attracted to teaching on reservations:

During my senior year in high school, . . . some of my friends got together one night at my house and we started categorizing teachers into groups. We tried to list every teacher we had since we started school. Six basic categories surfaced. There were teacher dropouts. . . . Maybe they were good teachers at one time, but not anymore—they had dropped out, . . . just put in their time, . . . made us do paperwork or nothing at all. There were the incompetents. They couldn't get a job anyplace but an Indian reservation. . . . We knew more about the subject than they did; . . . they got angry and punished us when we pointed

out mistakes. There were the rednecks. Both women and men fit into this category. They owned farms or their husbands owned farms on the reservation or in the area. They hated Indians; . . . they expected nothing of us; . . . any misdeed or failure on our part just reaffirmed their feelings that whites were superior to Indians. There were the sickies. They were the alcoholics, the drug users, the sexual perverts, who preyed upon students, both male and female. There were the missionaries. They spoke with eastern accents. . . . They bought us presents; they took our pictures and wrote stories about us. Sometimes they were rich, and their friends and family would send us Christmas presents or clothes. . . . They never expected us to learn—we were too pitiful. Finally, there were the real teachers—those who expected us to work. . . . They praised us for good work and told us quietly we could do better when we failed. Their classes were filled with laughter and learning. Unfortunately, all those categories still exist. . . . Maybe the kids have different labels for them, but they are still teaching in Indian schools. I think that today there are more in the "teacher category," . . . but we have more than our share of the others as well. It's frustrating. Most are tenured—almost impossible to fire, thanks to government bureaucracy.

When asked about the curriculum, the majority of the women (71 percent) reported that somewhere between the fifth and sixth grades, they began to question the classroom activities and their relevance to their lives. One female, who disclosed that her parents were activists in the American Indian Movement, commented that teachers were totally unaware of the education children received outside the schoolroom. Nearly one-third of the women in this study voiced similar opinions. One college graduate reported, "I mean, . . . here we were, in the sixth grade, and still cutting out black cats and pumpkins for Halloween, pilgrims and Indians for Thanksgiving, and Santa Claus for Christmas. None of these things were meaningful to us. All of these holidays were important to the white man, so they just brought them to the reservation and plopped them into our schools. At home, we were learning about treaties, the history of our people, the wrongs that were done to our tribes, . . . and at school, we were cutting out black cats and singing Christmas carols."

Many women reported losing interest in school for the same reasons. Another college graduate related, "I always struggled in school to maintain an interest. . . . There was very little for me. My escape was the library. . . . I read every book three or four times. The teachers expected very little from us, so the classes were boring. Most of them seemed bored as well. . . . Few of them were well read. Their perspectives were very limited. . . . Most came from around here and didn't like Indians and certainly didn't encourage us to do much. Educated, informed Indians are a real threat to the white people on this reservation—but our time has come."

The specifics of curriculum were addressed by a high school graduate: "You know, there is a lot of controversy on this reservation about the curriculum. I don't go along with a lot of what people are saying. What kids study is not nearly as important as how kids are treated. Sure, it's important to know about your tribe, the government, and things like that, but that kind of a curriculum is not going to get us a job. What we need are caring teachers—teachers who understand that, although our values may be different, we aren't different when it comes to learning. They just have to adapt their ways a little bit when they are teaching us."

Another high school graduate elaborated on these comments:

I have good memories about school and some very bad ones. My worst memories concern teachers and administrators who did not understand how Indian children are taught to behave and interact. Teachers would scold us for helping others in the classroom. I use to get F's for telling my friends the answers to math problems. Another teacher gave out "red marks" if she caught you helping someone else. It is really hard to trust teachers who punish you for the things you are taught to value in the home, such as helping others. Actually, what happens is that you are forced to choose between your parents' way and the teacher's way. I always chose what my parents taught me. It seemed to be the right way. Unfortunately, it didn't help me much in school—but it has helped me a lot in life.

One college graduate, who was herself an educator, spoke about trust and bonding within the school environment:

I've read a number of journal articles about the importance of bonding between the school and the child—developing a trusting relationship with teachers. When I was in school, I don't think I ever trusted teachers. For the most part, I always felt it was "us" against "them." I don't think the idea ever occurred to teachers, either. Now that I have a child who will be entering school next year, I worry about this issue. I don't want him to be alienated by teachers. I don't want my experiences to influence him, so we talk about school and how important it is. I want him to believe that school is a caring place, where children and teachers learn and grow together. I hope I am doing the right thing.

Only 3 percent of the women in this study reported that academic difficulty was probably the major reason for their dropping out of school. Others, while admitting to problems in school, did not perceive academics as the primary reason. Most felt that they could do the work if they had wanted to do it. Of this group, the majority felt that their grades suffered for other reasons, especially as these related to uncaring teachers.

When asked if they had dropped out as a result of boredom related to an inappropriate curriculum, less than 2 percent of the women confirmed they had.

One high school dropout spoke about the boredom of school, which began very early in her school years and culminated in repeated absences and skipping: "We just did the same thing, day in and day out. Read and write. Always seat work. There was nothing exciting—nothing, anyway, that caught my interest. I never liked school. It was confining. I lived for the weekends so I could do things. When I got older, I skipped school so I could do things."

Many of the women in the study talked about having chosen not to do well in school. One high school graduate suggested that a combination of peer pressure and her home experiences contributed directly to the way she achieved in school: "Among my friends, doing well in school was frowned on. If you made an A, you were trying to be good or trying to be 'white.' I chose not to do well in school, because I didn't want to be made fun of. Staying in the middle was a safe place to be. Making C's, a few B's was OK. So that's what I did. At home, I was never told I could do better. My parents were just happy that I was passing."

Many women spoke about the importance of not trying to do better than other students. One woman, who had graduated from college, explained her perceptions of this type of behavior:

When I was in high school, my boyfriend was the star of the basketball team. Everyone knew it, but to be a star is not good among Indians. You have to share the glory. So he would do things to make himself look bad—not show up to practice, not get to a ball game on time, not follow the rules of the coach. You see, if you are really a star, you have to be good. So he would do things to detract from his star quality. I think a lot of Indian kids play that game. In the classroom, you may do such things as not turn in a homework paper or give a wrong answer to the teacher on purpose. Indian kids learn early that to be a star is not what counts. It's better for the whole group to succeed or the whole group to fail than for one to stand out. If you are a star, you are acting like a white person.

Other women noted the importance of the family in terms of success and how it is viewed. One college graduate commented:

If you come from a family where success is expected, there is a lot more of an opportunity for students to stand out in terms of school achievement or athletic achievement without being criticized. I see this [as] particularly true of children who come from mixed-racial marriages. Many of those kids do extremely well, whether it's school sports, rodeo competitions, or schoolwork. They may be criticized by some kids in school, but they get the encouragement at home to ignore these criticisms and to be the best they can be. Family attitudes are extremely important. We need to get across to our children that being successful in school is not "being white," or being a rodeo champion is not "being white."

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We should teach our children to be the very best they can be. That's the issue, not whether they are acting like whites. But the fact that many of these children come from mixed marriages and are part white themselves has contributed to the idea that if you are successful, you must be white—or, in the case of our children, at least part white.

Another college graduate, who admittedly had one-fourth white blood, spoke to this issue as well:

Some researchers have studied "breeds" and "full-bloods" and have demonstrated that "breeds" do better in school. This to me is racist research, based on the old genetic defects theory. They have failed to look beyond genetic factors. For example, if "breeds" do better in school, it may be because teachers treat "breeds" differently than "full-bloods." It may be that if you are more white in appearance, you don't face racism or prejudice as frequently. It may be that your family, which is obviously more acculturated, values success of the individual more than success for the group.

Other women talked about the competitiveness of school and the frustration they felt in the classroom. A college graduate related:

All the teachers in the school knew I was smart. . . . They expected a lot of me, including going to college. They used to say, "When you grow up, you can go to college, make lots of money, and live in a big house." They never realized that I did not have those aspirations for myself. If they had told me that I could help out my family if I went to college, it would have been much more meaningful. We aren't raised to outdo one another. Our success is measured in helping each other. I can have a nice car and house—that's OK—but I can't let my relatives go hungry in order to do that. I suppose I could have a lot more if I lived off the reservation. Out there, nobody helps one another out.

One respondent discussed the insensitivities of the school to Indian students:

Everything was conformity—stand in line, salute the flag, be a good American. We read books written by white men, telling white men's history and about their lives. If an Indian was brought up in class, it was always one who had helped the white man—Pocahontas, Sacajawea. We never learned, and our kids never learned, what really happened to the indigenous people in this country . . . or the contributions they made. We were taught to be hardworking and successful so we could have more than our neighbor. Those were our teachers' values, not our values. No wonder our lives are so screwed up now. We feel guilt if we are successful; we feel guilt when we aren't.

Some researchers have suggested that many dropouts maintain a lifelong grudge against school in general and that this attitude persists

when their own children go to school, thus perpetuating the dropout syndrome into the next generation. When the women were questioned about this syndrome, their responses were mixed. Many of the women attributed problems in school to their parents' attitudes toward school. Nearly half of the women in this study, however, reported that even though they may have had bad experiences in school, they were more aware of parents' and children's rights than their parents before them had been, and that they were committed to seeing their children did not suffer the same experiences. When the female respondents were asked about their goals for their children, 100 percent reported wanting them to graduate from high school, and 94 percent said they wanted their children to go to college. When asked how they would help their children avoid the disenchantment with school that many of them voiced, the majority of the women stated that they were going to be more involved in their children's education. One dropout commented, "I may have dropped out of school, but I'm not dumb. When I was in school, I had no one to turn to with my problems. No one spoke out for me. My kids will have me. I will not hesitate to talk to teachers, go to the school board. I think my generation is much more knowledgeable about our rights and the role of the school than our parents were. I will not let a teacher or the school destroy my child's future."

Not all women viewed themselves as able to be an advocate for their children. One woman spoke of her fears of confronting the educational system:

When I was in school, the teachers could have killed me . . . and my parents wouldn't have done anything about it. When I complained, they offered no solutions. They were resolved to that kind of a situation. My first-grader is scared to death of her teacher. She yells, she throws things, and she has been known to jerk kids around. My sister wants me to go up there and tell her to either straighten up or I'm going to do something about it. I am afraid to do it. I went to a parent-teacher conference, and I really had a hard time talking to her. This bad feeling came over me, and I didn't know what to say; I just wanted to get out of there. My daughter makes up excuses not to go to school. She gets sick a lot. I don't make her go to school, either. I feel sick whenever I think about that teacher.

Approximately one-fifth of the women who had school-age children reported similar experiences between their children and a teacher. Less than one-half of that group admitted to trying to do anything about it. One parent commented that school officials "label" parents who try to take action: "I have a reputation at that school for being a troublemaker. Maybe I am, but there is no way I'm going to let a teacher get away with punishing my kid every day. She puts him in the corner. She keeps him in at recess.

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She humiliates him in front of the other kids. I told her that one of these days, I am going to catch her away from the school and beat her up. She reported me to the police. She doesn't treat him so bad anymore. If she does it again, I'll be right back up there. I won't be so nice the next time. [She winks and laughs.]"

When the women were asked if they were moved from one school to another during their school years, almost half reported attending more than one school system. In 33 percent of the cases, girls were placed in boarding schools or attended other reservation schools. In the remaining cases, women attended off-reservation public schools when their parents moved in order to further their education or to seek employment. One-fifth of the dropouts reported changing schools five times or more during their school years. When asked if changing schools affected their academic achievement, the majority reported that doing so had little or no effect; however, most of the women said that social and emotional factors resulting from leaving friends, having different teachers, and moving away from relatives did have a major impact on their adjustment to new schools. Over half of those who were in boarding schools reported "hating dormitory living" and loneliness. As reported in chapter 15, 29 percent of the women who attended boarding schools disclosed abuse from teachers and dormitory personnel, including physical punishment, verbal abuse, withdrawal of meals, solitary confinement, and sexual harassment and abuse. One high school graduate, who had attended eleven different schools before she graduated from high school, stated, "It was very difficult for me in school. My parents were always moving around and putting me in another school. Sometimes I missed weeks of school at a time. Teachers resent kids who move from one place to another. They don't take time to find out if you can learn anything. They figure we won't stay there very long anyway, so why bother with us? It is a serious problem for a child, who has no control over the behavior of parents. Teachers aren't sympathetic to that. We are just another problem."

Other women described similar attitudes among teachers, counselors, and school administrators. One college graduate reported, "I know that my parents weren't the most responsible people in the world when it came to keeping us in school. But the schools take that behavior out on the children. When I'd show up to enroll, I might hear something like, 'Oh, it's you again.' Or, 'How long are you going to stay this time?' It was like it was my fault that my dad moved us around all the time. I hated going to school, for that reason. I only went because my dad said that he would be put in jail if I didn't. At least that kept me in school, and somehow I learned regardless of the bad circumstances."

One of the major problems cited in the literature concerning American Indian dropouts is the high rate of truancy and absenteeism. Parents who

frequently keep children out of school or who fail to get them to school on time are often regarded as permissive and irresponsible. This has been an ongoing battle between the home and the school.

Throughout this study, women expressed reasons for parents taking them out of school or for keeping them at home. The reasons ranged from helping parents complete forms, to reading legal materials, to caring for younger siblings. A majority of the women from dysfunctional homes often missed school because of family responsibilities or were unable to deal with school because of home problems. Almost all of the women, whether dropout or graduate, reported missing school because of family responsibilities.

One dropout reported missing school every Monday as a result of the weekend "parties" at her home: "I really liked school, but my teachers thought I didn't. Every Tuesday, they'd comment about my long weekend or my extended vacation. I could hardly say that I was cleaning up after drunks all weekend and taking care of kids. Finally, I just gave up . . . I quit. I couldn't take their harassment anymore."

Other women talked about the differences between the values of the school and those of their families, including misunderstandings that occurred when they were taken out of school or missed school as a result of a family obligation. One female described a scenario that was commonly reported by other women: "I never went to school on Fridays. . . . That was payday. My mom didn't drive, so she always had to get a ride to town with her older sister. We had no money for baby-sitters. I had to go along to supervise the younger ones. I loved those days. My teachers hated to see Fridays come. . . . They thought our parents were irresponsible for taking us out of school; others did it, too. It wasn't that I didn't like school, but I loved to go to town and help out my mom and auntie. It made me feel important."

One nineteen-year-old female dropout scoffed at the irony of in-school suspensions:

I had five in-school suspensions my sophomore year. They were all because I had three unexcused absences. I never felt they were unexcused. My parents were both alcoholics, and I stayed home to take care of the kids, . . . to keep them from burning down the house, . . . from killing each other. The most ridiculous thing about in-school suspension . . . [is] you're not allowed to go to class. You just sit in a room with other people. The teacher is a warden—generally the dumbest and meanest in the school. He doesn't know enough to help you with algebra or biology, let alone write a sentence or pick out a noun or verb in a sentence. So you get further behind. Schools are supposed to exist for kids. . . . Instead, they exist for teachers and administrators. If I were a principal, I'd do away with in-school suspensions. I'd keep kids in class every minute I could. They wouldn't be missing more class time by being in suspension.

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There appears to be another reason for absenteeism that, rightfully so, may also be charged to irresponsible parenting. When women were asked how many had stayed home because they simply wanted a day off from school, over half admitted that their parents allowed them to take days off from school.

When the women were asked if they missed school on a regular basis (once a month or more), nearly one-fourth admitted that they missed school at least that frequently. Of this group, over half eventually dropped out.

When asked if their grades suffered as a result of missing days of school, 37 percent of the women reported receiving failing grades from teachers, having percentage points taken off their grades, and experiencing refusal on the part of teachers to allow them to make up work, take tests, or be provided with additional assistance when they missed school. One high school dropout, who later completed a GED and obtained an associate degree from the tribal college, explained:

You see, we [those who missed school] didn't matter. Teachers considered us losers. We were never going to amount to anything. They never cared or even tried to understand the hell we lived. . . . Instead, they judged us by some sanctimonious standard. You were only worthy if you attended school every day. They didn't care that I had to get seven kids off to school every morning—that I had to care for them, bathe them, sing them to sleep, listen to their problems. Most of the time, I was too tired or too worried [about her drinking parents] to do my homework. I got some of it done in study halls; the rest I didn't do. After trying so hard and no one even caring, I dropped out.

Another dropout, who completed her GED and graduated from secretarial school, shared the stress and enormous responsibilities of a girl living in a dysfunctional home:

I was the oldest. My mom and dad were divorced when I was little. My mom wanted to be married. . . . She was always lonely. Sometimes she'd cry for companionship [when she drank], . . . [and] sometimes she'd go to bars and not come home for days or even weeks. During those times, I filled in for her. I kept it all a secret. . . . I didn't want the younger ones placed in a foster home. I learned to lie and to make up stories about my mom's absences.

It became too difficult to take care of the kids and go to school. Teachers asked too many questions. I couldn't go anywhere with my friends. I had to stay home to take care of my brothers and sisters. I kept up that front until the youngest one got through high school, . . . then I got my GED.

Nineteen percent of the women reported punishment by school officials for missing school—which translated into ineligibility to participate in school activities, including such events as pizza parties, swimming parties,

movie trips, "fun days" (regular school activities canceled and other activities scheduled), field trips, and class trips. Since these activities were often directly related to daily attendance, girls who missed school were prevented from participation. To girls who missed school as a result of family responsibilities, such standards were unfair and contributed to their dissatisfaction and disillusionment with school. One college-educated female spoke about the disappointment of being excluded from a school activity because of her absences. She felt that such exclusion often produced the opposite effect from what the school was trying to accomplish—a feeling often expressed by others:

It was not uncommon for me to miss at least one day of school a week because of some family responsibility. Even though I always tried to catch up and keep my grades up, the principal was always on my back about attendance. I remember that he called me into his office one day, just before my class was to go on a trip, and told me that I had missed too many days and that the teachers had a meeting and decided that I couldn't go. I was crushed. I had been looking forward to this trip. The idea never occurred to any of them [the teachers or administration] that those of us who had so many responsibilities at home needed this trip more than anyone else. To this day, I have been unable to forget . . . or to forgive. The first year I taught school [respondent is a teacher], I was in a school with the same kind of policy. I raised so much hell that the rule was changed. All kids got to go on the class trip. It may work to reward kids for attendance in some settings, but I don't think it works for Indians. There are too many of us who have no control over our lives. Besides, such rewards set a precedent. Once you give a reward for attendance, then it is expected that you give rewards for everything—good behavior, good grades. We need to establish an environment where kids want to come to school because it is important to them. . . . We need to understand those who can't come every day and give special attention to them. I survived this system. As a teacher, my goal is to help others to survive—particularly those girls who grew up like I did—and believe me, there are many of them.

Discussion

Recent research on dropouts suggests that schools and teachers contribute to students dropping out of school. Clearly, in the case of many American Indian girls, it appears that schools and teachers may have been the deciding factor in whether a girl at risk of dropping out actually did so.

FINDING: Retention does not appear to be a major cause of American Indian girls dropping out of school.

Although many of the women in the study reported failing at least one class during their school experience, less than 1 percent of the 991 women in the study were retained in school. Whereas research on urban Indian students has suggested that retention is a major reason for dropping out, that does not appear to be the case with reservation females. Few are retained, and if we are to believe the participants, few felt that retention was even regarded as an option for teachers in Indian schools in reservation communities.

FINDING: Fear of "acting white" appears to contribute to Native American girls' lack of achievement in school.

Generally, all of the women in the study felt that they could have performed better in school had they chosen to do so. Even the women who dropped out felt that they could have succeeded academically had they chosen to stay in school. Most of the women reported that students received passing grades as long as they attended school, accepted the school rules for behavior, and made a minimal effort. In almost all cases, the women attributed "passing" Indian students, regardless of achievement or mastery level, to teachers' lack of expectations. However, "passing" and achieving to the best of one's ability were two very different things. Students who excelled were labeled as "being white" or "acting white," and nearly one-half of the women in this study spoke of compromising achievement in order to avoid harassment by their peers. The women also reported that rebelling against rules of the classroom was acceptable, because if you were "good," you were in fact accepting the standards set by white teachers and white administrators. Breaking rules and passing or failing were more acceptable than being overtly successful or a "star."

It is evident that poor academic achievement affected some of the women in this study and directly impacted their decision to drop out; however, throughout their discussions of academics, the majority of the women reported confidence in their ability to succeed had they chosen that route. From this information, it can be concluded that many chose not to succeed in school or, because of other circumstances, decided to drop out.

FINDING: During preadolescence, American Indian girls often have difficulty forming trusting relationships with teachers or bonding with others in the school.

Nearly half of the women in this study reported that somewhere between the sixth grade and junior high school, they began experiencing "difficulties in school." These "difficulties," which rarely had to do with academic performance, most often centered on behavioral expectations of the teachers, including unrealistic rules, and on teachers who were judgmental, racist, prejudiced, or unfair.

Many researchers have reported on the dramatic physical and psychological changes that, for most children, take place during the adolescent years. Rejection of school rules, teachers, and class work, if it does occur, most often takes place during this period. With American Indian girls, however, this rejection and questioning appears to occur at an earlier age. Perhaps, as the women of this study so aptly stated, it comes from maturing at a much earlier age than girls in mainstream society. Child care and family responsibilities are often delegated to Indian girls as young as five. For those girls growing up in dysfunctional homes, many of them assume the role of the mother and major caretaker of younger children (and often their parents) at a very early age. Add to these conditions the abusive environment of some homes—alcoholism, drug abuse, poverty, the lack of positive role models—and it is understandable why one female commented, "By the time Indian girls are ten, they have done it all, seen it all."

When one examines these issues within the structure of the family and child-rearing practices of American Indian families, it is evident that Indian children become independent very early in life. As small children, they are exposed to adult conversation and adult problems. Perhaps it is not at all unusual to find girls becoming disenchanted with a school curriculum or classroom rules they view as inappropriate for their needs. Furthermore, it is certainly not unusual to find girls rebelling against rules they consider to be for "children," when they already live, function, and survive in an adult world. It is important for educators to realize that the world of the majority of preadolescent American Indian girls is not dance classes, Girl Scouts, and birthday parties. Instead, for many of them it is dealing with adult problems and adult responsibilities at a very early age. Curricula, rules, and teacher behaviors should be adapted to address these problems and the special needs of the American Indian female.

Finally, girls who perceive teachers as uncaring often develop a resistance to school or a general distrust of school. This attitude appears to emerge at a very early age, and subsequent encounters with uncaring or insensitive teachers serve to reinforce their negative attitudes toward teachers and school. In many cases, these encounters result in girls eventually dropping out of school.

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FINDING: Transferring from one school to another may impact an American Indian girl's decision to leave school before graduation.

It is quite obvious that transferring from one school to another had a detrimental effect on the social and emotional adjustment of Indian females in this study. Dropout literature often focuses on the academic disruption for students who transfer. In the case of American Indian girls, it appears that being uprooted from a familiar environment has a much more devastating effect on their social and emotional well-being than on their academic performance—at least, in their opinion.

Parents need to be aware of the negative impact of moving children from one school to another, particularly when those moves persist over a number of years. Women in this study who graduated from high school and college had less mobile parents and remained in a school and community environment where they felt safe.

Teachers and school administrators must be more sensitive to the issue of mobility of Indian parents as well. Women in this study were blamed, humiliated, and ignored by teachers, counselors, and administrators who in fact had "given up" on them because their parents relocated frequently. This hostile environment created many problems for the women in the study, and in many cases resulted in their dropping out of school.

FINDING: American Indian women who are high school dropouts hold high expectations for their children to succeed in school.

It is often reported in the literature that parents who are dropouts frequently harbor resentment against the school and therefore influence their own children to drop out, thus perpetuating the dropout syndrome into the next generation. Although many of the women in this study admittedly harbor resentment toward teachers and schools, there was no evidence that such resentments impact these women's desire for their children to learn and be successful in school. In fact, all of the respondents said that they wanted their children to graduate from high school, and 94 percent had expectations that their children go to college.

Although many of the women held bitterness toward the school, and particularly the teachers and administrators whom they perceived as uncaring, they did not believe that their experiences should prevent their children from succeeding in school. In fact, there was an almost unanimous belief among the female parents that their experiences would help them help their children. Half the women in this study perceived themselves to be much more vocal regarding injustices than their parents' generation. In addition, many of the women, because of their experiences, felt they were in a better position to detect problems.

Although it is clear that Indian women want their children to be successful in school, the question becomes whether or not that desire is communicated to the child. If parents truly want their goals to be realized, they must communicate those expectations to their children and they must demand that the teachers in the school have similar expectations. Fearing teachers and administrators and allowing children to stay home from school as an alternative to confronting difficult situations communicate to children an inappropriate method for dealing with problems.

FINDING: Conflicts with undesirable teachers have resulted in a number of American Indian girls dropping out of school.

Nearly one-fifth of the women in this study reported conflicts or problems with teachers that resulted in their leaving school prematurely. Nearly one-third of the women claimed that the reservation attracted undesirable teachers. From their descriptions, their assessments may be correct. Women described teachers who had sexually harassed them, sexually abused them, verbally and physically abused them, psychologically abused them, and introduced them to drugs and alcohol. Many described a school system that was indifferent, administrators who did not want to hear their complaints and punished them if they brought charges against teachers, alienation in a setting where their family situation or cultural traditions were not understood, and repeated injustices and lack of consistency in rules and regulations.

FINDING: Encouragement and support from caring teachers have resulted in American Indian girls staying in school and graduating.

Nearly one-fourth of the women who graduated from high school or college reported having a teacher who made a positive impact on their decision to stay in school and graduate. Clearly, research shows that caring teachers are critical to keeping adolescents in school.

Furthermore, research demonstrates that one of the resiliency factors for keeping at-risk students in school is a caring adult. Women spoke fondly of teachers who cared and believed in them. These teachers not only had high expectations for themselves, but also set high expectations for the women. In other words, these positive role models believed in them, encouraged them, and reminded them as often as necessary, both in word and deed, that they were competent, capable individuals.

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FINDING: For American Indian girls, excessive absence from school is linked to dropping out.

American Indian girls are frequently absent from school. Absences and tardiness are often not of their choosing. Although many girls admitted to skipping school or staying home from school on occasion, this behavior was not the norm.

Whether it is actually the absence from school that results in decreased academic performance or whether it is the home situation or personal problems that result in lack of interest in school is hard to delineate. Certainly, for some women the lack of trust or bonding with a teacher results in excessive absences. As children, the women in this study did not want to go to school if they felt threatened by their teacher, and in the majority of the cases, they were not forced to go to school by their parents.

Summary

Although general research on schools and dropouts suggests that the primary school-related reason for students leaving school early is that they are attempting to escape failure, this does not appear to be the case with American Indian girls. It appears that for American Indian girls, the decision to drop out stems from an accumulation of school factors. Many of the women in this study who dropped out of school left behind a history of humiliation, perceived lack of caring on the part of school personnel, lack of individual attention, and an atmosphere of indifference toward them as individuals. Although academic performance may be impacted by these factors, this was not always the case with the women in this study. Clearly, in many cases, school rules were considered foreign and absurd. The values of the home and the school were different, resulting in miscommunication between student and teacher that led to anger and frustration on the part of both parties.

Women repeatedly spoke of situations in which the teachers treated them as though they were irresponsible, or treated them with lack of respect or with indifference. In many cases, this set into motion the self-fulfilling prophecy of failure and rejection. Repeated offenses resulted in distancing from the teacher and the school, in a loss of trust and lack of bonding with the school, and finally in dropping out. When school is viewed as a hostile environment, skipping school and absenteeism are frequent practices.

Indian schools attract all types of teachers. Some are undesirables. Within reservation schools, those undesirables may constitute a greater proportion of the faculty than in nonreservation schools. It is generally

agreed that, for a number of reasons, 5 to 10 percent of the teachers in mainstream schools are poor teachers. It appears, at least from the testimony of the women in this study, that American Indian schools attract two to three times that many. Part of the reason is a bureaucratic system that inhibits dismissal of teachers within the BIA, and often in the public schools. Another contributor is the isolation of many reservations. Recruitment of outstanding teachers is often difficult, as the reservation has little to offer in terms of spouse employment, recreational activities, and community involvement for teachers. Further, many reservation schools employ teachers "from nearby towns." Many of those same people have been raised with prejudiced and stereotypical views of Indian students, but return to their hometowns to teach because of ranches and farm holdings owned by their families. They bring those prejudices and stereotypes into the classroom, often perpetuating a cycle of bias and racism.

Indian school boards and administrators must become attentive to these issues. Teachers must be screened very carefully. At a minimum, they should be trained to work with at-risk youth, and at a minimum, they should be required to do more than teach. Teachers who refuse to become involved in the school and the lives of students and their extracurricular activities should be removed. American Indian people can no longer afford to entrust their children to the debilitating influence of these "undesirable" teachers.

Based on the responses of the 991 women in this study, it is obvious that there are some very good teachers in Indian schools and many very bad teachers. School boards and administrators might consider identifying those "good teachers" who impact the lives of students and offering special incentives for them to remain on the reservation, such as paid sabbaticals, release time to counsel students, and time to train and mentor teachers new to the system. There is a desperate need to capitalize on what "good teachers" are doing to affect the lives of children.

Chapter 17

What Does It All Mean?

Introduction

When I began this study, I hoped to find "a critical element" that other researchers had missed when trying to explain why nearly half of the American Indian students who enter kindergarten will not graduate from high school. By the time this study was completed, I had actually found that dropping out is a multifaceted issue. Through no fault of their own, American Indian girls set out on the path to school failure, often very early in life. As they encounter one disappointment, failure, and humiliation after another, they eventually drop out. In some cases, the family condition is a critical element, but more importantly, the schools themselves contribute significantly to American Indian girls dropping out of school.

As a bilingual educator, I found it both enlightening and interesting to discover that cultural discontinuity, which so often has been cited in the research as the major cause for dropping out, is in truth only one factor impacting the educational career of a female American Indian student. Certainly, the solution many researchers have proposed for discontinuity—"a culturally relevant curriculum"—does not appear to be the answer. In this study, the main factor as it related to discontinuity was students' lack of adjustment, upon entering school, to teacher behaviors, communication styles, and expectations. Although this lack of adjustment was often rooted in the cultural differences between teachers and students, the content of the school curriculum did not appear to be a primary issue. Clearly, this study demonstrated that the teachers and students discussed herein communicated from very different perspectives, and this created feelings of alienation among students.

Moreover, I completed this study with a renewed sense of pride in being a "Sister in the Blood." The women in this study demonstrated a striking ethos of family support, independence and interdependence (not dependence), and resourcefulness. Many of them shouldered the burden of family responsibilities, often at great cost to any personal ambition. And however painful their personal experiences were and are, they have maintained their commitment to family and, in the majority of cases, to their traditional values and cultures. They accept willingly their role as harbingers of their culture. The majority of them understand that no matter how hard they work or how well they are prepared, there will always be limited opportu-

nities for them. Yet they are universally in agreement that education is necessary and critical for the survival of their people.

In order to make a difference in the lives of American Indian students, educators must first recognize that being American Indian sets children apart. It is much harder for American Indian students to succeed academically when the schools, including those on Indian reservations, are insensitive to the children's needs or misinterpret the issues examined in this book, particularly such concerns as racism, stereotyping, discrimination, teacher expectations, suspension and retention, cultural insensitivity, and family relationships.

Unfortunately, there were too many instances where the women in this study reported lack of expectations on the part of teachers, stereotyping in the schools, and racist attitudes for me to ignore those reports. These accounts were not confined to one state or one reservation; they were found to exist among women of all the tribal groups represented in this study.

As parents, we must realize that we are the first teachers of our children and that children learn from us both the good and the bad. We share the responsibility with the school of ensuring that our children are bicultural, that they are proud of their heritage, and that they can indeed make a difference, if not in the world, then at least on their reservation and within their families.

As members of tribal groups, we must insist that our children be assured of better health care, better housing, and better nutrition, elements that will enable them to go to school and to participate in a way that creates a healthy body, mind, and spirit. Tribal leaders must lay aside internal politics and tribal differences and work to promote economic growth and stability on reservations, which in turn will reduce the poverty conditions for our children. Furthermore, tribal groups have the responsibility of deciding where they fit in the scheme of America, determining what it really means to be a member of a particular tribe, and articulating those ideas to their membership. We can no longer allow outsiders to define who is Indian, or ultimately there will be no Indians. We have to stand steadfast in defense of our language and culture if that is what is important to the people of the reservation. We cannot assume that others will protect those interests for us.

In this chapter, I hope to shatter the disturbing silence about Indian education and contribute to the discussion of how school districts, states, and the nation can advance the educational and vocational opportunities of one of their least visible segments—the most rapidly growing and most vulnerable segment of the adolescent population: American Indian youth. Further, this chapter not only will examine the major factors involved in dropping out, but also will address the major factors involved in remaining in school.

What the Dropouts Said about Why They Left School

This study of the dropout phenomenon among American Indian women showed that dropping out is a multifaceted problem. It starts early, often in kindergarten or the first grade; it has many factors; and it grows incrementally worse with each successive year a student is in school. A series of negative school experiences sets in place a growing sense of dislocation, alienation, and frustration on the part of students. As a result, many of the women in this study reported seeing themselves as misfits or rebels at very early ages and began to blame themselves for their inability to function within the classroom setting.

Furthermore, the study revealed that dropping out is not confined to a handful of students who cannot learn. In fact, ability has little to do with whether or not an American Indian female will drop out.

Perhaps more interesting was that almost all of the dropouts reported that when they entered junior high school or high school, they had every intention of graduating. For the most part, the women expected to graduate. Many of them planned to go to college. Even when they dropped out, many of them held on to their dreams; many obtained GEDs, and some even graduated from college.

In order to understand this phenomenon, it is important to examine the causes of dropping out as candidly identified by the women themselves.

Uncaring, Insensitive Teachers

The study clearly showed that the women held very high expectations for their teachers. In fact, it was not enough, according to the women in the study, for their teachers to be "nice" or "friendly"; they preferred teachers who had the ability to teach and who displayed a sense of optimism in dealing with the slower students, as well as with the good students. These expectations on the part of the women in this study unmistakably showed their willingness and desire to learn and to participate in education. Unfortunately, many of the women did not encounter those kinds of teachers. In fact, most of the women spoke of encounters with teachers who had low expectations of both their students and themselves.

Many women reported negative experiences with teachers who put them down. They were called "dumb," "squaws," "baby factories," or "wild Indians." They reported teachers who "yelled," "screamed," or "hit." They described teachers who humiliated them, nagged them, and lost control when students didn't understand something. In some cases, they described teachers who violated the trust associated with the teacher-

student relationship by engaging in such dysfunctional behaviors as physically and sexually abusing the student or introducing alcohol and drugs to the student and her peer group. Others spoke quite eloquently about racism, prejudice, and stereotyping. They felt helpless and confused as to why school boards did not protect them from teachers who obviously held contempt for Indian people and their cultures.

Other women described experiences that can best be identified as invisible barriers to student performance. These were most often reported through descriptions of interactions between the teacher and the student within the classroom setting. These interactions were described in terms of teachers who blatantly had "favorites," teachers who "praised good students and ignored the poor students," and teachers who "ignored poor students who held up their hands to ask questions." Others talked of teachers' body language and facial expressions sending covert messages of "rejection," "contempt," or "dislike."

As these experiences mounted up, the women in this study began to disengage psychologically from school. Many of them outwardly rebelled by walking out of class, while others "skipped" school or simply refused to participate in class activities. In most cases, skipping school was not fun. Perhaps more devastating was returning to school and finding out they had not been missed. Although skipping affected their grade performance to some degree, most "passed" their classes, thereby receiving further reinforcement of the idea that the teachers really didn't care whether they learned or not, but instead just wanted to pass them and get rid of them.

Oppressive School Policies and Poor School Climate

The majority of the 991 women in this study related negative school experiences. As these negative experiences accumulated, they began to outweigh the positive experiences. As a result, the students' perceptions of themselves and the school began to plummet and the women began to doubt whether they belonged in school. Although many of the women addressed negative school experiences with teachers, counselors, and administrators, many of them also talked about other conflicts within the school environment.

Women wished for a school environment where students "did not fight," "did not make fun of each other," or "did not call each other names." Others longed for an environment where students were treated fairly and consistently, and not on the basis of "who your family is" or "how much Indian you are."

Others talked about school policies, especially regarding out-of-school suspension—which the women most often referred to as a "three-day

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vacation—and about their feelings of alienation regarding such policies. Although out-of-school suspension rests on the belief that temporary exclusion from school will somehow miraculously motivate students to change their behavior, the women in this study reported that it amounted to no more than a reinforcement of the idea that the schools wanted "to get rid of them." Others called in-school suspension a "farce" or a "joke." All too often, in-school suspensions are used to reduce the number of out-of-school suspensions and appear to be a way of concealing the number of students still being excluded from a teacher's classroom. In many cases, the women in this study felt that their teachers used in-school suspension as a "dumping ground" for students they didn't want in class. Many of the women described in-school suspension as "a place where they give you busywork that they don't even bother to check," or as "a punishment room" where students write that they "will not chew gum," "will not speak out in class," or "will do [their] homework" several hundred times before being released. In the majority of cases, the women talked about other punishments related to in-school suspension, such as not being allowed to go to the lunchroom, talk with other students during the lunch break, or take more than two bathroom breaks during the entire school day. Many of the women confided they had found asking for a bathroom break embarrassing and simply remained in their seats all day.

Others talked about school practices that literally prevented students from attending school. For example, some schools had policies prohibiting students from entering a classroom if they were tardy; others required a letter or visit from a parent; and still others required a visit to the principal. Many of the women reported that, when faced with such classroom exclusions, they resorted to "roaming the halls," "sitting in the bathroom," or "leaving school." Several of the females explained that it was "less hassle" to stay out for one class and go to the next, since "the teachers seldom checked up when you didn't return." Others said such exclusions were another way of "getting rid of you for the day."

A majority of the women spoke about school practices regarding absences. Few of them felt that the school was sensitive to the personal conditions that contributed to their excessive absences. For example, many of the women in the study reported conflicting obligations to their families, requiring them to care for younger siblings or to assist with family business. Others talked about staying home from school because they didn't want to deal with a particular teacher or to face humiliation. Many of these women reported "sleeping through class," or remarked that "school was boring," or "school was not for me."

A majority of the women talked about the enormity and inaneity of classroom rules, which ranged from "no gum chewing," "standing in line,"

"raising your hand," "no talking," and "no getting out of your seat," to obtaining permission to perform even the necessary tasks associated with learning, such as sharpening a pencil or getting a dictionary. Many of them found such controls in junior high and senior high inappropriate to their maturation levels and expressed their disapproval by breaking the rules.

As other researchers on the dropout problem have reported, dropping out is complex because the act of rejecting school is also accompanied by the belief that the institution has rejected the person. Whether school policies and teacher rules communicate implicitly or explicitly that certain students are not desirable or welcome in school, students respond by developing a set of negative perceptions and beliefs about themselves and the school. This is reinforced by ongoing negative school experiences, further undermining students' attitudes toward school. When school policies and teacher expectations negatively interact with students' perceptions about themselves and of school in general, it creates alienation. As one negative experience leads to another, these experiences ultimately combine to destroy a student's hopes, dreams, and aspirations about education. School personnel caught up in this vicious circle are often ambivalent about students and their perceptions.

Teen Pregnancy

Without question, the most common concrete reason for American Indian girls dropping out of school is pregnancy. Slightly more than half (51 percent) of the women in the study reported that pregnancy was more or less "the straw that broke the camel's back." Unlike other adolescent girls in American society (half of whom choose abortion), Indian girls choose to give birth.

Although in this study, a contributing factor to adolescent pregnancy was the degree to which a girl felt loved at home and appreciated and accepted by her teachers and peers, it is very difficult to determine to what extent those factors impacted premature sexual activity. Clearly, it would appear that by the women's own admission, sex was most often mistaken for love. Consequently, the "search for love and acceptance," which many of them so desperately needed, and which was absent from their home life and at school, often resulted in premature sexual activity and pregnancy.

Although many of the women were totally unprepared for motherhood, many who dropped out of school because of pregnancy reported that they were "on the verge of dropping out anyway," or that pregnancy was "a good excuse to get out of there." Other women, however, stated that even though pregnancy may have delayed their education for a period of time, having a child motivated them to get a GED. Others completed their GEDs

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and attended college. Some graduated from college and ended up better off financially by their late twenties and early thirties than their peers who had delayed childbearing. Many of the women explained that as a parent, completing their education took on a different meaning. For others, motherhood was an escape from a history of failures, disappointments, and humiliations associated with school, and returning to school was not seen as an option.

Due to the nature of the extended families within American Indian cultures, many of the women who had children prior to high school graduation found themselves afforded a "second chance" by parents or other relatives who took the responsibility for child-rearing. This is not to suggest that all of the women took advantage of the opportunity; nor does it mean that the behavior was not repeated. It does mean, however, that the stigma of being forced to accept the responsibility of child-rearing as a "punishment" for the erring female was almost nonexistent among the women in this study. Further, such attitudes toward pregnancy and child-rearing appear to be a common thread among all tribal groups.

Lack of Adjustment to School

Being able to adjust to school and its demands is one of the most critical elements for children who enter school for the first time. Students must be able to successfully make the transition from home to the school setting. In many cases, the American Indian female appears to have difficulty very early in making that transition. This transition places new demands on students, who are forced to adjust to a setting that is different from and more impersonal than the home environment. A particular impediment to adjustment to school for American Indian girls is incongruence between the expectations of those in the home and those in the school. The problem of incongruence occurs when American Indian girls who have been raised to behave and perform in one culture suddenly confront the white middle-class value structure of the school. Failure to make that transition in the early years continues to create problems of incongruence that may eventually lead to dropping out.

Therefore, when women spoke of "uncaring" lower-elementary teachers who "wouldn't answer your questions unless you held up your hand," or teachers who "wouldn't let us help each other," or teachers who "wouldn't let us talk to our friends," they were in actuality encountering school adjustment problems resulting from an incongruence between acceptable home behaviors and acceptable school behaviors.

Girls who were unprepared prior to school to make this adjustment, or those who were unable to adapt their behaviors to the school, felt "out of

place" in their early school years. This alienation promoted a continued lack of adjustment to the school that compounded over the years, with many of these girls being labeled as "incorrigible," "troublemakers," "rebels," or "misfits" by their teachers.

Peer Pressure and Peer Groups

Although peer pressure certainly impacted the behavior of the women in this study, and in some cases resulted in dropping out, peer pressure for American Indian females in many ways takes a unique form. For example, it is a given that one's peers may influence an individual to use alcohol and drugs, smoke cigarettes, or skip school, but American Indian women seem to be caught up in a web of peer pressure that is unlike the situation in mainstream society and may itself contribute to their alienation from school. This behavior, which generally begins in junior high school, often escalates until either the student has "pushed herself into a corner," at which point she finally gives up and drops out, or the school has "pushed the student out."

For example, the women candidly admitted to participating in group activities that were inappropriate for a school setting. Teachers, on the other hand, consciously or unconsciously became willing or unwilling participants in these activities. Women openly discussed "rebellion" against unfair, inconsistent, racist, and prejudiced teachers. Group punishment or the humiliation of an individual by teachers was totally unacceptable to the women in this study. Out of peer loyalty, which in more cases than not was family loyalty, the women spoke of total class rejection of a teacher. This rejection was manifested in a refusal to do class work, to do homework, to pay attention, and to engage in other behaviors the teacher might expect. Although these activities were no more than a rejection by the powerless of the standards of the power group, they served little purpose, in that the majority of the women suffered punishment from those in power, such as out-of-school suspension, in-school suspension, and trips to the principal's office. In many cases, parents who felt helpless to deal with the inappropriate behaviors of the teachers felt even more helpless in dealing with the unhappiness of their children and thus allowed them to stay home from school.

Further, peer groups seemed to set the standards for identification of who was "Indian" and who was "white." "Going along with a teacher," "not participating in some plot against a teacher," "getting good grades," or "not skipping school" could be interpreted by the peer group as "being white." Many women in the study spoke of falling victim to this type of group control. For many, there was no greater rejection than being labeled

"white" by their peers. Even many of those who were of "mixed heritage" sought to prove their "Indianness" by conforming to group standards when their ethnicity or loyalties were tested by the group. Only those women who had a strong support group of family or friends, were involved in school activities, and had a firm sense of their own personal identity seemed not to fall prey to such pressure.

Conditions of Poverty

Poverty for American Indian girls is not just the socioeconomic status of family. It involves a whole range of behaviors often associated with reservation life and is erroneously attributed by many experts to being "part of the Indian culture." It is part of the everyday lives of a people who have remained the "poorest of the poor" throughout the history of this country. Poverty involves living in communities where alcoholism, drug abuse, lack of job opportunities, welfare, and inadequate housing are often the norm, rather than the exception.

Poverty is part of growing up in a family where the parents are preoccupied or even consumed by immediate survival needs, such as putting food on the table, providing shelter, and paying the utility bills—and have little energy left for loving, playing, nurturing, or teaching. It is part of learning that if you are poor, you are often rejected—rejected by your peers and rejected by your teachers. It is part of learning that if you are poor, you settle for what others do not want. It is part of learning that you do not expect much of yourself or of others. It is part of not expecting to have a better life than your parents. It is part of accepting that the schools are not going to teach you, and when they do not meet your needs, it only reaffirms your beliefs.

Growing up poor places American Indian girls at high risk of dropping out of school. Inadequate nutrition, clothing, and shelter contribute to their personal and family problems. Growing up poor often results in girls not feeling very good about themselves. Growing up poor in many cases stifles motivation and dreams and results in broken promises and loss of will.

Growing up the "poorest of the poor," even on an Indian reservation, where the average income is below the national poverty level, contributes to girls leaving school prematurely. In fact, it may be the root of many of the problems girls encounter in school. Yet rather than confronting the problem of poverty, anthropologists, researchers, and educators have chosen instead to mislabel the conditions of poverty as conditions of culture and have explained away many of the behaviors of students as an "Indian thing," rather than a "poverty thing." As a result, various remedies for the "cultural conflict" experienced by students in school have been devised, with little

attention paid to the poverty conditions that have created the problems in the first place.

What the Graduates Said about Why They Stayed in School

One of the issues that has historically puzzled educators about American Indian students is why some students succeed in school and others give up on school when they come from the same cultural groups, the same environment, and, in many cases, the same family. In other words, if we assume that the environmental, cultural, and family conditions are similar for all students, why is it that some students succeed in school and others fail? What are the factors that enable success for one child in a family and failure for another? These questions were the second focus of this research, and every attempt was made to identify the factors of success. In using this approach, I hope that other researchers will actively move toward research that helps identify what successful students do to resist the negative experiences and what makes them resilient. In effect, looking at resiliency factors will help us discover ways to produce more positive outcomes for all students. In using this approach, I found four major commonalities among the women who graduated from high school or college.

A Caring Adult, Role Model, or Mentor

From this study, it is clear that the single most important factor as to whether a girl stayed in school and graduated was the linkage with a caring, competent adult who not only modeled appropriate behaviors but also encouraged the adolescent and served as an advocate when necessary. Women who were able to weather the painful attacks on their personal identities and self-esteem, women who were able to remain in school despite the poverty conditions of the home life or the abusive nature of their relationships with others, almost always reported a close, nonexploitative relationship with a caring adult. In some cases, the adult was a parent, a grandparent, an aunt, or another sensitive adult in the community. In many cases, the adult was an open, caring, nonjudgmental teacher.

Just as uncaring, insensitive teachers were a significant factor in whether a girl dropped out of school, caring, sensitive teachers were a factor in keeping girls in school. Teachers who were accountable for student success, teachers who displayed a sense of optimism and caring for slower students or the most hard-to-teach students, were praised by the women in this study. These teachers seemed to set high expectations for themselves, as well as for their students. They took a personal interest in their students and

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took the time to praise, encourage, and support students. Many of the women spoke about teachers who took a special interest in them and understood their personal problems. Others talked about teachers who made a special effort to help them with a myriad of personal problems or who took the time to make them feel they were important.

In other cases, many of the women had developed linkages with family members who helped them survive the stresses of school and their personal lives. These women, despite the problems encountered, developed a sense of purpose that helped them discount or disregard negative experiences. Other females, such as mothers, grandmothers, and aunts, most often provided that adult linkage. In some cases, the women spoke of a female they had emulated simply out of a desire to "be like that individual." Often, the female who was being emulated was unaware of the linkage.

Clearly, the impact of a caring adult, role model, or mentor cannot be underrated when it comes to the resiliency of American Indian females.

Effective Schools and Teachers

When women spoke about the schools, generally the conversation turned to one or two teachers who had made a tremendous difference in their lives. Many of the women spoke of teachers they admired and respected and described them as "firm but fair," having "a good sense of humor and respect for students' rights," teachers who set high expectations and "never let us get away with a thing," teachers who "would go out of their way to help us," teachers who "listened instead of talking all the time," and teachers who clearly enjoyed their job and "loved teaching."

Others spoke fondly of teachers who had become their advocates and had intervened with other teachers and administrators in their behalf when a situation seemed unfair or inconsistent. Some told of teachers who became their personal advocates, saving them from abusive home situations or abusive relationships with peers.

Of the women who stayed in school and graduated, but who at some point in their lives considered dropping out, the majority spoke of a teacher who intervened and helped them stay in school. In some cases, these teachers went far beyond offering encouragement; they became active advocates for students caught up in the bureaucracy of school policies or the unfair practices of other teachers. Some of the women related situations where teachers actually "put their jobs on the line" for them. Several spoke of lifelong relationships with teachers who had made a difference in their lives.

One of the unique characteristics of teachers who made a difference in the lives of these female students was that they assisted students whose self-

esteem was constantly under attack from other teachers or peers. For example, some of the women talked about teachers who intervened in the classroom when they became the target of humiliation by other students. In other words, teachers not only modeled the behaviors they expected of students, but they openly encouraged communication among peer groups about feelings, stresses, and attitudes that impacted individual students.

Throughout the interviews with the graduates, it became obvious that there are some very good teachers in Indian schools, teachers who view teaching as more than a job, teachers who treat students with respect, and teachers who believe that students can learn regardless of their family background or their race. Teachers who regarded teaching as a process of dealing with the "whole child" did indeed make a difference in the lives of many of the women in this study. As one of the women stated, "They are the real teachers. The others are just putting in time and taking up space."

In addition, some schools had created a climate that was more conducive to student adjustment and happiness in school. In such cases, administrators and school board members were viewed in a much more positive light. Rules were seen as necessary for safety and order, not as attempts to maintain rigorous control over student movement and behavior. Moreover, these schools had not developed a system of rewards and punishments that further isolated students. The school was viewed as a happy place where students were encouraged to become involved in activities and where, according to one graduate, "there was something for everyone." In particular, this graduate was speaking of a school environment that recognized that not all students were going to be athletes or scholars, but provided a variety of activities that were not competitive-based.

Perhaps one of the most revealing findings was that, in spite of a myriad of negative experiences in school, as well as in their personal lives, the women in this study were very slow to give up on school. Those who found some type of support within the school generally never gave up.

A Strong Sense of Spirituality

One of the greatest sources of resiliency for the women in this study was their sense of spirituality. When using the term *spirituality*, I am referring not only to the belief in a "higher being" or "higher authority," whether through an organized Christian church or through connectedness with the various American Indian religious beliefs and ceremonies—but to the spirituality that also results in taking responsibility for one's place in the scheme of things. For the women in this study, their spirituality had nothing to do with being able to speak a Native language or with the degree of their Indian blood; rather, it manifested itself in a strong, moral purpose of life.

and an "inner voice" that guided the individual. In some cases, women spoke with an enlightened view of the purpose of life on earth and how each individual was born for a special destiny. For many of them, they felt that their "purpose" was to help their people.

The women often spoke of this spirituality and inner peace in abstract terms. For example, many women said they always knew they would succeed, even when others didn't believe it. Others reported rejecting negative experiences and telling themselves, "What goes around comes around. My time will come." Many spoke of an inner voice that helped them reject personal attacks upon their self-esteem. One woman stated, "I just told myself, 'You know who you are. What does she know, or what does he know?'" Many of these women adamantly believed that children are born with this resiliency and that some children nurture it and perfect it, while others fail to use it as a resource. "It all depends on whether you listen to that inner voice when you are a child and keep it with you or you let it go," said one female, a woman who had dropped out of high school but eventually graduated from college.

Low Family Stress

There were a number of family stresses that both the graduates and the dropouts held in common. However, the one intervening factor appeared to be how the family dealt with those stresses. Poverty was a strong stress factor for many of the women who were successful in school, and yet in many of their homes, poverty was not viewed as hopeless. Women who came from poverty and who graduated from school spoke of parents who strongly encouraged them to stay in school and improve their personal conditions; they described parents who, despite the hardships of poverty, outwardly showered them with love, affection, encouragement, and support. Many of the women spoke of parents who, despite their economic condition, always put the children first, parents who played with them, had fun with them, and had time for them.

In almost all of the homes with low family stress, alcohol and drugs were totally absent. Domestic violence and child abuse were absent. The fear of abandonment or psychological separation from the parents was absent. It is particularly important to note that for the graduates, growing up in a nontraditional family with only a single parent did not increase stress levels.

With this in mind, it is essential for parents and other family members to realize that by maintaining a home atmosphere where children feel safe, loved, and wanted, they can contribute immensely to a girl's success in school and to the realization of her potential.

- Establish expectations wherein all children can succeed and wherein teachers are held professionally accountable for the success of students.
- Identify and remediate academic failures of students at each grade level so that any such problems do not persist.
- Offer night school and summer remediation programs for students who fall behind in their classes, regardless of the reason.
- Establish an alternative school, a "school within a school," with a faculty of four or five highly committed teachers who work with a limited number of students (approximately fifty to sixty) so that the students will be involved in a nurturing, caring environment that tends not only to their academic needs but to their emotional, social, and psychological needs.
- Work with community agencies, including the tribal police and judicial system, to help students from dysfunctional families or those in trouble with the law.
- Establish a peer counseling program and a peer tutoring program so that older children can develop responsibility while working with younger children.
- Establish rules that ensure a positive atmosphere and a supportive peer culture.
- Inform and provide inservice to teachers about the problems of the at-risk child and require them to be alert to student needs and problems and to report those concerns.
- Establish a postsecondary planning program that uses computer labs and in-class activities for mock employment situations and offers career exploration projects to motivate students to begin thinking about careers, postsecondary education, and employment.
- Form a community task force on at-risk students to determine how the community can help the schools in meeting students' needs.

Although the above list of components should be a minimum plan for meeting students' needs, any reform in Indian education and effort to reduce the dropout rate should not proceed without an affirmation of what is really meant when we speak of Indian education.

The history of Indian education has basically reflected the goals and interests of American education in general. Currently, there is no evidence that Indian education is working on a broad scale. It has failed to produce teachers, managers, leaders, doctors, nurses, and other professional and technical personnel in sufficient numbers to allow tribes complete sovereignty or independence from experts outside the Indian community. It has not succeeded in keeping half of the students in school, let alone developing a citizenry that has an opportunity to be gainfully employed or can realize its dreams and be hopeful of a better future for its children or grandchildren.

On the other hand, Indian education has succeeded to some degree in the construction of a new generation of Indians who have pulled themselves up from poverty and racism "by their own bootstraps"—which is a crucial complement to those in power for the continuation of the present educational system. Educators and politicians have used the basic "bootstrap" mythology of individual advancement in defense of the inadequacies of Indian education. This approach has overshadowed many of the long-term problems that have existed, such as poverty, inadequate nutrition, poor health care, substandard housing, and an inadequately educated population, and has resulted in American Indians blaming themselves for their failure and personal conditions, rather than protesting the causes of the failure and asserting the need for restructuring Indian schools and Indian communities.

Compounding the problem in Indian education is the fact that American Indians are a small minority in a nation of many larger minority groups, and fragmentation has resulted. In many cases, Indian school districts may have more non-Indians on the school board than Indians. In other cases, school districts and political districts have been gerrymandered in order to deter elections of American Indians to school boards and state governments. As a result, Indian schools often are not operating in the interest of the American Indians within their own communities, but are instead promoting the interests of those outside the Indian community.

In 1966, Norman Chansky wrote about the "untapped good" of high school dropouts, wherein he likened the dropout to a seed. In his analogy, he suggested that just as seeds must have good soil and adequate moisture to sprout and flourish, so must schools provide a nurturing environment for children to learn. If weeds endanger the growth of the "sprouts," they must be eliminated; so must the problems endangering the child's success. In applying Chansky's philosophy to Indian education, it is time for Indian people to eliminate the "weeds" that have endangered tribal groups and the education of Indian youth since the beginning of their interaction with Euro-Americans.¹

For starters, we must redefine Indian education from the perspective of Indians. We must develop an educational program that gives meaning to our lives as Indians and to our culture, while at the same time instructing students in the underlying ideas of the American culture and providing the intellectual tools needed to survive in a contemporary, global society.

We must listen to our youth. If there is to be a change in Indian education, it must involve them. Contemporary Indian youth are overburdened with the messages we have given them. On the one hand, we tell them we want them to stay in school and do well, even go to college and graduate, but at the same time we tell them not to assimilate or they will be rejected by their own people. We tell them we want them to learn their own

language, and yet as adults, we speak English to them—listing innumerable excuses as to why we do not speak or choose not to learn our own Native languages. We raise them to believe that they have a purpose in life and a responsibility to their people, but we fail to guide them in developing goals and purpose and in becoming responsible.

We must listen to our elders who have experienced the past and who tell us that Indian education today is no more than a continuation of the education of a century or two centuries or even three centuries ago. We must learn from them so that we will not continue to repeat the tragedies of the past.

We must challenge ourselves as Indian educators to question our roles within the schools. Many of us, whether intentionally or unintentionally, have become caught up in a struggle between the Indian community and the non-Indian majority who administer our schools. In many cases, we find ourselves not serving as advocates of our communities, but struggling to preserve a system we know does not work.

As tribal groups, we must challenge ourselves to make some very tough decisions about the direction of Indian education. We must decide, first of all, if the Native language is important to our cultural heritage and our identity; and if it is, we must devise a plan to ensure that it will not vanish within the next generation or two. It may be that many tribes will decide that language renewal and restoration is insignificant to their identity as a tribal people. If a tribe decides otherwise, however, it must set in motion a plan for language renewal wherein tribal members take the responsibility for developing it and causing it to flourish as a part of their identity. If the Native language is essential, it should be taught in the schools from kindergarten through high school—not as a foreign language, but as a language children are expected to learn and speak. In doing so, the adults must recognize that they cannot expect of their children what they themselves are unwilling to do. To expect the schools to be the sole purveyors of the language will most likely guarantee its demise. Therefore, major steps must be taken to ensure that the tribe, the community, the parents, and the schools are involved.

A redefined plan for Indian education will require a broad-based approach from Indian teachers, Indian administrators, Indian researchers, community agencies, tribal governments, and youth and parents working together as a team. There is no one solution to the problems confronting Indian students and no one answer as to why students are dropping out; however, this study does identify four resiliency factors that could be used as a starting point for developing a dropout intervention/prevention program for American Indian students.

Key features of a comprehensive program must include commitment, coordination, awareness, allocation of resources, and individualized atten-

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tion for American Indian students at risk. The first step is to make parents, teachers, administrators, and school board members aware of the problem, its causes and consequences, and the resiliency factors common to students who are successful. With an understanding of these issues, educators and parents will be in a better position to make a commitment to deal with the problems encountered by American Indian girls.

Recommendations

With these thoughts in mind, I offer the following recommendations for reducing the dropout rate for all American Indian students, male and female:

RECOMMENDATION 1: I believe Indian schools should be restructured to include three "transitional phases" that enable students to adjust to the demands of an academic environment and to develop an understanding of themselves and what their tribal groups expect of them as adults.

Although this recommendation will require that students spend an increased amount of time in completing a high school education, it would appear that the extra time spent would be offset by increased graduation rates, a better-prepared work force, and a population of young people who have a good understanding of themselves and the needs of their tribes.

These transitional phases would occur three times during students' elementary and secondary years. The initial phase would begin when students first enter school. Instead of a full year of kindergarten, students should first be placed in a school setting where they have an opportunity to learn how to interact, communicate, and respond to the expectations of an academic environment. During this period, parents and elders would work with the teachers in developing a school adjustment plan for Indian students, with respect to both the culture of the home and the culture of the school. Teachers within the school would be required to implement teaching strategies that complement the learning environment of the home, while at the same time ensuring that students have a period of time to experiment, explore, and adjust to the use of learning tools, such as books, paper, pencils, and crayons, and to improve communication skills to ensure better student-teacher interaction. Once students leave this transitional phase and move into kindergarten, an emphasis should be placed on vocabulary development to better prepare them for the demands of reading and writing in the lower-elementary years.

The second transitional phase would occur at the end of the fourth grade, prior to the time students enter a middle school environment. From

past experience, we know that American Indian students' test scores, achievement tests, and attendance levels begin to plummet during preadolescence. Discipline may become a problem. Attitudes may change. It is during this time that students experience increased negative messages from the school and teachers about their abilities and worth. As these messages accumulate, students begin to disengage from school. It is also during this time that students are changing emotionally, physically, and psychologically. They are gaining independence and maturity. As they come to terms with their changing bodies, their changing roles, their intellectual abilities, their perceptions of themselves, their peers, and their relationships, their world begins to change as well. It is during this time of change for students that schools should also change. A transitional phase at this time should focus on the involvement of elders, other responsible community leaders, parents, and teachers in resolving the conflicts experienced by preadolescents, while at the same time providing an opportunity for students to learn more about themselves and their culture. During this stage, female students could be guided by female elders and male students by male elders, who would teach them about the traditional gender roles within the society, their ceremonies, and tribal lore and history, while simultaneously using traditional counseling methods to allow for social and psychological adjustment.

The third transitional phase would take place following the completion of the eighth grade. It would provide an opportunity for students to continue their training in traditional roles and expectations under the guidance of tribal elders, while also providing them with an opportunity to perfect their basic skills in math, reading, and writing. Completion of this phase would better prepare students to face the academic rigors of high school courses, while at the same time reinforcing their roles within a tribal community and helping them set goals for their roles as adults.

I believe that such a school structure not only would allow students to be better prepared to handle the stresses of school and to be more academically prepared, but would also nurture the child's own "spirituality" and tribal identity through the involvement with elders and other tribal people.

RECOMMENDATION 2: I believe Indian schools should implement a thorough screening and employment process for personnel to guarantee that Indian students are no longer subjected to psychological and physical abuse. This screening process would also ensure that teachers who are employed have demonstrated excellence or the potential for excellence.

Indian school districts should implement immediately a screening and employment process for all school personnel, whether professional, para-professional, or other support staff. This screening should not only incor-

porate a thorough background check, including references, but also require drug and alcohol testing of each potential employee. School boards should be especially discriminating when it comes to applicants who "ricochet" about Indian country, from one reservation to another and from one Indian school to another, like stray bullets. Many of those individuals, who have been found incompetent or unworthy to serve in one Indian district, find employment in another Indian district. This is often the result of districts obtaining unchallenged resignations for the promise of providing future recommendations. In addition, it may be necessary for school boards to implement a policy of a two-year "provisional employment" for all school personnel in order to determine if an individual is suitable to teach or work in a reservation setting. During that time, personnel would be required to become "culturally sensitive" through training and involvement within the community. Moreover, residency and involvement within the reservation community should be a requirement, not an option. Teachers who are unwilling or unable to comply with these expectations should be dismissed or, better yet, not employed in the first place.

Further, Indian people should cease regarding the school system as an "employment bureau" in which school board members are expected to reward family members and other constituents by providing employment within the school. Politics and family loyalties must cease to guide school policies and employment procedures.

In addition, the number of Indian employees should be increased in the schools. Districts should seek out community elders and other respected community persons who can act in a professional capacity (e.g., do traditional counseling) without the requirements of degrees and certification. Furthermore, Indian communities should aggressively seek out young people who demonstrate an interest in and potential for working with children, and provide opportunities for them to go to college and to obtain teaching degrees.

The number of teachers, counselors, and administrators within the schools who are specifically trained to work with high-risk minority children should be increased. American Indians should demand that universities and colleges within their respective states respond to the needs of Indian education, and should boycott those which do not.

In the event that a tribal college is located on a reservation, the school district, community, and tribal leaders should work toward assisting that college in developing four-year degree programs that would allow students the opportunity to remain at home and complete their college degrees. These students, in turn, would be more likely to stay within the community and serve in professional roles.

RECOMMENDATION 3: I believe school district policies should be redesigned so that they are aimed at keeping students in schools, rather than at keeping them out.

A redesign of school district policies should involve school personnel, parents, and students. Many of the current policies regarding discipline, attendance, trancies, and tardies keep students out of school. School boards, teachers, and administrators should be aware that districts with too many rules are simply asking for those rules to be broken. In essence, districts and their personnel are sending out the message that "we expect you to misbehave." It should be emphasized that expectations among school personnel may constitute a self-fulfilling prophecy for children and that harsh disciplinary rules about suspension and expulsion may be interpreted by students as an invitation to drop out. Furthermore, in-class disciplinary rules that promote failing grades, such as the refusal to accept homework under certain conditions, should cease. Classroom discipline and management rules should be kept to a minimum and should facilitate the student's ability to move about the room and within the school in order to take care of personal and academic needs, as long as the student's behavior does not interfere with or hurt his/her learning or another's learning. District and classroom rules should allow students within a reservation community and school to develop a classroom "family relationship." This would encourage students to be supportive of each other and would allow them to work out problems jointly. In this way, they will learn that rules are important and in their own interest.

RECOMMENDATION 4: I believe an "Adopt-a-Student" program should be implemented among faculty, elders, and other responsible community persons to ensure that each at-risk child has a nonexploitative relationship with at least one adult on a daily basis.

School districts cannot afford to ignore the research demonstrating unquestionably that Indian children who succeed in school generally have at least one nonexploitative adult relationship. This individual would have the responsibility of encouraging at-risk students, supporting them, and counseling them. Furthermore, this individual would, when needed, be an advocate on the part of students with the school and other teachers, and would assist in ensuring that students are receiving proper services from other agencies.

It cannot be assumed that these relationships develop on their own; nor can it be assumed that students will initiate such relationships. Within a school setting, "adoptive students" could be assigned through either volunt-

teering or random drawing. Teachers would then be trained in ways of supporting at-risk youth. As a result, the district could be assured that on a daily basis, there would be at least one adult providing positive attention to the at-risk child. Obviously, a critical element of such a plan would include teacher confidentiality with regard to the identity of the "adoptive student." For such a plan to work, the at-risk child should not know that s/he has been "chosen."

The elder volunteers and community persons could serve as advisers and mentors to the students on an "as needed" basis, to ensure that at-risk students have an advocate within the community, as well as in the school. Tribal advocates could help students in ways that teachers may not be able to help. For example, students who experience racism from their peers, problems involving family loyalties, or other problems directly related to their tribal identity may be best served by a tribal member. This plan would also allow for the further nurturing and motivation of the student and could in fact complement the development of a "spirituality" found in students who are most likely to graduate from school.

RECOMMENDATION 5: I believe Indian schools must establish a nontraditional curriculum as an option for students who are at risk, and incorporate within the implementation process a strong dropout retrieval plan.

Despite all the other recommendations I have suggested, the fact is that there will always be a percentage of students who will remain at high risk and will not graduate unless other options are available to them. At this point, no body of research clearly substantiates that a "culturally relevant" curriculum will make a difference in reducing the dropout rate of Indian students. However, a nontraditional curriculum, with an individualized approach in courses like English and math, holds tremendous promise. In addition, the development of semester-long, self-paced course packets in required courses for students who are homebound due to illness or pregnancy, students who are in drug and alcohol rehabilitation programs, and so on, holds great potential for keeping at-risk youth in school. The use of such a nontraditional curriculum could also be combined with the use of cooperative learning components and, where possible, "real-life" reservation examples and problems. Students could be provided with experiential educational opportunities wherein they would receive credit toward graduation by participating in programs within their communities, such as assisting with an elderly program, a child care center, or a Head Start program, or tutoring younger students in the school. Such experiences would not only give at-risk students a greater sense of purpose, but also orient them to the needs of their communities and the world of work.

Furthermore, reservation schools should establish a child care center within the school for girls with children and offer special classes in child development, nutrition, and care, as well as counseling for teenage mothers. Specific to this training should be discussions regarding child abuse. This program should coincide with a program addressing the consequences and responsibilities of teen fatherhood.

In addition to the nontraditional curriculum, school districts should develop a plan for dropout retrieval so as to encourage those students who have dropped out of school to return to school in a way that is nonthreatening to their self-esteem.

A Final Note

In this chapter, I have tried to provide tribal leaders, school leaders, educators, parents, and community persons within Indian communities with a forum for discussion and with suggestions for reevaluating and redefining Indian education. Perhaps as you critique these ideas, you will find that not all of the suggestions are appropriate for your schools or that there are other components that should be initiated in addition to those offered. It is my sincerest hope that this study and the results presented here will, at a minimum, provide a basis for discussion about Indian education.

We can no longer conceal student failure under the guise of cultural discontinuity or socioeconomic status of the family. We can no longer blame our children for their failures. We cannot continue to place the failure of the past three centuries on a government bureaucracy that has not always had our best interests at heart. We must be willing to protest and change the conditions of our schools and bring about the needed reforms on a community-by-community basis.

Moreover, we should fight any attempts to define ourselves and our cultures by anything but those traits, values, traditions, and characteristics which have been passed down by our ancestors. To submit to or embrace outside interpretations serves no purposes but to fuel the fires of racial prejudices, lower our own sense of self-worth, and inhibit the development and potential of ourselves and our children.

In the end, it is up to us, as American Indian people, to hold ourselves accountable for what happens to our schools and in our schools during the next century. We should make it clear that those who are currently teaching in our schools and running our schools really have no choice but to accept the needed reforms. Admittedly, this may be considered a controversial plan of action, but if we as American Indians are serious about the education of our children, we truly have no alternative.

**OPERATING MANUAL
FOR THE FORUM OF ADOLESCENTS OF THE AMERICAS
Lima, Peru
From June 26 to June 29**

INTRODUCTION

The Tenth Conference of Spouses of Heads of State and Government of the Americas shall be held this year in the City of Lima, Peru from October 4 to October 6. The Preliminary Technical Meeting prior to the Conference shall also be held in Lima, on June 26 to June 29. The Forum of the Adolescents of the Americas shall take place parallel to this meeting.

RESPONSIBILITY FOR THE ORGANIZATION

Both the organization and the logistical preparations of the Forum are the responsibility of the Coordination Office of the Tenth Conference. As the host country, Peru is responsible for the provision of facilities for this event, hospitality and accommodation for its guest participants. The Forum training and support team will be responsible for each participant adolescent, in order to provide them with the necessary assistance within the framework of the Forum.

The Coordination Office of the Conference shall bear the expenses of two adolescents per country. Reservations at the hotel, site of the Forum have been made as of Monday, June 25 until the evening of Thursday, June 29. Likewise, the provision of food (breakfasts, lunches and dinners) transportation and transfer to the sites of all the scheduled activities are also included. The Coordination Committee shall not cover local or international telephone calls or room service.

VENUE

The Forum of Adolescents shall take place at the Resort & Convention Center "El Pueblo -Las Americas". This resort is located at km10 of the Central Highway, Santa Clara, only 20 minutes away from downtown Lima. It has 18 hectares of green fields, recreational areas and modern convention and game rooms.

"El Pueblo-Las Americas" is designed based on the structure of a typical Andean village. It has a main square, a church, restaurants and arts and crafts shops. In addition, it has bedrooms with high wooden ceilings, carved wooden doors and

windows and bungalows furnished with a jacuzzi, a kitchenette and a Bar BQ. It also has a special area designed for sports and games, including volleyball courts, football, tennis and squash courts, bowling facilities, a gymnasium, a sauna, a jacuzzi and three swimming pools, one of them with two toboggans, for the fun of young and old. It also has a discotheque.

During the month of June, at the El Hotel – El Pueblo the weather is dry, with an average temperature ranging between 20° and 25° during the day and 14° and 18° C during the evening. Lightweight clothing is recommended during the day and a lightweight jumper for the evening.

In the City of Lima, during our nighttime tours there is a humid climate ranging between 14° and 18°C, waterproof clothing is recommended.

English and Spanish interpretation services together with audiovisual services shall be available as required.

AUTHORIZATION FOR TRAVELLING

All adolescents attending the Forum must their parents' permission to travel, if this is an indispensable requirement of their country of origin.

CONTACT POINT

Ms. Ana Peña is in charge of the Coordination of the Forum of the Adolescents of the Americas.

A list of key contacts is provided of the persons constituting the Organizing Committee of the Conference together with their respective telephone numbers and e-mails.

ARRIVAL AND TRANSPORTATION PROCEDURES

It is recommended that the participant adolescents travel preferably accompanied by a Governmental Delegate/Technical Advisor attending the Technical Meeting. To this effect they must plan their arrival for Sunday, June 25. Upon arrival in Peru, they shall be met by the representatives of the Organizing Committee of the event, who will facilitate their transfer from the Jorge Chávez International Airport to the Convention Center El Pueblo-Las Americas. The same procedure shall be followed for their departure upon conclusion of the meeting on Thursday or Friday, June 29 or 30, respectively.

VISA REQUIREMENTS

A visa is not required for the citizens of the majority of American and West European countries. The citizens of Bolivia, Ecuador and Chile do not require a passport or a visa to enter certain regions of Peru. Participants traveling via other countries must make sure they have obtained the necessary transit visas for the countries they will be stopping at.

In those countries where no Peruvian Consulate or Embassy exists, they shall be provided with the respective visa to enter the country at the Jorge Chávez Airport.

HEALTH

A health certificate is not required to enter Peru. Notwithstanding, if the participants come from countries or arrive in Peru by traveling through countries where yellow fever prevails, the corresponding vaccination certificates will be required. The participants bringing medicines prescribed by a doctor must also bring a copy of the prescription or make sure that the medicine's container is clearly labeled indicating its contents. It is also recommended that they bring sufficient medicine to cover their stay.

Any participant of the Forum requiring medical services during his/her stay in Peru must contact the Conference's Coordination Office staff.

The Coordination Office of the Tenth Conference has hired a health insurance to cover the participants of this event, during their stay in Peru.

BACKGROUND AND GENERAL INFORMATION ON PERU

GENERAL INFORMATION

Peru is located in the west central part of South America. It is limited to the West by the Pacific Ocean, to the North with Ecuador and Colombia, to the South with Chile and to the East with Brazil and Bolivia.

Peru is the birthplace of important prehispanic civilizations and large cultures such as Chavín de Huantar in the North and Paracas in the South; the Mochica and Nazca cultures corresponding to the classical period; the interregional civilizations of Tiahuanaco and Hauri, as well as the Inca State constituted in the Altiplano.

The main Peruvian cities are: Lima, Arequipa, Trujillo, Chiclayo and Cusco.

OFFICIAL NAME

The Republic of Peru

TERRITORY

The extension of the Peruvian Territory is 1 285 215,60 km² (Comparable to the combined territories of Spain, France and Italy) placing it amongst the 20 largest countries in the world.

THE CAPITAL

Lima

POLITICAL DIVISION

Departmental Division

24 Departments and the Constitutional Province of El Callao.

The Departments are divided into 194 Provinces (plus the Constitutional Province of El Callao) and 1 812 Districts.

Regional Division

23 Regions in addition to the Department of Lima and the Constitutional Province of El

Callao.

REGIONS

Geographically, Peru is divided into three regions:

The Coast: An area bathed by the Pacific Ocean with desert areas, beautiful beaches and fertile valleys.

The Sierra (Highlands): A mountainous area dominated by the Andes Mountain Range that reaches an altitude of 6 768 m.a.s.l. (Huascarán Peak).

The Selva (Peruvian Amazon Jungle): An area with tropical vegetation where the largest natural reserves are found.

WEATHER SEASONS

Two distinct seasons exist on the Peruvian Coast: Summer (December to March) with temperatures reaching 27°C (80°F) and Winter (May to October) very humid and cold, with temperatures of up to 12°C (53°F). Fine misty rainfall or "garúas" (drizzle) are common during the winter.

In the Highlands the climate is dry and mild, with two well-defined seasons: a Summer season (May to October) with sunny days, very cold nights, and scarce bouts of rain, and a rainy season (December to March) with heavy rainfall.

The Peruvian Amazon Jungle area has a humid and tropical climate. It has two different seasons: a Summer season (May to October) and a rainy season (November to March) with frequent showers and an increase in river flows.

POPULATION STATISTICS

Peru's population is estimated in 25 232 000 inhabitants approximately. The Peruvian population's structure according to sex is of 49,6% men and 50,4% women. The structure by age groups is predominantly young. Children from 0-14 years of age represent 33,9%, the economically active population ranges from 15-64 years and represents 61,4% and those 65 years and older represent 4,7%.

LANGUAGE

The official languages are: Spanish and, in those areas where they prevail, also quechua, aymara and other native languages, according to the law.

TYPE OF GOVERNMENT

A Democratic Republic

Constitution in Force: December 29, 1993

Legal Voting System: 18 years old, universal vote.

State Structure:

The Executive: President Alberto Fujimori Fujimori

The Legislative: A single-chamber congress (120 members elected by "a consolidated national district" for a period of five years).

The Judiciary: Supreme Court (18 members of the supreme court), Superior Courts (284 members of the Superior Court), Courts of First Instance (courts of common pleas specialized in civil, criminal, labor, agricultural, minor and juvenile law). Justices of the Peace. The Court with Jurisdiction over Constitutional Issues and the Government Attorney's Office are independent from The Judiciary.

CURRENCY

The official currency of Peru is the Nuevo Sol (S/.) divided into 100 cents. It circulates in coins of 5, 10, 20 and 50 cents, 1, 2 and 5 Soles and in notes of S/. 10, 20, 50, 100 and 200. The US Dollar is accepted in the majority of shopping centers, restaurants and gas stations at the current exchange rate.

SMOKERS

Smoking is prohibited in all public places according to Law 25357. Restaurants may have separate areas or sections for non-smokers.

COMMUNICATIONS

International and local calls throughout the country may be made from public telephones. The codes of the countries and cities are furnished in the majority of phone booths. In order to make an international phone call dial: 00 + the country's code + the city's code + the telephone number.

- To speak with the information section, dial 103.
- To speak with the operator to make long-distance international calls, dial 108, you may communicate with all the countries in the world and choose the different modes, such as telephone to telephone, person to person and collect calls. This service also

reports the length and cost of your calls. This service operates round the clock, 365 days a year.

- The mobile phones that the traveler brings to Peru shall not operate unless the required modifications are made.

USEFUL TELEPHONE NUMBERS

- Tourist information service: 2249355
- Tourist protection bureau: 5748000 or 2247888
- Jorge Chávez Airport:
 - Domestic Flights: 5745529
 - International Flights: 5751712
- Stolen and missing objects Lima: 2258698 or 2258699

ELECTRICITY/POWER SUPPLY

"El Pueblo – Las Americas" has 220 and 110 volt power supply.

CHARACTERISTICS OF THE CAPITAL CITY

LIMA: CITY AND CAPITAL OF THE HOST COUNTRY

The Department of Lima is located in the west central area of the country, occupying both the coastal region bathed by the Pacific Ocean and the Highlands area towards the east. Its territory is 33 820 km². The City of Lima is one of the main cities in South America, it is the political, cultural and economic center of the country. It is located on the banks of the River Rímac, facing the Pacific Ocean, at 133 m.a.s.l. Its climate is mild and cool throughout the year characterized by high humidity levels and an absence of rainfall the whole year round.

The City of Lima, known as the "City of Kings" was founded on January 18, 1535 on the banks of the River Rímac by the Spanish Conquistador, Francisco Pizarro, due to the strategic and geographical conditions of the valley.

Lima, the name of which stems from the indigenous word *rímac*, that translated into Spanish means "speaking" grew rapidly according to the testimonies of the millenary cultures that developed in its surroundings. In 1821, and after intense political movements, the Liberator José de San Martín proclaimed Peru's independence, initiating the Republican life of the country as of that moment.

At present, Lima is a modern city with approximately 7 060 600 inhabitants representing 20% of Peru's population.

TEMPERATURE AND APPROPRIATE CLOTHES FOR THE SEASON

In Summer (December to March) the average temperature is 25°C (77°F) and in Winter (June to September) the minimum temperature ranges between 11°C and 15°C (52° F and 59°F). The average temperature in June is 13/16°C (55/61°F), lightweight clothes are recommended and something warmer for the evenings. In October the average temperature is between 16/20°C (61/68°F) lightweight clothes are recommended during the day and a jacket in the evening. In general the humidity of this city is very high from 95 to 98%

BANKS AND CURRENCY EXCHANGE

Currency Exchange

It is recommended to change money at hotels, banks and authorized money exchange

houses (business hours between 9 a.m. to 6 p.m.). On Saturdays the banks are only open until midday.

The Dollar exchange rate varies so please consult the latest rate before changing money. It is important to have coins and notes of a small denomination to facilitate your transactions, particularly when taking taxi services or when purchasing at small stores/shops.

SHOPS

As a general rule, shops are open to the public from Monday to Friday from 10:00 a.m. to 8:00 p.m. Saturdays and Sundays from 10:00 a.m. to 9:30 p.m. The large shopping centers are open every day including Saturday and Sunday until late hours of the afternoon.

TRANSPORTATION

Transportation facilities shall be provided to the participants attending the Forum, as indicated below:

- Upon arrival at the Jorge Chávez Airport to the Hotel
- To and from the social events organized by the Coordination Committee of the Conference.
- For any special transportation requirements please contact the persons in charge of the organization of the Conference.

CULTURE AND ENTERTAINMENT

Lima is a large cultural center with great tourist attractions, with innumerable colonial houses and historical properties of pre-hispanic stages of enormous architectural value among which the Torre Tagle Palace, built in 1735, a typical example of Colonial architecture; the House of Government, known also as the House of Pizarro, The House of the Spanish Judges (Oidores) considered the oldest house surrounding the Main Square, are worthy of mention.

RESTAURANTS

The City of Lima offers a vast selection of international cuisine restaurants, as well as the delicious and renowned Peruvian cooking offering a variety of typical dishes according to each region of the country that will allow you to taste the different dishes within each specialty.

WORLDWIDE WEB PAGE OF PERU

For further detailed information on Peru you may visit the following web pages:

- www.peruonline.net
- www.traficoperu.com
- www.conozcaperu.com
- www.terra.com.pe
- www.perucultural.org.pe

COORDINATION 'S OFFICE OF THE TENTH CONFERENCE
OF SPOUSES OF HEADS OF STATE AND GOVERNMENT
OF THE AMERICAS

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Al: Pen

FOLLOW-UP TO THE NINTH CONFERENCE OF SPOUSES OF HEADS OF STATE AND GOVERNMENT OF THE AMERICAS (1999)

USA ACCOMPLISHMENTS

1. REGISTRATION OF CHILDREN ACROSS THE AMERICAS

Working to Ensure a Fair, Accurate and Complete Census for all Americans. The Clinton-Gore Administration is working to ensure that Census 2000 is as accurate as possible using the best, most up-to-date scientific methods as recommended by the National Academy of Sciences. According to the Census Bureau, the 1990 Census missed 8.4 million people and double-counted 4.4 million others. Approximately 4.4 percent of African Americans, 2.3 percent of Asian Pacific American, and 5 percent of Hispanic across America were not counted. Additionally, 12.2 percent of Native Americans living on a reservation were not counted in the 1990 census.

While missing or miscounting so many people is a problem, the fact that certain groups—such as children, the poor, people of color, city dwellers and people who live in rural rental homes—were missed more often than others made the undercount even more inaccurate. A fair and accurate Census is a fundamental part of a representative democracy and is the basis for providing equality under the law. The President and Vice President are determined to have a fair and full count in 2000, and in February 2000 the President announced new steps to encourage all Americans to participate in Census 2000.

The President launched a *Census in Schools Challenge*, to ensure that children are counted and educate both students and parents; reiterated that Census information is strictly confidential; and directed federal agencies to step up activities in support of the Census.

2. EARLY CHILDHOOD CARE FOR SURVIVAL, GROWTH AND DEVELOPMENT IN LATIN AMERICA AND THE CARIBBEAN

USAID supports an Initiative with the Pan American Health Organization that works in 8 of the poorest countries in the region. This Initiative supports the introduction of new childhood vaccines Hib and Hepatitis B. The Initiative also works to eradicate measles in the hemisphere. This same USAID supported Initiative accomplished the eradication of polio in the hemisphere (the first hemisphere to do so) in 1991. USAID throughout the region, funds child survival projects with Ministries of Health and through Private Voluntary Organizations such as World Vision, World Relief, CARE, Save the Children and Catholic Relief Services. These programs focus on growth monitoring, preventing dehydration from diarrheal diseases, improving vaccination rates, preventing, detecting and treating infectious diseases, improving nutritional status and strengthening health systems. The USAID Honduras Mission also supports a new and promising programming strategy called *A/N*. This community strategy consists of growth monitoring of children coupled with nutritional counseling and basic management of childhood

illnesses. Baseline data collected thus far indicate that children who fail to thrive during one session at the next monthly session have reversed that trend. This strategy developed by USAID-funded partners, will be implemented by USAID Dominican Republic, and incorporated into loan programs by the World Bank in Bolivia and Nicaragua. On May 21, 1999 Congress passed supplemental legislation for Hurricane reconstruction for countries affected by Hurricanes George and Mitch. These funds have been managed by USAID and awarded to other United States Agencies such as HHS/CDC and USAID Missions to build back better so that future destruction can be minimized should further natural disasters strike. In Nicaragua, Honduras, Dominican Republic and El Salvador these funds have been used to restore and improve water and sanitation and maternal child health services in affected regions of the countries. Through a US 15 million inter- agency agreement to CDC and PAHO a program is being implemented to improve surveillance and laboratory capacity to track and detect infectious disease and to create a cadre of field -trained epidemiologists to track future outbreaks of infectious diseases.

3. INTEGRATED MANAGEMENT OF CHILDHOOD ILLNESSES

USAID has supported a regional IMCI Initiative with the Pan American Health Organization in Latin America and the Caribbean that works to teach providers simple algorithms to improve the detection and treatment of common childhood disease such as measles, pneumonia, and dehydration caused by diarrhea that are among the top causes of death in children under five years old in the region. In addition to training health care providers, the Initiative also supports the strengthening of health systems through the development of tools that provide costing information and data to improve the distribution and use of pharmaceutical drugs. Seven of eight target countries in the region have adopted the IMCI strategy. (Bolivia, Ecuador, El Salvador, Haiti, Honduras, Nicaragua, and Peru.) To date under this Initiative, over 8,000 providers have been trained. Through this Initiative a community component was developed to ensure that sick children are referred in a timely way for health services and to help mothers and caretakers prevent disease or disease severity. This component encourages the mobilization of community human and financial resources to solve problems with local solutions.

4. PREVENTION OF DOMESTIC VIOLENCE THROUGH CHILDREN'S EDUCATION

Prevention and Intervention of Domestic Violence: Violence Against Women Act (VAWA). In 1994 Congress passed and the President signed landmark legislation to fight violence against women. This legislation – the *Violence Against Women Act (VAWA)* – has been implemented by the Department of Justice and the Department of Health and Human Services. The Act established new criminal provisions and key grant programs that improve the criminal justice system's response to domestic violence, sexual assault and stalking, and direct critical services to victims. These provisions enable law enforcement agencies and communities to promote the safety of countless women and hold offenders accountable. Since the passage of the act, over \$1.5 billion in VAWA grant funds have supported this work. Programs include victims' services; shelters; hotline assistance; coordinated strategies among law enforcement, prosecution, victims' services and the courts; and centralized sexual assault and domestic violence units in police and prosecutors' offices. Congress considers the reauthorization of VAWA this year. More than

420,000 calls have been received by the nationwide, *24-hour domestic violence hotline* President Clinton established. [Domestic Violence Hotline, 1/00]

Helping Child Victims of and Witnesses to Violence: Children Exposed to Violence

Initiative (CEVI). Recognizing the connection between domestic violence, child abuse, and youth violence, the Department of Justice created the Children Exposed to Violence Initiative (CEVI) in December 1998. CEVI is designed to coordinate and expand upon the department's policies and programs relating to children exposed to violence in order to improve the justice system's approach and communities' responses to child crime victims and witnesses. CEVI focuses public attention on the abuse and violence that affects the lives of too many children, and challenges federal, state, and local law enforcement – in partnership with families, communities, social service agencies, child protective services, mental and physical health care providers, schools, courts, the private sector, and federal, state, and local government leaders -- to improve prevention, intervention, and accountability efforts addressing children exposed to violence. CEVI includes \$10 million in Safe Start grants, training materials and programs, support for and expansion of current programs, support for legislative reform, and public awareness-building. Through this and previous Administration efforts, child abuse has declined for five years in a row, down approximately 11 percent from a record 1,018,692 in 1993. [HHS Press Release, 4/10/99]

Early Childhood Education and Safe Places for Kids in and out of School: Head Start and 21st Century Community Learning Centers. Focusing on preventing domestic violence in the long-term, the United States continues to support its early education program, *Head Start*. This program will reach a total of 880,000 children in FY 2000 and will serve one million children and their families by the year 2002. Now reaching more kids than at any time since its creation in 1965 and in FY00 will serve be funded at \$5.3 billion, 90 percent above the 1993 level [Head Start Fact Sheet; Administration of Children and Families, HHS; 1/99].

The Administration also created *Early Head Start*, bringing Head Start's successful comprehensive services to families with children ages zero to three, and set high quality standards for both programs.

In addition to supporting early education, the Administration doubled funding for after-school programs, investing \$453 million to provide 675,000 students with a safe place to be in the non-school hours. The *21st Century Community Learning Centers* program keeps public schools open longer and provides safe and educational after-school opportunities for school-age children in rural and urban communities each year.

5. IMPROVEMENT IN MATERNAL AND CHILD HEALTH SERVICES, DESAPER

President Clinton has worked tirelessly to ensure greater access to health services for all Americans and to improve overall health in the United States. A significant factor affecting child health, child poverty has declined from 22.7 percent to 18.9 percent -- the biggest five-year drop in early 30 years. Additionally, there has been a 15.2 percent decrease in the infant mortality rate – to the lowest level in history -- from 8.5 in 1992 to 7.2 in 1997. [America's Children: Key National Indicators of Well-Being, NIH, 7/8/99]

Increasing the Number of Americans with Health Care: Medicaid reforms and CHIP. The President has successfully fought to increase low-income families' access to health care. Under the Clinton-Gore Administration, states have *expanded Medicaid coverage* to working families who cannot afford health insurance, allowing Medicaid to be a freestanding health insurance program for low-income families. States now provide Medicaid coverage to more than 130,000 working, two-parent families who meet state income eligibility requirements, eliminating disincentives to marriage and work.

With bipartisan support from the Congress, the President created the *Children's Health Insurance Program (CHIP)* in 1997, allocating \$24 billion dollars over the next five years to extend health care coverage to 5 million uninsured children through state-designed programs. As many as 5 million more children will receive health insurance under President Clinton's *State Children's Health Insurance Program (SCHIP)*. Already 2 million uninsured children have enrolled in SCHIP, doubling the program's enrollment in less than a year

In October 1999, President Clinton announced new outreach initiatives to enroll millions of uninsured, eligible children in CHIP. [White House Fact Sheet, 1/11/00]. In March 1999, the Administration released guidance encouraging states to reach out to children and families who leave welfare but are still eligible for Medicaid or CHIP. The guidance also clarifies state responsibilities to provide Medicaid applications upon request, process them without delay, and maintain Medicaid eligibility for families leaving welfare.

Improving Access to Nutritional Assistance for American Families: WIC and Food Stamps. The *Women, Infants and Children's (WIC)* program has given more than 7 million young families wise health advice and nutritional food. Under President Clinton, WIC has expanded by 1.7 million – from 5.7 million in 1993 to 7.4 million women, infants and children in 1999. Funding has risen from \$2.9 billion to \$3.9 billion. Children enrolled in WIC programs are immunized earlier, perform better in school, and spend less time in the doctor's office.

In order to ensure that low-income families get the nutritional assistance they need through the *Food Stamp* program, the Clinton Administration has taken a number of steps. In January 1999, the United States Department of Agriculture (USDA) sent states a notice outlining the law's requirements, including that states should ensure that applicants are fully aware of their right to file an application for Food Stamps when applying for cash assistance and should not automatically terminate Food Stamp benefits as people move to work.

In July 1999, the President took executive actions to help ensure working families who need Food Stamps have access. These actions included: a public education campaign with informational materials and an enhanced toll-free information line, guidance making it easier for working families to own a car and still receive food stamps, and regulations making it easier for states to serve working families. The FY 2001 budget includes \$10 million for USDA to enhance nutrition security for low-income Americans through a multi-faceted education and outreach campaign. The new *Families Win* initiative also includes \$5 million to improve access to these critical work supports for low-income working families through the one-stop career centers.

In December 1999, the President unveiled \$200 million a year in new incentives for states that succeed in moving people from welfare to work, enrolling children and families in Medicaid, Children's Health Insurance Program and Food Stamps, and encouraging family formation.

Increasing Childhood Immunization Rates. Childhood immunization coverage rates in 1998 were the highest ever recorded. Over 90 percent of America's toddlers received the most critical doses of each of the routinely recommended vaccines in 1996, 1997, and again in 1998 -- surpassing the President's childhood vaccination goal. Because childhood vaccination levels in the United States are at an all-time high, disease and death from diphtheria, pertussis, tetanus, measles, mumps, rubella and Hib are at or near record lows. There was only one reported case of diphtheria, 100 reported cases of measles, and no reported cases of wild poliovirus for 1998. [HHS Fact Sheet, 9/23/99; HHS Fact Sheet 12/31/99]

6. PREVENTION OF HIV/AIDS IN WOMEN AND CHILDREN

A Focus on National Leadership, Funding, and Research. President Clinton has created a *White House Office of National AIDS Policy* to bring greater direction and visibility to the war on AIDS. The Administration also created the *Presidential Advisory Council on HIV and AIDS* to provide expert outside advice on the ways in which the Federal government should respond to the HIV/AIDS epidemic.

During the Clinton Administration, funding for AIDS research has increased by over 89 percent to over \$2 billion at the Department of Health and Human Services (HHS), while funding for HIV prevention has increased 47 percent. Overall funding for major HIV/AIDS programs has been increased by 121 percent (within HHS).

In one of his first acts in office, President Clinton signed *the National Institutes of Health Revitalization Act of 1993*, placing full responsibility for planning, budgeting, and evaluation of the AIDS research program at National Institute of Health in the Office of AIDS Research. The President requested and received the first federal plan for biomedical research on AIDS. On June 9, 1999, President Clinton dedicated the new *Dale and Betty Bumpers Vaccine Research Center* at the National Institutes of Health and announced that the primary work of this new Center will be HIV vaccine research. Funding for AIDS drug assistance has increased from \$52 million per year to \$528 million per year during the Clinton/Gore Administration. Since 1993, the Food and Drug Administration has approved dozens of new AIDS drugs for AIDS-related conditions and new diagnostic tests.

Although much work remains to find a cure, progress has been made. In 1996, for the first time in the history of the AIDS epidemic, the number of Americans diagnosed with AIDS declined. And between 1996 and 1997, HIV/AIDS mortality declined 42 percent, falling from the leading cause of death among 25-44 year olds in 1995 to the fifth leading cause of death in that age group. There has been a decline in the number of AIDS cases overall and a sharp decline in new AIDS cases in infants and children.

Addressing HIV/AIDS in Minority Communities. Racial and ethnic communities make up the fastest growing portion of HIV/AIDS cases (more than 50 percent of all new HIV cases). In FY 2000, the President builds on the progress started last year with a \$251 million investment in a comprehensive initiative that will improve prevention efforts in high-risk communities and expand access to cutting edge HIV therapies and other treatment needed for HIV/AIDS in minority communities. The President's FY 2001 budget includes \$274 million to continue this effort.

Addressing AIDS Globally. In July 1999, the Administration announced a new global AIDS initiative entitled *LIFE (Leadership and Investment in Fighting and Epidemic)*. The cornerstone of the initiative is a \$100 million increase in US support for global AIDS efforts, with a particular focus on sub-Saharan Africa. The United States has invested over \$1 billion in international AIDS relief since the start of the epidemic and funds 5% of UNAIDS. NIH represents the largest single public investment in AIDS research in the world. More than \$62 million of NIH's international AIDS research in FY1999 is being conducted overseas in partnership with the global scientific community. USAID Missions support HIV/AIDS prevention projects in Guyana, Peru, Brazil, Dominican Republic, Mexico, Honduras, Jamaica, Bolivia and Haiti. Two regional programs *PASCA* and *PASMO* work to improve knowledge and prevention practices and policies in Central America. USAID's Latin American and Caribbean Bureau support a program to share lessons-learned and best practices in HIV/AIDS programming throughout the region.

Chapter 18

Using the Past as a Path to the Future

The American Indian female generally comes from a cultural environment where she understands her immediate world and where her learning begins quite early. She learns at a very young age what is important to her family, how she should behave in this familiar setting, and what is valued not only by her family, but by her relatives and the people within the community. None of this learning requires intellectual tools, structured rules, or punitive disciplinary methods. She learns by observing, imitating, and practicing.

On the other hand, at the age of five or thereabouts, the young American Indian girl is thrown into another setting, where she is asked to make a leap from the familiar culture of the home to the unfamiliar culture of the school. She is expected to do this without having any transitional or adjustment experiences. She has little assistance in formulating an understanding of what is expected of her in this new environment. More often than not, she encounters teachers who do not take the time to facilitate her transition and she finds herself lost, confused, detached, frustrated, and angry. Furthermore, she may encounter a system that labels her familiar mode of behavior as "aberrant" and in need of being corrected, without any understanding on her part as to why her behavior is suspect.

Half of these five-year-olds who enter this school culture will graduate from high school, and sadly, half will not. To effect a positive change in these statistics, there are a number of basic approaches that all Indian schools should consider implementing. Some of these approaches may result in a reordering of priorities and resources, but if we are to reach at-risk youth, there is really no alternative. These approaches include the following:

- Ensure a school climate that promotes a positive, humanistic approach to dealing with children and their problems.
- Employ only highly committed teachers who are willing to take on the roles of teacher, counselor, parent, and advocate and to deal with the problems of the "whole child," including a sensitivity to the problems the child may be experiencing at home, as well as at school.
- Implement careful, extensive monitoring and supervision of daily instructional activities.
- Investigate student and parent complaints in a timely, impartial, and consistent manner.

TARJETA INTERNACIONAL DE EMBARQUE - DESEMBARQUE		INTERNATIONAL EMBARKATION DISEMBARKATION CARD		1
PERU		Nº 158014		A
(USE LETRA DE IMPRENTA - PLEASE PRINT)				
1 APELLIDO PATERNO LAST NAME				
2 APELLIDO MATERNO MOTHER'S MAIDEN NAME				
3 PRIMER NOMBRE FIRST NAME				
4 PAIS DE NACIMIENTO COUNTRY OF BIRTH				
5 NACIONALIDAD NATIONALITY				
6 PAIS DE RESIDENCIA COUNTRY OF RESIDENCE				
7 PAIS DE PROCEDENCIA, NO ESCALA TECNICA POINT OF EMBARKATION, NOT SCALA PAIS DE DESTINO (SOLO PARA PERUANOS Y RESIDENTES) (ONLY FOR PERUVIANS AND RESIDENTS)				
8 Nº DE PASAPORTE PASSPORT NUMBER				
9 FECHA DE NACIMIENTO - DATE OF BIRTH	10	11		
	SEXO SEX	HOMBRE - MALE ESTADO CIVIL MARITAL STATUS	SOLTERO - SINGLE	
		MUJER - FEMALE CASADO - MARRIED		
12 OCUPACION O PROFESION OCCUPATION OR PROFESSION				
13 DIRECCION EN EL PERU ADDRESS IN PERU				
14 DIRECCION EN EL PAIS DE ORIGEN ADDRESS IN RESIDENT COUNTRY				
15 COMPANIA DE TRANSPORTE UTILIZADO NAME OF CARRIER				
16 PROPOSITO DE VIAJE PURPOSE OF TRAVEL	TURISMO TOURISM	NEGOCIOS BUSINESS	ESTUDIO/ARTE STUDIES/ART	CONFERENCIAS CONFERENCE
			OTROS OTHERS	
17 SOLO PARA PERUANOS Y EXTRANJ. RESIDENT. ONLY FOR PERUVIAN AND RESIDENT.	LIB. O CED. TRIBUT Nº C. IDENT Nº			
SOLO PARA USO OFICIAL - FOR OFFICIAL USE ONLY				
SELLO DE ENTRADA SELLO DE SALIDA				

TARJETA INTERNACIONAL DE EMBARQUE - DESEMBARQUE		INTERNATIONAL EMBARKATION DISEMBARKATION CARD		1
PERU		Nº 158015		A
(USE LETRA DE IMPRENTA - PLEASE PRINT)				
1 APELLIDO PATERNO LAST NAME				
2 APELLIDO MATERNO MOTHER'S MAIDEN NAME				
3 PRIMER NOMBRE FIRST NAME				
4 PAIS DE NACIMIENTO COUNTRY OF BIRTH				
5 NACIONALIDAD NATIONALITY				
6 PAIS DE RESIDENCIA COUNTRY OF RESIDENCE				
7 PAIS DE PROCEDENCIA, NO ESCALA TECNICA POINT OF EMBARKATION, NOT SCALA PAIS DE DESTINO (SOLO PARA PERUANOS Y RESIDENTES) (ONLY FOR PERUVIANS AND RESIDENTS)				
8 Nº DE PASAPORTE PASSPORT NUMBER				
9 FECHA DE NACIMIENTO - DATE OF BIRTH	10	11		
	SEXO SEX	HOMBRE - MALE ESTADO CIVIL MARITAL STATUS	SOLTERO - SINGLE	
		MUJER - FEMALE CASADO - MARRIED		
12 OCUPACION O PROFESION OCCUPATION OR PROFESSION				
13 DIRECCION EN EL PERU ADDRESS IN PERU				
14 DIRECCION EN EL PAIS DE ORIGEN ADDRESS IN RESIDENT COUNTRY				
15 COMPANIA DE TRANSPORTE UTILIZADO NAME OF CARRIER				
16 PROPOSITO DE VIAJE PURPOSE OF TRAVEL	TURISMO TOURISM	NEGOCIOS BUSINESS	ESTUDIO/ARTE STUDIES/ART	CONFERENCIAS CONFERENCE
			OTROS OTHERS	
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SOLO PARA USO OFICIAL - FOR OFFICIAL USE ONLY				
SELLO DE ENTRADA SELLO DE SALIDA				

PHOTOCOPY PRESERVATION



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TARJETA INTERNACIONAL DE EMBARQUE - DESEMBARQUE		INTERNATIONAL EMBARKATION DISEMBARKATION CARD		1
PERU		Nº 158016		A
(USE LETRA DE IMPRENTA - PLEASE PRINT)				
1	APELLIDO PATERNO LAST NAME			
2	APELLIDO MATERNO MOTHER'S MAIDEN NAME			
3	PRIMER NOMBRE FIRST NAME			
4	PAIS DE NACIMIENTO COUNTRY OF BIRTH			
5	NACIONALIDAD NATIONALITY			
6	PAIS DE RESIDENCIA COUNTRY OF RESIDENCE			
7	PAIS DE PROCEDENCIA, NO ESCALA TECNICA POINT OF EMBARKATION, NOT SCALA PAIS DE DESTINO (SOLO PARA PERUANOS Y RESIDENTES) (ONLY FOR PERUVIANS AND RESIDENTS)			
8	Nº DE PASAPORTE PASSPORT NUMBER			
9	FECHA DE NACIMIENTO - DATE OF BIRTH	10	SEXO SEX	11
	DIA - DAY	MES - MONTH	AÑO - YEAR	ESTADO CIVIL MARITAL STATUS
				SOLTERO - SINGLE
				MUJER - FEMALE
				CASADO - MARRIED
12	OCUPACION O PROFESION OCCUPATION OR PROFESSION			
13	DIRECCION EN EL PERU ADDRESS IN PERU			
14	DIRECCION EN EL PAIS DE ORIGEN ADDRESS IN RESIDENT COUNTRY			
15	COMPANIA DE TRANSPORTE UTILIZADO NAME OF CARRIER			
16	PROPOSITO DE VIAJE PURPOSE OF TRAVEL	TURISMO TOURISM	NEGOCIOS BUSINESS	ESTUDIO/ARTE STUDIES/ART
			CONFERENCIAS CONFERENCE	OTROS OTHERS
17	SOLO PARA PERUANOS Y EXTRANJEROS ONLY FOR PERUVIAN AND RESIDENT.	LIB. O CED. TRIBUT N°	C. IDENT. N°	
SOLO PARA USO OFICIAL - FOR OFFICIAL USE ONLY				
SELLO DE ENTRADA SELLO DE SALIDA				

TARJETA INTERNACIONAL DE EMBARQUE - DESEMBARQUE		INTERNATIONAL EMBARKATION DISEMBARKATION CARD		1
PERU		Nº 158017		A
(USE LETRA DE IMPRENTA - PLEASE PRINT)				
1	APELLIDO PATERNO LAST NAME			
2	APELLIDO MATERNO MOTHER'S MAIDEN NAME			
3	PRIMER NOMBRE FIRST NAME			
4	PAIS DE NACIMIENTO COUNTRY OF BIRTH			
5	NACIONALIDAD NATIONALITY			
6	PAIS DE RESIDENCIA COUNTRY OF RESIDENCE			
7	PAIS DE PROCEDENCIA, NO ESCALA TECNICA POINT OF EMBARKATION, NOT SCALA PAIS DE DESTINO (SOLO PARA PERUANOS Y RESIDENTES) (ONLY FOR PERUVIANS AND RESIDENTS)			
8	Nº DE PASAPORTE PASSPORT NUMBER			
9	FECHA DE NACIMIENTO - DATE OF BIRTH	10	SEXO SEX	11
	DIA - DAY	MES - MONTH	AÑO - YEAR	ESTADO CIVIL MARITAL STATUS
				SOLTERO - SINGLE
				MUJER - FEMALE
				CASADO - MARRIED
12	OCUPACION O PROFESION OCCUPATION OR PROFESSION			
13	DIRECCION EN EL PERU ADDRESS IN PERU			
14	DIRECCION EN EL PAIS DE ORIGEN ADDRESS IN RESIDENT COUNTRY			
15	COMPANIA DE TRANSPORTE UTILIZADO NAME OF CARRIER			
16	PROPOSITO DE VIAJE PURPOSE OF TRAVEL	TURISMO TOURISM	NEGOCIOS BUSINESS	ESTUDIO/ARTE STUDIES/ART
			CONFERENCIAS CONFERENCE	OTROS OTHERS
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SOLO PARA USO OFICIAL - FOR OFFICIAL USE ONLY				
SELLO DE ENTRADA SELLO DE SALIDA				



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DIRECCION GENERAL DE MIGRACIONES Y NATURALIZACION

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TARJETA INTERNACIONAL DE EMBARQUE - DESEMBARQUE		INTERNATIONAL EMBARKATION DISEMBARKATION CARD	
PERU		Nº	158918
(USE LETRA DE IMPRENTA - PLEASE PRINT)			
1 APELLIDO PATERNO LAST NAME			
2 APELLIDO MATERNO MOTHER'S MAIDEN NAME			
3 PRIMER NOMBRE FIRST NAME			
4 PAIS DE NACIMIENTO COUNTRY OF BIRTH			
5 NACIONALIDAD NATIONALITY			
6 PAIS DE RESIDENCIA COUNTRY OF RESIDENCE			
7 PAIS DE PROCEDENCIA, NO ESCALA TECNICA POINT OF EMBARKATION, NOT SCALA PAIS DE DESTINO (SOLO PARA PERUANOS Y RESIDENTES) (ONLY FOR PERUVIANS AND RESIDENTS)			
8 Nº DE PASAPORTE PASSPORT NUMBER			
9 FECHA DE NACIMIENTO - DATE OF BIRTH	10 SEXO SEX	11 ESTADO CIVIL MARITAL STATUS	
DIA-DAY MES-MONTH AÑO-YEAR	HOMBRE - MALE MUJER-FEMALE	SOLTERO - SINGLE CASADO-MARRIED	
12 OCUPACION O PROFESION OCCUPATION OR PROFESSION			
13 DIRECCION EL EL PERU ADDRESS IN PERU			
14 DIRECCION EN EL PAIS DE ORIGEN ADDRESS IN RESIDENT COUNTRY			
15 COMPAÑIA DE TRANSPORTE UTILIZADO NAME OF CARRIER			
16 PROPOSITO DE VIAJE PURPOSE OF TRAVEL	TURISMO TOURISM	NEGOCIOS BUSINESS	ESTUDIO/ARTE ESTUDIES/ART
		CONFERENCIAS CONFERENCE	OTROS OTHERS
17 SOLO PARA PERUANOS Y EXTRANJERO RESIDENT ONLY FOR PERUVIAN AND RESIDENT.			
SOLO PARA USO OFICIAL - FOR OFFICIAL USE ONLY			

SELLO DE ENTRADA

SELLO DE SALIDA



PHOTOCOPY
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DIRECCION GRAL. DE GOBIERNO INTERIOR
DIRECCION GENERAL DE MIGRACIONES Y NATURALIZACION

TARJETA INTERNACIONAL DE EMBARQUE - DESEMBARQUE		INTERNATIONAL EMBARKATION/DISEMBARKATION CARD		1
PERU		Nº	158020	A

(USE LETRA DE IMPRENTA - PLEASE PRINT)				
1 APELLIDO PATERNO LAST NAME				
2 APELLIDO MATERNO MOTHER'S MAIDEN NAME				
3 PRIMER NOMBRE FIRST NAME				
4 PAIS DE NACIMIENTO COUNTRY OF BIRTH				
5 NACIONALIDAD NATIONALITY				
6 PAIS DE RESIDENCIA COUNTRY OF RESIDENCE				
7 PAIS DE PROCEDENCIA, NO ESCALA TECNICA POINT OF EMBARKATION, NOT SCALE PAIS DE DESTINO (SOLO PARA PERUANOS Y RESIDENTES) (ONLY FOR PERUVIANS AND RESIDENTS)				
8 N° DE PASAPORTE PASSPORT NUMBER				
9 FECHA DE NACIMIENTO - DATE OF BIRTH	10 SEXO SEX	11 ESTADO CIVIL MARITAL STATUS		
DIA-DAY	MES-MONTH	AÑO-YEAR	HOMBRE - MALE MUJER-FEMALE	SOLTERO - SINGLE CASADO-MARRIED
12 OCUPACION O PROFESION OCCUPATION OR PROFESSION				
13 DIRECCION EN EL PERU ADDRESS IN PERU				
14 DIRECCION EN EL PAIS DE ORIGEN ADDRESS IN RESIDENT COUNTRY				
15 COMPANIA DE TRANSPORTE UTILIZADO NAME OF CARRIER				
16 PROPOSITO DE VIAJE PURPOSE OF TRAVEL	TURISMO TOURISM	NEGOCIOS BUSINESS	ESTUDIO/ARTE STUDIES/ART	CONFERENCIAS CONFERENCE
17 SOLO PARA PERUANOS Y EXTRANJ. RESIDENT. ONLY FOR PERUVIAN AND RESIDENT.				
C. IDENT. N°				

SOLO PARA USO OFICIAL - FOR OFFICIAL USE ONLY

SELLO DE ENTRADA	SELLO DE SALIDA
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TARJETA INTERNACIONAL DE EMBARQUE - DESEMBARQUE		INTERNATIONAL EMBARKATION/DISEMBARKATION CARD		1
PERU		Nº	158021	A

(USE LETRA DE IMPRENTA - PLEASE PRINT)				
1 APELLIDO PATERNO LAST NAME				
2 APELLIDO MATERNO MOTHER'S MAIDEN NAME				
3 PRIMER NOMBRE FIRST NAME				
4 PAIS DE NACIMIENTO COUNTRY OF BIRTH				
5 NACIONALIDAD NATIONALITY				
6 PAIS DE RESIDENCIA COUNTRY OF RESIDENCE				
7 PAIS DE PROCEDENCIA, NO ESCALA TECNICA POINT OF EMBARKATION, NOT SCALE PAIS DE DESTINO (SOLO PARA PERUANOS Y RESIDENTES) (ONLY FOR PERUVIANS AND RESIDENTS)				
8 N° DE PASAPORTE PASSPORT NUMBER				
9 FECHA DE NACIMIENTO - DATE OF BIRTH	10 SEXO SEX	11 ESTADO CIVIL MARITAL STATUS		
DIA-DAY	MES-MONTH	AÑO-YEAR	HOMBRE - MALE MUJER-FEMALE	SOLTERO - SINGLE CASADO-MARRIED
12 OCUPACION O PROFESION OCCUPATION OR PROFESSION				
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17 SOLO PARA PERUANOS Y EXTRANJ. RESIDENT. ONLY FOR PERUVIAN AND RESIDENT.				
C. IDENT. N°				

SOLO PARA USO OFICIAL - FOR OFFICIAL USE ONLY

SELLO DE ENTRADA	SELLO DE SALIDA
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PHOTOCOPY PRESERVATION



MINISTERIO DEL INTERIOR
DIRECCION GRAL. DE GOBIERNO INTERIOR
DIRECCION GENERAL DE MIGRACIONES Y NATURALIZACION

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NOMBRE / NAME _____

DIRECCION / ADDRESS _____

TELEFONO / TELEPHONE _____

NOMBRE / NAME _____

DIRECCION / ADDRESS _____

TELEFONO / TELEPHONE _____

NOMBRE / NAME _____

DIRECCION / ADDRESS _____

TELEFONO / TELEPHONE _____





BIENVENIDOS AL PERU
SUPERINTENDENCIA NACIONAL DE ADUANAS
DECLARACION JURADA DE EQUIPAJES

1. IDENTIFICACION		
Nº DE PASAPORTE	NACIONALIDAD	
APELLIDOS Y NOMBRES	PROFESION / OCUPACION	
DOMICILIO	DIRECCION EN PERU (DEL VIAJERO NO RESIDENTE)	
PAIS DE PROCEDENCIA	CIA. TRANSPORTADORA	
Nº DE VUELO / NOMBRE NAVE / MATRICULA VEHICULO	FECHA LLEGADA	Nº DE BULTOS

2. DESCRIPCION DE LOS ARTICULOS

¿PORTA PRODUCTOS AGRICOLAS?	☐ SI	☐ NO
¿PORTA PRODUCTOS SILVESTRES?	☐ SI	☐ NO
¿TIENE UD. POR REGULARIZAR ALGUNA OPERACION DE SALIDA TEMPORAL DE EQUIPAJE?	☐ SI	☐ NO

3. SI USTED DESEA INGRESAR AL PERU EQUIPAJE AFECTO AL PAGO DE DERECHOS, SIRVASE DETALLARLO A CONTINUACION:

ARTICULO	MARCA	MODELO	SERIE	VALOR

FIRME ABAJO DESPUES DE HABER LEIDO LA ADVERTENCIA EN EL DORSO

HE LEIDO LA ADVERTENCIA AL DORSO Y DECLARO LA VERDAD

FIRMA _____ FECHA _____

ADVERTENCIA

TODO VIAJERO SE ENCUENTRA SUJETO A CONTROL ADUANERO, EL MISMO QUE INCLUYE TANTO SU PERSONA COMO SUS PERTENENCIAS (DECRETO SUPREMO N° 059-95-EF)

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PRODUCTOS AGRICOLAS, SILVESTRES Y OBJETOS QUE PERTENECEN AL PATRIMONIO HISTORICO CULTURAL DEL PERU

PARA IMPEDIR EL INGRESO DE PLAGAS PELIGROSAS PARA LA AGRICULTURA Y SALUD DE LA POBLACION, ASI COMO PARA EVITAR LA DEPREDAION DE NUESTRO PATRIMONIO ECOLOGICO Y CULTURAL, ES REQUISITO PARA LA AUTORIZACION DE SU INGRESO O SALIDA DEL PAIS, LA PRESENTACION DE CERTIFICADOS Y/O AUTORIZACIONES EXPEDIDOS POR EL SERVICIO NACIONAL DE SANIDAD AGRARIA-SENASA (PARA PRODUCTOS AGRICOLAS); INSTITUTO NACIONAL DE RECURSOS NATURALES-INRENA-CITES (PARA PRODUCTOS SILVESTRES) E INSTITUTO NACIONAL DE CULTURA-INC (PARA SALIDA DE OBJETOS CULTURALES QUE NO PERTENECEN AL PATRIMONIO HISTORICO CULTURAL DEL PERU). EL NO DECLARAR ESTOS ARTICULOS A SU INGRESO O SALIDA PUEDE DAR LUGAR A SANCIONES ADMINISTRATIVAS Y PENALES.

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EQUIPAJE AFECTO AL PAGO DE DERECHOS

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2.- EL VIAJERO RESIDENTE PODRA SOLICITAR LA SALIDA TEMPORAL DE LOS ARTICULOS QUE PORTEN CONSIGO A SU SALIDA DEL PAIS, A EFECTOS DE PERMITIR A SU RETORNO, EL INGRESO LIBRE DEL PAGO DE DERECHOS, DEBIENDO CUMPLIR UNICAMENTE CON DECLARARLOS PARA REGULARIZAR LA OPERACION.

SI TIENE ALGUNA DUDA SOBRE LO QUE DEBE DECLARAR PREGUNTE A UN FUNCIONARIO ADUANERO

PHOTOCOPY
PRESERVATION



BIENVENIDOS AL PERU

SUPERINTENDENCIA NACIONAL DE ADUANAS

DECLARACION JURADA DE EQUIPAJES

N° DE PASAPORTE		NACIONALIDAD
1. IDENTIFICACION		
APELLIDOS Y NOMBRES		PROFESION / OCUPACION
DOMICILIO		DIRECCION EN PERU (DEL VIAJERO NO RESIDENTE)
PAIS DE PROCEDENCIA		CIA. TRANSPORTADORA
N° DE VUELO / NOMBRE NAVE / MATRICULA VEHICULO		FECHA LLEGADA
		N° DE BULTOS

2. DESCRIPCION DE LOS ARTICULOS

¿PORTA PRODUCTOS AGRICOLAS?	☐	SI	☐	NO
¿PORTA PRODUCTOS SILVESTRES?	☐	SI	☐	NO
¿TIENE UD. POR REGULARIZAR ALGUNA OPERACION DE SALIDA TEMPORAL DE EQUIPAJE?	☐	SI	☐	NO

3. SI USTED DESEA INGRESAR AL PERU EQUIPAJE AFECTO AL PAGO DE DERECHOS, SIRVASE DETALLARLO A CONTINUACION

ARTICULO	MARCA	MODELO	SERIE	VALOR

FIRME ABAJO DESPUES DE HABER LEIDO LA ADVERTENCIA EN EL DORSO

HE LEIDO LA ADVERTENCIA AL DORSO Y DECLARO LA VERDAD

FIRMA: _____ FECHA: _____

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**PHOTOCOPY
PRESERVATION**



BIENVENIDOS AL PERU

SUPERINTENDENCIA NACIONAL DE ADUANAS

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2. DESCRIPCION DE LOS ARTICULOS

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PHOTOCOPY
PRESERVATION



Ms. Ann M. O'Leary
Senior Advisor to the First Lady
The White House
2nd Floor West Wing, The White House
Washington, DC - U.S.A.

**PHOTOCOPY
PRESERVATION**

Despacho de la Primera Dama
Palacio de Gobierno. Ala Este.
Jr. Pescadería s/n Lima 1, Perú
Telfs.: (51-1) 427-6549 / 427-4647 / 426-2625
Facsimil (51-1) 426-2624

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