

Where Are Our American Indian/Alaska Native Boys and Young Men?

Understanding Postsecondary Education Trends



NATIONAL CONGRESS OF AMERICAN INDIANS
POLICY RESEARCH CENTER



Introduction

Between 1976 and 2006, the number of American Indian/Alaska Native (AI/AN or Native) men enrolled in public and private degree-granting institutions increased from 38,500 to 71,200, or by a factor of 1.8¹. During the same time period, the enrollment of AI/AN women in public and private degree-granting institutions increased by a factor of 3.0, from 37,600 to 111,000.¹¹ Why is it that for every three of our Native women going on to higher education, only two of our Native men do so?

In this policy brief, we review available data on possible contributing factors, such as school enrollment rates, special education rates, discipline rates, public high school completion, public high school averaged graduation rate, GED test-taking rates, placement in juvenile residential facilities, and college-going and completion rates, to understand more about the experiences of Native boys and young men and the systems in place to serve them. We also highlight gaps in the data that prevent us from understanding where our Native boys and young men are in the postsecondary education pipeline. While we focus on education trends in this brief, it is essential to note that economic, health, environmental, systematic, and community dynamics all contribute to educational outcomes and must not be ignored. Further, a decline in our Native men pursuing postsecondary education has real implications for our families and communities. It means that we need to do better at supporting our Native boy's and young men's access to opportunities that can contribute to family economic sustainability, a strong skill base in our tribal communities, and role models for future generations of Native children.

We use data from the 10 states with the highest state proportion of AI/AN population because it is important to understand the role of state systems in the education of AI/AN boys and young men. After presenting data, we summarize a range of findings, present recommendations to address the core question, and highlight promising practices. Throughout the text, we provide hyperlinks to data sources to increase access to disaggregated AI/AN data by community users, as well as to direct policymakers to data that is either useful in its disaggregation or needs to be improved as specified in the findings and recommendations section of the brief.

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01.

School Enrollment Rates

To understand if there is a point at which the rate of enrollment declines to identify early pipeline barriers unique to Native boys and young men, it may be important to explore the rate of school enrollment of Native boys and young men in the prekindergarten to K–12 system. Data on the enrollment of AI/AN boys and young men are available from:

- National Center for Education Statistics (NCES), Elementary/Secondary Information System (ELSi): Draws on Common Core of Data and Private School Survey (<https://nces.ed.gov/ccd/elsi/tableGenerator.aspx>)
 - Between 2010 and 2014, Native boys enrolled in prekindergarten at higher rates than Native girls in the 10 states with high Native populations, which include Alaska, Arizona, Minnesota, Montana, New Mexico, North Dakota, Oklahoma, South Dakota, Washington, and Wisconsin. However, the rate of enrollment of Native girls begins to outpace that of Native boys at several key junctures: as early as kindergarten in some states (Montana, North Dakota, Wisconsin), by fourth grade for half of the states, and by high school for most of the 10 states analyzed.

Other data on AI/AN school enrollment is available from the NCES Digest of Education Statistics (Table 202.25¹; Table 203.70²; and Table 203.60³), however, these data are not disaggregated by gender, so enrollment trends for Native boys and young men are difficult to explore further.

¹ http://nces.ed.gov/programs/digest/d15/tables/dt15_202.25.asp

² http://nces.ed.gov/programs/digest/d15/tables/dt15_203.70.asp

³ http://nces.ed.gov/programs/digest/d15/tables/dt15_203.60.asp



02.

Special Education Rates

The 2015 Digest of Education Statistics provides data for years 2013-2014 on children 3 to 21 years old served under Individuals with Disabilities Education Act (IDEA), Part B, by race/ethnicity and gender, but not by state (Table 204.50⁴)

- As a percentage of their total school enrollment, AI/AN youth make up the largest percentage served under IDEA, Part B, at 17%, followed by African American youth at 15%.
- Male students are served under IDEA at much higher rates than female students. For those between the ages of 3 and 5, males are served at a rate of 19% compared with 9% for females, and for those between the ages of 6 and 21, males are served at a rate of 16% compared with 9% for females.

⁴ http://nces.ed.gov/programs/digest/d15/tables/dt15_204.50.asp

Discipline Rates

At the National Congress of American Indians 2015 Tribal Leader/Scholar Forum in St. Paul, Minnesota, Native scholar LaVonne Goslin presented findings from her dissertation exploring disproportionate rates of suspension of Ojibwe kindergarten students enrolled in two Wisconsin public schools.ⁱⁱⁱ Observing the early decline in enrollment for Native boys in Wisconsin coupled with Goslin's research indicates the importance of exploring how school discipline may be impacting the educational persistence of Native boys and young men. Data on school discipline disaggregated by race/ethnicity and gender are difficult to find, and become even scarcer when looking for state-level trends. However, some data are provided through the following sources:

- National Center for Education Statistics, 2015 Digest of Education Statistics, Percentage of students suspended and expelled from public elementary and secondary schools, by sex, race/ethnicity, and state: 2011–12 (Table 233.40⁵). Provides suspension and expulsion data disaggregated by gender and state and race/ethnicity and state, but not by gender, race/ethnicity, and state.
- U.S. Department of Education (2014a). Civil Rights Data Collection Data Snapshot: School Discipline. Issue Brief No. 1. Office for Civil Rights.⁶
 - Nationally, AI/AN students represent less than 1% of the student population, yet are 2% of school arrests, and 3% of referrals to law enforcement.
 - Students with disabilities are twice as likely to receive one or more out-of-school suspensions; this may be worse for AI/AN boys given their representation in being served by IDEA and receiving out-of-school suspensions.
 - Students with disabilities represent 25% of those arrested and referred to law enforcement, though they represent 12% of the overall student population; this may be worse for AI/AN boys given their representation in being served by IDEA and receiving out-of-school suspensions.

OUT-OF-SCHOOL SUSPENSION BY SEX, 2011-2012⁴

STATE	AI/AN Males	AI/AN Females
Montana	18%	8%
Washington	18%	9%
Minnesota	16%	10%
South Dakota	15%	9%
Arizona	15%	8%
Wisconsin	15%	8%
National	13%	7%
Alaska	13%	6%
New Mexico	12%	6%
North Dakota	9%	6%
Oklahoma	8%	4%

EXPULSION, 2011-2012⁵

STATE	AI/AN Boys and Girls
Oklahoma	0.8%
Washington	0.8%
New Mexico	0.7%
Montana	0.5%
National	0.4%
Minnesota	0.3%
Wisconsin	0.3%
Arizona	0.2%
North Dakota	0.2%
South Dakota	0.1%
Alaska	0.07%

⁵ http://nces.ed.gov/programs/digest/d15/tables/dt15_233.40.asp

⁶ <http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>.

Public High School Completion

- National Center for Education Statistics, 2015 Digest of Education Statistics, Public high school graduates, by sex, race/ethnicity and state or jurisdiction: 2012–13 (Table 219.32⁷). To understand if these rates are higher or lower than we would expect, it is important to compare to the proportion of AI/AN students enrolled in public schools in a given state.
- National Center for Education Statistics, 2015 Digest of Education Statistics, Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by race/ethnicity and state: 2014 (Table 219.85⁸). Provides high school dropout data disaggregated by race/ethnicity and state, but not by gender, race/ethnicity, and state.

AI/AN PUBLIC SCHOOL GRADUATION AND ENROLLMENT ⁷			
STATE	High School Graduates, 2012–13		School Enrollment, 2013
	Females	Males	AI/AN Total
Alaska	19%	19%	24%
Oklahoma	17%	17%	15%
New Mexico	11%	11%	10%
Montana	8%	8%	7%
South Dakota	7%	7%	12%
North Dakota	7%	6%	9%
Arizona	5%	4%	5%
Minnesota	1%	1%	2%
National	1%	1%	1%
Wisconsin	1%	1%	1%
Washington	1%	0%	1%

HIGH SCHOOL DROPOUTS, 2014 ⁸	
STATE	Percentage AI/AN
Montana	21%
South Dakota	19%
Arizona	15%
New Mexico	13%
Washington	13%
National	11%
Minnesota	11%
Alaska	9%
Oklahoma	9%
North Dakota	8%
Wisconsin	-

⁷ http://nces.ed.gov/programs/digest/d15/tables/dt15_219.32.asp

⁸ http://nces.ed.gov/programs/digest/d15/tables/dt15_219.85.asp



05.

Public High School Averaged Graduation Rate

- National Center for Education Statistics, 2015 Digest of Education Statistics, Public high school averaged freshman graduation rate (AFGR), by sex, race/ethnicity, and state or jurisdiction: 2012–13 (Table 219.40⁹). Provides rate disaggregated by gender, race/ethnicity, and state.

AI/AN PUBLIC HIGH SCHOOL AVERAGED FRESHMAN GRADUATION RATE, 2012-2013

STATE	AI/AN Males	AI/AN Females
Oklahoma	70%	73%
Wisconsin	69%	78%
New Mexico	68%	76%
National	65%	70%
Alaska	65%	73%
Arizona	61%	67%
Montana	59%	61%
North Dakota	55%	64%
Minnesota	49%	53%
South Dakota	48%	48%
Washington	41%	40%

⁹ http://nces.ed.gov/programs/digest/d15/tables/dt15_219.40.asp

GED Rates

- GED Testing Service, Percent of GED Candidates, by Ethnicity: 2013, reported by state and race/ethnicity and state and gender, but not all three together. (<http://www.gedtesting.com/uploads/files/5b49fc887db0c075da20a68b17d313cd.pdf>).

AI/AN GED TEST CANDIDATES, 2013

STATE	Percentage
Alaska	40%
North Dakota	30%
South Dakota	30%
Montana	22%
Oklahoma	16%
New Mexico	14%
Arizona	9%
Minnesota	8%
Washington	6%
Wisconsin	3%
National	2%

MALE GED TEST CANDIDATES, 2013

STATE	Percentage
Alaska	56%
New Mexico	52%
Oklahoma	50%
Arizona	49%
National	48%
Washington	47%
North Dakota	46%
Montana	45%
Wisconsin	44%
South Dakota	43%
Minnesota	43%



Juveniles in Residential Placement

- Office for Juvenile Justice and Delinquency Prevention, Age on Census Date by Sex by Race/Ethnicity for United States, Census of Juveniles in Residential Placement, 2013 (http://www.ojjdp.gov/ojstatbb/ezacjrp/asp/Age_Sex_Race.asp)
 - Rates for all 10 of the states are above that of the national average for AI/AN boys in residential placement, which is 2%; rates for South Dakota, North Dakota, Alaska, Montana, and Minnesota are particularly concerning with the comparison to what we would expect given the proportion of AI/AN boys in each state's school population. For instance, in Minnesota, we would expect that 1% of Native males would be in residential placement as Native males make up 1% of the total school population. However, there is a gross overrepresentation with 11% of those in residential placement in Minnesota being Native boys. The rates are just as high if not higher for AI/AN girls, indicating an equity issue for AI/AN youth across the board in many of these states.

AI/AN MALE RESIDENTIAL PLACEMENT VS. SCHOOL POPULATION, 2013		
STATE	% in Residential Placement	% in School Population
South Dakota	43%	11%
Alaska	33%	24%
North Dakota	24%	9%
Montana	20%	11%
Minnesota	11%	1%
Oklahoma	11%	16%
Arizona	9%	6%
New Mexico	5%	10%
Washington	5%	2%
Wisconsin	3%	1%
National	2%	1%

AI/AN FEMALE RESIDENTIAL PLACEMENT VS. SCHOOL POPULATION, 2013		
STATE	% in Residential Placement	% in School Population
South Dakota	57%	12%
Alaska	50%	23%
North Dakota	33%	9%
Montana	22%	11%
Oklahoma	18%	16%
Minnesota	14%	2%
Washington	12%	2%
Arizona	10%	5%
New Mexico	9%	10%
Wisconsin	7%	1%
National	3%	1%

- AI/AN boys 12 years of age and younger are in residential placement at double the average rate of residential placement for AI/AN boys 13 years of age and older (4% compared to 2%). This is the case at an even greater level in particular states like Wisconsin (20% for 12 and under compared to 3% for all ages), which echoes some of Goslin's 2013 research referenced in the "Discipline Rates" section above.^{iv}

JUVENILES IN RESIDENTIAL PLACEMENT

- The rate of residential placement for AI/AN boys is second only to that of African American boys:

**MALE RESIDENTIAL PLACEMENT BY AGE ON CENSUS DATE AND RACE/ETHNICITY FOR US, 2013
(RATE PER 100,000 JUVENILES)**

AGES	Total	White	Black	Hispanic	American Indian	Asian
All Ages	290	162	804	296	496	49
13	72	47	192	54	164	4
14	183	109	507	154	373	30
15	373	207	1,061	358	599	42
16	562	287	1,576	620	924	93
17	610	341	1,561	714	1,037	115



College-Going Rates

- Percentage of 18- to 24-year-olds enrolled in degree-granting postsecondary institutions, by race/ethnicity and state: 2014 (Table 302.65¹⁰).
- Fall enrollment in degree-granting postsecondary institutions, by race/ethnicity of student and state or jurisdiction: 2014 (Table 306.60¹¹).

AI/AN 18-24 YEAR OLDS ENROLLED IN DEGREE-GRANTING POSTSECONDARY INSTITUTIONS, 2014	
STATE	Percentage
Minnesota	38%
New Mexico	28%
Wisconsin	27%
National	25%
Oklahoma	23%
Washington	23%
Montana	21%
Arizona	18%
North Dakota	18%
South Dakota	15%
Alaska	11%

AI/AN FALL ENROLLMENT IN DEGREE-GRANTING POSTSECONDARY INSTITUTIONS, 2014	
STATE	Percentage
Alaska	11%
New Mexico	10%
Montana	8%
Oklahoma	8%
South Dakota	6%
North Dakota	4%
Arizona	2%
National	1%
Minnesota	1%
Washington	1%
Wisconsin	1%

- Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, sex, attendance status, and race/ethnicity of student: Selected years, 1976 through 2014 (Table 306.10¹²).

AI/AN MALE ENROLLMENT IN DEGREE-GRANTING POSTSECONDARY INSTITUTIONS, 1976-2014			
YEAR	% of Total AI/AN	% of Total AI/AN Undergraduate	% of Total AI/AN Postbaccalaureate
1976	51%	50%	57%
1980	45%	45%	50%
1990	42%	42%	43%
2000	40%	41%	38%
2005	39%	39%	38%
2009	40%	40%	37%
2010	40%	40%	35%
2011	40%	40%	38%
2012	40%	40%	38%
2013	40%	41%	33%
2014	40%	40%	36%

¹⁰ http://nces.ed.gov/programs/digest/d15/tables/dt15_302.65.asp

¹¹ http://nces.ed.gov/programs/digest/d15/tables/dt15_306.60.asp

¹² http://nces.ed.gov/programs/digest/d15/tables/dt15_203.60.asp



COLLEGE-GOING RATES

- Associate's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976–77 through 2013–14 (Table 321.20¹³)
- Bachelor's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976–77 through 2013–14 (Table 322.20¹⁴)
- Master's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976–77 through 2013–14 (Table 323.20¹⁵)
- Doctoral degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976–77 through 2013–14 (Table 324.20¹⁶)

PERCENTAGE OF DEGREES CONFERRED TO AI/AN STUDENTS BY POSTSECONDARY INSTITUTIONS OVER TIME

STATE	Associate's ¹³		Bachelor's ¹⁴		Master's ¹⁵		Doctoral ¹⁶	
	Male	Female	Male	Female	Male	Female	Male	Female
1977	0.6	0.7	0.4	0.4	0.4	0.3	0.3	0.3
1991	0.7	0.9	0.4	0.5	0.4	0.4	0.4	0.4
2001	1.0	1.3	0.7	0.8	0.6	0.6	0.6	0.7
2010	1.1	1.3	0.7	0.8	0.6	0.7	0.7	0.7
2014	1.0	1.1	0.5	0.6	0.5	0.6	0.5	0.6

¹³ http://nces.ed.gov/programs/digest/d15/tables/dt15_321.20.asp

¹⁴ https://nces.ed.gov/programs/digest/d15/tables/dt15_322.20.asp

¹⁵ https://nces.ed.gov/programs/digest/d14/tables/dt14_323.20.asp

¹⁶ http://nces.ed.gov/programs/digest/d15/tables/dt15_324.20.asp

COLLEGE-GOING RATES

- Associate's degrees conferred to males by postsecondary institutions, by race/ethnicity and field of study: 2012–13 and 2013–14 (Table 321.40¹⁷)
- Bachelor's degrees conferred to males by postsecondary institutions, by race/ethnicity and field of study: 2012–13 and 2013–14 (Table 322.40¹⁸)
- Master's degrees conferred to males by postsecondary institutions, by race/ethnicity and field of study: 2012–13 and 2013–14 (Table 323.20¹⁹)
- Doctoral degrees conferred to males by postsecondary institutions, by race/ethnicity and field of study: 2012–13 and 2013–14 (Table 324.30²⁰)

TOP 5 FIELDS OF STUDY BY DEGREES CONFERRED FOR AI/AN MALES, 2012-2014

Associate's ¹⁷	Bachelor's ¹⁸	Master's ¹⁹	Doctoral ²⁰
Liberal Arts	Business	Business	Legal Professions
Business	Social Sciences	Health	Health Professions
Health	Engineering	Education	Education
English Language and Literature	Computer and Info Sciences	Public Administration	Engineering
Computer and Info Sciences	Visual & Performing Arts	Social Sciences and History	Physical Sciences

TOP 5 FIELDS OF STUDY BY DEGREES CONFERRED FOR AI/AN FEMALES, 2012-2014

Associate's ²¹	Bachelor's ²²	Master's ²³	Doctoral ²⁴
Liberal Arts	Business	Education	Health
Health	Health	Business	Legal
Business	Education	Health	Education
Education	Psychology	Public Admin	Psychology
Homeland Security, Law Enforcement, Firefighting	Social Sciences and History	Psychology	Biological and Biomedical Sciences

- Graduation rate from first institution attended within 150 percent of normal time for first-time, full-time degree/certificate-seeking students at 2-year postsecondary institutions, by race/ethnicity, sex, and control of institution: Selected cohort entry years, 2000 through 2011 (Table 326.20²⁵)

GRADUATION RATE WITHIN 150% OF NORMAL TIME FOR AI/AN STUDENTS BY CONTROL OF INSTITUTION, 2000-2011

INSTITUTIONAL CONTROL	AI/AN Male				AI/AN Total			
	2000	2004	2008	2011	2000	2004	2008	2011
All 2-Year Institutions	28%	24%	23%	21%	29%	27%	26%	23%
Public Institutions	19%	18%	15%	14%	20%	18%	15%	14%
Nonprofit Institutions	65%	18%	15%	19%	62%	20%	25%	22%
For-profit Institutions	56%	60%	55%	54%	60%	59%	60%	56%

¹⁷ http://nces.ed.gov/programs/digest/d15/tables/dt15_321.40.asp

¹⁸ https://nces.ed.gov/programs/digest/d14/tables/dt14_322.40.asp

¹⁹ https://nces.ed.gov/programs/digest/d15/tables/dt15_323.40.asp

²⁰ https://nces.ed.gov/programs/digest/d15/tables/dt15_324.30.asp

²¹ https://nces.ed.gov/programs/digest/d15/tables/dt15_321.50.asp

²² https://nces.ed.gov/programs/digest/d15/tables/dt15_322.50.asp

²³ https://nces.ed.gov/programs/digest/d15/tables/dt15_323.50.asp

²⁴ https://nces.ed.gov/programs/digest/d15/tables/dt15_324.35.asp

²⁵ http://nces.ed.gov/programs/digest/d15/tables/dt15_326.20.asp

Findings

American Indian/Alaska Native boys and young men are doing better in some states and arenas.

- Native boys and young men in Oklahoma (8%), North Dakota (9%), and New Mexico (12%), experience out-of-school suspensions at a lower rate than AI/AN boys and young men nationally (13%).
- Native young men in Oklahoma, Montana, and New Mexico are graduating from high school at a higher rate than we would expect given their school enrollment levels in these states. While there is no major difference in high school graduation rates for Native young men and Native young women in these 10 states, however, we do see a difference in postsecondary enrollment.
- Native students in North Dakota (8%), Alaska (9%), and Oklahoma (9%) are dropping out of high school at a lower percentage rate than Native students nationally (11%). While these data are not disaggregated by gender, Native boys and young men may experience more support to complete high school in these states than in others.
- Native young men in Oklahoma (70%), Wisconsin (69%), and New Mexico (68%) have a higher graduation rate than Native young men nationally (65%).
- Native people in Alaska take the GED at the highest percentage rate (40%). While we do not know what proportion of these are AI/AN men, data on the gender of test takers from Alaska suggest it may be quite high.
- Native boys and young men in New Mexico (5%) and Oklahoma (11%) are in residential placements at lower rates than we would expect given their representation in each state's population, though still higher than the national average for Native males (2%).
- Native people in Minnesota (38%), New Mexico (28%), and Wisconsin (27%) are enrolled in degree-granting postsecondary institutions at a higher percentage rate than the national average for Native people (25%).
- Of students enrolled in degree-granting postsecondary institutions, Alaska (11%), New Mexico (10%), Montana (8%), and Oklahoma (8%) have the highest percentages of AI/AN enrolled.
- Since 1977, Native young men have increased the most in completing associate's degrees and doctoral degrees.

American Indian/Alaska Native boys and young men are doing worse in some states and arenas.

- Native boys and young men in Montana (18%), Washington (18%), and Minnesota (16%), experience out-of-school suspensions at a higher rate than AI/AN boys and young men nationally (13%).
- School expulsion rates for Native students in Oklahoma (0.8%), Washington (0.8%), New Mexico (0.7%), and Montana (0.5%) are higher than the national average for Native students (0.4%). While these data are not disaggregated by gender, Native boys and young men may experience harsher school discipline policies in these states than in others.
- Native young men in Alaska, South Dakota, North Dakota, and Minnesota are graduating at a lower rate than we would expect given their school enrollment levels in these states.
- Native students in Montana (21%), South Dakota (19%), and Arizona (15%) are dropping out of high school at a higher percentage rate than Native students nationally (11%). While these data are not disaggregated by gender, Native boys and young men may experience less support to complete high school in these states than in others.
- Native young men in Washington (41%), South Dakota (48%), and Minnesota (49%) have a lower average freshman graduation rate than that of Native young men nationally (65%).
- Native boys and young men in South Dakota (43%), Alaska (33%), North Dakota (24%), Montana (20%), and Minnesota (11%) are in residential placements at much higher rates than we would expect given their representation in each state's population and the national average for Native males (2%).

Good examples of the type of data disaggregation that is helpful for exploring the educational status and experiences of AI/AN boys and young men include:

- Public high school averaged freshman graduation rate (AFGR), by sex, race/ethnicity, and state or jurisdiction: 2012–13; NCES Digest of Education Statistics (see Table 219.40²⁶).
- Rates of Juveniles in Residential Placement, Census of Juveniles in Residential Placement, Office for Juvenile Justice and Delinquency Prevention (see http://www.ojjdp.gov/ojstatbb/ezacjrp/asp/Age_Sex_Race.asp)
- Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, sex, attendance status, and race/ethnicity of student, NCES Digest of Education Statistics (see Table 306.10²⁷).
- Degrees conferred by postsecondary institutions, by race/ethnicity and sex of student, NCES Digest of Education Statistics (see Table 321.20²⁸, Table 322.20²⁹, Table 323.20³⁰, Table 324.20³¹).
- Degrees conferred to males by postsecondary institutions, by race/ethnicity and field of study, NCES Digest of Education Statistics (see Table 321.40³², Table 322.40³³, Table 323.20³⁴, Table 324.30³⁵)

²⁶ http://nces.ed.gov/programs/digest/d15/tables/dt15_219.40.asp

²⁷ http://nces.ed.gov/programs/digest/d15/tables/dt15_306.10.asp

²⁸ http://nces.ed.gov/programs/digest/d15/tables/dt15_321.20.asp

²⁹ http://nces.ed.gov/programs/digest/d15/tables/dt15_322.20.asp

³⁰ https://nces.ed.gov/programs/digest/d14/tables/dt14_323.20.asp

³¹ http://nces.ed.gov/programs/digest/d15/tables/dt15_324.20.asp

³² http://nces.ed.gov/programs/digest/d15/tables/dt15_321.40.asp

³³ https://nces.ed.gov/programs/digest/d14/tables/dt14_322.40.asp

³⁴ https://nces.ed.gov/programs/digest/d15/tables/dt15_323.40.asp

³⁵ http://nces.ed.gov/programs/digest/d15/tables/dt15_324.30.asp

FINDINGS

There is a need for data disaggregated by gender (information is available by state and race/ethnicity) in the following areas:

- School enrollment, NCES Digest of Education Statistics (see Table 202.25³⁶, Table 203.70³⁷, and Table 203.60³⁸)
- School expulsion, Civil Rights Data Collection, Office for Civil Rights, U.S. Department of Education (see <http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>).
- Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), NCES Digest of Education Statistics (see Table 219.85³⁹).
- Percentage of 18- to 24-year-olds enrolled in degree-granting postsecondary institutions, NCES Digest of Education Statistics (see Table 302.65⁴⁰).
- Fall enrollment in degree-granting postsecondary institutions, NCES Digest of Education Statistics (see Table 306.60⁴¹).

There is a need for data disaggregated by state (information is available by race/ethnicity and gender) in the following areas:

- Children served under Individuals with Disabilities Education Act (IDEA), Part B, NCES Digest of Education Statistics (see Table 204.50⁴²).

There is a need for data disaggregated by state and gender (information only available nationally by race/ethnicity) in the following areas:

- School arrests (see <http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>).
- Referrals to law enforcement from school arrests (see <http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>).
- Number and percentage of persons 18 to 24 years old who were neither enrolled in school nor working, NCES Digest of Education Statistics (see Table 501.30⁴³).

There is a need for data disaggregated by state and race/ethnicity (information only available nationally by gender) in the following areas:

- Students with disabilities receiving out-of-school suspensions (see <http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>).

³⁶ http://nces.ed.gov/programs/digest/d15/tables/dt15_202.25.asp

³⁷ http://nces.ed.gov/programs/digest/d15/tables/dt15_203.70.asp

³⁸ http://nces.ed.gov/programs/digest/d15/tables/dt15_203.60.asp

³⁹ http://nces.ed.gov/programs/digest/d15/tables/dt15_219.85.asp

⁴⁰ http://nces.ed.gov/programs/digest/d15/tables/dt15_302.65.asp

⁴¹ http://nces.ed.gov/programs/digest/d15/tables/dt15_306.60.asp

⁴² http://nces.ed.gov/programs/digest/d15/tables/dt15_204.50.asp

⁴³ https://nces.ed.gov/programs/digest/d15/tables/dt15_501.30.asp

FINDINGS

There is a need for data disaggregated by state, race/ethnicity, and gender (information is available for two of the three categories but not all three) in the following areas:

- Percentage of students suspended and expelled from public elementary and secondary schools, NCES Digest of Education Statistics (Table 233.40⁴⁴).
- Labor force participation, employment, and unemployment of persons 16 to 24 years old who are not enrolled in school, NCES Digest of Education Statistics (see Table 501.20⁴⁵).
- Percent of GED Candidates, GED Testing Service (see <http://www.gedtestingservice.com/uploads/files/5b49fc887db0c075da20a68b17d313cd.pdf>).
- Percentage of high school students age 16 and over who were employed, NCES Digest of Education Statistics (see Table 503.10⁴⁶).

There is a need for data disaggregated by state, race/ethnicity, and gender (information only available nationally) in the following areas:

- Students with disabilities being arrested in school (see <http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>).
- Students with disabilities being referred to law enforcement (see <http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>).

In order to prevent a deficit-based analysis of the outcomes and experiences of Native boys and young men, it is important to develop a range of comparison points. Sometimes it will be essential to understand whether Native boys and young men are experiencing inequities due to their gender (comparison to Native girls and young women); to their race/ethnicity (comparison to non-Natives or other groups); to their state system (comparison to Native boys and young men in other states or national average for Native boys and young men); or to some combination of the three.

⁴⁴ http://nces.ed.gov/programs/digest/d15/tables/dt15_233.40.asp

⁴⁵ https://nces.ed.gov/programs/digest/d15/tables/dt15_501.20.asp

⁴⁶ https://nces.ed.gov/programs/digest/d15/tables/dt15_503.10.asp





Recommendations

There is an urgent need to explore what is contributing to the decline in primary and secondary enrollment for Native boys and young men, especially as their preschool and early childhood rates typically are higher than that of Native girls. Data suggest that inequities in school discipline, special education determinations, and juvenile residential placements for Native boys and young men may contribute to this decline.

There is an urgent need to assess school discipline policies for Native boys under the age of 12 in understanding the decline in postsecondary enrollment.

There is an urgent need to assess the process for determining whether Native boys and young men receive special education status in understanding the decline in postsecondary enrollment.

There is an urgent need to assess the process for assigning Native boys and young men into juvenile residential placements in understanding the decline in postsecondary enrollment.

Promising Practices with Policy Implications

- Native people in New Mexico have higher rates of enrollment (24%) in college and graduate school compared to AI/AN people in selected states, but lower enrollment rates in preschool (4%) and elementary school (65%), and mid-range rates in high school (31%). This high rate may be due to the Legislative Lottery Scholarship Program^{vi} that provides a portion of college tuition for students who have obtained a New Mexico high school diploma of excellence or high school equivalent.
- School discipline reforms in Texas have reduced the number of students charged with crimes for misbehavior by as much as 80% in just one year.^{vii} One reform dramatically limited the kinds of police citations that could be issued to students. The second specifically eliminated “disruption of class” as an offense category.
- The Tribal Green Reentry Program^{viii}—funded by the Office of Juvenile Justice and Delinquency Prevention and in place at the Rosebud Sioux Tribe, Mississippi Band of Choctaw, and Hualapai Tribe—provides adjudicated youth with career, cultural, and wellness skills that support their rehabilitation and employability.

Endnotes

ⁱⁱⁱ L. M. Goslin, "A Phenomenological Study of Kindergarten Suspension of Ojibwe Tribal Students in Two Rural Wisconsin Public Schools," 2013, <http://conservancy.umn.edu/handle/11299//150705>. Accessed on June 10, 2016.

^{iv} *Ibid.*

^v M. Sickmund et al., "Age on Census Date by Sex by Race/Ethnicity for United States, 2013," Office of Juvenile Justice and Delinquency Prevention, 2013, http://www.ojjdp.gov/ojstatbb/ezacjrp/asp/Age_Sex_Race.asp?state=0&topic=Age_Sex_Race&year=2013&percent=rate. Accessed on May 23, 2016.

^{vi} The New Mexico Legislative Lottery Scholarship." <https://fa.nmsu.edu/scholarships/lottery/>. Accessed on February 6, 2017."

^{vii} C. Wilkie, "Texas is Doing Something Genuinely Progressive and the World Didn't End." Huffington Post, March 14, 2015, http://www.huffingtonpost.com/2015/03/14/texas-school-discipline-tickets_n_6867162.html. Accessed on May 11, 2016.

^{viii} Update: OJJDP Green Reentry Program for Trial Youth." https://www.ojjdp.gov/newsletter/238981/sf_3.html. Accessed on February 6, 2017.



RISE is a joint initiative co-led by Equal Measure and the
University of Southern California Race and Equity Center.

RISE for Boys and Men of Color

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