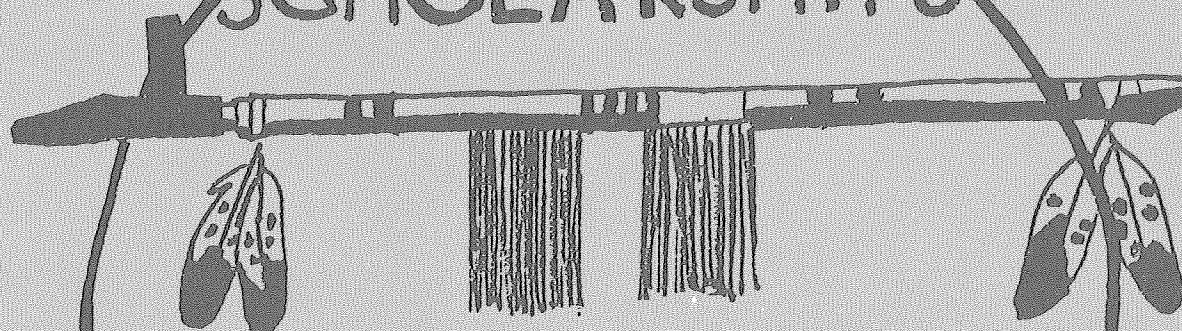


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# SCHOLARSHIPS



1955 - 1979  
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Minnesota Department of Education,  
Indian Education Section.



## The Minnesota Indian Scholarship Program (MISP)

The Minnesota Indian Scholarship Program (MISP) has been in existence since 1955 when three Indian students were given financial assistance to attend college. Since 1955 the program has grown tremendously - in dollars, in numbers of students, in versatility and in prestige among the Indian groups. With the help of interested and supportive legislators, the funding for MISP has grown in each biennium since 1955. Table I shows the growth of the program from 1957-58 to 1976-77; a period of 20 years. Since 1972-73 it has been difficult to compute the total amount of funds being used from non-state sources such as VA, SEOG, fellowships or tribal grants. However, these 'other resources' are being utilized to a point that probably exceeds \$4,000,000 per year.

The Minnesota Department of Education Scholarship Officers help to package grants for more than 1000 students per year with the combined resources of state funds, B.I.A. funds, BEOG grants, SEOG grants, and other aids. Most of the Indian students have assessed budgetary needs of \$2,000 to \$7,000 each. The Minnesota Indian Scholarship funds contribute an average of 10-25% of the total funds allocated with the remainder funded by BEOG, B.I.A., tribal grants, SEOG, or private sources. Loans, part-time work, veteran's benefits, social security benefits, etc., also assist many students. The scholarship officer works closely with high school counselors, post-secondary financial aids officers, tribal and reservation scholarship personnel, B.I.A. and other funding sources to facilitate the post-secondary educational goals of all American Indian students who need assistance. Counseling and guidance as well as informational and financial assistance are made available for all American Indian students.

In early years of the program, the scholarship officer worked mainly with high school counselors or principals, college admissions personnel, and private sources. The B.I.A. had limited amounts of scholarship funds as did tribal groups. However, the 1960's brought increases in federal resources, B.I.A. resources, tribal funds and also witnessed the addition of more financial aids officers at

TABLE I

## MINNESOTA INDIAN SCHOLARSHIP PROGRAM

YEAR	Minnesota		Other Agencies					Total dollars allocated	Students Assisted <sup>4</sup>		
	Legislative Grants	% of Total	Bureau of Indian Affairs	Tribal Grants <sup>2</sup>	Misc. Private all others	Total non-state	% non-state		No. assisted	(State-assisted)	No. of completions <sup>5</sup>
1957-58	7,500	45%	5,000	none	4,000	9,000	55%	16,500	25		2
1958-59	10,000	44%	6,924	none	6,000	12,924	56%	22,924	31		3
1959-60	7,500	23%	9,400	3,500	12,280	25,180	77%	32,680	NA		3
1960-61	7,500	21%	11,500	3,700	13,000	28,200	79%	35,700	40		5
1961-62	12,000	25%	15,904	4,200	15,000	35,104	75%	47,104	70		13
1962-63	15,000	22%	26,906	5,100	22,424	54,430	78%	69,430	57		6
1963-64	20,000	24%	33,508	5,602	24,178	63,288	76%	83,288	57		29
1964-65	20,000	18%	40,750	6,817	42,828	90,395	82%	110,395	64		41
1965-66	24,961	20%	37,980	7,475	52,074	97,529	80%	122,490	76		11 (+2 Yr.)
1966-67	25,000	16%	44,878	8,630	74,747	128,255	84%	153,255	70		12 (+2 Yr.)
1967-68	35,000	19%	50,007	10,630	90,999	151,636	81%	186,636	95		26
1968-69	40,000	16%	83,000	11,500	114,440	208,949	84%	248,949	243	(102)	36
1969-70	60,000	15%	118,212	10,994	201,881	331,987	85%	391,087	331	(142)	50
1970-71	75,000	12%	243,000	12,040	321,848	576,888	88%	651,888	375	(325)	49
1971-72	190,161	13%	645,219	12,280	655,554	1,313,053	87%	1,503,214	689	(231)	56
1972-73	269,839	13%	769,232	8,100	1,069,744	1,847,076	87%	2,116,915	965	(312)	91
1973-74	225,000	8%	810,000	780,000 <sup>3</sup>	936,315 <sub>6</sub>	2,526,315 <sub>6</sub>	92%	2,756,315	916	(460)	90
1974-75	235,000	10%	772,749	(Adm.)	1,577,251 <sub>6</sub>	2,350,000 <sub>6</sub>	90%	2,585,000	968	(475)	113
1975-76	400,000	10%	1,101,700	B.I.A. funds)	2,898,300 <sub>6</sub>	4,000,000 <sub>6</sub>	90%	4,400,000	900	(728)	157
1976-77	400,000	10%	1,696,129		2,303,871 <sub>6</sub>	4,000,000 <sub>6</sub>	90%	4,400,000	1,032	(914)	177
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<sup>1</sup> May not match fiscal grants of legislature due to cut-off dates and fiscal carryover.

<sup>2</sup> Tribal grants are the total for all tribes and Indian groups. B.I.A. and tribal were combined in 1974.

<sup>3</sup> BIA funds were contracted out to tribes July 1, 1973. Includes administration costs.

<sup>4</sup> Available figures were used: those previous to 1968 are state assisted only; those after 1968 represent all students funded.

<sup>5</sup> Out of state and delayed completions are difficult to document. Numbers may be low, especially pre-1968.

<sup>6</sup> Based on best estimates: other sources of funding include social security, veteran's benefits, BEOG grants, private scholarships, disability benefits, school scholarships, etc. MISP has provided approximately 10% of the total amount of funds allocated.

post-secondary institutions with a charge to serve minority and/or disadvantaged youngsters. The SDE scholarship officer was able to use these increasing resources for the benefit of American Indian youngsters. In meeting the increased demands of larger numbers of students with a greater variety of resources, the task of the scholarship officer became more complex. However, more and more people were available to assist - both at the high school, college, and tribal levels. It became more time-consuming to collect program-wide information but since the program began with small numbers and data collection systems were initiated in the early years, annual reports usually contained all relevant data.

The law (124.48) relative to the Indian Scholarship Program established a Scholarship Committee. This committee was composed of persons from several interested agencies as well as school district, college and SDE persons. Only a few were American Indian. As the program grew and more Indian persons were in roles of counseling, guidance and post-secondary financial assistance programs, it was felt that the Scholarship Committee should probably be revised. Therefore, during 1976-77, the Scholarship Committee (some of whom had served for 18 years) was kept informed of tribal and SDE recommendations relative to the committee's composition. With the assistance of a newly reconstituted Minnesota Indian Affairs Intertribal Board, a new Indian Scholarship Committee was recommended to the State Board in August of 1977, was appointed and began meeting the same month. (The current committee members are listed on page 4.)

The committee usually meets monthly to determine recommendations, allocate funds and solve any current problems. All members of the committee are knowledgeable in the area of financial aids, the majority are American Indian, and all are deeply committed to operating a successful program.

In the last six to eight years it has become more and more necessary to work closely with the tribes (who are responsible for allocating most of the B.I.A. scholarship funds), the Reservation Business Committees (who often have their own scholarship person), the B.I.A. (which handles funds for the Sioux Communities)

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and specific scholarship aids personnel at post-secondary institutions. Fortunately, the scholarship officers (past and present) had always involved these people and working relationships were maintained. The current scholarship officer conducts orientation meetings for all new financial aids personnel as necessary. All experienced financial aids personnel also work with inexperienced financial aids personnel to assist students at the post-secondary institutions.

In September of 1979, the Minnesota Indian Scholarship Program agreed to a "new demension" of funding for eligible Indian students on the Red Lake, Leech Lake, and Nett Lake Reservations.

With Staples Area Vocational Technical Institution acting as the Fiscal-Agent for Leech Lake, Nett Lake, and the Minnesota Chippewa Tribe Satellite Program, the Minnesota Indian Scholarship Program was able to fund twenty-four Reservation based students for direct training on the Reservation in the areas of Heavy Equipment, Carpentry, Surveying and Timber Management.

The Red Lake Satellite Program was initiated in February of 1979, and implemented in March of the same year. Utilizing Detroit Lakes Area Vocational Technical Institute as the Fiscal-Agent, the Minnesota Indian Scholarship Program has assisted thirty-five Reservation based students in the areas of Heavy Equipment, Forrestry, Fish and Wild Life Management, Electrical Wiring, and Heat and Sheet Metal courses.

In 1978-79 school year, the Minnesota Indian Scholarship Program agreed to co-package funding with the Indian Counselor Alcoholism Training Project located in Duluth, on the University of Minnesota-Duluth campus.

In the past two years, this office has assisted forty Indian people seeking to combat alcohol related problems not only for themselves, but when completing the course, are certified to work in half-way houses, in detox centers, etc...on any of the eleven Indian Reservations in Minnesota.

The data on Table II were collected for the legislature and the legislative committees that work on post-secondary financial aids. Some questions arose as to

TABLE II  
SUMMARY REPORT: MINNESOTA INDIAN SCHOLARSHIP PROGRAM

<u>FY</u>	<u>FUNDS AVAILABLE</u>	<u>STUDENTS FUNDED <sup>2</sup></u>	<u>AVERAGE GRANT <sup>1</sup></u>	<u>4-YEAR GRADS</u>	<u>2-YEAR GRADS</u>	<u>VOC. ED. GRADS</u>
70	\$ 60,000	142	\$422	29	6	15
71	75,000	235	318	27	7	15
72	100,500	231	435	25	22	9
73	129,500	312	415	42	29	20
74	225,000	460	490	40	35	15
75	235,000	475	495	58	35	55
76	400,000	728	550	46	40	71
77	400,000	914	465	39	51	87
78	500,000	938	651	69	10	81
79	500,000	1005	684	75	33	153
TOTALS		5440 <sup>2</sup>		450	268	521
(for FY'70 thru' FY'78)						

<sup>1</sup>Dollar amount is not the same as funds available divided by numbers of students, since many original allocations were only partially used and then reallocated to other students.

<sup>2</sup>Represents total number of allocations since some of the same students are funded for four years in 4-year programs.

the numbers of four-year, two-year and vocational students. Very few vocational students were funded prior to 1969, but this area of financial assistance has grown quite rapidly since 1969. Since the intent of the financial assistance is to help Indian students prepare for a meaningful occupation, Table II records the number of completions in four-year, two-year or vocational programs. Since many Indian students do not begin and complete programs in the minimum of time, course completions give a better indication of program success.

Table III was developed for an annual report when it was noticed that the program's growth seems most phenomenal when viewed in the context of bienniums. The dollar amounts have increased to nearly 8 times the 70-71 amount. Student numbers have increased by over 5 times and completions have increased by nearly 4 times. Since most students were on four-year programs, the completion rates tend to reflect numbers from four or more years previous.

Table IV compiles some statistics that are often asked by tribal, departmental and legislative groups. Therefore for the past two years, the tribal background and the type of post-secondary institution were combined to get a composite of which students are attending post-secondary institutions and where they are attending. It should be kept in mind that the tribal background does not necessarily indicate the student's place of residence. That is, urban students are not distinguished from reservation students, since all students are traced to their tribal affiliation which is usually Minnesota Chippewa Tribe, Red Lake or the Sioux Communities, regardless of current address.



TABLE III

GROWTH OF INDIAN SCHOLARSHIP PROGRAM

YEAR	DOLLARS APPROPRIATED	# OF STUDENTS FUNDED *1	GRADUATES OR COMPLETIONS *2
70-71 Biennium	135,000	377	99
72-73 Biennium	230,000	543	147
74-75 Biennium	460,000	937	238
76-77 Biennium	800,000	1,703	334
78-79 Biennium	1,000,000	1,943	421

\*1. Numbers of students funded do not necessarily represent an equal number of 'different' persons. Many students were funded twice during a biennium and are recorded as two students funded.

\*2. Graduates or completions include four year, two year and vocational education completions.

\*3. Number of confirmed completions for 77-78 school year only.

TABLE IV

## MINNESOTA INDIAN SCHOLARSHIP PROGRAM

by College -- by Tribal Background

	(75-76)						(76-77)						(77-78)						(78-79)					
	MCT	RED LAKE	MINN. SIOUX	OTHER	CANADA	TOTAL FY '75-76	MCT	RED LAKE	MINN. SIOUX	OTHER	CANADA	TOTAL FY '76-77	MCT	RED LAKE	MINN. SIOUX	OTHER	CANADA	TOTAL FY '77-78	MCT	RED LAKE	MINN. SIOUX	OTHER	CANADA	TOTAL FY '78-79
Bemidji State U.	149	60	1	17	1	228	165	52	0	17	1	235	117	32	0	17	0	166	137	45	0	17	0	199
Community Colleges	45	29	1	8	4	87	81	20	0	11	2	114	78	25	4	15	3	125	127	33	1	34	7	202
State Universities	15	1	1	11	0	28	17	2	5	3	1	28	18	2	4	1	1	26	21	2	2	7	2	34
Univ. of MN (4 campuses)	157	43	4	7	4	215	120	37	00	8	2	167	100	24	2	29	3	158	134	19	3	43	2	201
Private Colleges	54	5	2	20	0	81	68	9	2	13	1	93	39	14	4	11	0	68	44	12	5	16	1	78
A.V.T.I.'s	112	20	0	26	3	161	203	21	4	35	3	266	178	18	4	24	0	224	236	17	4	33	1	291

F.Y. TOTALS ----- 800 ----- 903 ----- 767 ----- 1005

Some students receive SEOG assistance from the institution for \$400.-500. additional, but these funds are usually exhausted early in the academic year and less than 50% of the eligible applicants receive SEOG funds. (No vocational students have received SEOG funds.)

In the 1979 legislative session several questions were asked relative to the Minnesota Indian Scholarship program. This memo and attachments will attempt to answer the questions as we understand them. To help in making full and accurate responses, we have dealt with the answers to five questions. These five questions are:

1. a. How much help will \$500,000 per year provide to how many American Indian post-secondary students?  
and  
b. How much assistance can be given in FY'80 and FY'81 with the same amount of funds?
2. a. Why are American Indian students refused financial assistance from the Minnesota Indian Scholarship fund?  
b. How often does this occur?  
c. Are stipends insufficient to meet the needs of full time students?
3. What are eligibility requirements for the Minnesota Indian Scholarship Program (MISP)?
4. Are there any data on graduates?
5. What are the advantages, disadvantages, or reasons for considering additional staff persons to administer MISP?

In order to more fully answer question #1, the table on the following page was constructed. On the table are listed the approved student budgets for students at ten Minnesota post-secondary schools. At most schools there are different approved amounts depending on student status (living at home, on campus or off campus), marital status (single or married), and number of dependents. From these approved budget guidelines, financial aids counselors measure need and allocate resources. Many students (or their families) can make a contribution toward their educational expenses; either with savings, summer employment or part-time work. Most are unable to contribute more than 15-25% toward their total financial need. Most Indian students are eligible for BEOG assistance which usually is about \$1200. per year.



Approved Student Budgets/Needs Guidelines

for Representative Post-Secondary Schools

(Due to differences in institutional definitions and interpretations, some allocations may be larger or smaller than those listed. In all cases these figures are used as a guide.)

Post-Secondary Institution	School Year	Single Independent Student	Single Student with Dependent(s)	Married Student-no Dependent(s)	Married Student with Dependent(s)
1. St. Scholastica - Duluth	1977-78	\$4873.00	\$5607.00	\$5607.00	\$5607.00 (+1500) <sup>2</sup>
	1978-79	5240.00	6968.00	6968.00	6968.00 (+1500)
	1979-80	5725.00	7060.00	5725.00	8298.00
	(over 35)	6282.00	8544.00	6282.00	9850.00
2. Anoka-Ramsey Community College	1977-78	3400.00	6300.00 (+1500)	6300.00	7800.00 (+1500)
	1978-79	3400.00	6300.00 (+1500)	6300.00	7800.00 (+1500)
	1979-80	3700.00	6700.00 (+1500)	6700.00	8200.00 (+1500)
3. St. Cloud State University	1977-78	n.a.	n.a.	n.a.	n.a.
	1978-79	2700.00	4257.00	5814.00	6225.00 (+1000)
	1979-80	2850.00	4539.00	6314.00	6725.00 (+1000)
4. Minneapolis College of Art and Design	1977-78	5870.00	6370.00	6200.00	6700.00 (+500)
	1978-79	6130.00	6630.00	6480.00	6980.00 (+500)
	1979-80	6560.00	7060.00	6910.00	7410.00 (+500)
5. Lakewood Medical - Dental Academy	1977-78	5408.00	6352.00	6352.00	7476.00 (+1000)
	1978-79	5808.00	6752.00	6752.00	7876.00 (+1000)
	1979-80	3500.00	3500.00 (+2000 1st 1500 2nd...)	6750.00	6750.00 (+1500)
6. Bemidji State University	1977-78	n.a.	n.a.	n.a.	n.a.
	1978-79	2996.00	3256.00 (+1000)	5528.00	6528.00 (+1000)
	1979-80	3178.00	5656.00 (in dorm) (+1000)	5912.00	6992.00 (+1000)
		(at home) 2902.00			
		(indep. off campus) 3458.00			
7. Mankato State University	1977-78	n.a.	n.a.	n.a.	n.a.
	1978-79	2650.00	5925.00	5925.00	7200.00
	1979-80	2900.00	6200.00	6200.00	7575.00
8. University of Minnesota Duluth	1977-78	2700.00		5100.00	5100.00 (+750)
	1978-79	2775.00		5250.00	5250.00 (+750)
	1979-80	2950.00		5550.00	5550.00 (+750)
9. Metropolitan Community College	1977-78	n.a.	n.a.	n.a.	n.a.
	1978-79	3600.00	5850.00	5850.00	5850.00 (+750)
	1979-80	3900.00	6150.00	6150.00	6150.00 (+750)
10. Bemidji AVTI	1977-78	2325.00	2835.00	dependent on courses only	
	1978-79	2600.00	3135.00	dependent on courses only	
	1979-80	2601.00*	2601.00* (+750)	2601.00*	2601.00* (+750)

\*Add \$1747.00 for courses in medical field.

<sup>1</sup> Post-secondary schools may have fewer categories than those listed, and often have a greater number of categories. However, the four categories listed are quite common.

<sup>2</sup> The (+) indicates amounts per additional dependent.

<sup>3</sup> n.a. equals no available figure.

<sup>4</sup> Bemidji AVTI (like many AVTS's) develops students' needs packages based on school costs only: marital status and number of dependents are not considered in financial aids packages.

Therefore, if a particular student (or the family) could contribute \$400.00 toward the total, received \$1200.00 in BEOG, and was able to secure \$400.00 in SEOG, that student would have \$1800.00 for a year's expenses. If one reviews the data on the table, costs during 1978-79 ranged from \$2600.00 for a single student to \$7876.00 for a married student with one dependent. For that particular student, his or her need would range from \$800.00 to \$5476.00 depending on school attended and family responsibilities. This is quite a range, but the MISP attempts to help students in all categories at all levels of need.

As can be seen on the chart, educational costs are increasing each year. The average annual increase for the schools listed is \$340.00 exclusive of the substantial changes scheduled for the 79-80 school year at Bemidji. If that \$3000.00+ change is included, the average annual increase in post-secondary costs is nearly \$450.00. This means that the greatest increases in costs for the MISP over the past two years (and probably for the next two years) are due to inflation rather than to increased numbers of students. Fortunately (or unfortunately, depending on viewpoint), the numbers of eligible applicants have not increased as expected in 1978-79. The individual costs have increased substantially however, so funds are still in great demand. In 1970-71, the MISP average grant was \$318.00. In 1977-78 the average grant was \$651.00. The average grant for 1979-80 will probably be greater than \$700.00. This represents an increase in averages exceeding 120% in nine years or about 13% per year.

Therefore, answers to questions 1.a. and 1.b. are dependent on many factors. However, the generalization that was made in 1976; i.e. "\$5000,000 will allow the MISP to fund 1000 students for an average of \$500 each," should probably be revised to say, "\$500,000 will allow MISP to fund approximately 700 students for approximately \$700.00 each." As the table indicates, \$700.00 per student is not a large percentage of the total costs or total needs. With the inclusion of BEOG, student contributions and SEOG, a single student could manage. Fortunately the tribes and the B.I.A. also have scholarship funds, so eligible students can be assisted and basic needs

can be met, regardless of school or number of dependents.

Full answers to the b. question would be more speculative, though the projected guidelines for 1979-80 (FY'80) are on the table for most of the schools. A 12% increase each year would mean that average grants would likely be \$784.00 in FY'80 (funding for 638 students) and \$878.00 in FY'81 (funding for 570 students). If such increased costs occur (tuition increases and inflation are highly likely), MISP can either fund fewer students or hope that there are increases in BEOG, SEOG or B.I.A. funds to help offset those increases.

Which leads to question #2; "Why are American Indian students refused financial assistance from MISP?" To our knowledge, no eligible American Indian students are refused financial assistance due to lack of funds. By working closely with the post-secondary financial aids officers and the tribal scholarship administrators, all eligible students are assisted. Students who apply mid-year may have to wait until schools report on total students in attendance and/or submit refunds for 'no-shows', but these waits have never jeopardized any mid-year enrollments.

Therefore, American Indian students are refused funding from MISP only if:

- (1) The student fails for 3 successive quarters; ( warning letters are sent after the 1st quarter of failing grades and student is dropped at the end of the year if grades do not improve);
- (2) if incompletes are excessive, are not completed and/or result in failing grades for three successive quarters;
- (3) if academic probation continues past one year;
- (4) if the student has enrolled and dropped out during first quarter/ semester three or more times or at three or more institutions, (second and third chances are given, but fourth chances stretch the patience of the Scholarship committee.)

It should be noted that Indian students often stop and start in their educational endeavors. No penalties are imposed if the student completes courses, leaves in good standing and re-enters at a later date. Students are dropped for

academic reasons very infrequently, but students take voluntary breaks in the education program quite frequently.

Difficulties occur in finding or awarding sufficient funds to some students. In most cases difficulties arise when students live in Minnesota but are enrolled in non-Minnesota tribes. The Scholarship officer has experienced a good deal of difficulty in securing tribal or B.I.A. funds for these students, particularly if they wish to enroll in vocational schools. This problem continues though relatively few of the applicants are non-Minnesota enrollees. Some students experience difficulty if they apply late or if they apply mid-year. BEOG assistance must be secured according to deadlines and SEOG funds are often depleted early. The tribes, the B.I.A., and MISP package grants together throughout the summer but have to watch resources carefully as the year progresses.

The adequacy of the stipends varies according to viewpoint and is influenced by a variety of factors. Many students manage very well, but some attempt to commute and find it expensive to operate a car. Students may experience family problems, health problems, and unexpected costs just as many non-students experience. Inflation affects budgets of everyone. It seems that the students most likely to experience financial difficulties are those who (1) attend expensive schools, (2) are married, (3) have dependents or (4) try to commute over 25 miles one way.

It should be noted that Minnesota Indian Scholarship Committee and the Indian Education staff wish to preserve each student's right to attend the school of his/her choice, to live on or off campus, and to have the opportunity to go to school regardless of age, marital status or number of dependents. However, some of these factors which are matters of choice, do impact the financial needs of students. In cases of emergency or unexpected expenses, the MISP does consider supplements/budget revisions, and many institutions offer loans.

At this point the eligibility requirements (Question #3) should be listed. American Indian persons are eligible to apply for and receive MISP funds if:

- (1) they are 1/4 or more of Indian ancestry;



- (2) are Minnesota residents;
- (3) attend school in Minnesota;
- (4) are a high school graduate or have a G.E.D.;
- (5) are accepted by a post-secondary institution;
- (6) complete the required applications (with help of financial aid officer);
- (7) are approved by the Minnesota Indian Scholarship Committee.

These requirements have existed since the inception of the program, are required or implied in the legislation and have always seemed reasonable to the staff, the committee, the tribes and the institutions.

Question #4 deals with graduates. For data on this area please note the tables in the attached report on pages 2, 7, 8, and 9. A study was done in 1978 to find post graduates and solicit data. This study is included in the report in Appendix D. Post MISP recipients were polled and all information was consolidated or listed in this report. Much interesting and useful information is contained in that summary in Appendix D.

Question #5 is a long standing wish of the Indian Education Section. That Section would be highly desirous of additional staff for the scholarship program. The processing of applications, the continuous communication with high schools, post-secondary schools, tribes, students, parents, etc., is a monumental task. Problems arise constantly and each problem is an emergency to the persons involved. The scholarship officer is the only state funded person in charge of the program. The secretary is paid from IV-C funds and additional help is often sought through CETA, intern programs, work-study programs, etc. It would be advantageous to place the secretary on state funding and to secure more permanent assistance for the Scholarship officer.\*

In order of priority, the list of desired positions or funding would probably be somewhat like the following:

- (1) administrative dollars to place the secretary on state funding;
- (2) funding for an administrative assistant to share the paperwork, help

\*(An additional person was allocated by the 1979 legislature and placed on staff in January of 1980.)

with the visitation schedule, follow-up on students and disseminate information;

- (3) a clerk-typist to assist with recording and tabulating data for improved record keeping;
- (4) a counselor to assist with the drop-out problems and/or assist institutions in improving retention rates for Indian students.

This list includes the possibility of from one to two additional professionals and one additional clerical person. The MISIP has been a model across the nation but has grown tremendously in recent years. We believe additional staff could continue the record of excellence that has been established over 23 years of experience.

With the assistance of the scholarship officer, the manager of Indian education, and the scholarship committee, new plans are being made to improve the scholarship program. Among the activities or plans currently underway or being piloted are the following:

- (1) A definitive set of by-laws for the Scholarship Committee (discussed and revised in 1977; reviewed in 1978; further reviewal in 1979.)
- (2) Guidelines and priorities for the Scholarship Committee to assist in the grant award process. (Discussion during 1977-78; being developed as committee recommendations suggest.)
- (3) An itemized data collection system. (The format is complete; the plan to be implemented as soon as funds and time allow.)
- (4) A research project on the whereabouts of former scholarship recipients.  
(See appendix D.)

Other ideas under consideration are a plan or procedures for getting information to younger students; i.e. before their senior year; and the development of a brochure for improving the flow of information to younger students, out-of-school students, parents, counselors, community groups and other agencies.

These plans and ideas will be implemented with the help of the Indian Education Section and the State Department of Education. The scholarship officer will

be coordinating many of the activities, but those activities will be in addition to the regular tasks that are part of each year's program. In addition to completing the packaging for 1000 to 1200 eligible students, the scholarship officer visits approximately 100 to 120 high schools and 40-60 post-secondary institutions. The scholarship officer also retains liaison with all tribal groups and tribal offices including the B.I.A. in order to package the individual grants. Files are maintained on each student and follow-up on all currently enrolled students is part of the refunding process.

The Minnesota Indian Scholarship Program has been of great benefit to large numbers of American Indian students. The numbers of persons who have been assisted probably exceeds 5,000. Most of the Indian persons now in responsible positions in Minnesota have been assisted by the program. The Indian Education Section, the Department of Education and the Minnesota legislature can all be very proud of the Scholarship program and the leadership role Minnesota has taken in such a program.

Appendix A (attached) is a copy of the Scholarship Law with the most recent amendments italicized. Appendix B is a copy of the newest information sheet distributed to all counselors and potential scholarship recipients. Appendix C is a copy of the data collection format to be started in FY'81. Appendix D is a summary of the Scholarship Research effort. Any suggestions or questions may be directed to the Scholarship Officers, the Indian Education Section or the Assistant Commissioner for Special and Compensatory Education.

A P P E N D I X    A



Minnesota Statutes 1978, Section 124.48 reads:

124.48 INDIAN SCHOLARSHIPS. The state board may award scholarships to any Minnesota resident student who is of one-fourth or more Indian ancestry and who, in the opinion of the board, has the capabilities to benefit from education. Scholarships shall be for advanced or specialized education in accredited or approved colleges or in business, technical or vocational schools. Scholarships shall be used to defray tuition, incidental fees, books, supplies, transportation, other related school costs and the cost of board and room and shall be paid directly to the college or school concerned. The amount and type of each such scholarship shall be determined through the advice and counsel of the Minnesota Indian scholarship committee.

When an Indian student satisfactorily completes the work required by a certain college or school in a school year he is eligible for additional scholarships, if additional training is necessary to reach his educational and vocational objective. Scholarships may not be given to any Indian student for more than four years of study.

[Ex1959 c 71 art 5 s 36; 1971 c 176 s 1; 1977 c 384 s 1]

## APPENDIX B

HIGHER EDUCATION PROGRAMS  
AVAILABLE FOR MINNESOTA INDIAN STUDENTS  
(Includes Twin City Area Indian Students)

REV. 8-77

**A. State Indian Scholarship Program**

Scholarships are available through the State Department of Education to any eligible Indian student in Minnesota who (1) is one-fourth degree or more Indian ancestry; (2) is a resident of Minnesota and a member of a recognized Indian tribe; (3) is a high school graduate or has an approved equivalent certificate; (4) has ability to benefit from advanced education; (5) is accepted by an approved college, university or vocational school in Minnesota; and (6) is accepted and recommended by the Minnesota Indian Scholarship Committee.

**1. Amount of Scholarship:**

State Indian Scholarships are available to any eligible Indian student in Minnesota. The average grant ranges from \$100 to \$800 based on need. These grants are paid directly to the colleges or schools concerned and may not be given to any Indian student for more than four years of study or after he/she has completed his/her Bachelor's Degree. For the 1976-77 school year, \$400,000 was available. For the 1977-78 school year, \$500,000 is available. (Federal or Tribal Indian grants may supplement State Grants to eligible students.)

**2. When and How to Apply:**

- a. Select your vocational school or accredited college of higher learning.
- b. Complete college application blanks for admission and financial aids.
- c. Request and complete State and Tribal scholarship application early, at least by May 1st and not later than May 15th. Check with your counselor or high school principal or write to: Scholarship Officer, Indian Education, State Services Center, 1705 U.S. Hwy. 2 West, Bemidji, MN 56601.
- d. Applications are considered in June, July and August by the Scholarship Committee and each month thereafter if funds are still available.

- B. Tribal Scholarship Program (Higher Education) - for State Colleges, Private Colleges and Universities.** Not available for vocational schools. Requirements for the program are:  $\frac{1}{4}$  Indian Ancestry, acceptance by an accredited college, and definite need established by college financial aids officer. There are no reservation requirements and grants are based on need. It may be a joint grant with State or separate. Recommendations are generally made by the Indian Scholarship Committee and approved by the Tribes. (Apply as follows to your home agency or reservation tribe.)

Minnesota Chippewa Tribe Education Division Box 217 Cass Lake, MN 56633 Tel. (218)-335-2252	Bureau of Indian Affairs Minneapolis Area Office 831 Second Ave. South Minneapolis, MN 55402 Tel. (612)-725-2901	Red Lake Band of Chippewas Education Division c/o Red Lake Agency Red Lake, MN 56671 Tel. (218)-679-3371
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NOTE: Sioux Communities apply to the Minneapolis Area Office. (The BIA contracted with the Tribes on July 1, 1973, to administer their Federal Indian Scholarship Funds.)

For further information on any of the above programs, please feel free to contact your high school counselors, Indian Agencies, Tribes, or write to:

Scholarship Officer, Indian Education  
State Department of Education  
State Services Center  
1705 U.S. Hwy. 2 West  
Bemidji, Minnesota 56601

218-755-2926



APPENDIX C

FOR DISCUSSION ONLY  
INDIAN SCHOLARSHIP  
ASSISTANCE PROGRAM

DATA ENTRY CODING SHEET

Mode	File Number	Action	Date of Entry		
1	2	7	Mo	Day	Yr
1	2	7	9	14	14

IDENTIFICATION

Last Name	First Name	MI (Maiden Name)
15	26	38 39
15	26	38 39

GENERAL INFORMATION

Soc. Sec. Number	Birthdate	Sex	Marital Status	Depend.	Residence	Tribe
52	61 63	65	66	67	69 71	73
52	61 63	65	66	67	69 71	73

EDUCATION

H.S. District	Year Of:	Post-Secondary	Current/Desired	Prog	Career
75 76	79 81	83 86	89	92	93
75 76	79 81	83 86	89	92	93

FUNDING HISTORY

Year	Previous Amount	Months
96	98	103
96	98	103

CURRENT FISCAL YEAR FUNDING

Current F Y	Scholarships F Y To Date	Supplemental F Y To Date
105	107	111
105	107	111

CURRENT FISCAL YEAR FUNDING BY SESSION

1st Qtr Schlr	% Bgt	1st Qtr Suppl	Refund	2nd Qtr Schlr	% Bgt	2nd Qtr Suppl	Refund
105	119	121	125	129	133	135	139
105	119	121	125	129	133	135	139
3rd Qtr Schlr	% Bgt	3rd Qtr Suppl	Refund	1st S S Schlr	% Bgt	1st S S Suppl	Refund
143	147	149	153	157	161	163	167
143	147	149	153	157	161	163	167
2nd S S Schlr	% Bgt	2nd S S Suppl	Refund	Voc Schlr	% Bgt	Voc Suppl	Refund
171	175	177	181	185	189	191	195
171	175	177	181	185	189	191	195

OTHER AIDS

BEOG	SEOG	Tribal	Private	Loan	Work Study	HECB
199	200	201	202	203	204	205
199	200	201	202	203	204	205
V A	Student	Spouse	WIN	DVR	CETA	Other
206	207	208	209	210	211	212
206	207	208	209	210	211	212

A P P E N D I X   D

## Summary: Indian Graduate Research Project

The Minnesota Indian Scholarship Program was began in 1955 to make available counseling, guidance and financial assistance to American Indian students enrolled in post secondary educational programs. Through the use of state scholarship funds, B.I.A. funds, B.E.O.G. grants, S.E.O.G. grants and other sources, the Scholarship Program has packaged grants for over 1,000 students per year. This aid has been extended to four year, two year and vocational students.

During the past year, a research project was conducted among scholarship recipients. Because of time constraints, it was limited to graduates of four year programs. The Minnesota Indian Scholarship Office developed and sent a survey to 252 graduates. 115 were returned. It was not possible to locate current addresses for the remaining graduates. Approximately 370 students aided by the program have graduated from four year institutions. Because of delayed graduation and other factors, an exact number cannot be established. Thus the 115 returned questionnaires represent a return of 31.1 percent.

The survey asked respondents to: list their employment chronologically since graduation, to indicate the importance of the financial aid they received through the program in defraying school costs, and suggest changes they would like to see in the program. Comment from the survey will be used by the Minnesota Indian Scholarship to: establish criteria and design formats for future program evaluation, help define program priorities, and identify and overcome barriers that prevent many students from successfully completing a program. The following narrative will summarize the major themes that emerged from the survey.

### Summary of Survey Response

The predominate theme to have emerged from the survey was that the absence of financial aid provided by the program would have made it impossible for many to have afforded the costs of a four year program. 56, or about half, the respondents indicated that they would have been unable to stay in school without financial assistance. Another 16 indicated that financial aid was extremely helpful because it enabled them to devote adequate time and energy to their studies. Although direct financial assistance from the program constitutes only about ten percent of a student's financial costs, the aid is, in the words of one student:

"Very essential. Without this assistance I would not have been able to obtain my B.S. degree. I would have had to work which would have meant low grades. Indian students are often below other students which means more effort, thus no time to work, however much you desire to do so."

Four respondents indicated that they felt the rules and regulations of the program were not defined adequately enough to enable them to understand at the outset of the program what was expected of them in order to continue qualifying for assistance.

They indicated they would like to see more emphasis placed on informing prospective students about the program.

Eight respondents would have desired more personal contact and counseling from the Scholarship Program while attending school. These students seemed to indicate that the program should assume a more active involvement in assisting students in defining their educational goals.

"Students should have a preset program to follow. Many attend two or three years of college and come to find that they have no educational goals."

"Better counseling for the students. Students uninterested in college should not be 'persuaded' to stay in school. Many end up doing it for the money only and as a result do not get much out of college."

"Program is grossly understaffed. Mr. Mittelholtz and Joe Aitken are to be commended for their efforts. Great need for personal contact."

Eight respondents suggested changes in the administration of the Scholarship Program. Two students suggested that the funds be made available at the beginning of the school year. Four respondents felt that forms could be simplified. While another respondent felt that the existing system of awarding funds did not adequately take into account individual circumstances and that an Indian counselor should have more discretion in determining student need. Another respondent indicated that he felt the financial aid office of the institution he attended was insensitive.

"Convince the college administration that an Indian Scholarship is earned and not just a gift....The only time I felt any overt discrimination was when I applied for my quarterly scholarship monies. The attitude seemed to be one of disdain."

Fifteen respondents felt that aid should be made available to students enrolled in graduate schools. Two of the respondents linked post graduate financial aid to a student commitment to serve in a field that would benefit American Indian people and their culture. Four students felt that a willingness to make a commitment to work in American Indian programs upon graduation should be considered by the Scholarship Committee in making its funding decisions.

# High Schools of Survey Respondents

Two Harbors	1	Stanley Boyd	1
Hopkins	1	Frazee	1
Walker	3	Chisago Cty. High	1
Ely Memorial	6	Gowanda H.S.	1
Park Rapids	5	I.A.I.A. Santa Fe	1
Bagley	2	Bemidji	3
Bay Field H.S.	1	Haskell Inst.	1
St. Paul Central	2	North	2
Cooper Sr.	2	Walpeton	1
Red Lake High	9	Williams-(Williams, MN)	1
Anoka Sr. High	1	Greenbay East	1
Duluth Cathedral	2	Fridley	1
Warroad	1	Mechanic Arts	1
Albert Lea	1	Duluth East	1
South High	2	Richfield	1
Mahnomen	5	Murray	1
Remer	1	Cloquet Senior High	2
Patrick Henry	1	North Branch	1
Granite Falls	1	Monroe	1
Waubun	6	Orr	2
Vocational	1	Little Fork	1
St. Mary's-Faribault	2	Wayzata	1
St. John's Prep.	2	Anoka	1
Detroit Lakes	2	Falls	1
Hinckley	2	Edison	1
Brooklyn Center	1	St. Joseph's	2
Capitol Hill (OK Cty.)	2		
Washington Sr. (Brainerd)	1	TOTAL	112
Brainerd	1		
Cass Lake	6		
Cambridge	1		
Grand Rapids	1		
Wrenshall	1		
Lincoln (Redwood Falls)	1		
Flandreu	1		
Greenway	3		

# High School Graduates

N=111: 65 Males

46 Females

on or before 1945

1946

1947

1948

1949

1950

1951

1952

1953

1954

1955

1956

1957

1958

1959

1960

1961

1962

1963

1964

1965

1966

1967

1968

1969

1970

1971

1972

1973

TOTAL

2

2

0

1

0

0

1

1

2

3

4

4

6

4

2

2

9

6

6

8

5

7

8

5

11

4

6

2

0

111



# QUESTIONNAIRE RESPONDENTS BY MAJOR FIELD

N = 111	65 Male	46 female
Sociology		11
Mathematics		7
Political Science		1
Art		4
Social Studies		6
Elementary Education		24
Photography/Design		1
Social Work		2
Forestry		2
Physical Education		3
English		6
Physics		1
History		8
General College		3
Anthropology		2
Chemistry		1
American Indian Studies		2
Business Education		2
Human Services Generalist		1
Criminal Justice		1
Medical Records Science		1
Intercultural Studies		1
Vocational Education		1
Music		1
Music Theory/ Composition		1
Psychology		1
Marketing		1
Electircal Engineering		1
Speech Pathology		1
Humanities		1
Biology		2
Philosophy		1
Nursing		2
Did not indicate		<u>8</u>
TOTAL		111

Evaluation MISP

Occupational Breakdown of Minnesota Indian Scholarship  
Questionnaire Responders

Math teacher - I.S.D. #696

Attorney, Office of the Solicitor, U.S. Department of Justice

Assistant Public Relations Supervisor, N.W. Bell

Assistant Commissioner of Education, MN Department of Education

High School Mathematics Teacher, Washburn Wisconsin Public Schools

Adjudicator, Claims Examiner GS-9

Graphic Designer, Mpls. Housing and Redevelopment Authority

Social Worker, Red Lake Camp Health Services

Forester, Bureau of Indian Affairs

Executive Director, MN Indian Affairs Commission

Physical Education Teacher, Tiger Hills School Division, Glenboro, Manitoba

Teacher, Renville Public Schools

Social Worker, MN Chippewa Tribe

Counselor, Detroit Lake Tech.

Social Studies Teacher & Athletic Director, Swanville Public Schools

Director, Indian Education Program, Red Lake Band of Chippewa Indians

Teacher-Project Administrator, Mpls. Public Schools

Research Assistant/Graduate Resident Assistant, University of Michigan

Willow Run Labs

Assistant Professor of Education and History

Teacher, Waubun School District

Clerk III, University of North Dakota

Teacher, Mpls. Public Schools

Higher Education Counselor, MN Chippewa Tribe

Vocational Education Director, B.I.A.

Supervisor, Placement and Splicing, Northwestern Bell

Teacher Aide, Oklahoma Board of Education

Indian Art Instructor and Director, Title IB Program in Eveleth, Virginia and Ely

Assistant Professor of Law, University of Arkansas

Pastor, Christian and Missionary Alliance

Legal Researcher, Leech Lake Reservation

Teacher/Coordinator, Vocational Office Education Los Fresnos, Independent School District,  
Los Fresnos, Texas

Conservation Officer, Minnesota Department of Natural Resources

J.O.M. Home/School Coordinator, Hinckley Public Schools

Special Programs Counselor, Hennepin County Welfare

Kindergarten Teacher, North St. Paul, Maplewood Public Schools

Activities Director, Chateau Nursing Home

Health & Physical Education Instructor, Lake Park Schools

Systems Programmer, St. Paul Co. Inc.

Northern Pueblo Agency, (B.I.A.) 76-78 Elementary Classroom Teacher

Teacher, School District #119

Career Education Instructor, Red Lake Tribal Government

Title I Teacher, I.S.D. #38

Medical Records Tech, Deer River Hospital

Millie Lacs Title IV, Curriculum Developer

Elementary Teacher, Newton Community Schools

Attorney at Law, General Practice

Field Underwriter, New York Life Insurance Co.  
 Teacher, Grand Rapids School District  
 District Manager, International Dairy Queen  
 Statistician Historian, White Earth RBC  
 Superintendent, B.I.A.  
 Teacher/Coach, Red Lake School District  
 Director, CETA Programs, Minneapolis Regional Native American Center  
 Title I Teacher, Waubun, Ogema, White Earth School  
 Programmer, Sperry Univac Co.  
 Director, Services to Indian People Program  
 Owner, North Star Gas Station  
 Teacher, Cass Lake Elementary School  
 Congressional and Legislative Affairs Specialist, U.S. Dept. of Interior  
 Instructor and Director of Indian Studies, Bemidji State University  
 Contracts/Grants Specialist, Indian Health Service, Bemidji Program Office  
 Jr. High Teacher, Mpls. Public School  
 Sr. Technical Sales Representatives, Sel Rex  
 Title I Aide, Sartell Elementary Schools  
 Teacher/Administrator, Turner School District, Belott Wisconsin  
 Coordinator, Special Programs, Bemidji State University  
 Systems Coordinator, Terry Corporation  
 K-6 Teacher, Osseo School District  
 Graphic Arts Coordinator, Buckbee Mears Company  
 Employment Interviewer II, State of Texas  
 Indian Youth Advocate-COSEP  
 School Health Nurse Coordinator, Comprehensive Health Services, Red Lake, MN  
 5th Grade Teacher, Anoka Public Schools  
 Coordinator, Federation of Native American Survival Schools  
 Teacher, Mpls. Central High  
 Tutor/Management Aide, Ada School District  
 Related Drafting Instructor, Mpls. Vocational  
 Title IV Program Coordinator, Cass Lake School District  
 Professional Piano Teacher, Self Employed  
 J.O.M. Assistant Coordinator, Minnesota Chippewa Tribe  
 Vice President, Johnson Hill Associates  
 Technical Assistant, Adult Vocational Training, Minnesota Chippewa Tribe  
 Director of Education, Minnesota Chippewa Tribe  
 6th Grade Teacher, Bemidji Independent School District  
 Ass't. Manager, Nelson's Country Market, North Branch, MN  
 Sales Agent, Burnet Realty, St. Paul, MN  
 Teacher, Duluth Public Schools  
 Teacher, Pine Point Experimental School  
 A.V.T./D.E. Coordinator, Minnesota Chippewa Tribe  
 Director, Institute of Afro-American Awareness  
 Dental Ass't./Nutrition Therapist  
 Project Director, Mpls. Regional Native American Center  
 Land Operations Officer (GS-12) B.I.A.  
 6th Grade Teacher-I.S.D. #710

COMMENTS:

How helpful was financial assistance in attaining education?

"Absolutely essential, students should have been made more aware of other sources. Program needed definite and definable rules and regulations."

"Excellent Program"

"Extend funding to graduate students"

"Program was the main reason why I was able to get a degree"

"If it were not for Mr. Mittelholtz, I could not have afforded to complete college."

"That we early leaders had to wrestle with yet another white man obstacle is most upsetting. I wish A.I.M. were alive in the late '50's and early '60's."

For my education financial assistance was only a nominal help. I was attending private schools and it was not originally available for private school students. I personally worked and paid for most of my education, and I would estimate my costs to be \$25,000.00 from high school through graduate school.

"Very essential. While the amounts were small, without this assistance, I would not have been able to obtain my B.S. degree. For example, I would have had to work which would have meant low grades. Indians students are usually below other graduating students, which means more effort, thus no time to work, however much you desire to do so".

"The financial assistance was extremely helpful in attaining my education. It enabled me to go through school while working full time in the summer months and part time during the regular year."

"Very little. I received \$100.00 per quarter my senior year."

"Not much. I did not get much because I was dumb enough to work 20 to 30 hours a week while going to school."

"Helped pay the rent."

The help I received enabled me to finish college in three years by going summers. It was quite minimal, but I feel that borrowing the money and having to work part time as well gave me the additional motivation to finish school to get out there and earn a living to pay back my loans.

"My parents or husband were unable to help much financially and as I also had a small child, it would have been most difficult to attend school without assistance."

"Without financial assistance, the odds of getting an education are much lower. In my observation it is easier to get money from our area then in many areas that the people live in out west."

"Although I did not receive a great amount of financial help, it was the small boost that kept me going in college. Thank You!"

"Financial assistance was important not only from the point of view of finances, but it proved to be a big moral encouragement as well; like so many others, there were times when I felt like quitting, but because of the financial help I was encouraged to hang in there."

I'm very grateful for that assistance twelve years ago. My grade point average went up, when I could devote more time to my studies. I would have been forced into debt during the two quarters of student teaching, because I personally couldn't handle all the hours of responsibility.

"Extremely difficult to survive without it."

"Student should be given overall understanding of the program from the outset."

"More personal contacts with students, maybe a personal meeting."

Comment:  
Could you suggest any  
changes in the Program?

"ISAP can use a revision, but process exists for it"

"There appears to be a need for increased placement assistance immediately after graduation; moreover, a concerted program to keep Indian students in the workforce would be helpful. Identification of promising students should be made early and every effort should be made to assist in the completion of a degree. It seem that, too often, promising students fail to complete a degree."

"Convince the college administration that an Indian Scholarship is earned and not just a gift. Thinking back, the only time I felt any overt discrimination was when I applied for my quarterly scholarship monies. The attitude [seemed to be] one of disdain."

"I hope someone as good as Mr. Mittelholtz will follow his lead. I felt his was a personal contact with the program and most helpful and encouraging. I think getting information to eligible students and keeping the paperwork as simple as possible is most important."

"Better counseling for the students. Students uninterested in college should not be 'persuaded' to stay in school. Many end up doing it for the money only and as a result do not get much out of college."

"Do away with the financial aid department as a determiner of the amount of Indian grants given to a student. The responsibility should be given the Indian counselor to determine the amount of assistance needed by each student."

"Set up a program for Indian students unable to attend full time."

"Have student monies ready before the students arrive at the college. Too many students went hungry waiting for scholarships to come in."

"More concern should have been directed toward actual student need rather than standardized non-Indian budgets."

"Students should have a preset program to follow. Many attend two or three years of college and come to find they have no direction or goals."

"Closer and better selection of high school students who are to receive aid or take part in the program. Too many fail to finish even one year. This reduces aid to more serious students."

"Program deserves more funding."

"More attempt should be made to involve upperclassmen to serve as role models for underclassmen."

"Checks should be made available at the beginning of the quarter."

"Make funds available for summer workshops."

"More communication."

"More money should be made available to our Indian youth. More Native Americans today are aware of the fact they need and education and are seeking higher education as a result. To sustain this positive acceleration, the Minnesota Indian Scholarship Program must not be cut back, but expanded, to forge ahead for better human relations."

"Give full scholarship assistance in return for a post graduate committment in fields that will benefit the American Indian people."

"Too much red tape."

"I think there should be a limit to the number of years a person is assisted. If a student is not serious in his or her education, funding should be withdrawn and awarded to another."

"Financial aid should be granted to students who will work in Indian programs."

"Elimination of favoritism in granting funds."

"More help for students who are doing well. Some are underfunded. Rising school costs should be considered."

"Staff work to secure a funding level that would insure financial aid to all students who need it."

"Yes, please reimburse the leaders who earn their own Master's Degree."



"Forms are extremely tedious and time consuming. The time lage between applying for financial aid and the awarding of funds is too long."

"Make the student dependent upon hs own resources. By means of a part time job, work study or student loans."

"Aid should be made available to middle income families."

"More outreach personnel to provide counseling to the students and to promote rapid exit from the program."