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ABSTRACT

This guide is intended to serve as a resource for school, project, and/or community people in implementing a career education program for their Indian students. The guide is divided into four chapters, followed by an annotated bibliography. The first chapter describes the conditions and resources needed to start developing a program and how to acquire them. In the second chapter, the activities involved in designing and implementing a pilot project are discussed. The third chapter talks about program expansion, including formative evaluation, while the fourth chapter is concerned with how to maintain and disseminate a fully-developed program. Each chapter begins with an analysis of the basic activities and procedures that take place during that phase, follows with a discussion of each step (illustrated by examples), and concludes with a review of essential points. Native American career education surveys for the community and for students are appended. (LRA)

Implementing Career Education for Native American Students

A Guide

Native American Career Education
Demonstration Project

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THE NATIVE AMERICAN CAREER EDUCATION PROGRAM

This document is one of a series of materials dealing with Native American Career Education. The titles of all individually available documents in this series appear below:

The Native American Career Education Staff/ Community Training Workshop

Implementing Career Education for Native American Students -- A Guide

Native American Career Education, A Curriculum Guide

Career Awareness Units
"Part of the Whole World"
"Cooperation"
"From Idea to Product"
"The Community"
"The Community in Transition"

Career Orientation Units
"Putting Your Money to Work"
"Living with the Land"
"Working for the People"

Career Exploration Units
"Planning"
"Putting It All Together"
"Getting Ready for Jobs"
"The Career Fair"

Foreword

As a definite supporter and implementer of Career Education, I have worked with our own Hopi Career Education Project for six years. Career Education has given our students a broader awareness of what to expect later on in life.

Many educators when confronted with the suggestion of implementing a new education program, usually respond with, "we don't have the time," "we don't have the money," "we don't have the facilities." Comments like this are true, but only if the new programs need these things.

Fortunately, Career Education isn't like most new programs. A Career Education program is infused into regular instruction and doesn't have to have added time, money or facilities. What Career Education does need is enthusiasm and support from the educators and community.

There are several ways to approach the development of a Career Education program, but I am thoroughly convinced that the initial step is to convince administrators, teachers and the community of the need for Career Education. Inservice training, for the purpose of educating them on the concept of Career Education, should be one of the first needs that has to be acknowledged.

Effective Career Education training can be accomplished if properly managed. This type of community awareness involvement is essential to the development of a complete Career Education program. Use of this Guide would be a great asset for implementing your Career Education program.

Phyllis Norton (Hopi),
Career Education Coordinator,
Hopi Career Education Project

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The material which appears in this Guide is based on information and experiences collected during the Native American Career Education Demonstration project. The sites which participated in this project were: the Tri-County Indian Development Council's Indian Career Education project in Eureka and Yreka, California; McDermitt Combined School in McDermitt, Nevada; the American Indian Project (Title IV) of the San Francisco Unified School District and the American Indian Center, San Francisco, California; and Sherman Indian High School, a Bureau of Indian Affairs School, in Riverside, California.

We would like to express our gratitude to key personnel from these sites who worked with us, expecially Mark Mellon, Susan Jacks and Felice Pace of Tri-County Indian Development Council; Peggy L. Bowen of McDermitt Combined School; Jim Swinney of San Francisco's American Indian Project; and Joy Martin of Sherman Indian High School.

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Peter Soto (Cocopa), Acting Assistant Area Director, Education, Phoenix Area Office, BIA

In addition, thanks are due to the many staff and community people from different areas to whom we have talked at conferences or who have provided information over the phone. In particular, we would like to express our appreciation for the information on the Hopi Career Education Project provided by Phyllis Norton.

Far West Laboratory staff, whose advice and suggestions contributed to this Guide, include Ruth Burshia (a CETA intern working with the project), Jackie Haveman, Steve Mills, Cathy Aaron, and Ralph Baker.

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Introduction

This introduction is intended to do two things. The first will be to answer some basic questions about this Guide -- What it is for, Who it is for, and Why it was written. The second purpose is to provide some background on the need for Career Education for Native Americans, and to define Implementation.

Introducing the Guide

What is the purpose of this Guide?

This Guide is intended to serve as a resource for school, project, and/or community people in implementing a Career Education program for their Indian students. Some of the procedures described will be useful to non-Indian communities as well, others are specifically relevant to the needs of Indian students and the historical context of Indian economics and education.

The Guide will cover the basic steps involved in establishing a Career Education Program (which, as used here, means the total of all the Career Education activities available in a given educational setting), from the initial awareness of need to program maturity. These steps will be supported and illustrated by examples from and references to a variety of training and research materials and actual experience.

The goals of this Guide are therefore to help users to:

- decide whether or not their communities are ready to begin a Native American Career Education (NACE) program, and develop the human and physical resources necessary to start;
- plan a pilot project that will initiate the program and lay the groundwork for further development;
- expand from a pilot project to a comprehensive Career Education program;
- maintain the program, evaluate the program, adjust to changing needs, and possibly serve as a model for others.

Who is the Guide for?

This Guide was written to be used by anyone who is already involved in or would like to begin developing a Career Education program for Indian students. Program development can be initiated by anyone interested in Career Education; however, representatives of the following groups sholuld be involved as early as possible: school or educational project administrators, teachers, and counselors; and Indian parents and community members. Business people and students may also be included. Procedures for doing this will be discussed in Chapter I.

Career Education may be presented in a variety of settings, from rural schools with a majority of Indian students to urban projects based at the local Indian center. Students may be from one tribe or many, living in areas with extensive economic resources or few. This Guide suggests general procedures which can be used in any setting and with any audience, illustrated by examples that indicate how these procedures can be applied in specific situations.

How and Why was the Guide written?

In 1974, Far West Laboratory's Native American Career Education Project was funded to develop a series of units in career awareness, orientation and exploration for Indian students at the Junior High School level. This project produced a series of twelve units which were tested in a variety of settings with Indian students of many tribes.

This testing showed that it was necessary to train teachers to use the units, and also indicated that unless some permanent Career Education structure was established, the "program" existed only so long as those teachers who had been trained were actually using the units at the school. The project therefore sought funding to develop staff/community training materials and an

implementation guide to accompany the units. In 1979, The Office of Career Education funded the laboratory to conduct a Native American Career Education demonstration project whose goals included the preparation of this Guide.

The procedures presented in the Guide are based on the experience the project staff gained while working with Indian schools and communities in Career Education, and working on a variety of program development efforts in other areas. They also draw on research into Career Education programs for Indians and others done elsewhere, and on the literature of organizational change.

The first part of the project was headed by Donald A. McCabe, the second by Diana P. Studebaker, under the direction of Bela H. Banathy at Far West Laboratory. They worked with a mixed Indian and non-Indian staff, and were advised by committees of Indian educators and community representatives..

Far West Laboratory for Educational Research and Development, in San Francisco, California, is one several agencies set up to serve regional and national needs for educational research, curriculum development, technical assistance, and dissemination of products and practices of proven worth.

How Should One Use the Guide?

The Guide presents a phase by phase description of basic procedures for developing and implementing a Career Education program. We recommend that the person who is initiating the program, and later the members of the Career Education committee, first read the Guide through in order to get an overview of the process, and then use it for reference and guidance as they move through each phase of program development.

The Guide is divided into four chapters, followed by an annotated bibliography of useful resources. The first chapter describes the conditions and resources needed to start developing a program and how to acquire them. In

the second chapter, the activities involved in designing and implementing a pilot project are discussed. The third chapter talks about program expansion, including formative evaluation, while the fourth chapter is concerned with how to maintain and disseminate a fully-developed program. Each chapter begins with an analysis of the basic activities and procedures which take place during that phase, followed by a discussion of each step illustrated by examples, and concluding with a review of essential points.

Native American Career Education and Implementation

Why Develop Career Education for Native Americans?

In the past decade, Career Education has become an important part of the American educational scene. It can motivate students by demonstrating the relevance of what is taught, tap community resources to enrich education, and give young people a head start on career development. Yet too often, school leaders see it as competing with basic skills for educational time, or feel that sporadic exposure to career information is sufficient to achieve its goals. Furthermore, when Career Education is taking place in a school, educators may assume that the same kind of program will meet the needs of all students equally well.

In reality, Career Education should complement rather than compete with the rest of the curriculum. If it is to be effective, it should be an integral part of that curriculum, presented in different ways and at different levels of sophistication as the student progresses. It should cover career awareness, orientation and exploration, and if possible, even extend to career preparation. Finally, it must be appropriate to cultural values and economic realities in the community from which students come.

Since the days of the first treaties, Indian communities have been asking for the economic tools to maintain themselves within American society, while

retaining their own culture. Indian tribes on reservations have problems and opportunities similar to those of underdeveloped nations. Indians on the reservations or in cities still have the problem of finding models for career success and economic self-determination.

Although Indian incomes and educational levels have risen in recent years, they still trail those of other American ethnic groups. Indian schools are beginning to recognize the value of Indian culture, but rarely recognize the need to prepare students for an economic future in which that culture has a place.

One way in which Indian communities can move towards economic self-determination is to work with schools and other educational settings to develop and implement Career Education programs designed to meet community needs.

What do We Mean by Implementation?

"Implementation" can be defined as the change process that occurs when an innovative project -- a course, program, teaching method or some other new educational practice -- is established in a school or other educational setting. Even if a school already has a Career Education program, implementation will occur if the staff decides to use a new curriculum, or change program content or methodology in some way (as by using the Native American Career Education units). The process of implementation is often an extended one, as political problems arise and are solved, and the new program evolves into an acceptable form. This process is, in fact, much like the growth of a tree from seed to maturity. This image of a growing tree will be used throughout the Guide to illustrate the process of Career Education program development.

How Does Implementation Happen?

A number of studies of the implementation of a variety of new programs, from Vocational Education through Bilingual/Bicultural Education, have identified severl basic phases in the process of planned change. These have been divided and labeled in several ways, but can be combined as follows:

- Stage I -- establish a favorable environment for program growth and gather resources ("Prepare the Ground");
- Stage II -- design an appropriate planning and delivery system and start the pilot project ("Plant the Seed");
- Stage III-- expand and develop the program to address all its goals and reach all potantial users ("Help the Program Grow");
- Stage IV -- continue the program in a state of dynamic stability while other sites use it as a model for development ("Harvest").

All this cannot be accomplished by one person working alone, although a single interested individual can do a lot to get things started. The development and implementation of a Career Education program will require the participation and support of administrators, teachers, counselors, parents, and community members. In this Guide, we will be referring to the people (representing all or some of these groups) who are working together to develop the program as a "Career Education Committee," although in any given instance, this group may actually consist primarily of the staff of a project, a parent advisory committee, those people who are working with a Career Education specialist, or some other combination.

We hope that you will enjoy this Guide and the other materials in the Native American Career Education series and find them useful.

I: PREPARE THE GROUND

Develop
Positive attitudes
towards career education
among staff, community,
students, business

Promote staff program
development skills

Establish a good relationship
between school and Indian community

Identify usable
organizational
relationships and
resources

CHAPTER I:

PREPARING THE GROUND

Introduction

Developing and maintaining a program has many things in common with the growth of a tree. Neither a program nor a tree can develop successfully unless certain factors are present in the environment. If these things are not present naturally, it is up to the gardener to provide them. For this reason, before we talk about the tasks involved in actually designing a Native American Career Education Program, we must consider what kinds of conditions and resources should be present and how to provide them if they are not. This first phase of program development may occupy a year or more, depending on how many obstacles have to be removed.

In order to prepare the ground for program development, the following activities should take place:

- Analyze the educational environment to determine human, organizational, and physical resources required for a program;
- Analyze the environment to determine obstacles which might stand in the way of program development;
- Find out which barriers and constraints are permanent, and which can be avoided or adjusted by alternative use of resources;
- Identify sources of missing program requirements;
- Recruit members for the career education committee.

We will be discussing these activities under the two major headings of Program Requirements and Overcoming Obstacles, followed by an Application Section.

Program Requirements

Program requirements include supportive attitudes and relationships, as well as physical resources. The questions on the following pages can form the basis for your survey of what is available. The things you will need to know can be classified under the headings: (1) attitudes, (2) skills and knowledge, and (3) organizational arrangements. If a question can be answered "yes", then you already have one of the conditions or resources you will need. Negative answers indicate constraints or obstacles which must be overcome.

1. Supportive Attitudes

1. Does a large or active segment of the community feel that Career Education is/would be desirable?
2. Does the staff of the educational setting feel that Career Education should be actively supported?
3. Do staff at the educational setting feel that Indian students are worth while as individuals and that Indian culture is valuable today?
4. Does the staff at the educational setting feel that it should be responsible to the Indian community?
5. Are students concerned about their economic future?
6. Do local busines people recognize the importance of providing Career Education?

Before any real work on a program can begin, it is necessary for a supportive atmosphere to exist. Each of the major groups which contribute to a Native American Career Education Program -- the students themselves, the Indian community, the staff of the school or other educational setting, and local employers -- should feel that educating young people about career characteristics and opportunities before they enter the job market is a good idea.

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*"Educational setting" refers to school systems, schools, Indian educational projects, or other settings in which Indians are educated.

Hopefully they will also feel that school and community both have essential contributions to make to this process.

Evidence for this awareness of need can come from newspaper articles, needs assessment done by various groups, and talking to leaders to groups representing the various groups involved.

Negative attitudes, on the other hand, can cause problems in developing a culturally-based Career Education program for Native Americans. The important question is how widespread and deep-seated they are. Ways of overcoming such attitudes are discussed in the section on overcoming obstacles.

2. Useful Skills and Knowledge - are people available who:

1. Have been involved in career education programs before? Vocational programs?
2. Can perform needs assessments?
3. Can develop goals and objectives?
4. Have been involved in program development?
5. Can develop instructional materials usable by others?
6. Can recruit and organize others?
7. Can perform formative evaluation?
8. Can write proposals?
9. Can locate and use cultural materials?

The individuals and groups who become involved in developing the Native American Career Education program should have a theoretical or practical knowledge of the above or have access to others who do. The simplest way to gather this kind of information is to talk to people about their own backgrounds and what they know about the backgrounds of others.

Even if a skilled individual is unwilling to help with program development, he or she may be able to advise someone else who is. There are also ways of training people in required skills which will be discussed in the next section.

3. Necessary Organizational Arrangements

1. Does a setting exist in which Native American Students can be provided with a Career Education program tailored to meet their needs?

2. Is there an Indian parent group or other organization which can speak for the educational concerns of the Indian community?

3. Is interdisciplinary cooperation encouraged within the educational setting?

4. Do parents or other community members (Indian or non-Indian) ever serve as volunteers in the educational program?

5. Is the educational staff flexible and interested in exploring new ways of doing things?

6. Do established channels of communication between the educational setting and the Indian community already exist?

7. Does the educational setting have access to or links with work-experience on job-placement programs in the region?

8. Does the educational setting have access to career education and Indian cultural resource collections?

9. Does the educational setting have access to Indian cultural resources?

10. Is the educational setting part of a larger system which supports its involvement in career education?

Organizational problems can hinder Career Education program development. Even when there is no overt hostility to the idea, conflicting priorities, apathy, red-tape or simple lack of communication can block effective effort.

Because Career Education prepares students to function within the economic community, community participation is even more important than it is for other educational programs. The Indian community should orient the program to address its own economic needs, and provide adults who can serve as role models. Employers should provide information and work experience sites. The educational staff should be able to work together and pool their resources to respond to Career Education needs. Obviously the cooperation and coordination of these groups will be easier if organizational structures and links already exist.

Here also, the easiest way to collect information will probably be to ask questions. One way to find out about all the program requirements we have discussed would be to invite representatives from the Indian community, business community; and educational administration to a meeting. If the meeting can be made somewhat social--as by having a pot luck or dessert, it is likely to be more attractive.

VI. Overcoming Obstacles

In nature, a seed that falls on barren or stony ground never sprouts. However as long as the climate is not wholly inhospitable the energetic gardener can sometimes change soil conditions until a tree can grow. So it is with the development of education programs.

If all your answers to the questions about program requirements were "no," and to the questions about obstacles "yes," then you will probably find it difficult, if not impossible, to get a program going. However, many conditions can be changed or worked around by patience and appropriate action.

The important thing to remember is that the more obstacles you have to overcome to prepare the ground, the longer you will have to wait before the program itself begins. Starting a program before a favorable environment has

been prepared is likely to jeopardize not only that program, but the whole concept of Native American Career Education in that community.

Let us consider some ways of removing barriers and detouring around constraints in the areas of attitudes, skills and knowledge, and organizational arrangements.

1. Improving Attitudes

A Career Education needs the support of four groups -- the Indian community, the educational setting, students, and employees.

a. Community Attitudes

Of the four groups involved in career education, it is most important that the community be supportive and interested. A program which is developed and implemented without community input may have many virtues, but will always be less effective than it should be, like a tree whose fruit lacks vitamins.

In some situations, such as a boarding school, input may have to come from the larger Indian community, as represented by the National Indian Education Association (NIEA), conferences on Indian Education, and the BIA area school board. However, when the eduational setting is within the students' own community, that community should be involved.

If program development is being initiated by a non-Indian working for a school, the community may be uninterested or suspicious. Too many outsiders have promised too much, too often.

The following activities may enable you to recruit Indian community members to work on the program and build interest and support in the community:

- attend open meetings of Indian parent advisory committees, tribal education committee, Economic Planning Committee on tribal council. Learn about community concerns, build comminication. (Attend public Pow Wows and other social events.)

- identify influential members of the community by finding out who is active in community activities, who sponsors Pow Wows and give-aways, has held tribal office, served on committees, etc. Ask the following for suggestions: National Indian Education Association, Bureau of Indian Affairs area office, Indian Public Health Service, local Indian Centers and organizations, Indian business people, etc. Reserve judgment and compare information until a consensus emerges on who the community leaders actually are.

- write to people or other schools which have started Indian Career Education programs for information on pros and cons and possible speakers (see the Resource Section).

- invite parents to a family pot-luck meeting to discuss the idea. Arrange child care and provide social activities as well as business. If necessary, reimburse transportation costs.

- visit students homes.

A parent or community advisory committee focused on Indian Education in general or Career Education in particular is not only a useful resource, but may be required for project funding.

These strategies can be repeated periodically to broaden and maintain community support as the program develops.

b. Developing Support Within The Educational Setting

The importance of support within the eduational setting should be even more obvious. Key people at all levels of the educational system should support or at least tolerate the idea of a Career Education program which is responsive to the needs and goals of the Indian community and based in Indian culture.

Some teachers and administrators are very honestly convinced that the purpose of the school is to turn Indian children into "good Americans" by assimilating them into the dominant culture as rapidly as possible. Others, especially in administration, may not realize how many Indian students are present, or in what ways their needs differ from those of other students.

Even if school personnel are sympathetic to the concept of Native American Career Education, they may feel threatened by the idea of a new pro-

gram. Maneuvering through the hierarchy of a large school system requires considerable tact. One must at the same time respect the lines of authority, and involve the building level and instructional staff who will actually be doing the work.

The following activities may enable you to build support for Native American Career Education in a school system or other educational setting:

- gather information on the pros and cons of Career Education (see the Resource Section);
- document the Indian community's desire for a career education program;
- arrange formal meetings with superintendants, directors of special projects, principals, vice-principals and head counselors, and present information on NACE, document need, display the units, repeat meetings if necessary, etc.;
- talk informally with teachers at lunch, after school, at Open House and at school events;
- have groups of parents appear at school board and PTA meetings to discuss the need for NACE;
- have students and parents write to the superintendant and school board about the need for NACE.

It is essential that you have documentation of the need and desire for Native American Career Education. This can come from the community, from other schools, and from the literature of Career Education. Be sure and include information about a number of approaches to Career Education, and insist that the school staff at all levels can be involved in developing a program that will enhance rather than compete with the existing curriculum. Emphasize how important it is that representatives of administration, academic departments, vocational and business education, and the Counsellor's Office all contribute. In general, be polite, patient, and persistent.

If negotiation produces no results, or more likely, a series of wild goose chases from office to office, more dramatic methods may be tried,

such as writing newspaper articles or letters to the State Offices of Career Education or Indian Education, or appeals to monitors of any Indian-oriented federal funding in the school, such as Johnson O'Malley or Title IV.*

However, coercion does not produce very useful support. It may be necessary for a tribe or Indian Center to develop its own Career Education program as part of a tutoring program, Indian club, after school counselling, or special class within the school. This approach has the advantages of guaranteed community control, but is harder to integrate with the rest of the students' education.

c. Students and Employers

Although student support is necessary for the program to be a success, it is not as crucial in the preliminary stages. Inviting students to meetings held to inform parents about the program is one way of reaching them. It is also useful to have a student representative in the Career Education Committee once it is formed -- it is only too easy to forget that this program is intended for students, after all. If they are involved from the beginning, not only will they feel more positively about the program, but their insight may help adult program designers avoid mistakes.

Likewise, it is useful to involve representatives from business and industry from the beginning, although widespread support will not be needed until later. Appropriate people may be identified through the Chamber of Commerce, Scouting and other youth organizations, churches, etc.

2. Developing Skills and Knowledge

Program development is a process which requires a variety of knowledge and skills. Fortunately, they are not too difficult to acquire, although it

*Johnson O'Malley funds are provided to states for educational services to Indian children in public schools;
Title IV projects come from the Office of Indian Education (DHEW).

may take time and effort to develop them. Self-instructional and group materials are available for most of the skills and knowledge you will need, which include an understanding of Career Education content, skills in Needs Assessment, Goal Setting and Evaluation and Writing Proposals and the ability to develop organizational arrangements.

a. Career Education Content

In the introduction we indicated that this Guide was part of the Native American Career Education program materials. This program also includes a staff/community training workshop, which introduces Career Education program development and evaluation, and methods for adapting and developing appropriate instructional materials. We recommend that if you are using this Guide you use the workshop as well.

When you have formed your planning committee, you can all go through the workshop together with one of your own group acting as coordinator, or bring in someone from the outside. This shared experience will give you all a common background from which to work. The workshop can also be used on a broader scale when the time comes to involve more teachers and community members in the program.

In addition, a careful reading of the materials described in the Resource Section will give you a good understanding of the State of the Art of Career Education today. Contact your State Career Education Office for information on conferences and other events which you can attend to meet people who are already involved in Career Education programs. The Career Education office can also advise you on where to find resources.

b. Needs Assessment, Goal Setting and Evaluation

Skills such as Needs Assessment and Goal Setting are necessary for you to point your program in the right direction. A knowledge of evaluation

will enable you to find out if it is achieving those goals.

These skills are covered in a number of training products, some of which are described in the Resource Section. Choose one which seems suited to your group and setting, and arrange time for you all to go through it. Since it will probably take a number of people to conduct the needs assessment, work on goal setting, and evaluate the program, a group workship would probably be the most efficient way of training them. However a number of self-instructional books are available as well. These are listed in the Resource Section at the end of this Guide.

c. Writing Proposals

The Resource Section also lists materials on writing proposals which you can use. In addition, call on people at the district or state level with experience in this area. Most Indian centers already have staff members who are experienced in proposal writing. You can also call on DHEW Title IX regional offices to suggest people who could advise you, or contact NIEA or state or regional Indian education associations.

3. Making Organizational Arrangements

A lack of useful organizational arrangements is probably the most difficult type of obstacle to overcome. For the program to function, links must exist between the Indian community, the educational setting and the school. If these links do not exist, at least some of them will have to be developed. There are also essential arrangements within each of these groups.

a. Identifying an Educational Setting for the Career Education Program

The first and most essential requirement is a setting in which sufficient numbers of Native American students can be addressed to justify developing a special program for them. This is no problem in a reservation or BIA boarding school where Indian students are a clear majority. However, in schools serving

smaller reservations or urban areas the Indian students may be a small or unrecognized part of the school population.

Since the kind of program which is designed will be affected by the setting in which it is to take place, it is necessary to consider the options early. Major possibilities include:

- Starting an elective class in Native American Career Education at the school (this might require having a teacher or an aide who could be supervised by someone at the school).
- Establishing an Indian Club at the school which could focus on Career Education and Indian culture. (A faculty advisor would be needed.)
- Using Career Education as a way of motivating students to improve basic skills, in an after-school or weekend tutoring project at an Indian center.
- Hiring an Indian counsellor to work with students individually.
- Offering Career Education summer programs at the Indian center.

Note that a program may eventually inlcude a number of these options at different times and for various age groups.

There are also conditions which should exist within a school for implementation to succeed. Since one of the functions of Career Education is to prepare students to use what they are learning in school to build their lives, it has a conceptual relationship to every subject in the school. Whether it is being infused into all classes or taught separately, it is necessary for all the school staff to understand the goals and activities of the Career Education program.

If different departments do not at present interact, the first question to answer is whether this is by chance or the result of a specific policy. If it is by chance, the encouragement of staff social and athletic activities may help build friendships and communication. A staff newsletter or bulletin board may also help. If separation is an official policy, communication may have to remain informal until pressure from above and below, and evidence of

effectiveness from schools in which cooperation is encouraged, can change things.

If the majority of the staff are uninterested in new content or methods, the program may have to start small -- using the few teachers who are interested in innovation to begin a program whose effects will be its best advertisement. Although it may be desirable to involve everyone in the school in the program, some people may be so temperamentally or intellectually opposed to the idea of culturally-based Career Education that their involvement would do more harm than good.

If you are beginning planning on a local level, you should try to find out as soon as possible whether the larger system (if any) of which you are a part (school district, BIA Area, association of Indian centers, etc.) has any policies, resources, etc. relating to Career Education. Sometimes regional personnel simply have not had the time to seek out or inform everyone about what they are doing, but they will be delighted to help. At the least, administration at higher levels should know what you are doing so that they will not be taken by surprise if questioned. The may also pass on useful information that they receive from you.

b. Developing Links with the Indian Community and with Employers

In order for a school or Indian center to receive Johnson O'Malley or Title IV funding, it must have a parent advisory committee. Reservations often have Indian Education Committees. Such a committee provides a ready-made link to the community. In some cases, more than one group may claim to represent the community. In such a situation, get to know both groups, find out what each is accomplishing, and who is interested in Career Education. One group may be obviously more committed, or you may be able to include representatives from both groups in planning.

If no such community group exists, you will have to form one, using the suggestions given earlier for building community support. These procedures can also be used to try and dispell distrust and hostility. When this is the case, however, you must not expect people to trust you immediately. The community will be watching and waiting for proof not only of the Career Education program's good intentions, but its ability to produce positive results.

As the Career Education is formed and goes through the stages of needs assessment, goal setting, and project design -- keeping the community informed of its progress, asking for its opinion and acting accordingly--trust will grow, and by the time the program needs massive community participation, it should be available.

Any existing school volunteer programs can be used as models and perhaps suggest ways of involving both Indian community members and people in business or industry. Volunteer programs in neighboring areas should also be studied for ideas. If people representing local business or industries are included on the Career Education committee, they can become a link with others and help to involve them in the program as needed. Suggestions for preparing students and volunteer speakers to have a positive experience may be found in pp. 76-78 of the NACE Curriculum Guide.

c. Collecting Resources

The ideal setting for a Native American Career Education program would be a school with a large collection of materials on Indian culture in general and the local tribe in particular, in a thriving and diverse community with many different kinds of businesses and jobs. This situation is rarely found. However, if resources are not available they can often be found or invented. The staff/community training workshop and Curriculum Guide contain numerous

suggestions for identifying, developing, or simulating resources for Native American Career Education.

Application

Each of the following capsule case histories presents a problem in preing the ground for Career Education program development based on a difficulty that has faced an actual school or community. On the basis of the information presented in this chapter and your own experience, how would you advise the people involved in each of these situations to get ready for program development? What program requirements are already available in each of these cases? What kind of an obstacle is each setting encountering? How can they deal with the situation? Note your suggestions on a piece of scratch paper and save them.

1. Several teachers at an Indian boarding school are interested in developing a Career Education program. Most students come from far away and the school has no communication with local Indians. The counseling staff are also interested in Career Education, but all interaction with teachers must be channeled through the administration so teachers find it hard to communicate with them. The school is located in a middle-sized city and has excellent facilities and resources.

2. A group of Indians from an unincorporated tribe who form the largest minority group in the region have started an Indian center in a small town. Now they would like to start a Career Education program to meet the special needs of their children. The high school has a Career Education class and doesn't feel that any specifically Indian programs are needed.

3. The principal at a school where Indian children from a nearby reservation form a majority would like to start a Career Education program. The school staff are interested in the idea, but the Indian Education Committee is often inactive due to tribal politics, and when the principal talks to members they seem suspicious and apathetic.

4. The leader of an Indian association in an urban county wants to get a Career Education project started for the community's children, who are scattered through many schools. Both parents and students are enthusiastic about the idea, but no one in the association has ever written a proposal.

5. A tribal education committee approaches the local high school with a request for a Career Education program. The principal explains that a few years earlier the school used a set of very elaborate Career Education materials put out by a well-known publisher and neither students nor teachers liked them at all. Therefore, no one is interested in doing Career Education now.

Discussion

If the people in the case histories had come to you for advice, would you have known what to say? Their problems include many of those we have discussed in this chapter, and are only too common. Here is some of the advice one might offer:

1. This school has some serious organizational problems which might prevent the staff from making use of their ample resources in developing a program. Somehow, those interested in Career Education will have to persuade the administration to let them form a committee with interested counsellors. Once the committee is in operation, it can work on getting permission to involve local Indians. Surveying students to find out whether they really want Career Education may provide useful data to support their request.

2. The Indian center in this example will have to be very patient and persistent. They may have to begin by establishing a Career Education program at the Indian center. When they have proved that it helps those students involved, they will have evidence to support their desire to reach others. They could also try informing the school about other mixed schools in which a culturally relevant approach to Career Education has been tried, or plan a counselling program or special class for which they will provide staff. The question of whether special programs should be provided for minorities applies to other areas as well as Career Education, of course. One way of equalizing emphasis without sacrificing cultural integrity is to treat the cultural backgrounds of all students (Indian, European, African, etc.) as being of equal interest.

3. If the school in this example has any Indian staff members, they could be involved as community representatives. The school could also approach the members of the tribal council responsible for economic planning, and hold several social events to publicize the idea. Teachers also might ask students who are interested to talk to their parents.

4. In this situation, the Indian association will probably have to develop its own program. What the center needs is training in proposal writing and the program development skills. They might seek help from national Indian educational organizations or community service agencies to develop skills they will need to get funding.

5. This example illustrates the penalties of starting a Career Education program without proper preparation. The first task should be to figure out why the first program failed. In this case it was probably inappropriate for this cultural and regional setting. Program planners will have to make clear what went wrong the first time, present information on successful programs elsewhere, and emphasize that they will be developing their own program to meet their own needs.

This discussion should serve as a review of some of the basic points we have covered in this chapter.

On the next page you will find a chart which summarizes the steps involved in preparing the ground. These consist of analyzing resources for any obstacles to Native American Career Education program development, overcoming the obstacles, and applying them until all necessary support, knowledge and skills, and organizational arrangements have been developed.

Activities Involved in Preparing for Program Development

Analyze resources and obstacles to NACE present in educational setting

Identify ways of overcoming or avoiding obstacles

Analyze resources and obstacles to NACE present in Indian community

Identify ways of overcoming or avoiding obstacles

Analyze resources and obstacles to NACE present in business community

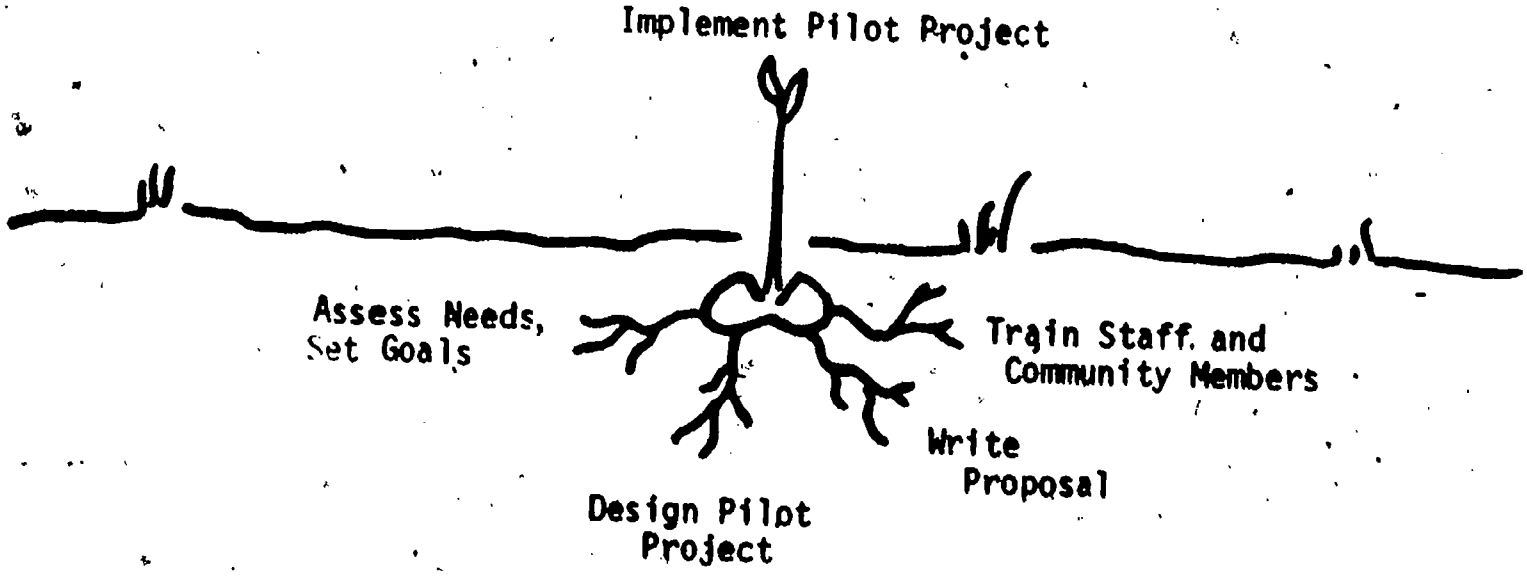
Identify ways of overcoming or avoiding obstacles

Build support for program

Train Committee in missing skills

Establish organizational links and locate resources

II: PLANT THE SEED



(I: Prepare the Ground)

CHAPTER II:

PLANTING THE SEED

Introduction

Once the ground has been prepared for program development by making sure that all the necessary resources, relationships and attitudes are present, you can begin actual work on the program. However, a program, like a tree, takes time to achieve maturity. The first step is to plant the seed. In program terms, this means designing and implementing a pilot project which will get you started.

In order to plant the seed of a Career Education program, the following activities should take place:

- assess community needs and develop Career Education goals whose accomplishment will help meet them;
- design a pilot project that will address some of the goals.
- get support for the project by writing a successful proposal or getting funding elsewhere;
- train the educational staff and community members who will be involved in the project in the principles and methods of Native American Career Education

Providing Input for Career Education Program Design

In the first stage of program development, one of the ways the ground was prepared was by making sure that the Career Education committee had, or had access to, people with skills in such program building activities as needs assessment and goal setting.

It is advisable for these things to be done even before a pilot project is implemented, so that everything that happens will contribute to the same end. It may take longer to get started, but the program which is finally

developed should require less revision. The discussing of the need for skills in Needs Assessment and Goal Setting in the previous chapter introduced these abilities. In this section we present some suggestions on how to use them.

1. Needs Assessment

The training resources described in the Resource Section include one product devoted to needs assessment alone and one in which it flows into the process of goal setting. Whether these materials or others are used, or a consultant is brought in to conduct the needs assessment, certain questions must be answered.

What is the population whose needs are to be assessed? You must decide who constitutes the community (parents of students in your school, the students themselves, all tribal members, etc.) and who else (BIA personnel, etc.) might be able to provide useful data on community needs. You must also decide whether to survey everyone, or to select a sample, and how to choose the sample.

How can this population be reached? Many survey forms and questionnaires are available; however, their usefulness for different populations may vary. Any method used to gather information must use a technique acceptable to the target group, have appropriate vocabulary, and focus on questions which appear relevant. A poorly designed questionnaire may destroy all the goodwill you have so carefully developed.

- assessment technique -- Some populations can be addressed through questionnaires which are mailed or sent home with the kids. The community members on your Career Education committee or parent committee members can advise you on how well this is likely to work. It is not enough to have tried -- you must get a significant response. Other techniques which should be considered include visiting homes and using

an interview schedule to ask questions, or administering a questionnaire at community meetings or events, or getting a group discussion going and taking notes. Whatever method you choose, remember to cast the questions in a form which will allow you to easily tabulate the results. Keep responses anonymous and choose people to administer your instruments who can relate to the people being questioned.

- Vocabulary -- Evaluators are fond of using a technical vocabulary which may have precise meanings for them but is not very comprehensible to the rest of us. Unfortunately, this style and vocabulary often show up on survey instruments developed by such professionals. Therefore terview schedules and questionnaire forms should be carefully examined before being used. In some communities, many people may not speak English or may have limited reading skills. In such situations bilingual interviewers should be used. However, whoever is preparing the needs assessment must not confuse the level of English language skills with the level of intelligence of the speaker. Questions must be both relevant and respectful.

- Relevant content -- If you want to get useful answers the most important thing is to ask the right questions. Since you are trying to assess needs relevant to Career Education in a cultural context, you will want to focus on: the economic needs and goals of the Indian community and the surrounding region (is there a tribal economic plan? What does the local Human Resource Development office forecast?); the Indian community's preferences with regard to educational methods and activities for their children and the use of cultural materials in the school; and student interests and preferences. What you must do, therefore, is to analyze the kinds of information you need, and develop

questions to cover them. One way to do this is to examine Career Education goal collections and choose some you think might be appropriate for your program, and offer them for consideration and comment. Several examples of questionnaires and survey forms are included in the Resource Section. You may also find it useful to consult an evaluator who is experienced in needs assessment.

3. How will you interpret the data? Once you have collected a sufficient sample of community opinion, your next task is to analyze the information, interpret it, and report it to school or project -- and community.

- Analysis -- choose a method of analysis that is appropriate for the type of questions you have asked. Elaborate statistical techniques are suitable only for large amounts of straightforward data. Questions or items can be grouped according to content and the results summarized. If necessary ask for expert help here as well. Again, focus on the kinds of information you want (while remaining open-minded about the conclusions).
- Reporting -- you have a responsibility to report the results of the needs assessment to everyone involved in it. These include Career Education committee members, members of the educational staff, and the community. Most of these groups will not be interested in detailed statistical analyses. They will want to know the conclusions in practical terms. Results of the needs assessment can be reported verbally at a meeting, by distribution or posting of a concise written summary, and/or by preparing an article on the results for a community newsletter or local paper. Any of these kinds of reporting should include the provision that the original data can be inspected by anyone interested. The report should indicate who was questioned, by what means, how this information was analyzed, and the results.

4. What will you do with the results? The next step in the process is to set goals for your Career Education program. This process is discussed in the following section.

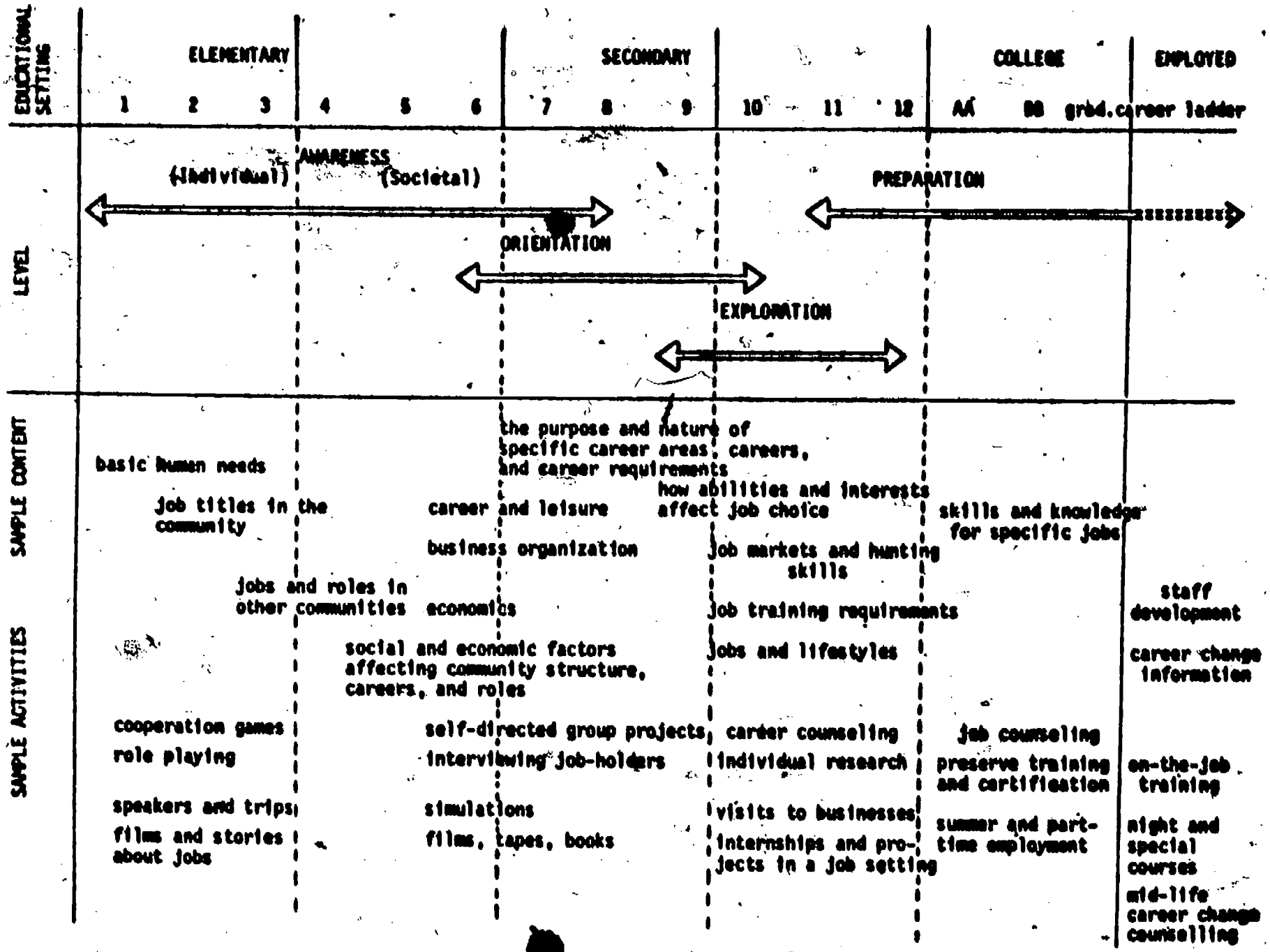
Goal Setting

Although the objectives that will eventually be set for specific portions of the Career Education program should be extremely explicit, the goals which are developed at the design stage can be more general. However, it is essential to lay out the concerns you want your program to cover, and make a start at distributing them among the various educational levels and subject areas in the educational system. Remember that the same goals can be addressed several times at increasing levels of complexity.

If you are dealing with an entire school system, covering pre-school through community college, your "map" of Career Education goals will be quite extensive. On the other hand, if you are able to deal only with a single educational level, such as a junior high school, or single setting, such as a Title IV tutoring project, your task will be simpler. However, in the case of the latter situation you should find out what Career Education goals (if any) are being addressed by the educational settings from which your students come and those to which they will graduate, so that you can focus on aspects which are covered inadequately elsewhere.

On the next page you will find an analysis of a Comprehensive Career Education Program which shows one way of distributing career awareness, orientation, exploration and preparation goals, content and activity througout the educational system, from first grade through on-the-job training. It is followed by a three page "goal map"* which displays knowledge, Skills, and Attitudinal Goals for various content areas., Written Career Awareness, Career Orientation, and Career Exploration.

*Developed by Bela H. Banathy for the Native American Career Education Units.


EDUCATIONAL SETTING
ELEMENTARY
SECONDARY
COLLEGE
EMPLOYED
1 2 3 4 5 6 7 8 9 10 11 12 AA BB grad. career ladder
LEVEL
AWARENESS
(Individual)
(Societal)
PREPARATION
ORIENTATION
EXPLORATION
SAMPLE CONTENT
SAMPLE ACTIVITIES
basic human needs
job titles in the community
career and leisure
business organization
jobs and roles in other communities
economics
social and economic factors affecting community structure, careers, and roles
the purpose and nature of specific career areas and career requirements
careers,
how abilities and interests affect job choice
job markets and hunting skills
job training requirements
jobs and lifestyles
skills and knowledge for specific jobs
staff development
career change information
cooperation games
role playing
self-directed group projects
interviewing job-holders
career counseling
individual research
job counseling
preserve training and certification
on-the-job training
speakers and trips
films and stories about jobs
simulations
films, tapes, books
visits to businesses
internships and projects in a job setting
summer and part-time employment
night and special courses
mid-life career change counselling

Career Awareness Goal Map

PROGRAMS →		AWARENESS PROGRAM			
CONTENT DOMAINS		CONTENT AREAS	(K) KNOWLEDGE	(S) SKILL	(A) ATTITUDE
I KNOWLEDGE AND MASTERY OF SELF	STRANDS	1 Self-and-Cultural Awareness and Self-and Careers	a) understand self and one's unique Native American values and culture b) know sources of information about self and one's tribe c) understand that work affects one's way of life	a) identify own individual characteristics	a) accept self; respect own uniqueness b) understand and appreciate value of one's own Native American culture in one's life
		2 Self-sufficiency	a) understand the importance of making one's own career choices		a) develop motivation to accomplish personal goals
II SOCIAL DEVELOPMENT		1 Social Awareness	a) understand that individuals differ in their interest, aptitudes, values, and achievements b) understand the value and positive contribution of one's Native American culture to the non-Native society	a) identify one's own tribal characteristics	a) accept others
		2 Social Competence	a) understand the significance of competence in group interacted skills b) recognize the implications of association with and working cooperatively with others	get along well with others in a group one likes to be in	a) accept responsibility for others
III OCCUPATIONAL AND ECONOMICAL DEVELOPMENT		1 Understanding the World of Work	a) understand the relationships of man-life-work/careers b) understand that society is dependent upon the productive work of many c) understand the role of work in the Native American communities economy		a) appreciate the role that work plays in human life and in society b) appreciate the value of career information to career education
		2 Employment and Employability	a) know basic occupational information b) know traditional Native American skills that through transition can fit into contemporary settings		a) appreciate the contribution that one's employment may make toward self-fulfillment
		3 The Role of Education and Training	a) understand that experiences, knowledge, and skills acquired through education are related to the achievement of career and life goals		
		4 Economic Awareness and Sufficiency	a) understand the role of economics in one's life and the relationship between personal economics, life-style, and occupational roles b) recognize career needed to fill existing needs of the Native American community		a) appreciate the importance of productive work to the economy and to one's own well being
IV AVOCATIONAL (LEISURE) DEVELOPMENT		1	a) understand that career includes avocation and leisure b) know patterns and options of avocation and leisure particularly in the context of Native American cultures	a) carry out some leisure activity (game, etc.)	a) develop interest in engage in avocational/ leisure experience

Career Orientation Goal Map

CURRICULUM MAP

(Level of Overall Career Orientation Goals)

PROGRAMS →			ORIENTATION PROGRAM		
CONTENT DOMAINS		CONTENT AREAS	(K) KNOWLEDGE	(S) SKILL	(A) ATTITUDE
I KNOWLEDGE AND MASTERY OF SELF	STRANDS	1 Self-and-Cultural Awareness and Self-and Careers	a) understand that individual characteristics can be changed	a) correctly interpret data about oneself	a) appreciate the value and contribution of one's Native American culture to the society
		2 Self-sufficiency	a) understand that life involves a series of choices leading to career commitment b) understand self in relationship to career roles (vocational, avocation, leisure)	a) interpret the significance of individual characteristics, values, and interests to one's career b) use resource information to gain orientation about and to explore careers	a) take responsibility for career planning
II SOCIAL DEVELOPMENT		1 Social Awareness	a) understand the individual's responsibility towards other people, the community, and the society b) understand the traditional political processes used by Native American groups	a) clarify the individual characteristics of others	a) accept responsibilities to self and others
		2 Social Competence	a) understand that social and cultural forces influence human development; know about the influence of Native American cultural forces	a) acquire a minimal set of group interaction skills	a) value the possession of group (interaction) skills
III OCCUPATIONAL AND ECONOMICAL DEVELOPMENT	STRANDS	1 Understanding the World of Work	a) become familiar with occupational classifications and clusters b) gain in-depth orientation about self-selected occupational clusters and knowledge of prerequisites of certain careers	a) classify various occupations b) analyze self-selected occupational clusters in terms of opportunities, potential satisfaction, roles, and life-styles	a) develop positive values and attitudes toward work that enables one to obtain, hold, and advance in career b) appreciate the value of career information in making career related decisions
		2 Employment and Employability	a) understand that individuals can learn to perform adequately in a variety of occupations and environments b) acquire knowledge about local labor market conditions c) become aware of what skills are employable	a) analyze careers associated with Native American and U.S. political process	a) develop respect for and appreciation of workers in all fields b) appreciate the significance of acquiring employable skills
		3 The Role of Education and Training	a) acquire knowledge of educational resources, paths, and options b) understand that learning is continuous, occurring both in and outside of school	a) relate subject matter or content knowledge to career development	a) value continuation of learning
		4 Economic Awareness and Sufficiency	a) understand the economic implication of various career paths b) understand relationships between consumer and supplier	a) develop skills in the management of resources	a) appreciate the way resources have been managed in traditional Native American communities
IV AVOCATIONAL (LEISURE) DEVELOPMENT		1	a) understand that successful avocational and leisure experiences may contribute to satisfaction in life b) know specific avocation/ leisure opportunities	a) acquire introductory skill in selected avocational activity(ies)	a) develop appreciations of the contribution of avocation and leisure activities to the fulfillment of one's life

Career Exploration Goal Map

PROGRAMS →		CONTENT AREAS	EXPLORATION PROGRAM		
CONTENT DOMAINS ↓		↓	(E) KNOWLEDGE	(S) SKILL	(A) ATTITUDE
I KNOWLEDGE AND MASTERY OF SELF	STRANDS	1 Self-and-Cultural Awareness and Self-and Careers	a) understand the implications of knowledge about self b) understand the implications of being a Native American in the contemporary society c) assess self-satisfaction by relation to career choice	a) explore one's place in life b) test self-concept in the reality of work settings c) explore one's place in one's own Native American (Tribal) community	
		2 Self-sufficiency	a) understand decision making procedures that can be used to establish personal goals and to make career related decisions b) acquire knowledge of decision making process	a) formulate tentative career goals, carry out career planning, and make tentative career choices b) conduct value analysis of career options c) assess probability of attaining goals	b) Acquire a sense of independence and control of one's own life
II SOCIAL DEVELOPMENT	STRANDS	1 Social Awareness	a) understand the multiple ability requirements for members of working groups b) recognize the implications of working with and without supervision, independently, and with others	a) determine the resources of a group and how best to use such resources	a) accept responsibility to the environment
		2 Social Competence	a) understand that group interaction skills aid work performance and increase satisfying human interactions	a) acquire competences in process (interaction) skills (communication skills, planning, organizing, carrying out tasks, evaluation, etc.) b) relate information about self selecting, learning and performing duties	a) accept responsibility to the society and government b) become willing to make contributions to group efforts and share responsibilities with others in a group
III OCCUPATIONAL AND ECONOMICAL DEVELOPMENT	STRANDS	1 Understanding the World of Work	a) understand how work is structured and how power operates within a work organization b) acquire knowledge about vocational resources c) increase knowledge of occupations and work setting	a) make knowledge-based choice of a career cluster b) function in self-selected work settings c) implement a work plan and monitor progress	
		2 Employment and Employability	a) learn what skills are required for employability in selected career(s) b) acquire knowledge about regional and national labor market conditions	a) acquire a basic set of employable skills b) develop work habits necessary to enter into an exploration of an occupation in the career area of one's choice	a) develop work attitudes necessary to explore an occupation in the career area of one's choice
		3 The Role of Education and Training	a) understand the relationship of alternative educational paths to alternative career paths b) recognize the relationship of interests, aptitudes, and end achievements to the realization of career goals	a) develop an educational plan that matches and supports a certain career desire	
		4 Economic Awareness and Sufficiency	a) understand that the Native American community is dependent economically on the productive work of its members b) understand the principles of land and resource management common to Native American traditional views and practices		
IV AVOCATIONAL (LEISURE) DEVELOPMENT	S	1	a) understand the relationship between career paths and paths of avocation/leisure	a) improve skills in selected avocation/leisure activity(ies)	a) develop an appreciation of the contribution of avocational and leisure activities to the society and the nation

The basic process you will follow involves these steps:

1. Develop goals to meet each need identified on the needs assessment.
2. Develop goals to cover Career Education content specified by the State Office of Career Education or derived from other sources.
3. Determine the relative importance of each goals.
4. Break down goals into awareness, orientation, exploration, and preparation.
5. Identify parts of the educational curriculum where specific goals could be easily addressed.
6. Identify goals for which no educational setting now exists.
7. Prepare a "map" of a Career Education program, indicating where each goal would be addressed and what elements need to be added (a work-experience program, etc.) in order to cover everything.
8. Present this goal map to members of the educational staff and community members for comment, and revise accordingly.*

Designing a Pilot Project

A useful rule in beginning program development is to start small! The first actual Career Education implementation may be transformation of an existing activity such as counseling, the addition of Career Education to a subject class or tutoring program, or the institution of the program at one grade or educational level, such as junior high. This pilot project should serve as a "tryout" of your chosen Career Education goals and methods, and adjustments will be easier if you have started on a scale that is small enough for you to keep informed of what is going on. As each additional level or component is added to the larger program, it too should be tried out in this way.

Sometimes an infusion of funding from an outside source may help get things started -- sometimes, indeed, such funding is the only way to have a

* One result of repeated interaction with the community for information and comment is that by the time the program actually begins, people will be well-informed and eager to participate.

Career Education program at all. In this case, your project design will have to be accompanied by the writing of a proposal.

1. The Project

In order to design a project, certain decisions have to be made. The first is which goals to address and in which level or setting the project should take place. Although in an ideal situation the goals given the highest priority should be addressed first, selection is usually decided on the grounds of feasibility. A series of trade-offs must be made between goals, resources, and organizational arrangements.

For the pilot project you will need:

- a setting in which Native American students can be addressed.
- one or more staff members interested in teaching Career Education, or money to hire one (look for someone who is creative, has a positive attitude towards Indian culture, and is not too burdened with other responsibilities).
- a general idea about the most appropriate Career Education strategy to use.

Once these are chosen, the committee and the instructor can work out the specific objectives, activities, and evaluation measures to be used.

a. Selecting a Strategy -- an implementation strategy should be chosen which will be able to address some of your more important goals, and will be feasible given the human, physical, and financial resources you have (or hope to acquire). The major approaches to Career Education include:

- infusion of Career Education into subject classes and other areas of the school program;
- separate Career Education classes;
- work-experience programs;
- counseling;
- career resource center.

Pros and cons of each of these are discussed in Session IV of the Native American Career Educaton training workship. When completely developed, your program may include several or all of these.

b. Writing objectives -- Objectives for the project should be stated in behavioral form. That is, they should indicate who will be able to do what, under what conditions, how well, and within what span of time. Objectives should be derived from the goal or goals at a level appropriate to the intended learners. A member of self-instructional materials on objective-writing is described in the resource section.

c. Planning activities -- Instructional activities should be developed to address each objective (this may result in some modification to the objectives, where the necessary activities are not feasible, or there is not sufficient time available). Activities may be selected or adapted from the Native American Career Education units or other materials.

d. Planning for evaluation -- Simultaneously with the development of objectives and activities, evaluation procedures should be planned. You may decide to give students a general questionnaire like the one in the Resource Section at the beginning and end of the year, or you may develop a pre-post test based on the objectives, or both. You may want to use observation, interview or other means of collecting information, or question parents.

Conducting, or at least reading through, the Native American Career Education Staff/Community Training Workshop may be useful at this time to give the project designers a common understanding of content and methods available for presenting Career Education for Native Americans. The workshop is discussed on pp. 44-45.

e. Building a Resource File

As you design your first project and work out goals and objectives, you should also be collecting information on resources which you will be able to use. One way to do this is to start a notebook or file with sections for the following kinds of information:

- Career Education Curricula -- texts, pamphlets, and other materials relating to various careers or career areas.
- Career Education Activities -- lesson plans, descriptions of activities, notes, etc. from teachers, newspapers or newsletters, etc.
- Career Education programs -- names, addresses and descriptions of other career education programs (particularly others for Indians, or located in your region) which you could contact for ideas, information, or moral support.
- library/A-V inventory -- an annotated bibliography of materials in libraries (school and public) and A-V collections available to your school or project which have Career Education or cultural relevance (indicate what the relevance is). These could include fiction about people in various professions, films about economic development, traditional lifestyles, etc.
- regional economic profile--collect names, addresses, and descriptions of business and industries in your area and file them under the basic need they meet. Descriptions should include the product or products produced or service provided, and a list of job titles of those employed. The latter can be cross-referenced under the Department of Labor's career cluster system in a separate file. Indicate also which places or people are willing to serve as work-experience, or field trip sites, who will come to speak, be interviewed, be a subject for 'shadowing', etc. (Note: even businesses which are not willing to cooperate with your program can be studied or used as examples.)
- Native American cultural resources -- in addition to print or A-V resources included in the library inventory, you should have a file on community people who can discuss or demonstrate traditional ways, museums or field sites where students can study Native American ways of meeting basic needs, etc.

Obviously you will not complete development of such a file during your first year. However, you should begin the file and let people know what kinds of information you are looking for.

2. The Proposal

If funding is not available from your school or other organization, you you may need to seek money from outside your educational setting in order to get started. This is usually accomplished by writing a successful proposal. Writing a proposal can be a traumatic experience, since proposal deadlines seem to coincide with the pressures of work already underway. However, if you have designed your project carefully, you should already have most of the content you will need for your proposal, and will simply need to re-cast it in the appropriate form.

Many guides to proposal writing are now available, several of which are described in the Resource Section of this Guide. Proposal writing is also discussed in the Native American Career Education Workshop. In this section, we will simply offer suggestions on how to coordinate proposal writing with project design, and considerations of special importance when the proposal is for Native American Career Education.

Here are some pointers:

1. Choose the right funding source to submit to. In addition to the usual sources of funding described in proposal writing handbooks, there are several kinds of funding specifically earmarked for Indian education. New regulations are published each year, so your first step should be to write or call appropriate agencies for copies of their program announcements, proposal deadlines, etc. Places to seek information include:

- The Office of Indian Education (U.S. Department of Health, Education, and Welfare/DHEW);
- State Office of Indian Education;
- The Office of Career Education (DHEW);
- State Office of Career Education;
- The Bureau of Adult, Occupational and Vocational Education;

- The School Improvement Program;
- Foundations;
- Local Business and Industries.

When you receive funding information, read it very carefully, and submit a proposal only if what you want to do corresponds closely with what they want done: If you are uncertain how to interpret their language, phone someone at the funding agency and ask questions. If things look hopeful, you should carefully investigate any formalities, such as sending a letter of intent to submit a proposal, which should be observed.

b. Gather the information you will need. If you have completed the design procedures described earlier, you should already have most of the data you will need. Here are some examples of the kinds of information that can be drawn from the following sources:

Proposal Information	Resource
• statement of need	• needs assessment, reports
• summary of supporting literature or documentation	• research at college education library, search through ERIC, contact Indian organizations
• goals and objectives	• program goal map, project objectives
• approach	• description of chosen strategy
• task list	• committee meeting, ask advice of experienced project directors
• management and time charts	• committee meeting, ask advice of experienced project directors
• descriptions of your institution	• fliers, yearly reports to school board or tribel governing committee, etc., staff resumes
• budget	• discuss with finance officer

c. Allow plenty of time. You should allow time not only to get the proposal actually written, but to get it reviewed by any school or community groups whose approval is needed. Even if such approval is not required, seeking it will increase people's sense of control and commitment.

d. Keep trying. If your first proposal is not funded, contact the funding agency to find out why -- ask for copies of the reviewer's evaluations. Keep looking for other funding sources, polish your proposal, and try, try again!

The First Year

Assuming you have done a careful job of project design, and if necessary have written a proposal and been funded, what can you expect to happen during your first year of operation? Major concerns should include recruiting and training staff and resource people, maintaining communications, and evaluation.

1. Training Staff and Community Members

If you have not already done so, the first task in getting the project started is to orient those who will be involved to the goals of the Native American Career Education program in general and this year's project in particular. One convenient way of doing this is to offer the Native American Career Education Staff/Community Training Workshop at the beginning of the project.

Use of this workshop has several advantages:

- the materials are specifically intended for groups involved in developing Career Education programs for Native Americans;
- the workshop is coordinated with, though not dependent on, the Native American Career Education curriculum and this Guide;
- the materials include a Coordinator's Manual which can be used by anyone with some experience in Career Education to conduct the workshop;

- the workshop consists of four two-hour sessions which can be presented in two days, four afternoons, etc., depending on participant needs.

If members of the Career Education committee or project designers have already been through the workshop, one of them can conduct it for teachers, administrators, counsellors, community members and others who will be involved in the project in an active or supporting role.

The four sessions are titled: Career Education, The School and the Community, Native American Career Education Methods, and Career Education Program Development. By the end of the Workshop, participants should:

- be able to define Career Education and tell why it is especially important for Native American students;
- be familiar with some Career Education resources in their area;
- understand some ways in which Indian community members can work with school staff on a Career Education program;
- be familiar with culture-based methods for teaching career education;
- be able to adapt Career Education materials for use with a given student group;
- know what a comprehensive Career Education program for their area might be like;
- have begun planning a Career Education program; and
- know where to look for funding and support for Career Education.

2. Communication Within the Program

Although we will be discussing procedures for program monitoring in more detail in the next chapter, it is important to emphasize the importance of establishing good communications as early as possible.

Obviously the project director, principal, or person responsible, should keep in touch with the staff who are actually doing the work. In addition, the project needs to maintain communication with the committee which is planning further expansion and development with the community and with the project officer (or whoever is monitoring the funding).

Since this first project will be a pilot effort, implementers will probably find that a number of things work out differently from the way they were planned. If the people concerned are kept advised of the project's problems and solutions, there will be less disappointment, and everyone will be better prepared to react productively, and what is learned in the first year will contribute to future development.

3. Evaluating the Program

If your pilot project is operating under outside funding, you will have written an evaluation plan as part of your proposal. But even if your effort is very small and informal, you will need to keep a record of what you do and how it works. Among other advantages of evaluating is the fact that it gives you the evidence you will need to get additional funding and community support. It will also help you find out what parts of your activities were most effective and why, so that you can continue or improve them. More information on evaluation is provided in Chapters III and IV.

Application

The following capsule case histories deal with incidents occurring during the 'seed-planting' stage of program development. As in the previous chapter, read them, and make notes on what problems might occur, or what decisions should be made, and how you would advise the people involved.

1. The principal of a certain rural high school had a good relationship to local Indian community leaders who told him that the community wanted a career education program. The principal and his staff sat down and planned a program to make students aware of employment opportunities in the state's cities. However when the program was implemented, the community did not seem very enthusiastic or cooperative.

2. Everyone in a small town was eager to begin Career Education. The planning committee developed a set of goals for grades K-12, passed them out to teachers and told them to start implementation that fall. At the end of the year evaluation showed great improvement in some classes, none in others, and a variety of opinions about the value of Career Education.

3. A tribal council conducted a needs assessment and concluded that the tribe needed professionals to fill jobs in the areas of engineering, education, health, law and agriculture, but could only afford to tackle one career area. Tribal members expressed a preference for working with Indian professionals in health and education jobs. A community college near the reservation offered a good teacher training program in which many young Indians were enrolled.

4. An urban Indian center conducted a needs assessment, worked out a set of goals, and wrote a Title IV proposal for a career counseling program. However, the proposal was rejected. The staff met to decide what to do next.

5. After a considerable planning effort, an Indian center got funding for a Career Education class at the local high school and hired a Career Education coordinator to teach it. At the end of the year, the committee was puzzled to find that the activities reported on seemed to have little to do with the goals they had set.

Discussion

How would you have advised the people in the situations that have just been described? Here are some points you might have noted:

1. The principal in this story started well, but he forgot to continue developing the community cooperation with which he began. The community leaders probably (rightfully) resented the fact that the school made no attempt to find out what their needs really were or to involve them in the planning process.

2. Even if all of the teachers in the school system had gone through the training workshop, it is possible that the degree of implementation would vary. It would be difficult for administrators inexperienced with Career Education to successfully monitor everyone at once. They would do better to start with one grade or level and build from that foundation.

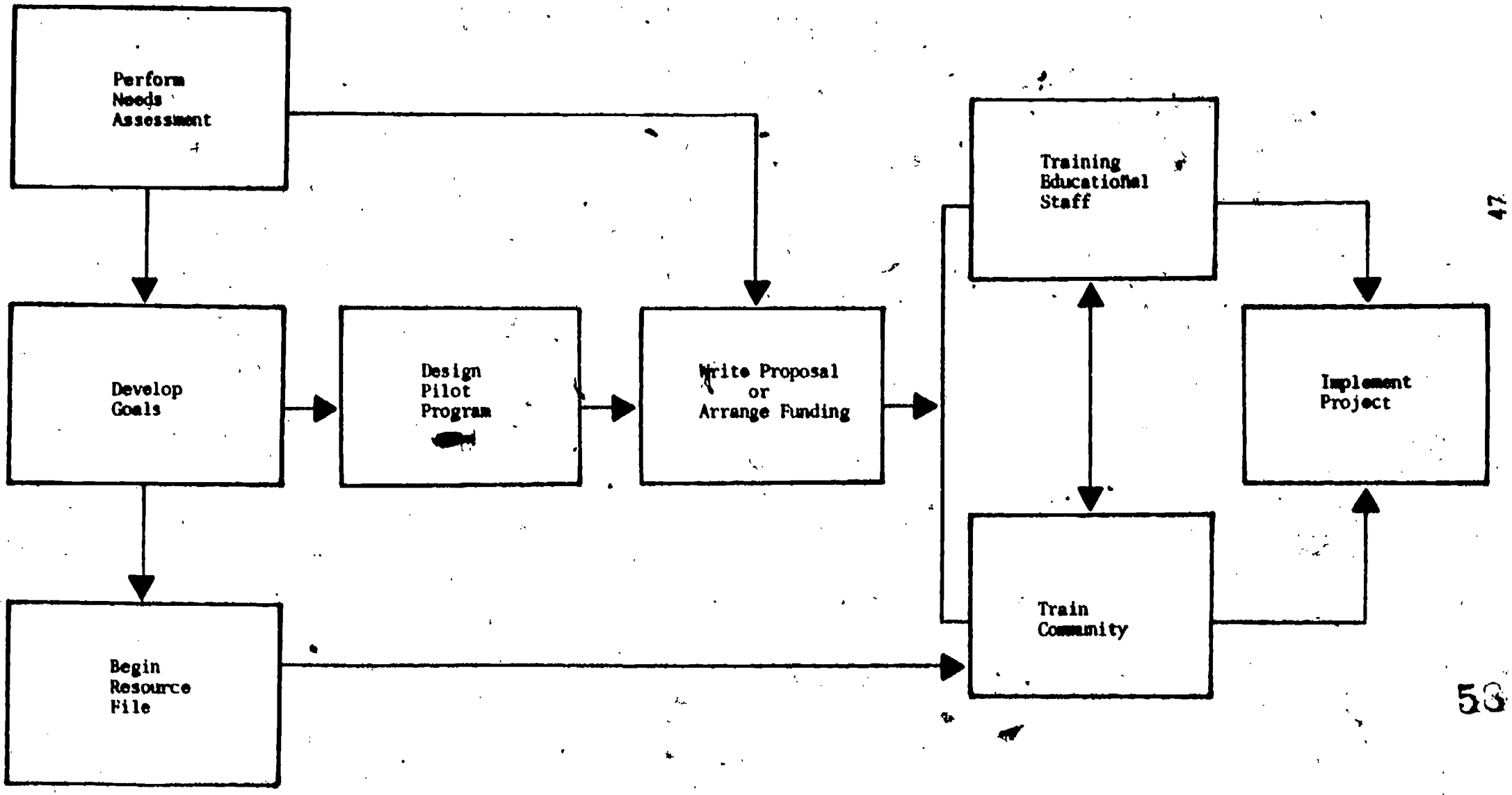
3. Results of the needs assessment indicated that although the tribe needed its own professional in a number of areas, it cared most about having Indians in jobs in education and health. The local community college seemed to be covering education training already; therefore, the tribe decided to start its Career Education program by focusing on health careers.

4. The center was understandably disappointed when its proposal failed. However, they got copies of the reviwer's comments and discovered that their goal statements needed to be more precise. They prepared to resubmit their proposal the following year, and in the meantime they persuaded some of the counselors already in the schools to attend a training workshop. What they learned from the counselors also enabled them to strengthen their proposal.

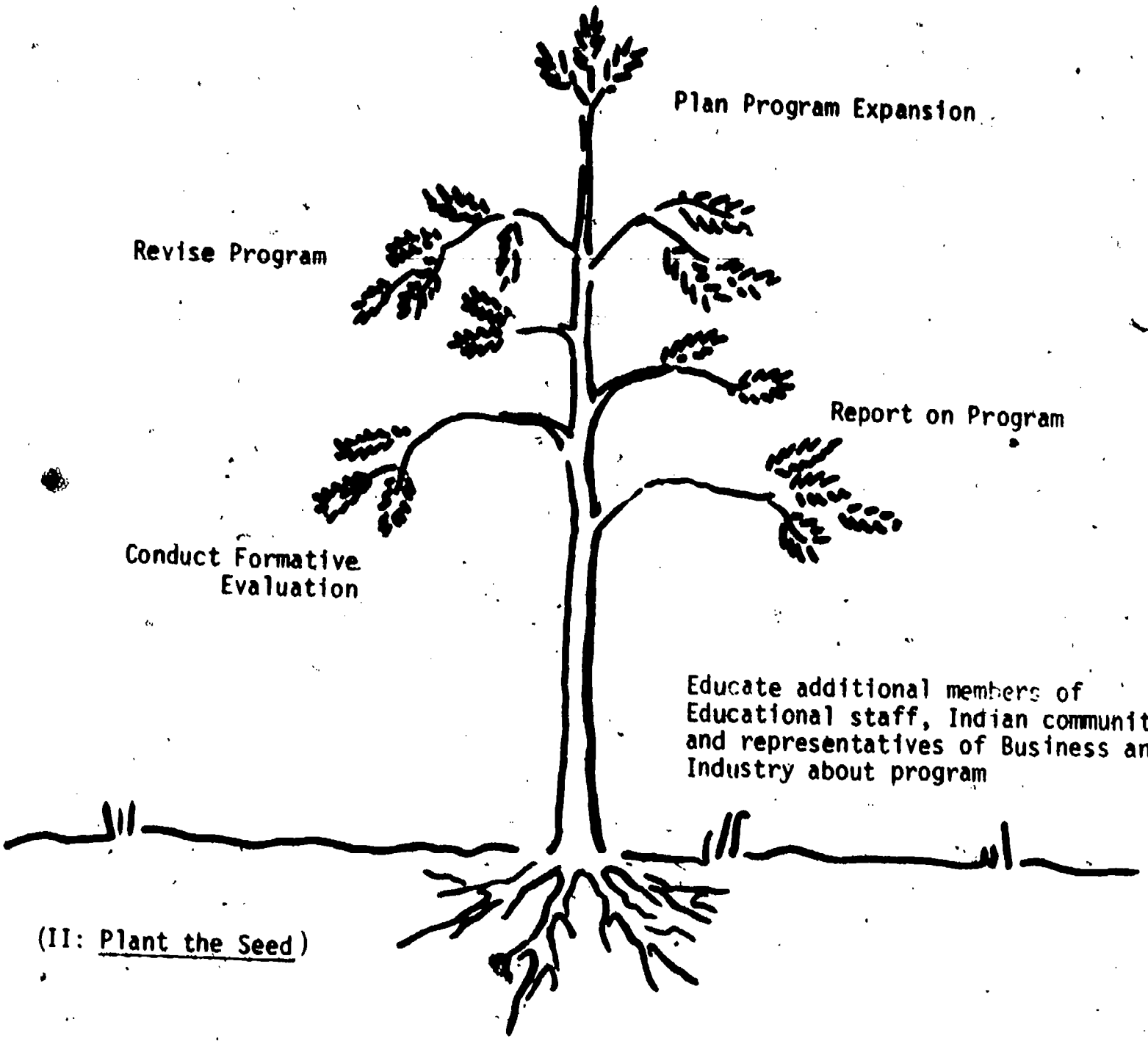
5. The planning committee probably did not give enough attention to training their new employee and to working with her after the class began. They should begin the next year with training sessions in which the teacher could learn along with those who could serve as resources for her. She should also work with the committee to specify objectives and activities.

Now that you have considered the application of some of the points covered in this chapter, let us review all the steps involved in this phase. You will begin by doing a needs assessment so that you can develop appropriate program goals. These will guide your program design, and, if necessary, the proposal which presents it to a funding agency. When funding is secured, you can arrange training for educational staff and community members who will be involved. Throughout this process, you should be gathering and cataloguing resource materials. When everything is ready, your final step will be to start your program. These steps are displayed in the chart on the next page.

Activities Involved in Starting-Up



III: GROW THE TREE



(II: Plant the Seed)

(I: Prepare the Ground)

CHAPTER III:

GROWING THE TREE

Introduction

One might think that once the pilot project has been implemented your work is done. But, although a new educational program, like a young tree, takes less trouble to maintain than to get started, either can die without proper care.

This phase of program development is the one in which the pilot project grows into a Career Education program that will become a permanent part of the educational setting.

For this to happen, the following activities should take place:

- plan and implement the expansion of the program into other educational levels;
- establish procedures for formative evaluation, conduct the evaluation, report findings and revise the program;
- develop procedures and structures for managing the program effectively.

Program Expansion

At the end of the first year, evaluation of your Career Education program should indicate where it needs revision and improvements. You may do this by repeating some of the steps described in the previous chapter. But if the program was a great success, you may be wondering -- what now?

If your Career Education committee includes representatives from both the educational setting and the community, and has a year's experience behind it, your next step could be to develop a long-range plan for program development.

To begin with, you will have to answer a number of questions:

1. Should the pilot project* be continued or revised?
2. Are the general goals which were specified before the pilot project still appropriate?
3. Into how many educational levels should we try to extend the program?
4. What strategy should we use for each level?
5. How can we coordinate the different parts of the program?
6. How can we increase community involvement?
7. What should we tackle first?

Repeat or Revise?

The answer to this one is not necessarily obvious. A good project may nonetheless bear improving, and a poor one may have suffered from problems outside the project's control. Here are some guidelines:

Continue project as is if --

- Evaluation indicates that students, staff and community are pleased with it, and most of the students learned what they were supposed to.
- You will have approximately the same staff, resources, and student population available next year.
- External circumstances prevented the project from being implemented as intended, but it still seems like a good idea.

Revise the project if--

- Evaluation indicates major dissatisfaction, or most students did not achieve project objectives.
- Essential staff members are leaving, or other conditions will be significantly different (and there is no way to replace or compensate for the missing elements).
- The circumstances that prevented successful implementation still exist.

* The first project may be only one of several which will eventually make up your completed program, or it may already include all the basic elements from which the larger program will develop.

2. What About the Goals?

Review of program goals and objectives should be a yearly activity. As you begin the second year, this can be a comparatively informal process. However, periodically, perhaps at four year intervals, major needs assessment and goal revision should take place.

Warning signals that may indicate a need for revision include:

- Major economic changes in the region (unemployment, industries moving into or out of the area, etc.)
- Changes in the relationship between numbers of jobs available in various career areas and trained people available to take them.
- Political changes in the Indian community.
- Changes in the numbers of young Indians leaving or staying on the reservation.
- Changes in resources available for Career Education (including funding, materials or methods, training opportunities, etc.).

However, an important point to remember is that goals should be changed on the basis of facts, not because people are bored with the old ones, or someone with a lot of new ideas joins the staff.

3. How Big Should the Program Be?

The "image" of a comprehensive Career Education program on p. 34 presented one way in which Career Education content and strategies might be distributed throughout the various levels of the educational system (K-3; 4-6; 7-9; 10-12; and post-secondary). In some places, a coordinated program may eventually include the high school and all the junior high and elementary schools that feed into it, or even all the districts in a region, while in others it may be confined to a single school or Indian center.

There are several considerations that can be used to guide those who must decide how comprehensive the program is eventually going to be:

- Do a large number of students go through the entire system, or is there a high transfer rate or a number of options when changing levels? There is not as much point in trying to coordinate the whole system if very few students go through it from beginning to end.

- How many students, teachers, and schools are involved? Obviously it will be easier to coordinate Career Education activities in a small combined school with a total student body of 123 for all grades than in an urban school district with several high schools and even more elementary and junior highs. An urban Indian center may address all age levels at once.

- Do organizational arrangements exist which allow easy communications between educational staff at different levels?

- Is the system willing or able to invest sufficient resources to implement the program at all levels? Outside funding may support a pilot project, but it is hard to cover all educational levels unless the school at least chips in.

Even if it is not possible to develop a comprehensive program under the same management, Career Education committees from different programs within a school system or a region may still be able to coordinate goals, share resources, participate in each other's career fairs, etc.

4. What Should the Program at Each Level Be Like?

Your pilot project may be a great success, but that doesn't necessarily mean that the same approach will be equally appropriate for other students at other levels.

In general, the lower the grade level, the more basic the concepts and the briefer and more school-centered the activities will probably be. As students become more independent and sophisticated, they will be able to come closer to actual job situations and move out into the community.

There is no single 'best' strategy for Career Education. A comprehensive program may include infusion, counseling, work-experience and other approaches as well.

5. How Can We Hold the Program Together?

The larger and more extensive your program becomes, the harder it will be to coordinate and control. Size and organizational arrangements are in fact one of the factors governing the size of the program. However, here are several procedures that can be useful in program management.

- Put everyone involved in the program through the same training, and have yearly brush-ups. If the NACE Workshop materials discussed in Chapter II are used, Session IV can be replaced with an introduction to your own program.

- Develop a program handbook which includes a summary of the needs assessment, the goals map, and descriptions of different program activities.

- Hold regular meetings at which managers of different parts of the program can share experiences and ideas.

- Set guidelines which indicate where everyone must follow program objectives and activities and where variations are tolerated or even encouraged.

6. How Can We Involve the Whole Community?

Presumably your Career Education committee includes community members, but as the program grows, you will want to increase community involvement as well. Of course you must face the fact that (especially in a small community) you may already have recruited everyone with the interest and energy to participate. However, there are several things you can do to try and attract more people from the Indian and business communities:

- Keep working on your Resource File. If everyone involved in the program has contributed information on all their activities and contacts, you may already have information about people who could be called on again.

- Hold career-related events and invite the entire community. Putting on a career fair (as described in the final unit in the NACE curriculum) is one way not only to focus program activities but to inform and involve the community. Invite people to come and participate, but at least to come. Combine career information with social events.

- Prepare a pamphlet about the program (see the Resource Section for an example) and send it home with the students. List ways in which parents can contribute and get students to recruit them.

7. What Should We Tackle First?

The two most common ways in which programs are expanded are by extension or bracketing. 'Extension' simply means to add to the program the educational level immediately before, after, or adjoining the one you started with. Examples would include adding a high school program to one that started in Jr. High, moving from one 7th grade English class to all of them, supplementing infusion with work-experience, etc. 'Bracketing' would mean jumping from one level or approach to another, and then working to fill the gaps between. For instance, a school, having pilot tested the idea of Career Education in the junior high, might then decide to systematically develop a program beginning at the K-3 level that would eventually include the one they started with.

The decision on which approach to take should be made on essentially the same grounds as were used to decide the focus of the original project according to considerations of priority of goals and needs, feasibility, and resources. To these one might add convenience of coordination with the first project.

Formative Evaluation

Evaluation can be one of the most useful or program activities if it is well-planned, performed, and applied. Sometimes people feel uneasy or insecure about tackling it because of misunderstandings about what it is and what it can do.

Some of these fears result from a confusion between formative and summative evaluation. Essentially, the purpose of formative evaluation is to enable you to improve your program so that when a summative evaluation is performed it will be favorable.

Formative evaluation has the following characteristics:

- it is conducted while the program is being developed;
- it is conducted by the same people who are developing the program or by someone working closely with them;

- it may involve small numbers of people;
- its results are reported to the immediate community;
- its results are used to improve the program.

The purposes and characteristics of summative evaluation will be discussed in the next chapter.

The formative evaluation of an educational program can be divided into several basic steps.* They are:

- Step 1: Identifying decisions and decision makers.

  In order to aid decision makers evaluation must be directed towards the decisions to be made. Unless this is done, much time and money may be wasted in evaluating aspects of the program where no decision can be made in the first place. For example, evaluating the physical structure of the buildings has little point if there is no way of changing the structure. Decision makers must be identified so that pertinent information may be gathered and presented in a way that is meaningful to the particular decision maker.

- Step 2: Identifying alternative courses of action.

  After the decisions to be made have been identified, the alternative courses of action open to the decision maker must be specified.

  The specified information to be gathered will be determined by the choice of alternative courses of action. If alternatives are not chosen, time, money, and effort may be wasted in gathering information that is not relevant to the decision. Moreover, information necessary for making the decision may be overlooked.

- Step 3: Identifying necessary information.

  After the alternative courses of action have been defined, the information to be used in choosing the best alternative must be identified. The information necessary will be determined by such considerations as time, money, and effectiveness of the program.

- Step 4: Plan and conduct collection, organization, and analysis of information.

  A plan for collecting, organizing, and analyzing information must be devised and implemented in order to prevent information from being lost or not processed in time for the decision that must be made.

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* Taken from Evaluation for Program Improvement, Far West Laboratory for Educational Research and Development, San Francisco, 1975.

- Step 5: Interpret information and make recommendations for revision.

  After the information has been gathered, organized, and analyzed, it must be interpreted and then presented to the decision maker in a readily understandable form. The evaluator may be asked for recommendations in addition to simply identifying the pros and cons of each of the courses of action suggested by the data.

- Step 6: Report the results of the evaluation.

  In a community-based program, the results of the evaluation should be communicated even though it is a formative evaluation, and those receiving the report may not be actively involved in the program. Such reporting will help maintain community interest and build trust. However, it must be made clear in the report that these are interim results. Allow time for comment before implementing revisions.

- Step 7: Revise the program.

  The final step, and the one which justifies all the rest, is to use the results of the evaluation to improve the program. This may involve a major revision of the goal map and the long-range plan, or making minor adjustments in materials or activities. Remember to inform the community about the revisions chosen as well.

If you and your committee feel unsure about your ability to conduct a formative evaluation, you should get the advice of a professional who has experience working with your kind of educational setting, and/or train yourselves by means of a workshop such as Evaluation for Program Improvement or some of the other materials described in the Resource Section.

Program Management

In one sense, all of this Guide is about the management of a Native American Career Education program. However, there are several points which either because they have a general relevance to the other activities discussed, or are too specific to fit into any of the other sections, will be treated here. Some aspects of management that deserve special attention include: structure, leadership, motivation, and communication.

We have used the growth of a tree as a metaphor for program development. In considering program management, we should remember that the Career Education

program, like the tree, should be regarded as an organic whole -- a single system which depends on the successful interaction of all its parts in order to do well. Howsoever the program develops, and whatever styles of organization you find most useful, maintaining a vision of the whole program and its basic goals will help you to manage it successfully.

1. Structure

How the program is organized will depend on factors such as its size and scope, the nature of the educational setting, and the values and preferences of the people involved. Many kinds of structures are possible, including a top-down hierarchy, a group of closely-connected sections of equal importance, a single unit, or a loose organization of related projects. The figure on page 59 illustrates several of the many possible program structures. In Example A, several separate educational settings (operating under different funding, administrative structures, etc.) which serve many of the same Indian students at different periods in their lives, have joined together by means of a Regional Coordinating Committee to share resources and coordinate goals. In Example B, a school district has developed a program which uses different Career Education strategies at different educational levels. In Example C, an Indian center's community board has appointed a Career Education subcommittee to work with the manager of it's Career Education program, which in turn includes two separately funded projects.

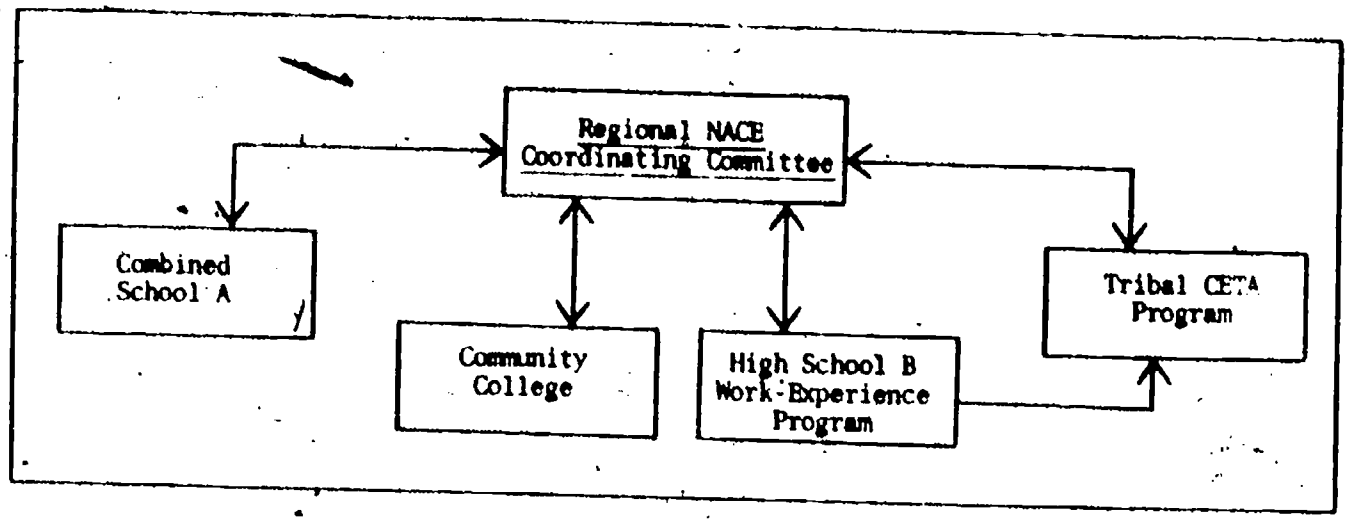
If the program is a small one, it may function as a single unit. However, if it is large, its size, location, and the organizational relationships of the people involved may dictate a tight or loose organizational structure with varying amounts of administrative control. The figure on page 59 shows some examples.

The decision-oriented approach to evaluation presented in the previous section should help clarify why the chief tasks in managing the Career Education program will be making choices and cecisions. The question that must then be answered is who will make these decisions, and how?

In some settings, these questions may have been decided already by existing policies or the administrative structure of the school system, tribe, or center, and the Career Education program leader's task is to fit into the existing structure. However, even in already-established systems, variation may be possible, and the program staff can develop a relationship with which they feel comfortable.

EXAMPLES OF CAREER EDUCATION PROGRAM STRUCTURES

A.



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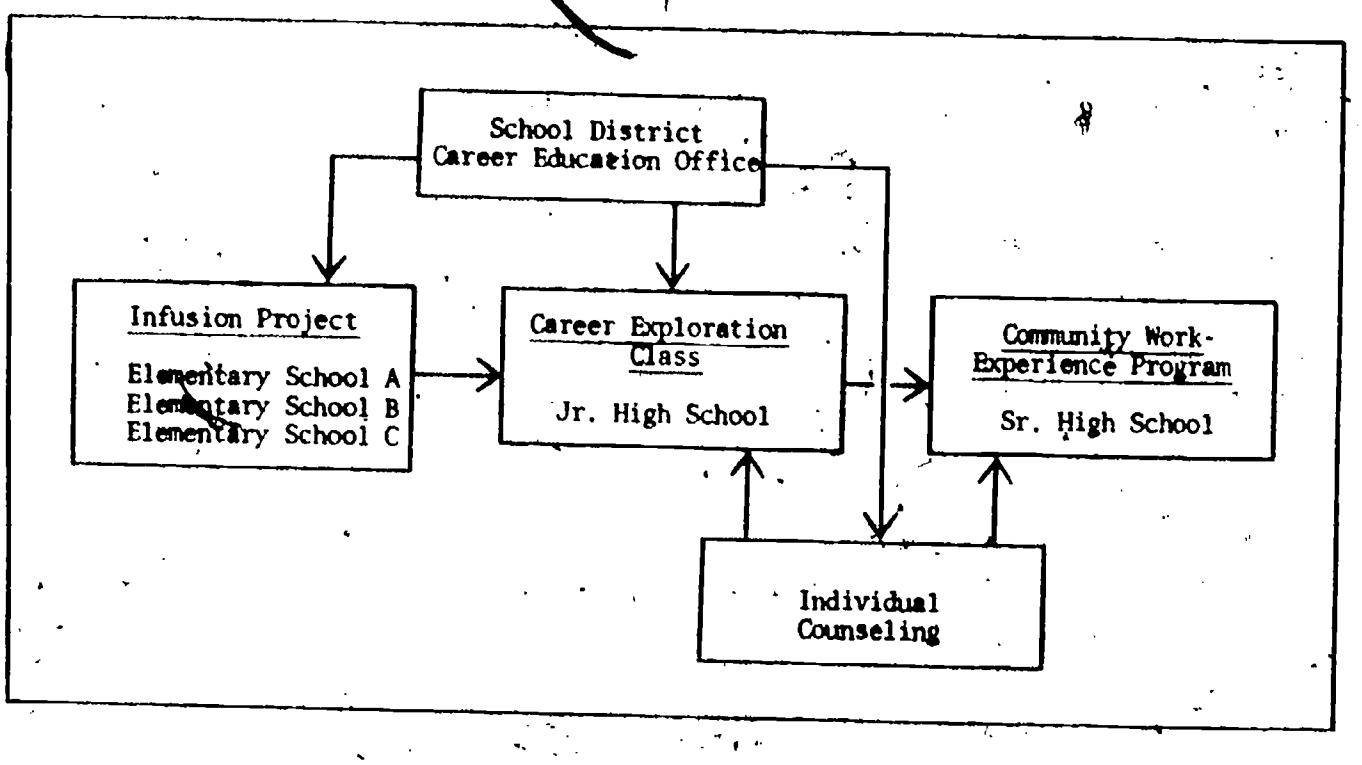

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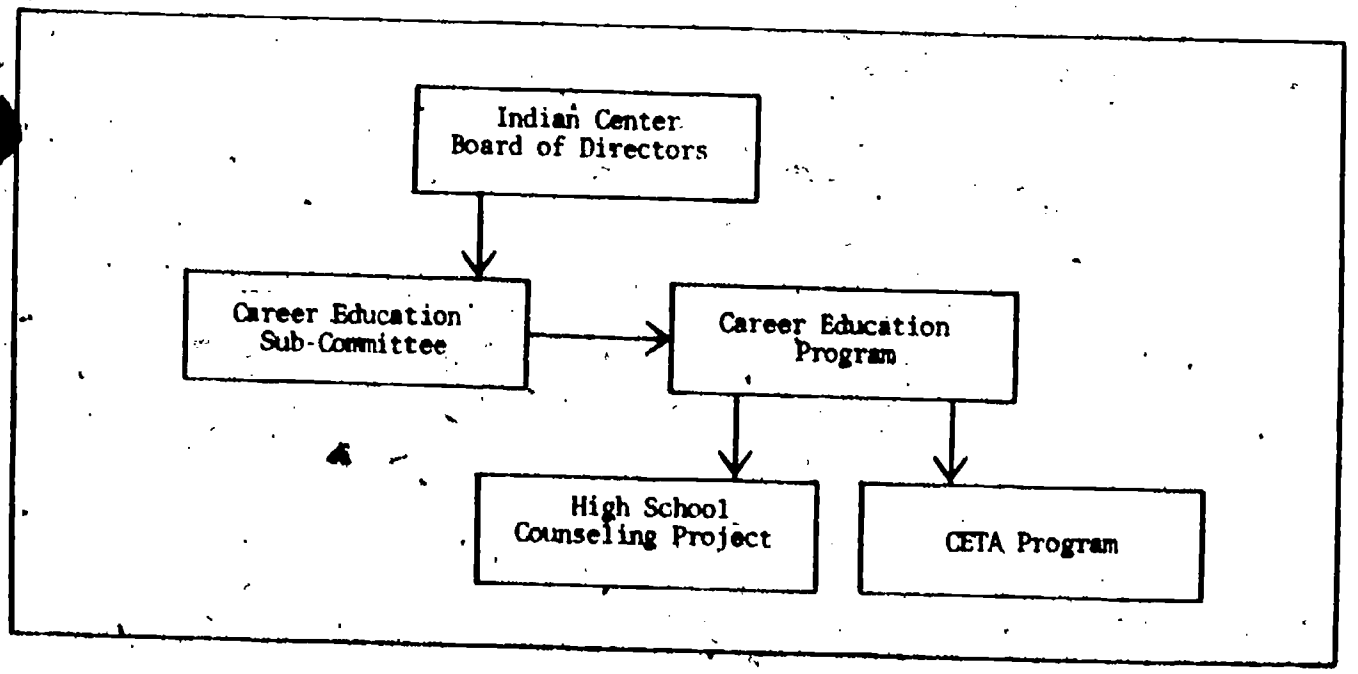


In most cases there will be three major groups whose decisions affect the program: the leaders of the institution or system which includes the educational setting within which the program exists, such as a school system or Indian center; the Career Education committee which plans and advises the program; and the program staff. Some of the decisions over which they may have final authority can be classified as follows:

HOST SYSTEM	CAREER EDUCATION COMMITTEE	PROGRAM STAFF
• Whether or not to start a CE program	• What program goals should be	• What specific learning objectives should be
• Whether to submit proposals	• What projects or implementation strategies should be used	• What instructional activities should take place
• What resources (money, staff, facilities) can be used	• Selection of principle staff, allocation of budget	• Selection of supporting staff, spending the budget
• What formal relationships can exist between the program and other systems	• How to request information from or provide it to the community	• How to use information to develop or revise the program

The relationship between the host system and the other two groups is usually legal and vertical, in which decisions are transmitted from the top down. But both the committee and the program staff may establish internal hierarchies or work as teams. In small programs the committee and staff may blend. There are pros and cons to each approach.

A hierarchy allows for quicker decision making and more efficient coordination; however, its success depends on the ability of the leader to get the information needed to make the right decision, and to lead without alienating the rest of the committee or staff.

A democratic form of government allows everyone to participate in decision making without losing too much time, but majority rule can cause the minority to form a faction and split off.

Consensus decision making, in which the group works together until everyone agrees, produces the greatest unity, but takes the most time. Leadership is exercised by different group members, depending on the task. This approach requires a group of roughly equal ability and commitment who share enough values to be able to agree.

As with program structure, the type of leadership chosen will depend on the complexity of the program and the number of people involved. A group wishing to improve its cooperation and decision-making skills could consult the Generic Work Skills materials described in the Resource Section.

2. Motivation

No matter how worthwhile the program goals are, and how well organized the program is, it will not succeed unless everyone involved is motivated to work at it. A book by Robert Mager, Analyzing Performance Problems, subtitled "You Really Oughta Wanna," summarizes the problem. Teachers, counselors, community people "really oughta wanna" do everything necessary to develop a good Career Education program for Indian students. But will they?

People may refuse to cooperate for a variety of conscious or unconscious reasons. One of these is resistance to change. You should recognize that the Career Education program, like any other innovation, will force the existing system to adjust to allow it to fit it in.

People may feel that it will take funds or importance away from programs they have spent time and effort building. People in lower-status positions may move up, or people may have to relate in different roles because your

program exists. The concepts and approach presented in the NACE materials may require prople to reconsider the relationship between Indians and non-Indians, or the value of Indian culture. Any of these things may be perceived as a threat, and if people feel threatened by the program, they will resist it.

It may not be possible to avoid or solve this problem completely. If you are determined to implement the program, and somebody else is convinced it is a waste of time, someone is bound to be unhappy. However, the program should be implemented as painlessly as possible. Good communication (discussed in the next section) is one way to do this.

A more immediate problem is maintaining motivation and morale among the staff who are working on the program. Although individuals and programs vary, here are some suggestions:

- Hire people who are genuinely interested in the work, and who either have appropriate experience or transferrable background. (This means you must have an accurate idea of what skills the job will require.)
- Be very clear from the beginning about the program's future (long-term or year-to-year funding, etc.) and about procedures and criteria for advancement.
- Encourage, but do not require, the staff to interact socially with each other and with the community, but arrange most such activities for non-working hours. Even minor celebrations such as staff birthday parties can help build group consciousness and a feeling that people care.
- Give staff members who are not working directly with students a chance to meet them and participate in some activities. Let everyone share in the rewards as well as the work.
- Make sure that goals and time lines for project activities are clearly stated and updated regularly. Keep time-lines realistic.
- Break down goals into tasks, assign responsibilities, and make sure everyone knows what they are responsible for, when, and who to ask for help if they need it.

- Develop non-threatening procedures for checking to see how things are going. No one wants people looking over their shoulders, but it helps to know that someone cares. For instance, offer people a regular opportunity to share what they and/or their students have been doing so that others can learn from it. Establish the idea that problems can be educational and offer people a chance to brainstorm solutions.

There are three program "conditions" which may affect staff morale: success, failure, and fatigue. A successful project or program obviously encourages people, but one must guard against a tendancy to feel that now the struggle is over and all problems are solved, and therefore everyone can relax. Unfortunately, success one year does not ensure that the same factors will produce the same results again, though it helps. But is will require almost as much work to get that result the second and third year as it did the first.

Failure -- a bad evaluation, bombing out on a proposal, etc. -- has obvious disadvantages, but it can offer an opportunity to make a new start, which will be better than the original idea because you now know what to avoid, or have had an extra year to plan.

A more subtle danger is simple fatigue, when the program continues year after year without any spectacular successes or failures. Unless a conscious effort is made to keep revising and expanding the program to adjust to changing needs, the staff's experience may produce boredom instead of expertise. If it is not desirable to change the program, changing staff roles may give people a fresh point of view.

3. Communication

Perhaps the most essential requirement for keeping a program running effectively is good communication. This does not necessarily mean quantity -- though it should be adequate in both length and frequency -- quality is important as well.

Communication within a group requires people to know and trust each other, and to be able to give, receive, and interpret information, verbally and in writing.

Some ways of improving communication in a program include:

- Provide regular opportunities for staff members to meet with community people and each other to share resources and ideas. If necessary offer training in verbal communication skills.
- Make sure everyone has access to memos or reports on the program, even about aspects that don't directly concern them.
- Provide opportunities for staff to explain the program to others who may feel threatened by it (trying to tell someone else what you are doing not only helps them understand, but it may make things clearer to you as well).
- Become aware of cultural factors affecting communication, especially the non-verbal ones such as dress, body-language, ways of conducting an encounter, etc. We are used to thinking of a 'culture' as something other people have, and need to realize that both we and others have culturally conditioned reactions that may not be universally true. Use role playing and discussion to try and identify what these factors are and how they may affect communication in your program.

Application

The following capsule case histories deal with programs which are in the expansion stage. As you read, consider what problems they might encounter or what decisions need to be made, and how you would advise the people involved.

1. The children of a southwestern tribe attended reservation schools for grades K-8 and then went to boarding school. The tribe had started a successful Career Education program in one of the elementary schools. Now they are trying to decide what to teach next.

2. A junior high school Career Education infusion program has been running for three years. Each year the staff gave pre- and post-tests and sent home questionnaires. Then, some parents and students started criticizing the program. The staff was shocked, since their evaluation reports had been accepted each year by the principal.

3. The Career Education specialist at a tribally-operated contract school had set up a very successful work-experience program in which students earned credit for time spent on the job in a nearby community. But after two years there was a budget crisis, and the rest of the staff voted to cut the funding for the Career Education program.

4. An Indian center in a small town was finding it hard to keep its Career Education program going. Students quickly lost interest because the center had few materials and the region had limited economic opportunities.

5. A Career Education program on a reservation had been going for five years. In the meantime, three of the original committee members resigned for various reasons and the program director always seemed to be out of the office. The principal felt something should be done.

Discussion

How would you have advised the people in the above situations? Here are some possibilities:

1. The planning committee for this program has several options. One would be to extend the program to the other elementary schools by having teachers from the other schools observe the original program and by conducting training. The committee will have to decide whether to expand its membership to include staff and parents from the other schools, or whether to form a group of allied committees coordinated by the tribe. Other possibilities for expansion include a program for those who return to the reservation from high school.

2. This story demonstrates that it is not enough to evaluate. The results must be reported to the people concerned, and used to revise the program. One might also question whether the evaluation was addressing the right aspects of the program. The program should not be discontinued on these grounds alone, but its management should be reorganized.

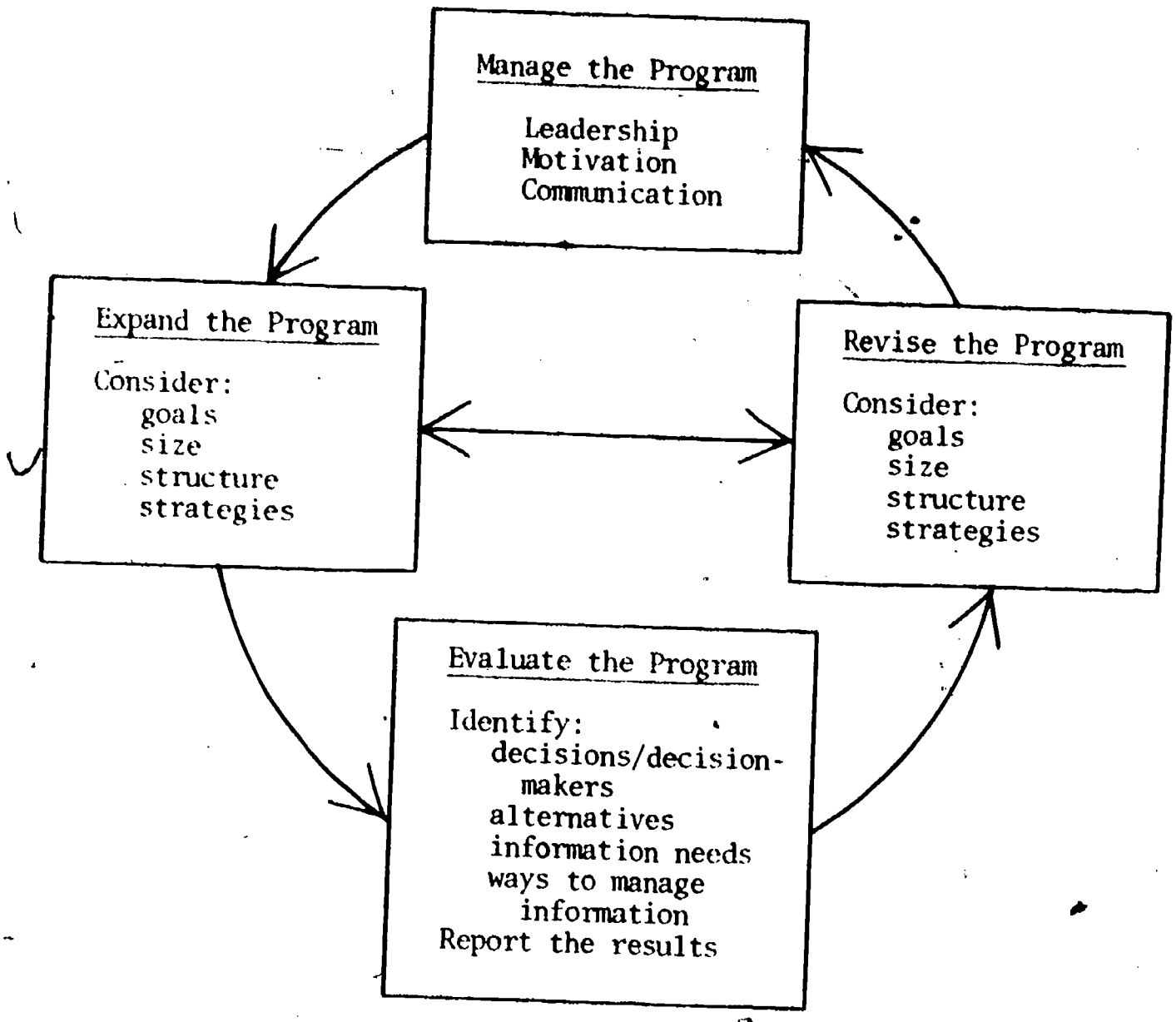
3. Success is not always enough either? The program director in this case made the mistake of ignoring the concerns of the educational setting within which her program existed and did not communicate the nature of and need for her program to the rest of the staff. If the tribe's educational priorities made it necessary to spend the money elsewhere, the Career Education program might be changed to infusion or community-supported job experience, but for this to happen, both community and school staff would have to understad the advantage of Career Education and the variety of options available for accomplishing it.

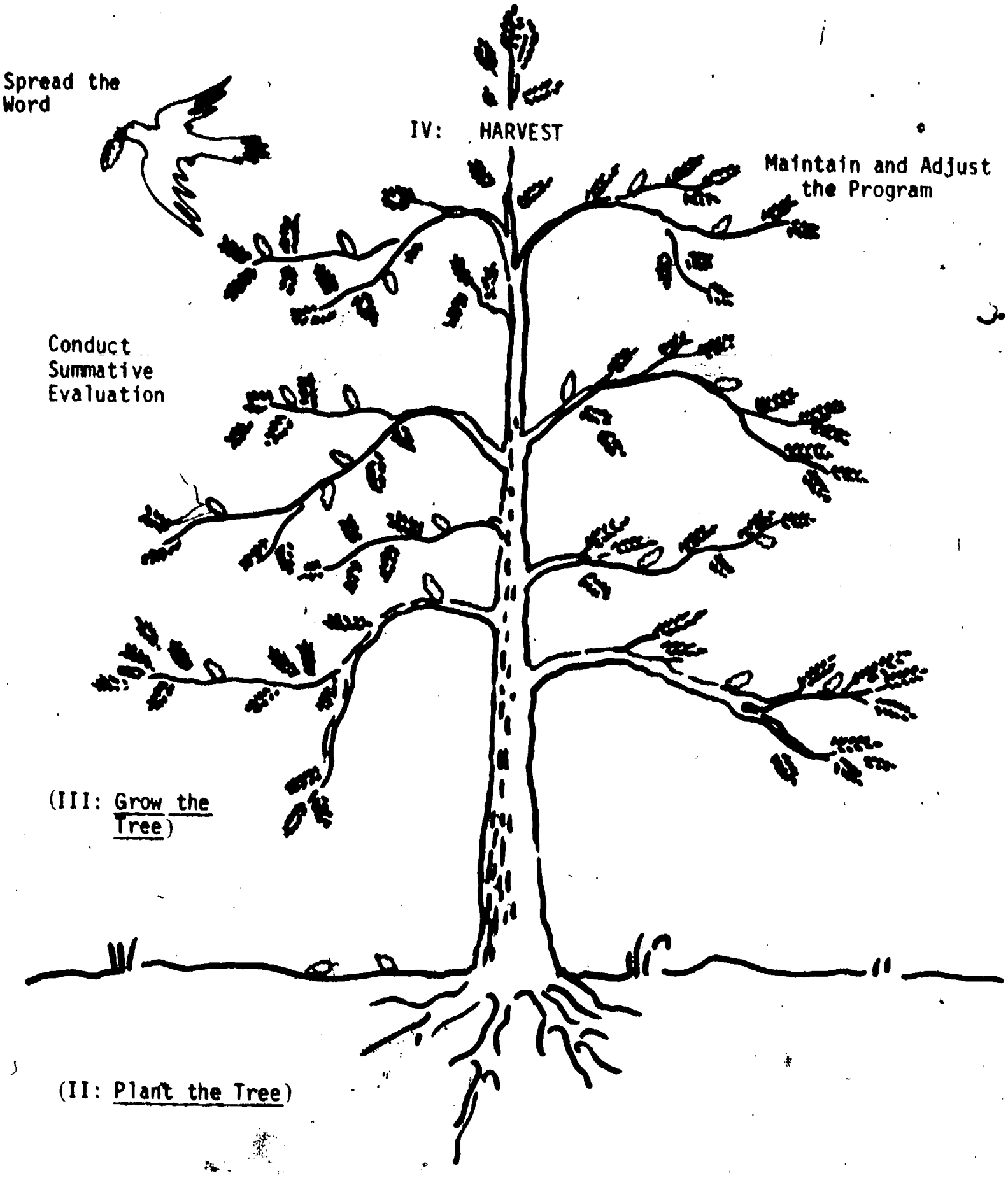
4. In this case, small size and lack of money were causing problems. The center has several options. They could join forces with Indian centers from nearby towns to start a regional program; they could develop their own materials; they could start writing proposals; they could try to link up with local employment development agencies and businesses to improve the economic outlook.

5. The problem here seems to be that some of the committee members were too new, and the program director was too old. The first difficulty could be solved by training, the second, by getting a new program director or by expanding the program into a new and more exciting area.

Now that you have considered some problems and solutions related to procedures discussed in this chapter, let us review the major points we have covered. At this stage of program development, the most important activities are on-going efforts that take place simultaneously. Program management includes expanding the program, evaluating the results of that expansion, and revising the program accordingly, which in turn affects management procedures and future expansion of the program. These relationships are illustrated by the chart on the next page.

Activities Involved in Maintaining and Expanding the Program




Spread the Word
IV: HARVEST
Maintain and Adjust the Program
Conduct Summative Evaluation
(III: Grow the Tree)
(II: Plant the Tree)
(I: Prepare the Ground)

CHAPTER IV:

HARVEST

Introduction

Trees planted in soil which has been well-prepared and nurtured with patience and dedication will bear fruit year-after-year. A well-developed Career Education program will do the same. Even projects which only exist for a little while may produce methods or concepts which can be grafted onto another stock. Such continuing programs not only benefit the students involved in them, but serve as a source of inspiration and ideas for others, and like the previous phases of program development, "Harvest" has its own characteristics and activities.

Keeping the Program Going

Much of the advice provided in the previous chapter applies during this phase as well. Even when the program is well-established, some changes may still be needed. For example, sometimes the kind of person who has the talents needed to start something does not necessarily have the ability to maintain it year-after-year and so adjustment in staff roles is required.

Here are some suggestions for keeping enthusiasm fresh:

- Rotate staff into new positions where they can experience a different aspect of the program or exercise different skills.
- Make sure any new staff members get the same training the original people did (don't assume they will absorb it through the atmosphere).
- Allow room for originality within the permanent structure of the program -- someone may even come up with an improvement!

In addition to program maintenance, one also must consider adjustment. Over a period of years, the economic and social setting will undergo changes that should be reflected by the Career Education program. Even a mature tree continues to grow, replaces lost branches, and adapts to changes in its environment.

Needs assessment and goal revision should be done every four or five years, and appropriate changes made in the program. Look out for indications, like the following, that suggest it is time for a change:

- The economic picture in the region has changed.
- Technological changes in the country as a whole have opened up new career areas.
- Social attitudes towards various careers and career roles have changed.
- None of the students have ever heard of the people whose pictures appear in your Native Americans in Careers series.
- Illustrations in your materials picture people in clothing that is drastically out of date.
- The program materials are gathering dust while the teachers do something else.
- No one knows what happened to the resource file.
- It gets harder every year to find business and community people to volunteer for the annual career day.
- Student scores on pre- and post-tests begin to decline.
- The percentage of students going on for further academic or vocational training after high school goes down.

Summative Evaluation

If the program has been developed so that it seems to produce good results, and procedures for maintenance and adjustment are functioning smoothly, the staff should consider summative evaluation.

Summative evaluation has a number of uses. It can qualify a program for special funding, it can provide convincing evidence of the program's usefulness,

and it can produce the kind of information that other schools or projects which are thinking of starting a similar program will need.

1. Characteristics

A summative evaluation has certain characteristics which distinguish it from formative evaluations performed earlier in program development.

- Its purpose is to furnish information on the worth of a product or program to sponsors or potential users.
- It is applied to an entire product or program, and it takes place after development is completed.
- It is usually conducted by someone who is not a member of the program staff.
- Large numbers of students are evaluated including control groups as well as those involved in the program.
- The evaluation may extend over a long period of time.
- Results are made public or are reported to someone other than program staff.

2. Focusing the Evaluation

One reason why some people feel negative about evaluation is that its results often seem irrelevant to either the program or to the needs of its audience. Sometimes this is the fault of the evaluation report, but often the data collected focus on aspects of the program which may be easily measured, but which are not central to the program's major goals.

Therefore, the question which must be decided, even before the evaluator is chosen, is "What is this evaluation for?" A program might have an evaluation performed for a variety of reasons:

- The funding agency wants to know if it got its money's worth, i.e., did the project achieve the goals described in the proposal which the funding agency funded?
- The community may want to know what effects the program is having on students -- all the effects, whether or not they were intended.

- An Indian organization which is considering disseminating a program developed by one tribe to others may want to know if it meets the organization's standards, and what are the essential elements that make it work.

In each of these cases, the purpose, the methods and the results of the evaluation would be different, even though the program being evaluated was the same.

When planning an evaluation, therefore, there are a number of questions which should be asked:

1. Who is the evaluation being done for? -- Who is the primary audience for the evaluation report, and what other groups or individuals will see it? What are the concerns of these audiences? What do they value in a program, and what kinds of information would they like to receive?

2. What are the program's theoretical and actual goals? -- What are the goals that the program originally set out to address, and what do staff members unofficially feel it is actually doing? (One purpose of the evaluation may be to find this out.)

The answers to these questions lead to two more questions:

3. How much do you really want to know? -- Too much information can be as difficult to use as too little. The most useful evaluations are those which collect manageable amounts of information targeted at the most meaningful aspects of the program and presented in language that the audience will understand.

4. What are the options? -- Finally, it is important to figure out what possible decisions might be made as a result of the evaluation.

3. The Evaluator

When the program has established the answers to these questions, it is time to think about hiring an evaluator.

As a general rule, the summative evaluator should not be on the program staff. If the program is part of a larger system such as a school district, someone from the district office can perform this function. Otherwise, the job should be subcontracted to a consultant or an organization with experience in this field.

If you have any choice in the matter you should locate several candidates for the job and award it to the one whose skills and background are most appropriate. Characteristics which might mark the ideal evaluator for you include:

- He or she has experience performing evaluations similar in size and purpose to the one you want.
- He or she is located close enough to your program for frequent visits.
- He or she has, or has access to, a staff which can handle whatever data collecting, computer analysis, etc., that will be needed, and it is clear what jobs the evaluator will handle and what will be left to the staff.
- The evaluator has experience in Indian Education and in working with the Indian community.
- The evaluator is able to establish rapport with program staff.

In addition to interviews and a formal proposal from the prospective evaluator, you might ask for copies or summaries of other evaluations he or she has performed, and talk to people from other programs he/she has evaluated. The evaluator's report may make or break your program -- choose carefully!

Spreading the Word

In a living thing, one indicator of maturity is reproduction. "Dissemination" which originally was used to describe the sowing of seeds, has been adopted by Education to indicate the distribution of educational ideas, processes, and products.

One may question whether the act of dissemination is of value to the individual or program in question; however, it certainly has value for those on the receiving end. It is always possible that the program which you have inspired may eventually produce ideas or materials that you can use!

Dissemination may take place in a variety of ways -- by writing, talking to people, and by letting people visit and observe the program.

1. The Written Word

The best way to get information about your program to large numbers of people in a variety of geographical areas is by writing announcements and articles. These can be submitted to a number of different places (addresses appear in the Resource Section).

- Newsletters or papers published by Indian tribes and centers (send program summaries a paragraph or two long).
- National Indian newspapers, such as Akwesasne Notes or Wassaja. For these, you may want to write a letter about what you are doing, or send review copies of any materials you have published.
- Indian Education organization publications, such as the Journal of Indian Education or the newsletter of the Coalition of Indian Controlled School Boards. Submissions may be formal articles or brief announcements.
- National Career and Vocational Education newsletters and journals, such as Career Education News and Notes, The School Volunteer, and Transitions (National Experience-Based Career Education Association News Service).
- State Office of Career or Vocational Education Newsletters -- write your state office for information on these. Some regions also have newsletters.
- Newsletters published by various funding agencies. If your program is being funded by the Office of Career Education or another federal agency which is sponsoring a newsletter about its projects, you will be asked for information.

Before submitting information to any of these publications, look at a copy and write to the editor to find out desired length and format, or whether you should write the article or simply send them the information.

As word gets around, you may also receive letters requesting information about your program. It will save time if you prepare a flier describing what you are doing. Concentrate on basic organizational information and aspects that could be copied by someone else.

2. Personal Contact

Reading about a program may arouse interest, but direct contact may be more convincing. People need to know that real human beings have addressed the problems they face and done something about them. Personal communication can take place in two major settings, conferences and your own school or project.

Conferences include career and vocational education conferences sponsored by local and national agencies. You can participate by simply attending and talking about your program to other participants. However, if you know about the conference enough ahead of time, you can contact its organizers and see if they are interested in having you speak about your program or appear on a panel. If you do give a presentation, it helps to accompany it with slides or transparencies, and have fliers or hand-outs available for the audience.

Site visits. The most direct way for people to find out about your project is for you to make it available for visits and observation. This should be controlled, however, or you may put all your energy into entertaining visitors instead of running the program, and students and teachers may be so distracted that program effectiveness is lost. Here are some suggestions:

- Require visitors to contact you before arriving.
- At the beginning of the year, discuss the possibility of visits with the administration of the educational setting to identify any requirements they may have.
- Set up a schedule of "visitation days" which are announced both to prospective visitors and school staff, and plan major events around these dates.
- Distribute visits among parts of the program so that no one group of students receives them all.
- Inform staff whose classes or projects will be visited as soon as you know about the visit.
- Plan a program for the visitor which includes an introduction or orientation to the program, actual observation of activities, and a chance to ask questions afterward.

- Keep a scrap book of articles about the project, pictures, and student work, and a display set of materials developed by the program.

- If possible, schedule visits for activities in which the visitor can participate, such as career days.

Application

Programs may have problems even after they are completely developed. Consider the following examples -- what would you advise?

1. A Career Education program in a reservation school system had been in operation for eleven years. It was based on an extensive analysis of the region's economy, and had been coordinated with the tribe's economic development plan. In the twelfth year, a geologist discovered uranium on the reservation.

2. A federal agency was required to evaluate all the programs it was funding. The team it sent to assess the Career Education program at a small-town Indian center produced a very negative report because the program had produced very little measurable data.

3. An urban Indian Career Education program hired a well-known evaluator from another city to do a summative evaluation. The work took longer than expected, cost more, and the community was upset when the evaluator sent his staff members around asking stupid questions.

4. An Indian boarding school had developed a model career education program. The program director, wanting to spread the word, wrote several articles for newsletters and attended every Career Education conference she could find. By the end of the year, she wondered why her staff didn't seem to like her any more.

5. A Career Education program in a combined school with an Indian majority conducted an excellent dissemination campaign, and soon visitors were flocking to the school. But for some reason none of them actually started Career Education programs at their own schools.

Discussion

Here are some of the problems you might have diagnosed in the situations described above, and some possible solutions.

1. The intrusion of something with the potential for environmental and social disruption of a uranium mine will inevitably change things in the region. If the tribe decides to let mining begin, the Career Education program should be revised accordingly. Not only should appropriate information and vocational training be provided, but the program should consider all the other associated jobs necessary to serve the mine and the new population.

2. In this case the needs and values of the agency sponsoring the evaluation may be very different from those of the program and its community. A program which satisfied the needs of the people concerned could still be rated badly and lose its funding. A program should always remember where the money is coming from, and make a point of regularly collecting data that will satisfy those needs as well as its own.

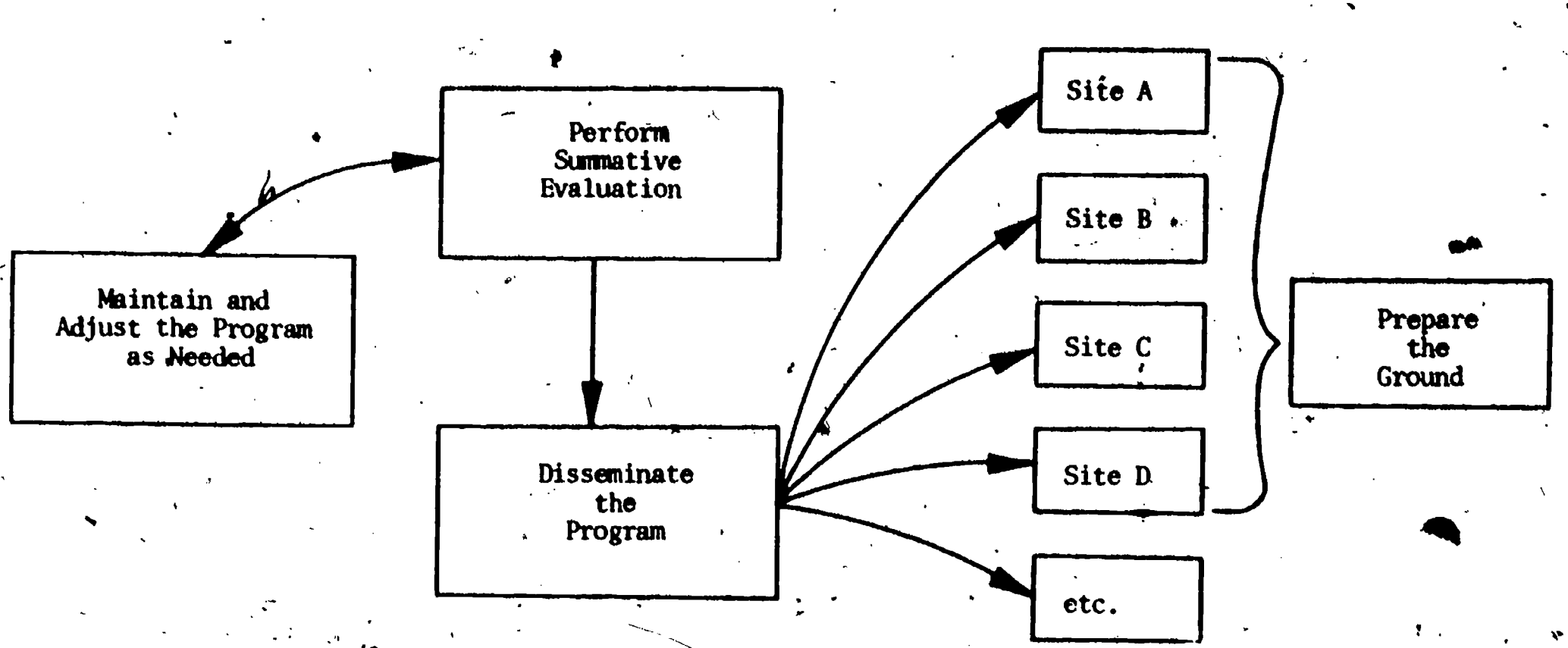
3. Here a poor choice of evaluator created problems. The program should have chosen someone with experience working with Indian communities, located close enough for easy communication, who would do the work himself.

4. The program director may have done a great job of dissemination, but her staff understandably resented her neglect of the program. Dissemination is important, but not more important than keeping the program going!

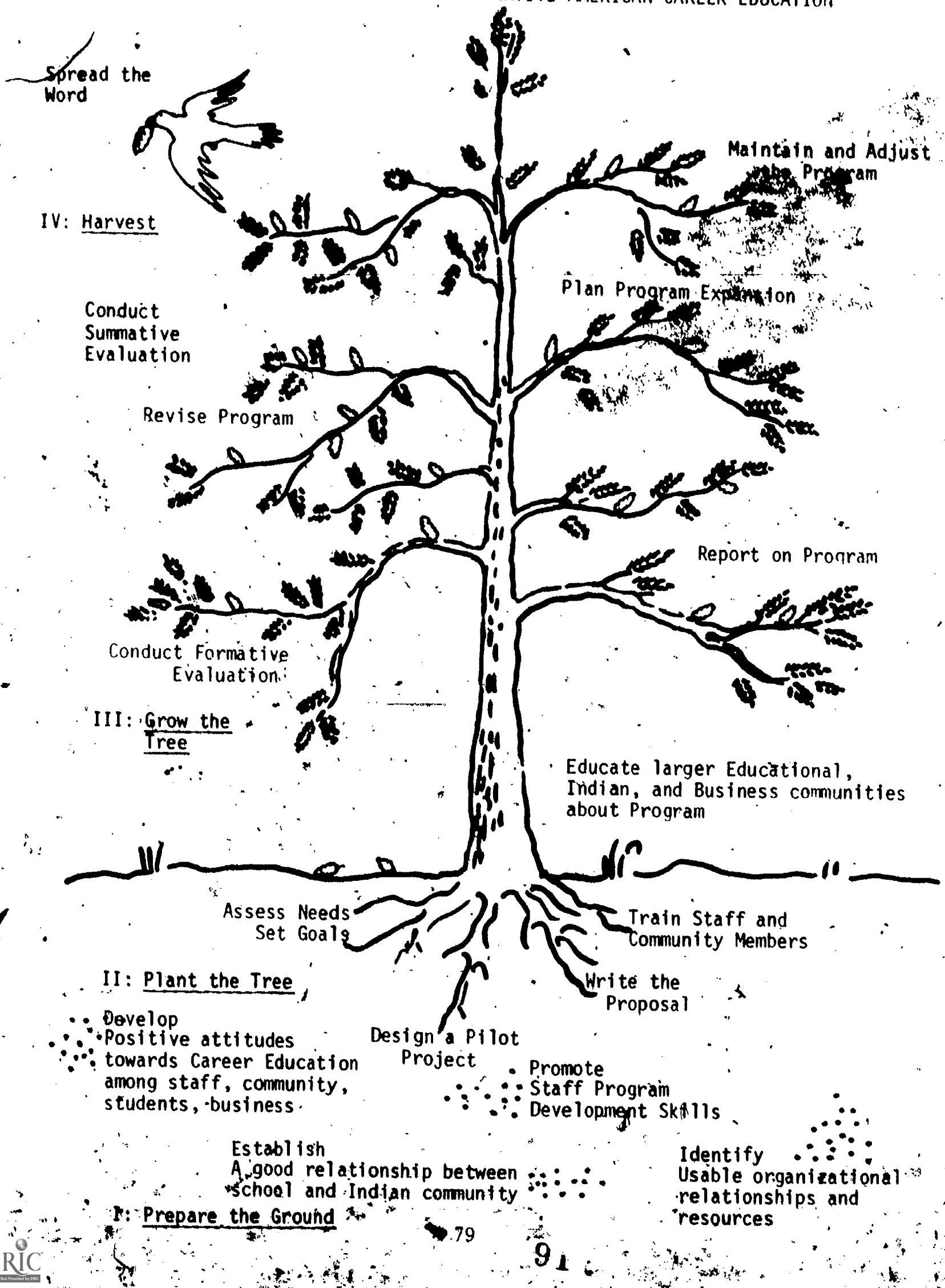
5. Just because someone is physically present in a place does not mean he will learn. The school needs to find a better way of communicating the elements that make its program work, and show visitors how they could replicate them. They might also recommend training materials like the NACE workshop and this Guide.

This chapter has covered the kinds of activities that take place when the Career Education program is fully developed and established. Procedures for maintaining the program and adjusting to changing conditions are used to keep it going productively. At this point a summative evaluation can be useful to assess the whole program from an outsiders' point of view. Such an evaluation also provides information for dissemination, by which the concepts and methods of the program are carried to new settings where new programs can be "seeded" and grow.

Activities Involved in Continuing & Disseminating the Program



V: DEVELOPING AND IMPLEMENTING NATIVE AMERICAN CAREER EDUCATION



CHAPTER V:

THE HOPI CAREER EDUCATION AND MEDIA PROJECT -- A CASE HISTORY OF PROGRAM DEVELOPMENT

Introduction

In previous chapters we have divided Career Education program development into a number of separate steps, illustrated by examples drawn from a variety of educational settings. By now you may be wondering how to put all these steps together, and what a program which has done so might look like.

This chapter presents a history of the Hopi Career Education and Media Project*, which began in 1971 on the Hopi reservation in northern Arizona. As you read, note which of the activities that we have discussed were accomplished by the Project, what problems they encountered, and how they solved them.

1. Project Background

The Hopi Indian Reservation is located in Northeastern Arizona's Navajo and Coconino Counties. Until recently, only 641,000 acres of 2,4000,000 acres set aside by President Chester A. Arthur's Executive Order of December 16, 1882, was designated for exclusive Hopi use. The remaining 1,800,000 acres has been termed "joint use" land with the intention that the Hopi and Navajo tribes would both use the land. On February 10, 1977, a Federal Court settlement of the century old land dispute has returned approxmately half of the Joint-Use Area to exclusive Hopi control. (See map) Appeals to the settlement are in process and it will be some time before the settlement is finalized. In the meantime, the Hopi Tribal Council has been given jurisdiction over all the land assigned to them in the settlement.

Topographically, the reservation is characterized by high desert plateau, elevation 5,000 to 7,000 feet, and the rugged mesas which rise above it. The Hopi people are closly tied to their 12 autonombus villages and communities, clustered about the three mesas, and the two Moencopi Villages, located approximately 55 miles west of New Oraibi. The villages are located along or near Highway 264, East to West, from Keams Canyon to Moencopi, a distance of approximately 85 miles.

Distances between the Hopi Reservation and local economic districts are also considerable, the nearest town being Winslow, 75 miles from New Oraibi. Other "near-by" shopping and educational centers are Flagstaff, 125 miles, Holbrook, 95 miles, and Phoenix, 290 Miles.

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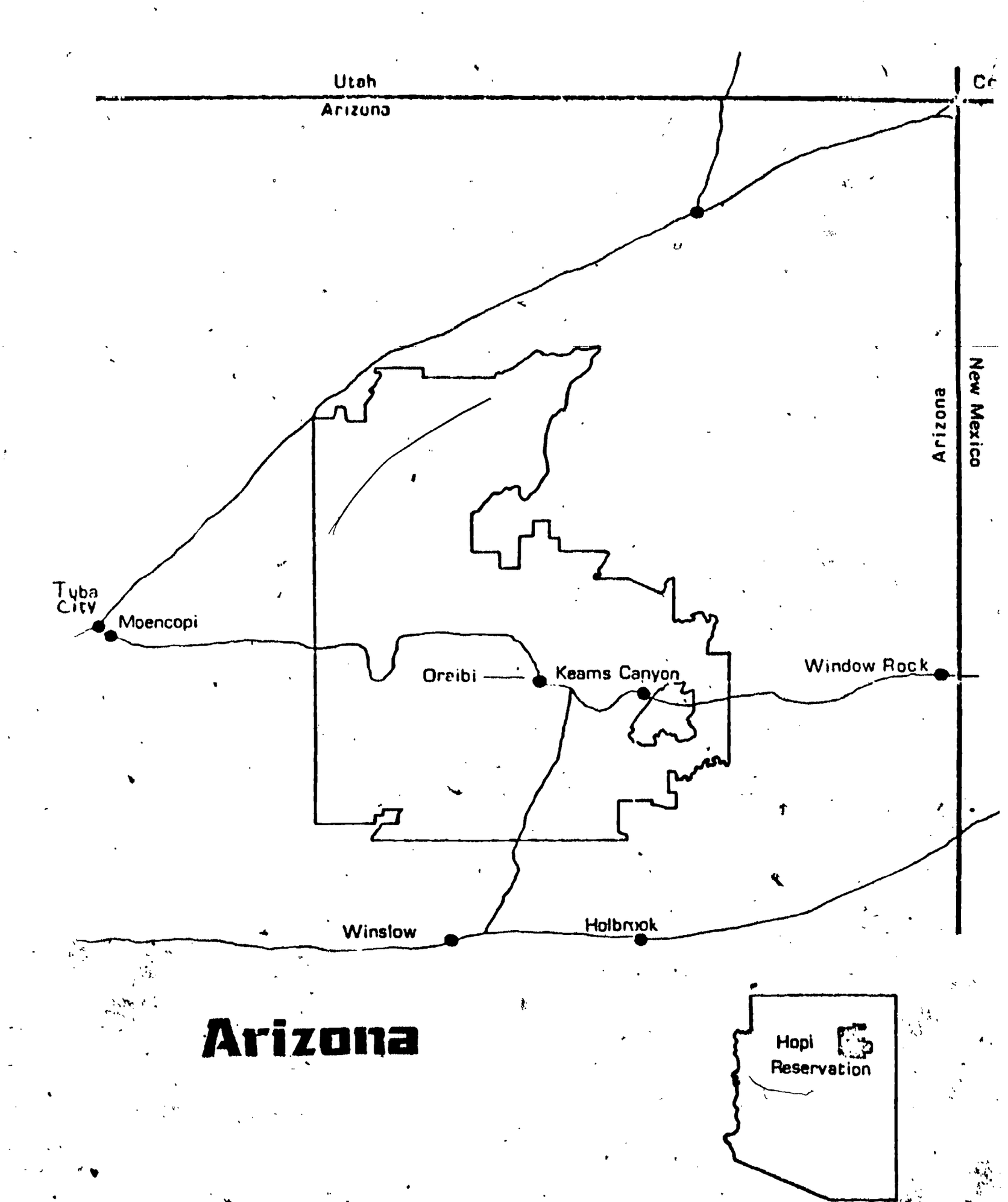
*Reprinted with permission from the Annual and Semi-Annual Reports of the Hopi Health Professions Development Program (1978-79), submitted to the Office of Indian Education, Title IV Programs, Part B.


Utah
Arizona
Arizona
New Mexico
Tuba City
Moencopi
Oraibi
Keams Canyon
Window Rock
Winslow
Holbrook
Hopi Reservation

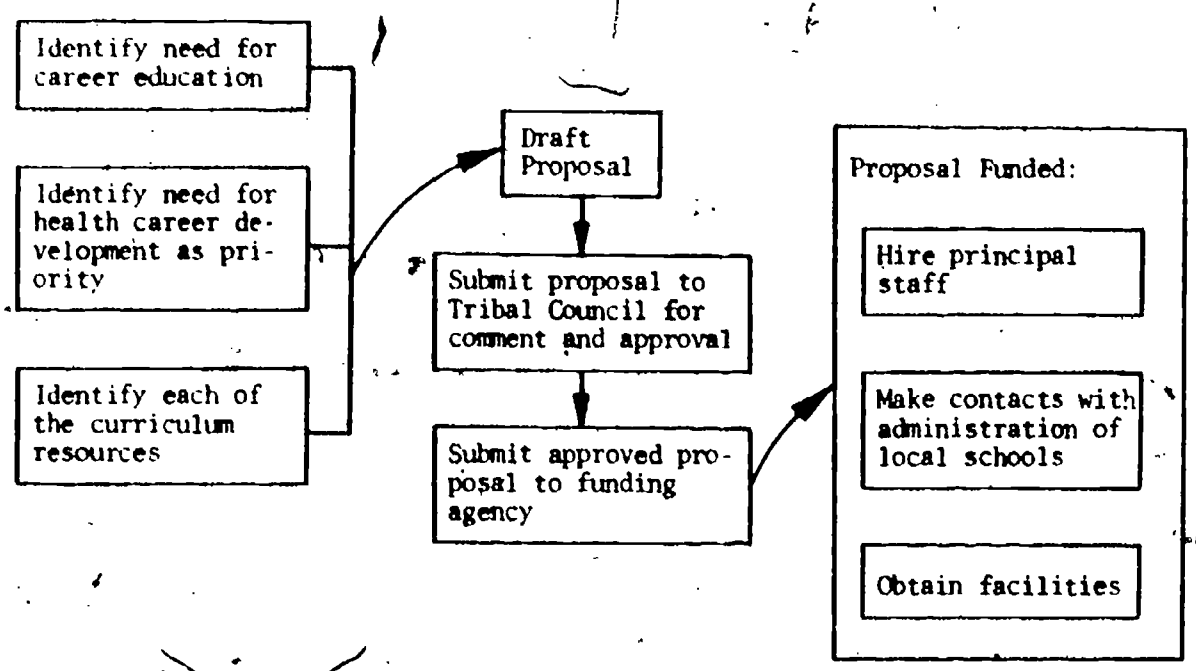
Arizona

2. The Preparation Stage

The initial proposal for Hopi Health Professions Development Program was written in 1971 and was, after approval by the Tribal Council, submitted for funding to the Department of Health, Education, and Welfare. First year, funding became effective on July 1, 1973. A full staff was hired by September, 1973.

Although pre-proposal activities are not described in detail in this report, in order to write a fundable proposal, the tribe's education office had to establish the need for Career Education and suggest a way of meeting it. The proposal then had to be approved by the community. Once funding was obtained, staff were hired and office facilities located. The following flow chart illustrates these activities.

PHASE I: 1971-73
Preparing for the Project



3. The Pilot Project

During the fall semester, most of the activities of the elementary staff consisted of orientation, both of themselves and the school staff, to the concepts of Career Education. Northern Arizona University offered an introductory course in Career Education for the program and for school staffs. In January, 1974 the staff conducted an audiovisual workshop in conjunction with the Hopi Center for Human services, which sharpened their AV skills. The staff also attended a workshop conducted by the Coconino County Career Education Project, and they traveled to Albuquerque, New Mexico, to observe a pilot Career Education project and to attend a training workshop.

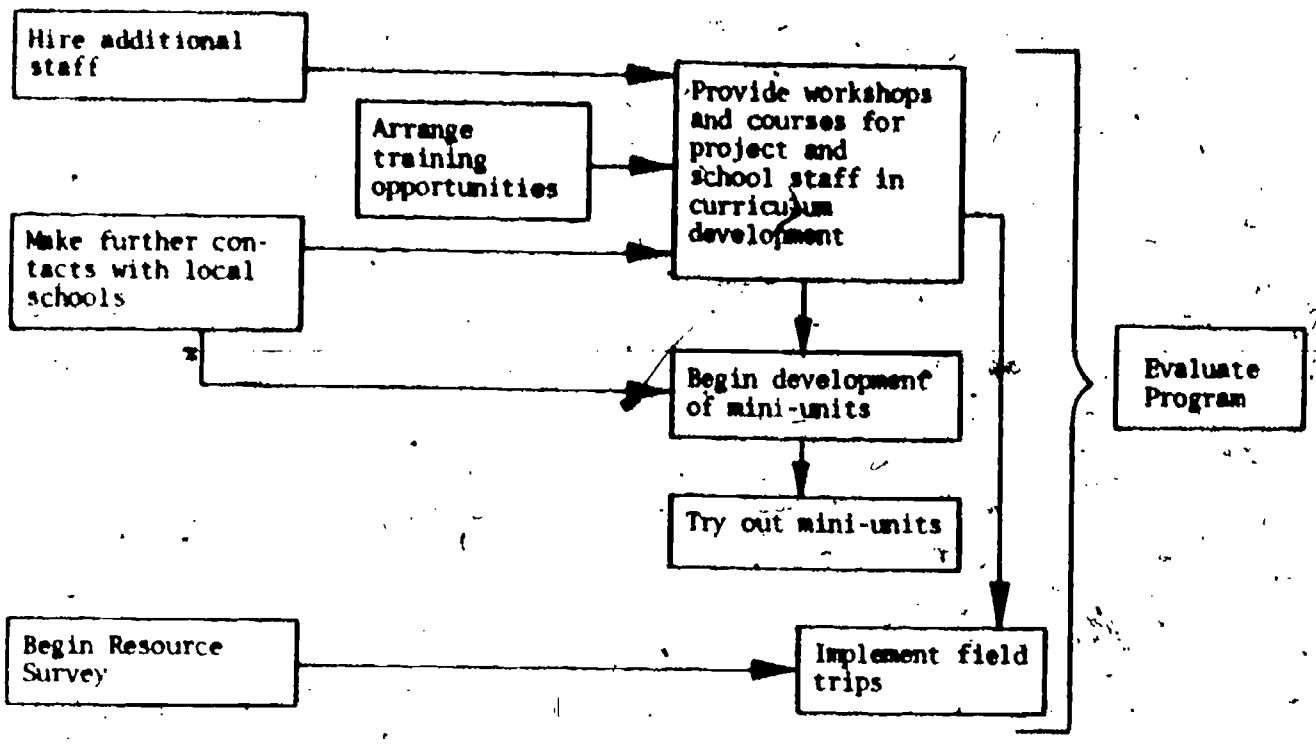
In early June, 1974, the staff attended the BIA Education Fair in Riverside, CA, at Sherman Indian High School. Later in June and into July, the staff sponsored two courses through Northern Arizona University: "Development of Career Education Materials" and "A-V and Instructional Media Development." These two courses served not only to help train the program staff, but helped the local school staff as well. In all, a total of 32 persons participated in the courses.

Throughout the first year, contacts were being made with the BIA school staffs and administrations. Commitments were finally secured from five of the schools for office space for the Career Education Specialists, and one school offered space for a program media center. In April of the first year, a sixth C.E.S. was hired, and began activities in the final BIA school. Activities of the first year included fieldtrips, both on and off the reservation, and in-class activities which were initiated to test curriculum activities which were developed by the staff. The staff also had begun to identify local resources and to write Career Education mini-units for in-class usage.

The program faced several difficulties during the first year. One was a staffing problem, in that a full staff was not hired until after school had started. This caused the necessary training and orientation to be conducted after the beginning of the school year. The first semester was treated as a period of curriculum development with limited classroom testing; however, the work of the C.E.S.'s within the schools was hampered as initially only four of the schools provided work space or office space for the Career Education Specialists. The administrative activities were also hampered by a shortage of office space. The third, and possibly most important problem was in getting the school staff to accept "another new program".

The first year activities for this project focused on completing the staff, arranging training for both the project staff and school people who would be working with them, preliminary development and try-out of the curriculum materials, school activities, and evaluation. The chart on the next page indicates the relationships among these activities.

PHASE II: 1973-7[illegible]
Pilot Project



4. Program Expansion

As the second year began, some of these problems began to be solved. A trailer was purchased for administrative office space, and all of the schools had, by then, allocated work areas for the C.E.S.s. The program's media center had been put into operation, and a resources survey had been completed of reservation workers and catalogues of rental media from a variety of sources were made available.

In-school activities during the year increased considerably, including the development of Career Education teacher units, role playing, media presentations, hands-on experiences, job-experiences, and guest speakers. Numerous fieldtrips were taken, both on and off the reservation. New 35mm cameras were purchased so that pictures and slides of these activities could be taken and used as bulletin board displays and slide presentations for in-class and PTA meetings. Workers studied included doctors, dentists, dental assistants, supermarket workers, artists, law enforcement officials, transportation workers, communication workers, and allied health workers. Health Careers or Health Clubs were begun at three of the schools.

Two of the schools, with the help of the Career Education Specialists assigned, purchased sophisticated videotape equipment for communication laboratories. The Career Education Specialists used the equipment to videotape school activities, teach the students about communication careers, and to develop skills in media production.

There were three problems which continued through the school year. First, the limited facilities for the media center did not allow for adequate development of local materials. Larger facilities were obtained at the beginning of the summer of 1975. Also hindering the development of local materials was a shortage of trained staff. Two media technician trainees were hired in February under the CETA Program. A media specialist and another technician trainee were added in April. The technicians were used during the remainder of the second year to photograph Career Education activities in the schools and on fieldtrips, while developing their skills in photography, developing film, and putting together slide-sound presentations.

The third problem was Career Education Specialist staffing. By the end of the second year, four of the six Career Education Specialists had resigned, two for other positions, and two to return to graduate school. The project was able to fill these positions during the month of June, and to add a seventh position to allow for a full-time curriculum coordinator to supervise the Career Education Program.

During the third year, training continued to be an integral part of the staff's activities. Northern Arizona University provided two graduate/undergraduate level courses on the reservation for the Career Education staff and teachers and aides from the various schools in June 1975. These classes in "Career Education Curriculum Development" and "Administration of Career Education" were preplanned by the HHPDP staff and N.A.U. staff to focus on specific training needs. Requirements for "Career Education Curriculum Development" included writing mini-lessons and units. In administration, the students developed proposals for Career Education activities for implementation in the Career Education Program. In addition to the Career Education staff, four other teachers and one teacher's aid participated in the curriculum class and six in the administration class.

Ongoing in-service training activities were provided for the staff. Staff members on an individual basis participated in various college and university extension courses offered on the reservation.

Emphasis was placed on the concept of the Career Education Specialists working together as a team in the development, testing, and revising of Career Education activities. Activities developed at each school were written up to be shared and critiqued by the other staff members. Materials developed were collected by the Curriculum Coordinator to become a part of a centralized Career Education resource file.

Slide-sound presentations were planned and were in various stages of development by the end of the third year.

Efforts were continued at the development of Career Education activities in various classrooms for integration to the subject matter areas as a part of immediate and long-range curriculum development.

The Career Education Specialists worked directly with the classrooms in each of the elementary schools serving as resource persons providing ideas, materials, and media. They also worked directly with the various classes providing instruction or assisting the regular classroom teachers. Assistance was also provided in contacting resource persons and arranging for their visitations to the various classrooms.

Career Education activities in the classrooms are frequently supported by out-of-class activities including fieldtrips, both on and off the reservation, to see the workers at work and to have hands-on experiences on site. To ensure that these fieldtrips have a solid educational basis, the Career Education Specialists developed specific learner objectives for pre-trip, during-trip, and post-trip activities. This approach involves a great deal of C.E.S.-instructor-student planning and participation, and seems to enhance the outcomes of the total set of fieldtrip activities.

The Career Education Specialists were encouraged to develop post-trip activities to include the parents and other community members. Slide presentations and picture boards for a parents night or PTA meetings were used by some to help the parents be more involved or to develop more understanding of the educational process of the children. Student written reports in the school newsletter and articles in the reservation newspapers provided a means of exposing the broader community to the Career Education activities, provided educational experiences for the students and enhanced a feeling of identification with the HHPDP program in general.

Health and health career oriented clubs were established or maintained in four of the elementary schools. Club activities were designed to broaden the exposure of students in health care and to careers in health areas. Activities included in-class experiences and visits to local health service facilities.

The Career Education Specialist involved themselves in a variety of activities at each school along with other staff members of the school. One C.E.S. sponsored a student Journalism Club for the second year which published a school yearbook. The club's activities were organized to provide the students with a broad range of production related experiences, including finance, photography, subscription sales and editing.

Other Career Education Specialists worked closely with members of the Police Department in community-school relations and with the U.S. Public Health Educator in community and school health education activities.

Members of the Career Education and Media Development Staff participated in and made presentations at a number of special events as noted in the following list:

1. Navajo Community College
   Tsaile, AZ - June 26, 1975
   (Survey of Media Development Facilities and Materials)

2. Second Annual Navajo Health Symposium
   Navajo Community College - July 21-24, 1975
   (Career Education Booth/Display - Student Presentations)

3. Apache-Navajo County Career Education Project
St. Johns, AZ - September 15, 1975
(site visitation)

4. Northern Arizona Career Education Project
Tuba City, AZ - September 23, 1975
(Group Participation)

5. Northern Arizona Career Education Conference
Holbrook, AZ - October 23, 1975
(Program Presentation)

6. Arizona Education Fair
Phoenix, AZ - October 31, 1975
(Group Participation)

7. Career Week, Chinle BIA Agency
Many Farms, AZ - November 19, 1975
(Program Presentation)

8. Association of Indian Health Careers Recruitment Program
Phoenix, AZ - January 23, 1976
(Program Convener/Leadership - Program Presentation)

9. Arizona State Career Education Conference
Tucson, AZ - March 22, 1976
(Program Presentation)

The Curriculum Coordiantor in the 1975-76 school year was assigned the responsibility of conducting an internal evaluation of the Career Education Program. The elementary staff worked together to develop the procedure for conducting the evaluation and to plan the data collection process. Questionnaires were prepared and provided to the school principals, the instructional staff, a randomly selected sample of the elementary school parents and to individuals and agencies both on and off the reservation who had served as in-class resource people or had hosted field trip visitations. A random sample of elementary students were interviewed with a standardized interview questionnaire.

At the beginning of the program's fourth year (July 1, 1976), four staff members were on board as carry-over personnel from the previous funding period. The remaining three Career Education Specialists positions were advertised through the Hopi Tribal Personnel Department. After an extensive screening process, the positions were filled.

On July 7th, the elementary staff met and agreed to establish personal objectives for the remainder of the summer and the coming school year. The elementary staff also prepared an orientation guideline for new staff to assure that newly hired personnel would begin with a solid information base for their work.

The period of program expansion was naturally longer, and included more various activities, than the previous period. Some tasks, such as adding to

or replacing staff and facilities and providing training, appear to be perpetual parts of project maintenance. Other tasks included continuation and completion of activities started in earlier stages, such as the identification and collection of resources and the development of slide/sound presentations. During this stage the program became much more varied and extensive, including both curriculum (media) development and variety of school-based activities at different educational levels. The project also devoted considerable time to maintaining communication with the community.

This stage phased naturally into the fourth stage of program development by means of such activities as more sophisticated internal evaluation and the dissemination of information about the project to nearby communities. For this reason, the flow chart for this stage is presented along with that for Stage IV.

5. Project Maintenance and Dissemination

Opportunities are being made available for the elementary staff to develop professionally through interaction with other project components. Career Education Specialists worked closely with the high school and college students in July and August to develop Career Education materials. One CES supervised eleven students in their work experience. These activities served to deepen the Career Education Specialists' understanding of the long-range implications of their activities in the elementary schools. Such activities also encouraged greater involvement in the technical aspects of curriculum development.

Opportunities were also being provided for the elementary staff to participate in activities external to the program which are conducive to professional growth. Two Career Education Specialists attended the National Indian Education Association Convention in Albuquerque, New Mexico, September 27-30, 1976. They staffed a booth presentation of the project's activities, attended pertinent sessions, and interacted with persons from projects supportive of or similar to HHPDP. The Curriculum Coordinator attended the National Career Education Conference in Houston, Texas in November. There he made a program presentation and attended various sessions on Career Education curriculum development.

One CES is a member of the Hopi Tribal Education Committee. In that position, she can play the important role of providing two way communication between the tribal government and our project.

Steps were made toward the project process objectives of integrating Career Education into the Hopi elementary classrooms and developing culturally oriented Career Education curriculum using local community workers as subjects.

(a) The Curriculum Coordinator catalogued all curriculum resources available and published this information for use throughout the schools.

(b) Curriculum units were developed.

(c) Immediately upon receipt of project funds, orders were placed for commercially developed curriculum materials to ensure their availability for use at the earliest possible date. As of December 31, $5,000.00 worth of materials had been purchased.

(d) Presentations at staff meetings at each of the elementary schools were made. These presentations included a slide/sound presentation overview of HHPDP, a summary of curriculum available to the schools, and a discussion of how the Career Education Specialist can provide Career Education services to the schools.

Progress was made towards achieving the project process objectives of increasing student self-awareness and student career awareness through the use of project curriculum in the reservation classrooms.

The following chart summarizes the extent to which Career Education materials have been introduced into the elementary classroom during the 1976-77 school year.

Classrooms using Career Education curriculum materials by grade grouping.

GRADE GROUPING	CLASSROOMS USING CAREER EDUCATION	TOTAL CLASSROOMS IN SCHOOL	% OF CLASSROOMS USING CE
Kindergarten	8	9	89%
Grades 1-3	25	27	93%
Grades 4-6	23	25	92%
Grades 7-8	8	15	53%
Total	64	76	84%

Classroom using Career Education Curriculum grouped according to school.

SCHOOL	CLASSROOMS USING CE	TOTAL CLASSROOMS IN SCHOOL	% of CLASSROOMS USING CE
Moencopi	4	4	100%
Hotevilla/ Bacavi	7	7	100%
Hopi Day	10	13	77%
Hopi Mission	9	9	100%
Second Mesa	12	12	100%
Polacca	9	10	90%
Keams Canyon	13	20	65%
Total	64	76	84%

Students enrolled as of September 1; 1,208

Number of students viewing media to May 27, 1977: 15,268

Average number of showings per student: 12.6

Number of guest speakers entering classrooms = 165; Fieldtrips = 95

Progress towards the project process goal of increasing community awareness of, and interest in Career Education activities was made.

1. Elementary personnel were brought, through their involvement in the summer work experience program, into direct contact with community persons associated with HHPDP. This included health facility personnel, person receiving services from the Hopi Veterinary Project (which involved three HHPDP students), and parents of HHPDP target students.

2. Workshops, such as those held for high school and college target students, were designed to foster community involvement through providing information on HHPDP activities and through encouraging the expressions of community members' ideas and concerns about what the project was doing.

3. Elementary staff have made program presentations at Parent Advisory meetings for each of the seven elementary schools served by HHPDP. A request has been made to each of these organizations to provide parent input into the performance of the project activities. Three of the school's PAC/PTA have formally agreed to do this during the 1976-77 school year.

4. Eleven elementary level and one high school level fieldtrips have been taken to places as far away as Phoenix (300 miles) and as nearby as the village trading post. They have been designed to involve community members as chaperones and tour guides. Parents of the children have accompanied them on many of the trips.

5. Guest speaker representatives of community workers have been invited to speak to the elementary classes. As of December, 1976 a cumulative total of 82 classes have heard such speakers.

6. During this same period twelve articles relating project activities have been published in the local weekly newspapers.

In order to better guage the impact of the program on its target population again, the Curriculum Coordinator was again assigned the responsibility of conducting an internal evaluation of the Career Education Program. Results of this evaluation are found in Appendix B, and provide the basis for this proposal.

Other ongoing data keeping activities include:

(a) Media Use Log
(b) A Teacher Log
(c) Running statistics are available on the number of students on the percentage of classrooms utilizing Career Education materials.

The project contracted with Dr. Sam Bliss and Dr. F. Mike Miles of the Educational Research Center at Northern Arizona University to conduct an external evaluation, the final external report for 1976-77 appears in another part of the Final Report. The scope of the external evaluation was extended to include visitations to schools attended by HHPDP Target students and observation of enrichment/exposure activities such as fieldtrips and university visitations.

Media Development Component

The Media Development Component was organized in April, 1975 with the hiring of a full time professional photographer and media development specialist. The component was responsibile for providing support for the development and production of locally oriented Career Education audiovisual materials needed to bring the world of work to the learners. Production included photographic displays associated with fieldtrips, workers at work and slide-sound presentations of workers in various settings.

The media technicians' training, under the supervision of the Media Development Specialist, was developed in conjunction with Northland Pioneer College (NPC) to provide the development of skills for direct employment as media specialists. NPC provided junior college credits for all training so that the participants could earn a range of formal recognition of skills, from a Certificate of Applied Science to an Association of Arts Degree. The training program consisted of a combination of formal classroom study, supervised field experience, and on-the-job training. Training costs were paid for under the CETA program. In addition to on-the-job training and classroom work, the media staff also participated in an Audiovisual/Media Fair in Phoenix in November, 1975.

The media development staff developed a free-standing display booth featuring three picture panels depicting program activities. A fourth panel contained a reverse screen on which A-V presentations could be projected to provide animation. This display was used in two major events during the 1975-76 school year to extend program exposure to other educational organizations and interested individuals. These were the Second Annual Navajo Health Symposium at Navajo Community College on July 21-24, and the Arizona Education Fair in Phoenix, October 31. The display earned the award "Best Health Career Booth" at the Navajo Health Symposium.

On July 7, 1976, the Media Development Specialist assumed the newly funded position of Assistant Director with overall responsibilities for the elementary and Media Components. The new Media Specialist was formerly a media technician.

The Assistant Director continued to have primary responsibility for the training of media staff. This training included photographic skills, photographic processing, and the development of audiovisual materials and media. Northland Pioneer College continues to provide undergraduate credit for this training.

During the previous year, the media staff has been involved in three basic types of activities:

1. Development of Media Curriculum materials.

2. The presentation of HHPDP media.

3. Media support of the various schools to which HHPDP personnel are assigned.

In addition to staff members supported through program funds, a number of other individuals and/or organizations will have and have had a major program input through direct and supportive services.

1. Tribal Education Committee: serves in an advisory/supervisory capacity to the Tribal Education Department. It is made up of Tribal Council Representatives and related community representatives. The committee has endorsed this proposal as supportive of tribal educational goals. (See Appendix C)

2. Tribal Education Department: responsible to the Hopi Tribal Council, the Educaton Department Director has responsibility for overseeing and coordinating all Tribal education programs.

3. Hopi Health Professions Development Program: administers the Career Education Program in the elementary schools along with a high school and college (undergraduate and professional school) and vocational-technical school career development program in health careers. The HHPDP Director has direct supervisory responsibility over the Assistant Director and program activities.

4. Bureau of Indian Affairs Education Office, Hopi Agency: headed by Dorrance Steele, Educational Programs Administrator, is responsible for administration of Bureau of Indian Affairs schools and educational programs on reservations. Works closely with Tribal programs.

5. The Hopi Tribal Personnel Department will provide training support for staff.

6. Bureau of Indian Affairs reservation schools will provide office and work areas for each of the Career Education Specialists. The principals share cooperative supervisory responsibility for Career Education Specialists.

7. Hopi Day BIA school will provide space for the Resource and Media Development Center and office space for the Career Education Curriculum Coordinator and the Assistant Director.

8. State Career Education Projects; specifically Apachi-Navajo and Coconino County Career Education Projects, provide loans of media, developed curriculum, and consultation.

9. Northern Arizona University, Career Education Teacher Education, provide technical support and consultation.

10. Tribal Finance Department, for bookkeeping and financial records.

11. Tribal Property and Supply Department, for purchasing and general support.

12. U.S. Public Health Service, Health Educator works closely with the Career Education staff to provide mutually supportive services.

13. Northland Pioneer College, Oraibi Center, provides training opportunity for staff and works closely with the project to develop educational programs in keeping with the long-range goals of the project.

In addition to describing activities, such as summative evaluation, typical of this stage of program development, this section provides some of the results of evaluation activities, and background on the program's present focus and situation. A flow chart for Stages III and IV appears on the next page.

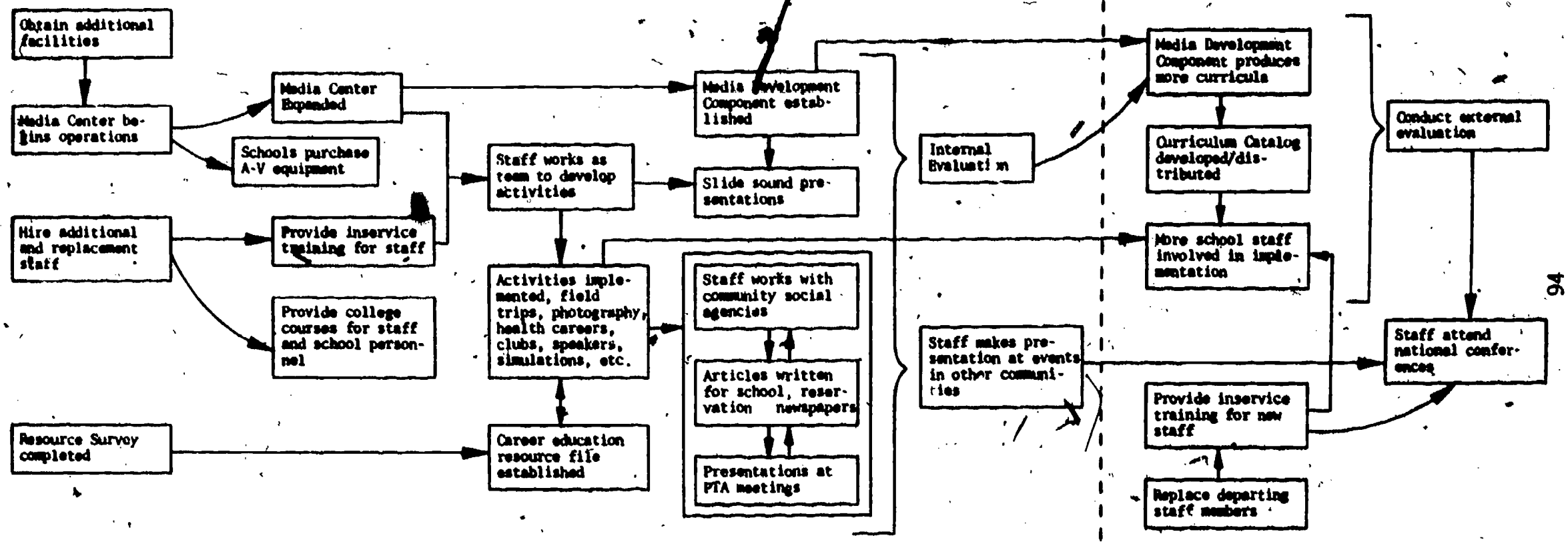
Discussion

The Hopi Career Education and Media Project is an example of how external funding was used to provide services and develop curricula which would complement and enrich Career Education conducted by the schools. Without the cooperation of the school staffs, the project's opportunity to serve Hopi children would have been limited. Without the project, the schools would have had neither the training, the materials, or the inspiration to conduct a program.

After having surveyed community needs and identified the health professions as a priority, the people who became the original project staff developed an idea for a project that would meet these needs. It apparently took some time to work out the idea, get community approval, and write a proposal that could be funded.

PHASE III: 1974-76
Program Expansion

PHASE IV: 1976-?
Dissemination



The first year was spent getting the project organized and trying out curriculum ideas. Several characteristics appear during the description of this part of the project which were to be repeated with variations as the project developed. One was the problem of finding adequate facilities as the project grew. A second was the need to provide training both for project staff and for school personnel who would be working with them. From the beginning, the project combined curriculum development (with a strong emphasis on audio-visual media) with implementation of other kinds of activities.

The program expansion stage was the most complex, with the cycle of hiring and training new staff, developing, testing and revising materials, and building the resource collection being repeated as the project continued.

The close relationship with the community which existed at the beginning was maintained by involving parents in activities, using community members as career role models in the curricula, and publicizing project activities.

As the project moved into its present phase, there was an increase in the number of regional and national events attended by project staff, to learn and to disseminate information about their project. One also sees an increasingly formal kind of evaluation, from the early self-analysis of project problems, through internal formative evaluation to summative evaluation conducted by an external evaluator.

Now, almost nine years after the first proposal was written, the Hopi Career Education Project has developed a wealth of curriculum resources and involved every sector of the Indian and educational communities. It is to be hoped that a way will be found to make these materials available to others.

Conclusion

In the past few years, schools have become increasingly responsive to students' requests for a relevant education. At the same time, minority groups have become increasingly aware of the relationship between economic and political self-determination and a higher quality of life. These factors have combined to produce increased interest in programs such as Career Education which can help minority young people to make better use of this country's educational and economic resources. One group for whom such programs are long overdue are the Native Americans.

It is our belief that Career Education programs developed for Native Americans (or any other group) should be presented within a cultural context, not only to improve student self-concept and self-confidence (both related to ethnic image and career success), but to retain their ability to make the kind of multi-cultural contribution which has played so significant a part in this country's development.

To some schools and communities, the idea of Career Education itself is still fairly new. But even if a school or community center is already conducting some Career Education activities, the concept of a program which is based on developing close school/community cooperation to meet students' Career Education needs within a cultural context is likely to be an innovation. The process of developing such a program has much in common with the tasks involved in establishing any educational innovation.

In this Guide, we have tried to analyze the activities that are likely to take place in the course of developing a Career Education program for Native American students, from the first awareness of need to dissemination of

a tested approach. In the process, we have discussed the challenges that are likely to appear, and suggested some ways of meeting them. Although the specific examples and resources mentioned are based on the characteristics and needs of the Native American Community and its young people, we feel that the procedures described could be translated to address the needs of other ethnic groups as well.

We hope that this Guide will encourage and assist you, whoever you may be, to develop a Career Education program that meets your community's needs.

Resources

Career Education Materials and Methods

The materials listed below are only a selection of the many items available in this area.

American Institutes for Research, Handbook of Practices Designed to Reduce Bias and Stereotyping in Career Education Programs (1979), Palo Alto, CA: American Institutes for Research, P.O. Box 1113.

Elsie P. Begle, et al., Career Education: An Annotated Bibliography for Teachers and Curriculum Developers, (1973), Palo Alto, CA: American Institutes for Research, P.O. Box 1113.

Richard N. Bolles, What Color is Your Parachute? A Practical Manual for Job-Hunters and Career Changers, (1975.) Berkeley, CA: Ten Speed Press, 900 Modor St.

Mary DeWitt Billings and Janet S. Rubin, Dealing in Futures: Career Education Materials for Students, Parents, and Educators, (1977), Washington D.C.: U.S. Government Printing Office (Stock No. 017-080-01721-1).

Bureau of Indian Affairs, Career Development Opportunities for Native Americans, Washington, D.C.: Department of the Interior.

Career Education Task Force, Career Education, a Position Paper on Career Development and Preparation in California, (1974), Sacramento, CA: California State Department of Instruction.

Jay Egan, et al., Resource Book of Low Cost Materials for Career Education, (1974), Palo Alto, CA: American Institutes for Research, P.O. Box 1113.

Lorraine S. Hansen, An Examination of the Definitions and Concepts of Career Education, (1977), Washington, D.C.: U.S. Government Printing Office (National Advisory Council for Career Education).

Kenneth B. Hoyt, An Introduction to Career Education, (1975), DHEW Publication No. (OE) 75-00504, Washington, D.C.: U.S. Government Printing Office.

Kenneth B. Hoyt, et al., Career Education-What it is and How to Do It, (1972) Salt Lake City, Utah: Olympus Publishing Co.

Garth L. Mangum, Career Education and the Comprehensive Employment and Training Act, (1978), Washington, D.C.: U.S. Government Printing Office, (Stock No. 017-080-01862-4).

U.S. Department of Labor, Occupational Outlook Handbook (new edition each year), Washington, D.C.: U.S. Government Printing Office.

Native American Culture and Education

Here are some of the most useful materials in this area:

American Indians Education, A Selected Bibliography (with ERIC Abstracts), ERIC/CRESS Supplement No. 8, August 1977, Austin, TX: National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, (Stock #EC-057).

American Indian Historical Society, Textbooks and the American Indian, (1970), San Francisco, CA: The Indian Historical Press.

Will Antill, Culture, Psychological Characteristics, and Socio Economic Status in Educational Program Development for Native Americans, (1979), Arlington, VA: EDRS, P.O. Box 190 (ERIC #ED 092 264).

Lowell J. Bean, et al., Evaluating Print Materials from An American Indian Perspective, (1974), San Francisco, CA: Far West Laboratory for Educational Research and Development, 1855 Folsom Street.

J.E. Biglin, Indian Parent Involvement in Education: A Basic Sourcebook and Slide/Cassette Presentations (Navajo) (1979), Flagstaff, AZ: No. Arizona University, Box 5774, or ERIC #ED 076 273.

Books About the American Indians, San Francisco, CA: The Indian Historian Press, Inc., 1451 Masonic Avenue.

June M. Buck, Indian Literature for Junior and Senior High Schools, Phoenix, AZ: Division of Indian Education, Arizona Department of Education.

Bureau of Indian Affairs, Annotated Bibliographies of Young Peoples' Books and Fiction on American Indians, Albuquerque, NM: BIA, Box 1788.

Estelle Fuchs and Robert J. Hairghurst, To Live on This Earth: American Indian Education, (1972), New York: Doubleday and Co.

Oliver LaFarge, The American Indian, (1960), Rocine, WI: Western Publishing Co.

Francis McKinley, et al., Who Should Control Indian Education?, (1970), Tempe, AZ: National Indian Training and Research Center, Suite 107, 2121 So. Mill Avenue.

Native American Materials, Loveland, CO: Center for Inservice Education, P.O. Box 754.

A Preliminary Bibliography of Selected Children's Books About the American Indian, (1969), New York, NY: Association of Indian Affairs, Inc., 432 Park Avenue, South.

Rebecca Robbins, How Communities and American Indian Parents Can Identify and Remove Culturally Biased Books from Schools, (1979), Austin, TX: National Educational Laboratory Publishers, Inc., 813 Airport Boulevard (#EC-071), or ERIC.

Text Books and the American Indian, San Francisco, CA: The Indian Historian Press, Inc., 1451 Masonic Avenue.

Douglas C. Towne and Cheryl H. Lee, Many Voices Speak, A State-of-the-Art Paper on Curriculum Development for Occupational Education of Indians, (1973). Portland, OR: Northwest Regional Educational Laboratory, 710 S.W. 2nd Avenue.

Thomas Thompson, ed., The Schooling of Native America (1978). Washington D.C.: The American Association of Colleges for Teacher Education and the Teacher Corps, U.S.O.E.

Program Development Skills

These materials are specifically intended to provide training in various skills needed to prepare for or develop an educational program.

General Career Education

American Institutes for Research, Developing Comprehensive Career Guidance Programs (12 modules), (1976), P.O. Box 1113, Palo Alto, CA: AIR.

American Institutes for Research, Vocational Education Curriculum Specialist (VECS) Program (22 modules), Washington, D.C.: U.S. Government Printing Office or ERIC, #ED 132 400 422.

Far West Laboratory, An Instructional Leadership Program in Generic Work Skills, and the Interaction Curriculum, (1974), San Francisco, CA: Far West Laboratory for Educational Research and Development, 1855 Folsom Street, 94103.

Far West Laboratory, Experience-Based Career Education: Staff Development Handbook, and Guide to Adoption and Implementation Decisions, (1979), San Francisco, CA: Far West Laboratory for Educational Research and Development, 1855 Folsom Street, 94103.

Evaluation

California Evaluation Improvement Project, The Evaluation Improvement Program, (1978), Princeton, NJ: Educational Testing Service, Box 2845

Center for the Study of Evaluation, Evaluation Workshop Series (all phases of Evaluation), Los Angeles, CA: UCLA Graduate School of Education, Field

Far West Laboratory, Evaluation for Program Improvement, San Francisco, CA: Far West Laboratory for Educational Research and Development, 1855 Folsom Street, 94103.

Arlene Fink and Jacqueline Kosecoff, An Evaluation Primer and Practical Exercises for Educators, (1978), Washington, D.C.: Capitol Publishers, 2430 Pennsylvania Avenue, N.W., Suite G-12.

W. James Popham, An Evaluation Guidebook, Los Angeles, CA: Instructional Objectives Exchange, P.O. Box 24095.

W. James Popham and Eva L. Baker, Evaluation Filmstrip-Tape Series, Los Angeles, CA: VIMCET Assoc., Inc., P.O. Box 24714.

Sara M. Steele, Contemporary Approaches to Program Evaluation, Washington, D.C.: Capitol Publications, Administrative Resources Division.

Needs Assessment

Alameda County Schools, Needs Assessment Manual, Hayward, CA: Alameda County Education Center, 685 "A" Street.

Educational Systems Associates, Inc., Needs Assessment Procedure Manual, Austin, TX: MESA Publ., 3445 Executive Center Drive, Suite 205.

Goal Setting and Objectives

Fresno County Department of Education, The School and Community Partners in Education, Fresno, CA: Fresno County Department of Education, Division of Instruction, 2314 Mariposa Street.

Robert F. Mager, Preparing Instructional Objectives, Belmont, CA: Fearon Publ., Inc., #6 Davis Drive.

Program Development Center of Northern California, Educational Goals and Objectives (Phases I and II): A Model Program for Community and Professional Involvement, Bloomington, IN: Phi Delta Kappa, Box 789.

Staff Training

Robert F. Mager, Analyzing Performance Problems, Belmont, CA: Fearon Publ., Inc., #6 Davis Drive.

Carolyn Raymond, Annual Career Education Handbook for Trainers, Tempe, AZ: Palo Verde Associates, Inc., 2032 E. Riviera Drive.

Career Education Program, Boston University School of Education, Project FOCUS A Project for Training Educational Personnel in Career Education, 341 Washington Street, Norwell, MA, 1979.

Proposal Writing

Herb Allen, ed., The Bread Game: The Realities of Foundation Fundraising, (1974), San Francisco, CA: Glide Publications.

Jean Brodsky, ed., The Proposal Writer's Swipe File, (1973), Washington, D.C.: Taft Products, Inc.

Mary Hall, Developing Skills in Proposal Writing, (1974), Portland, OR: Continuing Education Publications.

Walter Mathews and Lisa Hunter, et al., Developing Successful Proposals: A Guide for Leaders in Women's Educational Equity, (1974), San Francisco, CA: Far West Laboratory for Educational Research and Development, 1855 Folsom Street, 94103.

Virginia White, Grants: How to Find out About Them and What to Do Next, (1975), New York: Plenum Press.

Organizations and Periodicals

This list includes Indian and career/vocational Education organizations, publications, and programs.

Akwesasne Notes, Mohawk Nation, via Rooseveltown, New York, 13683.

American Indian Historical Society, 1451 Masonic Avenue, San Francisco, CA, 94117.

American Vocational Association, 1510 "H" Street, N.W., Washington, D.C. 20004, American Vocational Journal, conference.

BIA Education Research Bulletin, IERC, 123 4th Street, S.W., P.O. Box 1788, Albuquerque, NM, 87103.

California Indian Education Association (CIEA), P.O. Box 4095, Modesto, CA, 95350; newsletter, The Early American, conference.

Career Education News and Notes, Capitol Publications, 2430 Pennsylvania Ave., N.W., Suite G-12, Washington, D.C.

Catalog of Vocational Education and Related Programs Designed for Instruction of American Indians, Navajo Division of Education, Window Rock, AZ.

Coalition of Indian-controlled Schools and School Boards, (CISB), Suite 4, 811 Lincoln, Denver, CO, 80203; newsletter.

Indian Education Resources Center (IERC), P.O. Box 1788, Albuquerque, NM, 87104.

Indian Life, Box 2600, Orange, CA, 92669.

The Journal of American Indian Education, Bureau of Educational Research and Services of the College of Education, Arizona State University, 302 Farmer Building, Tempe, AZ, 85281.

National Association of Trade and Technical Schools (NATTS), 2021 "K" Street, N.W., Washington, D.C., 20006; NATTS News.

National Congress of American Indians (NCAI), 7th Floor, 1430 "K" Street, N.W., Washington, D.C., 20005; conference.

National Experience-Based Career Education Association (NEBCEA), 1763 "R" Street, N.W., Washington, D.C.; newsletter, "Transitions," annual conference.

National Indian Education Association (NIEA), 1115 2nd Avenue, S., Minneapolis, MN; annual conference.

National Indian Youth Council, 201 Hermosa, N.E., Albuquerque, NM, 87106.

National School Volunteers Program (NSVP), 300 N. Washington Atreer, Suite 320, Alexandria, VA, 22314; The School Volunteer.

Northwest Indian News, Box 4322, Pioneer Square Station, Seattle, WA, 98104.

Red Earth News, 816 W. Washington, Phoenix, AZ, 85007.

United Tribes News, 3315 S. Airport Road, Bismark, ND, 58501.

Free Samples

The following pages consist of sample forms for questionnaires and a program flier which you can use, adapt, or treat as models, as you wish.

Flier describing the Native American Career Education nits

Native American Career Education

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

PUBLISHED AND DISTRIBUTED BY

NATIONAL TEACHING SYSTEMS, INC.
1137 Broadway, Seaside, California 93955

Far West Laboratory
for Educational Research and Development

introduces the

NATIVE AMERICAN CAREER EDUCATION PROJECT

Why is the program needed?

Indian parents want good jobs for their children. Indian students agree, but often drop out of school because they don't see how it will help. They don't know what jobs they might seek, or how to train for them. Although job training for senior high students and adults is available, younger students need special preparation. The Native American Career Education program hopes to help meet this need.

What is the program like?

The program includes twelve units for Indian students in grades 7, 8, and 9. They fall into three groups:

- **Awareness:** introduction to the cultural and economic context in which careers exist.
- **Orientation:** three sample career areas.
- **Exploration:** basic skills for finding out careers.

Concepts are illustrated by examples drawn from Indian life. Materials are designed to be adaptable to all tribes and school settings and can be incorporated into standard subject classes. A "Curriculum Guide" to the entire program comes with the set.

Each unit requires between two and six weeks of class time, but may be used simultaneously in several classes. Most student activities are conducted in small groups. Audio-visual and other resources are recommended but not required. Use of optional activities allows length and level of units to be adjusted to student needs and school constraints.

Where did the program come from?

Materials were developed by a mixed Indian/non-Indian staff, following a survey of existing career education programs and needs assessment. They were reviewed by project's Indian Education Advisory Committee. Prototype materials were tested in schools serving different tribes and areas during the 1975-76 school year.

The project was supported by the Curriculum Development Branch of the Bureau of Occupational and Adult Education, U.S. Office of Education. Its affiliates include the State Departments of Education in Arizona, California, and Nevada; and the Indian Education Resources Center (BIA), Albuquerque, New Mexico.

PROGRAM SUMMARY

THE CURRICULUM GUIDE

The Guide serves as an introduction, overview, and resource for the Native American Career Education program as a whole. It is intended for use by teachers, administrators, community people, and others who are involved or considering involvement in the program. The Guide discusses career education as a discipline, the theoretical bases of this program, its goals and structure, content, themes and sequence, and unit format. It also deals with instructional and implementation strategies, and ways in which materials can be adapted to a given geographical and cultural setting. In addition, the Guide contains an informational brochure on the program which can be used as a master or a model, and an outline for a teacher orientation workshop.

AWARENESS LEVEL

COOPERATION

Purpose: to help Indian students develop cooperative group interaction skills, in particular, skills needed to resolve group conflicts, and to realize the importance of understanding people's values.

Summary: in this unit, students work together in small groups to talk, read, and think about cooperative group interaction skills. Activities include solving a puzzle, answering questions based on their own observations, and participating in a simulation exercise in which they play the roles of the staff of an Urban Indian Health Center. Students are also introduced to a technique for solving conflicts.

Subject Areas: Social Development, Health

Time to Use: 15-20 class hours

PART OF THE WHOLE WORLD

Purpose: to present the ideas that there are many cultures and ethnic groups in the world, each of which has made valuable contributions, that among these groups, American Indians have been notable, that each tribe has its own culture and achievements, and that each individual contributes as well. Students also learn that all human communities have to meet certain basic needs, that the way to meet them depends on their environment and culture, and that these ways of dealing with the world comprise their culture.

Summary: In this unit, students work together in small groups to gather information and produce materials for a class bulletin board or display. In order to gather this material, students do reading and library research, graphics, and reports.

Subject Areas: Social Science, Art

Time to Use: 25-30 class hours

FROM IDEA TO PRODUCT

Purpose: to help students understand the steps involved in making a product, and the basic similarity between these steps no matter whether the product is being created by a single person or by many people in interrelated jobs. This understanding forms the basis for a study of the relationship between economics and occupations and of the roles played by various occupations in fulfilling the community's needs.

Summary: students learn how to analyze processes by using a simple charting technique which they apply to the process of building a cradleboard, in a traditional Indian setting, and then to the equivalent product, a playpen, in a technological setting. Information is presented through readings and slide-tapes (optional).

Related Subject Areas: Economics, Lumber and Furniture Industry, Woodworking

Time to Use: 14-20 class hours

THE COMMUNITY

Purpose: to help students understand the economic structure of their own community, similarities and differences between it and the economies of traditional Indian communities, and the implications of adding a new industry to a community.

Summary: students will read about traditional and contemporary Indian communities, answer questions about their economic structures, and prepare a report, design an economic map of their own community; participate in a simulation exercise in which they take the roles of community leaders. They will also learn how new businesses are started in a town.

Subject Areas: Economics, History, Government

Time to Use: 15-20 class hours

THE COMMUNITY IN TRANSITION

Purpose: to help students understand some of the principles which govern change while retaining essential cultural elements. The unit focuses on the changes and similarities by which basic needs are met at different historical periods, and their corresponding effects on lifestyles, roles and careers.

Summary: students follow an imaginary southwestern Indian tribe from the hunter/gatherer stage of development through an agricultural village, reservation near a small rural town, a large city, and finally planning for a new community. Activities include reading, mapwork, games, and a simulation exercise.

Subject Areas: History, Geography, Math, Transportation Industry

Time to Use: 15-30 class hours

ORIENTATION LEVEL

PUTTING YOUR MONEY TO WORK

Purpose: to help Indian students understand how to manage financial resources personally and in business, and to introduce them to financial careers.

Summary: students do exercises and small group activities in which they consider what money is and how it is used. They practice check-writing and balancing a budget; learn about the use and movement of cash, stock and other business assets; and the operations of banks and savings and loan companies.

Subject Areas: Math, Business

Time to Use: 15-25 class hours

LIVING WITH THE LAND

Purpose: to help students understand concepts involved in the management of natural resources, especially as they relate to traditional Indian values; to understand the relationship between basic needs, resources, and waste disposal methods, and to become familiar with occupations in the area of environmental and natural resource management.

Summary: students read about basic ecological concepts and play a game which reinforces this learning; compare pictures of traditional and technological articles to see how needs are met and resources used and disposed of; read about environmentally directed careers, and consider their relevance to the solution of resource management problems facing Indian tribes.

Subject Areas: Life Sciences, Ecology

Time to Use: 15-30 class hours

WORKING FOR THE PEOPLE

Purpose: to help students understand the basic functions performed by government for the community and the areas of need it addresses, the organization and activities of federal, state, local and tribal governments and volunteer organizations, and introduce them to public service careers.

Summary: after an introductory consideration of the nature of government, students read about some traditional Indian styles of government, the three levels of American government and careers possibilities at each. They play a game which will help them organize what they have learned, and read about three contemporary tribal governments, urban Indian centers, and Indian organizations. The final activity is a simulation exercise in which students take the parts of people from various agencies and organizations who must recommend action on Indian government to Congress. An on-going activity is the preparation of a display of relevant newspaper articles.

Subject Areas: Government, Law

Time to Use: 15-30 class hours

EXPLORATION LEVEL

PLANNING

Purpose: to introduce the concept of planning and help students see its use in their daily lives and future development.

Summary: students define their own interests, then consider which of their activities require planning. Planning is learned by using a five step process. Students also learn ways to overcome obstacles, group planning and decision-making. During the unit, students keep a journal of their ideas and reactions.

Subject Areas: Composition, Math

Time to Use: 10-15 class hours

PUTTING IT ALL TOGETHER

Purpose: to introduce students to the concept of career clusters and help them consider how their own interests, values, and aptitudes relate to career choice.

Summary: students learn about the 15 basic career clusters and compare the jobs people do to meet basic needs in a traditional and a technological setting. Through a class project, they learn how people with different jobs and skills work together to create a product. They describe and demonstrate their own interests and aptitudes, learn about those of others, and consider who these qualities affect peoples' lifestyles and career choice.

Subject Areas: Social Development, Economics, Crafts

Time to Use: 15-25 class hours

GETTING READY FOR JOBS

Purpose: to acquaint students with educational and training requirements for different jobs, and teach them to interpret want ads.

Summary: in this unit, students are re-introduced to career clusters and learn how jobs can be divided up according to the amount and kind of training required. They play games, manipulate data on educational requirements for different jobs, and relate this information to their own career plans. They study "want ads" in real and imaginary newspapers and match jobs with descriptions of people. Midlife career changes and the personal needs and values that affect them are also considered.

Subject Areas: English, Math

Time to Use: 10-20 class hours

THE CAREER FAIR

Purpose: to help students review and apply the knowledge gained in the preceding eleven units.

Summary: after discussing concepts dealt with in previous units, students plan, prepare, conduct, and evaluate a Career Fair for other students or community members.

Subject Areas: English, Crafts

Time to Use: 10-15 class hours

†††

National Teaching Systems was formed nearly a decade ago, by a group of educators. It specializes in publication and marketing of advanced educational systems and ideas with a limited but specific sales potential. This ability provides an ideal service for educational research organizations such as Far West Laboratory for Educational Research and Development whose products may not address a large enough market to generate commercial appeal, yet provide a vital resource for the educational community.

PRICE LIST

Titles:		Price:
INDIVIDUAL BOOK PRICE		$ 6.00
COMPLETE SET (12 BOOKS)		72.00
[A copy of the "Native American Career Education, A Curriculum Guide" will be included free of charge upon purchase of a complete set.]		
NATIVE AMERICAN CAREER EDUCATION, A CURRICULUM GUIDE		6.00
UNIT I:	CAREER AWARENESS	$ 30.00
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	Part of the Whole World	
	From Idea to Product	
	The Community	
	The Community in Transition	
UNIT II:	CAREER ORIENTATION	$ 18.00
	Putting Your Money to Work	
	Living with the Land	
	Working for the People	
UNIT III:	CAREER EXPLORATION	$ 24.00
	Planning	
	Putting It All Together	
	Getting Ready for Jobs	
	The Career Fair	

UNITS CAN BE OBTAINED BY WRITING TO

NATIONAL TEACHING SYSTEMS, INC.
1137 Broadway, Seaside, California 93955

†††

Master for Program Pamphlet

The Native American Career Education Program

SOME QUESTIONS AND ANSWERS....

WHAT IS NATIVE AMERICAN CAREER EDUCATION?

Once, all education was career education-- kids grew up watching their parents at work. They wanted to learn because they knew they could use what they were taught.

Today it can be hard for students to see why they should study. But they may end up with jobs they don't like or no jobs at all, because they don't know what careers exist or how to get ready for them.

A new program, designed especially for Indian students, is now available. It is called Native American Career Education. Its purpose is to start Indian kids learning what they'll need to know to get the jobs they want and need.

If you want to know more about this program, read the rest of this booklet, or contact:

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET ~ SAN FRANCISCO, CALIFORNIA 94103

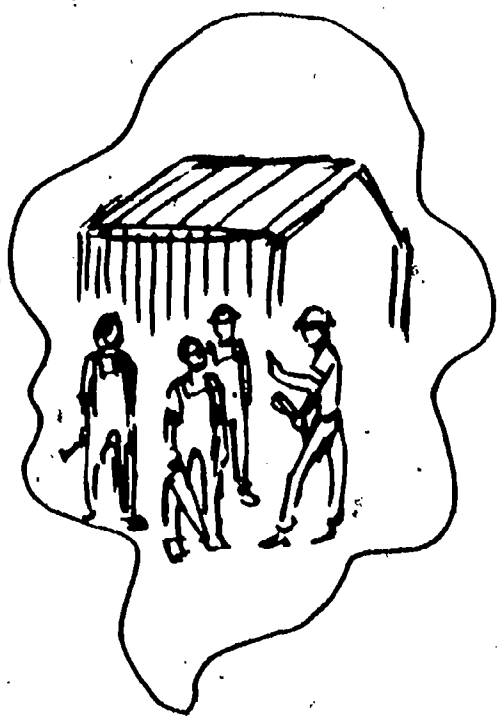
WHERE DID THE PROGRAM COME FROM?

Many people have worked together to produce this program. Under a grant from the Office of Education, a mixed Indian and non-Indian professional staff at the Far West Laboratory for Educational Research and Development wrote the units.

When they were done, the units were reviewed by the project's Indian Education Advisory Committee and other experts in Indian education, and tried out at schools with Indian students in California, Arizona, Nevada, and South Dakota. The program has now been revised, and can be used wherever it is needed.

WHAT USE IS CAREER EDUCATION TO INDIANS?

The unemployment rate for Indians is higher than for any other group, and average family income is lower. Meanwhile, on some reservations jobs are given to non-Indians because no tribal members have the training to do them. Tribes have resources they could use to start businesses if they knew how, and there are jobs in the city that Indians could fill.



Job training for High School students and adults is already available, but younger students need to be prepared to take advantage of it.

Career education programs have been set up for all kinds of kids-- rich and poor, white and black, city and country. It is time it was made available to Indians, too.

HOW CAN PARENTS AND COMMUNITY PEOPLE GET INVOLVED?

Students live in two worlds-- the world of home and the world of school. The closer these two can get together, the easier it will be for kids to learn. This is especially important when the subject is career education.

Indian parents and all community members are encouraged to participate in the Native American Career Education program. In fact, the program's success may depend on how willing they are to provide information about the community, about local career resources, and about future needs. They may do this by advising career education teachers. They may come into the classroom, or they may bring students into the community to see what the world of work is really like.

This program offers a unique opportunity for adults to participate in the education of their community's youth. They are encouraged to contact the address on the cover to learn how they can become involved.

Thank you.

Awareness Units:

Cooperation prepares students for the rest of the units by using games and readings to show how groups of people can work together in school or on the job. The example is an urban Indian Health Center.

In *Part of the Whole World*, students put together a display which shows how different kinds of people all have to meet the same basic needs, and how all, especially Indians, have contributed to the world.

From Idea to Product teaches students how to figure out all the steps in making something, and how different steps in making one thing can become separate jobs. Students see the steps in making furniture, from tree to store.

In *The Community*, students find out how needs are met in their own community. They learn how businesses are started, and consider pros and cons of letting a new industry locate in an imaginary Indian community.

The Community in Transition follow the development of an imaginary Indian tribe from wandering hunters to people deciding how to develop their own reservation to show how and why jobs and tools may change as time goes on, and how people can change many of their ways and still keep their basic culture.

Orientation Units:

Putting Your Money to Work gives students exercises in managing money to meet family or small business needs, and tells about some careers that deal with money.

Living with the Land teaches students about how people use air, water, and the land itself to meet their needs, and about some careers of people that take care of these natural resources.

Working for the People tells about different kinds of government or organizations that do the same things for people, from the federal government to Indian tribes and urban centers, and the jobs of some of the people who work there.

Exploration Units:

Planning teaches students to plan for themselves, and to work with a group planning a project.

In *Putting it all Together*, each student learns how to find out about him or herself-- what he or she is like, and is good at-- and how to match personal characteristics with jobs from the 15 career clusters.

Getting Ready for Jobs talks about different kinds of jobs within a career area, and how the student can find out what training is needed for each one.

In *The Career Fair*, students use everything they have learned to find out about the jobs that interest them and present this information to others.

WHAT DO STUDENTS IN THE PROGRAM DO?

Native American Career Education units help make the regular school program better in two ways:

1. they help students see how the things they learn in school are used in real life, so they understand why they need to learn them, and
2. in doing the exercises in the units, they end up practicing the skills they have learned in other classes, like reading, writing, math, or crafts.

Student activities include reading and answering questions, educational games and research exercises. Students may also see educational films, listen to speakers, make things, work with other students to plan projects, and sometimes go on field trips.

The teacher's guide has suggestions on how to fit the materials to the needs of the students and use the resources of the community to make them more meaningful.

WHAT'S IN THE PROGRAM?

The Native American Career Education program consists of twelve units. They fall into three groups: Awareness, Orientation, and Exploration.

Awareness units help students learn about why jobs exist, how different jobs fit together, and how they help the community. Each Orientation unit gives information about a different group of related jobs. Exploration units help students develop the skills to find out about jobs on their own.

Since these units were written especially for Indian students, many Indian examples and illustrations are used. These examples show people from many tribes, living on reservations or in the city. The good things about traditional Indian culture are described.

Students are given information about both traditional and urban ways of life so that they will not be forced to choose one or the other. Whichever they prefer, they are encouraged to keep their own Indian culture.

NATIVE AMERICAN CAREER EDUCATION SURVEY

PROGRAM REQUIREMENTS

School:_____Type:_____Location:_____

I. Student Body

. How many students in school?

How many in each grade?

. What tribe(s) or other ethnic groups are represented?

. Characterize students' home settings--

. What is the average length of time each student spends at the school? (turn-over and drop-out rates?)

. How much do students know about other regions, countries, cultures?

. What is average reading level compared to national averages?

. What extracurricular activities are available, and how much time do students spend on them?

. What are the major factors or problems affecting student performance?

II. School and regional resources

. school library: books on careers?
Indian culture?

accessible to students?

students have library skills?

. A-V equipment: types?
condition?
source of materials?

. Vocational training equipment: shops?
other facilities?
any school businesses?

. How far to town? Means/degree of student access?

. Major industries or businesses?

. Ethnic mix in region?

. Local attitude towards school and towards Indians?

. Formal relationships or cooperation, if any?

III. School Organization/structure

. What courses are required at which grades?

. What kinds of compensatory or remedial programs or classes are provided?

. What Career Education courses, materials, etc., are already available?

. Does school have list of CE goals?

. Which staff members are involved in CE? How did they become involved?

. What are the % of Indian teachers and staff?

. What is the average length of time teachers have been at the school? Number of years of teaching experience?

. How is Indian culture taught? By whom?

. Do staff need/want training in developing or adapting materials?

. What range of teaching approaches/methods are allowed, preferred, or required?

. What equipment do classrooms have? Movable desks or tables? How many students to a class?

. What influence do district or other higher office, and school board or parent groups, have on school program, goals, etc.?

. What would be the most feasible format for training?

QUESTIONS FOR SCHOOL STAFF

Name (optional):_____

School: _____

Grade(s) and subject(s) taught or other school function: _____

_____

* * *

1. How long have you lived in this region? (months or years)_____

2. How long have you held your present position? _____

3. How long have you been working in education? _____

4. How many Indian students are in your class(es)?_____

5. Do you feel that your school's program provides an appropriate and effective education for Indian students? ___ yes ___ no

   Comment: _____

   _____

6. What (if anything) do you think Indian students should be learning that they aren't now?

   _____

   What (if anything) should Indian students not have to learn that they are required to take now?

   _____

7. How would you define Career Education? (check as many of the following as apply)

   ___ job training; ___ economic awareness; ___ job-finding skills; ___ work habits and other employment skills; ___ training for productive living, including use of leisure time; other (explain)_____

8. Do you think Career Education could be valuable to your students? ___yes, ___no

9. How do you think Career Education should be presented? ___separate elective; ___ infused into school curriculum; ___ individual counselling; ___work-study program; ___job training after graduation; other (explain)_____

10. Do you present information on careers or economic awareness as part of your job?

___often; ___sometimes; ___ never; ___ not appropriate

11. How relevant do you think the subject(s) you teach is/are to a student's later career success?

___ very; ___somewhat; ___valuable for other reasons

12. Would you feel able to teach Career Education if you had the chance? ___yes, ___no

If so, what training or experience has prepared you to do this?

_____

13. What kind of background do you think would be most useful in preparing someone to teach Career Education?

___college course; ___ broad work experience; ___ inservice workshop;

___self-instructional guide with student materials; other_____

14. Who do you think should be responsible for educating Indian students about Indian tribal or community government and culture?

___ school; ___Title IV or other special projects; ___ community center or tribal government; ___family

15. Is information on Indian culture provided at your school? ___ yes, ___no

If so, by whom? _____

Can non-Indian students participate? _____

16. Do you ever teach about or refer to Indian culture or history in your classes?

___ often; ___ sometimes; ___ never; ___ not appropriate

17. How do you think teachers should be prepared to present Indian cultural materials?

___college course; ___ lectures by Indian community members and/or cultural experts; ___ inservice workshop; ___ texts and instructional guides; other (explain)_____

18. Does your school or district have a community-based Indian parent group in addition to the PTA?

___ yes, ___ no

If so, what is it? _____

19. Have you had a chance to meet the parents of your Indian students? ___yes; ___no

Have you worked with Indian parents or community people on any projects?

___yes; ___no

20. How would you rate the degree of contact and cooperation between your school and the Indian community?

___ high; ___ moderate; ___ sporadic; ___ nonexistent

What forms (if any) does this cooperation take? _____

_____

21 In your opinion, what is the local non-Indian attitude towards Indian people, and especially towards Indian students?

___ positive; ___ neutral; ___ hostile; ___ snobbish; other_____

How do you feel this attitude affects student performance?

___ helps; ___ no effect; ___ causes hostility; ___ causes poor self-image

22. How much information on the background of your Indian students do you have access to?

___ comprehensive record; ___ some information; ___ sketchy; ___ variable

23. How much information is available to you about what other classes and activities your students are involved in now?

___ goals and content of other classes; ___ class content and other school-based activities; ___ class-titles only; ___ variable

24. Would you like to learn more about Career Education for Indian students?

___ yes; ___ no; ___ later

25. Would you be interested in working with a group of other school staff members and Indian community members to develop a Career Education program?

___ yes; ___ no; ___ I'd like more information

NATIVE AMERICAN CAREER EDUCATION NEEDS: A Community Questionnaire

Name: _____ Date: _____

Address: _____

Committee or Group: _____

* * *

1. Do you feel that the local school(s) are giving Indian students a good education?

___yes; ___no: Why? _____

_____

_____

2. Do most Indian parents in your community get to meet their children's teachers?

___often; ___sometimes; ___never. Why? _____

Should there be more chances for them to do this? ___yes; ___no.

3. How often do Indian community members work with school staff on school projects or committees?

___often; ___occasionally; ___never.

Should there be more chances for them to do this? ___yes; ___no.

4. How would you rate the amount of contact and cooperation between your school(s) and the Indian community?

___good; ___okay; ___occasional; ___never happens.

5. What is the local non-Indian attitude towards Indian people, and especially towards Indian students?

___good; ___neutral; ___bad; ___they look down on them; other _____

How does this attitude affect the way students do in school?

___helps; ___no effect; ___they feel hostile; ___they feel bad about themselves.

6. How much do you think most teachers at the school know about their Indian students?

___a lot; ___some knowledge; ___not much; ___it varies.

7. How much do you think what students learn in school helps them in doing well in jobs later on?

___ a lot; ___some; ___not much.

8. Do you think a person's cultural background makes a difference to what kind of a job they choose and do well at?

___yes; ___no. If so, how?_____

_____

9. How do most Indian students learn about their culture in your community?

___home; ___ community or tribal center; ___Title IV or other projects; ___school; other_____

10. If a teacher needs to talk about Indian culture in relation to careers, how should he or she be prepared to do this?

___college course; ___Indian community members; ___Indian culture experts; ___books

11. Are there people in your community who would be able and willing to visit the schools and talk about Indian culture?

___yes; ___no; ___to Indian students only; ___to all students.

12. What are the jobs that your community or tribe has the most need of trained Indian people to fill?

_____ _____

_____ _____

_____ _____

13. What resources does your community have (Indian business people, Indian project at school or center, etc.) that could contribute to a Career Education program?

_____ _____

_____ _____

_____ _____

14. What problems do you see in the way of getting a good Career Education program going in your school(s)?

_____

_____

How might they be solved?_____

_____

_____

15. What do you think a Career Education program should do for Indian students? (you can check more than one)

____ Help them understand how businesses work and why;

____ Help them choose the right career training;

____ Help them believe they can get a good career;

____ Show them that they can succeed in a career without losing their culture;

____ Show them how they can help other Indian people;

____ Help them find out what they are good at and like to do;

____ Help them understand how their career will relate to how they live;

____ Give them job skills.

16. What other goals do you think a career education program for students in your community should have?

17. When should Career Education be presented ? (you can check more than one)

___elementary school; ____middle or jr. high; ___high school; ___after high school.

18. Would you be willing to serve on a committee to help a school or district set up a Career Education program?

___yes; ___no; ___ later.

Would you serve on a Career Education advisory committee? ___yes; ___no; ___later.

Other comments:

CAREER EDUCATION

Student Questionnaire

Name:_____ Ethnic Group or tribe _____

School:_____ Grade:_____

Male:___ Female:___

We would like to build a career education program that will help each of you to someday get the job you want. We can help you more if we know what information you already have about careers, what you want to learn, and how you feel. Your answers to these questions will help us.

This is not a test-- no one will grade your answers. Follow the directions and at least check or circle the answers you are sure about, even if you don't fill in the explanations. Do the best you can, and don't worry about being perfect!

Thank you.

---

1. What school subjects will help you most to earn a living?

   (Circle the letters)

   A English
   B Math
   C Social Studies
   D Science
   E Art
   F Business or Voc. Ed.
   G. Phys. Ed.
   H. Other_____

2. Check the spaces that apply--

	provides job training		you might go there	
	yes	no	yes	no
College or University				
Community or Jr. College				
Union training program				
Businesses or industries				
Trade schools				
The U.S. Army, Navy, etc.				
Correspondence courses				

3. Check the boxes that apply--

	Very Much	Some-what	Not At all
Does your family want you to go to college?			
Do you want to go to college?			
Is your family interested in how you are doing at school?			

4. Do you think your career will affect the way you live and where you live?

Very much	Somewhat	Not at all

How? _____

5. If someone gave you a list of new jobs that could be available in your area ten years from now, how would you use the information?

(Circle the letters that apply)

A I'm moving, so it doesn't matter.
B I would train for one of them.
C I would open a business to supply the new people with things they need.
D It would depend on what jobs.
E Other _____

6. Why do most people work?

A they need the money.
B they like the job situation.
C they like the kind of work
D family members work there
E they have nothing else to do

7. Which of these jobs should men or women do? (check men, women, or both)

	Men	Women	Both
Teaching school			
Running a school			
Community leader			
Preparing food			
Selling things			
Helping people			
Army or police			
Growing food or ranching			
Making machinery			
Arts or crafts			
Working in an office			
Running an office			
Other:			

	Men	Women	Both
Outdoor work			
Indoor work			
Building houses			
Decorating houses			
Doctor			
Nurse			
Research scientist			
Animal doctor			
Driving a bus			
Caring for kids			
Repairing things			
Laboratory tech.			

8. Check the boxes which apply--

	Definitely	Maybe	Don't agree
I can get the job I want.			
My sex will make it hard to get the job I would like.			
I would rather work for someone of the same sex as I am.			
My race or culture group will make it harder to get the job I want.			
I would rather work for someone of the same race as I am.			

9. Do you know what kinds of things you're interested in and good at? (Circle one)

A mostly
B some things
C not really

10. How important are the following things in working well in a group?

	very	somewhat	a little	not at all
taking individual responsibility				
accepting authority				
getting along with other members of a group				
knowing what things different people think are important				

11. Do you think that how you feel about yourself will make a difference in how you plan your future?
If so, how? _____
_____

A definitely
B somewhat
C I don't know
D Not at all

12. Would you like to learn more about your own ethnic or cultural background?
What kinds of things? _____
_____

A a lot more
B some more
C I know enough
D no

13. Number, in order, the three things that would be most important to you in deciding on a job or career:

___A your skills/abilities
___B whether you will have to leave home to get the job
___C how much the job pays
___D how interesting it is
___E working conditions

14. When you finish school, where would you like to live? (Circle one)

A city
B small town
C country

15. Do you want to help your tribe or community?
How would you do it? _____
_____
_____

A very much
B somewhat
C I don't know how
D not important to me

16. If you had the power to create four new kinds of job in your community, what jobs would you offer and why?

1. _____
2. _____
3. _____
4. _____

17. Would you like to learn more about your community or tribal government?
What? _____
_____

A a lot more
B some more
C I know enough
D no

18. List as many jobs that are available in the following places as you can think of (use the back of the page if you need to):

your own local community: _____
_____

your state: _____
_____

the rest of the country: _____
_____

19. Check those that apply--

	yes	not sure	no
do you know one or more jobs that you might like?			
do you know what training you would need to do it?			
have you ever met anyone with that job?			

20. Which of the following career education activities have you done in the past semester? (Check the ones you have done)

group discussions _____
read about jobs _____
talked with counselor _____
field trip to a business _____
talked about careers while doing another activity _____
heard a speaker _____
simulated a job situation _____
experience in a real job setting _____

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