

## **GOALS AND OBJECTIVES INFORMATION**

The Johnson-O'Malley Program education plan's goals and objectives are developed through educational data received from conducting needs assessment of the community served. The Needs Assessment questionnaire is a key procedure to development of a strong JOM program that meets the "specialized and unique educational needs" of eligible Indian students.

Needs Assessments are used to gather information about the specialized and unique educational and culturally related needs of eligible Indian students. It provides direction for the development of programs to meet specific needs. The results for the survey will be used to develop the goals and objectives for the JOM tribal program. Each Indian Education Committee should design their Needs Assessment survey to gather comprehensive information about the specialized and unique educational and cultural related needs of the students in the community.

When conducting a needs assessment, sufficient time and effort should be devoted to ensure accurate results. The following steps are guidelines for developing a survey instrument:

**A. Determine what questions you will ask.**

Try not to use leading questions such as, "Does your child need tutoring?", since the word "tutoring" leads them to think that tutoring is the limit of potential services.

**B. Decide on survey format.**

1. Needs will be ranked from high to low.
2. Yes or No type questions
3. Written comments

**C. Determine how the survey will be distributed**

1. Mail
2. Telephone
3. Door-to-door
4. Face-to-face
5. Newspaper questionnaires
6. Delivered through students
7. Group meetings/piggy-back on other meetings

**D. Collect Community responses to the survey.**

Organize the community responses in a cumulative form in order to determine the areas with highest responses.

**E. Substantiate quantifiable (baseline) information to verify existence of needs identified by community responses.**

1. Dropout rates

2. Academic achievement levels
3. Standardized test scores
4. Attendance records
5. Number of students participating in school activities (e.g. band, athletics)
6. School grades

**F. Rank the community responses and organize them from top priority to lowest priority.**

1. The IEC should review expressed priorities in terms of the total cost to implement a program designed to address meeting the needs. Examine the cost factors in terms of the potential allocation of time and personnel, and whether there is space and equipment available to meet those needs. If there isn't the JOM program will have to absorb the costs.
  
2. An option is to network with other tribal programs that may be conducive to coordinate services with the JOM Program. JOM funds should be used to supplement existing programs and to meet students specialized and unique educational and culturally related needs. Keep in mind that *SUPPLANTING IS ILLEGAL*.

**SAMPLE B. GENERIC NEEDS ASSESSMENT**

**PURPOSE:** Johnson-O'Malley funds are contracted under Public Law 93-638 Indian Self-Determination and Education Assistance Act, on a formula basis to financially assist efforts designed **to meet the**

**specialized and unique educational needs of eligible Indian students (age 3 through grades 12,** except those enrolled in Bureau or sectarian operated schools).

**FUNDING INFORMATION:** The \_\_\_\_\_ tribe has been awarded a P.L. 93-638 contract in the amount of \$ \_\_\_\_\_ effective for the period of \_\_\_\_\_ [Fiscal Year (FY)-October 1, 2004 to September 30, 2005/ Calendar Year (CY)- January 1, 2004 to December 31, 2004/ or School Year (SY) July 1, 2004 to June 30, 2005] to develop and implement a comprehensive plan for the programmatic and fiscal services of and accountability by the \_\_\_\_\_ tribe for the education of eligible Indian students.

**LIMITATION:** 273.34 (a) Contract funds under this part shall supplement and not supplant, Federal, State and local funds.

**PARENTS OF ELIGIBLE INDIAN STUDENTS EDUCATIONAL SURVEY:**

Parents, please provide your responses, **in priority**, to the following questions to direct us with developing Johnson-O'Malley educational programs to meet the specialized and unique educational needs of your students.

**1. My children have the following specialized and unique educational needs:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2. The JOM program should develop these educational goals for our children:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**3. My "other" concerns for improving educational achievement are as follows:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Please return this survey to the Johnson-O'Malley Program Office at:**

**SAMPLE C**

**JOHNSON-O'MALLEY STUDENT SURVEY**

## (Optional, Not Required by Regulations)

JOHNSON-O'MALLEY STUDENT SURVEY

GRADE IN SCHOOL\_\_\_\_\_

Please complete the following questions.

1. Do you know about the JOM program? \_\_\_\_\_ How do you know about it?

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2. How would you like the JOM program to assist you?

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3How important are the following items to you? Rate each item by circling the number which best indicates your feelings. A number **1 rating is low in importance** and a number **5 is high** in importance.

4. I need to increase skills in :

	<b>Low</b>				<b>High</b>
Math	1	2	3	4	5
Reading	1	2	3	4	5
Writing	1	2	3	4	5
Study/Organizational Skills	1	2	3	4	5
Science	1	2	3	4	5
Social Studies	1	2	3	4	5

### Goals and Objectives

**A Goal** is a summative statement describing where the JOM program is anticipating meeting the specialized and unique educational needs of eligible Indian students.

**PERFORMANCE OBJECTIVES:**

A well constructed performance objective presents comprehensive information and describes anticipated sequential outcomes in quarterly incremental terms. An adequate performance objective addresses the following questions:

**WHO** is the eligible Indian student population (ages 3 to Grade 12) to receive specialized and unique educational services; this could also include a description of the specialized providers of the educational activities.

**WHAT** is the description of specialized and unique educational services, activities, materials, texts, and anticipated methods of delivery to the targeted population of eligible Indian students.

**WHEN** is the description of the extent of delivery of specialized and unique education services to eligible Indian students, i.e., minutes, hours and dates.

**WHERE** provides information on the location for delivery of specialized and unique educational services to eligible Indian students.

**QUANTIFIABLE ACCOMPLISHMENT:** describes baseline data of targeted student, i.e., statement of problem area including current performance data, start date, and anticipated projected growth or increases in performance. This area will substantiate that the JOM program's educational plan will increase this particular student from current to a projected level of attainment. This is a key area of value when evaluating the JOM program for input of annual data.

**Note:** Student Progress folders can be written similar to Individual Education Plans (IEP) as in Special Education programs. The value is that the progress is evaluated quarterly and annotated on a chart of growth.

**GOAL STATEMENT SAMPLE:**

Students will develop a clearer perception and more positive attitude toward Indians existing as a minority within a larger society, based upon facts. An accurate picture of American Indians and their contribution to American life will enable students and teachers to respect Indians as individuals and give them a deeper appreciation of their Indian heritage.

## SAMPLE E:

### CULTURAL ACTIVITIES

- Identify the cultural skills and concepts to be learned and develop specific activities for learning each concept
- Cultural presentations by guest speakers, elders, and Indians of other areas and tribes
- Each JOM Program promotes monthly displays of Indian student activities
- Indian students take community field trips to historical and Indian cultural sites
- Students create murals and posters for display within community on buildings
- Develop research reports, timelines on relatives, ancestors and Indian figures
- Write poems and stories for publishing/airing on TV or radio
- Art projects with a focus on ancestors and events
- Develop photographic portfolios of cultural events and offer video shows
- Develop a community newsletter of articles written by Indian students and community members
- Develop and publish Indian games and physical competition activities
- Community sponsored visitations to other tribes and JOM programs
- Promote and showcase student work displays
- Develop student work with cultural museum
- Student-generated radio shows with cultural content and sound effects

*Note: Avoid single, isolated activities. The suggestions above should be part of a continuous effort integrating multicultural education into the total JOM curriculum.*