Indian Education Plan Development

JOM Programs and Objectives

Annual Cycle for JOM Planning

1. Needs Assessment
2. Develop Education Plan with Goals and Objectives & Program Budget
3. Implement Program
4. Evaluate Program

Needs Assessment Requirement

- **273.13(b)(1)(v)** provides: (The tribe) "shall clearly identify the educational needs of the students intended to benefit from the contract.

Needs Assessment

- Needs assessment interval is an <u>option</u> to be determined by the IEC [Section 273.16 (4)(b)*: **The organizational papers and by-laws of the IEC <u>may</u> <u>include additional powers and duties</u> which would permit the committee to: (2) Make an <u>annual</u> <u>assessment of the learning needs</u> of Indian children…"*]

Needs Assessment

- Although, the needs assessment is conducted at intervals determined and approved by the IEC and expressed in their official By-laws, it is recommended that a needs assessment be conducted at least every three years.

Statement of Work (SOW)

- A <u>Statement of Work is the written description of the contractual requirements</u> for supplies and services

- The generic language for a JOM SOW is provided in 25 CFR Part 273.1 Purpose and scope:

- The <u>purpose</u> of the JOM program is **"to meet the specialized and unique educational needs of eligible Indian students."**

Statement of Work (SOW)

- A generic JOM SOW could be enhanced with:

- **"The … Tribe will deliver educational services <u>to meet the specialized and unique educational needs of eligible Indian students</u> under a Public Law 93-638 Indian Self-Determination contract and will <u>operate said contract in compliance</u> with 25 Code of Federal Regulations Indians, Part 273-Education Contracts Under Johnson-O'Malley Act."**

Scope of Work

■ The **SCOPE OF WORK** describes the **purpose** of the work; the desired end product specified in terms of:

❑ **Goals**: Targeted areas to improve

❑ **Objectives**: How areas will improve (Measurable/Performance/Behavior)

❑ **Quantitative Evaluation**: Numerical data verifying student achievement of goals

Goals and Objectives

- The difference between goals and objectives is sometimes confusing.

- A <u>ladder is a good analogy</u>

- The ladder is used to reach the roof <u>(goal)</u>

- The ladder steps <u>(objectives)</u> are sequential increments leading to the goal to be achieved

Goals

- JOM Educational Goals are developed from the needs assessment data gathered from surveying opinions expressed by parents of eligible Indian students.

Objectives

- Objectives describe the strategies; educational activities; the schedule of sessions, i.e., beginning date/ending dates; evaluative information such as pre/post-tests; and quantitative indicators to validate and verify student achievement.

- Objectives should be sequential and may be stated as quarterly objectives, i.e., objective #1 reached by end of 1st qtr, etc. until all objectives lead to accomplishment and/or achievement of goal.

Objectives Development

- Performance Objectives can be stated in four parts:
  - **WHO (Student)**
  - **DOES WHAT (Activities)**
  - **WHEN (Schedule/length of sessions)**
  - **HOW IT IS MEASURED (Pre/post data)**

Quantitative Evaluation

- <u>Quantitative Evaluation</u>: Achievement of JOM program goals is substantiated in terms of numerical data. To adequately convey student achievement in numerical terms, <u>baseline or pre-test data needs to be established</u>. The JOM program end-of-year results should <u>numerically provide the amount and rate of increase/decrease</u>.

Determining Goals

- Needs assessment data provides priorities expressed by parents that become goals

- Nationwide, Indian students fail to perform equitably on academic achievement tests.

- <u>Deficiency in reading skills</u> is a critical impediment to academic achievement

5 BIA/OIEP GOALS

- **<u>All children will read independently by the third grade</u>**

- 70% of children are proficient/advanced in reading & math

- Individual student attendance rate at 90% or better

- Students demonstrate knowledge of their language and culture

- Increased enrollment, retention, placement and graduation rates for post-secondary

Sample Goal Development

- Consider the importance of the first BIA Goal as a sample goal: **"*All Children will read independently by the third grade*"**

- Do we understand the goal language? Reading independently means self-initiated reading without coaching on meaning of words.

Sample Goal Development

- Sample preface education plan goal statement: *"The following goals were derived from data obtained from a needs assessment conducted on (date). The goals address the targeted educational deficiencies of eligible Indian students."*

Sample Goal Development

Assume for :

- The parents indicated a need for increased reading efficiency.

- Reservation X contracts on a Calendar Year (CY) contract period.

Sample Goal Development

- <u>Sample GOAL 1</u>: "*The JOM program will implement a year-long program <u>to create efficient reading</u> skills in eligible Indian students. The year-long <u>program provides a variety of innovative reading activities</u> to be taught by recognized reading leaders and specialized instructors.*"

Sample Performance Objectives

- For example, an IEC is concerned about Indian student reading rates at 33% compared to 48% for other students. They want to increase it to at least 40% in one year.

- Performance Objective: "The current year reading rate of 33% for Indian students will be increased to 40% by the end of the contract year FY…"

Sample Objective Development

- [Goal 1/Objective No.1](): From January 2, 2003 through December 31, 2003, JOM educational services focusing on reading efficiency will be delivered to eligible Indian students at the Community Building, Room 101.

- [Goal 1/Objective No. 2:]() The reading efficiency schedule is twice a week (Tuesdays and Thursdays) in two-hour sessions.

Sample Objective Development

- Activities and Procedures to Achieve Objectives:
  - Goal 1/Obj. 1: The reading sessions will be scheduled twice a week to occur in the period of time from 4:30 to 6:30 (after school to dinner hour) in monthly block schedules per reading activity.

Sample Objective Development

- Activities and Procedures to Achieve Objectives: Goal No. 1/Objective No. 1:

- Reading staff contracts: The JOM program will develop a list of recognized and reputable reading instructors;

- Contracted instructors will develop and conduct innovative programs fostering reading activities based on the student and their culture.

Objective Development (Reservation X)

- [Activities and Procedures to Achieve Objectives]: Goal No. 1/Objective No. 1:

- Reading staff contracts: Reading topics will be developed in collaboration with JOM staff and educational consultants.

- Instructors will develop reading activities that promote "hands-on" approaches to guided inquiry.

Objective Development (Reservation X)

- [Activities and Procedures to Achieve Objectives](): Goal No. 1/Objective No. 1:

- Student Incentives to promote attendance: To promote consistent attendance and participation by eligible Indian students, incentives for participating students will be available to ensure attending monthly blocks of reading activities.

Objective Development (Reservation X)

- <u>Activities and Procedures to Achieve Reading Objectives</u>: Goal No. 1/Objective No. 1:

- Student Incentives to promote attendance: (Continued) Awards may be JOM windbreakers, sweatshirts, T-shirts, field trip, Cd player, MP-3 players of their choice.

Cultural Awareness Topics (Reservation X)

- Genealogy Goal:

- Students will develop understanding of their family tree by researching and gather information from various sources. Supportive activities such conducting interviews with parents, relatives, grandparents and other elders will help students develop their family tree.

Cultural Awareness Topics (Reservation X)

- <u>Family Timelines</u>: Students will use Microsoft Word format covering the last century to gather historical information on their family history. The timelines can be designed to show sibling births, birthdays, pets, home locations, significant events such as marriages, deaths and augmented by other world information, i.e., hit songs/Presidents/News events.

Cultural Awareness Topics (Reservation X)

Cultural Stories Goal:

Students will hear traditional stories from knowledgeable story-tellers.

- Options:
    - Students record and rewrite the stories with student illustrations.
    - If tribally approved, the stories could be published locally and put into a cultural library.

Cultural Awareness Topics (Reservation X)

Cultural Songs: Students will hear the history of their cultural songs as categorized into to types of songs sung for different occasions.

- Options:
  - students learn to sing various songs.
  - students learn about their cultural drums, i.e., drum etiquette; drum-making and drum stick skills.

Cultural Awareness Topics (Reservation X)

- <u>Tribal Government History Goal</u>: Students will research their tribal government history

- Options:
  - develop a century timeline of Leaders to document the change from traditional to contemporary leadership styles.
  - list relevant tribal Laws and significant legal changes over a century

Cultural Awareness Topics (Reservation X)

- Local Native Plant Names/uses: Student learn cultural information about native plants.

- Options:
  - Indian language terms of plants;
  - medicinal uses; cultural stories about the plant; growing locations; traditions for picking, drying, use
  - develop display of plants and information

Cultural Awareness Topics (Reservation X)

- [Traditional Clothing]: Students learn about male and female traditional clothing.

- Options:
  - Research methods of clothing making
  - Research dancing or ceremonial clothing
  - Research a century of changes in traditional Dancing clothes for male/female (tribally approved).
  - Make traditional dance outfit for male/female

Quantitative Evaluation (Reservation X)

- <u>Quantitative Evaluation</u>:

- *Prior to implementation of the cultural awareness schedule, eligible Indian students will be given a pre-test on their reading proficiency information.*

- *At the end of the 12 month class block schedule, a post-test will be administered to assess the achievement in terms of reading efficiency and vocabulary skills.*