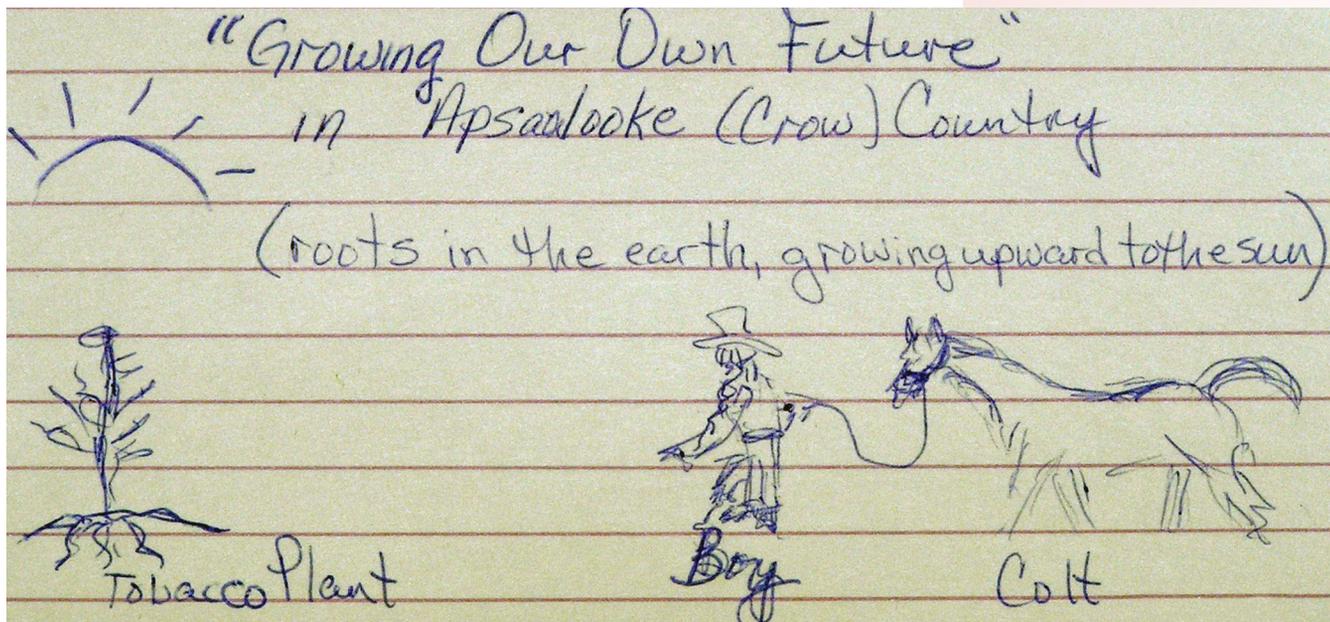


EXERCISE A

Creating a Metaphor

Choose a program that you are involved with now or in the past. Create a simple metaphor that represents a way of thinking about the program or a way of picturing and explaining the program.

In one of our workshops, a participant began to work on illustrations to show the relationship of a youth horsemanship program to the symbols developing roots and encouraging growth. The picture below is an example of one of the products from this exercise.



When you have completed the metaphor, take a few minutes to share it with someone else in the workshop—someone who you do not know.

EXERCISE

Exercise B

EXERCISE B

Identifying Common Cultural Values

Join a small group to discuss the following question:

We often refer to Cultural Values when designing programs for our communities. What does this mean in your community? What are these values?

After your group has discussed and listed values, address this question:

How could or should these values influence our approach to evaluating our programs?

Choose a group recorder and reporter and write the values and their implications for evaluation on flip charts. The reporter will be sharing your discussion with the entire group.



EXERCISE

EXERCISE B Worksheet



EXERCISE

Exercise C

EXERCISE C

Creating the Plan to Tell Your Story

In these group exercises, you will work through a number of steps to develop an evaluation plan for a program. Your group may use a specific program your group has chosen or use Scenario One or Scenario Two. Throughout the various steps in this exercise, you need to have a recorder and a member who will report your work on each step back to the entire group. Time limitations may allow selection of only certain groups to report for each step of the exercise, but all groups should be prepared to report.

Group exercise—Step 1

- Identify the major activities in the program. What will people be doing?
- Then discuss how these activities relate to each other; what happens as a result of the activity or set of activities.
- List the outcomes that should result from the activities; put the outcomes into categories of short term, intermediate and long term outcomes.
- Discuss the relationship between activities and outcomes in the program. If you have time, diagram or draw these connections.

Group exercise—Step 2

- List some assumptions you are making about this program—who will participate or why the activities should lead to the desired outcomes.

Group exercise—Step 3

- Develop a list of major evaluation questions (or statements) that reflect what you believe are the important components of the story you want to tell in this program. The questions that should

EXERCISE

be answered to understand who is being served, how well they are being served, and whether desired short and/or long term outcomes are achieved.

Group exercise—Step 4

- Use the Worksheet for an Indigenous Evaluation.
 - List questions/statements;
 - Then, describe the methods you will use to collect data (interviews, tests scores, observations, etc.). Note if you will attempt to design any comparisons such as comparing one cohort of students to another or comparing baseline data with data gathered later in the program.
 - List sources of information for each method and timing for gathering the information (for example, testing of students may be done twice, a pre-test at the beginning of the program and a post-test at the end, or a survey to gauge satisfaction with the program may be administered to participants once each year.
 - Note any cultural considerations that you should consider to ensure that the evaluation methods are responsive to your community and culture.

Group exercise—Step 5

- Review the values and discuss and plan for ways to incorporate them in the evaluation.
 - Review (Alaska GK-12 model, and Examples for Connecting Values to Evaluation Planning).
- Use the Worksheet for Connecting Values to Evaluation.
 - Write your ideas for addressing values.
 - Report back to the group.

Reference



See Resources, "University of Alaska GK-12 Evaluation Process and Draft Plan."

EXERCISE

Exercise C—Step 4 Worksheet

EXERCISE C—Step 4 Worksheet

Evaluation Questions/Statements	Methods that will be used to gather information (interviews, observation, tests, etc.). Note if any of these methods will involve comparing the data to some baseline, or through pre/post measures, or by comparing groups.	Who will provide the information, and when will the information be collected?	Cultural considerations: what is needed to ensure that the plan for gathering information is responsive to the culture and situation of the community?



EXERCISE C—Step 5 Worksheet

Beliefs and Values**Plan for Connecting Values****Indigenous Knowledge Creation: Context is Critical**

- Evaluation itself becomes part of the context, it is not an “external” function.
- Evaluation must situate the program by describing its relationship to the community, including its history, current situation, and the individuals affected.
- Evaluators need to attend to the relationships between the program and community.
- Care must be taken if specific variables are to be analyzed without ignoring the contextual situation.

People of a Place: Respect Place-based Programs

- Honor the place-based nature of many of our programs.
- Respect that what occurs in one place may not be easily transferred to other situations or places.

Centrality of Community and Family: Connect Evaluation to Community

- Engage community when planning and implementing an evaluation.
- Use participatory practices that engage stakeholders.
- Make evaluation processes transparent.
- Understand that programs may not focus only on individual achievement, but also on restoring community health and wellbeing.

EXERCISE

Exercise C—Step 5 Worksheet

Beliefs and Values

Plan for Connecting Values

Recognizing our Gifts—Personal Sovereignty: Consider the Whole Person when Assessing Merit

- Allow for creativity and self-expression.
- Use multiple ways to measure accomplishment.
- Make connections to accomplishment and responsibility.

Sovereignty: Create Ownership and Build Capacity

- Follow Native Institutional Review Board processes.
- Build capacity in the community.
- Secure proper permission if future publishing is expected.
- Report in ways meaningful to Native audiences as well as to funders.

Other Values for this Community

EXERCISE

EXERCISE C—Step 5 Worksheet

Beliefs and Values	Plan for Connecting Values
<p>Indigenous Knowledge Creation: Context is Critical</p>	
<p>People of a Place: Respect Place-based Programs</p>	
<p>Centrality of Community and Family: Connect Evaluation to Community</p>	

EXERCISE

Exercise C—Step 5 Worksheet

Beliefs and Values

Plan for Connecting Values

**Recognizing our Gifts—Personal Sovereignty:
Consider the Whole Person when Assessing Merit**

Sovereignty: Create Ownership and Build Capacity

Other Values for this Community



SCENARIO ONE

New Environmental Science Resource Program

A tribal college has received a grant from the National Science Foundation (NSF) to create a new program in natural resource management. The grant is for three years, as follows:

- Year One:** Planning and recruitment.
- Year Two:** Implementing Year 1 of the two-year program.
- Year Three:** Implementing Year 2 of the two-year program, with participants graduating and transferring to four-year institutions or gaining employment in tribal natural resource management.

The grant has described the following characteristics for the program:

- The courses of study for the program will be multi-disciplinary, combining biology and chemistry, language arts, policy, and history into teaching blocks.
- Students will enroll in the program as a cohort and take the resource management courses in a block of time—four hours (for four days), rather than the usual one hour course.



Northwest Indian College Students, Padilla Bay Reserve, WA

EXERCISE

Scenario One

- Frequent field research will be worked into the courses to allow for applied learning.
- A multi-disciplinary group of instructors will work with a team in planning and teaching the courses (biology instructor, chemistry instructor, Indian studies instructor, and environmental policy instructor).
- Other instructors from the college will be invited to teach modules that facilitate meeting credit requirements and integrate into the courses taught in the block schedule.
- When students are not in the multi-disciplinary course, a block of four hours every afternoon, they will enroll in other courses required for the AAS degree.



SCENARIO TWO

Two-Plus-Two Partnership

A state land grant university has just received a foundation grant to partner with two tribal colleges in the state to initiate a two-plus-two bridge program to allow students from the tribal colleges to take summer courses at the state university as a method of recruiting more American Indian students to complete four-year degrees. The two tribal colleges are currently providing courses leading to associates degrees—one tribal college is a reservation-based technical vocational school with programs in computer science, optical science, dental technician, veterinary science and other similar programs; the other tribal college is inter-tribal, urban-based and focused primarily on the arts, e.g., painting, sculpture, creative writing, performance arts, and a newly implemented program in graphic design with a strong computer science component.

The grant is for three years with the first year dedicated to recruiting tribal college students to attend the summer programs offered by the state university and to plan for course alignment among the two-year colleges and the state university. It is hoped that a cohort of ten graduates from the tribal colleges will have started their junior year at the state university in each of the second and third years of the grant. The bridge program was initiated by the state university because, in the past, it had very few American Indian students, which program administrators largely attributed to its great distance from most reservations in the state.

The following are characteristics of the bridge program:

- Indian students will be paired with a mentor professor from the state university; they will jointly design a summer research project for the student which the student will undertake with guidance and oversight from his or her mentor.



Salish Kootenai College Chemistry Lab

EXERCISE

Scenario Two

- The mentoring partnership will be based on Indian students' expressed career interests, but, as much as possible, will try to focus on developing a multidisciplinary research project for each student.
- The bridge program summer institute will provide a counselor to work with each cohort of students to ensure that each student is making progress. Tutorial assistance will be provided, if necessary, by university students. The university hopes to recruit Indian students currently at the institution as tutors.
- The summer institute will also focus on enhancing writing skills of students through a weekly creative writing seminar, which will be taught by university professors and will feature three American Indian authors who will conduct one-day lectures/workshops once a month as motivational speakers.
- Students' travel and fees (tuition, dorm costs, books) will be covered by the program.
- During each summer, travel will be paid for students' parents to attend a Parents' Weekend event at which students will share the results of their research work.
- The Indian student will have the opportunity to continue to communicate with their mentors when they have returned to their tribal colleges.

