

# Quarterly Report

# EFFICIENCIES



**Field Engineering  
Corporation**

*3rd*

**QUARTERLY REPORT**

**April 1, 1970  
through  
June 30, 1970**

**UNITED TRIBES  
EMPLOYMENT  
TRAINING CENTER**

**Prepared by  
BENDIX FIELD  
ENGINEERING CORPORATION  
A Subsidiary of  
The Bendix Corporation  
Columbia, Maryland 21043**

**July 15, 1970**

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SECTION I

INTRODUCTION

## INTRODUCTION

This report presents the activities of operation and achievements at the United Tribes Employment Training Center between April 1, and June 30, 1970. The report is submitted in accordance with contract requirements.

Continued emphasis on counseling is evident in this report. Trainees' achievements, as well as evaluation by outside resources, indicate that the counseling effort is making significant progress in assisting the trainees to develop improved behavior patterns. Improvements are possible only when the trainees exhibit a desire for change. This desire is most evident in continued trainee participation in Center activities and in outstanding trainee achievement in earning GED certificates.

A major activity was the initiation during June of the Trainee Incentive Award Program. This program provides acknowledgment and cash awards for trainees who have achieved outstanding success in various phases of the program.

Summer presents an opportunity for increased recreational activities. Outdoor events of all types have been expanded. A special program for children of school age has been initiated. Two new short-term training programs for electricians and plumbers were initiated in June. These programs were made possible through the cooperative action of the Department of Labor, the Bureau of Indian Affairs, the United Tribes, and Bendix.

Bendix is pleased to acknowledge the results of both internal and external evaluations, as presented in the appendixes. The evaluations disclosed areas for improvement, which have been accomplished. They also presented a basis for the decision to extend the Bendix services for three months. This decision was formalized on June 24, 1970.

The United Tribes can be assured that our best effort will continue.

SECTION II

OPERATIONS

# OPERATIONS

## COMMUNITY LIFE

During this reporting period, trainee arrivals numbered 37 individuals, comprising 2 family units, 3 solo parents, and 30 singles. Trainee population data is presented in Table I.

Table I. Trainee Population Status

TYPE	UNITS			(6/30/70) BALANCE	POPULATION			
	(3/31/70) BALANCE	INPUT	EXIT		MALE	FEMALE	CHILDREN	TOTAL
SOLO	8	3	2	9	0	9	2	31
FAMILY	24	2	1	25	25	25	68	118
SINGLE	20	30	7	43	32	11	0	43
TOTALS	52	35	10*	77	57	45	90	192

\*Terminated by the Center

## COUNSELING SERVICE

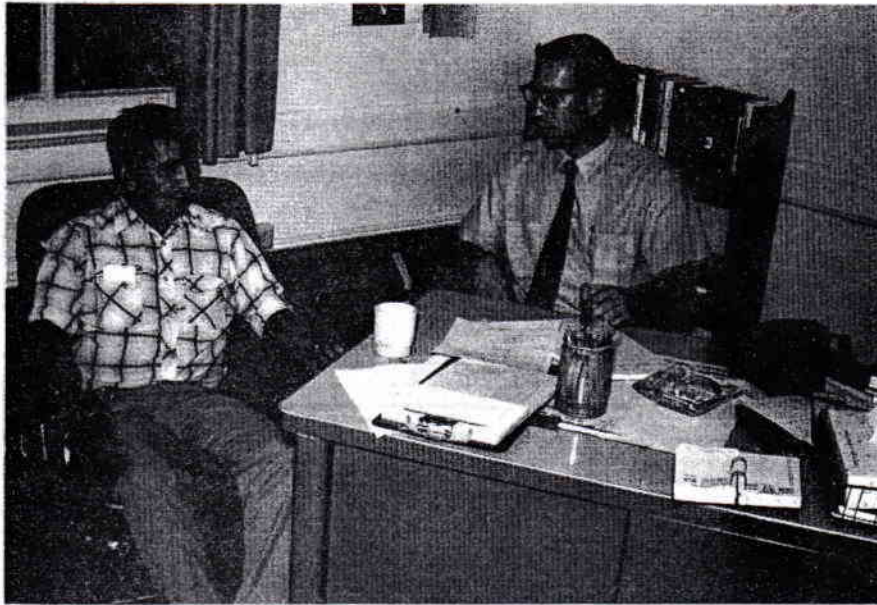
At the UTETC, training is based on the following concepts:

- That learning is a lifelong process by which the individual grows and develops as a result of all his experience.
- That education is a basic means whereby a given society strives to improve and transmit its cultural heritage or way of life.
- That the obligation of counseling, therefore, is to develop persons who function effectively and constructively.

Each function of the Center is involved in the counseling process. To meet this obligation, certain duties are performed. Among these are:

- Assisting each individual in development of his maximum potential.
- Equipping the enrollee with fundamentals of learning.
- Providing opportunity for the development of originality, initiative, and independent thinking.
- Establishing a foundation for learning one's cultural background, as well as vocational skills.





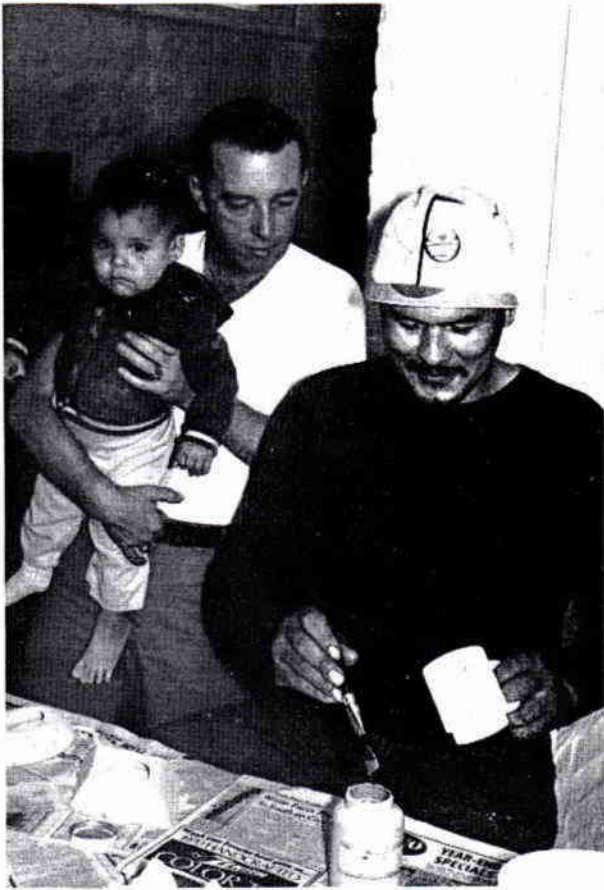
## Counseling

- Helping develop attitudes and ideals which will enable the individual to function in the society in which he lives.
- Developing incentives for and the means of continued and independent self-development.

The counselors have an awareness of human relationships. They continually apply their skills in this area to assist the trainees:

- To attain a social and emotional understanding of human behavior through enjoyment of working cooperatively with others.
- To understand and develop attitudes basic to a satisfying family life through conservation of family ideals and skills in homemaking.
- To recognize the dignity and worth of the individual.
- To have intelligent concern for the welfare of others.

The counseling process employs a one-to-one relationship between an individual and a professional personnel worker. The former is often troubled by personal problems with which he has been unable to cope alone; the latter has training and experience which help him assist enrollees to solve personal difficulties.



## Counseling During Activities

The counselor is not concerned with making decisions for the individual; rather, he seeks to organize learning situations for the trainee.

Throughout the year, counselors have met a goal of at least two reportable contacts each week with each assigned enrollee. A contact may mean a home visit during the evening or a visit during a vocational class period. These are intended as a positive demonstration of the counselor's interest in the total activities of his client.

The most significant contact, however, has been the counseling session which deals primarily with feelings. In this instance, the security of the relationship is paramount, and as a result, confidential privacy is requisite. Feelings are explored in an atmosphere of mutual trust and sharing. The therapeutic value of these experiences is developed to allow carry-over to the life style of the individual.

Additional guidance techniques employed throughout the year have included an evaluation of the individual's potential, both intellectually and socially. This evaluation is discussed with the trainee, and areas of improvement are suggested. Through this process, the individual can decide for himself what action he must take to face his problems. The counselor's role in the evaluation is to help the trainee understand himself and to give him the confidence he needs to maintain self-respect.

At times, the trainee has experienced problems which seem to him to be insurmountable; counseling continues to remain sensitive to these problems. Rather than chastising the individual for his actions resulting from internal conflicts, the counselor has, in fact, appealed to the trainee's reasoning power. Again, this type of technique leaves the decision-making process to the individual, not only for the present but also for the future.

At times, behavioral problems which required disciplinary action have arisen. In these instances, counseling has been employed as a means of preventive and remedial treatment of the behavioral problems, never for punitive discipline. However, violation of responsible behavior must receive positive and firm attention. These violations are handled by either the Behavior Council or by Security, whichever the case demands.

During this reporting quarter, an experimental group counseling program was initiated. The program consists of two groups functioning simultaneously.

One group consists of students who have displayed some stability, aggressiveness, and verbalization. The second group consists of students who are experiencing problems with alcohol and addictive drugs.

The group meets each week to talk about the things that are happening both in and out of school. The counselor attends these meetings as an advisor and as a member, but not as an officer. Students are encouraged to face their problems, to find reasonable answers, and to be responsible for their actions. Counselors help students to do these things, but they do not do the things that students should do for themselves.

These group counseling meetings give each student the chance to grow in citizenship and in personal responsibility. They help each student to understand himself, to understand others, and to learn what others think of him. Student rules, plans for things to do, and suggestions for improving the school all originate at these meetings.

This experimental program will terminate on July 31, 1970. At this point, recommendations will be written by both counselors and trainees in order to evaluate group counseling on a permanent basis. The evaluation will center on growth, change, and therapeutic value.



Group Counseling Sessions





Counseling  
During  
Classes



A greater effort is being made by the counselors to assist trainees to cope with **parental responsibilities**. The children are considered part of the total family counseling **assignment**. Counseling efforts in their behalf are continuing with the added assistance of a summer program staff for school-age children. Two dependent children are participating in a remedial program offered by the city schools, and one is involved in a Neighborhood Youth Corps project.

Counseling does not stop with the individual living with himself but extends into his living with others.

Skilled and experienced counselors work in each of the five student communities: Sakakawea Hall (single women); Sitting Bull (single men); and the three family communities, which include the on-center solo family housing, the on-center family housing, and the off-center family housing. The counselors give help and guidance as the students take the responsibility for their personal life and the community in which they live.



Counseling At Home

During April 1970, the Center began relocating families who demonstrated maturity and responsibility into transitional housing within the city of Bismarck.

The objective of off-center housing is to permit the family to begin a transition from the security of the Center, presenting them with the opportunity to make a head start in adjusting to urban living. The dependency of the family on the Center is then gradually broken before the family completes training.

Currently, seven families have been relocated in various sections of the city. Contacts made with the families since relocation indicate general satisfaction with the new life style.



New  
Life  
Style

There are presently 11 occupants in the women's dormitory and 30 occupants in the men's dormitory. Thirteen of the 30 occupants are temporary residents receiving special training in the vocational areas of electrical work and plumbing. The residents' ages range from 18 to 45, which makes the living situation in the dorms unusual.

Accommodations available to the separate units are a lounge or TV area, single to four-bed rooms, complete washing facilities, and vending machines.

Representatives from each dorm unit are present at each student government meeting.

The United Tribes Employment Training Center's Summer Enrichment Program opened on the first of June. The program includes elementary and junior high school students. The goal for the program is to prevent the students from forgetting what they have learned this past year and to stimulate their desires to be interested in and to learn new things; in addition, the program will help them to see that the learning process can be exciting and fun.

Much time is spent each day in generating student enthusiasm to start new projects. As an example, many of the boys wanted to build and paint. They were taken on a hike to gather twigs and branches from which they built and painted log cabins. The students are encouraged to read books and magazines and then draw pictures or write stories on their own. Very often, the children desire to work on their own projects. For instance, one boy found an eggshell and some bird nests that had been abandoned by the birds. These were brought into the classroom, where he studied the construction of the nests and looked up information about birds and nests.



Summer Enrichment Program



One of the larger group projects that the students have been working on is preparing a program to present to their parents. Some are working on puppet shows, others on a short play, and some of the boys are preparing an Indian sign language skit. A few of the older girls are working on a modern dance routine. All the props and scenery are being constructed by the students.

Another group project was to plant an outside garden; the group also painted flowerboxes and planted flowers for the classroom.

As often as possible, an instructor will work with one or two students on their reading or mathematics. The reading laboratory and equipment from the educational department have been used to make reading and spelling more like a game. The students have especially enjoyed using the tape recorder.

There is also much time spent in recreational activity such as swimming, kickball, jump rope, croquet, trampoline, and hiking.

Probably the area in which the instructors have noticed the most change in the students is in their improved behavior on field trips. The field trips so far have been to the zoo, the airport, the capitol, the Apollo 11 space module, the play Winnie-the-Pooh presented by Mary College Children's Theater, a tour through the Central Bottling Company, and Ft. McKeen. One of the highlights of these trips was the tour of a jet. The students were welcomed onto the plane by the stewardesses and had the opportunity to examine the cockpit. They were especially interested in the captain's seat and if he used "all those instruments." An increase in the students' curiosity, in their respect for public property, and in their manners and considerations has been realized as a result of these field trips.

Some of the planned activities for the coming month are film strips, day camp, overnight camps for the older children, field trips to Custer National Park, Garrison Dam, and the police and fire departments, and the continued incorporation of reading into the arts and crafts projects.

Health Service continues to be flexible in that it makes the adjustments necessary to meet the needs of each trainee and dependent on-center. A nurse is on duty every day, Monday through Friday, and the nurse living on-center is on call when ever the need arises.

Trainees also are secure in the knowledge that on-center staff are always available in the event of an emergency.



Student  
Field  
Trip

In addition to the routine services that Health Services provides for the students and their dependents, many additional benefits are available for the trainees. During the past quarter, two free clinics were held in which all children and those adults in need received immunizations against measles and against mumps.

One had had vareola vaccination a week before developing varicella. It was feared she might have a vaccination problem. A special vaccine was flown in from Minneapolis (V.I.G. -Vaccine Immune Globulin) for her treatment. It was recommended that she be followed for one week with temperature checks twice a day.

Alcoholism - How do you cure it? How do you prevent it? These questions have been asked time and time again throughout the United States. So far, no one has come up with a permanent solution. The only thing experts in the field agree on is that the individual must possess the desire to stop drinking.

How then do you instill this desire? The approach here at UTETC is through the use of counseling and education. When an alcoholic problem is discovered, the counselor, in a



## Weigh-In Time

one-to-one relationship, discusses it with the trainee to attempt to determine the cause of the problem. If the student is willing to admit that he has, in fact, a drinking problem, the chances of instilling the desire to stop are increased. To assist the trainee in his attempt for sobriety, AA meetings are conducted on-center, courses on the effects of alcoholism are presented, and local alcoholism institutions have assisted Center efforts. Particularly rewarding to the trainees experiencing this problem has been participation in the AA meetings at North Dakota State Penitentiary.

In several cases, counseling has instilled the desire to stop as evidenced by self-admittance by the trainees to alcoholic treatment centers. Although this does not ensure abstinence, it is a beginning.

Additionally, the trainees have been encouraged to seek family counseling. During this quarter, there have been two families requesting this service. This is a good beginning.

In the area of education, each student at UTETC is required to attend the course "Alcohol and You." This course serves a dual purpose.

- For the individual suffering from the sickness, it provides an insight into the damaging physical effects of alcohol, the possible psychological causes or reasons for becoming an alcoholic, and an awareness of resources available for correction.
- For others, it provides information on what alcoholism is, provides ideas on how to cope with the problem, and makes them more aware of how they possibly contribute to the problem.

Through the multiple approach of education, counseling, and medical assistance, progress has been realized.

The Bendix commitment to improvement through self-evaluation was evidenced in community life during this quarter by retaining the services of outside consultants.

An evaluating team --- experts in counseling techniques and procedures --- visited the Center from June 15 to June 18 to observe, analyze, and make recommendations to the counseling staff on specific techniques and procedures which could or should be implemented here to make counseling more effective.

Dr. Irving Stout, author and lecturer, was one member of the team. He has a Ph. D. and is a professor at Arizona State University where he has devoted many years to research and writing on human growth and development, specifically dealing with the child. He has studied the Navajo and Hopi Indian societies for more than 13 years and published his work regarding these societies. His current undertaking, in addition to regular duties, is directing an Indian leadership training program which may lead to a doctorate degree for Indians who possess initiative and determination.

The other member of the team was Dr. Ardis Candy, a psychiatrist from the staff of the St. Alexius Hospital in Bismarck, North Dakota. She also has made a study of the Indian society; however, her study concentrated on the North Dakota Indians living on the Fort Berthold Reservation.

Dr. Candy and Dr. Stout spent three days at the Center observing, interviewing staff and trainees, and visiting the various areas on-center to gain a complete picture of the techniques and procedures being used. This furnished the framework upon which analyses and recommendations were made.

Their report is presently under review and the results will be reported next quarter.

Additional self-evaluation has been realized through formal training of the counseling staff.

At present, one counselor is furthering his formal study in the field of counseling as it applies to Indians. Two counselors attended a workshop sponsored by the North Dakota State University and the State Department of Education. This workshop concentrated on the group process.

Training in the philosophy of operation, internal procedures, and policies continued throughout the quarter.



Recreation

#### RECREATION AND FREE TIME

Students at UTETC are fortunate to have many experiences and recreational activities available for enjoyment during their free time. There are several recreation directors to instruct, guide, and assist students as they enjoy these recreational activities.



## Leisure Time Activities



Primary attention is focused on the outdoor activities with enthusiastic response from the students and the dependent children. Men's and women's softball teams have been organized and entered in the city recreation league. A summer basketball league involving both the trainees and the staff has been organized. UTETC has also entered a Standing Rock softball league which has been formed to play a round-robin schedule on Sundays and Wednesdays. The league is composed of six teams from the Standing Rock Indian Reservation and from UTETC.

Other summer activities include tournaments in pool and ping-pong, badminton, tennis, excursions, picnics, swimming, and field trips to local places of interest. The ceramics class is still well attended. Special events and field trips are presented in Tables II and III.

The students themselves participate in suggesting and planning many other activities. Organizing and holding Indian dances and powwows and rodeos is popular with the students at UTETC. A three-day event is planned for the latter part of July with all the tribes from the surrounding area invited to attend and participate. Special recreation projects include:

- The Shrine Circus held at the Civic Center.
- The Bachelor Day celebration and rodeo at New Salem.
- A visit to the Garrison Dam and Lake Sakakawea.
- Excursions to Medora and the Badlands.

#### CUB SCOUTS

The Cub Scout program continued to operate at a competent level during April, May, and June. Regular meetings were held and the boys worked on advancement.

During the weekend of May 22 and 23, the pack was taken to Sweet Briar Lake west of Bismarck for an overnight camping and fishing trip.

Reorganization of the pack was completed during June. The following changes took place:

- Meetings were changed from Wednesday night to Thursday night.
- A new Den Mother was assigned.
- A permanent meeting place was established.

The Cub Master reports that the pack will continue its operation during the summer months under the supervision of the new Den Mother.

## ART

Painting instruction is provided for adults. Also offered are drawing and sketching, water color, and acrylics. The classes meet every Thursday evening.

### CERAMICS CLASS

Many satisfying hours a week have been devoted to ceramics. Approximately 30 students participate regularly in the scheduled weekly class where the basic fundamentals are learned. Those interested take part in the mixing, pouring, and finishing of a variety of attractive articles.

Many of the finished articles are on display. Some adorn the working desks of the staff and trainees. Such items as table-lamps, stands, vases, figureheads, ashtrays, and candle holders are finished in beautiful colors.

Ceramics  
Class





TABLE II SPECIAL EVENTS

EVENT	COMMENT
Bismarck, North Dakota April 3, 1970 Staff - Trainees	Picnic
Garrison, North Dakota April 4, 1970 Trainees	Trip to Garrison Dam
Bismarck, North Dakota April 11, 1970 Trainees - Staff - Public	Powwow
Bismarck, North Dakota April 19, 1970 10 Trainees	Sang at Bismarck
Bismarck, North Dakota April 21, 1970 Trainees	Circus at Civic Center
Bismarck, North Dakota April 26, 1970 Trainees	Sang at Lutheran Church
Bismarck, North Dakota May 1, 1970 Staff - Trainees	Picnic
Garrison, North Dakota May 9, 1970 40 Trainees	Trip to Garrison Dam - Picnic
Bismarck, North Dakota May 16, 1970 Students	Parade - Band Days - Entered Float
Ft. McKeen May 17, 1970 Trainees	Picnic
Little Eagle, South Dakota May 30, 1970 Students	Memorial Service
Cannonball, South Dakota June 1, 1970 Students	Indian Powwow
Bismarck, North Dakota June 2, 1970 Staff vs. Students	Softball Game
Elks Park June 3, 1970 Girl's Softball vs. Mon-Dak	Softball Game
Bismarck, North Dakota June 4, 1970 Ft. Yates vs. Students	Softball Game

TABLE II SPECIAL EVENTS (Continued)

EVENT	COMMENT
Bismarck, North Dakota June 5, 1970 BJC vs. Students	Softball Game
Jacee Park June 10, 1970 King Insurance vs. Students	Softball Game
Bismarck, North Dakota June 11, 1970 Cathedral vs. Students Girl's Team vs. Mary College	Softball Games
New Salem, North Dakota June 14, 1970 Students	Rodeo
Bismarck, North Dakota June 16, 1970 Cannonball vs. Students	Softball Game
Elks Park June 17, 1970 Girl's Team vs. Snoopy's	Softball Game
Bismarck, North Dakota June 18, 1970 Girl's Team vs. Mary College	Softball Game
Elks Park June 19, 1970 Students vs. Knights of Columbus	Softball Game
Garrison Dam, North Dakota June 20, 1970 Students	Sightseeing - Picnic
Little Eagle, South Dakota June 21, 1970 Girl's vs. Little Eagle Boy's vs. Little Eagle	Softball Games - Picnic
Bismarck, North Dakota June 23, 1970 Summer Basketball League	Started playing
Elks Park June 24, 1970 United Tribes Girls vs. St. Alexius	Basketball Game
Elks Park June 25, 1970 Boys vs. Carson, North Dakota	Softball Game
Mandan, North Dakota June 27, 1970 Students	Rodeo

TABLE III. FIELD TRIPS TAKEN SINCE APRIL 14, 1970

WHERE: Airport  
 WHO: Preschool rooms I and II  
 WHEN: April 14, 1970  
 OBJECTIVE: To tour the facilities of the airport and to gain a better understanding of airline transportation.

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WHERE: N.P. Train Depot  
 WHO: Preschool room I  
 WHEN: April 21, 1970  
 OBJECTIVE: To view the depot, to take a train ride from Bismarck to Mandan, and to gain a better understanding of trains as a form of transportation.

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WHERE: Dakota Zoo  
 WHO: Preschool rooms I and II  
 WHEN: May 12, 1970  
 OBJECTIVE: To become more familiar with various kinds of animals.

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WHERE: Sertoma Park  
 WHO: Preschool rooms I and II  
 WHEN: May 19, 1970  
 OBJECTIVE: To make use of the park's recreational facilities and gain a clearer understanding of a picnic.

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WHERE: Hillside Park  
 WHO: Preschool rooms I and II  
 WHEN: June 9, 1970  
 OBJECTIVE; To take advantage of recreation opportunities available in city parks and to strengthen the concept of picnics.

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WHERE: Mary College  
 WHO: Preschool rooms I and II  
 WHEN: June 19, 1970  
 OBJECTIVE: To see the performance of Winnie- The-Pooh presented by the children's theater and to tour the priory and Mary College.

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TABLE III. FIELD TRIPS TAKEN SINCE APRIL 14, 1970 (Continued)

WHERE: Capitol  
WHO: Preschool rooms I and II  
WHEN: June 23, 1970  
OBJECTIVE: To see the Apollo capsule and to gain a better understanding of spacecraft.

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WHERE: Fort McKeen  
WHO: Preschool rooms I and II  
WHEN: June 30, 1970  
OBJECTIVE: To tour the museum and the Indian mounds to gain a better understanding of the modern Indian.

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WHERE: Elks Zoo  
WHO: Program II Students  
WHEN: May 28, 1970  
OBJECTIVE: To become more familiar with animals and their habitats.

---

There were also trips to the Veteran's Public Library on May 6 and to Mary College on May 11 to become acquainted with library materials and procedures.

On May 28, the Automotive students toured the QB&R Parts Store and Davis Chevrolet.

On April 29, the Agri-Business students toured the P. V. grain elevator.

## KEYAPI

Keyapi staff, in an effort to provide responsible coverage and to live up to its name (which in Sioux Indian means "they say"), has decided that all items published will henceforth carry the names of those responsible for the contributions.

From an initial run of 200 copies for local consumption, the Keyapi currently is printing 800. Paid subscriptions are mailed to 27 states and to the District of Columbia. Each new issue covers a different phase of the training offered at UTETC so that interested persons may be kept informed. The final issue in this quarter is highlighting the rodeo and powwow scheduled for late July.

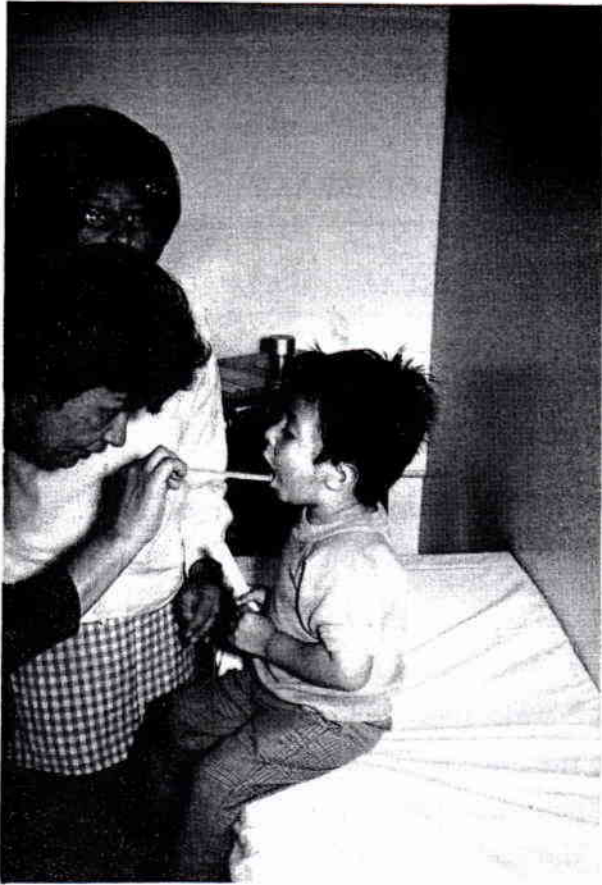
Bulk mailing privileges were secured from the Post Office Department during this quarter.

Keyapi will consider all items submitted for publication whether written by student, faculty, staff members, or any other interested person not directly connected with the Center.

Keyapi will reject all items which tend to degrade or embarrass an individual, organization, group, or institution.



Keyapi  
Staff



AHHHH

#### HEALTH SERVICES

The Health Services keeps medical records and immunization records for all who participate in the service.

The enrollment at UTETC was increased by three with the births of three infants --- two girls and a boy.

It is the policy of the Center to allow the mother to remain at home with her newborn until the child is two months old. The baby is then taken to the nursery at the Day Care Center while the mother returns to her classes.

Table IV presents the volume of cases handled by Health Services.

TABLE IV MEDICAL DATA

TOTAL VISITS		MEDICAL REFERRALS				
DISPENSARY	IN-PATIENTS	HOSPITAL-IZATION	CLINIC	DENTAL	EYE	EMERGENCY ROOM
1,244	2	41	405	40	37	25

ADULT BASIC EDUCATION

The Adult Basic Education (ABE) Program continued to be operated as reported in the January - March 1970 quarterly report with some refinements and improvements in techniques being actuated.

An improved approach in team teaching was initiated in Program III to allow for more individual attention in more technical subject areas. This approach permits a more flexible scheduling of trainees and helps to stabilize the staggered enrollment. Some students were scheduled for morning education classes while the afternoon students remained in the one teacher classroom until they completed the GED program, thus avoiding changing approaches during the final phase of the program.

Students who complete Program II may now choose to continue into Program III and the attainment of a GED or to pursue their vocational choice fulltime.

Five students completed their work for Program II and advanced to the Program III level. Seventeen students completed Program III and received their GED certificates. Two students completed Program III and will need to retake one or two portions of the GED examination in August.

Of the nineteen students who have received their GED, seventeen did so this quarter. Two additional persons have partially completed the requirements, as mentioned above.

Compared to the national averages of GED achievers, 52.6 percent of these trainees have scored in the upper half of the second quartile, 31.6 percent have scored in the lower half of the second quartile, and 15.8 percent in the first quartile.

The average time spent in ABE was five to five and one-half months. The average entry grade level was 7.0 in math and 8.0 in reading as indicated on the Stanford Achievement Test.

### Adult Basic Education Enrollment

- Program R            0
- Program I            0
- Program II           15
- Program III          37

Earth Day was recognized on Wednesday, April 22, in the Adult Basic Education Department by showing films related to man and the problems that threaten his environment. Small group discussions and individual action plans followed the films. Due to inclement weather, the follow-up of action plans was postponed until several days later, when an all-center "clean-up day" was conducted, followed by a student/staff picnic and softball game.

Table V details the students progress in Adult Basic Education.



# TABLE V. ADULT BASIC EDUCATION STUDENT PROGRESS CHART

No.	Date	Entrance Grade Level		Program R 0-1	Program I Grades 2 - 4	Program II Grades 5 - 8	Program III Grades 9 - 12	GED	Estimated Completion Date
		Math	Reading						
1.	9/8/69	3.9	6.9						7/3/70
2.	9/8/69	H.S. Diploma			Full Time Vocation				
3.	9/8/69	8.1	10.0		ABE Completion Passed GED 10/3/69				
4.	9/8/69	4.3	8.4		Terminated 3/4/70				
5.	9/8/69	GED			Terminated 12/23/69				
6.	9/8/69	6.2	7.9		Terminated 12/23/69				
7.	9/8/69	3.5	4.6			Terminated 2/24/70			
8.	9/8/69	9.4	8.3		Terminated 2/24/70				
9.	9/15/69	3.7	6.9		ABE Completion Passed GED 5/29/70				
10.	9/15/69	4.4	8.2						8/15/70
11.	9/15/69	2.5	4.6			Full Time Vocation			
12.	10/14/69	4.9	9.0		ABE Completion Passed GED 6/26/70				
13.	10/14/69	4.4	7.7		ABE Completion Passed GED 6/26/70				
14.	10/14/69	4.4	4.8		Full Time Vocation				
15.	10/14/69	6.7	9.7		ABE Completion Passed GED 6/25/70				
16.	10/14/69	2.6	3.1			Terminated 1/16/70			
17.	10/14/69	GED			Terminated 2/17/70				
18.	10/15/69	6.7	10.3		ABE Completion Passed GED 3/10/70				
19.	11/3/69	6.3	9.3		Terminated 12/12/69				
20.	11/20/69	5.4	6.5		Full Time Vocation				
21.	11/20/69	7.3	8.1		ABE Completion Passed GED 6/16/70				
22.	11/20/69	7.0	9.8		ABE Completion Passed GED 6/16/70				
23.	11/20/69	4.0	5.1		Full Time Vocation				
24.	11/20/69	H.S. Diploma			Full Time Vocation				
25.	11/20/69	5.4	7.5		Full Time Vocation				
26.	11/20/69	7.8	10.5		ABE Completion Passed GED 6/25/70				
27.	11/20/69	GED			Full Time Vocation				
28.	11/20/69	4.8	8.2		Terminated 2/26/70				
29.	11/20/69	3.8	7.5		Terminated 2/16/70				
30.	11/20/69	5.8	7.4		Terminated 2/16/70				
31.	11/20/69	9.1	8.2		ABE Completion	Passed GED 6/1/70			
32.	11/20/69	6.3	8.0		ABE Completion				8/30/70
33.	12/5/69	4.3	9.7		Full Time Vocation				
34.	12/5/69	5.9	7.4		Terminated 2/17/70				
35.	12/5/69	3.9	3.9			Terminated 1/30/70			
36.	12/12/69	H. S. Diploma			Full Time Vocation				
37.	12/12/69	3.1	7.1						10/18/70
38.	12/12/69	5.1	6.6		Terminated 4/16/70				
39.	12/12/69	5.6	6.4		Terminated 4/16/70				
40.	12/12/69	8.0	7.5		ABE Completion Passed GED 6/25/70				
41.	12/16/69	H. S. Diploma			Teacher Aid				
42.	12/19/69	5.9	7.8		Terminated 2/18/70				
43.	1/12/70	7.0	5.9						11/9/70
44.	1/12/70	6.6	7.1		ABE Completion Passed GED 6/25/70				
45.	1/12/70	6.1	7.4						8/24/70
46.	1/12/70	7.7	9.8		Terminated 4/29/70				
47.	1/12/70	GED			Terminated 5/28/70				
48.	1/12/70	GED			Full Time Vocation				
49.	1/12/70	4.5	10.3						10/1/70
50.	1/16/70	6.5	9.5		ABE Completion Passed GED 6/15/70				
51.	1/16/70	5.4	7.0						10/14/70
52.	1/19/70	7.6	8.4		ABE Completion Passed GED 6/25/70				
53.	1/19/70	H. S. Diploma			Full Time Vocation				
54.	1/19/70	3.9	4.9		Terminated 3/2/70				
55.	1/26/70	3.4	9.5						10/30/70
56.	1/26/70	4.1	11.0						8/21/70
57.	2/2/70	6.7	7.1		Terminated 5/4/70				
58.	2/2/70	5.8	10.3		ABE Completion Passed GED 5/27/70				

PERCENTAGE OF COMPLETION

TABLE V. ADULT BASIC EDUCATION STUDENT PROGRESS CHART (Continued)

No.	Date	Entrance Grade Level		Program R 0-1	Program I Grades 2 - 4	Program II Grades 5 - 8	Program III Grades 9 - 12	GED	Estimated Completion Date
		Math	Reading						
59.	2/2/70	5.9	8.3						8/3/70
60.	2/2/70	6.4	7.6						8/24/70
61.	2/6/70				Terminated 2/9/70				
62.	2/6/70	4.7	8.6		Terminated 3/10/70	-----			
63.	2/9/70	5.2	7.0		Terminated 3/10/70	-----			
64.	2/13/70	6.7	8.6						9/21/70
65.	2/13/70	5.3	6.3						12/18/70
66.	2/13/70	7.7	9.3		ABE Completion Passed GED 6/25/70				
67.	2/13/70	7.4	8.3						9/21/70
68.	2/13/70	3.3	6.5			Terminated 3/16/70			
69.	2/16/70	8.6	8.9		ABE Completion Passed GED 5/15/70				
70.	2/16/70	9.5	8.1		ABE Completion Passed GED 6/25/70				
71.	2/20/70	4.8	9.7		Full Time Vocation				
72.	3/2/70	7.6	8.4						8/24/70
73.	3/2/70	8.4	8.9		ABE Completion Passed GED 4/23/70				
74.	3/2/70	H. S. Diploma			Full Time Vocation				
75.	3/2/70	4.4	5.9		Terminated 4/23/70				
76.	3/2/70	4.3	6.7						12/18/70
77.	3/6/70	4.2	5.2		Terminated 5/28/70	-----			
78.	3/6/70	6.3	7.8		Terminated 5/28/70	-----			
79.	3/13/70	7.1	8.4						10/2/70
80.	3/13/70	7.1	6.9						10/2/70
81.	3/16/70	5.1	9.8						12/18/70
82.	3/16/70	5.1	5.2						12/18/70
83.	3/16/70	H. S. Diploma			Full Time Vocation				
84.	3/13/70	7.3	8.1						9/7/70
85.	3/13/70	6.5	8.1		Terminated 5/28/70				
86.	3/16/70	GED			Full Time Vocation				
87.	3/13/70	5.8	7.3						10/2/70
88.	3/23/70	4.4	5.9						12/18/70
89.	3/23/70	GED			Full Time Vocation				
90.	3/23/70	4.6	6.3		Terminated 6/15/70	-----			
91.	3/23/70	5.7	5.2		Terminated 6/15/70	-----			
92.	3/23/70	10.0	8.8		Medical Leave				10/23/70
93.	3/30/70	5.8	8.3						12/3/70
94.	3/30/70	5.5	6.9						12/3/70
95.	3/30/70	4.0	6.3						1/29/71
96.	4/10/70	7.6	6.6						10/10/70
97.	4/14/70	4.5	7.4						12/18/70
98.	4/10/70	6.3	7.3						12/3/70
99.	4/10/70	6.7	8.3						10/10/70
100.	4/17/70	5.4	5.9						12/18/70
101.	4/17/70	6.7	8.9						10/17/70
102.	4/17/70	3.5	5.1						2/26/71
103.	4/17/70	3.5	5.6						2/12/71
104.	4/29/70	4.8	5.8						2/26/71
105.	5/8/70	5.8	9.2						11/6/70
106.	5/18/70	H. S. Diploma			Full Time Vocation				
107.	5/18/70	H. S. Diploma			Teacher Aide				
108.	5/22/70	H. S. Diploma			Independent Study				
109.	5/22/70	6.9	9.0						11/20/70
110.	5/22/70	GED			Independent Study				
111.	5/25/70	8.0	8.2						11/27/70
112.	6/5/70	3.6	7.1						3/26/71
113.	6/5/70	6.3	8.4						12/4/70
114.	6/11/70	6.2	5.8						12/10/70
115.	6/11/70	5.8	8.5						12/31/70
116.	6/11/70	GED			Independent Study				

PERCENTAGE OF COMPLETION

## VOCATIONAL

No major changes or revisions of the vocational program were effected this quarter. Details of the students progress in vocational education are presented in Table VI.

Two short-term preapprentice programs were planned and implemented for plumbers and electricians. This special project was designed to prepare eight persons in each field to enter the job market at the beginning apprentice level. This program is strictly involved with skill training; the daily schedule is from 8 am to 5 pm. Thirteen men started the eight-week program on June 15, 1970.

Work-related portions of training were implemented for students in Business/Clerical, Agri-Business, Building Maintenance, and Nurse's Aide skills at off-center work stations.

Vocational enrollment as of June 30 is as follows:

Agri-Business	3	
Auto Body	6	
Auto Mechanics	8	
Building Maintenance	8	
Business/Clerical	31	
Food Service	4	
Nurse's Aide	19	
Welding	5	
Orientation	4	
Special Projects	13	(Preapprentice plumbing and electricity)
TOTAL	102	

## CHILD DEVELOPMENT

Administrative and facility changes based upon the specific recommendations of the internal and external review teams were affected this quarter. (Refer to Appendixes A and B).

Administrative changes provided for more direct professional staff involvement with the children. The administrative chain of command was shortened by one link.

By rearranging the present facilities, better utilization of space has become possible. Initial planning last fall indicated that the largest number of children would be four or five years old. However, enrollment was heavy in younger children and the facilities utilization became unbalanced. It was agreed that expansion of the nursery and reduction of the preschool II area and facilities should take place in order to more comfortably accommodate the children.

Additional space was obtained in the basement of the Child Development Center for more strenuous activities and for activities during inclement weather. The large area previously occupied by the kindergarten-aged children was chosen for the new nursery, and an exchange of rooms was made after the new nursery had the necessary building revisions; i. e. , installation of cabinets, dividers, plumbing, diaper chute, etc. The Building Maintenance students with the support of the Center Maintenance Department completed the modifications. On the day of the move, ten men (fathers and single students) assisted in the physical changes of equipment and materials from one area to another.

### Child Development Center Enrollment

- Nursery 25
- Preschool I 21
- Preschool II 14

## PERSONAL DEVELOPMENT

The Personal Development Department was created as an independent unit from Family Life and Child Development as a result of the internal and external evaluations which were conducted during the previous quarter.

The trainees developed a strong interest in "The Modern Indian," which was expanded from a six-week to a twelve-week course. This course seemed to provide significant motivation, along with concerted efforts of other departments, for the trainees to become more active in student government and the Indian Club. They also became more expressive in their ideas and opinions, which have proven beneficial to the Center.

# TABLE VI. VOCATIONAL PROGRESS CHART

TRAINEE NO.	SKILL AREA	DATE STARTED	PERCENTAGE OF VOCATIONAL COMPLETION										ESTIMATED COMPLETION DATE			
			10%	20%	30%	40%	50%	60%	70%	80%	90%	100%				
1.	BUILDING MAINTENANCE	9/8/69														8/7/70
2.	BUSINESS/CLERICAL	9/8/69														10/9/70
3.	BUSINESS/CLERICAL	9/8/69														9/4/70
4.	NURSE'S AIDE	9/8/69														TERMINATED 3/4/70
5.	BUSINESS/CLERICAL	9/8/69														TERMINATED 12/23/69
6.	BUSINESS/CLERICAL	9/8/69														TERMINATED 12/23/69
7.	FOOD SERVICE	9/8/69														TERMINATED 2/24/70
8.	AUTO MECHANIC	9/8/69														TERMINATED 2/24/70
9.	BUSINESS/CLERICAL	9/15/69														10/2/70
10.	NURSE'S AIDE	9/15/69														8/14/70
11.	BUILDING MAINTENANCE	9/15/69														8/14/70
12.	NURSE'S AIDE	10/14/69														9/25/70
13.	NURSE'S AIDE	10/14/69														9/27/70
14.	BUILDING MAINTENANCE	10/14/69														9/18/70
16.	NURSE'S AIDE	10/14/69														10/2/70
16.	BUSINESS/CLERICAL	10/14/69														TERMINATED 1/16/70
17.	BUSINESS/CLERICAL	10/14/69														TERMINATED 2/17/70
18.	NURSE'S AIDE	10/15/69														PARTIAL COMPLETION 3/10/70
19.	AUTO MECHANIC	11/3/69														TERMINATED 12/23/69
20.	AUTO MECHANIC	11/20/69														1/29/71
21.	BUSINESS/CLERICAL	11/20/69														10/16/70
22.	NURSE'S AIDE	11/20/69														11/13/70
23.	AUTO BODY	11/20/69														9/25/70
24.	NURSE'S AIDE	11/20/69														11/13/70
25.	BUILDING MAINTENANCE	11/20/69														9/25/70
26.	AUTO BODY	11/20/69														9/25/70
27.	BUSINESS/CLERICAL	11/20/69														11/6/70
28.	NURSE'S AIDE	11/20/69														TERMINATED 2/26/70
29.	BUILDING MAINTENANCE	11/20/69														TERMINATED 2/16/70
30.	BUSINESS/CLERICAL	11/20/69														TERMINATED 2/16/70
31.	NURSES'S AIDE	11/20/69														11/13/70
32.	AUTO BODY	11/20/69														9/25/70
33.	AUTO MECHANIC	12/5/69														11/20/70
34.	NURSE'S AIDE	12/5/69														TERMINATED 2/17/70
35.	NURSE'S AIDE	12/5/69														TERMINATED 1/30/70
37.	BUSINESS/CLERICAL	12/12/69														11/13/70
37.	WELDING	12/12/69														10/30/70
38.	NURSE'S AIDE	12/12/69														TERMINATED 4/16/70
39.	FOOD SERVICE	12/12/69														TERMINATED 4/16/70
40.	BUSINESS/CLERICAL	12/12/69														10/16/70
41.	BUSINESS/CLERICAL	12/16/69														1/15/71
42.	AUTO BODY	12/19/69														TERMINATED 2/18/70
43.	AUTO MECHANIC	1/12/70														1/15/71
44.	NURSE'S AIDE	1/12/70														12/24/70
45.	NURSE'S AIDE	1/12/70														1/22/71
46.	BUSINESS/CLERICAL	1/12/70														TERMINATED 4/29/70
47.	BUSINESS/CLERICAL	1/12/70														TERMINATED 6/8/70
48.	BUSINESS/CLERICAL	1/12/70														11/13/70
49.	WELDING	1/12/70														11/30/70
50.	AGRI-BUSINESS	1/16/70														11/20/70
51.	AGRI-BUSINESS	1/16/70														11/20/70
52.	BUSINESS/CLERICAL	1/19/70														12/4/70
53.	BUSINESS/CLERICAL	1/19/70														11/27/70
54.	BUSINESS/CLERICAL	1/19/70														TERMINATED 3/2/70
55.	NURSE'S AIDE	1/26/70														12/18/70
56.	AUTO MECHANIC	1/26/70														All Day ABE
57.	WELDING	2/2/70														TERMINATED 5/4/70
58.	NURSE'S AIDE	2/2/70														12/18/70

TABLE VI. VOCATIONAL PROGRESS CHART (Continued)

TRAINEE NO.	SKILL AREA	DATE STARTED	PERCENTAGE OF VOCATIONAL COMPLETION										ESTIMATED COMPLETION DATE			
			10%	20%	30%	40%	50%	60%	70%	80%	90%	100%				
59.	NURSE'S AIDE	2/2/70														12/18/70
60.	NURSE'S AIDE	2/2/70														12/18/70
61.	NOT ASSIGEND	2/6/70														
62.	AUTO MECHANIC	2/6/70														
63.	BUSINESS/CLERICAL	2/9/70														
64.	BUILDING MAINTENANCE	2/13/70														12/31/70
65.	AUTO MECHANIC	2/13/70														2/26/71
66.	BUILDING MAINTENANCE	2/13/70														1/15/71
67.	BUILDING MAINTENANCE	2/13/70														12/31/70
68.	AUTO BODY	2/13/70														
69.	BUSINESS/CLERICAL	2/16/70														1/1/71
70.	BUSINESS/CLERICAL	2/16/70														12/28/70
71.	FOOD SERVICE	2/20/70														11/27/70
72.	BUSINESS/CLERICAL	3/2/70														1/1/71
73.	BUSINESS/CLERICAL	3/2/70														1/8/71
74.	BUSINESS/CLERICAL	3/2/70														1/15/71
75.	AGRI-BUSINESS	3/2/70														
76.	NURSE'S AIDE	3/2/70														2/12/71
77.	WELDING	3/6/70														
78.	WELDING	3/6/70														
79.	WELDING	3/13/70														1/30/71
80.	WELDING	3/13/70														1/30/71
81.	NURSE'S AIDE	3/16/70														2/29/71
82.	BUSINESS/CLERICAL	3/16/70														2/12/71
83.	BUSINESS/CLERICAL	3/16/70														1/22/71
84.	BUILDING MAINTENANCE	3/13/70														2/5/71
85.	AUTO MECHANIC	3/13/70														
86.	BUSINESS/CLERICAL	3/16/70														1/29/71
87.	WELDING	3/13/70														1/30/71
88.	BUSINESS/CLERICAL	3/23/70														1/29/71
89.	BUSINESS/CLERICAL	3/23/70														2/26/71
90.	BUSINESS/CLERICAL	3/23/70														
91.	AUTO MECHANIC	3/23/70														
92.	BUSINESS/CLERICAL	3/23/70														3/15/71
93.	FOOD SERVICE	3/30/70														3/15/71
94.	BUSINESS/CLERICAL	3/30/70														1/29/71
95.	NURSE'S AIDE	3/30/70														2/12/71
96.	BUSINESS/CLERICAL	4/10/70														2/26/71
97.	NURSE'S AIDE	4/14/70														2/29/71
98.	AUTO BODY	4/14/70														12/6/70
99.	BUSINESS/CLERICAL	4/10/70														2/12/71
100.	AUTO MECHANIC	4/17/70														3/19/71
101.	NURSE'S AIDE	4/17/70														2/29/71
102.	AUTO BODY	4/17/70														2/20/71
103.	FOOD SERVICE	4/17/70														2/26/71
104.	AUTO MECHANIC	4/29/70														3/19/71
105.	BUSINESS/CLERICAL	5/8/70														2/26/71
106.	NURSE'S AIDE	5/18/70														4/23/71
107.	AUTO BODY	5/18/70														3/18/71
108.	BUSINESS/CLERICAL	5/22/70														2/26/71
109.	BUSINESS/CLERICAL	5/22/70														2/26/71
110.	AGRI-BUSINESS	5/22/70														4/16/71
111.	AUTO MECHANIC	5/25/70														Unknown
112.	AUTO MECHANIC	6/5/70														4/30/71
113.	FOOD SERVICE	6/5/70														4/30/71
114.	BUSINESS/CLERICAL	6/11/70														4/30/71
115.	BUSINESS/CLERICAL	6/11/70														4/30/71
116.	BUSINESS/CLERICAL	6/11/70														4/30/71

Previously, the trainees selected Personal Development courses from a number of offerings. Now, fewer courses are offered at any one time, thus allowing more efficient use of manpower. Example: During one week in May all of the women were enrolled in a home management course which dealt with spring housecleaning. The men were taught lawn and garden care during the same week. For those students who were interested in gardening, a plot was made available for their personal use.

The Alcohol Education efforts are explained in the Community Life section of this report.

The Indian Club became more active and was instrumental in promoting a Powwow and Rodeo to be held during July 1970, both of which are sanctioned by the All American Indian Activities Association.

A Home-of-the-Month inspection and award program was established and implemented.

An incentive program was initiated during this quarter. The incentive system allows for students who show outstanding improvement to receive recognition and monetary rewards; any student may participate. Awards were presented to 33 students for perfect attendance during May and June.

## SUPPORT SERVICES

### BUILDING AND GROUND MAINTENANCE

The Maintenance Department completed 173 work orders during the quarter. One of the most significant work orders completed during this period was the renovation of the Child Development Center. This was a joint effort with the vocational training group. Kitchen units, bookcases, and lavatory facilities were installed within the Child Development Center. Play things were fabricated, thus effecting some cost savings.

In addition to preventative maintenance and repair work orders, the Maintenance Department has landscaped the trainee housing area and other grounds in general.

Two maintenance employees completed an eight-week training course in water and sewage systems.

Through the preventative maintenance program, routine checks have been established for the lagoon operation; some discrepancies were revealed. One that could have resulted in a major problem was in the electrical system. The difficulty resulted in several interruptions in lagoon operation. In order to avoid this problem, the manufacturer was contacted to perform a system evaluation. This resulted in a modification to the electrical system within the lift station, thus increasing the lift station's capabilities and ensuring continuous operation.

## FOOD SERVICE

Food Service served 15,600 meals during this quarter, which is an increase of 5,862 from the previous reporting period. The reasons for the increase are an increase in number of students, in children in the Child Development Center, in visiting organizations, and picnic lunches for the weekend recreational activities.

A bimonthly inspection of the dining hall has revealed no major discrepancies.

The trainees enrolled in Food Services have received a total of 600 hours in the techniques of food preparation, kitchen sanitation, and safety.

## TRANSPORTATION

During this quarter, three 29-passenger buses were disposed of through GSA.

The preventative maintenance program has proven to be a very useful tool in the area of transportation. Through routine checks on vehicles, no major malfunctions occurred during this quarter. In addition to vehicles, 38 pieces of gasoline-operated lawn equipment are maintained daily to ensure that the grounds are kept in the very best of condition.

The Transportation Department during this period has expanded the bus schedule from 6:30 a.m. until 9:30 p.m., Monday through Friday. This change is to accommodate those trainees who are receiving work-related training in Bismarck. Also, Transportation is responsible for picking up those trainees who reside in the City of Bismarck, transporting them to and from the Center.

## LOGISTICS

The Purchasing Department released 212 purchase orders. One of the most significant accomplishments was the defining of the requirements for the United Tribes' office area. It was the responsibility of Purchasing to make all interior office layouts; to select carpeting, drapery, and furniture; to secure the bids; and to make the awards. This project for procurement was completed in a three-week period.

In implementing the move of families residing in Bismarck, Logistics took the initiative in locating available apartments and houses relative to family size and mobility. Those families who have moved were given a thorough review by the Counseling Department before the move was instigated. During this quarter, a local petty cash system was initiated. With the joint efforts of the United Tribes' office and the Logistic Section, 83 petty cash orders were processed, thus reducing the number of purchase orders used.



It increased the services and supplies to the requisitioners and has improved the procurement system tremendously.

Also, with the assistance of the Bureau of Indian Affairs and GSA, the Center disposed of excess property, thus ridding the Center of unneeded equipment.

The Purchasing Department has had two audits during this quarter. No discrepancies were noted.

### TRAINEE PLACEMENT

Preparation for the job placement of the trainee begins with an interview between the trainee and the placement representative within 30 days of the trainee's arrival on the Center.

The interview consists of determining the trainee's desires as to location of work, and in this he is given a first, second, and third choice. It is also determined if he or she has any relatives or friends in the chosen areas and if they have had any prior residence in the area. Transportation requirements to and from the job are also discussed. Other areas of concern include required special medical treatment or special educational needs for himself or any members of his family. The closeness of family ties is investigated since this could become an important factor in the frequency of visits the trainee may make over a year. Another point of importance is the shifts he will consider working in case there should be a night shift requirement. The final item obtained is his readiness and willingness to move to a new work location upon completion of his training at the Center. This question is important, for if there is to be any time lapse between completion of training and acceptance of job, we must be aware of it so that proper action can be taken at the proper time. A copy of the interview form is presented in Figure 1.

Similar conferences are held between the trainee and placement office each 60 days of his stay at the Center in order that current, valid information is maintained.

It is the function of the placement office to obtain:

- Housing availability information
- Cost-of-living information
- Educational and medical facilities data
- Union requirements
- Tools and/or uniform requirements
- Information pertaining to Civil Service requirements where and when applicable

## INTERVIEW QUESTIONNAIRE

NAME \_\_\_\_\_

DATE \_\_\_\_\_

1. What are your first, second, and third choices of area in which you choose to work?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

2. Do you have any relatives or friends in these areas?

3. Have you lived in any of these areas prior to this time?

If so, when? \_\_\_\_\_ to \_\_\_\_\_

4. Do you own an automobile?

5. Does any member of your family require special education programs?

6. Does any member of your family require special medical treatment?

7. How often do you feel you and your family would like to return to your "home" for a visit?

8. Do you have any preference as to the shift you would like to work?

9. Would you accept work on a night shift?

10. Will you be ready and willing to move upon completion of your training on the Center?

Figure 1. Interview Questionnaire

During the final phase of training, the trainee is accompanied to the job location, when feasible, for the initial interview with the employer. At this point, the new employee is assisted in the acquisition of housing. Assistance is also provided in the familiarization of the city or town in which the trainee will live and work.

It is the policy of Bendix Field Engineering Corporation to follow up on each placement. This consists of phone, letter, and personal contact to aid in the solution of either work or personal problems whenever it is possible for us to offer such assistance.

Should a trainee's first attempt at employment fail, a second attempt at placement will be made wherever and whenever possible.

During this quarter, trainees have been placed in work-related training positions as follows:

- Nurse's Aide - 18 trainees
- Agri-Business - 2 trainees
- Business/Clerical - 1 trainee
- Building Maintenance - 2 trainees

To this point, we have successfully placed all trainees who have reached the stage of training that requires work-related experience. With the commitments from employers that we have now, no difficulty is anticipated in placing all students as they become available for the on-job training portion of their vocational choice.

In addition, the following additional employers have agreed to accept students for training in work-related positions:

- North Dakota State Highway Department - Business Clerical and Auto Mechanics
- North Dakota State Motor Vehicle Department - Business Clerical
- Ed's Body Shop - Auto Body Repair
- Grand Pacific Hotel - Food Service
- Holiday Inn - Food Service
- North Dakota Director of Institutions - Building Maintenance
- Andre Industries - Welding
- Welk Steel - Welding
- Missouri Valley Motors - Auto Mechanics

Constant contact has been maintained with the Civil Service officer stationed at Fargo, North Dakota, in an effort to keep ourselves apprised of the variety of openings in the Federal agencies located in North and South Dakota. Among these are the Bureau of Indian Affairs, Social Security Administration, Veteran's Hospital, United States Public Health Service, and military installations. Constant contact has been maintained with state agencies and private employers who, at the minimum, have given us assurance of making every effort to find openings within the various occupational skills now being taught at the United Tribes Employment Training Center.

#### STAFFING

The Bendix Corporation has reaffirmed its position on equal employment opportunity and has, indeed, strengthened that position.

In its continuing efforts to comply with the Equal Employment Opportunity Program, Bendix has staffed its complement of personnel with the aim and desire to seek out those members of minority races who will lend quality to the program throughout the Center. The percentage of minority personnel employed at United Tribes Employment Training Center is presently 49 percent. (See Figure 2.) Harmony among those with differing racial heritage has remained at a very high level since the inception of the Training Center.

#### SECURITY AND SAFETY

Additional manpower was added during this quarter. The additional manpower provides increased security patrols, and consistent 24-hour switchboard coverage for emergencies. This utilization ensures immediate contact with a security officer during nontraining hours and also makes one more trained officer available in case of any major confrontation.

The Security Staff assists the Community Life and Recreational Departments by chaperoning picnics, outings, and trips, as well as filling in as weekend bus drivers. Increased preventative efforts have proven effective. Training in office, vocational, and general safety, as well as in fire prevention and the operation and use of fire extinguishers, has been provided for all staff and students. As a necessity, all vehicles operated on the Center by staff and students are required to pass a safety inspection and are required to be covered by liability insurance.

It has been found that the security and safety program is an educational activity for the majority of the students.

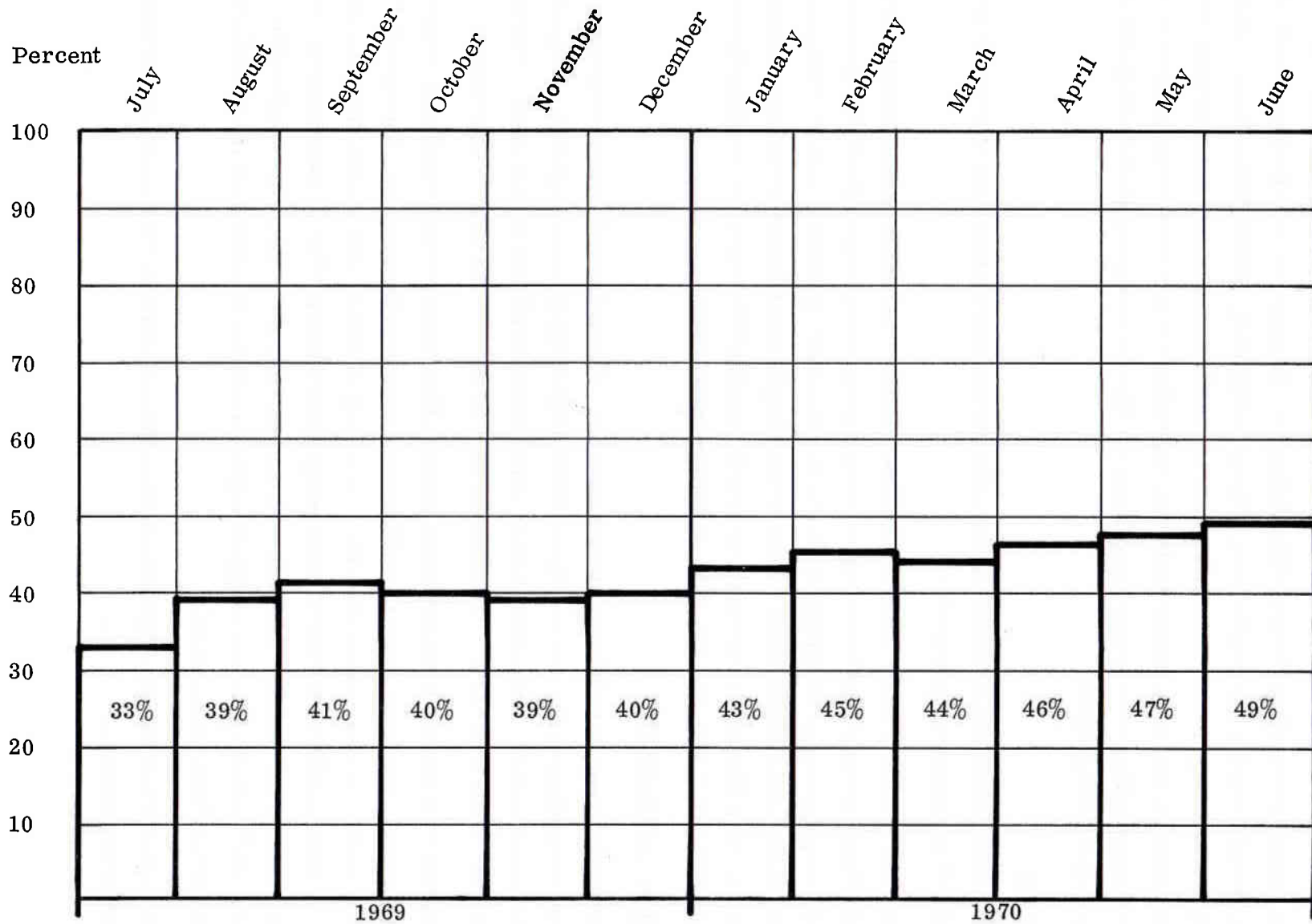


Figure 2. United Tribes Employment Training Center Minority Population

All pets housed on the Center have been required to have rabies shots. This, too, developed into an educational program.

There have been no fires or serious injuries.

The cooperation received from all outside law enforcement agencies has remained outstanding. During this quarter, three trainees were prosecuted in municipal court for liquor violations. The work release program has been utilized for all three of these trainees.

The Security and Safety Coordinator has continued formal instructional activities and conducted 130 hours of instruction this quarter.

Student participation has been encouraged in establishing policies, procedures, regulations, and guidelines for a student-government-sponsored rodeo and powwow scheduled for July 24, 25, and 26, 1970.

With the help of students, this department is gaining new insight into possible solutions of potential problems.

#### BUSINESS AND ADMINISTRATION

The first year's operation of the UTETC was completed on June 30, 1970. A cost proposal to continue the services was submitted to United Tribes and successfully negotiated on June 24, 1970. The extension of the present contract is for a period of three months commencing July 1. During this period, the customer will define those portions of the operations for which they will retain responsibility beginning October 1.

Additionally, Bendix prepared a budgetary estimate of the amount of materials and other services required to operate the Center for the three-month period.

During this quarter, it was recognized that changes in the organization must be effected to meet the changing requirements of the program. Additional manpower was included in the Security Force, and in the Logistics section of Support Services. Temporary help was assigned to Support Services, Education, and Community Life to meet demands of summer and vacation time.

Procurement of operational materials and services was completed. All funds allocated for operations have been committed. To realize greater efficiency within Purchasing, a petty cash system of procurement was implemented.

Internal audits of the purchasing activity continued. It is significant to report that no discrepancies were noted during this quarter.

Assistance was provided to the United Tribes in an audit of their accounting system. This assistance was requested and granted as a result of the close working relationship which has been maintained throughout the year.

#### COMMUNITY RELATIONS

The continued effort in maintaining a steady flow of information to surrounding communities has strengthened the public's desire to know more about the Center. Many organizations which had not done so before have requested speakers during the reporting period. Some tours were also provided. The details of our effort are presented in Table VII.

A new approach to public exposure was achieved by inviting service clubs to hold their regular meetings at the Center. One club has already taken advantage of this opportunity, with more scheduled for future dates.

Continuing our effort with the service clubs has been rewarding. The Support Services Manager has been accepted as a Kiwanis member. The Center Manager presents the "Trainee of the Month" to the Rotary International on the second meeting of each month, thereby giving the trainee the public recognition which is our ultimate goal.

Table VII. Community Relations Efforts

DATE	ORGANIZATION	CITY	PARTICIPANTS	ACTIVITY
4/13/70	Bismarck Lions Club	Bismarck, N. D.	Center Manager	Speech
4/24/70	Full Employment Conference	Bismarck, N. D.	Center Manager	Meeting
4/25/70	Human Relations Committee	Bismarck, N. D.	Education Manager and Center Instructor	Meeting
4/26/70	Lutheran Church Group	Bismarck, N. D.	Center Instructor	Speech
4/27/70	Commission of Episcopal Indian Churches	Bismarck, N. D.	Staff	Tour
5/6/70	Sertoma Club	Bismarck, N. D.	Staff	Luncheon and Tour
5/11/70	Mary College	Bismarck, N. D.	Instructors (2)	Speeches
5/20/70	Jamestown College	Bismarck, N. D.	Staff	Tour
5/22/70	Twin Buttes High School	Twin Buttes, N. D.	Instructor	Commencement Address
5/22/70 & 23/70	Indian Leadership Conference	Denver, Colo.	Center Manager	Meeting
6/2/70	Handicapped Children's Association	Bismarck, N. D.	Education Manager	Speech
6/2/70	Sakakawea Secretarial Association	Bismarck, N. D.	Instructor	Speech
6/3/70	Burleigh County Homemakers' Clubs	Bismarck, N. D.	Education Manager	Speech



SECTION III

CASE HISTORIES

## CASE HISTORIES

1. MARRIED - MALE

A review of this man's progress since his arrival indicates that he has had to overcome a great many family difficulties compounded by a pronounced drinking problem. He seems to be more secure with himself, and is motivated by a good job offer in which he is establishing regularity.

2. MARRIED - FEMALE

This woman has lost required class time because of much illness in her family. She is eager to complete her training and has no desire to return to the reservation. Marital problems are still facing her, but they seem to be diminishing in frequency and magnitude. She seems to be recovering from her miscarriage and resulting surgery.

3. SOLO - FEMALE

This individual has maintained top notch performance at UTETC. Her attitude concerning the Training Center should be commended. She and her family are in the process of making a transition away from the Center to an apartment in Bismarck.

9. MARRIED - FEMALE

This above average enrollee remains relaxed and happy. She has successfully passed her GED and is doing above average work in her vocation.

10. MARRIED - FEMALE

Progress is still slow for this married woman. She needs to build up more self-confidence so that she can manage her education and vocational training. Her shyness and reserve with others can be improved with additional counseling.

11. MARRIED - MALE

Progress is again apparent for this man in many phases of his training. He seems eager to complete and establish himself. Presently, he is under consideration for a civil service position which would be away from the reservation. He seems to be a good husband and father to his family.

12. SINGLE - FEMALE

Improvement at this point has not been noticable. She has been attending all classes but is progressing at a slow rate both educationally and vocationally.

13. SINGLE - FEMALE

She is very shy and inhibited, and progress has been very slow. Problems she has experienced with a prefect, in the past, have seemed to diminished to some extent.

14. MARRIED - MALE

This man recently tried treatment for alcoholism but was dismissed from the program because he would not respond. He continues to indulge, but with some modification. The person is very concerned about the welfare of his family.

15. MARRIED - FEMALE

This is young mother who recently gave birth to her fourth child. At the present, she is anxious to get back to the class room. Self improvement in this person is a continuous process.

20. MARRIED - MALE

His immaturity is still marked and he shows a limited ability to plan his future. He seems disinterested in the fact that he will be a father shortly and has made no provisions for the baby. He refuses to accept the advice offered him and frequently does things to suit his wishes. He does exhibit a fascination for his vocational training but ignores his basic education and personal development.

21. SINGLE - MALE

This young man recently completed his GED test but to date has not received his results. It appears that he may discontinue his training here if he passes this test. During the past month he has been getting into more trouble than in the past.

22. MARRIED - FEMALE

This woman is making steady progress; has completed the GED program.

23. MARRIED - MALE

This individual has been lacking in good attendance. He is only obligated to attend his vocational class and Personal Development courses but refuses to make an effort. He appears to be lazy.

24. MARRIED - FEMALE

This married female has demonstrated an extremely passive role in her many varied activities. Her quietness is thought to be a determining factor in her lack of progress.

25. MARRIED - MALE

This married male has demonstrated immaturity, strong feelings of hostilities, along with frequent drinking episodes. His concept of low self-worth has seriously interfered with his overall performance.

26. MARRIED - MALE

This individual adjustment remains good. He is improving in his school tardiness and absenteeism. Feels more secure in this setting.

27. MARRIED - FEMALE

This student continues to be outgoing and outspoken. She abides school rules much better and remains the strong family figure. Overall adjustment is very good.

31. MARRIED - FEMALE

This young wife and expectant mother has handled all challenges in a very acceptable manner. She continues to dedicate herself to family success at the expense of community involvement.

32. MARRIED - MALE

This young married male continues to maintain a very acceptable attitude toward training, and a strong sense of responsibility toward the family. He is becoming more curious about community activities.

33. MARRIED - MALE

This student's adjustment in the training area remains very good. He has made remarkable progress in controlling his temper and adjusting in the family role.

36. MARRIED - FEMALE

This wife and expectant mother proceeds with her dedication toward the family and the training program. She is continuing with her somewhat quiet, shy and passive role.

37. MARRIED - MALE

This married male appears to be a dedicated family member. He is somewhat inept at decision making and has sometimes been a detriment both to himself and his family.

40. SINGLE - FEMALE

Experiencing some difficulty in getting along with her peer group, this girl has been missing many classes and becomes belligerent when confronted about this problem. Social behavior has been more aggressive during the past three months.

41. SINGLE - FEMALE

This female enrollee is presently on a medical leave of absence.

43. MARRIED - MALE

Increased drinking problems along with financial difficulty trouble this man. He depends on his wife for discipline in the home. His educational and vocational progress have been slow.

44. MARRIED - FEMALE

This woman is trying very hard to improve her situation at home. She is very cooperative with all Center staff. She seldom shows signs of hostility when confronted about problems with her children and husband.

45. SOLO - FEMALE

This individual has experienced a lot of illness within her family which has resulted in her missing about a month's training time. She has admitted to a drinking problem and has recently been hunting for some assistance.

48. MARRIED - FEMALE

This mother of a larger family continues to perform as the dominant member. It is thought that her abilities in training are above her present performance levels.

49. MARRIED - MALE

This married male continues to exhibit extreme dependency. Much interference with his training has occurred, however, he has attempted to resolve his drinking problem.

50. MARRIED - MALE

This young man has made much progress and has a genuine interest in succeeding. He recently received his GED and relates well to his wife. He is participating in many Center activities and is trying to break through a poor self concept. His wife encourages him a great deal.

51. MARRIED - MALE

This young man has made satisfactory progress in all areas. He is a married man with a family and is cognizant of his responsibilities.

52. MARRIED - FEMALE

This enrollee has made remarkable progress both academically and vocationally. She appears to be relaxed and happy and is expected to deliver in mid-July.

53. MARRIED - FEMALE

All phases of her training are good. She is eager to succeed and is interested in her husband's activities. She manifests a good deal of maturity in managing her home, and marital problems when they arise. She has a pleasing personality and is always neat and presentable. Her willingness to be involved is highly commendable.

55. MARRIED - FEMALE

Good improvement in the school area are displayed as well as moderate improvement pertaining to Center rules. This student remains insecure and resentful toward others.

56. MARRIED - MALE

Moderate improvement in Center adjustment has been displayed by this man. He dropped his vocation to devote full time to school. His marriage appears to be stabilizing.

58. MARRIED - FEMALE

Pregnancy and resulting marriage have compounded this girl's problem. She seems to have a good deal of self-pity and spends much time alone. She is somewhat afraid of her husband and having the baby. Her vocational training seems to be improving. She does not seek counseling help herself.

59. SINGLE - FEMALE

She has acquired a boy friend and is concerned about his drinking habits. Since this time she has become a person of many worries and this has affected her training to the point that she questions the value of it.

60. SINGLE - FEMALE

This individual was well on her way to completing training until she fell in love and decided to get married. She has just recently resigned from training.

64. MARRIED - MALE

This man had been making progress up to a recent point. He is now experiencing difficulty in marriage and has been reported AWOL.

65. SINGLE - MALE

This male has had little opportunity of successful experiences. Although he has the necessary abilities, he is severely troubled by his own impatience and frequent uncontrollable drinking occurs.

66. SINGLE - MALE

Improvement in many areas is noted. He is trying to be recognized and because of this he received a high achievement award. His homesickness seems less pronounced. He has been giving consideration to taking college courses. He is a bright young man.

67. MARRIED - MALE

This married man has grown in the area of self-improvement. He has become more aware of himself in regard to feelings. His attendance in school is excellent.

69. MARRIED - FEMALE

This enrollee has completed the GED program. She has exhibited the desire and the potential to take part in college courses. However, she is experiencing marital problems.

70. MARRIED - FEMALE

This young woman has made remarkable progress throughout her complete training. She is mature in her wifely duties, dedicated to her vocational training, and is working toward her GED.

71. SINGLE - MALE

This man is a self-admitted alcoholic who has had moderate success abstaining from alcohol. He is extremely active in many community affairs throughout the Center. He has made gratifying progress and verbalizes well.

72. MARRIED - MALE

This man experienced some degree of success which has bolstered his self-confidence. There appears to be no problem.

73. MARRIED - FEMALE

This individual is making fine progress. She has received credit for excellent work in Adult Basic Ed. and has had very good attendance.

74. SOLO - FEMALE

This young woman has four small children that she loves and cares for. She is generally neat and pleasing and is trying to succeed. When she makes a mistake she thinks above it and tries to avoid any further mistakes of the same type.

76. SOLO - FEMALE

Becoming more satisfied with her training program and living conditions, this enrollee always attends classes but is progressing rather slowly. She is a fine mother and an excellent housekeeper.

79. SINGLE - MALE

This individual has many problems in adjusting to the academic setting. He has been drinking to excess regularly and has been counted AWOL several times.

80. MARRIED - MALE

At the present, this man is having alcohol problems along with marital problems. Poor communication exists between him and his wife. His educational and vocational progress have been above average.

81. MARRIED - FEMALE

Approaching her last month of pregnancy, this student has been unwilling to cooperate with the Center nurse and other medical authorities with this pregnancy. She is also having marital problems, but is unwilling to discuss her indifference with her husband.

82. SINGLE - FEMALE

This student has strong feelings of inadequacy and is covering them up with alcohol. Her drinking impairs her growth throughout her personality. She is withdrawn, lonely and non-verbal.

83. MARRIED - FEMALE

Although circumstances have forced her to be the dominant member of her family she is trying to share responsibilities with her husband. Her training is progressing well. Both she and her husband would like some marriage counseling.



84. MARRIED - MALE

This young man was excited about his training but has become disillusioned because of the lack of Center discipline about drinking. He is immature in many ways and has difficulties with his wife; he resents her dominance. After a recent difficulty, he is ready to accept his training and stay with it.

86. SINGLE - MALE

Apparently very happy with his vocational training program, this enrollee has made great improvements in understanding Center rules and he has had much better attendance. This young man has high potential and seems to be taking the opportunity for self-achievement.

87. SINGLE - MALE

Hostilities, apparent from his arrival, have diminished and he is settling into training and education. He is soft spoken and keeps himself quite neat. He will need to be drawn out of himself as he does exhibit some shyness when around others.

88. MARRIED - FEMALE

This woman is making general progress, does not divert too far in any areas.

89. MARRIED - MALE

This enrollee has shown steady progress in training.

92. SOLO - FEMALE

This solo parent is presently on extended medical leave. It is questionable whether she is able to resolve enough difficulties to decide to return to the Center.

93. MARRIED - MALE

This married male has sufficiently overcome any physical handicap he initially had, so as to be awarded a vocational incentive award. The socialization process appears to be the least difficult problem for this man.

94. MARRIED - FEMALE

This wife has and is continuing to experience some difficulty in performing new and different vocational tasks. It is thought that she possesses marginal ability in her chosen vocation.

95. SOLO - FEMALE

This individual has shown progress at UTETC. She is generally alone but has not let homesickness interfere with her training. She has good attendance in school and is a likely candidate for graduation.

96. SINGLE - MALE

This single male is just learning to adjust to his structural schedule in school. He has been reported AWOL several times, primarily because of drinking.

97. MARRIED - FEMALE

This enrollee is making moderate progress in her vocation. She has three children that occupy most of her time. She doesn't get too much help from her spouse. Under these circumstances, she is progressing slowly.

98. MARRIED - MALE

This man is very withdrawn and immature. His drinking interferes with his family life and school. He participates in the recreation program and seems to enjoy athletics.

99. SOLO - FEMALE

Adjustment in all areas is excellent. She has broken no rules, and displays interest and maturity but is impatient at times.

100. SINGLE - MALE

This student shows slight improvement. He has a desire to finish his vocation and is no problem in school. Occasionally he breaks Center rules.

101. SOLO - FEMALE

This enrollee has two children and she is doing very well in the Nursing Aide program. She enjoys softball, and relationships that are forming from this program.

102. SINGLE - MALE

This young man's social adjustment is fair. Mentally he is quite slow and is failing in his vocation. He is pleasant and liked by all.

103. SINGLE - MALE

This enrollee is in the Jamestown State Hospital alcoholic division where he is receiving treatment. He is making steady progress, and the counselors feel that if he has proper follow-up he can maintain sobriety.

104. SINGLE - MALE

This enrollee adjustment and attitude are very poor. He has taken a turn for the worse. He is defensive, impassive and hostile. It is doubtful if he will finish this program.

105. SINGLE - MALE

This individual is non-verbal and finds it difficult to expand new relationships. He is performing well in school but needs strong encouragement.

106. MARRIED - FEMALE

This is a high school graduate progressing on an accelerated level. The family lives in the city of Bismarck and have adjusted satisfactorily. This young lady is anticipating entering Mary College this Fall, under the Nursing Program.

107. MARRIED - MALE

This young man is a high school graduate, working very hard to complete his training ahead of schedule. He is a good father and is very mature and responsible.

108. SINGLE - FEMALE

The primary difficulty facing this young woman is homesickness. She is presently under consideration for a status change from single to solo. She tends to be discouraged and tries to find excuses to resign. With counseling she has managed to stand up and keep trying. She is improving her relationship with others and is usually quite pleasant and sensitive.

109. SOLO - FEMALE

This is a very juvenile and immature girl. She is defensive and suspicious, needing constant supervision and extensive counseling. Her adjustment in school is good.

110. SINGLE - MALE

This young man is friendly but quite shy. He is a fairly recent arrival, but since here, he has decided to marry another trainee and has since resigned. They may apply as a family and start training again. While here he was on good behavior. He seemed to take great pride in his training but for the present, his desire to marry has interfered.

111. SINGLE - MALE

This individual has been AWOL since May 27, 1970.

112. SINGLE - MALE

This man's social adjustment poor. He has a drinking problem, but no desire to do anything about it. He is becoming more aggressive, and needs supervision and counseling.

113. SINGLE - MALE

This young man is very hostile and immature. He has a chip on his shoulder and is in need of extensive counseling. His hostility and impulsiveness may be the cause of his failing in the program.

114. SINGLE - FEMALE

This individual arrived the 8th of June. She appears to be of high character. Does not appear to be sure of herself in any area; probably can attribute this lack of confidence to her youth.

115. SINGLE - FEMALE

This young female, a most recent arrival, has made acceptable adjustment to the scheduled daily activities. Her planning of her own free time may interfere with progress unless she is able to make corrective measures.

116. SINGLE - FEMALE

This single female, a most recent arrival, appears to have made acceptable adjustment socially. Vocational training aligned with her interests and aptitude is being accomplished.

TEMPORARY - MALE

This man arrived two weeks ago and enrolled in plumbing trade.

TEMPORARY - MALE

This man is under a special program and will be here until August. He is a former Marine sergeant and is doing an excellent job in his training.

TEMPORARY - MALE

This individual is under a special program which will terminate in two months. He has good insight into his future and is progressing satisfactorily.

TEMPORARY - MALE

This man also arrived two weeks ago and enrolled in plumbing trade program.

TEMPORARY - MALE

A temporary trainee here to take part in the intensive plumbing course, this man has family and children back on the reservation. He seemed concerned about them and is eager to learn as much as he can.

TEMPORARY - MALE

This new student arrived two weeks ago and is engaged in electrical work.

TEMPORARY - MALE

A very mature person, this student is receiving excellent reports from all instructors. He is interested in his vocation and future.

TEMPORARY - MALE

This individual arrived 2 weeks ago and is reportedly interested and making progress in the electrical trade.

TEMPORARY - MALE

This is a young man who recently arrived for a two month program in plumbing and electricity. His requests, to this point, have been for additional funds for clothing. He has a pleasant personality and is very clean cut in appearance.

TEMPORARY - MALE

This is a new enrollee that appears to be very interested in the Center and also in his vocation.

TEMPORARY - MALE

New to the program, this man displays maturity and drive. His adjustment to the program was quick and fast.

TEMPORARY - MALE

A young single male training for a plumbing career. This man is neat and quiet on intake contact. He seemed to understand the Center regulations when explained.

TEMPORARY - MALE

This student arrived 2 weeks ago and is reportedly making progress in plumbing.

APPENDIX A

INTERNAL REVIEW-EDUCATION

## EDUCATION

In March 1970, an internal review of the Education Department was conducted as a self-assessment of the program. The review consisted of an evaluation of all aspects of the training effort. The functions were rated as follows:

- Needs improvement
- Satisfactory
- Requires further study

The areas needing improvement were of immediate concern and were acted upon by the Manager of Education. Some of the more significant findings in this area were as follows:

1. It was determined that more efficiency could be realized by a reorganization of the Family Life Section. This was accomplished by separating the Child Development Center and the Personal Development functions into distinct operating areas.
2. A greater number of students than anticipated selected Business/Clerical and Nurses' Aide as their vocational choice. The review indicated that one additional instructor was required for each area. This was accomplished.
3. The need to provide a better exchange of information among the supervisors within the Education Department was evidenced. This was accomplished by including the supervisors in regular meetings and by expanding the distribution of reports.
4. It was recommended that supervisors observe instructors and teachers during instruction classes. Periodic observations are scheduled and will be followed up with personal consultations.
5. Because of the number of infants being much greater than anticipated, it was recommended that the facilities within the Child Development Center be rearranged. The entire area was reorganized to better accommodate the children's needs.
6. Improved training of staff members was suggested. Management continues to encourage the staff to supplement their training by attending conferences and seminars in the field of Education.



APPENDIX B

EXTERNAL REVIEW

UNITED TRIBES EMPLOYMENT TRAINING CENTER

## UNITED TRIBES EMPLOYMENT TRAINING CENTER

On March 16 and 17, 1970, the United Tribes arranged for an external review of the United Tribes Employment Training Center program. The review was conducted by Tribal Council members and representatives of North Dakota State Agencies. The following are some of the more significant results of this review.

### ADULT BASIC EDUCATION (ABE)

The evaluation team was pleased with the manner and direction of administration of the ABE program. It was noted that some of the trainees appeared to possess a skill prior to enrolling at UTETC; however, it was felt they needed further personal development to become employable. Bendix concurs with this recommendation.

To accomplish this objective, a Personal Development Section has been established as a separate function of the Education Department.

### VOCATIONAL TRAINING

The evaluation team was impressed by all vocational areas, particularly in the selection of curriculum materials and programmed instruction.

The team obviously had previously experienced success with a prevocational, or exploratory training program. They felt that this type of program may be deemphasized too greatly at UTETC. However, Bendix is of the opinion that prevocational training is more beneficial to youth rather than adults.

At UTETC, students are allowed to choose a skill for a trial period and if dissatisfied, can make a change. The number of students exercising this option has been very low. Those changing skills have been the 18 to 20 year old students.

To investigate the prevocational option further, the UTETC instructors visited a program being used in Bismarck. A conference has been arranged to review approaches, curriculum, and material requirements, as well as the plan and method of implementation.

In conclusion, we quote the evaluation team, "The evaluation team was overall impressed with the caliber of staff, and particularly in the efforts put forth by Bendix to fulfill the programs as stated in the proposal. We observed a genuine enthusiasm in the conduct of the staff which exhibited a high morale factor".

## PERSONAL AND CHILD DEVELOPMENT

The evaluation team reported that the quality of the staff in these areas was very good. They felt that the Day Care Center had developed quite well and encouraged continued development.

The team recommended that the Indian people become more involved in this program.

## COMMUNITY LIFE

Of significance in this area, the evaluation team expressed that the counseling staff's assessment of the Indian as an individual is above reproach.

It was suggested that the function of counseling be established as an independent support service. At present, Bendix is in the process of definitizing the contract requirements applicable to an extension of present services, and an alteration in the organization structure will be determined upon completion of negotiations.

In summary, the evaluation team was impressed with the progress at UTETC. In their words, "The overall performance of the operation of the Indian Family Training Center by Bendix Field Engineering Corporation is more than satisfactory".

