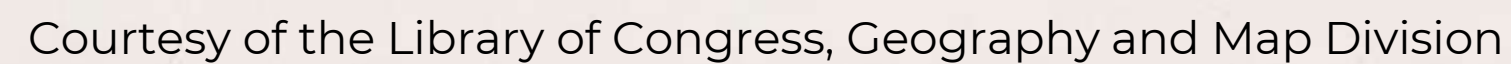


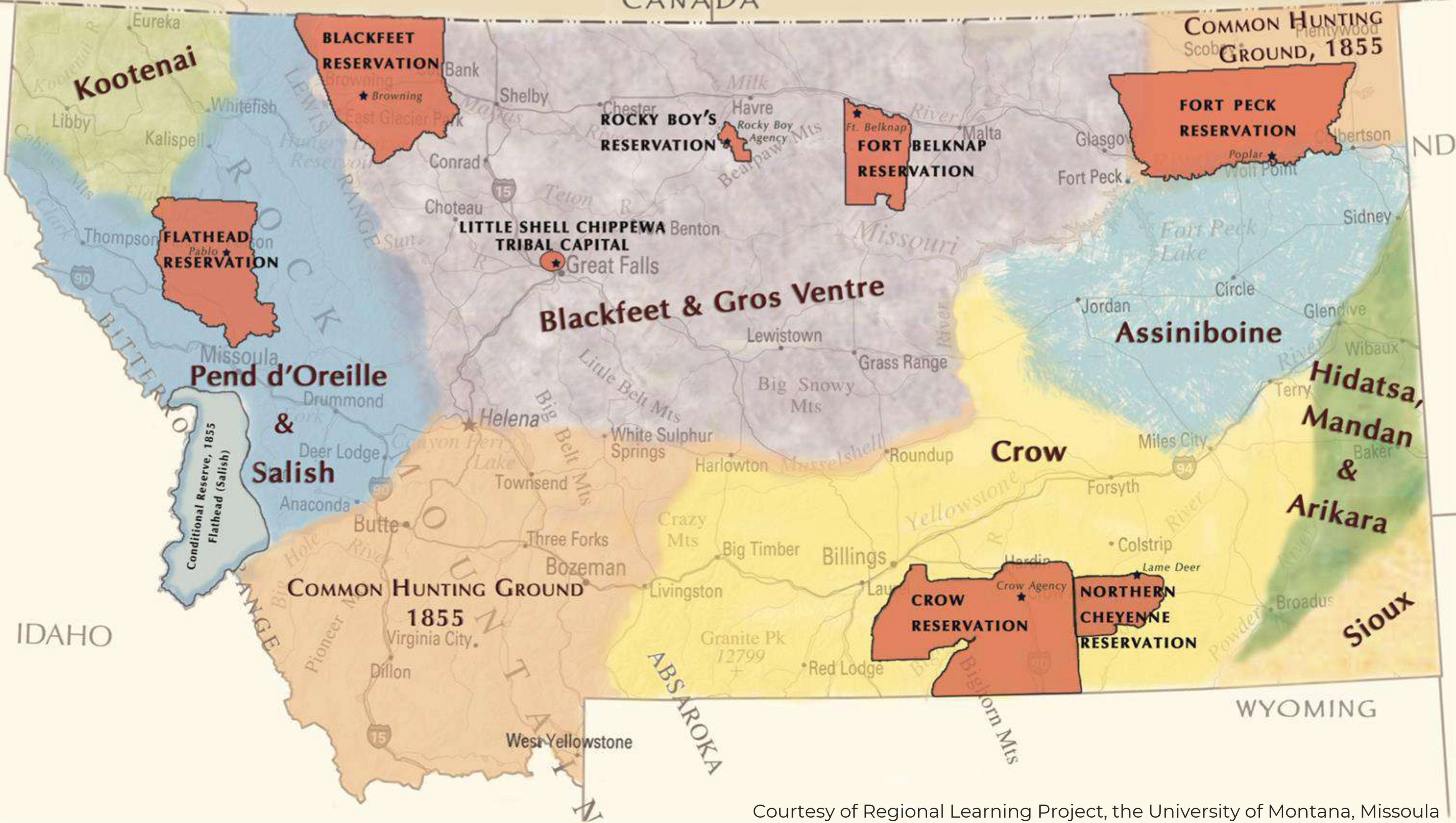
IAEVG International Conference 2024

Generational Resilience and Community Empowerment
A Paradigm Shift in Career Exploration with Indigenous Clients/Students

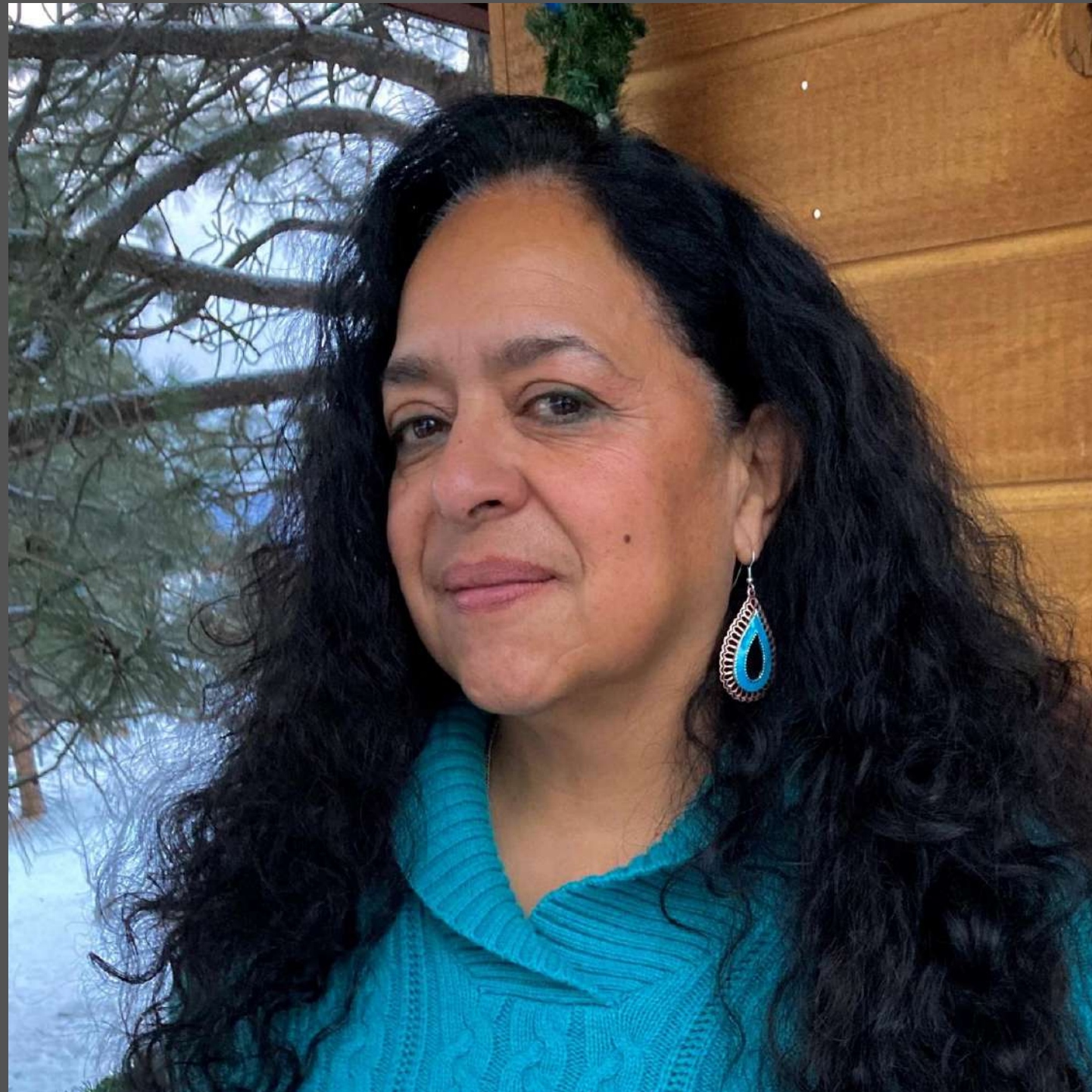
Presenter: Mary Ellen Earnhardt
Created In Partnership With: MAPS Media Institute

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PRESENTER: MARY ELLEN EARNHARDT



K-12 Public Educator and College Counselor: Extensive background in public education and college counseling.

College-Level Instruction: Taught career development courses at the college level.

State of Montana: Office of Public Instruction

State of Montana: Department of Labor

Involvement in ACTE Programs: Supported training and workforce development for Montana Career Coaches.

STEM Education Initiatives:

- FI in Schools program
- NASA program

Awards and Recognitions:

- NCDA Global "Outstanding Career Practitioner" Award.
- NCDA Global "Ken Hoyt Outstanding Career Educator" Award.

Board Membership and Certifications:

- Member of the Montana Technology Student Association (TSA) Board.
- Nationally certified as a Certified Career Services Provider and Certified School Career Development Advisor.

Workforce Development and Academic Experience: Bridges educational and business sectors through her experience in workforce development and academic systems.



MAPS MEDIA INSTITUTE: CLARE ANN HARFF



MAPS Media Institute

- 2011: Consultant
- 2013: Program Director
- 2016: Executive Director

Education

- University of Montana, BFA Visual Arts (1996)
- Oregon School of Arts & Crafts (1990 - 1991)
- Institute of American Indian Arts (1988 - 1990)

Previous Roles and Projects:

- Founded a creative studio/art space (1996 – present).
- Co-owned two Missoula galleries (2006 – 2015).

Studio Artist

- 1995 - 2016

Leading with Heart

- Professional Imagination Spark - Helps others see possibilities
- Community Connection Builder - Brings people and ideas together
- Empathetic Problem Solver - Searches for creative solution
- Patient Progress Nurturer - Co-Designs sustainable programs
- Joy and Laughter Champion - Keeps things real and fun while getting things done



PRESENTATION OVERVIEW

Stories of Connection: Theoretical Frameworks that Honor Indigenous Ways

Innovation Meets Tradition: MAPS Media Institute Approach to Media Arts Education and Other Examples of Experiential Learning

Wisdom in Action: Practical Tools for Community Based Learning

Looking Forward: Seeds of Change

Stories of Connection

Theoretical Frameworks that Honor Indigenous Ways

THEORETICAL FOUNDATION

Happenstance Theory *JD Krumboltz*

The environment in which one is born and raised provides only certain types of learning opportunities:

The more children actively engage in activities, the more likely they are to encounter valuable learning experiences.

Construction Theory Mark L. Savickas

This theory provides a dynamic perspective to give personal meaning to memories, present experiences, and plans, constructing careers through a sense of meaning & clarifying future directions. Three parts: vocational, personality, career adaptability, and life theme.

A wide-angle landscape photograph of a grassy field with mountains in the background under a cloudy sky. The foreground is filled with tall, dry grass and some small green shrubs. In the middle ground, there's a range of low, rolling hills or mountains. The sky is blue with scattered white clouds.

F1 in Schools

Harlem, Montana

Fort Belknap Indian Reservation

GUIDING QUESTIONS

Happenstance Theory

In what ways could participation in F1 help students at Fort Belknap become more adaptable, curious, or open to future possibilities they hadn't previously considered?

How might introducing new and unexpected activities, such as the F1 in Schools program, create opportunities for students in isolated communities to discover interests or skills they didn't know they had?

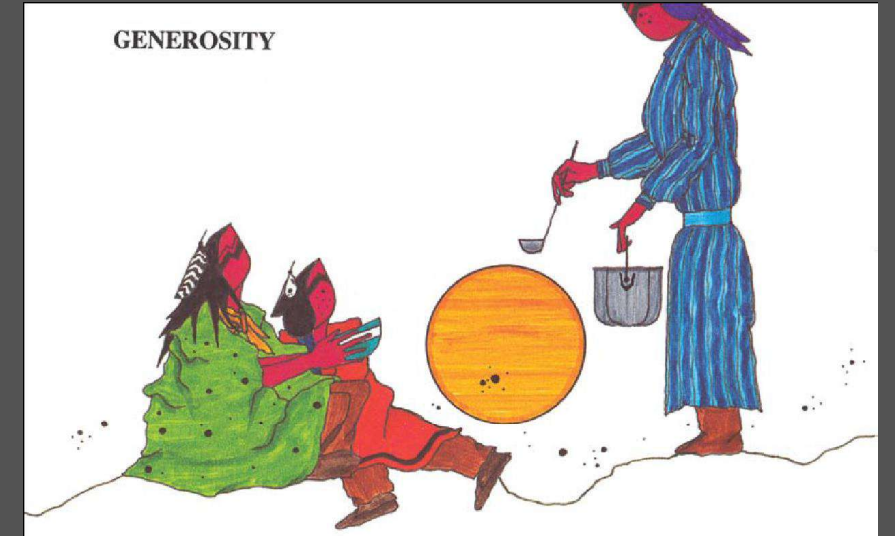
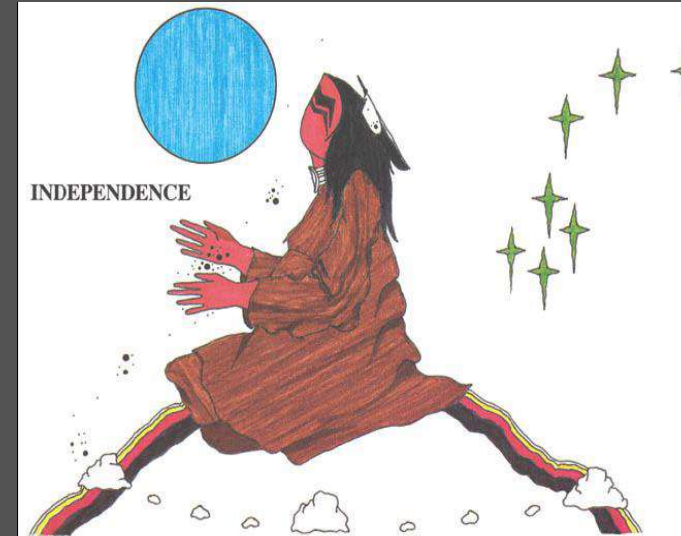
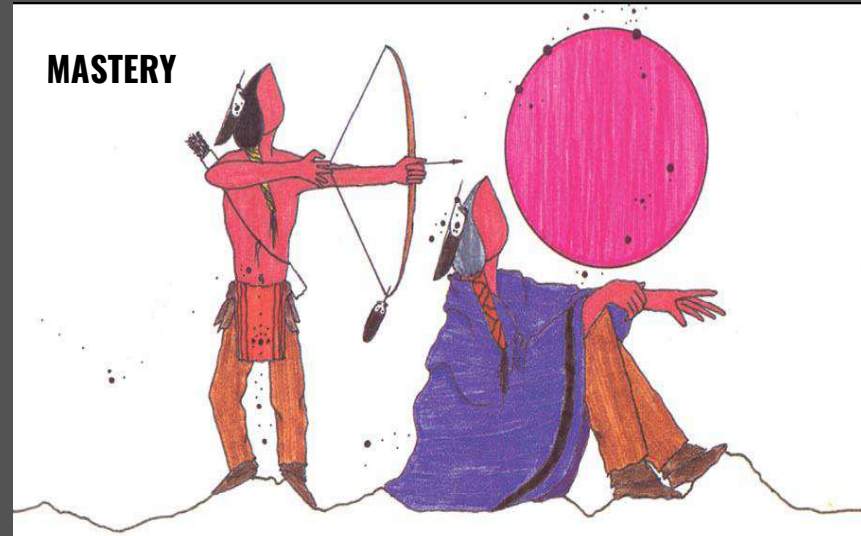
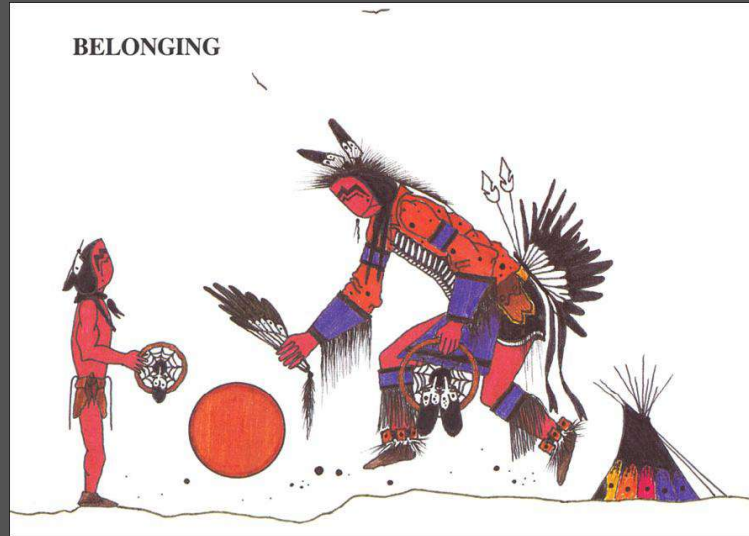
Construction Theory

How might the students' experiences in F1 contribute to shaping their career identities or sense of purpose, especially considering their unique cultural and community background?

How can we, as educators or mentors, support youth in constructing meaningful career pathways that align with both their personal aspirations and their community's values?

CIRCLE OF COURAGE FRAMEWORK

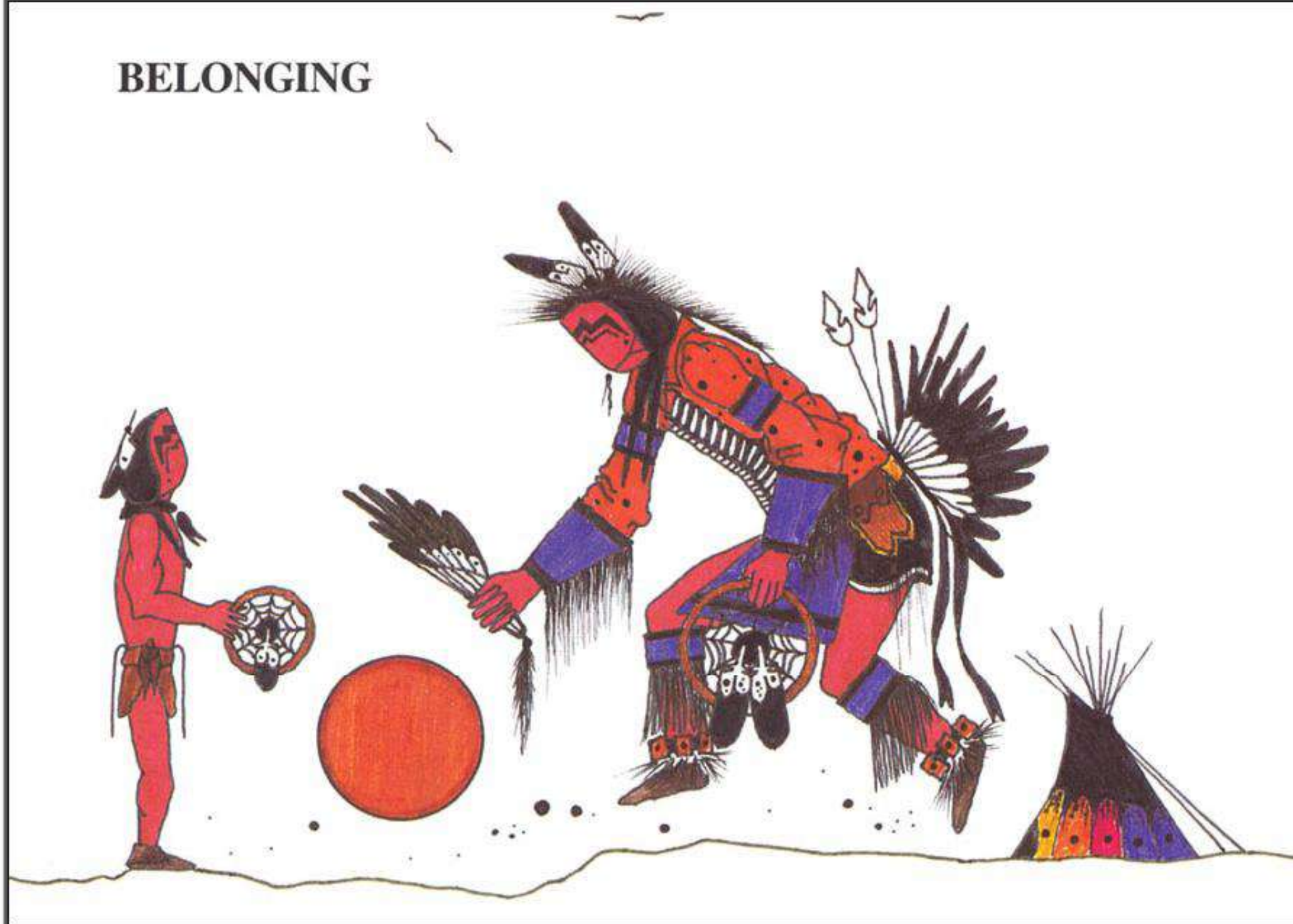
- Introduction to Belonging, Mastery, Independence, and Generosity within Indigenous contexts



Concepts and illustrations from Reclaiming Youth at Risk: Our Hope for the Future, by Larry K. Brendtro, Martin Brokenleg, and Steve Van Bockern (Solution Tree 3d. ed., July 8, 2019) (first published in 2009 by Solution Tree).

CIRCLE OF COURAGE: BELONGING

BELONGING

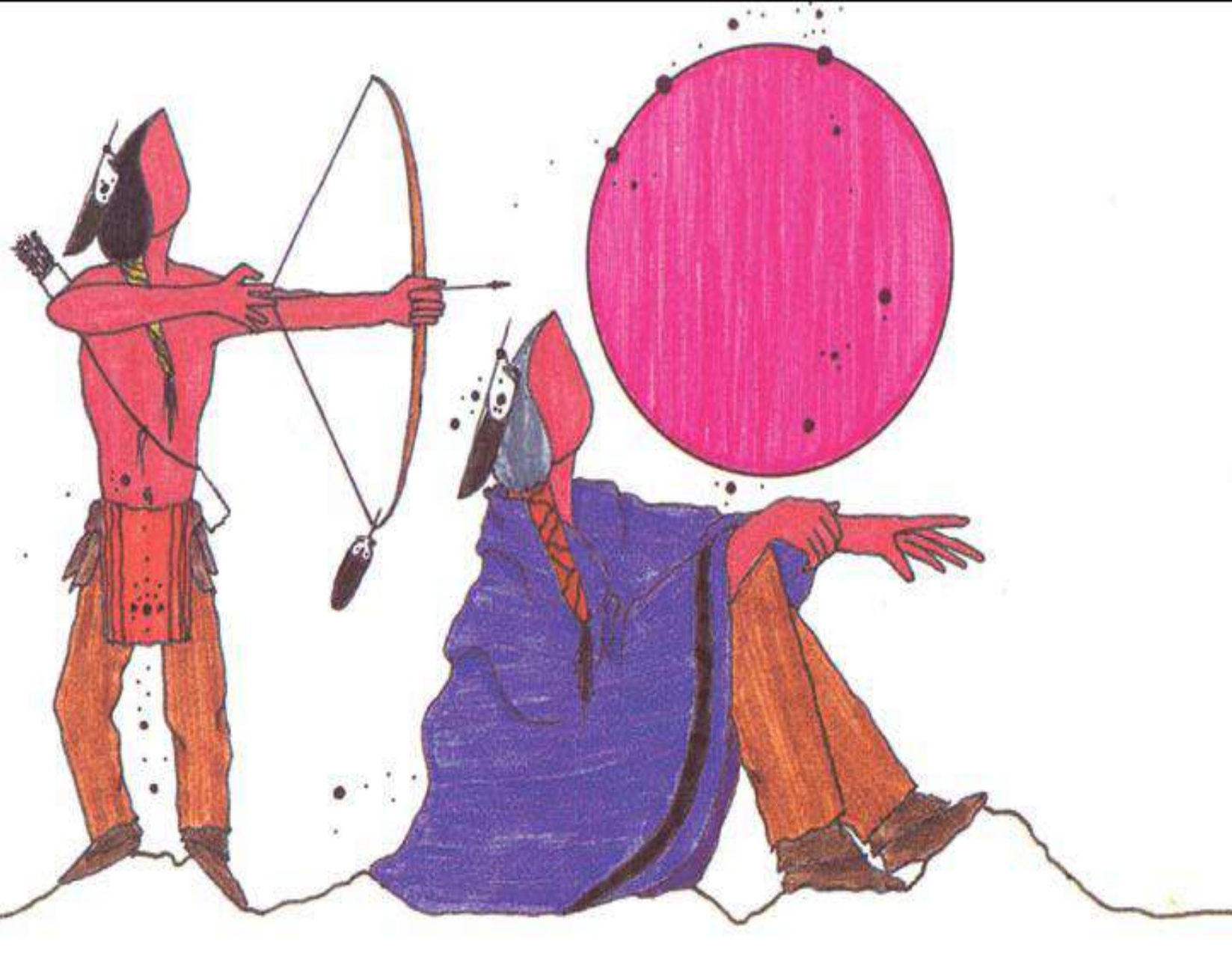


The Spirit of Belonging:

The universal longing for human bonds is cultivated by relationships of trust so that the child can say, "I am loved."

CIRCLE OF COURAGE: MASTERY

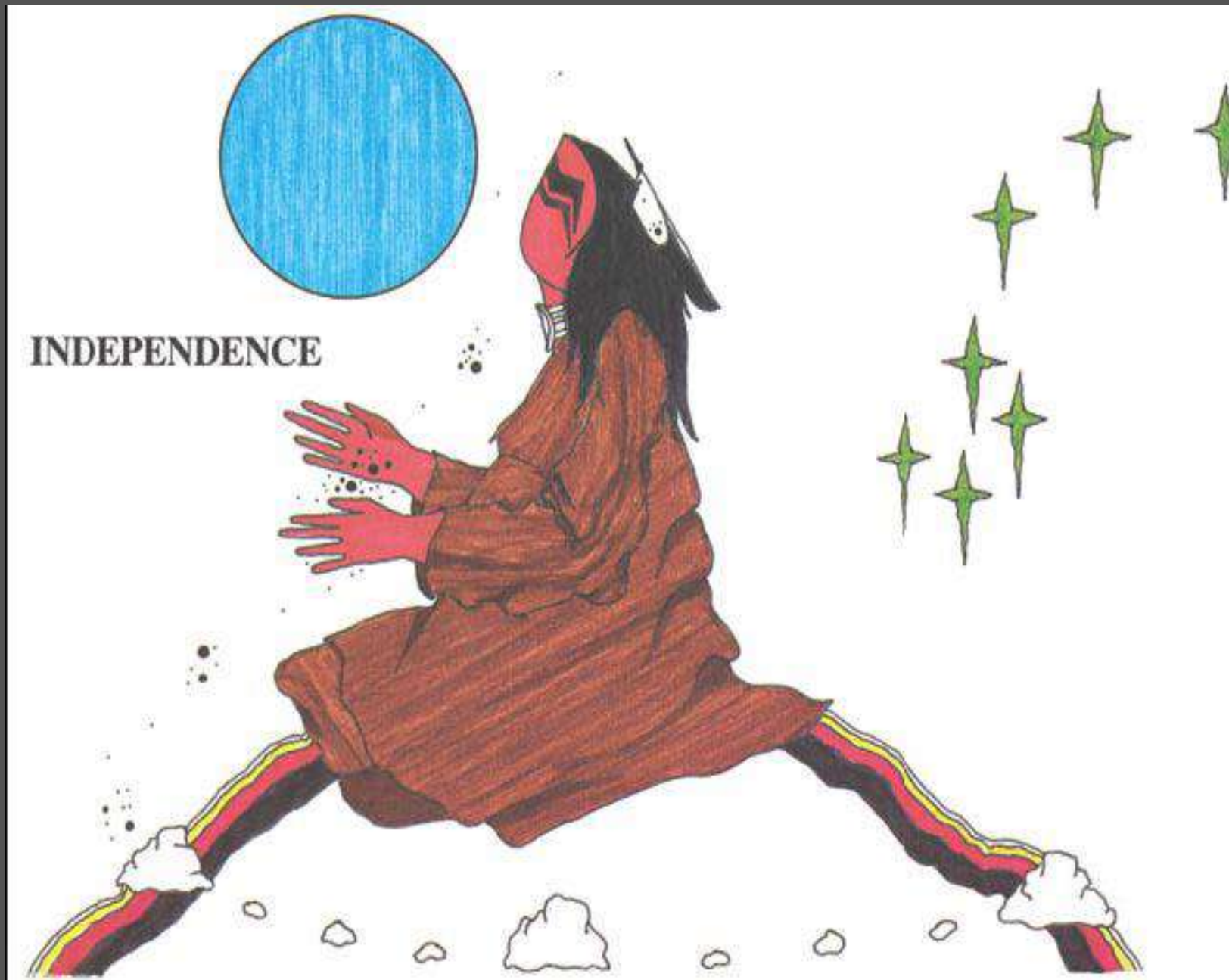
MASTERY



The Spirit of Mastery:

The inborn thirst for learning is cultivated; by learning to cope with the world, the child can say, "I can succeed."

CIRCLE OF COURAGE: INDEPENDENCE

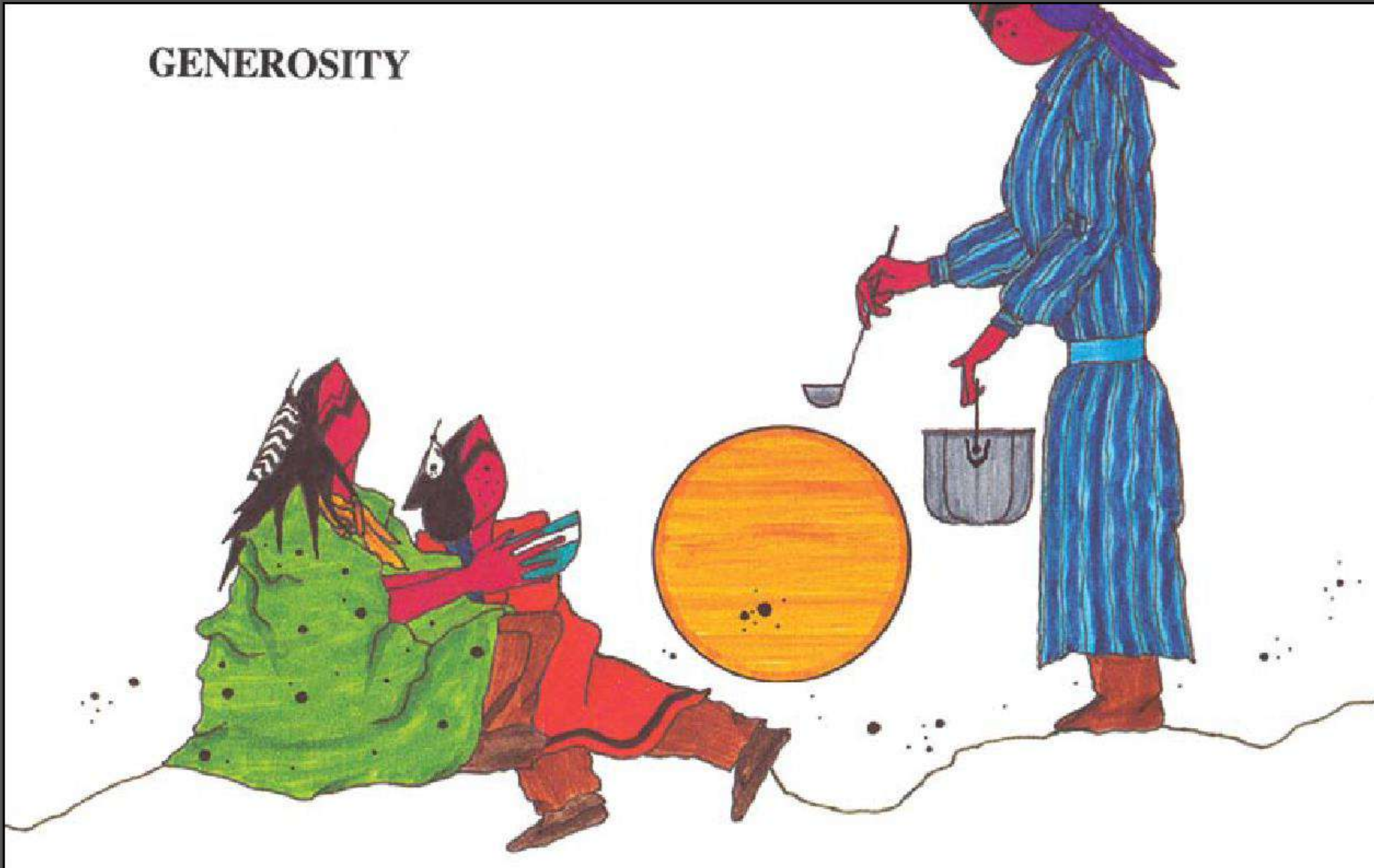


The Spirit of Independence:

Free will is cultivated by responsibility so that the child can say, "I have the power to make decisions."

CIRCLE OF COURAGE: GENEROSITY

GENEROSITY



The Spirit of Generosity:

Character is cultivated by concern for others so that the child can say, "I have a purpose for my life."

TRIBAL NATIONS WISDOM

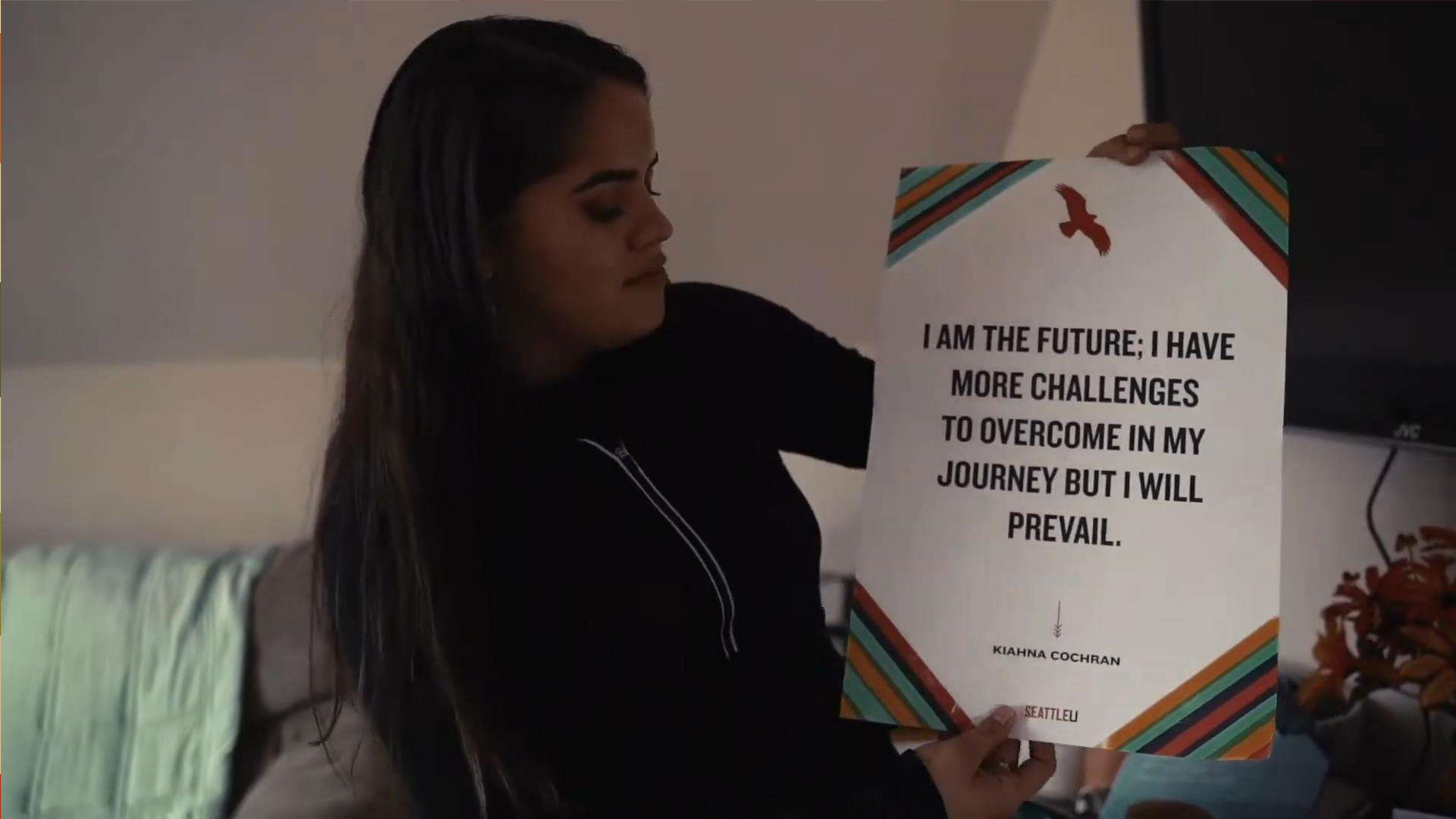
Lessons Learned from Tribal Nations

We are all human - we cannot escape suffering and tragedy in life

Generational Trauma exists alongside Generational Resilience

Tribal Identity is built on belonging to community and culture

Career Relevance means meeting them where they are



**I AM THE FUTURE; I HAVE
MORE CHALLENGES
TO OVERCOME IN MY
JOURNEY BUT I WILL
PREVAIL.**

↓
KIAHNA COCHRAN

SEATTLE

WE NEED TO LISTEN WITH HEART AND EARS

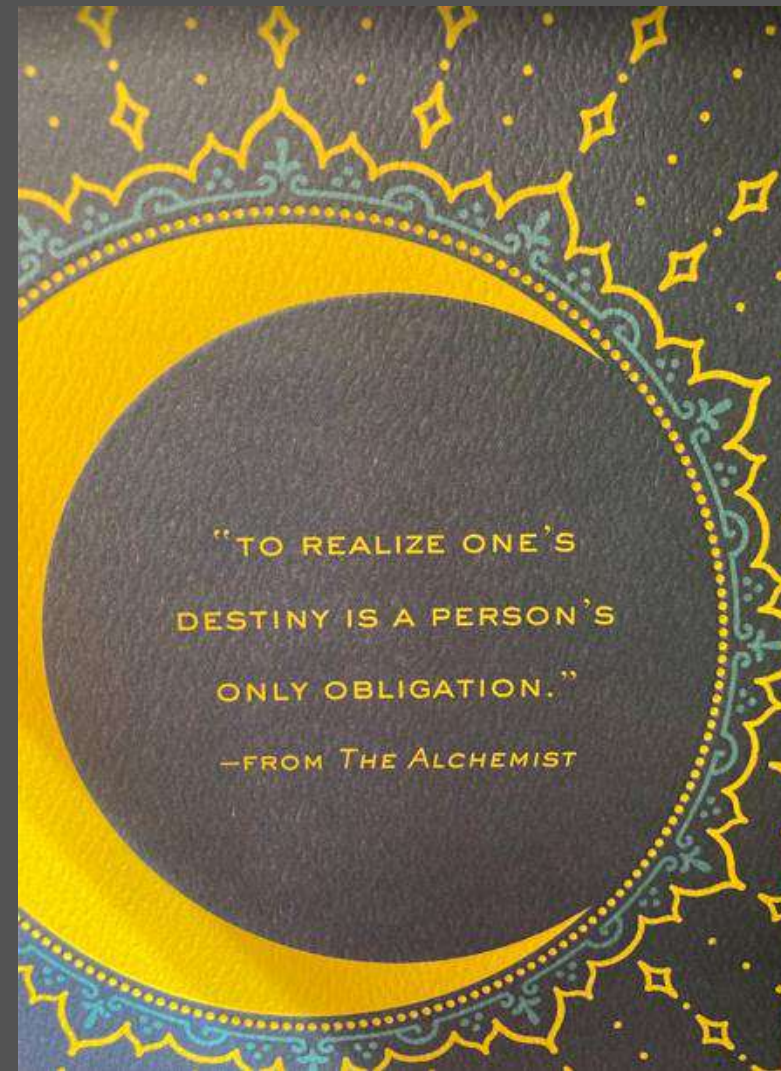
Emphasis on empathy and cultural sensitivity, supported by Krishnamurti's wisdom

To be able to really listen, one would abandon or put aside all prejudices. When you are in a receptive state of mind, things can be easily understood, but unfortunately, most of us listen through a screen of resistance. "We are screened with prejudices, whether religious or spiritual, psychological or scientific: or with daily worries, desires and fears. And with these fears for a screen, we listen. Therefore, we listen to our own noise, our own sound, not to what is being said."

WE NEED TO LISTEN WITH OUR HEART AND EARS



"Cultural Understanding While
visiting Blackfeet Community
College"

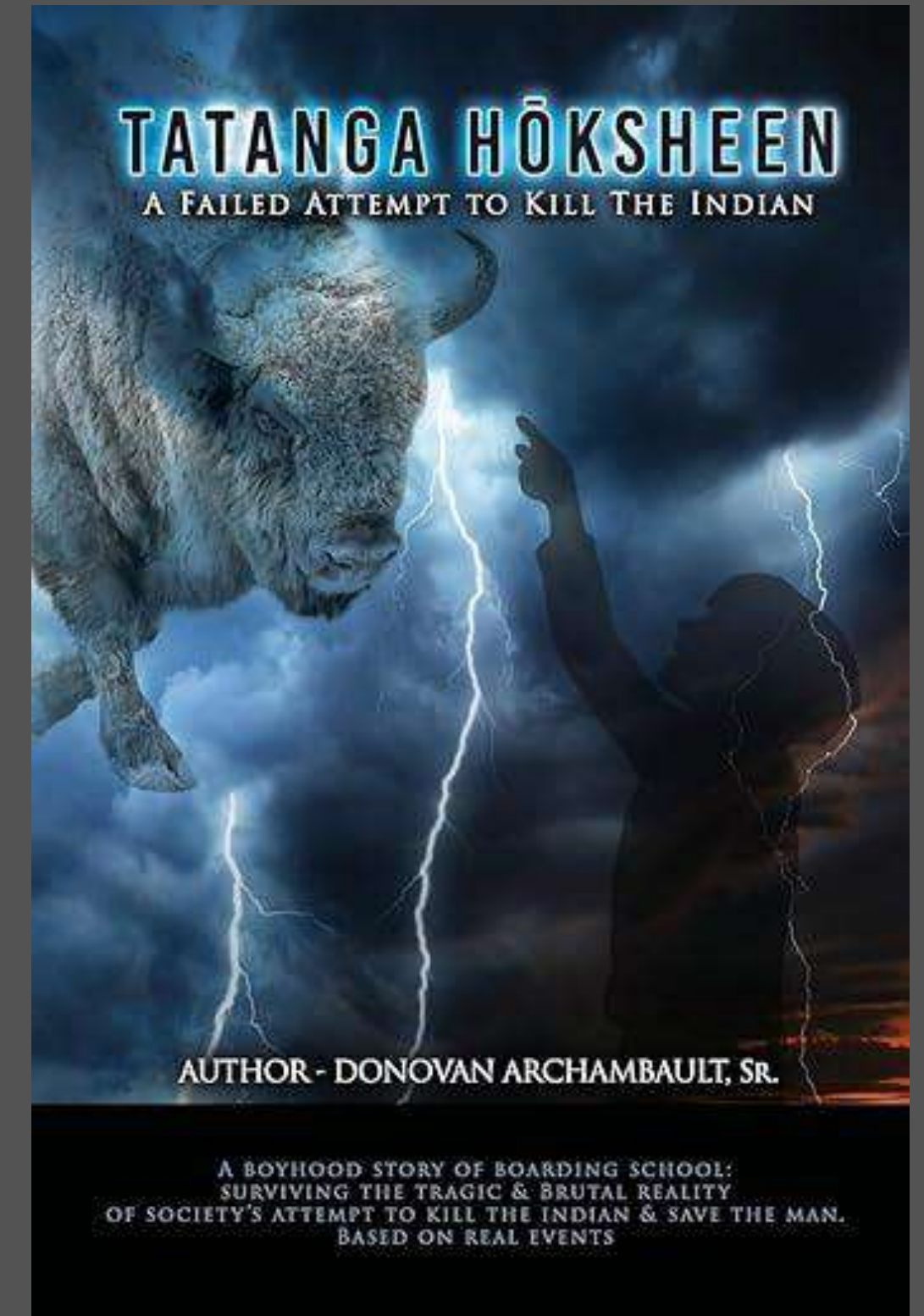


"Youth Resilience"



"The Power of Parental Listening"

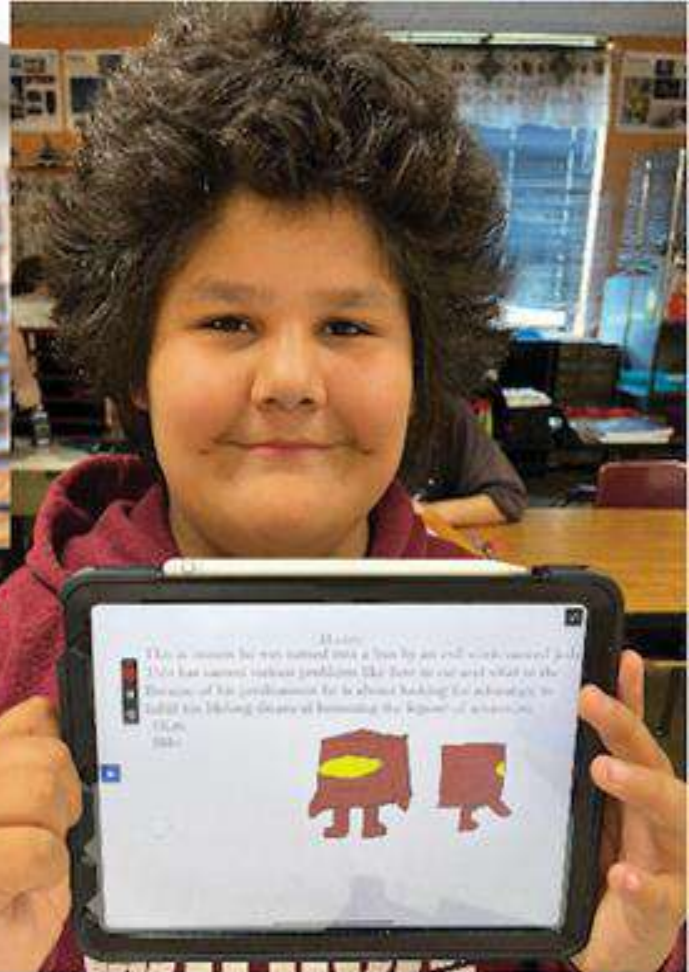
DONOVAN ARCHAMBAULT





Innovation Meets Tradition

MAPS Media Institute's Approach to Media Arts Education



MAPS OVERVIEW

MAPS Media Institute is a 501(c)(3) non profit educational organization established in rural southwestern Montana in 2004. All programming is completely free-of-charge to all youth and families.

MISSION

...to empower, inspire and prepare Montana's next generation for future success through professional media arts instruction, engaging community service and compassionate mentoring.



VISION

...we envision a world which values the voice and work of all youth and supports them in creating successful futures...



PROGRAM MODELS

BRICK & MORTAR STUDIOS



Year Round Afterschool & Summer Programs

MAPS - Ravalli (Hamilton): Corvallis, Darby, Hamilton, Stevensville, and Victor school districts, private & homeschooled

MAPS - Lewis & Clark (Helena): East Helena and Helena school districts, private & homeschooled

MAPS - Fort Belknap (Harlem): Harlem, Dodson, and Hays-Lodgepole school districts, private & homeschooled

MAPS MEDIA LAB



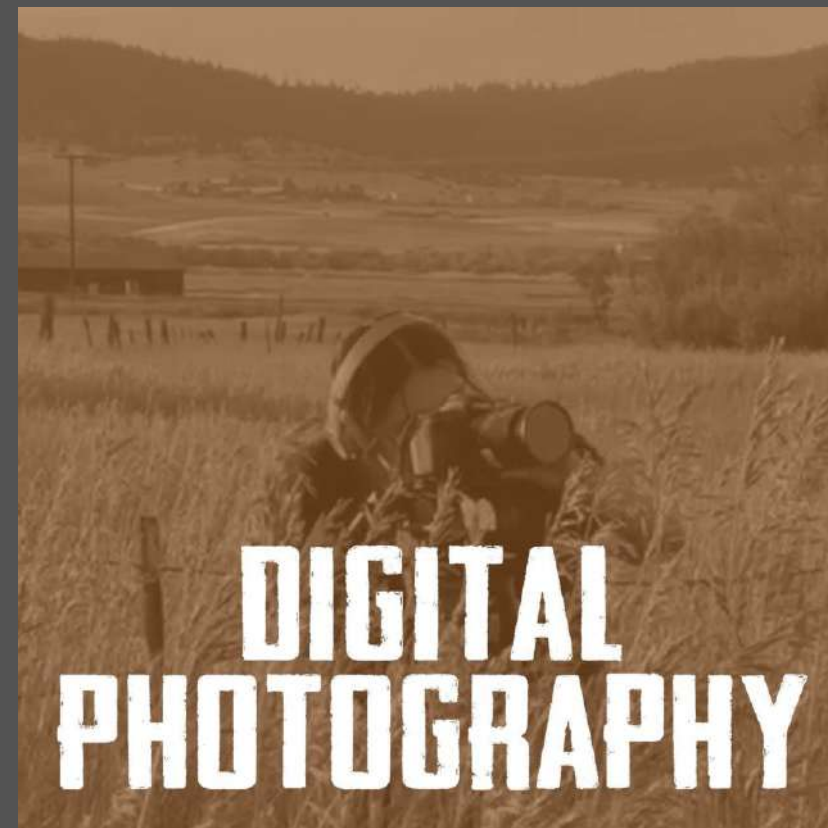
Statewide Educational Outreach Program: MAPS professional artist-educators-mentors bring MAPS equipment and curriculums to rural towns and tribal communities to facilitate intentional media arts workshops with youth.

CLIENT BASED PROJECTS



Real World Learning: provides opportunities for MAPS students to share their skills / creative talents on media projects for nonprofits and small businesses that work to make Montana healthier, stronger, and connected.

MAPS CLASSES



COMMUNITY IMPACT OF MAPS PROGRAMS

Cultural Pride and Preservation: Students document and celebrate community stories, fostering pride and preserving cultural heritage for future generations.

Community Engagement: Events like film festivals, community showcases, and intergenerational projects bring together families, elders, and students, reinforcing community bonds.

Skill Development and Career Readiness: Programs improve digital literacy, communication, and media skills, preparing youth for both academic and career opportunities



EDUCATIONAL METHODOLOGY

Learning objectives for all classes include:

1. Communicate ideas in ways that translate visually, verbally and in writing;
2. Demonstrate understanding of specific skills, key terminology, equipment and software through individual and collaborative projects;
3. Create works of art that demonstrate visual & conceptual understanding and technical facility;

MAPS curriculum designer (licensed MT teacher) and individual instructors (the majority have MT Class 4B license) co-design all lesson plans.

MAPS online Learning Management System (LMS) includes a class overview, learning objectives / goals, and daily lesson plans for each class / workshop. Also included are specific topics, equipment, activities, and resources.

Standards: All classes integrate and/or align with:

- MT Indian Education For All Essential Understandings,
- National Media Arts Standards
- MT standards for Computer Science, English Literacy, Math, Music, and Visual Arts
- International Society for Technology in Education (ISTE).

EXAMPLES OF CULTURAL INTEGRATION

Cultural Documentation Projects: Students collaborate with tribal elders and Knowledge Carriers to create digital archives of cultural stories and practices, preserving heritage for future generations.

Curriculum Development: MAPS integrates the cultural heritage of Indigenous tribes into media arts curricula. Lessons are developed in partnership with Knowledge Carriers, aligning with community values and cultural elements.

Guest Speakers and Intergenerational Learning: Tribal leaders and Knowledge Carriers regularly join classes, and projects pair youth with Elders to document and celebrate tribal traditions, fostering intergenerational bonds.

GUIDING QUESTIONS

Happenstance Theory

How did the opportunity to create this documentary open unexpected doors or reveal hidden talents for these student filmmakers?

In what ways might this filmmaking experience create "planned happenstance" moments that could influence these students' future career paths?

Construction Theory

How does the process of documenting one's own cultural story help shape personal identity and career narrative?

How does this type of storytelling project help students construct meaningful career paths that honor both individual aspirations and community values?



Wisdom in Action

Practical Tools for Community Based Learning

CAREER EXPLORATION FRAMEWORK

MONTANA CAREER DEVELOPMENT SYSTEM (MCDS)

Adopted as School and Agency Infrastructure System to serve all youth
© R Dedmond, S Sherrod, MEarnhardt

Organizing and Planning

Assess the status of Career Development System in your school

- ♦ Conduct Needs assessment survey
- ♦ Time/task analysis

Develop the Vision for your MCDS

that results in **all** students having the desired knowledge and skills to compete in today's workforce and understanding of where they are in the world an understanding of self and their cultural as well as others.

Establish the Managing Partnership Committee for the MCDS that includes educators, parents, business and community leaders, and youth

Designing

Conduct MCDS conversations for buy in for all faculty

Create the MCDS platform for your school

- ♦ Select the core competencies that emphasize personal, social, education and career planning skills
- ♦ Plan courses and other learning activities with specific objectives and indicators. Consider school-based, after-school, out-of-school and work-based learning options
- ♦ Develop a planned series of focus events for your school

Develop a Capstone Project that showcases strengths and competencies

Use MCIS Portfolios for all youth and parents to update and maintain throughout the school years

Implementing

Conduct Staff Learning to assist school faculty and staff

- ♦ to develop a plan to infuse transition competencies into curriculum
- ♦ to implement a transition course
- ♦ to provide career planning assistance to ML adolescents
- ♦ to provide needed interventions and services

Promote the MCDS System to community, parents, and all interested parties

Obtain Resources needed to support the MCDS System

Provide a variety of resources for all levels - print, video, computer, MCIS

Plan for ongoing professional development

Share Information Across School and Agency Departments/ Levels

- ♦ to ensure smooth transition from grade to grade
- ♦ to ensure consistency among schools within school division

Evaluating

Evaluate the School Progress Toward Full and Effective Implementation of MCDS System

Continue to Assess and Revise the MCDS System to meet the needs of all students/youth, parents, and community partners

Determine that all students/youth transition into high school with the desired knowledge and skills as prescribed by the core competencies, and as documented and demonstrated in the Capstone Project

IKIGAI

Ikigai combines these four elements:

1. What do you like to do?
2. What does the community / State/world need?
3. What can you do and get paid?
4. What are your aptitudes?
5. Would like to see understanding of oneself and culture.



Ikigai is a Japanese word that means “a reason to live” or “life Purpose”

ADAPTING RESOURCES

Montana Career Information System (MCIS)



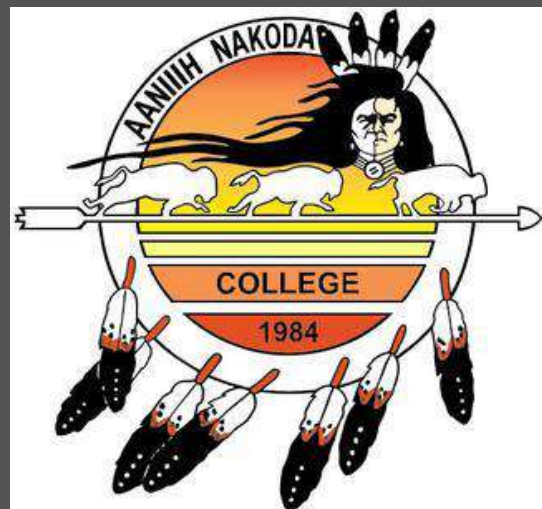
Indian Education for All (IEFA)



CollegeFund.Org



Tribal Colleges



BUILDING TRUST AND RELATIONSHIPS

CONSISTENT COMMUNICATION

Regular contact with Tribal leaders, community members,

Regular updates on project progress

CULTURAL SENSITIVITY AND AWARENESS

Cultural Advisory Board

Integration of Cultural traditions

COLLABORATIVE PROJECT DESIGN

Community involvement in project execution and delivery

Curriculum adaptation

SKILL TRANSFER

Train local educators in media arts

COMMUNITY SHOWCASES

Film festivals

Regional and national media arts awards

LONG TERM COMMITMENT

Multi-year partnerships

Continual feedback

ECONOMIC OPPORTUNITIES

Local media artists when possible

Supporting economic development initiatives

EMPOWERING STUDENTS

Opportunities for leadership, skill-building, and cultural pride

Empowering with trust, encouraging them to use their voice



FAMILY & COMMUNITY ENGAGEMENT

COMMUNITY SHOWCASES AND EVENTS

Public Screenings

Exhibitions

Local and Statewide Press Articles

FAMILY INVOLVEMENT

Invite families to family nights

Open houses

COLLABORATIVE COMMUNITY PROJECTS

PSAs

Local Initiatives

EDUCATIONAL

School collaborations

Capacity building workshops

Resource guides

DIGITAL SHARING

Share student work on social media

Local, State, National distribution

CULTURAL ADVISORY BOARD

CULTURAL CELEBRATIONS

Participate in local cultural events

Media projects highlighting cultural heritage

INCORPORATING CULTURAL ACTIVITIES



CAREER RELEVANCE FOR INDIGENOUS YOUTH



SHOWCASING INDIGENOUS SUCCESS

Making Montana PROUD



Kasey Nicholson, 38
A'aniih & Pikuni
Harlem High School
B.S. Health and Human
Development MSU-Bozeman
M.S. Rehabilitation & Mental
Health MSU-Billings
Motivational Speaker and
Comedian

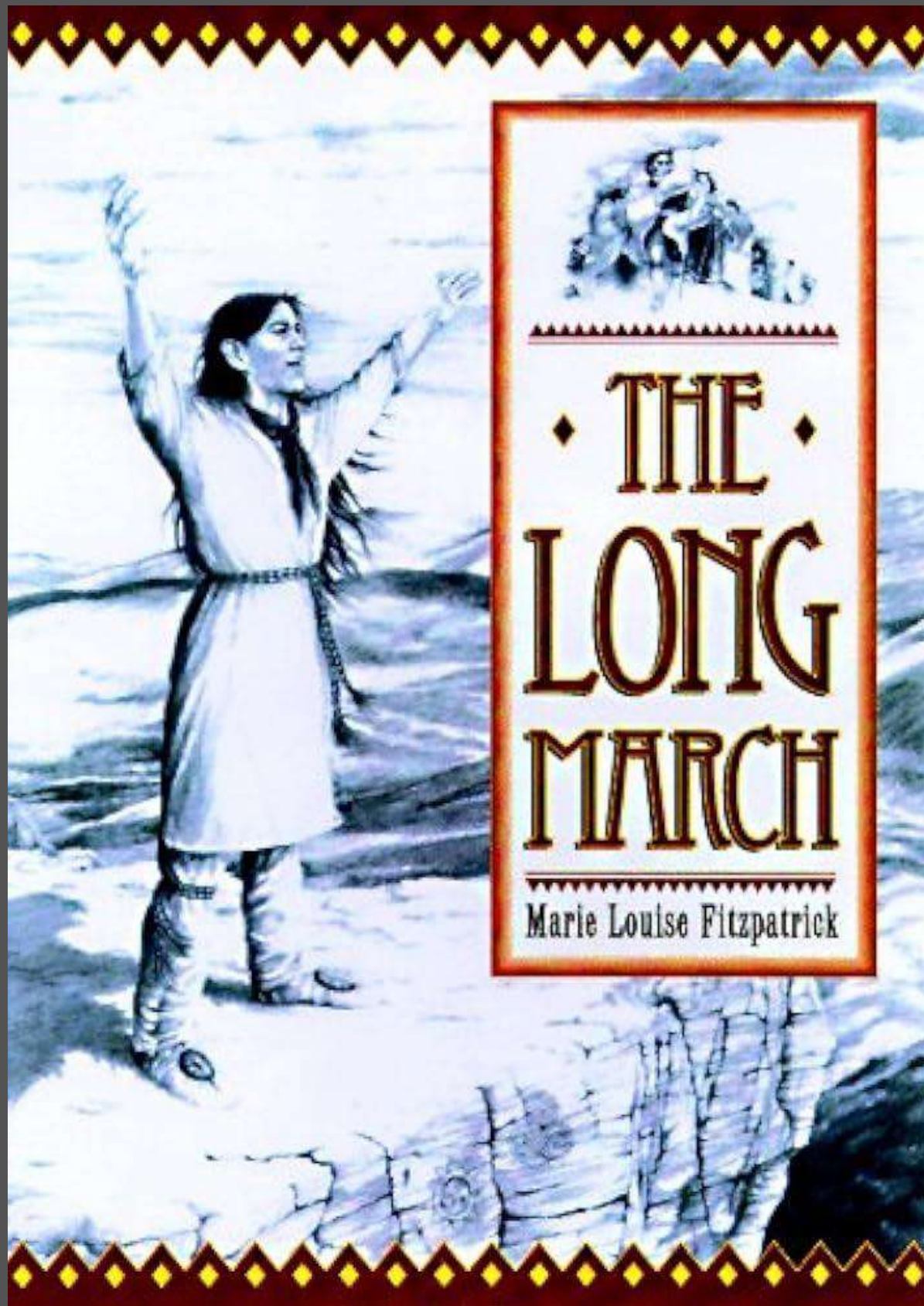


When I think of Montana Proud, I think of a place to call home and take pride into what I had help building. Each of us have a hand in making Montana what it is today. We all have an influence, negative or positive, to shape the communities, towns, cities, counties, or regions we are a part of. So when I think of Montana, it's just not a place in the country, it's a place I respect, love, cherish, and take pride in. It's home.

Looking Forward

Seeds of Change

CIRCLE OF SUPPORT: LEARNING FROM CHOCTAW-IRISH GENEROSITY



PLANTING SEEDS OF CONNECTION: THE NEXT CHAPTER



CALL TO ACTION

Examine: How you can adapt your current practices to be more culturally responsive and community-centered.

Seek Out: Amplify Indigenous voices and success stories in your own work - use resources like OPI's Honor Posters and connect with organizations like AIBL.

Commit: Build long-term, authentic relationships with tribal communities rather than short-term interventions.

RESOURCES & SUPPORT INFORMATION



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Clare Ann Harff

MAPS Executive Director

clareann@mapsmediainstitute.com

MAPSMEDIAINSTITUTE.COM

THANK YOU