State Tribal Education Partnership (STEP)

The Chickasaw Nation
and
Cheyenne and Arapaho Tribes of Oklahoma

LYNNE CHATFIELD - PROJECT DIRECTOR
The Chickasaw Nation and the Cheyenne and Arapaho Tribes of Oklahoma are both federally recognized tribes.

- The Chickasaw Nation is located in south-central Oklahoma. The tribe’s jurisdictional territory consists of approximately 7,648 square miles and encompasses all or parts of 13 Oklahoma counties.
- The Cheyenne and Arapaho Tribes of Oklahoma is located in the western portion of Oklahoma. The tribe’s jurisdictional territory consists of 8,996 square miles and covers all or parts of nine counties.
- There are 91 school districts within the TEA consortiums’ tribal boundaries.
The Chickasaw Nation Service Area
and Cheyenne - Arapaho Tribal Jurisdiction
in Oklahoma

Legend
- Interstate
- State Highway
- OK Counties
- Chickasaw Nation Service Area
- Cheyenne-Arapaho Tribal Jurisdiction
Student Profile
Chickasaw Nation STEP

- Ada: Total Enrollment 2686, AI/AN Students 908 (33.8%)
- Byng: Total Enrollment 1783, AI/AN Students 666 (37.35%)
- Roff: Total Enrollment 313, AI/AN Students 77 (24.6%)
- Stonewall: Total Enrollment 434, AI/AN Students 147 (33.87%)
- Tishomingo: Total Enrollment 978, AI/AN Students 319 (32.62%)
- Vanoss: Total Enrollment 578, AI/AN Students 150 (25.95%)

Legend:
- Total Enrollment
- AI/AN Students
Student Profile
Cheyenne and Arapaho Tribes of Oklahoma

<table>
<thead>
<tr>
<th>Location</th>
<th>Total Enrollment</th>
<th>AI/AN Students</th>
<th>AI/AN Students %</th>
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<tbody>
<tr>
<td>Canton</td>
<td>387</td>
<td>113</td>
<td>29%</td>
</tr>
<tr>
<td>Darlington</td>
<td>243</td>
<td>200</td>
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<tr>
<td>El Reno</td>
<td>2,495</td>
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Highlights of STEP Final Agreement between the SEA and TEAs

1) The Oklahoma State Department of Education (OSDE) is the State Education Agency (SEA) in reference to this grant. The SEA will provide or facilitate detailed training related to Elementary Secondary Education Act (ESEA) grant programs and any additional guidance throughout the agreement to ensure the Tribal Education Agencies (TEAs) possess a working knowledge of administrative functions and can demonstrate competencies of all aspects related to the specific functions.

2) The SEA will conduct an ongoing review for the purpose of determining the status of each specific project. The SEA will provide recommendations and technical assistance to ensure effectiveness of the TEA consortium’s performance.
Highlights of STEP Final Agreement between the SEA and TEAs

3) Alignment of priorities and initiatives with federal and state agencies to improve the education outcomes of all students, by recognizing and supporting:

- The state’s goal to provide a C3 education for its students to be college, career and citizen ready.

- The federal goal of narrowing achievement gaps, by ensuring the state has developed and implemented a statewide accountability system (based on academic assessments and indicators through annual yearly progress) and that the state applies all high standards of academic achievement to all the Learning Education Agencies (LEAs).
Highlights of STEP Final Agreement between the SEA and TEAs

4) Increase the SEA’s knowledge of the unique cultural and academic needs of American Indian/Alaskan Native (AI/AN) students enrolled in participating LEAs by:

- Building effective working relationships between SEA and TEAs
- Providing professional development to include, but not limited to, cultural sensitivity, AI/AN learning styles, generational and historical trauma, etc.
- Conducting LEA community roundtable discussions regarding current AI/AN issues affecting education
- Conducting tribal community needs assessments and sharing results with SEA
Chickasaw Nation STEP Accomplishments

- Rachel’s Challenge was presented to the partnering school districts to help reduce bullying and create a positive school atmosphere.

- Professional development presentations provided pertaining to cultural awareness, Native American learning styles and barriers to educational success.

- Worked with schools to coordinate programs and services for Native American students to help narrow the gap in test scores in reading and math.

- Coordinated assistance with other tribal departments to provide assistance to Native American students and their families based on referrals from school personnel.

- Worked with partnering high school districts to assist Native American students with credit recovery programs in order for them to work towards graduation.

- Established MOU’s with all six partnering school districts incorporating FERPA guidelines.

- Provided educational tours for students to visit the Chickasaw Cultural Center in Sulphur, Okla.
Chickasaw Nation STEP Accomplishments

• Participated with the Tribes of Oklahoma Teacher Resource Committee which developed a website for teachers to access lesson plans and resources pertaining to essential information about the 39 federally recognized tribes of Oklahoma.

• Provided schools with library books that align with Oklahoma Academic Standards and relate directly to Native American history and culture for schools to be utilized with the Accelerated Reader Program.

• Provided schools with “Pebble Go” computer software to be utilized by students in grades K – 3 and provided much needed resources for emergent readers to successfully complete writing projects and research requirements outlined by the Common Core curriculum.

• Presented information about the STEP Program to attendees of the Oklahoma and National Johnson O’Malley Conferences.
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<th>Category</th>
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<td>Parent Contacts</td>
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<td>Student Contacts</td>
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<td>Teacher/School Contacts</td>
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*Statistics pertain to the original 4 STEP Schools served by the Chickasaw Nation’s STEP Program.*
Cheyenne and Arapahoe STEP Accomplishments

- Presented a school administrator's summit at Southwestern State University
- Established MOU’s with two of three partnering school districts
- Developed open data sharing with two of three partnering school districts
- Provided professional development training with teachers
- Presented parent orientations
- Presented information about the STEP Program to attendees of the National Johnson O’Malley Conference
Challenges

- Change in the Oklahoma State Department of Education Superintendent
- Transition of state curriculum (mandated changes from PASS to Common Core, then changing again to Oklahoma Academic Standards)
- Access to state testing data broken down by race and AI/AN student records
- Definition of wrap-around services
The Importance of Access to Student Records and Data

- Gives education specialists the opportunity to see exactly what is taking place with regard to a student’s academic progress and a data base to monitor that progress

- Enables education specialists to monitor academic, attendance and discipline records in order to help plan intervention strategies without waiting on a teacher’s or administrator’s referral

- Allows for effective planning of resources to be used to address educational concerns relating to math and reading instruction in addition to other areas of instruction

- Allows education specialists to engage parents or guardians in effective dialogue concerning their student’s progress that may not take place due to communication barriers with the school
The working relationships between the TEAs, LEAs and the SEA have become stronger and more unified as a result of developing a greater understanding of how each agency can provide assistance and complement each other.

As a long term goal, the TEA consortium will continue to seek ways to sustain and maintain the positive outcomes of this project through continued inter-governmental collaborative efforts.
Sustainability

Areas of work that will continue:

- Native American (NA) teacher recruitment
- SEA partnership in state-wide education issues and solutions
- Professional development for current teachers in the areas of sensitive NA issues that have been historically taught from the “non-Native perspective”
- LEA partnerships to access direct student data which allows for comprehensive statistical analysis and evaluation for new programs and services needed to improve NA youth education success
- Accountability computer software established between Tribes and public school districts
- Professional development established and taught at Southwestern Oklahoma State University, East Central University and Southeastern Oklahoma State University for teacher pre-service
STEP Grant Program
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