

## State-Tribal Education Partnership (STEP) Federal Grant

### Oklahoma's STEP Program

is a partnership established between the Chickasaw Nation tribal education agency (TEA) in consortium with the Cheyenne and Arapaho tribe and the Oklahoma State Department of Education to have a major role in developing and enhancing educational programs for Native American students in public schools.

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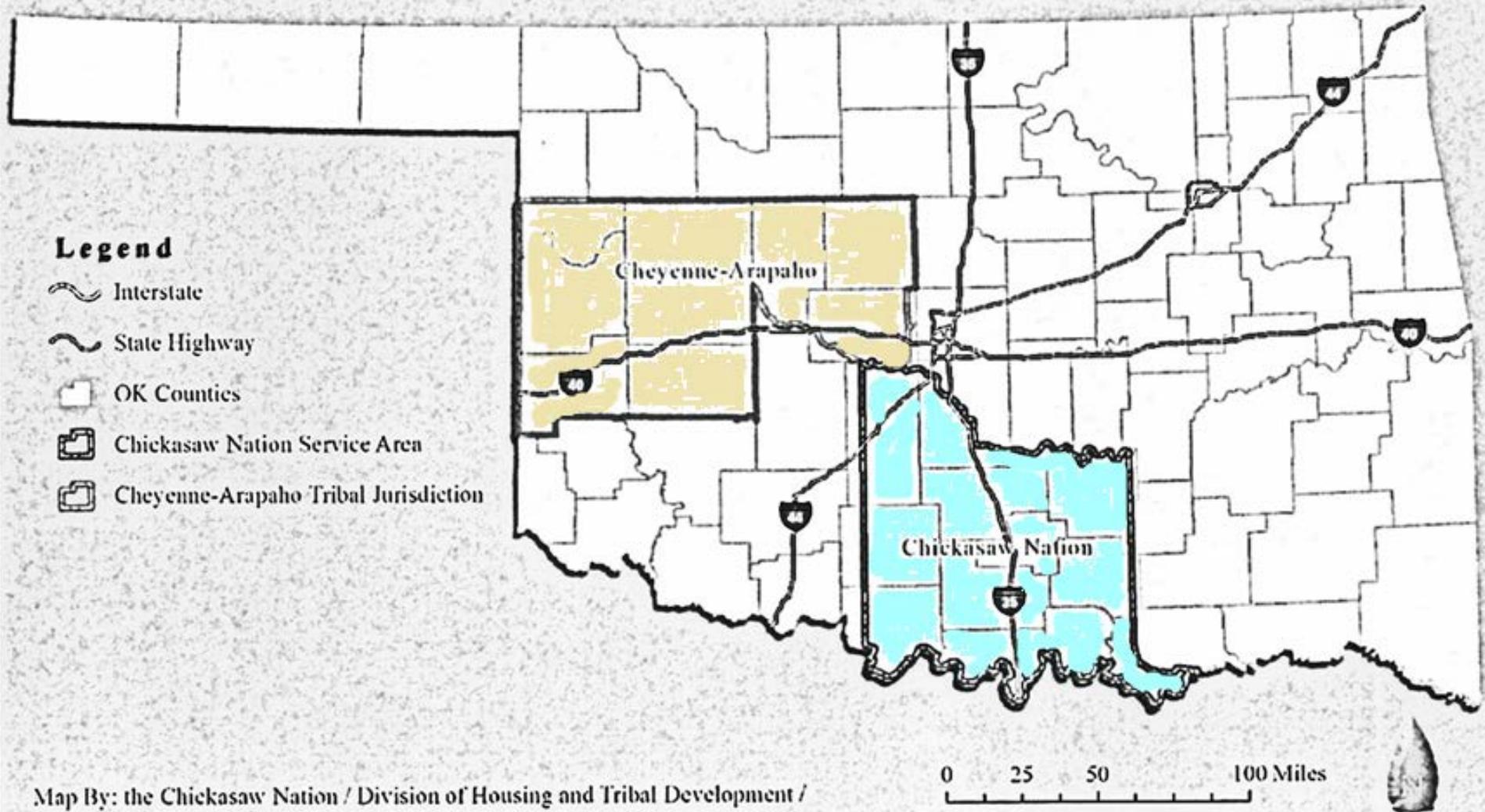
# Introduction

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 the following 13 counties: Pontotoc, Grady, Carter, Garvin, Johnston, Murray, Love, Marshall, Coal, Bryan, McClain, Stephens and Jefferson.

The Cheyenne and Arapaho Tribes of Oklahoma is located in the western portion of Oklahoma and covers all or parts of the following 11 counties: Blaine, Custer, Dewey, Major, Roger Mills, Washita and parts of Woodward, Kingfisher, Canadian, Ellis and Beckham.

There are a total of 91 school districts within the TEA consortium jurisdictional boundaries.

# The Chickasaw Nation Service Area and Cheyenne - Arapaho Tribal Jurisdiction in Oklahoma



Map By: the Chickasaw Nation / Division of Housing and Tribal Development /  
Department of GeoSpatial Information / Corey Gillum

NOTE: This map is a representation and may be INCOMPLETE. It does not portray  
exact location, boundary or area, which an accurate survey may disclose.

Map Code: CNGIS\_3161 7/2/2012

GEOSPATIAL INFORMATION  
CHICKASAW NATION DIVISION OF HOUSING & TRIBAL DEVELOPMENT

# ABSTRACT

The goal of this project is to establish a Tribal Education Agency (TEA) consortium between the Chickasaw Nation Division of Education and the Cheyenne and Arapaho Tribes Department of Education to transfer some ESEA state-administered functions for formula grant programs in a effort to increase TEAs role in the education of American Indian/Alaska Native (AI/AN) children and improve academic achievement of AI/AN students through a partnership with the Oklahoma State Department of Education.

The ESEA State-administered formula grant programs for which the TEA consortium will perform state-level administration functions at the partnering LEAs are:

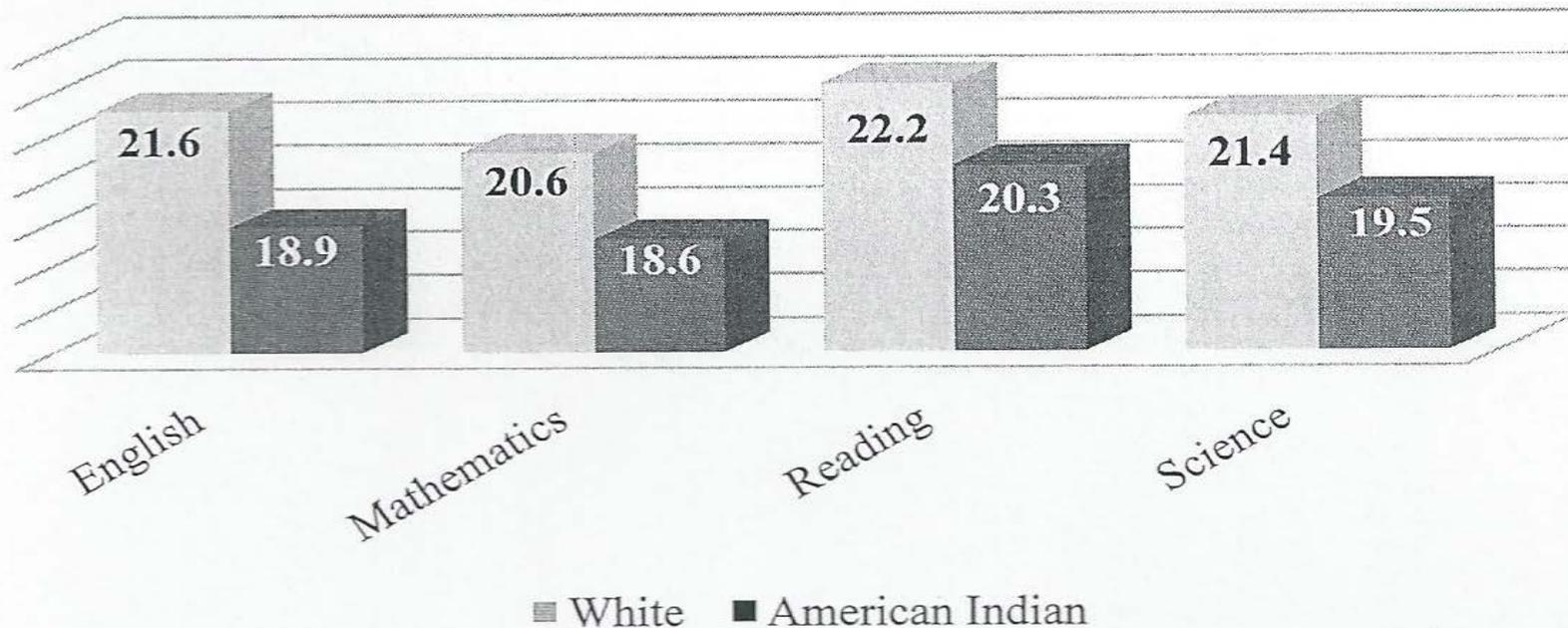
- Title I
- 21<sup>st</sup> Century
- Teacher Quality

## Problem addressed by the proposed project.

The contemporary educational structure of the public school system is designed to meet the students' academic needs without regard to cultural differences. According to the API test scores for Oklahoma 2010-2011, Native American students scored lower in reading and math than those identified as white.

### Oklahoma ACT Profile Report

#### Graduating Class - 2011



## SEA will provide the following assistance to the TEA consortium:

- ✓ Use of the WISE (Ways to Improve School Effectiveness) tool;
- ✓ Training on administrative functions of the selected title formula grant programmatic activities;
- ✓ Training to serve on various title program committees that are site based;
- ✓ Participation in various family, parent and community outreach activities; and
- ✓ Training to serve as the liaison between the TEA, LEA, and SEA.

## TEA consortium will provide:

- ✓ An education specialists in the school systems of the partnering LEAs.

The education specialists will provide wrap around services to meet family needs and enable school administrators and educators to increase family-focused services. The goal is to identify and assist students who are at-risk or truant, and improve parent/guardian relationships with the schools. Furthermore, the tribes have additional resources available to assist the student beyond educational needs. While these programs are available to AI/AN students, schools may not be aware of the vast number of tribally funded services available.

- ✓ Development and training in AI/AN culture, education barriers of AI/AN youth and AI/AN learning styles

This training will be available to SEA, LEAs and AI/AN families to emphasize the importance of overcoming educational barriers of AI/AN youth.

# Time/Task Plan

<u>Activities/Tasks</u>	<u>Responsible Party</u>	<u>Timeline</u>	<u>Milestones/Deliverables</u>
Promote program participation with LEAs	Project Coordinator and TEA	Through duration of grant	Seven schools have agreed to participate in the STEP pilot project
SEA with TEA consortium: Meetings to develop partnership agreement, train TEA on administrative functions and placement staff into schools	SEA/TEA	During first nine months of the project one time per month; meet quarterly during year two; no less than two times per year during the final grant year	Ongoing technical assistance and training of both SEA and TEA
TEA with LEAs: Initial meeting to discuss inclusion of staff into school, identification of teacher training, development of plan to include staff training into the school calendar and technical workshops	Project Coordinator and TEA	Monthly during first year of project then ongoing activity as needed	Placement of education specialist on site at partnering LEAs
TEA with SEA: Training in areas of multi-cultural activities and AI/AN learning styles	Project Coordinator and TEA	Monthly during the first nine months of project; ongoing on an as needed basis for the duration of the grant	Feedback from training participants on training effectiveness
Report grant activity	TEAs working together; Chickasaw Nation as primary	As required by grantee and SEA	Completion of the WISE tool

## Key elements identified in the proposed project that will result in system change or improvement

- The TEA is familiar with the educational barriers of AI/AN students and the demographics of the school districts.
- The TEA currently has a working relationship with the identified schools through the delivery of other programs for AI/AN students.
- The TEA will improve services through frequent monitoring of the LEA and training of school staff in AI/AN culture and learning styles.

## Key elements (cont.)

- The TEA will have access to student data in order to develop programs to enhance the existing programs in the LEA and will provide technical assistance in implementing best practice programs that will reduce the learning gaps in reading and math between AI/AN and white children.
- The TEA will provide training to the SEA to provide a better understanding of the social service barriers AI/AN families face that affect the AI/AN child in meeting common core curriculum standards.
- The TEA will provide training to the SEA in the areas associated with multi-cultural activities and AI/AN learning styles for a better understanding of how AI/AN children learn.



STEP funding will be utilized to employ staff, to receive and provide technical assistance and technical assistance training, compliance monitoring, data collection, analysis and reporting to screen and evaluate the success and/or needs of the LEA grant partners.

Additionally, funds will be used to develop curriculum and teacher training in the areas of AI/AN learning styles and AI/AN cultures, as well as additional trainings identified by the SEA, TEA and LEAs.

# Key STEP Personnel

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(Tribally Funded)

Chickasaw Nation  
STEP Project Manager  
Penny Watson  
(Tribally Funded)

Information Assistant

Chickasaw Nation  
STEP Coordinator  
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Cheyenne & Arapaho  
STEP Coordinator  
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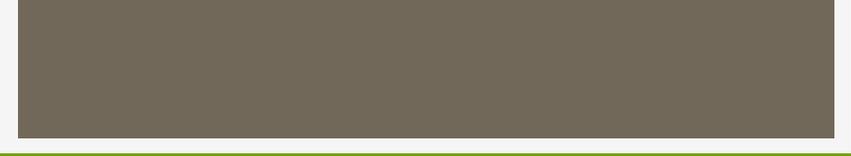
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Ramona Coats, Assistant State Superintendent  
Titles I, IIA, VI and X

Melodie Fulmer, Executive Director  
Parent and Community Engagement

Dr. Janet Barresi, State Superintendent of Public Instruction

# Thank you to our initial partnering LEAs:

## Chickasaw Nation Partnering LEAs

- Ada City Schools
- Byng Public Schools
- Roff Public Schools
- Stonewall Public Schools

## Cheyenne and Arapaho Tribes Partnering LEAs

- El Reno Public Schools
- Canton Public Schools
- Darlington Independent School

Special Thanks to our Tribal  
Leaders for their support

**Chickasaw Nation Governor**

Bill Anoatubby

**Cheyenne & Arapaho Tribes Governor**

Janice Prairie Chief-Boswell

# **Thank you**

This concludes the STEP presentation

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