



**Tribal Education Departments National Assembly
Native Youth Community Project 2015
1st Quarter FY 2017**

Short-Term Implementation Plan

Schedule B: 10/01/16-12/31/16

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September 2016

LEA Partnership with:

El Reno & Darlington Public Schools
Bristow Public Schools
Northern Cheyenne Tribal Schools
Little Axe Public Schools

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Actual Implementation OCTOBER 1, 2016 – DECEMBER 31, 2016

Activity	Description	Materials	Duration/Weight	Outputs
"ME" Posters Project	Strategy: Creative Expression	Poster board, CCR Catalog, writing utensils, stickers, tape, paper, paint	30 minutes Light	Completed College and Career Expression Posters
	Objective: 3			
	Core Resource: IES			
"True Colors" Personality	Strategy: Interpersonal Analysis	Paint, stickers, colored paper, PowerPoint, age-appropriate survey	15 minutes Light	Individual Personality Types for NYCP Enhanced Learning Designs
	Objective: 3			
	Core Resource: IES			
ACT Engage Academic Behaviors	Strategy: Social-Emotional Analysis	Distribution slips, computer, internet access	45 minutes Heavy	Identification of Intervention Techniques for Students at Risk
	Objective: 1 & 2			
	Core Resource: ACT			
ACT Profile Career Exploration	Strategy: Career Interest Analysis	Instructional slips, computer, internet access	30 minutes Medium	Personalized College Major Map & Career Map
	Objective: 2			
	Core Resource: ACT			
Low-Stakes College & Career Writing	Strategy: Creative Expression	Notepaper, pen, prompts (10x), emoji stickers	10 minutes Light	Student Journals Subjective Development of CCR Voice
	Objective: 1 & 2			
	Core Resource: ADI			
Higher Education Vocabulary	Strategy:	List of vocabulary words, Flocabulary Mini-Games List	15 minutes Light	Vocabulary Growth
	Objective: 2 & 3			
	Core Resource: IES			

Planning for Next Quarter JANUARY 1, 2017 – MARCH 31, 2017

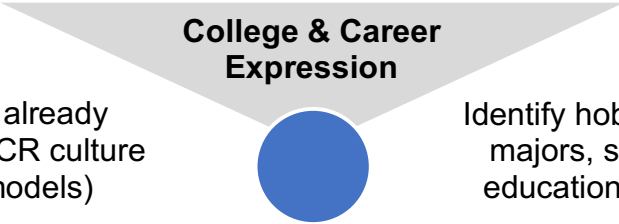
Activity	Description	Plan-Execute Est.	Resource Involved	Date/Time
Guest Speakers	Take a creative approach at introducing local speakers in various career fields that students are not usually exposed to and provide motivational and support message.	Plan: Q1	-IES -LEA Contact	October 20 th , 2016
		Execute: Q2		
College & Career Readiness in Tribal Language	Coordinate with tribal programs that can provide language and/or cultural activities centered around college & career readiness. (ie – CCR vocabulary in actual tribal language, cultural info.)	Plan: Q1	-IES -Tribal Lang. Program. -Tribal Culture Program.	October 19 th , 2016
		Execute: Q3		
“How Do I Learn” Assessment	Curriculum Building lead by Academic Development Institute on how to integrate “How Do I Learn” assessment incorporating the meta-cognitive competency (1 out of 4)	Plan: Q1	-IES -Academic Development Institute	TBD, pending confirmation from ADI point of contact
		Execute: Q2		
Read Right Training	Re-introduce the Read Right Systems reading intervention program for implementation training, hands-on approach, and discussing how to scale this resource to each local site.	Plan: Q1	-IES -Read Right System -LEA IT Contact	November 12-15, 2016
		Execute: Q2		
College & Career Readiness Night	NYCP hosts an afterschool night inviting students, parents, and educators and introduce them to the program activities, mission, vision.	Plan: Q1	-IES -LEA VI Director -Parent Committee -Students	October 18, 2016
		Execute: Q2		

There are two basic functions to this short-term implementation plan: (1) understand what activities will be implemented in the quarter and (2) what activities are being planned for future implementation. It is important to note that each local site’s academic calendar year and regular bell schedule are inherently different. Due to that, the following implementation matrices are purposefully limited in their outlining of completion expectations by date across all total student targets. That being said, the above matrices are purposefully crafted to allow an ongoing accountability and standards division of the specialist’s role within (1) the tribal education agency “TEA”, (2) the local education agency “LEA,” and (3) actual grantee organization “TEDNA NYCP”

DELIVERABLES FROM CENTRAL OFFICE	
<p>Data Management:</p> <ol style="list-style-type: none"> 1. Disseminate additional Family Educational Rights and Protection Act (FERPA) information/training notes regarding the proper management of PII; will identify a date to go over those materials. 2. Design Google Forms which will be designated as “Uploading” information to central office via a custom google form used for weekly activity reports and eventual monthly activity summaries/reports. 3. Determine arrangements for a case management software where specialists can have digital capability with student portfolios as program progresses. 	<p>Improving Communication:</p> <ol style="list-style-type: none"> 1. Design and produce an “invitation to collaborate” letter templated for language and cultural activities around college and career readiness. 2. Produce a Directory of Contacts that involve (1) tribal program information, (2) pertinent school information, and (3) external program information for all resource partners, etc. 3. Develop the NYCP webpage as part of the greater TEDNA website, where visitors can obtain accumulated materials from the program.
<p>Community Collaborative Efforts & Program Activities</p> <ol style="list-style-type: none"> 1. Revisit and improve the program brochures by December 15, 2016 2. Improve “Me Poster Catalog” by October 15, 2016 3. Improve implementation alignments to better engage with TEA administrators, LEA administrators, and external service-area stakeholders. 	<p>Improving Program Governance:</p> <ol style="list-style-type: none"> 1. October 12th Program Director to be available to share Schedule B (this document) with each TEA Director and their respective specialist for clarification purposes. 2. Disseminate FY 2017 Drawdown Schedule to all TEA Directors, IES, and TEA designated accountants for planning purposes. 3. Disseminate FY 2017 CORE Team meeting schedule with new instructions for the GoToMeeting conference calls.

“ME” Project Posters

Activity ID: 1001



Identify already existing CCR culture (role models)

Identify hobbies, college majors, some higher education vocabulary

Aim:

Students gain confidence by being able to freely and creatively express their college & career interests (low-stakes) including peripheral identifications such as: existing college & career readiness support systems (ie. Role models) and identify additional information that builds their personality. (ie. Hobbies)

Materials:

Poster board (divided into three categories), CCR Catalog, pens, pencils, markers, stickers, tape, paper, paint, glue, scissors, construction paper, and photo release form.

Project Objective:

This activity facilitates TEDNA NYCP's 3rd program objective requiring the program to identify and build college and career readiness culture that surrounds the student.

Key Statements:

This is a creative and fun activity (30 minutes) where we want to let you be able to express what you know about college, careers and yourself. If you don't know where to start that's ok!

Icebreaker (if needed, 10 min max):

Human Pretzel Challenge!

Depending on size have entire group participate in a single knot, however exercise discretion for smaller groups.

Have all students make a circle and face the center, raise your left hand and place in the middle, join hands with someone else, raise right hand and repeat. Do not hold hands with the person next to you. See if the group can, without breaking hands, go back to the original circle.

Activity:

- Express the activity key statement
- Put students in groups of 3
- Assign each group or individual a CCR catalog based on availability
- Divide the poster into three sections in not done so already (left = college, center = “ME”, and right = Career) and have student fill out each section.
- Encourage students not to worry about CCR knowledge they don't know, but to identify things that make them think about college or careers (ie. Role models, hobbies, interests, professionals around them).

Data Reminders:

- Collect all names and respective grade of all students who are participating
- Take photograph of students actually doing their poster and/or icebreaker if executed, including a full sized photo of the poster without student.
- Take note of information that can document the baseline CCR culture support system

“True Colors” Personality

Activity ID: 1002

Personality Type Identification

Engaging with higher vocabulary about personality types

Connecting with other students of the same personality type



Aim:

Students gain self-awareness of their own personality styles including the style of their peers via assigned personality colors. Designed to promote the appreciation of individual differences and preferential learning types.

Materials:

Paint, stickers, True Colors PowerPoint, colored paper for assigned true color (each colored paper can have the tribal word for that respective color written boldly in the center of the sheet), age-appropriate survey to help identify the true color

Project Objective:

This activity facilitates TEDNA NYCP's 3rd program objective requiring the program to identify and build college and career readiness culture that surrounds the student.

Key Statements:

We're going to do a group activity about colors, not just any colors though, these colors will tell all of us something about ourselves that we may not know, in terms of your personality.

Icebreaker (if needed, 10 min max):

Most Interesting Person in the World

Divide the students into pairs. Ask them to take 4 minutes to interview each other, each interviewer has to find 3 interesting facts about their partner. Bring everyone back together and each person shares their 3 facts about their partner (partner assignments at the discretion of the specialist).

Activity:

- Express the activity key statement
- It will help if specialist shares their own color with the group
- Have each student take the survey to determine their color
- Encourage each student to share their colors with each other as they complete the surveys
- Divide up group by color and have each of them share which part of the color description they think best represents them.
- Take group photo of all students holding up their colors

Data Reminders:

- Collect all names and respective grade of all students who are participating including the color they ended up being assigned to
- Take a group picture of students holding up their assigned color with the tribal word for that color showing
- Ask students to do the same survey with their parents, and get the results back to you.

ACT Engage

Activity ID: 1003

Measuring Academic Behaviors

Identification of risks affecting achievement and timely graduation.

Recommends interventions based on custom items



Aim:

Allow the program to gather important information about a student's motivation, social engagement, and self-regulation in their learning environment. Increase the successful prediction and identification of students at risk of poor grades and dropout beyond typical academic performance alone.

Materials:

Customized Distribution Slips, Computer or Tablet, Internet browser that allows website (engage.act.org), and internet access

Project Objective:

This activity facilitates TEDNA NYCP's 1st and 2nd program objectives requiring a successful transition into high school with a 2.0+ GPA and building a college & career readiness plan.

Key Statements:

This is not an exam, but a survey that helps us understand how to help you in school. There are no right or wrong answers, and if you get confused or need help, don't be scared to ask me for help

Icebreaker (if needed, 10 min max):

My Favorite Things Are..

Students get into a circle and one-by-one answer the following questions:

1. If you could go anywhere in the world, where would you go?
2. Who's your favorite cartoon character, and why?
3. If you had a time machine, would you go to the past or future? Why?

Prompt students about all three questions by writing on the board or speaking them aloud before starting.

Activity:

- Express Key Statement
- Distribute the customized distribution code slips (it has simple instructions)
- Make sure each student has access to either a desktop, laptop, or tablet; at your discretion.
- Walk entire group through each step leading up to survey login
- Emails are not required, but you may give them (info@tedna.org) if the survey doesn't continue without one.
- Assist each student as needed, once majority has completed or time runs out, take group photo no matter if all students have finished or not.

Data Reminders:

- Retain names, grades, and a student ID of each participating student; further indicate if they have completed an engage assessment or if still in progress
- Take photos of engage surveys in progress or possibly silly group photo afterwards if the students are comfortable enough (make sure each student in photograph has a photo release on file)

ACT Profile

Activity ID: 1004

Personal Personality Identification

Engaging with higher vocabulary about personality types

Connecting with other students of the same personality type



Aim:

Students gain results that help them explore college and career options and plan for future. After completion of the interest, abilities, and values inventories each student will be able to view and record their personalized results on the Major map and Career Map for studying and sharing with family members.

Project Objective:

This activity facilitates TEDNA NYCP's 2nd program objective requiring the program to build a college and career readiness plan for the student.

Materials:

Instructional Slips, Computer or Tablet, Internet browser that allows website (profile.act.org), internet access, parent permission slip

Key Statements:

We all know how hard it can be to plan for the future, the ACT tool is an online application that can help you plan and explore career and college options at school or at home.

Icebreaker (if needed, 10 min max):

Paper Airplane Facts

Everyone gets a sheet of paper, quickly write an interesting fact about yourself that others may not know. Fold it into a paper airplane and launch it somewhere in the room, everyone scramble to get someone else's paper airplane and then open it up.

Guess which plane belongs to who and possibly repeat if there's enough time.

Activity:

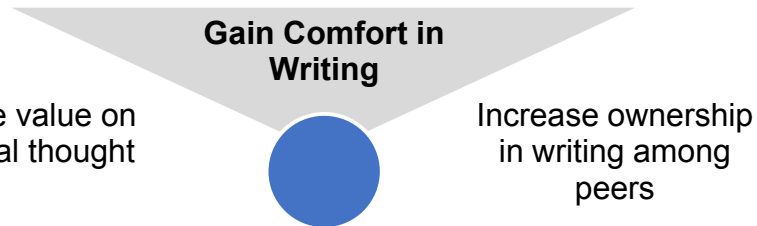
- Express Key Statement
- Distribute instructional slips that will guide each student to create and login on the ACT Profile website
- Allow students to attempt logging in, students will use the assigned email from the parent permission slip
- Guide students to complete the interest, abilities, and values inventories
- Allow time for student to see their personalized results in the career map and major map

Data Reminders:

- Retain names, grades, and a student ID of each participating student; further indicate if they have (1) completed a creation of a profile account (2) which inventories they have completed, and (3) if you have a copy of their generated maps
- Retain copy of the student's Career Map and Major Map
- Capture photographs while students are in the moment
- Records any difficulties for future implementation improvement

Low-Stakes College & Career Writing

Activity ID: 1005



Aim:

Student will gain comfort with sharing and developing their thoughts through writing. Student will increase value on individual thought, expression, and learning rather than punctuation, grammar, or getting a correct answer the first time. Overall increase student ideas, investment, and ownership in writing.

Materials:

Notepaper, pen, list of writing prompts (10 prompts per list), Edutopia Strategies List, and emoji stickers

Project Objective:

This activity facilitates TEDNA NYCP's 1st and 2nd program objectives requiring a successful transition into high school with a 2.0+ GPA and building a college & career readiness plan.

Key Statements:

Writing can be a stressful and sometimes almost dreadful experience because of the consequences involved with it, we want to help you become more comfortable with writing.

Icebreaker (if needed, 10 min max):

No Smiling.

Everyone get in a circle, go around and say their name. The objective so who can last the longest without smiling. Use a timer and one-by-one a student is selected not to smile and see how long they last. Everyone who can smile can either smile or say "No smiling in a very serious voice." Whoever can last the longest without smiling wins.

Activity:

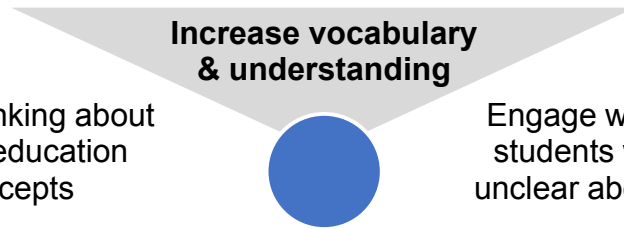
- Express Key Statement
- Avoid characterizing low-stakes writing as less important than other forms of writing in the classroom
- Share the time limit (10 mins)
- Read aloud the prompt and whether they write as individuals or in groups
- Have students write, possibly play age-appropriate music at your discretion
- Give students time to share their writing if they so wish
- Collect writing for "grading" where specialist will give positive feedback, a completed writing will always receive a 100% with feedback given

Data Reminders:

- Retain names, grades, and a student ID of each participating student; further indicate if they have (1) written towards a prompt (2) identify the prompt number (3) scan their written work for record.
- Take photographs of students writing their materials (make sure all students who participated have a photo release on file and a parent survey completed)

Higher Education Vocabulary

Activity ID: 1006



Aim:

Students will increase their basic understanding of higher education terminology related to: types of degrees, differences between types of colleges, types of professions, and financial literacy.

Materials:

List of Vocabulary Words, Flocabulary Mini-Games List, pencils, pens, scratch paper, or depending mini-game chosen from Flocabulary the additional materials might vary (see Flocabulary).

Project Objective:

This activity facilitates TEDNA NYCP's 2nd and 3rd program objectives requiring the program to build a college and career readiness plan and build college & career readiness culture.

Key Statements:

When people talk about college and/or careers it is easy to get confused on certain words you don't understand, these competitive mini-games will help you be a step ahead.

Icebreaker (if needed, 10 min max):

Paper Airplane Facts

Everyone gets a sheet of paper, quickly write an interesting fact about yourself that others may not know. Fold it into a paper airplane and launch it somewhere in the room, everyone scramble to get someone else's paper airplane and then open it up.

Guess which plane belongs to who and possibly repeat if there's enough time.

Activity:

- Obtain vocabulary list for session
- Select Flocabulary Mini-Game type
- Express key statement
- Play session(s) depending on time allowed at your discretion
- Have students go around in a circle and select one word they didn't know about but explain to the group what it means

Data Reminders:

- Retain names, grades of each student participating
- Take photographs of students in the moment of the competitive Flocabulary mini-games
- Record which words appeared to be chosen the most on average

Important Links

Click on Link Title or Description to navigate to document

Link	Description	Link	Description
CCR Catalog	Catalog for printing and cutting out selection of colleges or careers	Edutopia Strategies List	Strategies for low-stakes writing activity prompts
Photo Release Form	Parent permission slip to allow program to use photos of student(s)	List of Higher Ed. Vocabulary	List of basic higher education terminology for students to learn
True Colors Power point	Power point that explains each of the color personality types	Flocabulary Mini-Games	Mini-games for the basic higher education terminology for learning
True Colors Survey	Survey for students to figure out their true color	Contact List	Master contact list for entire TEDNA NYCP Program
ACT Engage Online Link	Survey link to actual engage.act.org website (not distribution slip)	Grant Proposal	Comprehensive copy of TEDNA NYCP 2015 Grant Proposal
ACT Profile Permission Slip	Slip for parent permission for student to participate in ACT profile	Parent Survey	Parental survey about college and career readiness and their student.
ACT Profile Instructions	Distribution slip for students to follow step-by-step profile setup	NYCP Index	Primary resource for uploading documents and submitting weekly reports to project director at central office
Low-Stakes Writing Prompts	Master list of prompts (10x) for the low-stakes writing activity		