RE: Native Youth Community Project Update
TO: Oklahoma Advisory Council for Indian Education (OACIE)

It is with great pleasure that I enclose the following updates to the Oklahoma Advisory Council for Indian Education (OACIE) meeting. The Tribal Education Departments National Assembly, Native Youth Community Project (TEDNA NYCP) has made steady progress towards: sustaining name recognition, building local trust, and implementing an innovative curriculum that challenges our native youth to demonstrate early college and career readiness by ninth grade.

- Our Muscogee Creek Nation, Indian Education Specialist (MCN:IES) Anita Pahsetopah had an excellent campus tour of Oklahoma State University, Institute of Technology (OSUIT) where over 40+ participating students toured facilities and received lectures from university staff;
- Our Cheyenne & Arapaho Tribes, Indian Education Specialist (CA:IES) Tashina Tahdoohahnippah hosted the fourth College and Career Readiness Night (CCRN) for the Darlington (04/13) and El Reno (04/21) Local Education Agencies the event hosted 30+ participating students and family members;
- Our Absentee Shawnee Tribe, Indian Education Specialist (AST:IES) Jeffrey Foresee has been assisting with the implementation of Camp Nikoti since (06/20) working with qualifying students (grades 6-9);
- Our Northern Cheyenne Tribe, Indian Education Specialist (NCT:IES) Holly Fisher has worked with over 30+ participating students with Khan Academy accelerating student engagement with math.
- The program has begun a joint-collaboration with the College Board to share additional resources through the Counselor Connection and Suite of Assessments that could increase the utility of Khan Academy and it’s benefit to participating students;
- In early May 2017 the program began a collective implementation of ACT Aspire across three sites where over 75+ tests were administered and another 20 paper-based tests awaiting grade completion from ACT Aspire, Inc;

Since planning sessions in early June to actual implementation in early July, TEDNA NYCP is hosting a Summer Enrichment Program (SEP) for all participating sites able to host it. Our planned activities will cover Leadership & Character Development, Tribal Community Research & Involvement, Reading & Financial Literacy, and of course active games throughout.

Best Regards,

Julian Guerrero Jr.
Associate Director, TEDNA
Project Director, TEDNA NYCP
Julian.Guerrero@tedna.org | (405) 229-3165
### ENGLISH
- OK: 55% (16 students, 2% in need of support)
- Grade 6: 70% (10 students, 0% in need of support)
- Grade 7: 50% (32 students, 3% in need of support)

### READING
- OK: 26% (42 students, 17% in need of support)
- Grade 6: 30% (10 students, 0% in need of support)
- Grade 7: 25% (32 students, 0% in need of support)

### WRITING
- No Students Tested

### SCIENCE
- No Students Tested

### MATH
- No Students Tested

**Subject Proficiency by Grade Level**

How can decisions be informed based upon grade level subject proficiencies?

**SUBJECT FOCUS**
Better proficiency in Reading may improve scores.

ACT Aspire Reading Assessments determine whether students can understand what increasingly challenging texts say explicitly and what can reasonably be inferred from these texts; understand general academic and domain-specific language in the context in which it is used; and integrate knowledge and ideas from multiple texts.
# Students | State | Gender | Actual Grade | English Readiness Level | Math Readiness Level
---|---|---|---|---|---
1 | OK | F | 7 C | 7 E |
2 | OK | F | 7 E | 7 E |
3 | OK | F | 7 C | 7 E |
4 | OK | F | 7 R | 7 E |
5 | OK | F | 7 R | 7 E |
6 | OK | F | 7 E | 7 E |
7 | OK | F | 7 R | 7 E |
8 | OK | F | 7 N | 7 E |
9 | OK | F | 7 E | 7 E |
10 | OK | M | 7 E | 7 E |
11 | OK | M | 7 E | 7 E |
12 | OK | M | 7 R | 7 E |
13 | OK | M | 7 E | 7 E |
14 | OK | M | 7 R | 7 E |
15 | OK | M | 7 C | 7 E |
16 | OK | M | 7 R | 7 E |
17 | OK | M | 7 C | 7 E |
18 | OK | M | 7 C | 7 E |
19 | OK | M | 7 E | 7 E |
20 | OK | F | 7 C | 7 E |
21 | OK | M | 7 R | 7 E |
22 | OK | F | 7 R | 7 E |
23 | OK | M | 7 E | 7 E |
24 | OK | F | 7 C | 7 E |
25 | OK | F | 7 E | 7 E |
26 | OK | F | 7 E | 7 E |
27 | OK | F | 7 E | 7 E |
28 | OK | M | 7 E | 7 E |
29 | OK | F | 7 E | 7 E |
30 | OK | M | 7 E | 7 E |
31 | OK | M | 7 E | 7 E |
32 | OK | F | 7 E | 7 E |
33 | OK | M | 6 E | 7 E |
34 | OK | M | 6 R | 7 E |
35 | OK | M | 6 E | 7 E |
36 | OK | M | 6 E | 7 E |

E = Exceeding, R = Ready, C = Close, N = Needs Improvement
# Students | State | Gender | Actual Grade | English Readiness Level | Math Readiness Level
---|---|---|---|---|---
37 | OK | M | 6 | E | 
38 | OK | F | 6 | E | 
39 | OK | F | 6 | R | 
40 | OK | F | 6 | E | 
41 | OK | F | 6 | R | 
42 | OK | F | 6 | E | 
43 | MT | F | 7 | N | 
44 | MT | M | 7 | | 
45 | MT | F | 7 | N | 
46 | MT | M | 7 | C | 
47 | MT | M | 7 | | 
48 | MT | F | 7 | N | 
49 | MT | M | 7 | | 
50 | MT | M | 7 | | 
51 | MT | F | 7 | N | 
52 | MT | F | 7 | N | 
53 | MT | F | 7 | N | 
54 | MT | M | 7 | | 
55 | MT | F | 6 | N | 
56 | MT | M | 6 | N | 
57 | MT | F | 6 | N | 
58 | MT | F | 6 | N | 
59 | MT | F | 6 | N | 
60 | MT | M | 6 | N | 
61 | MT | M | 6 | N | 
62 | MT | F | 6 | N | 
63 | MT | F | 6 | C | 
64 | MT | M | 6 | | 
65 | MT | M | 6 | N | 
66 | MT | M | 6 | N | 
67 | MT | M | 6 | N | 
68 | MT | F | 6 | C | 
69 | MT | F | 6 | N | 

*E = Exceeding, R = Ready, C = Close, N = Needs Improvement*
FIRST-QUARTER NARRATIVE REPORT

FOR GRANTEE:
TRIBAL EDUCATION DEPARTMENTS NATIONAL ASSEMBLY, CO.

DUNS: 067864762
PR/AWARD NUMBER: S299A150045

PROJECT TITLE:
TRIBAL EDUCATION DEPARTMENTS NATIONAL ASSEMBLY, NATIVE YOUTH COMMUNITY PROJECT 2015 (TEDNA NYCP 2015)

SUBMITTED PER REQUEST OF PROGRAM OFFICER ON:
JANUARY 31ST, 2017
Mr. John Cheek  
Project Officer, Office of Indian Education  
United States Department of Education  
john.cheek@ed.gov

Mr. Cheek:

It is with great pleasure to report on the continued and strengthened progress of the Tribal Education Departments National Assembly, Native Youth Community Project 2015 (TEDNA NYCP). I write to report on the series of ongoing developments for early college and career readiness resources and strategies for our participating students grade(s) 6-9. Already in the second year, our findings have led to major data-driven decisions, focused on improving implementation for the benefit and support of our participating students.

TEDNA NYCP has made significant progress in the completion of measurable project objectives which are: (1) to increase the academic achievement of participating Indian students grades 6-9 to be college and career ready; (2) to increase informed college and career planning with American Indian students in grades 6-9; and (3) to build a college and career readiness culture so that everyone believes that American Indian students are capable of success in college and career.

One year ago, our implementation status could be described around many challenges of hiring personnel, building capacity, and adapting to tribal turnover. Today the program is now fully staffed with four education specialists, expanded the capacity and presence of the program at each site, and have adapted to turnover challenges faced at different levels with the TEAs/LEAs. The program is encouraged to share some of our unique results to-date and look forward to the future submission of our Annual Performance Report come April 1, 2017.

Best Regards,

Julian Guerrero Jr.  
TEDNA NYCP Project Director  
Julian.guerrero@tedna.org  
(405) 229-3165

cc: Quinton Roman Nose, Executive Director  
Gloria Sly, President of TEDNA  
Michael Pavel, External Evaluator
TEDNA NYCP’s implementation has remained cognizant and aligned to the project objectives as defined in the cover letter. The program has taken advantage of all eight core resource partnerships and initiatives ranging from ACT, Academic Development Institute, Education Specialists, Read Right Systems, Tuwaduq Cultural and Research Institute, Native American Rights Fund, TEDNA Digital Commons, and Khan Academy. Over 150 student assessments from ACT Engage have been completed and the program has begun to share data insights with tribal education departments since early December. One of our community college and career readiness nights had an overwhelming attendance of at least 95 people, of which 31 were mothers and the remainder were fathers, and/or extended family. Since the beginning of the new fiscal year we have conducted eight core team meetings, of which six are readily available online 24/7 for listening. We are now fully staffed with an education specialist assigned to each of our four tribal TEAs: (1) Tashina Tahdooahnippah, Cheyenne and Arapaho Tribes; (2) Anita Pahsetopah, Muscogee Creek Nation; (3) Jeffrey Foresee, Absentee Shawnee Tribe; and (4) Holly Fisher, Northern Cheyenne Tribe. Through a collective effort, the program has a specific implementation schedule providing program-specific implementation guidance on a quarterly basis across all four tribal partnerships. The program is undergoing the development of a centralized database of all program data across all four tribes to enhance data-driven decision making. We have sustained and strengthened our presence at each site with profound confidence to continue within the original project scope and have no plans to deviate our service to the participating students.

PROJECT CHALLENGES

Persistent challenges affecting implementation of TEDNA NYCP can be commonly attributed to having sufficient access to the student in terms of time commitments, time on project activities, and student data. The inherent environmental conditions in terms of access to broadband high-speed internet, limited technology in the school facilities, and long-distance between program leadership and each local site has proved a challenge. One of our sites remained highly susceptible to tribal leadership turnover causing a delayed hiring of that education specialist personnel. The concept of early college and career readiness, specifically to our project grade(s) 6-9, challenged the program to consistently present clarifications on how to identify early college and career readiness as a distinct priority for TEAs. Each of these challenges have affected our implementation status at varying levels, however the program has adapted its approach to fit each local site and work through each challenge no matter the size.

FINANCIAL STATUS & EXPENDITURES

To-date TEDNA NYCP has expended a total amount of $203,136.76, out of the authorized performance period amount of $530,571.00 between 10/01/2016-09/30/2017. Having expended roughly 38% of our performance period budget, the program is on-track to expend all figures on-time including those figures requested and approved from the FY 2016 budget carryover request funding two additional coordinating staff to focus and complete year one activities. The program does not expect to submit a budget carryover request for FY 2017 and is encouraged by having full staffing this second year, as compared to the first year where staffing resulted in carryover amounts.
ATTACHMENTS

Please refer to the following attachments that provide additional insight on some document successes, activities, and stories since the May Annual Performance Report.

- FY 2016 External Evaluation Report, Tuwaduq Cultural and Research Institute
- Community College and Career Readiness at Cheyenne & Arapaho Tribes Picture and Sign-In
- FY 2016 ACT Engage Student Dataset
- Copy of Schedule B
- Copy of 8CORE
- Recording links to CORE Team meetings
TRIBAL EDUCATION DEPARTMENTS NATIONAL ASSEMBLY
NATIVE YOUTH COMMUNITY PROJECT

FIRST YEAR EXTERNAL EVALUATION REPORT

TRIBAL EDUCATION DEPARTMENTS NATIONAL ASSEMBLY
NATIVE YOUTH COMMUNITY PROJECT:
COLLEGE AND CAREER READINESS FOR INDIAN STUDENTS
S299A150045

November 2016

Dr. Michael Pavel
Tuwaduq Cultural & Research Institute

Please feel free to contact the author with questions or comments via email at:
MichaelPavel@Outlook.com
SECTION I- THE CONTEXT

This section provides an overview of the project, its goal and objectives, and key support to achieve the project goal and objectives. The second section offers a brief description of the evaluation approach, purpose, questions, and process. The third section presents pertinent findings. The fourth section offers some suggestions on firming up intentions to measuring goal and objectives. The fifth and final section is simply a summary of this report.

The Tribal Education Departments National Assembly (TEDNA) Native Youth Community Project (NYCP) (hereafter referred to as TEDNA NYCP 2015) completed the first year of a four year grant to develop, test, and demonstrate effectiveness of college and career readiness services and supports to improve the educational opportunities and achievement of Indian students in middle and junior high school. It is important to note that legislation authorizing funding for NYCP places a premium on tribal consultation and recognizes the value of tribal sovereignty in education. The goal of TEDNA NYCP 2015 is to increase College and Career Readiness for Grade 6-9 participating Indian students through improved academic readiness, informed career planning, and building the capacity of the Tribal Education Departments (TEDs) to maintain this College and Career Readiness culture. The measure of this goal is that 9th grade Indian students will transition into high school with a GPA of 2.0+ and a College and Career Readiness Plan that is locally informed.

Measureable objectives of the project are:

(a) to increase the Academic Achievement of participating Indian students in Grades 6-9 to be College and Career Ready;
(b) to increase informed College and Career Planning with Indian students in Grades 6-9; and
(c) to build a College and Career Readiness Culture so that everyone, especially educators, community, students, and families all believe that Indian students are capable of success in College and Career.

A college-ready Indian student is defined as able to enter postsecondary education without the need for remedial coursework. A career-ready Indian student is one who effectively navigates pathways that connect education and employment to secure a desired career.

Key supports being made available to the Tribal Education Departments (TEDs) and associated Local Educational Authorities (LEAs) to achieve the TEDNA NYCP 2015 goal and objectives are research-based and proven practices to prepare students to make successful transitions from middle school to high school and beyond. Resource Partners–Oklahoma State Regents for Higher Education, ACT, Native American Rights Fund, Academic Development Institute, Read Right, and Tuwaduq Cultural & Research Institute–will collaborate with the TED-LEA partnerships to meet the college and career readiness needs of Indian students.

The next section provides details about the evaluation approach, purpose, questions and process to ascertain the extent that the project is positioning to accomplish the goal and objectives.
SECTION II - THE EVALUATION APPROACH, PURPOSE, QUESTIONS, AND PROCESS

This external evaluation embodies a strength-based and asset-oriented approach, and its purpose is formative (to improve the project's design and performance) and summative (to determine outcome) assessments of progress to achieving the goal and objectives. In addition to identifying strengths and assets, the primary evaluation question is:

- How is the project progressing to accomplish the goal?

Table 1 lists the three objectives and secondary evaluation questions.

Table 1. TEDNA NYCP 2015 Objectives and Secondary Evaluation Questions

<table>
<thead>
<tr>
<th>Objective</th>
<th>Secondary Evaluation Question</th>
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</thead>
<tbody>
<tr>
<td>To increase the Academic Achievement of participating Indian students in Grades 6-9 to be College and Career Ready.</td>
<td>• How is academic achievement measured?</td>
</tr>
<tr>
<td>To increase informed College and Career Planning with Indian students in Grades 6-9.</td>
<td>• How will college and career planning activities and supports become more sophisticated or comprehensive as students’ progress from 6th grade to 9th grade?</td>
</tr>
<tr>
<td>To build a College and Career Readiness Culture so that everyone, especially educators, community, students, and families ALL believe that Indian students are capable of success in College and Career.</td>
<td>• How is College and Career Readiness Culture measured? • What is taking place to build a College and Career Readiness Culture so that everyone, especially educators, tribal community leaders, students, and families ALL believe that Indian students are capable of success in College and Career?</td>
</tr>
</tbody>
</table>

This first year external evaluation process recognizes the significant accomplishments associated with the first year implementation phase of the project to be positioned to produce measureable outcomes in succeeding years. The findings of this First Year Evaluation Report focus on (a) identifying strengths and assets that can address major challenges, (b) determining the status of measuring the TEDNA NYCP 2015 goal and objectives, and (c) take stock of Resource Partner contributions to fulfilling the goal and objectives. These findings are integrated with recent developments carried out by project administration to ensure a smooth and productive transition from Year One (2016) to Year Two (2017) which is currently underway. These recent developments were months in the making, and the results reflect strategic efforts associated with the capable and proficient administration of TEDNA NYCP 2015.
SECTION III - FINDINGS

Findings associated with the first year focus on: Identifying Strengths and Assets to Overcome Challenges, Status of Measuring Goal and Objectives, and Resource Partner Contributions.

Identifying Strengths and Assets to Overcome Challenges. The strength-based approach is intended to identify elements that: (a) perennially exist to ensure success of TEDNA NYCP 2015 and (b) that everyone should embody to serve the interests of Indian students. The prominent strengths identified during this first year are:

- **Sovereignty** – TEDNA NYCP 2015 involves sovereign Tribal nations and TEDNA emphasizes that it is vital to recognize this legal and political status when TEDs are interacting with LEAs to increase academic achievement to prepare Indian youth to be college and career ready. In designing and providing college and career readiness supports, particularly attention is given to present and future needs of the tribal community that can be addressed by highly qualified tribal members.

- **Language, Culture, and History** – TEDNA NYCP 2015 strives to incorporate tribal language, culture, and history when advancing college and career readiness to ensure that efforts to assist youth in the planning process are locally informed and distinctly tailored to the tribal community. This is boldly stated upfront in developing a logo that presents the traditional naming of the four Tribes involved (see logo on title page).

- **Youth, Families, and Elders** – TEDNA NYCP 2015 intuitively and intentionally sees youth, families, and elders as strengths and purposefully acknowledges this in its outreach and communication so as to cultivate a culture where everyone believes that Indian youth are capable of becoming college and career ready.

An asset-oriented approach is intended to identify what exists to leverage strengths within the Tribal community to successfully implement TEDNA NYCP 2015. The assets identified thus far are:

- **Leadership** – TEDNA is overseen by a Board comprised of experienced Indian educators representing Tribes throughout the nation and who provide leadership on all issues affecting the education of Indian youth. The Executive Director of TEDNA is highly respected for his leadership and is vocal advocate of tribal sovereignty in education. The TED Directors, Indian Education Specialists (IESs) and LEA Administrators are qualified. The Project Director is capable, talented and tireless in his dedication to implement all aspects of TEDNA NYCP 2015. It has been the leadership that has made possible the relationships necessary to create the conditions necessary to carry out the services and supports to address the college and career readiness needs of Indian youth.

- **Relationships** – Early developments experienced thus far indicate successful implementation of TEDNA NYCP 2015 because of good working relationships. TEDNA NYCP 2015 leadership, particularly at the central TEDNA office, entered into relationships that expanded TEDNA’s organizational capacity in the areas of accounting, human resources, cooperating agreements, and communication. As a result, people are working together for successful implementation to take place and sustainability to be
realized. Relationships between the TEDs and LEAs have been expanded and new working relationships with essential Resource Partners have been created that include:

- Oklahoma Public School Resource Center (provides essential fiscal, administrative and facility infrastructure to house TEDNA and TEDNA NYCP 2015),
- Oklahoma State Regents for Higher Education (provides free access to professional development retreats and ongoing technical assistance TEDNA and TEDNA NYCP 2015 personnel as well as ongoing consultation and collaborations),
- ACT (provides training to Indian Education Specialists, college and career readiness supports to Indian students and families, and expertise to carrying forth a high quality research agenda in collaboration with SK Consulting),
- Native American Rights Fund (offers overview training for TEDs interested in developing and implementing education codes and provides ongoing organizational support for TEDNA and TEDNA NYCP 2015 to advance tribal sovereignty in education and to create a college and career readiness culture),
- Academic Development Institute (provides quality professional development in the area of personal competency and ongoing professional advice to guide TEDNA and TEDNA NYCP 2015 initiatives to create a college and career readiness culture),
- Read Right (provides high quality training in and instructional support in the area of reading to increase academic achievement among Indian youth), and
- Tuwaduq Cultural & Research Institute- (provides formative and summative evaluation services with ongoing assistance administering a federally funded grant project to achieve the goal and three objectives).

These relationships have been made possible because of NYCP funding and cultivated by TEDNA and TEDNA NYCP 2015 leadership in collaboration with TEDs and local educational authorities (LEAs). Moreover, the leadership is inspiring the involvement of other influential entities: (a) Data Quality Campaign (will provide webinar training on gaining access to high quality data to better inform decision-making at all levels to achieve the goal and three objectives), (b) ETS (will provide webinar training on gaining analyzing data to better inform decision-making at all levels to achieve the goal and three objectives), and (c) College Board (will provide training on college and career readiness supports that can better inform decision-making at all levels to achieve the goal and three objectives). These relationships are being foster through clear and consistent lines of communication.

- **Communication** – There is a high level of communication associated with TEDNA NYCP 2015 that began with a joint onsite meeting at the TEDNA central office in Oklahoma City soon after notice of approved funding had been received and continues in the form of monthly video/phone conference meetings with the Core Team and extended community that follows an established agenda. The Core Team conference meetings are recorded and archived for future reference. The TEDNA Board frequently state abreast and involved in TEDNA NYCP 2015 affairs through regular conference calls, in-person meetings, and frequent communication with TEDNA Executive Director and TEDNA NYCP 2015 Project Director. The NYCP 2015 Project Director has established quarterly implementation meetings with Indian Education Specialists (IESs) to set forth more ambitious and intentional efforts to assist Indian youth to become college and career
ready. Communication is enhanced with frequent Project Director personal contacts with the TED-LEA Partnerships and Resource Partners, as well as a yearly joint onsite visit conducted by the TEDNA Executive Director, TEDNA NYCP 2015 Project Director, External Evaluator, and available Resource Partners. There is also communication disseminated via the TEDNA website and an official TEDNA Newsletter. This First Year External Evaluation Report will be available to the TEDNA NYCP 2015 community and beyond through the TEDNA website and key findings shared in the Core Team meeting and Newsletter. TEDNA NYCP 2015 leadership has found that successful implementation involves a broad base of community action carried out by people that communicate with one another. This communication is demonstrated by sincerely listening to each other and making decisions from collective conversations involving students, family members, teachers, administrators, Tribal leaders, Resource Partners, and TEDNA Leadership who feel they are being heard. The NYCP 2015 Project Director has made good use of creating effective lines of communication that have resulted in productive implementation tools and strategic plan.

- **Implementation Tools and Strategic Plan** – TEDNA NYCP 2015 is experiencing successful implementation by using various tools that include: Project Overview, Concept Map, Resource and Communication Diagram, Accounting Policies and Procedures, Employee Handbook, Orientation Packet, and Drawdown Schedule, Newsletter, Implementation Plan, and Implementation Schedule. Of the latter, the Project Director and site representatives had a week-long planning retreat that resulted in a first quarter strategic implementation plan (Schedule B) with achievable outcomes to achieve the TEDNA NYCP 2015 goal and objectives; a second quarter session is soon to take place and everything appears to be in order. The TEDNA and TEDNA NYCP 2015 leadership advances tribal sovereignty and in doing so demonstrates a deep commitment to the ideal that local tribal communities and their partners are in control. As a result, leadership is supporting implementation and strategic planning among the TED-LEA Partnerships by ensuring that essential resources are in place to create the right conditions for TEDNA NYCP 2015 to flourish.

The above strengths and assets help address challenges to increasing Indian student college and career readiness (i.e., implementing a project to serve high need populations, brokering relationships between TEDs and LEAs, and confronting turnover among key personnel). Indian youth often experience an array of factors that conspire to undermine their opportunities to receive a quality education and secure meaningful careers. Where factors are persistent and far reaching, such environments are typically denoted as high need.

**How and why do strengths and assets identified apply to TEDNA NYCP 2015?**

Briefly, high needs arose as a result of historical circumstances associated with colonization that usurped Tribal educational oversight. Sovereignty of Tribes dictates the responsibility to educate its members and regain Tribal educational oversight. Language, culture, and history were/are causalties of colonization, and Tribes are resolute in stating that language, culture, and history are and should be part of the solution to advancing education among Indian youth. Youth, families, and elders working together is necessary because the most insidious colonizing
approach ever implemented to educate Indian youth was when children were taken away from their families and removed from the care of elders to off-reservation boarding schools. The experienced Indian education leaders associated with TEDNA NYCP 2015 are all too familiar with the assortment of deficit factors confronting Indian youth and equally aware of how it is necessary to achieve a sense of balance by embracing strengths.

Whether among TED & LEA and/or Resource Partners and TEDs, respectful relationships are equally important, especially when fostered with good communication conducted with effective implementation tools and strategic plan. All these developments are underway and solidifying as EDNA NYCP 2015 moves beyond its infancy to look earnestly towards achieving its stated goal and objectives by brokering relationships between TEDs and LEAs, as well as hiring, training, and retaining qualified Indian Education Specialists.

**Status of Measuring Goal and Objectives.** The TEDNA NYCP 2015 goal is to increase College and Career Readiness for Grade 6-9 participating Indian students through improved academic readiness, informed career planning, and building the capacity of the Tribal Education Departments to maintain this College and Career Readiness culture. The primary evaluation question is:

- How are the TEDs and School Partners progressing to accomplish the goal?

The data required to document progress made to achieve the goal are GPA and plan from each student. TEDs and School Partners were surveyed to determine if: (a) a data management system is in place, (b) GPA is recorded for students served, and (c) there is evidence 6th grade students are developing a College and Career Readiness Plan. It should be noted that TEDNA NYCP 2015 is evolving at an accelerated rate with positive developments occurring daily. However, the results presented in Table 2 indicate there is an opportunity to ensure that all TED-LEA Partnerships have a system in place to collect and manage: (a) the GPA of each student served by the time they enter and complete 9th grade and (b) a portfolio documenting an increasing informed college and career readiness plan that is locally informed. The data should be kept at each individual TED and then comparable data for all TED-LEA partnerships be accumulated at the TEDNA central office to monitor progress at meeting the goal for individual sites as well as for the overall project.
<table>
<thead>
<tr>
<th>Effort to Document Progress</th>
<th>Northern Cheyenne</th>
<th>Absentee Shawnee</th>
<th>Muscogee Creek</th>
<th>Cheyenne &amp; Arapaho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data management system in place</td>
<td>Yes</td>
<td>No Response</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>GPA recorded for students served</td>
<td>Yes</td>
<td>No Response</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
| Narrative Response about evidence 6th grade students are developing a College and Career Readiness plan | The school uses a variety of data/evidence to document the process of developing a College and Career Readiness Plan. Some of the documents that are used are the following: * “NCTS After School Tutoring Program Information” - Letter to Parents  * “Students Selected by Teacher Committee” - Based off NWEA Grade by RIT Scores  * “Waiting List” - Students selected by the Teacher Committee placed on a waiting list  * “May 2016 NCTS TEDNA NYCP 2015 Tutoring Schedule” - Month Long Calendar  * “Infinite Campus Reports” - Attendance, Grade Point Average  * “Read Right Active Student Report” - Generated by Read Right Reps  * “NWEA Grade by RIT” - Participating Students  
By having the documents on hand the staff was able to determine selection of participants by attendance, grade point averages, and, teacher recommendations. The information was used to provide a general overall explanation to parents and also get verbal consent for their students to stay after school. The documents can be located at the school level and are housed as a hard copy in a file folder. | No Response | Students have developed resumes, practiced filling out college applications, created brochures about the college of their choice, and visited colleges that meet their interests. | During our first major event, the Education Specialist with support from the TEDNA NYCP 2015 Director, C & A Tribe’s Department of Education, and school officials hosted a College & Career Readiness (CCR) night at both Darlington and El Reno schools. At this time students completed the ACT Engage Questionnaire that collects data about the individual student and their knowledge about college and careers as well as assess their needs. Also students were asked to complete a “Me” poster that was unique to their future aspirations in college and careers. This was a future activity that will be presented to all students so that all students gain praise as their final works of art will be highlighted and displayed in the C & A Tribe’s Department of Education hallway. |
TEDNA NYCP 2015 has three objectives that support its goal. The first objective is to increase the Academic Achievement of participating Indian students in Grades 6-9 to be College and Career Ready. The evaluation question pertaining to this objective is, “How is academic achievement measured?”

Table 3. First Year Evaluation Tribal Education Department response to question, “How are you measuring academic achievement?”

<table>
<thead>
<tr>
<th>Northern Cheyenne</th>
<th>Absentee Shawnee</th>
<th>Muscogee (Creek)</th>
<th>Cheyenne &amp; Arapaho</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school is measuring academic achievement by way of interim testing assessments, attendance data, Read Right Active Student Report, SY 2015-2016 GPA and, Khan Academy email lists. The measures show baseline data for Reading and Math scores, progress during the After School Program and participant email usage. The measures will be tagged as SY 2015-2016 data and will be used as a baseline for the next school years to come. Different graphs can and will be used to measure the growth from year to year.</td>
<td>We will work with the students to see what their educational/academic goals are both short and long term. Once we have a baseline we can see over time if the students are progressing towards or have met their goals. Attendance records are another measure we will be documenting. Use of any tutoring programs offered through the school or the Tribe.</td>
<td>We measure academic achievement through student grades as well as benchmark growth [TBD by TED and LEA] and attendance.</td>
<td>In order to monitor our students to keep them on track for the projected GPA status that is detailed in the grant, it has been agreed that the Education Specialist will get continual grade updates on student caseloads that she will be working with utilizing the online resources in partnership with the grant. This will also help determine if the resources are producing positive outcomes as far as further assisting the students that may need additional help in particular areas of study. This will be done by having counselors at each school provide a grade report generated the districts online data base for teacher grade reporting when requested for the benefit of the student. Each school is aware of the requests and are prepared to provide that information.</td>
</tr>
</tbody>
</table>

The variability in the responses across the four sites that we see in Table 3 opens up the environment for shared learning that promotes collective approaches and respects individual differences. This means that all four sites need to (a) collect comparable data and (b) also be encouraged to collect data unique to their site. Paramount is the need to ensure that data collected to measure the first objective address how academic achievement is associated with the students being College and Career ready.

The second objective is to increase informed College and Career Planning with Indian students in Grades 6-9. The key term is to “increase” and the evaluation question is, “How will college
and career planning activities and supports become more sophisticated or comprehensive as students’ progress from 6th to 9th grade?” The TEDs’ brief descriptions are shown in Table 4.

Table 4. First Year Evaluation Tribal Education Department Brief Description of How Activities and Supports Will Become More Sophisticated or Comprehensive as Students’ Progress from 6th to 9th Grade

<table>
<thead>
<tr>
<th>Northern Cheyenne</th>
<th>Absentee Shawnee</th>
<th>Muscogee (Creek)</th>
<th>Cheyenne &amp; Arapaho</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Tribal Education Department staff will make presentation to grades 6th – 8th on higher education and Job placement and training programs to begin planting the seeds of the possibilities that are available to them upon graduating from high school. The staff will make mini presentations to the students, provide video and develop games to peak their interests. The Ed Specialist will work with the teachers for appropriated times to meet with the students.</td>
<td>As the program continues to develop, one key aspect of increasing informed College and Career Planning will be to partner with inter-tribal departments as well as local agencies and institutions to provide information on any programs our students may participate in to foster the planning of their college and career goals. I foresee that the more we know about our students the better we can tailor the resources to meet their specific college/career goals.</td>
<td>Students began this summer by actively thinking about their college goals and by setting goals for themselves for the next school year. Each year, plans will be reviewed. Students will have more involvement leading up to their 9th grade year. They will then create a detailed plan of courses and mini-goals for their high school career.</td>
<td>As time progresses and we begin to assess the need of our students we can utilize the resources in partnership with the grant to keep challenging our students on an academic level best suited for their abilities. Plans to bring in as many outside resources that will expose our students on a positive level to the diverse levels of education and the variety of areas of study will help spark the interest of college and allow the students to relate to those that achieved higher levels of education from an American Indian perspective. Following that same approach, the Education Specialist will work to bring in successful American Indian leaders to promote success and motivate the students to work toward various career fields. It is believed that the more expose the students have to those that they can relate to and that reach them in a positive way, that we in return will have a higher success rate in those willing to strive for success career fields.</td>
</tr>
</tbody>
</table>

These responses are impressive because all the TEDs clearly see college and career planning as an ongoing process. What will be critical is to have a data management system in place (i.e., file kept on each student) serving as a portfolio documenting increased informed planning.
Objective C is to build a Career Readiness Culture so that everyone, especially educators, community, students, and families AI.I. believe that Indian students are capable of success in College and Career. The TEDNA Board President also feels "like the program should empower the parents by assisting them in setting their expectations for academic achievement. They should view the school as a resource to their student’s learning.” The associated evaluation question was, “How are you measuring College and Career Readiness Culture?” Responses to this query are shown in Table 5.

Table 5. First Year Evaluation Tribal Education Department Response to Question, “How are you measuring College and Career Readiness Culture?”

<table>
<thead>
<tr>
<th>Northern Cheyenne</th>
<th>Absentee Shawnee</th>
<th>Muscogee (Creek)</th>
<th>Cheyenne &amp; Arapaho</th>
</tr>
</thead>
<tbody>
<tr>
<td>The staff will continue to work with the students and parents on the opportunities available for college and training. These activities were provided through meetings, workshops and notices. Financial literacy, financial aid process and scholarships and information for college was provided through workshops made available to students and parents. Students were given assistance in writing educational goal letters and a scholarship essay. The students were given an incentive from the Northern Cheyenne Tribe for graduation. This incentive will be announced at the beginning of the school year to encourage students to attend school and graduate from the 8th grade and high school. The graduates were honored by the Tribe at the 4th of July Pow-Wow.</td>
<td>We will measure our efforts to building a College and Career Readiness Culture by counting the number of activities we host, the number of those in attendance, as well as some verbal feedback to see how well the activity was received and any suggestions for improvement.</td>
<td>We plan to send out a survey to families affected to gage their involvement in their student’s future goals as well as their attitude towards college and career tech.</td>
<td>Attached is the breakdown of the data we have collected in the two first events that have been hosted under the NYCP grant for both Darlington and El Reno, despite the small turnouts the data is a foundation. Times and dates have been set to collect more data from the 6th and 7th graders in Darlington and El Reno. At this time, we are utilizing the ACT Engage software to collect data about the knowledge the students have on higher education. It has been an eye opener for both the NYCP program as well as the school officials on the lack of knowledge the students have about college. This is further justification for the need of the NYCP program. Further efforts to measure our success rate in promoting a college and careerReadiness culture would be the feedback and notable changes within the community. Our hopes are to have a positive and beneficial outcome from our efforts of introducing college and careers at an earlier level.</td>
</tr>
</tbody>
</table>
The TEDs were also asked what was taking place to build a College and Career Readiness Culture so that everyone, especially educators, community, students, and families A.I. I. believe that Indian students are capable of success in College and Career. Below are brief descriptions of these efforts:

- Northern Cheyenne Tribal School will build a College and Career Readiness Culture for all stakeholders to believe Indian students are capable in life before, during and after graduation. The school is implementing a Family Engagement Toolkit (FET) to promote a positive relationship with the parents and community members. The toolkit will assess the perspective of the parents and also provide quantitative data about the measures of success via documented meetings. The data collected will be used for two consecutive years ending in 2019. The school is investing in a student/parent alert system through a student information system called Messenger. Messenger’s capabilities will span to text alerts, and email notifications. The communication from school to parents will increase 100%. The team thinks that transparency will help the communities’ perception of the school. In the fall of 2017, the school will host a TEDNA NYCP 2015 parent meeting and cultural learning event. The team plans to host a 1 hour presentation in the GYM with parents to introduce, the FET, Messenger and TEDNA NYCP 2015 and then plans to host a cultural learning event. The school will enlist community members to teach the students proper cultural protocols for gatherings. Here the Northern Cheyenne Tribes Value system will be taught by elders, teachers, staff, and, community members. While working with the Tribal Education Department and local superintendents in the committee named Circle of Schools the school will increase collaboration and have a better success rate for academics. By changing the “environmental” expectations for graduation and beyond the school will enforce what the community wants.

- The Absentee Shawnee Tribe Education Department administers a five-week summer youth leadership day camp. This camp is called, Camp Nikoti. Nikoti meaning the number one in the Shawnee language. Camp Nikoti has been in existence since the summer of 2012. The Director of Education has been a part of Camp Nikoti since the beginning. One of the components of our summer program is Education. Summer 2016 we established a partnership agreement with Southwestern Christian University to have their Campus Education Liaison/Indigenous Student Coordinator, Cedric Sunray come out for a couple of days and present some information to our campers about college and culture. Cedric presented information on financial aid and applying to college. He gave statistics specific to SWCU and the number of native/indigenous students in attendance.

- Muscogee (Creek) - We plan to extend resources, set up meetings with parents and students about the student’s future, and help parents understand all of the options available to their student so that parents can make an informed decision about how to help their students.

- Cheyenne and Arapaho – In collaboration with the school counselors and Indian Education counselors, it has been communicated that we will work together to highlight the objectives of the program with major emphasis on the exposure to a culture of college and career readiness. The first two events hosted by the Cheyenne and Arapaho Tribes NYCP program received a warm welcome from both school districts when meetings were
held to set the date for such events. Opportunities to maximize our efforts to reach each student in the determination for success are always welcome, and the tribes have strengthened the relationships between LEA’s and TED by working diligently for early college and career options. The sense of teamwork and communication is noticeable in the continual meetings and discussions for upcoming events that promote the college and career readiness culture. Parent engagement was also critical in gaining the support needed to start this project, during the hosted events parents were appreciated and their input was valued. Time was also used to educate the parents on the history of the Cheyenne and Arapaho tribes. Overall, the foundation has been set for the upcoming year and efforts to be as present as possible with the partnered schools is in progress.

By all accounts, each individual TED is engaged in ongoing efforts to foster a college and career readiness culture within their communities. TEDNA NYCP 2015 has contributed vital support to extend these efforts throughout the community and Year Two has already implemented action strategies demonstrating that it is poised to facilitate shared learning experiences among the four sites to achieve the TEDNA NYCP 2015 goal and objectives.

**Resource Partner Contributions.** The Resource Partners--Oklahoma State Regents for Higher Education, ACT, Native American Rights Fund, Academic Development Institute, Read Right--are part of the Core Team working together to achieve the TEDNA NYCP 2015 goal and objectives. The following Tables (Table 6a to 6c) show the status of various services and supports being provided by particular Resource Partners.
<table>
<thead>
<tr>
<th>Resource</th>
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<th>Project Director Comments</th>
</tr>
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<td>In Progress</td>
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<td>ACT Aspire</td>
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<td>ACT Profile</td>
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<td>Read Right</td>
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SECTION IV – FIRMING UP INTENTIONS TO MEASURE GOAL AND OBJECTIVES

TEDNA NYCP 2015 first year focus on implementation has been well-placed and has set the stage for a four year effort to achieve its goal and objectives. The project’s second year promises to be a banner year as various elements are present to keep up the momentum:

- Sustained commitment to embracing sovereignty, language, culture, history, youth, families, and elders as strengths in administering the project.
- A wealth of assets that include leadership, relationships, communication, and implementation tools and strategic plan.
- Where TED Directors and Indian Education Specials are in place and on board there is exciting and positive programming taking place.
- Where TED-LEA partnerships are well-established, better results are underway to address the goal and objectives.
- Resource Partner are getting positioned to provide the services and supports that will increase Indian student college and career readiness.
- All of the Resource Partnerships have gone beyond original expectations and now include a growing list of impressive added features (i.e., ACT arranging a consultant to develop a high quality research agenda, ADI contributing professional expertise in project administration, NARF offering wide-ranging organizational support, etc.).

A credible system for determining the measurable effects of the project is now a priority for the external evaluation. This means that a collective effort is necessary to determine available data that each significant contributor can provide that address the goal and each objective. Essentially this means developing a TEDNA NYCP 2015 Database.

There are two data domains within a TEDNA NYCP 2015 database that need measures to ascertain to what extent that project is achieving (or ultimately achieves) its goal and objectives. The most obvious data domain involves the Indian student. The goal in fact will be fully achieved if all 9th grade Indian students transition into 10th grade with a GPA of 2.0+ and a College and Career Readiness Plan that is locally informed. The Indian student data domain extends to Objective A (increase academic achievement) and Objective B (increase informed College and Career Planning). The second data domain pertains to Objective C (College and Career Readiness Culture). All significant contributors (i.e., TEDs, LEAs, ACT, OSRHE, ADI, and NARF) to this project should determine how their services and supports contribute measures that address the Indian student and/or college and career readiness culture data domains.

TEDs & LEAs. The TED-LEA Partnerships are critical to identifying the Indian students by grade level and providing data to measure the ultimate outcome of transitioning from 9th to 10th grade with a GPA of 2.0+ and a college and career ready plan that is locally informed. GPA data should be a relatively easy to acquire as it is a typical academic measure maintained by all educational institutions. For Objective A (increase academic achievement) the focus is on increasing academic achievement in coursework that helps prepare students to be college and
career ready. LEAs can provide results from statewide assessments in the absence of Tribal Education Codes that define college and career readiness coursework. For example, in Oklahoma the academic standards that are intended to prepare students to be college and career ready are found at the following website address:


Table 7 provides these standards by subject, standards, and assessments; bolded are the first three rows that might be the focus of academic achievement given the grade level assessments in grades 3-8 (TEDNA NYCP 2015 attends to grades 6-9).

Table 7. 2016-2017 Oklahoma Academic Standards & Assessments by Subject, Standards, and Assessments.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Standards</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td><strong>OAS (2016) (includes standards by grade)</strong></td>
<td>OSTP: OAS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grades 3-8, and 10</td>
</tr>
<tr>
<td>Mathematics</td>
<td><strong>OAS (2016) (includes standards by grade)</strong></td>
<td>OSTP: OAS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grades 3-8, and 10</td>
</tr>
<tr>
<td>Science</td>
<td><strong>OAS (2014)</strong></td>
<td>OSTP: OAS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grades 5, 8, and 10</td>
</tr>
<tr>
<td>Social Studies</td>
<td><strong>OAS (2014)</strong></td>
<td>OSTP: OAS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High School American History Grades 10-12</td>
</tr>
<tr>
<td>Fine Arts</td>
<td><strong>OAS (2014)</strong></td>
<td>Credit(s) required for graduation</td>
</tr>
<tr>
<td>Personal Financial Literacy</td>
<td><strong>PASS (2008)</strong></td>
<td>Competencies required for graduation</td>
</tr>
<tr>
<td>World Languages</td>
<td><strong>OAS (2015)</strong></td>
<td>Credit(s) required for graduation</td>
</tr>
</tbody>
</table>

For Montana, the standards to ensure that "students graduate prepared for college and the workforce" can be found at: [http://opi.mt.gov/Curriculum/MontCAS/MCCS/index.php](http://opi.mt.gov/Curriculum/MontCAS/MCCS/index.php). As stated at this website address:

The Montana Common Core Standards, Montana’s English Language Arts and Mathematics standards, ensure that our students graduate prepared for college and the workforce. The standards reflect the knowledge and skills that students need to be successful in the 21st century economy such as problem-solving, critical thinking, communication, teamwork, research and use of technology.... Additionally, the clear, grade-by-grade standards allow parents to know how their child is doing in school today and trust the information. Parents will know if their child is keeping up and staying on track for their grade level.

Table 8 provides these standards in Montana by subject area and assessments, and bolded are the first four rows that might be the focus of academic achievement given the grade level assessments in grades K-12 (TEDNA NYCP 2015 attends to grades 6-9).
### Table 8. 2016-2017 Montana Statewide Assessment by Dates, Assessment and Grades.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assessment</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 7, 2016 –</td>
<td>English Language Proficiency (ELP)</td>
<td>K-12</td>
</tr>
<tr>
<td>February 15, 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 20 – March 24, 2017</td>
<td>CRT Alternate Science</td>
<td>4, 8, and 10</td>
</tr>
<tr>
<td>March 1 – March 24, 2017</td>
<td>CRT Science</td>
<td>4, 8, and 10</td>
</tr>
<tr>
<td>March 6 – May 12, 2017</td>
<td>MSAA Alternate Assessment English Language Arts and Math</td>
<td>3-8, 11</td>
</tr>
<tr>
<td>April 19, 2017</td>
<td>ACT with Writing: Initial Test Date</td>
<td>Public school students in grade 11</td>
</tr>
<tr>
<td>April 19 – May 3, 2017</td>
<td>ACT with Writing Accommodations Window</td>
<td>Public school students in grade 11</td>
</tr>
<tr>
<td>May 3, 2017</td>
<td>ACT with Writing Makeup Test Date</td>
<td>Public school students grade in 11</td>
</tr>
</tbody>
</table>

We can also turn to responses included in Table 2. For example,

**Northern Cheyenne:**
The school uses a variety of data/evidence to document the process of developing a College and Career Readiness Plan. Some of the documents that are used are the following:
- “NCTS After School Tutoring Program Information”- Letter to Parents
- “Students Selected by Teacher Committee”-Based off NWEA Grade by RIT Scores
- “Waiting List”- Students selected by the Teacher Committee placed on a waiting list
- “May 2016 NCTS TEDNA NYCP 2015 Tutoring Schedule”- Month Long Calendar
- “Infinite Campus Reports”- Attendance, Grade Point Average
- “Read Right Active Student Report”- Generated by Read Right Reps
- “NWEA Grade by RIT”- Participating Students

By having the documents on hand the staff was able to determine selection of participants by attendance, grade point averages, and, teacher recommendations. The information was used to provide a general overall explanation to parents and also get verbal consent for their students to stay after school. The documents can be located at the school level and are housed as a hard copy in a file folder.

**Cheyenne & Arapaho:**
During our first major event, the Education Specialist with support from the TEDNA NYCP 2015 Director, C & A Tribe’s Department of Education, and school officials hosted a College & Career Readiness (CCR) night at both Darlington and El Reno schools. At this time students completed the ACT Engage Questionnaire that collects data about the individual student and their knowledge about college and careers as well as assess their needs. Also students were asked to complete a “Me” poster that was unique to their future aspirations in college and careers. This was a future activity that will be presented to all students so that all students gain praise as their final works of art will be highlighted and displayed in the C & A Tribe’s Department of Education hallway.”
Furthermore, the TEDs are developing capacity to measure academic achievement (see responses in Table 3), address the need to help youth become increasingly informed about college and career planning (see responses in Table 4), and a college and career readiness culture (see Table 5 and bullet responses on pp. 4-5), as well as conducting various activities that can produce measures for college and career planning and building a college and career readiness culture:

- ME Poster Project - the Indian students complete a College & Career Expression Poster that is revisited each year from grades 6 to 9 to measure students becoming increasingly informed.
- Low-stakes College & Career Writing – the Indian students keep a journal for subjective development of college and career readiness voice.
- Higher Education Vocabulary – the Indian student is engaged in activities to increase vocabulary growth.
- College and Career Inventory – the TED conducts a yearly inventory of college and career readiness activities to determine changes from year to year.

ACT. As a central Resource Partner, ACT could contribute an array of measures to monitor progress on achieving the TEDNA NYCP 2015 goal and three objectives through the application of at least three research-based supports: Engage, Aspire, and Profile:

- **Engage**, administered to Indian youth in grades 6-9 will contribute measures that pertain to all three objectives (academic achievement, college and career planning, and college and career culture) and will enable project staff to evaluate students' self-reported psychosocial attributes, determine their levels of academic risk, and identify interventions to help them succeed. Engage results measure motivation, social engagement and self-regulation constitute the academic behavior component of ACT's College and Career Readiness System.
- **Aspire** will provide project staff with measures that pertain to the academic achievement objective via: a standards-based system of assessments to monitor progress toward college and career readiness while connecting each grade level to the next; assessment data management and reporting for all students, aggregated and disaggregated by groups of learners and the individual learner; alignment with the ACT College Readiness Benchmarks; and student outcomes for predicting outcomes on the ACT.
- **Profile** is quick, easy, and free college and career planning self-assessments that help pinpoint Indian youth interests, values, and skills to contribute measures pertaining to the goal. Based on self-reported answers, personalized results are then populated onto interactive career and major maps. From there, Indian youth will be able to investigate deeper to find information related to specific schools, majors, and careers to explore options and share with other people within their extended network.

Moreover, the TEDNA Executive Director and TEDNA NYCP 2015 Project Director collaborated with the ACT liaison to extend the partnership to include SK Consulting. SK Consulting is led by a longtime ACT employee who oversaw marketing and publishing of the highly regarded annual *Condition of College and Career Readiness* reports, which recently featured a report dedicated to American Indians and Alaska Natives. SK Consulting will lend considerable expertise to:
• Identify methodology for implementation of ACT Engage, Profile, and Aspire that can be used to measure the TEDNA NYCP 2015 goal and objectives.
• Assist in the conceptual design a longitudinal database and review accompanying codebook that includes a list of variables (with measurement) associated with the project goal and objectives and (b) other variables of interest to monitor early college and career readiness of Indian students in grades 6-9.
• Assist in creation of custom items for ACT Engage Implementation.
• Assist with analyzing data collected and reporting results pertaining to college and career readiness among participating Indian students.
• Assist the with analysis of Indian student college and career readiness in grades 6-9 from: (a) within Oklahoma and Montana communities served by the TEDNA NYCP 2015 and (b) nationally to the extent practical using ACT national data sources.

The Oklahoma State Regents for Higher Education (OSRHE). The OSRHE is a valued Resource Partner for TEDNA NYCP 2015. Since 1999, OSRHE has embraced a Brain Gain initiative to increase the percentage of Oklahomans who are college and career ready. The OSRHE Office of Student Preparation was created in 2001 to institutional the preparation of students for college and career success through multiple, collaborative strategies that address academic preparation and social integration. In 2014, the Office of Student Preparation started funding and hosting Indian Education Retreats with the intent of creating a statewide professional learning community of stakeholders involved in the education of Oklahoma’s Native students. Since then 127 participants representing 13 tribes and 34 school districts have attended; among the participants in 2015-16 were TEDNA NYCP 2015 representatives. As a Resource Partner, OSRHE Indian Education Retreats contribute qualitative data to measure the capacity of TEDNA NYCP 2015 to achieve Objective C: To build a College and Career Readiness Culture so that everyone, especially educators, community, students, and families ALL believe that Indian students are capable of success in College and Career.

Professional development at these Indian Education Retreats focuses on college readiness, career planning, higher education opportunities in Oklahoma, and resources available through the OSRHE. Qualitative feedback from TEDNA NYCP 2015 representatives attest that the retreat was highly successful with participants finding it “informative,” “exciting,” and “produced a collective sense that we are working together” as a professional learning community. As one TEDNA NYCP 2015 participant shared,

The Retreat was well-organized and very productive. It allowed us to learn about essential college and career readiness services that are available to us and our students. As important was the insights and information we shared among each other in a relaxed environment. It was one of the best opportunities to get the information and support necessary to do the job I need to do to serve my students, their families and our tribal community. Great food, wonderful conversations, and excellent professional development.

Five retreats are scheduled for the current 2016-17 school year, and it is anticipated that TEDNA NYCP 2015 participants will again be in attendance and an invitation has been extended to
representatives of the Northern Cheyenne Tribal Educational Department and Northern Cheyenne Tribal School to participate. Although outside the scope of TEDNA NYCP 2015, the following statement from OSRHE does give some exciting long-term added benefit of addressing the college and career readiness needs of Indian youth

*Each year the number of tribal citizens enrolling in our colleges increases as does tribal nations’ contributions in scholarship dollars to our institutions. Data for the 2014–15 academic year shows Oklahoma tribal scholarships contributed over $30 million toward the costs of our nearly thirty thousand college students identifying as Native American.*

Khan Academy. There is little doubt that the future of education and educational organizations resides on digital platforms and the use of Khan Academy by Indian students across all four TED-LEA partnerships can contribute measures pertaining to the goal and objectives (college and career planning, academic achievement and college and career readiness culture). Digital platforms offer personalized, low cost, and fun ways to immerse students in math, science, literacy, and other subject areas while fostering more personalized learning. The wide availability of and great variety of educational technologies allows students, families, and teachers is massive, direct, and global in scale. The proof is in the number, growth, and success of massive open online courses (MOOCs), EdX, Coursera, Udacity, organizations like Khan Academy, and so many more and it is time for TEDNA to make a stake within this environment. From basic arithmetic to computer science courses, there is reason for optimism as digital education helps lower costs for families, increase graduation rates, make communication easier, and is crucial for securing jobs and careers. The future success of Native students hinges on their access and rapid adoption of these digital platforms.

TEDNA NYCP 2015 is building the foundation for the use of online education for Indian students, starting with the production of seven demonstration videos that model the specific, steps needed to access, navigate, and use the Khan Academy website resources. Production is underway videoing two young Indian students (transitioning from 7th to 8th grade and from 9th to 10th grade) who became experienced at accessing, navigating, and using the math resources on the Khan Academy website. Through their eyes, we will learn the functionality of the Khan grade appropriate math curricula and also follow them as they gain confidence in both using the site and materials. The three to five minute long demonstration videos, scheduled for distribution in January 2017, will show how the Khan Academy and other online resources can be fun and involve the family, and most importantly, help each student gain better mastery of the mathematics material they use in their classes. It will also allow viewers a window into the lives of these students, as well as the excitement that becomes part of their mathematics education.

Academic Development Institute (ADI). ADI is advancing Personal Competency Training to all TEDNA NYCP 2015 sites (TEDNA Central Office, TEDs, and School Partners) through their Center on Innovations in Learning. As a Resource Partner, ADI’s Personal Competency Training contribute measures that address Objective C: To build a College and Career Readiness Culture so that everyone, especially educators, community, students, and families ALL believe that Indian students are capable of success in College and Career. Competence is defined as the possession of a sufficient degree of knowledge and skill to perform a functional role and Competency as the ever-evolving accumulation of related capabilities that facilitate learning and
other forms of goal attainment. Personal competencies is the individual’s interrelated cognitive, metacognitive, motivational, and social/emotional competencies. Cognitive Competency consists of prior learning that organizes the mind and provides associations and understanding to facilitate new learning; includes curiosity focused on mastery that is retained in memory. Metacognitive Competency is the self-regulation of learning and use of learning strategies. Motivational Competency embodies engagement and persistence in pursuit of learning goals. Social and Emotional Competency constitute a sense of self-worth, regard for others, and emotional understanding and management to set positive goals and make responsible decisions. These are embodied by Learning Habits (the conversion of individual competencies into coordinated patterns of behavior activated when confronting new learning tasks) and Mastery (demonstrated proficiency in knowledge and/or skill relative to specific objectives; meeting criteria for specific objectives related to knowledge and skills). Sydney Wahkinney reports in TEDNA’s August Newsletter,

A two day professional development training at the Oklahoma Public School Resource Center (OPSRC) was filled with engaging activities centered around the framework of Personal Competencies. A personal competency is an ever-evolving accumulation of related capabilities that facilitate learning and other forms of goal attainment that ranging anywhere from learning habits to mastery of knowledge skills. Altogether, personal competencies help students understand how they learn and engage in the form of shared knowledge while persisting throughout their educational experience. Activities at this training facilitated by the Academic Development Institute (ADI) engaged all participants to start thinking about how to integrate personal competency into the overall program design. The Tribal Education Departments National Assembly (TEDNA) Native Youth Community Project (NYCP) partners with ADI to enhance student engagement for the purpose of quality early college and career readiness service delivery. These activities ranged from learning about student tasks that promote a growth mindset to helping students “find the fun” in learning, rather than simply making tasks fun. All four tribal partnerships were engaged throughout the overall training schedule with guests from the Oklahoma Education Association, Cheyenne & Arapaho Tribes State-Tribal Education Partnership (STEP), and the Osage County Inter-local Cooperative NYCP. The majority of the training has been recorded and will be available for viewing this late September 2016 at http://www.tedna.org/nycp.

Read Right. Objective A is the objective that Read Right will impact, and that is to increase the academic Achievement of participating Indian students in Grades 6-9 to be College and Career Ready. Improved reading ability has a direct influence on academic achievement. Read Right personnel are able to measure growth in three ways:

1. Summative Measure. At entry into the program, the Gates MacGinitie Reading Test (Comprehension Sub-Set) will be administered to students targeted to receive Read Right® tutoring. At the end of the project year, a different form of the same will be administered. Results for students for whom both pre-tutoring tests and post-tutoring tests were administered will be provided. Results for students who receive fewer than 20 hours of Read Right tutoring will be reported separately; they will not be averaged in with students who have a minimum of 20 hours of tutoring. Results for both groups will
be reported and charted using mean normal curve equivalency (NCE) scores, median percentile scores, and grade equivalency scores. (Test booklets, answer sheets, and directions for administering are included as part of the Read Right Library sent to each project site.)

2. Formative Measure. One can determine whether the student’s neural network for reading is operating appropriately or not by asking the student to read out loud from unfamiliar text and noting symptoms that emerge. These could include any or all of the following: deviations that cause the text to not make sense or to sound strange, excessive energy expended during the reading act, any disruptions in rhythm or tone, pauses or hesitations that disrupt the natural flow of language, excessive self-corrections, re-reading of correctly read text, inability to summarize the text. Such discrepancies are indicators of an erroneously-operating neural network for reading and can be thought of as symptoms of the reading problem. The more severe the problem, the more severe the symptoms will be. The symptoms will diminish in intensity, frequency, and error type as the network that guides the reading process is remodeled over time and moves towards guiding reading correctly. A symptom-reduction report will be provided for each student on a bi-monthly basis and sent to the College and Career Readiness Specialists. It should also be noted that formative evaluation is built into the methodology. All interactions with the tutor are determined by the student’s performance in the moment together with his patterns of performance during the last few tutoring sessions.

3. Measure of Functionality. The measure of functionality provides a view of the impact Read Right® tutoring is having on the students’ abilities to read increasingly complex text. At entry into the program, each student is placed in books reflecting the level of text complexity that would provide the correct amount of challenge for instruction. This level is determined by analyzing the severity and frequency of symptoms that emerge as the student reads aloud from progressively more complex passages.

Moreover, as the reading problem diminishes, the student is advanced to more complex text (higher grade-levels) to maintain the appropriate degree of challenge. This advancement is tracked and reported as grade-level gains for each student every other month.

Native American Rights Fund (NARF). An important contribution that NARF can make to any educational endeavor is their longstanding support and advocacy of Tribes developing education codes. NARF has been actively engaged in offering a high quality overview PowerPoint presentation of Tribal Education Codes for well over a decade. The most recent Tribal Education Code Training sponsored by TEDNA NYCP 2015 in June 2016 added a college and career readiness for Tribes panel, perspectives and advice of Tribal Partners, Sovereignty in Schools, and the importance of Tribal education serving Indian youth. There is an exciting opportunity within this work to derive measures that pertain to Objective C (building a college and career readiness culture), particularly to comply with federal reporting and accountability:¹

Successful applicants with multi-year grants must submit an APR demonstrating their progress in meeting approved project objectives. Grantees must also provide the most current financial and performance measure data for each year of the project. At the end

¹For more specific requirements on grantee reporting, please go to the ED Performance Report Form 524B at http://www.ed.gov/fund/grant/apply/appforms/appforms.html.
of the project period, applicants will also be required to submit a final performance report. Within the Government Performance and Results Act (GPRA), the following performance indicators have been established to evaluate the overall effectiveness of the Program:

- The percentage of the annual measurable objectives, as described in the applications, that are met by grantees; and
- The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.

It is the second bullet point that holds particular interest. It states that every funded NYCP project must have a way to report a significant increase in community collaborative efforts. The NARF Tribal Education Code Training advances the need to engage community collaborative efforts at all levels to access priorities, follow a strategic process, and arrive at an implementation plan.

Overall, TED-LEA and Resource Partners are encouraged to think of specific data that is already, will be, or needs to be collected and managed that serve as measures for the TEDNA NYCP 2015 goal and objectives. At the same time, it is helpful to conceptualize a Logic Model\(^2\) or Theory of Change\(^3\) in collaboration with the external evaluation, SK Consulting, TEDs, LEAs, and TEDNA to inform the design and construction of a database by the end of year two (September 30, 2017). Such a database would incorporate any or all of the data elements discussed in this section, and on a basic level include:

- Student Identification (i.e., name or ID),
- Demographics (i.e., Gender, Tribal Affiliation(s), SES, etc.)
- Grade level (grades 6th through 9th),
- GPA (on a 4 point scale),
- College and Career Readiness Plan at completion of 9th grade (i.e., final ME Poster, narrative, ACT results, etc.),
- Academic Achievement (i.e., grades in CCR classes, assessment scores, ACT and Read Right Results, etc.),
- College and Career Planning (i.e., progress of ME posters, ACT results over time, etc.), and
- College and Career Readiness Culture (feedback from Indian Education Retreats, Khan Academy Demonstration Videos, NARF Education Code Training, ADI training and professional development, TED-LEA community activities, etc.).

Together, all significant contributors should endeavor to contribute relevant data to document effective strategies to increase Indian student college and career readiness. Replication will depend on conveying a compelling story that will be directed to the widest audience possible including but not limited to policymakers, practitioners, parents, the Tribal community, and (most importantly) the students.

\(^3\) [http://www.theoryofchange.org/what-is-theory-of-change/](http://www.theoryofchange.org/what-is-theory-of-change/)
SECTION V - SUMMARY

In summary, this First Year Evaluation Report provided an overview of the project, its goal and objectives, and key support to achieve the stated goal and objectives. The goal of TEDNA NYCP 2015 is to increase College and Career Readiness for Grade 6-9 participating Indian students through improved academic readiness, informed career planning, and building the capacity of the Tribal Education Departments (TEDs) to maintain this College and Career Readiness culture. The measure of this goal is that 9th grade Indian students will transition into high school with a GPA of 2.0+ and a College and Career Readiness Plan that is locally informed. Measureable objectives of the project are:

(a) to increase the Academic Achievement of participating Indian students in Grades 6-9 to be College and Career Ready;
(b) to increase informed College and Career Planning with Indian students in Grades 6-9; and
(c) to build a College and Career Readiness Culture so that everyone, especially educators, community, students, and families all believe that Indian students are capable of success in College and Career.

A college-ready Indian student is defined as able to enter postsecondary education without the need for remedial coursework. A career-ready Indian student is one who effectively navigates pathways that connect education and employment to secure a desired career.

A brief description of the evaluation approach, purpose, questions, and process preceded the presentation of pertinent findings. The strength-based asset-oriented evaluation approach identified elements that perennially exist and leveraged to serve Indian youth. The purpose of this first year evaluation was/is formative to offer support to project administration and stakeholders to achieve the goal and objectives. Evaluation questions kept the focus on how the project is progressing to accomplish its stated goal and objectives. The evaluation process concentrated on acknowledging the implementation phase characteristic of a project in its first year of a four year effort.

Findings shed light on strengths and assets helping to address challenges, status of efforts to measure goal and objectives, and Resource Partner contributions. In recognizing significant accomplishments associated with the first year implementation, a key message conveyed in this report is the opportunity to design and develop a TEDNA NYCP 2015 Logic Model or Theory of Change and associated database to manage data collected from the contributions of TEDs and LEAs, as well as each Resource Partner.
CHEYENNE AND ARAPAHO TRIBES, COMMUNITY COLLEGE AND CAREER READINESS NIGHT (6TH AND 7TH GRADERS) NOV. 29, 2016
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

Cooperative Effort By:
Tashina Tahdoaanippah, Cheyenne & Arapaho Tribes IES,
Anita Pahsetopah, Muscogee Creek Nation IES,
Loverty Erickson, Northern Cheyenne Tribe Proxy IES,
Tresha Spoon, Absentee Shawnee Tribe Proxy IES,

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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<td>Specific breakdown of each of the six activities to be implemented during Q1</td>
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*click section title to navigate between sections within (.pdf)
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<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Materials</th>
<th>Duration/Weight</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>“ME” Posters Project</td>
<td><strong>Strategy:</strong> Creative Expression</td>
<td>Poster board, CCR Catalog, writing utensils, stickers, tape, paper, paint</td>
<td>30 minutes Light</td>
<td>Completed College and Career Expression Posters</td>
</tr>
<tr>
<td></td>
<td><strong>Objective:</strong> 3</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Core Resource:</strong> IES</td>
<td></td>
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<tr>
<td>“True Colors” Personality</td>
<td><strong>Strategy:</strong> Interpersonal Analysis</td>
<td>Paint, stickers, colored paper, PowerPoint, age-appropriate survey</td>
<td>15 minutes Light</td>
<td>Individual Personality Types for NYCP Enhanced Learning Designs</td>
</tr>
<tr>
<td></td>
<td><strong>Objective:</strong> 3</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td><strong>Core Resource:</strong> IES</td>
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<tr>
<td>ACT Engage Academic Behaviors</td>
<td><strong>Strategy:</strong> Social-Emotional Analysis</td>
<td>Distribution slips, computer, internet access</td>
<td>45 minutes Heavy</td>
<td>Identification of Intervention Techniques for Students at Risk</td>
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<td><strong>Objective:</strong> 1 &amp; 2</td>
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<td></td>
<td><strong>Core Resource:</strong> ACT</td>
<td></td>
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<tr>
<td>ACT Profile Career Exploration</td>
<td><strong>Strategy:</strong> Career Interest Analysis</td>
<td>Instructional slips, computer, internet access</td>
<td>30 minutes Medium</td>
<td>Personalized College Major Map &amp; Career Map</td>
</tr>
<tr>
<td></td>
<td><strong>Objective:</strong> 2</td>
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<td></td>
<td><strong>Core Resource:</strong> ACT</td>
<td></td>
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<tr>
<td>Low-Stakes College &amp; Career Writing</td>
<td><strong>Strategy:</strong> Creative Expression</td>
<td>Notepaper, pen, prompts (10x), emoji stickers</td>
<td>10 minutes Light</td>
<td>Student Journals Subjective Development of CCR Voice</td>
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<tr>
<td></td>
<td><strong>Objective:</strong> 1 &amp; 2</td>
<td></td>
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<td></td>
<td><strong>Core Resource:</strong> ADI</td>
<td></td>
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<tr>
<td>Higher Education Vocabulary</td>
<td><strong>Strategy:</strong></td>
<td>List of vocabulary words, Flocabulary Mini-Games List</td>
<td>15 minutes Light</td>
<td>Vocabulary Growth</td>
</tr>
<tr>
<td></td>
<td><strong>Objective:</strong> 2 &amp; 3</td>
<td></td>
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<td></td>
<td><strong>Core Resource:</strong> IES</td>
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</table>

TEDNA Native Youth Community Project – Schedule B: 1st Quarter Implementation Plan (109202016001)
### Planning for Next Quarter JANUARY 1, 2017 – MARCH 31, 2017

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Plan-Execute Est.</th>
<th>Resource Involved</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest Speakers</td>
<td>Take a creative approach at introducing local speakers in various career fields that students are not usually exposed to and provide motivation and support message.</td>
<td>Plan: Q1</td>
<td>-IES</td>
<td>October 20th, 2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Execute: Q2</td>
<td>-LEA Contact</td>
<td></td>
</tr>
<tr>
<td>College &amp; Career Readiness in Tribal Language</td>
<td>Coordinate with tribal programs that can provide language and/or cultural activities centered around college &amp; career readiness. (ie – CCR vocabulary in actual tribal language, cultural info.)</td>
<td>Plan: Q1</td>
<td>-IES</td>
<td>October 19th, 2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Execute: Q3</td>
<td>-Tribal Lang. Program.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>-Tribal Culture Program.</td>
<td></td>
</tr>
<tr>
<td>&quot;How Do I Learn&quot; Assessment</td>
<td>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)</td>
<td>Plan: Q1</td>
<td>-IES</td>
<td>TBD, pending confirmation from ADI point of contact</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Execute: Q2</td>
<td>-Academic Development Institute</td>
<td></td>
</tr>
<tr>
<td>Read Right Training</td>
<td>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.</td>
<td>Plan: Q1</td>
<td>-IES</td>
<td>November 12-15, 2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Execute: Q2</td>
<td>-Read Right System</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-LEA IT Contact</td>
<td></td>
</tr>
<tr>
<td>College &amp; Career Readiness Night</td>
<td>NYCP hosts an afterschool night inviting students, parents, and educators and introduce them to the program activities, mission, vision.</td>
<td>Plan: Q1</td>
<td>-IES</td>
<td>October 18, 2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Execute: Q2</td>
<td>-LEA VI Director</td>
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<td></td>
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<td>-Parent Committee</td>
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<tr>
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<td></td>
<td></td>
<td>-Students</td>
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</tbody>
</table>
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

### Data Management:

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.

### Improving Communication:

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.

### Community Collaborative Efforts & Program Activities

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.

### Improving Program Governance:

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

**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)

**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.

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

**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

TEDNA Native Youth Community Project – Schedule B: 1st Quarter Implementation Plan (109202016001)
"True Colors" Personality

Activity ID: 1002

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.

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.

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.

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

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.
ACT Engage
Activity ID: 1003

**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.

**Project Objective:**
This activity facilitates TEDNA NYCP’s 1\textsuperscript{st} and 2\textsuperscript{nd} program objectives requiring a successful transition into high school with a 2.0+ GPA and building a college & career readiness plan.

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

**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

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.

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

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.

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.

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.

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

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 competed 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

TEDNA Native Youth Community Project – Schedule B: 1st Quarter Implementation Plan (109202016001)
## Important Links
Click on Link Title or Description to navigate to document

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<tr>
<td>CCR Catalog</td>
<td>Catalog for printing and cutting out selection of colleges or careers</td>
<td>Edutopia Strategies List</td>
<td>Strategies for low-stakes writing activity prompts</td>
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<td>Photo Release Form</td>
<td>Parent permission slip to allow program to use photos of student(s)</td>
<td>List of Higher Ed. Vocabulary</td>
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<td>True Colors Power point</td>
<td>Power point that explains each of the color personality types</td>
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<td>True Colors Survey</td>
<td>Survey for students to figure out their true color</td>
<td>Contact List</td>
<td>Master contact list for entire TEDNA NYCP Program</td>
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<tr>
<td>ACT Engage Online Link</td>
<td>Survey link to actual engage.act.org website (not distribution slip)</td>
<td>Grant Proposal</td>
<td>Comprehensive copy of TEDNA NYCP 2015 Grant Proposal</td>
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<td>ACT Profile Permission Slip</td>
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<td>Parent Survey</td>
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<td>ACT Profile Instructions</td>
<td>Distribution slip for students to follow step-by-step profile setup</td>
<td>NYCP Index</td>
<td>Primary resource for uploading documents and submitting weekly reports to project director at central office</td>
</tr>
<tr>
<td>Low-Stakes Writing Prompts</td>
<td>Master list of prompts (10x) for the low-stakes writing activity</td>
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</table>
Khan Academy Digital Learning
Work with the student to take control of their learning by working on skills at their own pace through free online courses.

Digital Commons & Education Sovereignty
Building a common resource repository for all interested stakeholders to learn and share current project activities, best practices, and future trainings.

Native American Rights Fund
Provides technical trainings and general guidance on developing Indian Education codes specifically for Tribal Nations and their respective education department.

ACT Readiness Surveys
Introduce readiness assessments that examine critical student needs and interventions for grades 6-9. (ACT Engage, Aspire, Profile)

Academic Development Institute
Personal Competencies
Incorporate proven strategies for student & family engagement through personal competency academies; engaging teachers, administrators, resource specialists and parents.

Indian Education Specialists (1 per tribe)
Key personnel that engage directly with the student and family about opportunities to assist student either during or afterschool.

Read Right Systems, Inc.
Reading intervention program where online tutors work directly (1-on-1) with student for 6 weeks to build positive reading self-esteem.

Tuwaduq Cultural & Research Institute
Provides formative & summative external evaluations that document transformative milestones for GPRA reporting and sharing the compelling story that all Indian students are capable of success.
TEDNA NYCP CORE TEAM MEETINGS

CHANNEL: https://www.youtube.com/channel/UCgPqZIqM2JVrOrZqb4hLUhA

LISTING OF RECORDINGS, https://tedna.org/meetings/
END OF FIRST-QUARTER NARRATIVE REPORT

FOR GRANTEE:
TRIBAL EDUCATION DEPARTMENTS NATIONAL ASSEMBLY, CO.

DUNS: 067864762
PR/AWARD NUMBER: S299A150045

PROJECT TITLE:
TRIBAL EDUCATION DEPARTMENTS NATIONAL ASSEMBLY, NATIVE YOUTH COMMUNITY PROJECT 2015 (TEDNA NYCP 2015)

SUBMITTED PER REQUEST OF PROGRAM OFFICER ON:
JANUARY 31ST, 2017