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Project Narrative

Absolute Priority: The Tribal Education Departments National Assembly (TEDNA) Accessing Choices in Education (ACE) Project will expand educational choices that meet the needs of Native students and enables students and parents to choose relevant education services through informed decisions as to specific service(s) and provider(s) desired. TEDNA also satisfies: (a) **Competitive Preference Priority 1** because it is an Indian organization that is eligible to participate in the Demonstration Grants program on behalf of the: four Tribes/Nations—Muscogee Creek, Cheyenne & Arapaho, Comanche, and Citizen Potawatomi—that are each TEDNA members; and the Sovereign Community School (Charter); and (b) **Competitive Preference Priority 3** by proposing a project that includes a Locale 41—Rural, Fringe BIE-funded school—Riverside Indian School.

The lead applicant of this project is the Tribal Education Departments National Assembly (TEDNA). TEDNA is a Native run national non-profit membership organization for the Education Departments of American Indian and Alaska Native Tribes. TEDNA will provide ongoing resources and technical assistance to tribes and education departments to help them craft a more comprehensive educational systems. TEDNA accomplishes this by fostering effective relationships with government agencies, education agencies, and organizations. TEDNA, in the development of this project, has nurtured and cultivated relationships with parents, educators, and Tribal representatives. Five of the seven-team members preparing this application have first-and-current hands-on experience in the systems where they have children and grandchildren enrolled. It is from this experience, reflection, and insight that the Project Narrative begins by describing the planning process to develop a Plan of Action for this five-year multi-site project.

Quality of the Project Design

Year One - Project Planning

The Tribal Education Departments National Assembly (TEDNA) Accessing Choices in Education (ACE) Project Year One Project Planning will produce a Plan of Action. This Plan of Action will address the community and parent feedback regarding the *overwhelming confusion and complexity of the existing service offerings* confronting Native students. Project Planning partners that include students, parents, educators, and project partners will develop an action plan. The action plan will include goals and objectives to enhance the informed choice of Native youth and families to make decisions. Additional high-risk factors to making informed choices shared included the impact of geographic isolation, inadequate technology and/or internet access, lack of culturally relevant content, and low levels of knowledge and awareness of the options specific to successful outcomes for Native students.

Planning Methodology. The National Center's American Indian and Alaska Native (AI/AN) Education Project document, *Circles of Reflection* (National Center Comprehensive Center Network, 2020), was designed with Native education experts to increase organizational capacity and collective efforts to improve the educational experiences of Native students. *Circles of Reflection* has an Indigenous framework to guide dialogues, discussions, planning, and decision-making. It is well-suited to accomplish the Project Planning Period's purpose and an Evaluation for Continuous Improvement step to analyze performance measures of the planning process. We began this planning process in the preparation of this application by answering critical questions.

- ***Who has agreed to participate and what are their roles and contributions?***

The Project Planning Period will be facilitated by Dr. Michael Pavel and Kevin Houchin, Esq. These two research and consulting entities (Tuwaduq Cultural & Research Institute and

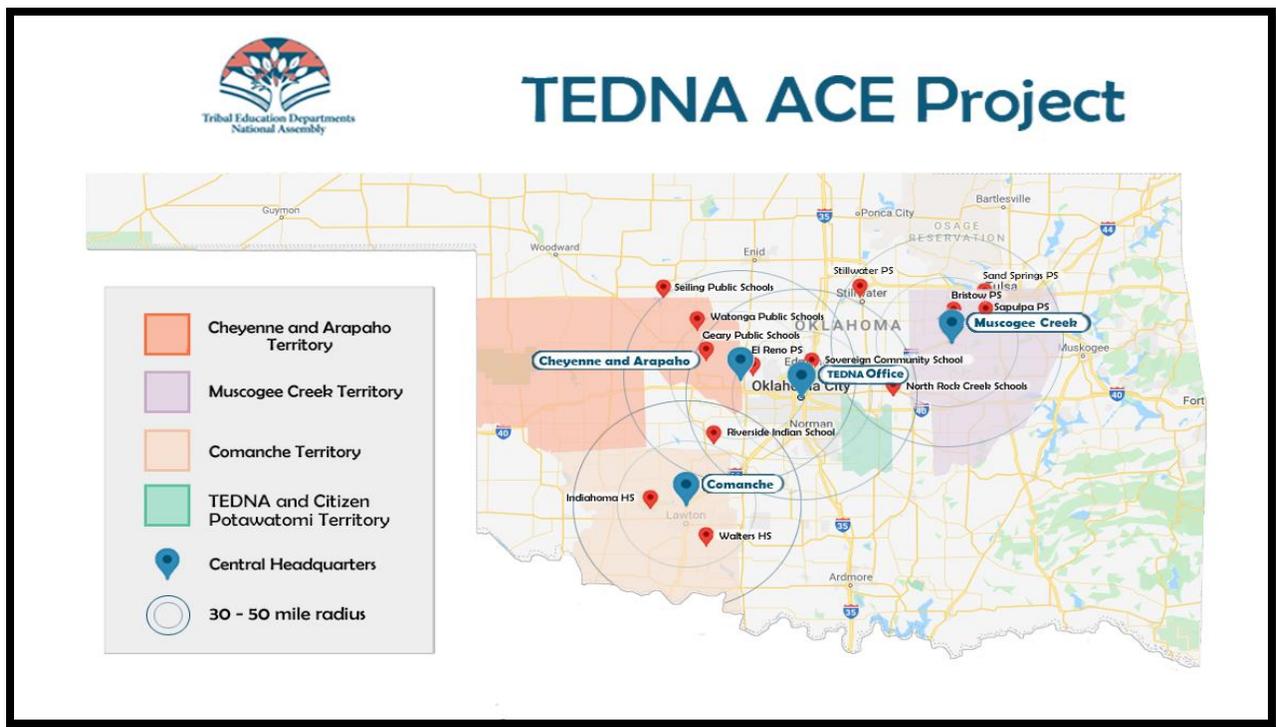
Houchin Consulting PLLC) will provide planning facilitation, Plan of Action co-authoring, an information management system, and ongoing Strategic Partnership Development. Dr. Pavel, who is an expert in leading evidence-based programs serving Native students and parents in diverse educational environments, including previous TEDNA federal grant-funded initiatives. Mr. Houchin brings decades of leadership in complex multi-party projects in education, workforce development, and applied policy initiatives, including work with TEDNA's previous grant-funded initiatives. (see bios and resumes attached). They will address the following guidelines:

- To gather continuous input from students, parents, educators, employers, state agencies, industry associations, and other stakeholders in the Project.
- Request service partner and providers insight to prioritize accessing evidence-based choices in education, and the pros and cons of the different approaches.
- Inform the design, creation, testing, and evolution of ongoing communication mechanisms for student/family input and ongoing community-wide stakeholder communication and feedback.
- Follow a timeline with measurable outcomes to monitor the completion of the Plan of Action and the required documentation.
- Use participant observations, document analysis, surveys, focus groups, interviews, and listening sessions to secure sufficient responses to strengthen the interpretation of findings.
- Make available onsite in-person and virtual meeting methods.
- Provide training to Project Director and ACE Specialis at the foundation advising level with the identification of more advanced training.
- Complete in eight months, preceded by two months of Project administration start-up and followed by a two month transition period from project planning to implementation.

These guidelines support: (a) collective and sustainable efforts intended to extend beyond the grant period and (b) implementing full-scale equitable service delivery (for every Native student and parent, anywhere, for any reason, at any time).

Tribal Education Departments National Assembly (TEDNA) Accessing Choices in Education (ACE) Project has Memorandums of Understanding to participate by four Tribes/Nations. These include the Cheyenne & Arapaho, Muscogee Creek, Comanche, and Citizen Potawatomi Tribes/Nations. Letters of the agreement to participate have also been acquired for the project by Riverside Indian School (BIE school) and the Sovereign Community School (Charter). Eleven high schools representing eleven local education agencies (LEA) have also shared their letters of support and agreement to participate (see Appendix). These high schools include Bristow, El Reno, Geary, North Rock Creek, Sapulpa, Sand Springs, Stillwater, Watonga, Indianhoma, Seiling, and Walters high schools.

Figure 1: TEDNA ACE Program Sites



Three eminent service providers have also provided letters of agreement to support education choices and parental involvement: ACT, Inc: Provision of crucial academic and social/emotional curriculum and assessments either directly or through the State of Oklahoma; WIN Learning: Provision of essential academic/career exploration and planning tools, workforce and social/emotional readiness assessments; and Academic Development Institute (ADI): Communication strategies, parental involvement services, & performance management software.

Four national Native associations will lend their expertise: Native American Rights Fund (NARF), American Indian Science and Engineer Society (AISES), American Indian College Fund, and United National Indian Tribal Youth (UNITY). These three organizations will provide service and support to Native youth, families, and staff to enhance self-determined informed choice.

Six certification programs will provide their support: Oklahoma CareerTech Regional Networks, National Career Development Association, National Restaurant Association, Oklahoma Restaurant Association, National Center for Construction Education and Research (NCCER), and Oklahoma General Contractors Association. These programs will provide services and support to the project through access and awareness of careers and certification options available to Native youth to earn living wages.

- ***What is the timeline of the Project Planning Period?***

As shown in Table 1, the first two months of Fiscal Year One will be dedicated to completing the necessary logistics to set-up the planning project. This set-up will include coordinating and scheduling partner meetings. It will also include Circle of Reflection to collect student and family feedback regarding current student service options. The following eight months will be dedicated to planning and providing professional development to Accessing Choices in Education (ACE) Specialists (i.e., OK Individual Career Academic Planning (ICAP) toolkit).

Table 1. Project Planning Period Tasks and First Year Timeline

Project Planning Period Project Tasks	First-Year Timeline (12 Months)											
	1	2	3	4	5	6	7	8	9	10	11	12
Project Logistics and Grant System Set-Up	X	X										
Project Planning Overview			X									
Engage First Circle of Reflection*				X								
Engage Second Circle of Reflection*					X	X						
Engage Third Circle of Reflection*							X	X				
Publish Plan of Action									X			
Activate Communication Strategies									X	X	X	X
Onboarding Senior ACE Specialists							X	X	X	X	X	X
Onboarding Associate ACE Specialists								X	X	X	X	
Transition from Planning to Implementation											X	X
Submit Required Documents to Dept. of Education.												X

*Bi-Monthly meetings

The Project Director and ACE Specialists will receive professional development, training, and certification in such areas like Certified School Career Development Advisor training from the National Career Development Association, customized training from ACT related to best practices in the use of all ACT products and data used in Oklahoma, training in family/parent engagement best practices from ADI, and training in the use of WIN Learning tools, curriculum, and optional assessments. All professional development, training, and certification will be relevant to the Project Director and ACE Specialists’ ability to provide direct services to students and families.

Professional development during the planning period will encompass the foundational tools, resources, policies, services, and tools the state of Oklahoma recommends. Professional development topics will include high school graduation and college and career access requirements. Ongoing training will encompass additional topics like those of academic measurement, oral and written communication skills, working with diverse populations, and communication training to update educational choices and options for students and families. Currently, all of the options available and requirements to graduate and access college and careers are overwhelming to a family and the student. By having staff trained, these trained staff will help mitigate this being overwhelmed feeling, enhancing the family's and student's opportunities to make better informed educational choices.

- ***Why is it necessary to have time dedicated to Project Logistics and Grant System Set Up?***

Our project includes multiple educational settings and systems that include Tribal communities, LEAs, government agencies, and service providers. Also, our project is infusing into it teams of experts, families, and hundreds of students needing help to prioritize educational support options and individualized pathways. All have provided letters and memorandums of interest to participate. The interest and willingness to move in and accomplish and provide high quality, evidence-based services to students and families is substantial. However, time is needed to organize all of the partners. In essence, planning and parenting time must be provided to finish the alignment of all these systems into a seamless and successful system before implementing services. EACH of these partners may frequently change over short periods-of-time due to changes in funding, policy, participation levels, student, or parent choice. Critical in this time will be the articulation of a management information system to track, monitor, and engage in continuous improvement to determine the effectiveness of the return on investment of project activities.

- ***What is covered during the Project Planning Period Overview?***

The planning overview asks planning participants to collectively review the specific charge, methodology, and outcomes of the planning period, as well as to explicate the necessity to transition from planning to implementation. The planning overview time will serve as a tool for keeping everyone associated with the project on track and focusing on the same details and information.

- ***How do we employ the Circles of Reflection?***

The Circles of Reflection process involves a series of guided dialogues and discussions to be held within three circles.

- The First Circle has participants describe and reflect on their current efforts in Native Education and career pathways to increase access to educational programming.
- The Second Circle has participants collectively generate information on what is in place and working well, what is not working well, and where there are gaps. This process enables people with differing perspectives to arrive at more commonly shared understandings as a necessary foundation for continued collaboration.
- The Third Circle has participants focus on opportunities where they can collaborate with the LEAs, TEDs, state agencies, and other entities to achieve outcomes.

- ***What is the purpose of the Idea Bank, and how will it be used to inform the planning and Project Implementation?***

The Idea Bank serves as an online repository of resources helpful to create and implement the ACE Plan of Action. For example, the Idea Bank will include: (a) explanatory and reference documents and sources of information, (b) a directory of relevant resources, and (c) Oklahoma

Native Education Data Pack with information and statistics to provide context and a factual underpinning for the three circles.

Project Planning Period Outcomes. The Plan of Action will be: (a) well-reasoned and written in a manner to communicate with a diverse audience (i.e., students, parents, educators, experts), (b) broadly accepted and adopted by the coalition of partners and providers, and (c) able to verify that parents and the targeted segments of the community (such as employers) are engaged in this planning and logically involved in the initial implementation of services. At or before the conclusion of our Project Planning Period, the TEDNA ACE Project will submit to the Department of Education, Office of Indian Education the following required documents:

1. A description of the operational service selection process that meets Program Requirements. The ACE Plan of Action (see Appendix for Draft ACE Plan) will include the method to enable parents and students to select services, and: (a) ensure that funds will be transferred directly from the TEDNA to the selected service provider(s); and (b) will include service providers.

2. A description of the operational parent involvement and feedback process that meets Program Requirements. The ACE Plan of Action will include a parent involvement and feedback process that: (a) Describes how parents request services or providers that are not currently offered, provide input on services provided, and how TEDNA will provide parents with written responses within 30 days; and (b) Includes professionally trained ACE Specialists to support outreach to parents, inform parents and students of the timeline for the termination of the Project, and assist parents request services or providers not specified by the TEDNA ACE Project.

3. A sample of the written agreement that meets Program Requirement, and a list of providers with whom the grantee has signed written agreements. The ACE Plan of Action will

include a written agreement between TEDNA and each Service Provider. TEDNA will maintain a list online and also on file of those with agreements. Each agreement will include: (a) A non-discrimination clause that requires the provider to abide by all applicable non-discrimination laws concerning students to be served; and prohibits the provider from discriminating among students who are eligible for services under this program, *i.e.*, a description of how the TEDNA will oversee the service provider and hold the provider accountable for the terms of the written agreement and the use of funds (including compliance with generally accepted accounting procedures and Federal cost principles); a description of how students' progress will be measured; and a provision for the termination of the agreement if the provider is unable to meet the terms of the agreement.

4. A description of the process that will be used to choose students to be served if the demand for services exceeds the available capacity, as described in the Program Requirement. The ACE Plan of Action will include a fair and documented process to choose students to be served if the number of requests from parents of eligible students or students for services available exceeds the available capacity, in terms of the number or intensity of services offered.

The Project's planning period will provide further refinement and agreement of the selection of service providers. The entire system will be devised to enhance educational opportunities for youth and families to choose from and the protocols for advocating additional student services. The ACE Specialists will work side-by-side with the student and family. The ACE Specialist will explore and understand their educational goals and then align them with high-quality, culturally relevant, and evidence-based services. ACE Specialist will provide an ongoing continuous feedback loop from the youth and families regarding the services they experiences. Based on this feedback, determinations will be made to continue, change, or modify service to maximize and accelerate progress toward student and family educational goals.

Table 1. Planning Grant Year 1 Goals, Objectives, Activities, and Measures

<i>Goal 1. Produce a well-conceived Plan of Action during the planning year that includes the input of parents and families and guides project implementation.</i>		
Objectives	Activities/Outcomes	Measures
1.1. Engage Service Providers, Project Partners, and families in an Indigenous planning process to provide resources to meet the needs of students in Tribal communities	<ul style="list-style-type: none"> • Conduct a Circles of Reflection discussion amongst stakeholders • Capture and synthesize information from the Circles of Reflection interviews 	<ul style="list-style-type: none"> • Each Tribe will have family representation (sign-in sheets) • Plan of Action aligned with ideas and concerns expressed during the Reflection process (recorded interview notes)
1.2 Plan of Action completed in the first eight months of the project including all required elements and widely shared within Tribal communities	<ul style="list-style-type: none"> • Create a Plan of Action based on the synthesized Reflection interviews • Share draft with stakeholders • Incorporate feedback into the final plan • Submit final Plan of Action to USDE • Disseminate widely after approved 	<ul style="list-style-type: none"> • Draft plan approved by stakeholders (feedback form) • Final Plan approved by USDE (approval email) • Plan shared (examples of communication with stakeholders)

Year Two to Five – Student Service

The Project Design is focused upon creating a sustainable system of expanding access to high quality and culturally relevant educational options to improve Native youth success. It will also build a sustainable culture of parental and family involvement in the education and career paths of their children. The project design will fully leverage EXISTING educational program options wherever possible. Our provision of services will help students and families navigate the often overwhelming and confusing matrix of services available in any community. Finally, the project design anticipates the need to add educational options as identified by students, parents, employers, and other stakeholders. These additional programs would not be start-up ventures but proven evidence-based programs that have value in Native communities.

Project is Designed to Improve Student and Parent Satisfaction. The TEDNA ACE Project will provide high-quality services expanding education choices that meet and exceed the service expectations Native students and parents deserve. All Native student participants and at least one parental/family member for each student will participate in the intake. During intake, a pre-satisfaction survey will be conducted to collect baseline service experiences. These service experience satisfaction surveys will be conducted at a minimum of three times a year. Essential to this intake is to gather information regarding the educational outcome desired by the student and family. Based on these educational outcomes, increased achievement, graduation, college access, career information, informed selection, and choice of services will be enhanced.

ACE Specialists will direct service provision to students and parents. There will be two Senior ACE Specialists and three Associate ACE Specialists. These ACE Specialists will be the fulcrum balancing access to the best-of-class educational outcome options with personalized, culturally sensitive program matching at individual and family levels. The Project Director will

guide the daily project overall, and the ACE Specialists will oversee the day-to-day project activities at the Tribal/school site level.

Together with TED personnel, teachers, counselors, and administrators, ACE Specialists will plan for and ensure equitable exposure and access to Service Providers and expanded options. On one parallel path during the Project Planning Period, two Senior ACE Specialists already enlisted in this Project will identify and mentor three Associate ACE Specialists. We anticipate the five ACE Specialists will prove their worth in the broader community with the expectation that at the end of Year 5. In the end, the employment of the ACE Specialists will be transitioned to the Tribe, a Chamber of Commerce, Industry Group, business, or other community entity for sustainability.

Fair and Neutral Process of Selecting Service Providers. Two criteria will guide service provider selection: (a) the service provider must provide high-quality, evidence-based service(s) to enhance student educational outcomes, and (b) the Service Provider must verify that these services are available to students and parents in Oklahoma. Guiding the selection criteria and linking of the services to the choice for the student and family will be the Service Provider's educational outcome that is supported by evidence. ACT, WIN, ADI, and all the State of Oklahoma providers meet these criteria.

ACT as a Service Provider. ACT's Team will be led by Bruce Smith, Director of State Partnerships and his colleagues will join him: Lew Montgomery, Director of Center for Equity in Learning, Scot Calvert, Program Manager, Tony Cortez, Oklahoma Client Relations, Mary LeFebvre, Oklahoma State and Federal Programs, Allison Bauers, Senior Director of Learning Resources, Marci Price, Director of Social and Emotional Learning, Rick Harris, Workforce Manager, and their designees (please see attached bio and resumes). ACT will integrate the Project Director and ACE Specialists into established relationships with the State of Oklahoma and offer

services that are: (a) *inclusive* in that ACT strives to do everything to level the playing field for everyone, regardless of needs, backgrounds, or resources; (b) *transformational* through research, technology, and continuously evolving as an integral part of the learning process; and (c) *holistic* in terms of assessing each student's unique traits and skills, to help navigate toward college and career success. We anticipate increasing access to choices in education using: (a) PreACT available for all 10th-grade public school students, funded by the Oklahoma State Regents for Higher Education; (b) The ACT available for all 11th-grade public school students funded by the Oklahoma State Department of Education; (c) ACT iCurio provides digital access for student and teachers to aligned and personalized instruction; (d) ACT Mawi and Tessera SEL/Soft Skills assessments and curriculum for all students served, primarily focused on students pursuing a college/university-preparation academic path; and (e) ACT WorkKeys assessments based on their Individual Career Academic Plan (ICAP).

WIN Learning as a Service Provider. Steve Fain will lead WIN's Team that will include Executive Vice President, Kathy Fletcher, Professional Service Coordinator, and Matthew Wagner, Regional Account Manager, (please see attached biographies). WIN's standards-aligned, web-based programs offer education and workforce entities an engaging and relevant career-driven education and training resource to prepare learners and job seekers for success. The result is higher academic achievement, greater commitment to employability work habits, increased motivation to seek their career path, and true readiness for career success.

ADI as a Service Provider. Pam Sheley, Executive Director, will lead the Academic Development Institute (ADI) Team. She will be joined by her colleagues Dr. Allison Layland, Bernadette Anderson, and Dr. Jan Donley (please see attached bio and resumes). ADI's work spans 11 years as the Parent Information & Resource Center (PIRC) for Illinois, seven years

administering the federally-funded National Center on Innovation & Improvement, and seven years as a partner in three national content centers—Center on School Turnaround, Center on Innovations in Learning, Building State Capacity & Productivity Center, and as a partner in the National Comprehensive Center and six Regional Comprehensive Centers. In addition to its national work, ADI administers youth development and early childhood programs in Illinois. It is part of programs for Tribal communities and schools in Oklahoma, Montana, Idaho, and Virginia. ADI will provide the Project Director and ACE Specialists professional development on parental and family engagement while composing and facilitating the communication plan.

Informing Students and Parents About Available Service Choices and Project Timeline. Under the direction of ADI, the TEDNA ACE Project will develop the strategic communication plan during the planning period. The Project Director and ACE Specialists will connect with students and parents through communication strategies that ensure Native students and parents become aware of available service choices and all pertinent timelines.

The first strand of the communication plan will be to communicate the Action Plan goals to service providers, LEAs, Tribes, parents, and students. Next is a communication feedback loop to the service providers, ensuring they are meeting the expectations of the Project as well as sharing feedback gathered from those receiving their services.

The second strand of the communication plan will include Tribes, LEAs, and schools in which families and students are enrolled. The strategic communication plan will include naming a point person in each entity. This designated person will be someone the TEDNA ACE Project personnel can connect with to ensure communication is flowing between TEDNA ACE and the Tribes, LEAs, and schools. It will be essential for each to understand the goals of the TEDNA ACE Project and how each of the entities can support these goals for their students.

The third strand of the communication plan will be how we reach out to families and students. Each entity is an essential piece in the smooth operations of the project. TEDNA ACE communication will include multiple methods of communicating with parents and students. The method of communication will be based on their preference and the best modality to reach them. There will be an enhanced focus and attention to all communication opportunities to maximize feedback. Communication opportunities could be through the in-person, website, email, phone, text, written, surveys, but will always be used to understand and enhance services received.

The fourth strand of the communication plan will include how Project personnel will stay on track and in sync with one another to ensure a smooth and seamless operation. To stay on track, the Sovereignty Performance Management (SvPM) developed by ADI will be used. It is an online tool to keep the goals, objectives, activities, and milestones aligned and transparent for all those who are responsible for ensuring the success of the TEDNA ACE Project (Layland & Redding, 2020).

A fifth strand will include approaches to communicate with the broader community in the form of public relations, promotional, event, and marketing communications strategies. As stories of success emerge, these “good news stories” will be shared with media outlets as well as all stakeholders to encourage others to tap into the resources available. The communication plan’s strength will be establishing the feedback loop linking all entities to ensure the needs of the students and their families are being met.

Goals, Objectives, and Outcomes. During Years 2- 5, the Project will accomplish two goals and six objectives (see Table 2) focusing on: expanding Native student access to education choices, and involving parent/family centrally in the process. Goal 1 (plan) will be completed in Year 1, while Goal 2 (expanded access) and 3 (increased parental involvement) will be accomplished in Years 2-5.

Table 2. Year Two to Five Goals, Objectives, Outcomes, and Measures

<i>Goal 2: Expand Native student and family access to appropriate evidence-based educational choices that will support the student's attainment of college and/or career aspirations.</i>		
Objectives	Activities/Outcomes	Measures
<p>2.1. Implement Service Selection Systems based on the needs of the local community, reflect a variety of evidence-based choices, allow family/student opportunity for input, and freely allow access to selecting services.</p>	<ul style="list-style-type: none"> • Implement Service Selection System • Development of feedback loop/evaluation • Implement process for parent to request additional services (and receive an answer) • Development of a communication plan 	<ul style="list-style-type: none"> • Total options students can choose • Total options that are culturally relevant • System is user-friendly/intuitive, and accessible (feedback survey) • Procedure to request additional services is responsive, fair, and timely (survey) • Communication is timely, in a format that is accessible to families, and in a language that is user friendly (evaluation forms)

Goal 2: Expand Native student and family access to appropriate evidence-based educational choices that will support the student's attainment of college and/or career aspirations.

Objectives	Activities/Outcomes	Measures
2.2. Build student and family awareness of choices available	<ul style="list-style-type: none"> • Communication plan rolled out with multiple modes and timeline 	<ul style="list-style-type: none"> • Increase in number of families/students aware of services available (survey) • Frequency of families/students accessing the Service Selection System • # and % of parents report number of options meet their children's needs • # and % of parents report quality of options meet their children's needs • # and % of families/students requesting additional services not listed (request process)

Goal 2: Expand Native student and family access to appropriate evidence-based educational choices that will support the student's attainment of college and/or career aspirations.

Objectives	Activities/Outcomes	Measures
2.3. Help guide and support students/families navigate selection of services	<ul style="list-style-type: none"> • ACE Specialists will effectively guide students/families in making informed educational choices based on individual needs and services offered • Agreement with service provider for services • Evaluation of services after provided 	<ul style="list-style-type: none"> • Individual ICAP plans for students reflects services received from TEDNA ACE project (OK ICAP) • Students increase services received (tracking services received) • Evaluation of services will be rated high to very high

<i>Goal 3: Involve Native parents and families in meaningful ways as they identify and access evidence-based educational choices to support Native students' attainment of college and career pursuits.</i>		
Objectives	Outcomes (Activities/ Deliverables)	Measures (Short-Term/Long-Term)
3.1. Engage families as their students' access expanded educational choices	<ul style="list-style-type: none"> • ACE Specialists meet with families/students a minimum of three times per year 	<ul style="list-style-type: none"> • Service log from ACE Specialists • Record/minutes from individual meetings or focus group meetings
3.2 Increase family input in the process of selecting and interacting with service providers	<ul style="list-style-type: none"> • Hold focus group meetings with each Tribe • Create survey to gather family input 	<ul style="list-style-type: none"> • Recording/minutes from meetings • ACE Specialist Activity Log • Survey results
3.3 Create communications structures to effectively disseminate information	<ul style="list-style-type: none"> • Targeted versions of communication meeting the needs of each stakeholder 	<ul style="list-style-type: none"> • Samples of communication provided • Feedback from stakeholders on the timeliness and effectiveness of the communication

TEDNA ACE Project Management Information System to Monitor Progress.

Paramount for the TEDNA ACE Project is that goals, objectives, and outcomes are specified and measurable, as shown in Table 2. It is equally important to have a system in place to manage information associated with these measures. As has been done successfully with two federally-funded projects--TEDNA NYCP 2015 and TEDNA NYCP Extended-Data Collection--the Tuwaduq Cultural & Research Institute (TCRI) will provide expertise and technical assistance to implement and oversee a Management Information System to study GPRA performance measures and other data points of interest pertaining to Project goals, objectives, and outcomes. Information management attempts were repeatedly made and faltered during TEDNA NYCP 2015, and a principle finding gained during the evaluation was that data-related efforts were time consuming and energy absorbing activities for TEDNA project staff and thus proving too challenging to schedule consistently overtime given other project demands. It was more productive to dedicate consultant time to: (a) oversee data collection, (b) manage data using an online limited-access database, (c) conduct more sophisticated analysis, (d) assist with preparation of reports in varying formats, and (e) implement dissemination strategies to diverse audiences. This is a proven approach, and TEDNA has shown positive results in creating a data-driven culture of success that it has shared locally, state-wide, and throughout the U.S. In addition to other data points of interest, the Management Information System will collect, manage, analyze, and report on the following Government Performance Reporting Action (GPRA) performance measures:

1. The total number of options from which participating students can choose.
2. The number of options offered from which participating students can choose education-related services that are culturally relevant, as determined by the grantee.

3. The number of educational outcome objectives which will arise from the Native youth and families choices.
4. The total number of students served.
5. The percentage of parents who report that the number and variety of options offered meet their children's needs.
6. The percentage of parents who report that the quality of options offered meet their children's needs.
7. The average time it took a grantee to respond to requests for specific services.
8. The percentage of parent requests for additional services that resulted in adding new services to the offerings.

These performance measures constitute the Department's indicators of success for the TEDNA ACE Project, and we carefully considered these and other measures in conceptualizing the approach to expand access to choices in education and increasing parental involvement. TEDNA is more than capable to provide, in its annual performance and final reports, data about its progress in meeting these measures. The inquiries to be undertaken to study these performance measures and other data points of interest follow ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97 as a demonstration project that includes research activities. Also, under 34 CFR 75.135(b), TEDNA may use the small purchase procedures authorized under 2 CFR 200.320(b) to procure data collection, data analysis, evaluation services, or other essential services that are needed to meet a statutory, regulatory, or priority requirement related to the competition. A central requirement for reporting and accountability of the TEDNA ACE Project is to submit annual performance reports (APRs) demonstrating our progress in meeting project goals and objectives, and at project end, submit a final performance report (FRP).

Quality of Project Services

Ensuring Equal Access and Treatment for Eligible Project Participants. TEDNA values equal access and treatment of Native students and parents. In addition to the applicable laws (i.e., ADA, IDEA), rules, and policies in place, ACE Specialists will also be trained and actionable to address other access issues. ACE Specialists will monitor and access feedback from student and families regarding other challenged to access that may include the following: 1) access to online courses or materials; 2) Training of students, families, and educators for cultural relevancy; 3) reliable high-speed Internet access away for school; 4) access to devices, tools, & resources; 5) Adaptive materials provided for students with disabilities; 7) Promoting attendance.

High-Quality Choices of Services that are Culturally Relevant. Based on the outcomes of the planning period, we anticipate a two-level service offering model. **ANTICIPATED LEVEL 1** Services will be offered to ALL students and families. These anticipated services include: (a) Ongoing access to qualified Accessing Choices in Education (ACE) Specialists, (b) Access to applicable ACT and WIN Learning planning and assessment tools, and (c) Access to existing cultural continuity and heritage programmings such as tribal language, dance, and arts programming. **ANTICIPATED LEVEL 2** Services will be offered to students and families. They might include: (a) Participation in applicable programs offered through the State of Oklahoma such as Oklahoma CareerTech regional service centers and existing community/employer/industry partnerships; (b) Participation in available industry certification and apprenticeship programs from the National Restaurant Association Education Foundation (NRAEF), National Center for Construction Education and Research (NCCER), Manufacturing Skills Standards Council

(MSSC), Society of Manufacturing Engineers (SME) Tooling-U catalog; and (c) Access to other application programs that will be identified during the Project Planning Period.

The Project Director and ACE Specialists will maintain a balance between program resources and cultural sensitivity. Offering timely information about the availability of culturally-relevant services throughout the Project will be essential to expanding access to education choices. The staff will do this through the personal interactions with students and parents, collaborations with Service Providers, and the ongoing review of culturally sensitive content integrated throughout the community communications initiatives. For example, ACT's suite of options to expand accessing choices in education is extensive and normed at the national level. The TEDNA ACE Project will use these nationally normed tools in the CONTEXT of advising supportive of individualized assistance to help each student and family navigate the student's educational choices.

WIN's Personalized Career Readiness System provides Native students and job seekers with the tools necessary to prepare them for the future. This readiness system gives back to the Tribe (as they are often motivated to do so), whether it is college, a trade school, the military, and/or the workplace. WIN's standards-aligned, open-access web-based programs offer education and workforce entities like Tribal operations and ventures an engaging and relevant career-driven education and training resource to prepare Native students and job seekers for success. The result is a higher academic achievement, a greater commitment to employability work habits, increased motivation to seek their career path and a genuine readiness for career success for the Native youth.

Our parental involvement and feedback loops will follow ADI's *Handbook on Family & Community Engagement* and provide a means to feature particular services. Building trust by establishing regular communication with parents, and helping parents in using performance data as an advocacy tool, and building the capacity of schools to sustain engagement strategies.

Services Meet the Need of Native Students and Parents. The challenge may or may not be a lack of service offerings as there is an OVERWHELMING array of vaguely defined educational service options. Our TEDNA ACE project will address the needs of Native students and parents by making the overwhelming situation manageable. Our project will also assure that the Project Director and ACE Specialists have the information, training, cultural sensitivity, and passion for serving the Native community.

Our project will create Service Provider contractual relationships that are site-license based (rather than per/person) wherever possible. At this level, there would be no incremental costs associated with letting parents or other members of the community have access to some of the tools. For example, the site license approach to WIN Learning's myStrategic Compass could allow unemployed or underemployed members of the Tribal community to explore career transition options. Based on experience, some of the programs designed for their students may also be beneficial for the parent. However, they either did not know it was available or were facing a significant barrier of shame, preventing them from asking for the help they need.

High-Quality and Culturally Relevant Service are Evidence-Based or Modified to Culturally Appropriate for Native Students and Parents. The TEDNA ACE Project staff are all engaged and enrolled Tribal members. The staff understands the linguistic structures of their Native youth, but also the contextual factors, cultural nuances, discourse features, logic and rhythm, delivery, vocabulary usage, role relationships of speakers and listeners, intonation, gestures, and body movements. This TEDNA ACE project will increase the transparency and informed choice of student services to Native youth and families. It is also with this increased transparency that the cultural relevance and congruity of these services and supports will emerge so others can recognize any challenges, and to remediate them immediately.

Reasonableness of Budget

Budget Reflects Number of Students to be Served and Per-Pupil Amount. The TEDNA ACE Project intends to serve over 1,200 Native high school youth in Years 2-5 in order to expand Native high school youth access to high-quality, evidence-based educational choices while also increasing parental support and family involvement. The Plan of Action developed during the planning period will direct TEDNA ACE Project personnel to implement high-quality educational services and supports for students among four Tribes/Nations—Muscogee Creek, Cheyenne & Arapaho, Comanche, and Citizen Potawatomi attending 13 high schools—Bristow, El Reno, Geary, North Rock Creek, Sapulpa, Sand Springs, Stillwater, Watonga, Indianola, Seiling, Walters, Riverside Indian School (BIE school), and the Sovereign Community School. The direct costs in the TEDNA ACE for Years 2-5 are shown in Table 3 along with achieving a dedicated 80% of the direct budget be allocated for direct services to students. We calculate that the cost per student for services ranges from \$792 per student to \$837 per student.

Table 3. Number of Native Students to be Served and a Per-Pupil Amount for Services

Calculated Items	Budget Year			
	Year 2	Year 3	Year 4	Year 5
Direct Costs within Project Budget	1,255,083	1,247,338	1,188,691	1,199,489
80% Allocated to Direct Services	1,004,066	997,870	950,952	959,591
Cost per student (1,200 students)	\$837	\$832	\$792	\$800

During Project Years Two to Five, evidence-based products, services, and strategies to improve Native student access and success in educational programs will be ensured. Student services will be addressed by local Accessing Choices in Education (ACE) Specialists, and these

ACE Specialists will be trained in educational opportunities and choices by the service providers and government agencies that will improve access to and outcomes from an array of existing services such as: Oklahoma's Individual Career Academic Plan (ICAP) programming; Oklahoma's state-wide PreACT, the ACT, and anticipated WorkKeys (NCRC) programs; advance TEDNA's advocacy of exercising self-determination through education. Per pupil costs associated direct services. The Year One Planning Period will be used to identify, expand, and coordinate the list of high quality, evidence-based student service options. An outcome of this partner's effort will be to have a plan that selects service providers and that informs parents and students of the available service choices under the project. These service choices will be designed to improve student and parent satisfaction with the student's overall education experience. It will also result in a fair and neutral process of selecting service providers that will result in high-quality options from which parents and students can choose. The sustainability of evidence-based educational opportunities for Native youth and families is paramount. An essential element to sustainability embedded in this project is the communication of quality educational opportunities to Native high school youth and families to succeed in their self-determined educational outcome objectives.

Per-Pupil Costs of Services Funds Available are Transparent to Parents and Other Stakeholders. All program costs and fees will be made available on a new TEDNA ACE Project Website and available in a regularly updated downloadable PDF document made available via the Project Website or provided in hard copy to students/families without access to the internet or printing. Moreover, the Project Director and ACE Specialists will give added attention to student and parent outreach when discussing availability of funds to increase Native student access to choices in education options that can satisfy their needs.

Quality of the Management Plan

Adequacy of Management Plan to Achieve Project Goals and Objectives on Time and Within Budget. The Tribal Education Departments National Assembly (TEDNA) leadership and staff have experience successfully managing multi-year, multi-partner USDOE grant-funded initiatives. The TEDNA leadership will manage this project with fidelity to ensure that Native students and parents receive and are satisfied with high-quality services. These services will also be provided in a timely and proficient manner by giving attention to communication, collective responsibilities, and managing feedback.

Project management will be assured with the use of the online Sovereignty Performance Management (SvPM) system developed by ADI and TEDNA. SvPM is a version of strategic performance management tailored for Tribes. It is designed to plan and manage the Tribe's initiatives to ensure its citizens benefit from a high-quality education. SvPM acts as a general outline helping projects to set goals, create strategies, and reach milestones. SvPM also has a robust reporting function that allows ease of progress monitoring and more of each goal, objective, measure, and collection of supporting documentation. This SvPM will be implemented during the Project Planning period. All of the project partners will have access to the online site. Partners will also be able to contribute information to each of the objectives throughout the project. SvPM will help in the collection, management, and analysis of data to inform day-to-day decision-making. SvPM will make the project responsive to stakeholders, and in compliance with reporting requirements (i.e., mid-year, year-end, final performance reports, and other reports requested). The SvPM will also collect, manage, analyze, and report on GPRA performance indicators that constitute the Department's indicators of success for the TEDNA ACE Project.

As shown in Table 4, our consolidated timeline establishes the sequence and pace with which the activities described in the Project Design will be accomplished. Through appropriate and adequate time commitments of the Project Director, ACE Specialists, support personnel, and consultants. Below are details of the timelines and milestones and who is responsible for accomplishing tasks.

Table 4. Goals, Milestones, Responsible, and Timeline

Goal 1: Produce a well-conceived Plan of Action during the planning year that includes the input of parents and families and guides project implementation.			
Obj	Milestone	Responsible	Timeline
1.1	Knowledge gained of provider services that meet the needs of Native students and parents	Project Director, ACE Specialists, and Service Providers	2020–2021 2nd, 3rd, and 4th Quarters
1.2	Completed Plan of Action including strategic communication plan and management information system	Facilitators, Project Director, ADI, and TCRI	2020–2021 4th Quarter

Goal 2: Expand Native student and family access to appropriate evidence-based educational choices that will support the student’s attainment of college and/or career aspirations.			
Obj	Milestone	Responsible	Timeline

Goal 2: Expand Native student and family access to appropriate evidence-based educational choices that will support the student’s attainment of college and/or career aspirations.

2.1	Service Selection Systems implemented based on the needs of the local community, reflect a variety of evidence-based choices, allow family/student opportunity for input, and freely allow access to selecting services.	Project Director, ACE Specialists, and Service Providers	Monthly 2021–2025
2.2	Increased Native student and family awareness of education choices available	Project Director, ACE Specialists, and Service Providers	Monthly 2021–2025
2.3	Students and parents successfully navigate selection of services	Project Director, ACE Specialists, and Service Providers	Monthly 2021-2025

Goal 3: Involve Native parents and families in meaningful ways as they identify and access evidence-based educational choices to support Native students’ attainment of college and career pursuits.

Obj	Milestone	Responsible	Timeline
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Goal 3: Involve Native parents and families in meaningful ways as they identify and access evidence-based educational choices to support Native students’ attainment of college and career pursuits.

3.1	Families are engaged in accessing expanded educational choices	Project Director, ACE Specialists, and Service Providers	Monthly 2021–2025
3.2	Families have input in the process of selecting and interacting with service providers	Project Director, ACE Specialists, and Service Providers	Monthly 2021–2025
3.3	Communications structures are in place to effectively disseminate information	Project Director, ACE Specialists, and ADI	Monthly 2021-2025

Plan to Oversee Service Providers and Ensure that Students Receive High-Quality Services. Quinton Roman Nose, TEDNA Executive Director and Principal Investigator, and Jaimie Gua, the TEDNA ACE Project Director, will oversee and coordinate Service Providers directly. Additional essential input of student and family experiences will be collected and shared with project leadership by the ACE specialists. TEDNA ACE leadership will work to secure agreements with Service Providers during the First Year planning period to improve access to a greater choice of education options. Each year they will be reviewed for renewal. Where Service

Providers contract with TEDNA, the TEDNA staff will use industry-standard best practices to communicate, evaluate, and audit performance each quarter. As shared in this plan, continuously monitoring the improvement of the project based on student and family experiences with services is paramount. The Sovereignty Performance Management (SvPM) online data collection system reporting capabilities will significantly enhance the effectiveness of this service.

The core TEDNA ACE Project Team is already in place and will be ready to implement this project once approved. The Project will be overseen by the Principal Investigator Quinton Roman Nose (Cheyenne). Mr. Roman Nose, a member of the Cheyenne and Arapaho Tribes, has 16 years of Title VII Indian Education experience and served six years as his Tribes' Tribal Education Department Executive Director. He is a past President for the Tribal Education Departments National Assembly (TEDNA) and currently serves as Executive Director to advocate for Tribal sovereignty at the federal, state, and Tribal levels. Quinton has completed two terms on the Board of Directors for the National Indian Education Association serving as President during the 2011-12 year and currently serves on the Board of Trustees for Bacone College. His undergraduate studies were in Mathematics and graduate studies in Gifted-Talented Education, and he served two years as a Field Artillery officer during the Vietnam era.

Jaimie Gua, TEDNA ACE Project Director, is an enrolled Colville Tribal Member and current Programs Director at Tribal Education Departments National Assembly. She is a 2012 Teach for America alum, an award-winning educator, public speaker, policy writer, and help to establish the Sovereign Community School -- Oklahoma's first public charter school centered on serving the needs of Native students living in Oklahoma City. Jaimie is a founding member of both Teach for America's Native Alliance Council as well as their Collective National Advisory Board. Jaimie received her Bachelor of Arts degree in English with an emphasis in Native

American Literature from The Evergreen State College and holds a Master's degree in education from the University of Oklahoma.

The Planning Period in year one will produce an Action Plan that will include templates of agreements between project leadership and Service Providers. This template will include assurances for high-quality evidenced services that are culturally relevant. The template will also include agreements on the accessibility of materials for students. There will also be a need for the service provider to collect student and family feedback regarding student experiences in a timely fashion. An essential part of this template is to offer services that are made to Native youth and families to progress toward self-sufficiency. TEDNA ACE Specialists will also work closely to monitor student experiences regarding continued academic or career growth, and two of the Senior ACE Specialists are currently engaged in this development of this project.

Anita Pahsetopah, Senior ACE Specialist, is a citizen of the Chickasaw Nation and is also Osage of the Buffalo Bull Clan. She and her five children, ages 12-25, stay connected and busy within the Bristow community. She was the Johnson O' Malley Field Specialist for the Muscogee (Creek) Nation serving 67 schools within the Creek Nation jurisdiction. Her office and classroom are housed at Bristow Middle and High School to provide Native students college and career readiness guidance. Anita graduated from Central Tech with a degree in Business Management and is currently attending Tulsa Community College headed towards a BA in Humans Services.

Tashina Tahdooahnippah, Senior ACE Specialist, is an enrolled citizen of the Cheyenne and Arapaho Tribes of Oklahoma, and represents the Comanche, Kiowa and Kickapoo of Kansas. She has a BS in Business Administration from Haskell Indian Nations University with emphasis in Tribal Management, MEd in Adult and Higher Education, MA in Native American Leadership, and currently pursuing her Doctorate in Educational Leadership. Along with her work and

education, she is a community representative and participates in events surrounding culture and tradition among her Tribe. Tashina has devoted her years of work in early college and career readiness to address early involvement surrounding college and career pathways. Her focus has been involved in the building and implementation of a curriculum surrounding techniques that reach American Indian youth.