Oklahoma’s STEP Program

is a partnership established between the Chickasaw Nation tribal education agency (TEA) in consortium with the Cheyenne and Arapaho tribe and the Oklahoma State Department of Education to have a major role in developing and enhancing educational programs for Native American students in public schools.
The Chickasaw Nation is located in south-central Oklahoma. The tribe’s jurisdictional territory consists of approximately 7,648 square miles and encompasses all or parts of the following 13 counties: Pontotoc, Grady, Carter, Garvin, Johnston, Murray, Love, Marshall, Coal, Bryan, McClain, Stephens and Jefferson.

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

There are a total of 91 school districts within the TEA consortium jurisdictional boundaries.
The Chickasaw Nation Service Area and Cheyenne - Arapaho Tribal Jurisdiction in Oklahoma

Legend

- Interstate
- State Highway
- OK Counties
- Chickasaw Nation Service Area
- Cheyenne-Arapaho Tribal Jurisdiction

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

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

Map Code: CNGIS_3161 7/2/2012
The goal of this project is to establish a Tribal Education Agency (TEA) consortium between the Chickasaw Nation Division of Education and the Cheyenne and Arapaho Tribes Department of Education to transfer some ESEA state-administered functions for formula grant programs in an effort to increase TEAs role in the education of American Indian/Alaska Native (AI/AN) children and improve academic achievement of AI/AN students through a partnership with the Oklahoma State Department of Education.
The ESEA State-administered formula grant programs for which the TEA consortium will perform state-level administration functions at the partnering LEAs are:

- Title I
- 21st Century
- Teacher Quality
Problem addressed by the proposed project

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

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

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

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

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

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

• The TEA is familiar with the educational barriers of AI/AN students and the demographics of the school districts.

• The TEA currently has a working relationship with the identified schools through the delivery of other programs for AI/AN students.

• The TEA will improve services through frequent monitoring of the LEA and training of school staff in AI/AN culture and learning styles.
Key elements (cont.)

- The TEA will have access to student data in order to develop programs to enhance the existing programs in the LEA and will provide technical assistance in implementing best practice programs that will reduce the learning gaps in reading and math between AI/AN and white children.

- The TEA will provide training to the SEA to provide a better understanding of the social service barriers AI/AN families face that affect the AI/AN child in meeting common core curriculum standards.

- The TEA will provide training to the SEA in the areas associated with multi-cultural activities and AI/AN learning styles for a better understanding of how AI/AN children learn.
STEP funding will be utilized to employ staff, to receive and provide technical assistance and technical assistance training, compliance monitoring, data collection, analysis and reporting to screen and evaluate the success and/or needs of the LEA grant partners.

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

Chickasaw Nation
STEP Project Director
Lynne Chatfield
(Tribally Funded)

Chickasaw Nation
STEP Project Manager
Penny Watson
(Tribally Funded)

Information Assistant

Chickasaw Nation
STEP Coordinator
Bill Vann

Cheyenne & Arapaho
STEP Coordinator
Linda Hulbutta

Education Specialist

Education Specialist

Education Specialist

Education Specialist

Information Assistant
Thank you to the following Oklahoma State Department of Education staff for their contribution and consultation time during the grant writing process:

Dwight Pickering, Director
American Indian Education

Ramona Coats, Assistant State Superintendent
Titles I, IIA, VI and X

Melodie Fulmer, Executive Director
Parent and Community Engagement

Dr. Janet Barresi, State Superintendent of Public Instruction
Thank you to our initial partnering LEAs:

**Chickasaw Nation Partnering LEAs**
- Ada City Schools
- Byng Public Schools
- Roff Public Schools
- Stonewall Public Schools

**Cheyenne and Arapaho Tribes Partnering LEAs**
- El Reno Public Schools
- Canton Public Schools
- Darlington Independent School
Special Thanks to our Tribal Leaders for their support

Chickasaw Nation Governor
Bill Anoatubby

Cheyenne & Arapaho Tribes Governor
Janice Prairie Chief-Boswell
Thank you
This concludes the STEP presentation

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