State-Tribal

Education Partnership (STEP)

Pilot Project
Presentation to
TEDNA at Ten – Tulsa, OK
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Sunday, October 13th, 2013
Only four tribes across the United States received this grant:

- Chickasaw Nation -- Oklahoma
- Navajo (Diné) Nation -- New Mexico
- Nez Perce -- Idaho
- Confederated Tribes of the Umatilla Indian reservation -- Oregon
STEP Pilot Project

key players:

- **LEA:** Nixyáawii Community School (NCS)
  - Only pilot site for CTUIR that meets grant criteria of being a public school that operates on an Indian Reservation
- **TEA:** Tribal Education Agency
  - Department of Education (CTUIR)
- **SEA:** State Education Agency
  - Oregon Department of Education (ODE)
- **U.S. DoE:** United States Department of Education
- **ESEA:** Elementary and Secondary Education Act
- **OIE:** Office of Indian Education
The purposes of the U.S. DoE State-Tribal Education Partnership (STEP) grant are:

1. **promote increased collaboration** between Tribal Education agencies (TEAs) and the State Education Agencies (SEAs) in the administration of certain State-level administrated formula grant programs; and

2. **build the capacity of TEAs** to conduct certain State-level administrative functions under those programs for eligible schools on a reservation.
The goals of the CTUIR STEP grant are:

1. to develop collaboration between the TEA, LEA and SEA to implement a School Improvement Program (SIP) @ Nixyáawii Community School.

2. to build the capacity of the TEA to administer the School Improvement Program @ NCS during the 2nd & 3rd grant years.

3. to increase the ability of the TEA, LEA and SEA to provide high quality education to NCS students to meet their unique, culturally-relevant educational needs to improve academic achievement.
**Approaches to Goal 1** of the CTUIR STEP grant:

1. **To develop collaboration** between the TEA and ODE to implement a *school improvement program* @ Nixyáawii Community School.

- Create school policies that align with school improvement supports and interventions.
- Provide technical assistance and professional development opportunities to school staff.
- Data collection and performance reporting.
- Program evaluation and monitoring.
• **Approaches to Goal 2** of the CTUIR STEP grant:

2. To **build the capacity of the TEA** to administer the school improvement program @ NCS during the 2\(^{nd}\) & 3\(^{rd}\) grant year.

- School Improvement Training
- Customized Planning Process Tool / Indistar ®
- The Network, Leadership Coach and Regional Network Coordinator
- School Appraisal Team
- Comprehensive Achievement Plan (CAP)
- School Support Team
Approaches to Goal 3 of the CTUIR STEP grant:

3. To increase the ability of the TEA to support high quality education to NCS students to meet their unique, culturally-relevant educational needs and improve academic achievement.

- **Student Performance:**
  - Create educational activities and school policies to improve student performance.

- **Staff Development:**
  - Provide technical assistance and incorporate time for staff development activities.

- **Cultural Activities, Family and Community Involvement**
  - Build upon tribal culture and knowledge of family and community members as they support successful learning among NCS students.
The components of goal 3 of the CTUIR STEP grant:

1. Student Performance
2. Staff Development
3. Cultural Activities, Family and Community Involvement
The components of goal 3:

1. **Student Performance:**
   - State of Oregon Graduation Requirements
   - Oaks Testing
   - PSAT / SAT scores
   - COMPASS college assessment
   - Dual Credit @ Blue Mountain Community College
   - 200 hours of Community Service
   - Performance correlation to teacher training at project end
   - Creation of a database to track formative/summative and longitudinal student information and performance
The components of goal 3:

2. **Staff Development:**
   - Assessment of existing school policies.
   - Direct coaching from the ODE School Appraisal Team.
   - Attend district, regional and state offers for professional development trainings, conferences and workshops:
     - PBIS, COSA, Lighthouse (School Board)
   - Teacher on Special Assignment (TOSA):
     - will facilitate, support and guide instructional practices of teachers
   - Visits to schools with similar demographics, and/or have experienced significant improvement.
   - Learn to infuse Native language and cultural heritage into the educational framework.
   - Cultural Awareness Workshops (e.g. Tom Ball and Michael Pavel).
   - Tour of Tamástslikt Cultural Institute; imbedded curriculum.
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The components of goal 3:

3. **Cultural Activities, Family and Community Involvement:**

   a) **4-year Cultural Curriculum Calendar:**
   - Elders, tribal leaders, and traditional culture bearers will assist in identification of CTUIR values, knowledge, and skills;
   - Review all phases of curriculum development (for accuracy).

   b) **10-year Documentary project:**
   - Comprehensive interview process of all former and current NCS students, parents, teachers, school board members, principals, and Golden Eagle fans.
   - Leads to sorely needed fact finding, providing an accurate history of the school since inception; in turn, providing a chronology of best and not-so-best practices.
   - Highlight student performance and public relations corollaries due to policy changes.
   - Develop culturally-relevant aspects to the School Improvement Program.
   - Facilitate monthly CTUIR Parent / Family Nights
This presentation will also address the following:

- Year 1 – **Highlights**
- Year 1 – **Lessons Learned**
- Year 2 – **Implementation Plan**
- Year 2 – **Support Systems**
Year 1 – *Highlights (staffing)*:

- **December 2012**: Based on NCS School Board statement of desire/need for additional ‘teachers’ and/or direct teacher mentorship, SEA and TEA staff visit Washington, D.C. to request a change to original 3 positions; added a TOSA.

- **March 2013**: Project Director hired (Indian Educator)

- **April 2013**: Assessment and Data Coordinator hired (Indian Educator)

- **June 2013**: NCS Administrator accepts Vice Principal position

- **July 2013**: Three (3) new members elected to the NCS School Board

- **Aug 2013**: New Administrator, TOSA, Math and Science teachers hired
  - **August 22**: First day of school

- **Sept 2013**: Indian Education Specialist hired by ODE – (OIEA lobbied)
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**Year 1 – Highlights (capacity-building):**

- Collaborative Agreement with the Oregon Department of Education signed
- Letter of Support from District Superintendent; + one-on-one meetings
- Indian Education Specialist hired @ ODE (former Oregon TEA director)
- Oregon Indian Education Association (OIEA)
- Oregon Indian Coalition on Post-Secondary Education
- Native Wellness Institute
- ATNI, NIEA, NARF, NCAI, and TEDNA
- Education Northwest & Regional Education Laboratory (REL)
- CTUIR Department and Program involvement
- Local professional program collaborations, such as: IHS, Lost & Found, Umatilla County, mental and behavioral health, Suicide prevention grant
- Community Engagement
• Year 1 – **Highlights (professional development):**
  
  **SEA ➔ TEA**
  - School Appraisal Report completed for NCS.
  - ODE School Improvement Program Network Coach assigned.
  - Comprehensive Achievement Plan (CAP) training and peer school review
  - Positive Behavior Intervention System (PBIS) training from local School District
  - External grant evaluator

  **TEA ➔ SEA / LEA**
  - Cultural Competency Training
    - Staff pre-service training & orientation; driving tour of reservation community
    - Met with Tribal leaders, public affairs, department / program directors, economic planners, housing director, toured Tamástslikt Cultural Institute, and presentation of local IHS mental and behavioral services
  - Native Wellness Institute – Adults Working with Native Youth (3 days)
  Native professional learning communities (OIEA and NMAI)
Year 1 – *Highlights (collaborative agreement)*:

The *most critical aspect* of the STEP Pilot is in the strength of the “collaborative agreement” between the TEA and SEA;

Documents the SEA and TEA’s commitment to the pilot project... and describes what is to be accomplished during the project period.

- Final Collaborative Agreement was due by **2 July 2013**
- A Final Agreement was signed on **24 April 2013**

Two-pages, primary focus is ‘school improvement’. 
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- **Year 1 – Lessons Learned:**
  - Development of Collaborative Agreement
  - Late start and hiring of STEP staff (Human Resources)
  - G5 reporting
  - Staff turnover
  - Appropriate Use of Funds (ongoing)
  - FERPA restrictions – access to data, and disaggregation of
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• **Year 2 – Implementation Plan:**
  - Curriculum Mapping / Alignment with Common Core State Standards; while concurrently infusing cultural curriculum.
  - Utilize new behavioral database to track referrals, enhance student and parent involvement through transparency, and collect year-long data for analysis of efficacy of intervention strategies.
  - Academic database and performance (point-in-time) monitoring via STAR Math and Reading software & MyAccess Literacy program.
  - Native Wellness Institute – student and staff orientation/follow-up on holistic living (medicine wheel of balance); part of PBIS system.
  - Carryover Request – new Language & Culture Liaison position
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Year 2 – Support Systems:

- Title VII counselors (5) in area schools; TEA manages own program
- Monthly teleconference calls with U.S. DoE and other Tribal grantees
- District Superintendent support
- MOUs with other area school districts our Native students attend.
- Year 1 Carryover Request (approval pending)
- Network of professional, education and community staff and resources
- Confederated Umatilla Journal (CUJ) monthly editorials/coverage
- The Chalkboard Initiative
- Impact Aid pass-through; currently none, potential for an increased %
- Oregon govt-to-govt Education cluster
- Indian Education Specialist (new)

...and MOST importantly...

- An actively engaged community of Golden Eagles supporters (parents, Elders, relatives, alumni, and tribal programs)
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• The end result...

Transfer of Administrative Responsibilities from SEA to TEA

• The by-products...
  • Improved student performance at NCS which could be replicated in other schools.
  • New longitudinal academic databases to monitor student performance & inform local data-driven decision making.
There are two types of education:

One should teach us *how to make a living*;

the other should teach us *how to live*.

James Adams (1878-1949)
CTUIR Mission Statement (abbreviated):

- “In the best interests of the Confederated Tribes of the Umatilla Indian Reservation...shall exert the Tribes’ sovereign authority to protect the rights reserved by the Treaty of 1855.”

- “…so as to promote, enhance, and achieve the maximum degree of self-government, self-sufficiency, and self-determination in all Tribal affairs.”
Mission Statement:

Dedicated to recognizing an individual’s worth and dignity, and that mutual respect between all people will provide a new educational environment and unique curriculum to bridge educational, cultural, economic and social gaps, while maintaining academic standards for college preparation.
Nixyáawil Community
School Curriculum

CTUIR
- cultural values,
- history, knowledge
- & skills

ODE
- common core
- state standards
A. CTUIR community-determined cultural values, knowledge and skills.  
B. State of Oregon high school graduation requirements – common core state standards.  
C. Student-to-adult transition & preparation for higher education or the work force.  

**OVERLAP...**  

Result: a four (4) year academic and cultural curriculum calendar.
This is where we need your help…!!

As CTUIR tribal members…

what are the cultural values, knowledge & skills

we want all our high school students to know before they graduate ??

~ Individual / group share; or complete questionnaire ~
CTUIR

cultural values, knowledge & skills

Cultural examples from community input:

- Treaty of 1855
- CTUIR Mission Statement
- Tribal language
- Seasonal Round
- First Foods
- Longhouse protocol
- Tamánwit
- As Days Go By
- Tamástslikt Cultural Institute
- Tribal Flag History
- Veterans Memorial
Cultural examples from community input:

- Hunt & skin a deer
- Catch & clean a fish
- Medicine Wheel (of Balance)
- Parenting skills
- Reservation Boundary Diminishment
- CTUIR Organizational Structure
- Drum, Sing and Dance
- Blood quantum - enrollment
- Citizenship (dual)
- Tribal Governance: attend BOT work sessions, committees, and General Council

Others…?
Work force examples from community input:

- Cover letter & resume
- Writing, math and speaking skills
- Computer skills
- Summer Internships
- In-class & in-the-field experiences
- Tour of NGC:
  - see tribal members working in their offices
    - 63 new jobs in 2013
    - 93 jobs expected over the next 5 years
- Others…?
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~ thank you for your time & attention ~

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