Native Youth Community Projects

Developing Community Partnerships

Webinar: May 19, 2015

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Today's Speakers

- **Stan Holder,** Director, Tribal Youth Training and Technical Assistance Center in the Education Development Center.

- **Robert Cook,** Senior Managing Director, Native Alliance Initiative, Teach for America.

Learning Objectives for this Presentation

- Learning Objectives:
    - Creating community partnerships to focus on identified areas (both content and geographic location).
    - Understanding the steps to creating a successful partnership (roles of partners, and collaboration vs. cooperation).
    - How to finalize and sustain your partnerships.
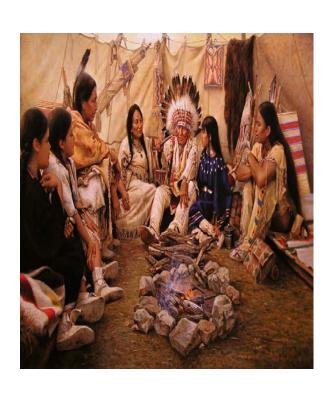
Strengths in AI/AN Communities

Culture, Tradition, Spirituality, Native Identity

Resiliency, Elders Wisdom, Traditional Teaching and Learning, Tribal Sovereignty, and Family

How to Address the Challenges

- How do you organize communities?

- How do you choose what to do?

- Who will do the work?

- From where will the resources come?

Who is Eligible to participate in a partnership for the Native Youth Community Project?

- Any configuration of entities can participate in a partnership for the NYCP priority as long as:

  1) the lead applicant is an eligible entity;

  2) the partnership includes the required partners, which are at least one tribe or tribal educational agency (TEA) and at least one LEA or BIE-funded school; and

  3) at least one partner has the requisite experience in improving student outcomes that are relevant to the project focus, in accordance with the definition of NYCP.

Who are the Beneficiaries of the NYCP Grant?

- Activities under the NYCP priority must meet the purpose of the Demonstration Grants program, which is to develop, test, and demonstrate the effectiveness of services and programs to improve educational opportunities and achievement of AI/AN children. Therefore, while very broad, the scope of allowable activities under NYCP are limited by statute **(ESEA §7121(c)(1))**. **The beneficiaries of the Demonstration Grants must be Indian children (see definition of "Indian" in §263.20 of the regulations)**.

- Although it would be appropriate for an NYCP to focus on parents of AI/AN students (e.g., parental involvement in schools or a family literacy approach) as a strategy to increase college and career readiness of Indian students, a general community-wide program to alleviate the effects of poverty would be outside the scope of NYCP.

Choices to Make in Moving Forward (Bad Choices)

- A model that places the entire responsibly for education on the local school system.

- Or maintain the status quo and accept the current outcomes for students in the community.

Choices to Make in Moving Forward (Good Choices)

- Select a model that incorporates the community into the day-to-day interventions, strategies, and programs to improve academic achievement and social outcomes for AI/AN students.

- A program that capitalizes on community assets and strengths and is culturally tailored to reflect the identity of the community in the appropriate context.

Establishing the Need for the Project is Critical to Identifying Partners

What must be included in the needs assessment or data analysis?

- Based on a needs assessment or other data analysis, communities applying for NYCP will work together to address local barriers to the college and career readiness of Indian children, as well as to identify opportunities and existing resources and partnerships.

The needs assessment will help identify the content and geographic area of focus – it can help identify the gaps in your solution and the need for partners to fill those gaps

When developing the needs assessment, define what is college and career ready in your community

Ask the question: What is College and Career Readiness in our Community and on our Reservation?

- It could be:
  - Preparation to attend Law School,
  - Be prepared to attend Business School,
  - Pass the Military Entrance Exam (ASVAB),
  - Learn to operate heavy equipment,
  - Or to be prepared to assume the responsibilities of feeding and clothing the village.
  - Or all of the above

Clarity of goals and objectives are necessary building block of selecting the right partners

Next Steps

We need to identify data sources and data analysis that identify strengths and challenges that impact college and career readiness

Know what to look for and better understand how it is impacting student outcomes

Developing the Community-Based Process - Who are the Stakeholders?

- Formative phase to understand problem, generate ideas, and draft proposal/interventions

- Meet with various community groups such as:
  - Youth, Parents and Care Givers,
  - Tribal Department of Education,
  - School Board,
  - School Administration and Faculty,
  - Health Board,
  - Tribal Council,
  - Elder's Council,
  - Non-Profits

Options for a Community-Based Process Based upon Continuous Improvement

- Establish a community based advisory board made up of stakeholders from all domains in the community including entities that are not eligible such as Non Profit Corporations.

- Utilize this group as the Think Tank for ongoing collaboration in support of Students, Tribal Department of Education, Local School Board, School Administration and Faculty.

- Utilize this group to strengthen and develop programs and services to support student and community understanding of college and career readiness and other community dynamics that impact student achievement and social outcomes.

- Regular Stakeholder review and input

The strength-based plan should focus on enhancing strengths that contribute to college and career readiness

- After analyzing the community needs and opportunities, the stakeholders will choose the strategy or strategies that best address that need or opportunity, based on factors that include the existing resources and expertise of partners in the project.

- Given the limited amount of funds available for these FY 2015 grants, we expect that applicants will tailor their projects in order to address the significant need or opportunity identified by the stakeholders.

- In order for the peer reviewers to have the information they need to rate applications, the applicants should include a clear description of the evidence on needs, opportunities, and resources. Specifically, applicants should tell the readers what is lacking in the community, what is present in the community, and what policies and practices will support or hinder the project's efforts.

What to do with the Information from the Community Stakeholders?

- Based on this feedback, identify problems and issues in the community and establish targets for change.

- Carry out literature search or acquire information on scientific based programs/interventions that will impact the targets for change.

- Identify exiting programs that support college and career readiness.

- Identify eligible partners that can self define outcomes that have demonstrated success and establish criteria for what will work in the community.

What to do with the Information from the Community Stakeholders (Continued)

- Bring proposed interventions/programs back to these groups for further feedback and to determine if they met the needs and concerns.

- Establish this collaborative process.

- Work to receive support and buy in from all groups to proceed in the development of the formal partnership that will implement the program.

Key Considerations in Partnership Selection

- Relevant experience that aligns with Tribal, Community, Reservation Vision of College and Career Readiness

o Experience in developing and operating programs that support those targets that have been identifies in the community

o Demonstrated success in improving academic and social outcomes for student populations that support college and career readiness

o Leadership, Capacity, and Commitment for the duration of the program

Examples of Self-Defining Programs and Interventions

- A Study Skills program provided services to 13 rural and low income schools.

- After a year of operation 8 of the schools made adequate yearly progress.

- The remaining three were improving significantly.

- No published research, but an effective program that could be generalized and acculturated for AI/AN students.

Example of Scientifically Researched Program

- A Life Skills Curriculum was developed at a Major University and has achieved the designation of a Scientifically Researched Life Skills Curriculum that reduces High Risk Behavior in particular areas.

- Research was carried out with populations that shared many socio economic dynamics with AI/AN students.

- However the program had to be redesigned into the context of the school and residential culture and environment at an Off Reservation Boarding School.

- This was accomplished by establishing focus groups of students, faculty, and residential staff to align the curriculum with the culture and environment at Riverside.

- Various data sources and instrumentation was utilized to determine effectiveness.

- This ongoing data management and analysis informed the program through out the implementation of the program.

Partnership Agreements and Consortia

- To be eligible for NYCP, all applicants must submit a partnership agreement, as described in the NIA.

- If all participants are independently eligible to apply under Demonstration Grants, the applicants may form a consortium, and the consortium agreement can serve as the partnership agreement required by the NIA.

- Note that this consortium agreement must meet the requirements of 34 CFR 75.127 through 75.129.

Partnerships/Consortia/MOU

- If a group applying together for an NYCP grant includes both eligible and non-eligible entities, they cannot form a consortium.

- The applicant must form a partnership and submit a partnership agreement or memorandum of understanding (MOU) as part of its application.

- For example, a tribe, a BIE-funded school, and a non-profit organization that is not an Indian organization can apply for a grant under the NYCP priority as a partnership, but not a consortium.

Sustaining Successful Partnerships

- Roles and Responsibilities

- Communication Protocols and Frequency

- Networking

- Return on Investment
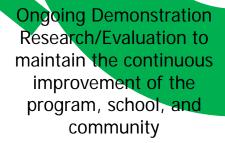
AI/AN Education/Behavior Improvement Model

Tribally mandated procedures for school operation including data collection management and analysis

Community-Driven, Evidence-Based Education/ Behavioral Interventions

Formative Research: focused on Educational/Behavioral Risk and Protective Factors

Publications and other methods of Dissemination

Ongoing Demonstration Research/Evaluation to maintain the continuous improvement of the program, school, and community

Pilot Intervention with Academic/Behavioral High Risk Youth

Technical Assistance Webinar Series

Topic	Date	Time
NYCP: Developing Community Partnerships	Tuesday, May 19, 2015	2:00 – 4:00 pm EDT
NYCP: Needs Assessment and Data Analysis	Thursday, May 21, 2015	2:00 – 4:00 pm EDT
NYCP: Going from a Needs Assessment to a Strategy	Wednesday, May 27, 2015	2:00 – 4:00 pm EDT
NYCP: Program development: goals, measurable objectives, and strategies	Thursday, May 28, 2015	2:00 – 4:00 pm EDT
To Be Determined	Wednesday, June 3, 2015	2:00 – 4:00 pm EDT

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