

# Native Youth Community Projects

## Needs Assessment and Data Analysis

Thursday, May 21, 2015



# Disclaimer

The contents of this webinar were developed under a contract with the US Department of Education. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.

# Today's Speaker

- **Martin Reinhardt**, Ph.D. Associate Professor & Chair of Native American Studies, Northern Michigan University
- **Stan Holder**, Director, Tribal Youth Training and Technical Assistance Center in the Education Development Center
- Please choose your organizational affiliation

# Native Youth Community Projects (NYCP)

- NYCP is a new priority under the Demonstration Grants program and a major part of the Generation Indigenous (Gen-I) Initiative.
- It provides funding to support community-driven, comprehensive projects to help American Indian/Alaska Native (AI/AN) children become college-and career ready.
- It encourages community-wide approaches to providing academic, social, and other support services, for AI/AN students and students' family members that will result in improved educational outcomes, and specifically college- and career-readiness.

# Goal and Objectives of Today's Webinar

- Goal: To identify, collect, and assess data related to my tribe's educational needs (no data older than three years).
  
- Objectives:
  1. Identifying opportunities and barriers to reaching college-and-career ready youth.
  2. Using data and the needs assessment to develop a project (how to use data).
  3. Determining feasibility to address top community needs.
  4. Developing the strategy or strategies.

# Tribal Educational Needs

Poll 1: What are your tribal communities' most pressing educational needs? Provide a short (3-5 words) answer in the chat box.

Poll 2: How do you know what you know? Choose the answer(s) that best aligns with your situation.

- Witness it/live it
- Completed a needs assessment
- Completed a data analysis
- Read about it
- Other

# Each application must contain

(e) Evidence, which could be either a needs assessment conducted within the last three years or other data analysis, of—

- (1) The greatest barriers, both in and out of school, to the readiness of local Indian students for college and careers;
- (2) Opportunities in the local community to support Indian students; and
- (3) Existing local policies, programs, practices, service providers, and funding sources.

# Needs Assessment

According to McCawley (2009), “a needs assessment is a systematic approach to studying the state of knowledge, ability, interest, or attitude of a defined audience or group involving a particular subject” (p.3).

# Data Analysis

According to the Responsible Conduct of Research (RCR) website at Northern Illinois University, data analysis “is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data.”

# Data Collection Methods

- **Secondary Data**
  - Data that has been previously collected
  - May require permission to view and confidentiality agreement
  - Often the first and quickest source of data
- **Surveys**
  - Often a list of questions that is delivered to potential respondents via paper based or digital instruments
  - Usually requires human subjects review and requires consent
- **Interviews**
  - May be structured, semi-structured, or unstructured
  - Individual, small group, or large group
  - Usually requires human subjects review and requires consent
- **Other methods include ethnography, participant observation, and controlled experiments. These may take longer than the application deadline allows.**

# Objective 1-Identifying opportunities and barriers to reaching college-and-career ready youth.

Opportunity	Barrier
an amount of time or a situation in which something can be done (Merriam-Webster)	a law, rule, problem, etc., that makes something difficult or impossible (Merriam-Webster)
Lesson/credit recovery systems	Absenteeism/tardiness
Peer and community mediation	Disciplinary infractions
American Indian education professional development	Culturally deficient curriculum
Gap analysis	Low academic rigor
Community service learning	Poor housing conditions
Community asset inventory	Few career opportunities
Stand-by volunteer parents/families	Low family/parental involvement

# Research Questions

1. What are the opportunities and barriers that exist in the local community that influence AI/AN college and career readiness?
2. What are the policies, programs, practices, service providers, and funding sources that are associated with these opportunities and barriers?

# 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

# Preparing to Begin Searching for Data

- Time is of the essence-39 days from now until grant proposal submission, create a timeline
- Define the local geographical community to be served
- Focus on AI/AN students pre-K-12
- Determine the partners
  - must be led by an entity that is eligible for a grant under the Demonstration Grants for Indian Children program
  - must include at least one tribe or tribal education agency (TEA)
  - Must include at least one LEA or BIE-funded school
  - May include more than one tribe, LEA, BIE-funded school, and other organizations
  - Must include a partner with demonstrated capacity to improve outcomes
- Collect data that is recent within the last three years
- Knowing how you may end up using the data you collect will help you determine how to best sort the data as you are collecting it
  - Create an Excel spreadsheet to keep track of the sources of data
  - Include existing local policies, programs, practices, service providers, and funding sources
  - Keep in mind the primary goal and make notes about the data as you collect it

# Competitive Preference Priority Five Activities

- (A) innovative programs related to the educational needs of educationally disadvantaged children;
- (B) educational services that are not available to such children in sufficient quantity or quality, including remedial instruction, to raise the achievement of Indian children in one or more of the core academic subjects of English, mathematics, science, foreign languages, art, history, and geography;
- (C) bilingual and bicultural programs and projects;
- (D) special health and nutrition services, and other related activities, that address the special health, social, and psychological problems of Indian children;
- (E) special compensatory and other programs and projects designed to assist and encourage Indian children to enter, remain in, or reenter school, and to increase the rate of high school graduation for Indian children;
- (F) comprehensive guidance, counseling, and testing services;
- (G) early childhood and kindergarten programs, including family-based preschool programs that emphasize school readiness and parental skills, and the provision of services to Indian children with disabilities;

# Competitive Preference Priority Five Activities Cont.

(H) partnership projects between local educational agencies and institutions of higher education that allow secondary school students to enroll in courses at the postsecondary level to aid such students in the transition from secondary to postsecondary education;

(I) partnership projects between schools and local businesses for career preparation programs designed to provide Indian youth with the knowledge and skills such youth need to make an effective transition from school to a high-skill, high-wage career;

(J) programs designed to encourage and assist Indian students to work toward, and gain entrance into, an institution of higher education;

(K) family literacy services;

(L) activities that recognize and support the unique cultural and educational needs of Indian children, and incorporate appropriately qualified tribal elders and seniors; or

(M) other services that meet the purpose described in this section.

(2) PROFESSIONAL DEVELOPMENT- Professional development of teaching professionals and paraprofessionals may be a part of any program assisted under this section.

Note: Applications that propose a project to meet the absolute priority will likely meet this competitive preference priority.

# Example Timeline

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				May 21 NYCP Needs Assessment Webinar	May 22 Define Local Geographical Area Determine Partners Begin Collecting Data	May 23
May 24	May 25 Memorial Day	May 26 Review Initial Findings and Continue Collecting Data	May 27	May 28	May 29 Review Subsequent Findings and Continue Collecting Data	May 30
May 31	June 1 Finalize Notice of Intent to Apply	June 2 Submission Deadline for Notice of Intent to Apply	June 3 Complete Data Collection and Begin Data Analysis	June 4	June 5	June 6
June 7	June 8 Complete Data Analysis	June 9 Begin Developing Plan	June 10	June 11	June 12	June 13
June 14	June 15 Review Plan for Measurable Objectives	June 16	June 17	June 18	June 19	June 20
June 21	June 22 Meet with Partners to Finalize Grant Proposal	June 23 Submit Early if Possible to Grants.Gov	June 24	June 25	June 26	June 27
June 28	June 29 Submission Deadline for NYCP					17

# Inventory Partner Sources

- Each partner checks their own sources for needs assessments and other data sources
- Examples: If Northern Michigan University partnered with the Sault Ste. Marie Tribe of Chippewa Indians, the Keweenaw Bay Indian Community, and the Marquette Area Public Schools for a focus on Marquette County we would first inventory our own data sources, and note the policies, programs, practices, services, and funding that are relevant to AI/AN college and career readiness.
- NMU
  - NMU President's Report 2013: <http://www.nmu.edu/president/report>
- Sault Ste. Marie Tribe of Chippewa Indians
  - Building Healthy Communities Through Public Engagement and Sense of Place: Community Economic Development at K.I. Sawyer: <https://communityhandup.files.wordpress.com/2014/02/community-economic-development-at-ki-sawyer.pdf>
- Keweenaw Bay Indian Community
  - Tribal Community Weatherization Program 2011 Final Report: [http://apps1.eere.energy.gov/tribalenergy/pdfs/kbic\\_wtx\\_final\\_report.pdf](http://apps1.eere.energy.gov/tribalenergy/pdfs/kbic_wtx_final_report.pdf)
- Marquette Area Public Schools
  - 2013 District Annual Education Report: <http://www.mapsnet.org/Portals/0/Central/AnnualReports/2012-2013%20FULL%20Annual%20Education%20Report.pdf>

# Example Excel Spreadsheet

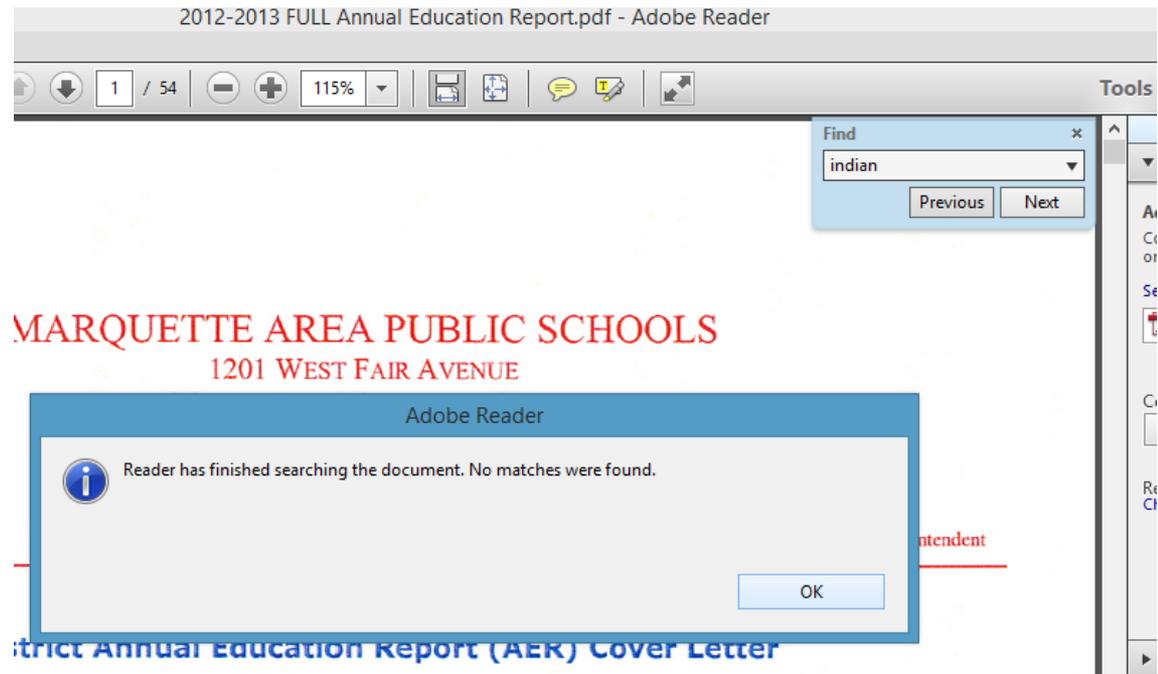
## NYCP Grant Data Sources

## Northern Michigan University Center for Native American Studies

Source	Policies	Programs	Practices	Services	Funding	Opportun	Barrier	Notes								
NAS minor		x				x		36 students currently enrolled, 26 are AI/AN								
STEM Camp		x				x	x	Last one held in 2013, 40 AI/AN students in grades 8-12 mostly from local tribes, lost funding								
NIYLP Camp		x				x	x	Last one held in 2013, 40 AI/AN students in grades 6-8 mostly from local tribes, lost funding								
AIE Certification		x				x		TEDNA endorsed, 4 courses includes curriculum, history, best practices, law, leadership, and service learning								
MA		x				x		TEDNA Endosred Masters in Education Leadership with an Emphasis on American Indian education								
AIE PD				x		x	x	Workshops and presentations on American Indian education for in-service teachers and administrators, other subj								

# Searching Digital Documents

Use key-terms and the find function when searching MS Word and pdf files



# Search Non-Partner Sources

- National Data Bases and Reports
  - US Census Data: <http://www.census.gov/>
  - National Center for Education Statistics: <https://nces.ed.gov/>
  - National Center for Health Statistics: <http://www.cdc.gov/nchs/>
- State Data Bases and Reports
  - Example: Michigan School Data: <https://www.mischooldata.org/>
  - Example: Michigan Department of Health and Human Services Statistics and Reports: <https://www.michigan.gov/mdch/0,4612,7-132-2944---,00.html>
- Local Data Bases and Reports
  - 2012 Marquette County Community Health Assessment & Improvement Process:  
[http://www.co.marquette.mi.us/departments/health\\_department/community\\_health/docs/Comm\\_Health\\_Assessment\\_Improvement\\_Process.pdf](http://www.co.marquette.mi.us/departments/health_department/community_health/docs/Comm_Health_Assessment_Improvement_Process.pdf)
  - Example: City of Marquette Annual Report 2012-2013:  
[http://www.mqtcty.org/Government/Annual%20Report/2013/Annual\\_Report\\_2012-2013.pdf](http://www.mqtcty.org/Government/Annual%20Report/2013/Annual_Report_2012-2013.pdf)

# Key-Terms Searches of Online Sources

- Utilize Key-Terms Searches and keep track of your queries.
- Example: When using Google to search for the key-terms “American Indian students Marquette Michigan”, these were the results of the first 10 hits:
  - 6 hits that were related to the NMU Center for Native American Studies
  - 1 hit related to the Keweenaw Bay Indian Community reservation areas
  - 1 hit related to Marquette Senior High School demographics
  - 1 hit related to a non-profit organization the Cedar Tree Institute
  - 1 hit that was related to a different Marquette

# Questions

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# Objective 2-Using data and the needs assessment to develop a project (how to use data)

- Now that you have collected a lot of data, it is important to sort it out and determine how best to present your findings
- Since you have been organizing your data in a spreadsheet, it will be easy to copy and paste it into a word document, or make charts, tables, and graphs.
- You are looking for trends or patterns in the data that emerge while keeping in mind that the ultimate goal is to address one or more barriers to AI/AN college and career readiness by creating or enhancing opportunities in your local community.

# Types of Data that Demonstrate Need for a Project

- Poverty, Percentage of community living under poverty level
- Isolation, most AI/AN communities are rural and located great distance from education resources
- Academic Data, Grades, Attendance, Behavior, Drop out, Graduation rates, Post Graduation data
- High Risk Behaviors, Youth Risk Behavior survey, Juvenile Court Referrals, Suspensions, Expulsions, Incarceration, Suicide, Diabetes, Obesity, Teen Pregnancy, Gang and other Sub-Cultural Community Behavior
- Cultural and Community Data, Percent of Community Speaking Native Language, Tribal Customs and Ceremonies, and Cultural Identity of the Community
- Locally developed data collection and analysis models, cultural pride survey, spiritual orientation survey

# Communities just as Individuals have Characteristics that can be determined by Data Analysis

- Everyone Community has characteristics
  - Cultural Activity level
  - Identity of Youth
  - Strong Family structures
  - Pro-Active Tribal and other Support programs
  - Culture of Success or Failure
  - Learning strengths and weaknesses
  - Is the Community Engaged or Dis-Engaged in all Levels of Education
  - Pro-Active or Re-Active Juvenile Judicial System
- The more (or less) you have the more at risk you are
- Problems occur at the extremes and interact with situations

# Communities just as Individuals have Characteristics that can be determined by Data Analysis

- Every Community has characteristics
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  - Problems occur at the extremes and interact with situations

## Strong Family Structures

Positive narratives

Identity of Youth

Extended Families

## Culture of Success or Failure

Pro-Active or Re-Active Juvenile Judicial System

Is the Community Engaged or Dis-Engaged in all Levels of Education

## Is the Community Engaged or Dis-engaged in all Levels of Education

Pro-Active Tribal and Other Support Programs

Learning strengths and weaknesses

## Cultural Activity Level

Place-based community relationship

Legal Standing

# How Data Analysis helps to understand what needs to be changed/what can be changed

- Hard-wired behaviors
  - Sleep, eat, sex and capacity to become intoxicated, etc.
  - Shaped by behavioral forces

# How Data Analysis helps to understand what needs to be changed/what can be changed

- Goal-directed behaviors
  - Any behavior that has a target or purpose
    - Regular participation in spiritual activities
    - Academic achievement
    - Aggression
    - Stealing
    - Lying
  - Created and shaped by Positive/Negative socialization

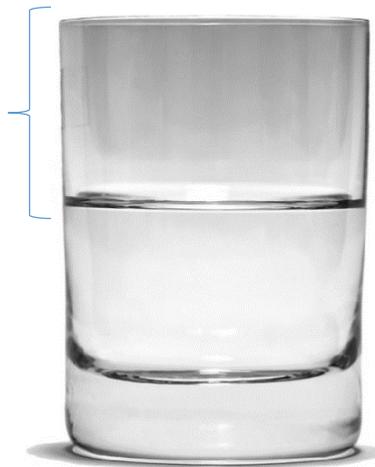
# Behaviors that can be changed

- Truancy
- Being School ready
- Tribal Identity that provides Bonding with School
- High Risk behavior, Gangs, Drugs, Alcohol
- Health Disparities, Diabetes, Nutrition, FAS/FAE
- Goal-directed behavior problems (Oppositional and Conduct Problems)  
Violence, Self Abuse, Suicidal Ideation

# Data Analysis reveals perceptions in the Community

The power of life experience to impact the future

Negative narratives



Positive narratives

# Narratives in the Community

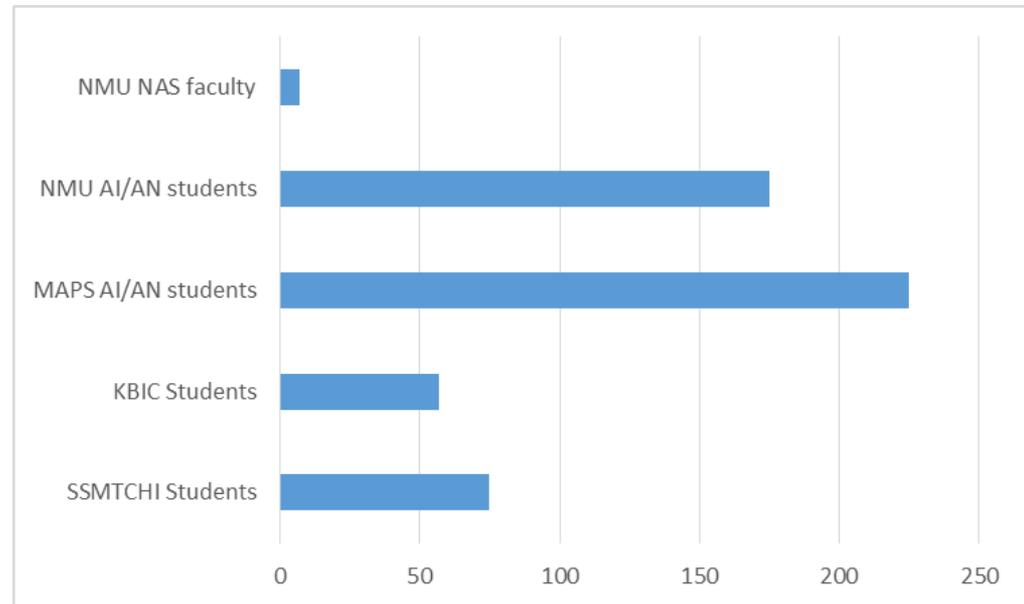
- Problematic life experiences
  - Loss of loved one - death, divorce abandonment etc.
  - Abuse/neglect
  - Betrayal
  - Revenge
  - Traumatic experiences
  - Historic Trauma
- The transition from '*victim*' to '*survivor*' to '*hero*'

# The Perspectives to support College and Career Readiness

- Therapeutic needs – Treat (systematically)
- Characteristics – Counseling
- Behavior – Stop the behavior, establish acceptable parameters
- Narratives– Change the meaning of the events and impact on life outcomes. Build Self-Esteem, Self-Image, transition from victim to survivor to Achiever.

# Ways to Sort and Present Data

- Summarizing the data into categories will help discern patterns and will ultimately help you formulate a plan for addressing the issues that arise
- Charts, graphs, and tables are effective tools for displaying quantitative data, and to a certain degree can also be used for qualitative data
- 35 double spaced pages with 12 point or larger font is not a lot of room, maximize your limited space
- It is important to also note what is missing from the data, as it could be an indication of an area of need in the community.



# Looking for Trends or Patterns

NMU AI/AN Pre-K-12 Programs lost funding in 2013, has multiple NAS faculty and AI/AN college students

How do these findings relate as barriers and/or opportunities?

MAPS Title VII program focused on tutoring as primary activity, continuously asks NMU for culturally related activities for AI/AN youth

SSMTCI Tribal Gaming Distributions Require Matching Funds, has reservation areas in local community with large AI/AN student population

KBIC Tribal Gaming Distributions Have No Matching Requirement, has reservation area in local community with large AI/AN student population

# Basic Challenges in Native Communities

- Large Education need often combined with other risk factors
- Limited Education and Education support resources
- Large untapped human capacity
- Need focused effort to maximize community capacities to address Education needs



# Next Steps



We need to understand the strengths and challenges of the community/reservation to:

Help us decide which risk and protective factors we are going to target to improve college and career readiness and how we will do this.

# Questions

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# Objective 3-Determining feasibility to address top community needs

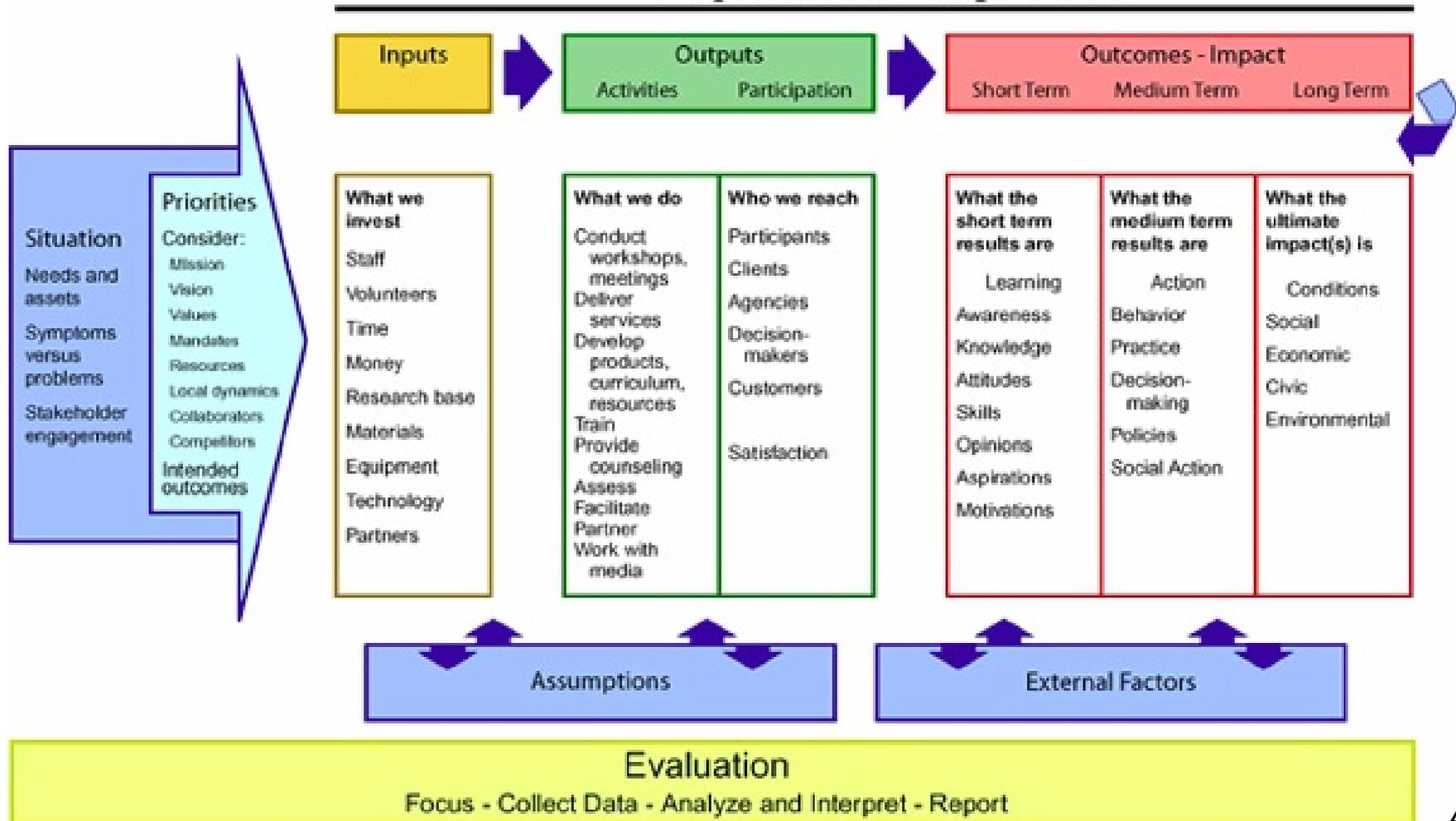
- Feasibility means capable of being used or dealt with SUCCESSFULLY (Merriam-Webster)
- Some of the top community needs that emerge from the data may be beyond the scope of the NYCP, but some may be attainable.
- For instance, a shortage of quality housing within the reservation community is most likely too large of an issue to tackle with an NYCP grant, but getting students and families involved in service learning opportunities within the reservation community to improve the quality of the surroundings may be feasible.

# Logic Models

- Logic Models can help you select, plan, implement, assess and communicate about your projects
- Planning with the end in mind
- Planning ahead for future generations
- Maintaining fidelity to the plan
- Readjusting/Fine tuning your plan along the way as necessary
- Dealing with unanticipated outcomes
- Building in assessment components

# Linear Logic Model – UW Extension

## Program Action - Logic Model



# Circular Logic Model – NMU CNAS



# Questions

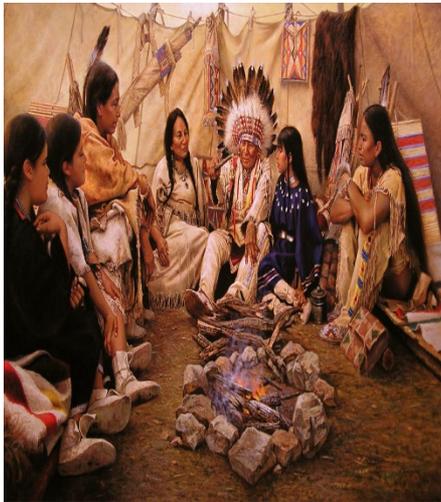
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# Objective 4-Developing the strategy or strategies

- It is important to consider the capacities of each of the proposed partners as you move from data collection and analysis into the planning stage
- It may require adding another partner if you find that the ones included have little or no capacity in the areas you intend to focus on
- Alternately, you may want to instead focus on an area that at least one of the partners has a greater capacity
- Partners are vital to sharing the load of collecting data, sorting data, discerning inter-rater agreement for summarizing/categorizing data, and ultimately for determining the most feasible project ideas based on the data.

# How to Address the Problems



- How do you organize communities?
- How do you choose what to do?
- Who will do the work?
- From where will the resources come?

# Priorities

- One absolute priority: Native Youth Community Projects.
- Five competitive preference priorities

CPP	Points	Purpose
1	3	Rural local community
2	3	Indian entity as lead applicant
3	2	Partner from Promise Zone or with recent grant
4	1	Indian entity included in application (Not if CPP#2)
5	1	Two or more of the activities over more than one year
Total	9	Maximum

# References and Resources

- McCawley, P. (2009). Methods for Conducting an Educational Needs Assessment: Guidelines for Cooperative Extension System Professionals.  
<http://www.cals.uidaho.edu/edcomm/pdf/BUL/BUL0870.pdf>
- Responsible Conduct of Research (RCR) website at Northern Illinois University  
<http://www.niu.edu/rcrportal/index.html>
- Northern Michigan University, Center for Native American Studies  
<http://www.nmu.edu/nativeamericanstudies/node/1>
- University of Wisconsin Extension Program Development and Evaluation Website  
<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

# Key Dates

- Deadline for Notice of Intent To Apply:  
June 2, 2015
- Deadline for Transmittal of Applications:  
June 29, 2015

# Announcement/OIE Resource

- Federal Register April 28, 2015- Native Youth Community Project:  
<http://www.gpo.gov/fdsys/pkg/FR-2015-04-28/pdf/2015-09832.pdf>
- OIE site:  
<http://www2.ed.gov/about/offices/list/oese/oie/index.html>
- NYCP Applicant Page:  
<http://www2.ed.gov/programs/indiandemo/applicant.html>
- MSG Link for Archives:  
<http://oie.manhattanstrategy.com/>

# 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 – 3:30 pm EDT
NYCP: Program development: goals, measurable objectives, and services	Thursday, May 28, 2015	2:00 – 3:30 pm EDT
To Be Determined	Wednesday, June 3, 2015	2:00 – 3:30 pm EDT

Information and Registration for OIE Webinars	Archived Webinars
Go to: <a href="#">OIE Website</a>	Go to: <a href="#">OIE Website</a>

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**Miigwech (Thank you)**