

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**Indian Demonstration Grants for Indian Children**

**CFDA # 84.299A**

**PR/Award # S299A160021**

**Grants.gov Tracking#: GRANT12173728**

OMB No. 1810-0722, Expiration Date: 06/30/2018

Closing Date: May 31, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/26/2016"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Citizen Potawatomi Nation"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="73-0945447"/>	* c. Organizational DUNS: <input type="text" value="0534355250000"/>

**d. Address:**

* Street1: <input type="text" value="1601 S. Gordon Cooper Dr"/>
Street2: <input type="text"/>
* City: <input type="text" value="Shawnee"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="OK: Oklahoma"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="74801-9002"/>

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text"/>	* First Name: <input type="text" value="Jeremy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Arnette"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Grants Analyst"/>	

Organizational Affiliation: <input type="text"/>
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* Telephone Number: <input type="text" value="405-275-3121"/>	Fax Number: <input type="text"/>
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* Email: <input type="text" value="jarnette@potawatomi.org"/>
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**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

I: Indian/Native American Tribal Government (Federally Recognized)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

**\* 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

\* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children Program CFDA Number 84.299A

**13. Competition Identification Number:**

84-299A2016-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Citizen Potawatomi Nation Wzhitawen College and Career Readiness Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="568,772.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="568,772.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?** a. This application was made available to the State under the Executive Order 12372 Process for review on  b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

 \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**Prefix:  \* First Name: Middle Name: \* Last Name: Suffix: \* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Jeremy Arnette	Chairman
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Citizen Potawatomi Nation	05/26/2016

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: N/A * Street 1: N/A    Street 2: _____ * City: N/A    State: _____    Zip: _____ Congressional District, if known: _____		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> N/A	<b>7. * Federal Program Name/Description:</b> Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix: _____ * First Name: N/A    Middle Name: _____ * Last Name: N/A    Suffix: _____ * Street 1: _____    Street 2: _____ * City: _____    State: _____    Zip: _____		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix: _____ * First Name: N/A    Middle Name: _____ * Last Name: N/A    Suffix: _____ * Street 1: _____    Street 2: _____ * City: _____    State: _____    Zip: _____		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. <b>* Signature:</b> Jeremy Arnette <b>* Name:</b> Prefix: _____ * First Name: N/A    Middle Name: _____ * Last Name: N/A    Suffix: _____ <b>Title:</b> _____ <b>Telephone No.:</b> _____ <b>Date:</b> 05/26/2016		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160021

**NOTICE TO ALL APPLICANTS**

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

Part7.Assurances.Certifications.pdf	Add Attachment	Delete Attachment	View Attachment
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## Citizen Potawatomi Nation (CPN)

### Education Department



### General Education Provisions Act (GEPA) Requirements

The CPN Education Department serves an academically, culturally and racially diverse youth and young adult population and are committed to equal access and treatment for all beneficiaries, employees and the general public.

In keeping with 34 CFR, Section 427, the following policy describes how the Education Department will ensure equitable access to, and participation in, its Federally-assisted program for students, staff, consumers, staff of partnering agencies and other program beneficiaries with special needs.

The following steps will be carried out with the intent to reduce or eliminate the access barriers based on gender, race, national origin, color, marital status, religion, sexual orientation, disability and age in order to maximize participation in our programs:

1. Upon admission to our program and prior to receiving services, students and parents are required to complete an Intake Assessment to identify any special access requirements for participants – such as wheel chair access, signers, interpreters, as needed. In addition, beneficiaries are asked to identify any unique concerns with regards to health, physical, or mental disabilities.
2. All programs/events/workshop/class sessions will be held on-site at the schools where program participants are enrolled or at the CPN Firelake Arena in the case of large events, which are all fully compliant as ADA accessible facilities. All schools and the Arena provide required accessibility for entrances, exits, walkways and lavatories.
3. Upon hire, all Education Department staff and are provided with cultural sensitivity, traditional value trainings, and ADA regulations with documentation of orientation and training kept in the staff personnel files. The purpose of this training is to increase effectiveness in recognizing and correcting biased attitudes.
4. The Education Department hires, recruits, and involves individuals from ethnic minority groups, bilingual individuals and individuals with disabilities to plan, implement and evaluate program services. It will encourage applications of minority candidates for available positions while maintaining the highest standards in hiring practices.

5. The Education Department develops and disseminates culturally relevant and sensitive resources and informative materials that can be understood and accessible to all potential participants. Documents for program participants are written on a fifth grade reading level.
6. The CPN Education Department realizes that transportation for program activities is a barrier; therefore, most activities will take place at schools where existing forms of student transportation may be utilized. In the event of off-site activities, transportation will be arranged for all students.
7. Citizen Potawatomi Nation has a website at [www.potawatomi.org](http://www.potawatomi.org), where the Education Department posts informative materials, calendars of events and news articles. This allows assistive computer devices to interpret the materials for users.
8. All instructional materials will be made available on audio tape or braille for students who are blind.
9. The Education Department will accommodate and offer printed media, brochures and any other literature in any language or other form to meet the needs of our youth and families.
10. The Education Department will provide Individual Disability Education Act (IDEA) recommended software, hardware and assistive technology to support scholastic achievement among disabled participants.
11. The Education Department will not use materials nor use strategies that promote or display any disrespect against religion, culture, sexual orientation, race, ethnicity, gender, age or disabilities.
12. In an effort to reach out to and involve the families of LGBT students, the Education Department has in its resource library "A Practitioner's Resource Guide: Helping Families to Support Their LGBT Children" was prepared by Caitlin Ryan, PhD, ACSW, Director of the Family Acceptance Project at San Francisco State University under contract number HHSP233201200519P for SAMHSA, HHS. All staff members are required to read this document during their orientation process.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> Citizen Potawatomi Nation	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Mr.	* First Name: John Middle Name:
* Last Name: Barrett	Suffix:
* Title: Chairman	
<b>* SIGNATURE:</b> Jeremy Arnette	<b>* DATE:</b> 05/26/2016

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

\* Attachment:

## Project Abstract

The Citizen Potawatomi Nation (CPN) requests \$117,411 in federal funds for the first year of a four-year project to implement a college and career readiness program for Native American students in southern Pottawatomie County, Oklahoma. The total requested for all four years is \$568,772. The CPN is the lead organization for this project with Asher, Macomb, Maud and Wanette school districts serving as the LEAs, and Oklahoma Baptist University, St. Gregory's University, The University of Oklahoma, and the Oklahoma State Regents for Higher Education as official participants in the partnership agreement. The program, entitled Wzhitawen (Prepare) Project, will carry out its goal, which is to provide college and career readiness support to four schools in southern Pottawatomie County, Oklahoma, beginning in the 8th grade and continuing until 11th grade when students will commit to college and career plans. Achievement of this goal will result in an overall positive change in the problem identified by a needs assessment, which was that while Native Americans in our geographical area are completing high school at the same rate as their peers state and nationwide, they are not prepared for college nor are they earning degrees. This project will achieve four objectives in support of its goal which are: **1)** In the first three months of the project, the Project Team will create a comprehensive, three-pronged (Student, Family, and School) resource guide for college and career readiness that includes culturally-relevant materials for Native students between the 8<sup>th</sup>-11<sup>th</sup> grades. **2)** Beginning in Project Month 4 (January) and continuing until the end of the award, two College and Career Advisors will instruct Native American students in the four partner school districts about preparing for successful college completion and career attainment

using the resource guide developed in Objective 1; **3)** The College and Career Advisors will expose students to various postsecondary options through tours of college campuses and career training centers, visits from college admissions professionals, and an annual Native American college fair; and **4)** Each summer, the College and Career Advisors will instruct each grade level group of students in a one-week mentorship academy, where they will learn techniques to share what they have learned about college and career readiness with other Native students in the four partner districts. Fulfillment of these objectives will help Native students in the partner school districts overcome the barriers preventing from college and career success, which are primarily lack of in-school counseling resources, lack of academic preparation, and lack of exposure to college campuses and college life which leads to an unnecessarily rough transition into post-secondary education.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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**Need for Project (15 points)**

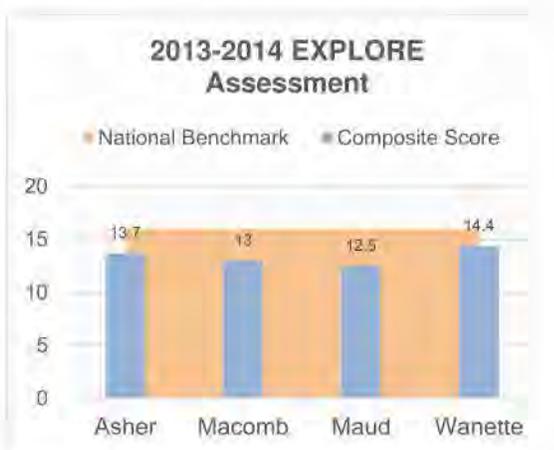
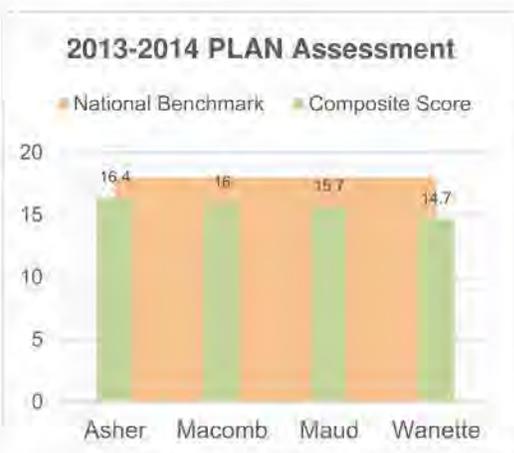
The extent to which the **project is informed by evidence (which could either be a needs assessment conducted within the last 3 years or other data analysis):**

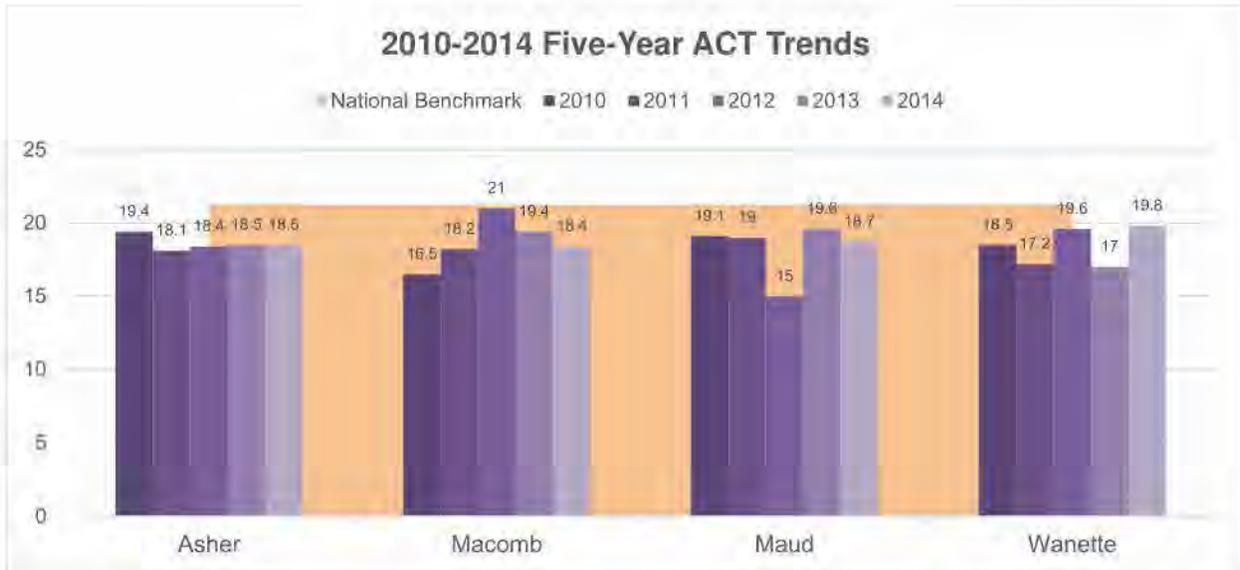
The greatest barriers both in and out of school to the readiness of local Indian students for college and careers;

**Introduction of Project Need.** The Citizen Potawatomi Nation (CPN) is a federally-recognized tribe whose jurisdiction spans most of modern-day Pottawatomie County, Oklahoma. Oklahoma, which is home to 39 federally-recognized tribes with unique tribal histories and governments, boasts one of the largest Native populations in the nation. Even within Oklahoma, Pottawatomie County houses a highly concentrated population, with about 18% of approximately 71,190 total residents in Pottawatomie County in 2013 identifying as American Indian/Alaskan Native (AI/AN), compared to only 13% within the state. Of this population, 24% were under the age of 18; therefore, roughly 3,100 Native American children in Pottawatomie County are 18 years of age or younger<sup>i</sup>. According to the most recent census data, while Native American students ages 25 and older are completing high school at the same rate as their peers state and nationwide, they **are not earning college degrees**. The following table outlines a comparison of Pottawatomie County's AI/AN graduation and bachelor degree completion rate compared to the total population<sup>ii</sup>:

<b>Educational Attainment Comparison: AI/AN vs. Total Population</b>						
	<b>United States</b>		<b>Oklahoma</b>		<b>Pottawatomie County</b>	
	<i>Total</i>	<i>AI/AN</i>	<i>Total</i>	<i>AI/AN</i>	<i>Total</i>	<i>AI/AN</i>
<b>HS Degree</b>	29%	30%	33%	35%	39%	37%
<b>Some college, no degree</b>	21%	26%	24%	24%	23%	28%
<b>Bachelor's Degree</b>	28%	16%	23%	16%	17%	12%

These data clearly show that Native youth in Pottawatomie County are graduating high school and even attending college, yet they fall short of obtaining college degrees. At the high school level, college and career readiness assessments support the conclusion that many Native American students within Pottawatomie County graduate high school without the knowledge or skills needed to succeed in postsecondary life. Within the rural, southern region of Pottawatomie County, students from the following four school districts in particular demonstrate signs of a lack in college and career readiness: Asher, Macomb, Maud, and Wanette. Reviewing the most recent results from the Explore, Plan, and ACT assessments, which draw upon psychometric and research foundations to measure a student's progress toward college and career readiness in the 8<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup>-12<sup>th</sup> grades respectively, suggest that students from these four districts do not meet the national benchmarks that forecast readiness.





**These data underscore that our Native students need more than just help to obtain college acceptance; they also need the tools to select the right college for them and succeed once they have arrived.** Unfortunately, research suggests this is a problem beyond Pottawatomie County; data cited in the White House’s *2014 Native Youth Report* state that nationwide only 39% of Native students who enrolled in a four-year institution in the fall of 2004 completed a bachelor’s degree by 2010, compared to 62% of white students.<sup>iii</sup> The CPN agrees with the *2014 Native Youth Report’s* conclusion that “Native youth and Native education are in a state of emergency. Low rates of educational attainment perpetuate a cycle of limited opportunity for higher education or economic success for American Indians and Alaska Natives. This crisis has grave consequences for Native nations, who need an educated citizenry to lead their governments, develop reservation economies, contribute to the social well-being of Native communities, and sustain Indian cultures.” If a large percentage of Pottawatomie County Native American students are attending college and not attaining their degrees, a breakdown clearly exists in college preparation. Unless the cycle is interrupted, this

breakdown threatens to continue the negative repercussions in Native American communities for generations.

**In-School Barriers.** College and career readiness preparation typically falls under the duties of the school counselor. However, recent budget cuts in Oklahoma have stretched school resources beyond capacity. In a report published in January 2016 by the nonpartisan Center on Budget and Policy Priorities, Oklahoma leads the nation for the largest cuts to general school funding since the start of the 2008 recession<sup>iv</sup>. The Oklahoma Policy Institute reports that “after mid-year cuts, formula funding for public schools will be more than \$200 million below FY 2008 levels, while enrollment has increased by over 50,000 students.”<sup>v</sup>

Consequently, schools in Pottawatomie County have been forced to respond to these deep budget cuts by making difficult decisions to save money. In addition to ending the school year early and/or shortening the school week to four days instead of five, the cuts have affected the role of the school counselor. When surveyed, school officials from all four districts cited “Lack of funding” as a major barrier in implementing college and career readiness for Native American students. Due to limited funding, Maud, Macomb, and Wanette cannot afford to hire a full-time counselor and instead are each forced to settle for a 50% FTE for K-12 students. At Asher, the school counselor has increasingly assumed additional responsibilities such as testing or teaching. In all of these districts, counselors have readily expressed that they lack the time and resources to offer adequate college and career readiness training. Several highly-educated counselors and teachers in southern Pottawatomie County, many of whom with over a decade in education, expressed the desire to leave their school because of the financial

stress and added responsibility. With a projected budget shortfall of \$1.3 billion in Oklahoma, the current situation foreshadows a darker future with even more drastic consequences.

**Out of School Barriers.** A survey of school counselors from the four districts suggests that several factors contribute to the lack of college and career readiness among students, but two out-of-school barriers stand out as chief concerns. All respondents identified the following barriers as issues faced by Native American students in their districts: (1) lack of family involvement and (2) lack of exposure to college campuses and staff.

The lack of family involvement is not a surprising factor considering the educational attainment of this region. Since only about 12% of the Pottawatomie County AI/AN population is completing their bachelor's degree, the conclusion can be drawn that the majority of Native American students in Pottawatomie would be considered first-generation college students. According to a 2008 Pell Institute study<sup>vi</sup> (the most comprehensive available on first-generation students), 4.5 million low-income, first generation students are enrolled in post-secondary education, which totals approximately 24% of the undergraduate population. However, only about 11% earn a bachelor's degree after six years. Without having successfully completed college themselves, families may have trouble championing college and career readiness for their children because the process remains mystifying for them as well. As higher education professionals have begun to realize, "[e]ven though there has been a great deal of emphasis on encouraging first-generation students to pursue higher education,

there has been less emphasis, until recently, on making sure they complete their studies once they have matriculated.”<sup>vii</sup>

Alongside the first generation barrier, students in these four districts suffer from a lack of exposure to college campuses and staff. Insufficient resources limit the number of college visits a school can sponsor, which means that students do not gain a full understanding of the diverse postsecondary opportunities available to them. Furthermore, the visit opportunities they do receive occur when a student is already a senior in high school, at which point the luxury of a long, thoughtful selection process is no longer feasible. As Peter Van Buskirk, a 25-year veteran of the college admissions process who wrote the bestseller *Winning the College Admission Game* and *The College Planning Workbook* notes, “The key...is to get the choice of a college right the first time. To do that, you need to reflect on factors that relate to a good college fit for you. In doing so, you put yourself in the best position to find success both in the college admissions process and the undergraduate years that follow.”<sup>viii</sup> An educated choice, however, cannot be made if students do not know which factors to consider and which options to compare.

#### Opportunities in the local community to support Indian students;

Because of the high Native American population within Pottawatomie County, there are some services to support Native American students. However, due to the rural nature of several of the schools, they are not all easily accessible to many students. Furthermore, while such opportunities do exist, community survey results show that school officials at Asher, Wanette, Macomb, and Maud are not aware of these services. When asked whether their school district had Native American programs, several responded that they were “not sure.” If school officials are unaware of the services that

exist, they will be unable to share that information with the students themselves. Consequently, a breakdown of information occurs between the school and Native American students.

Existing local policies, programs, practices, service providers, and funding.

**Policies.** Several of the CPN's youth programs have strong existing policies. Most notably, the CPN Tribal Youth Program (TYP) boasts comprehensive TYP Policies and Procedures. The document covers everything from hiring practices to disciplinary procedures. Established in 2008, the CPN Tribal Youth Advisory Board (TYAB) meets quarterly to offer feedback and guidance when new policy ideas are introduced. In addition, the FireLodge Youth Council provides youth representation, input, and advisement to the CPN TYP, including policy revision.

**Programs.** Internally, the CPN houses several programs that contribute to youth in some capacity. These programs include, but are not limited to, the following: FireLodge Children and Family Services, consisting of Indian Child Welfare, Family Preservation, Family Violence Program-House of Hope; Employment and Training (Social Services, Vocational Training, Employment and Training); Cultural Heritage Center, which provides cultural exhibits and free classes; Language Department, which teaches free Potawatomi language courses; Eagle Aviary, which houses a prayer circle and the community garden on its grounds; Tribal Scholarship Program which provides Potawatomi college students with housing and tuition assistance, and the Potawatomi Leadership Program, which is a group of college-aged CPN interns who assist with youth programming every summer.

In addition to internal collaboration, the CPN also partners with several external organizations for youth-related functions. These partnerships include the following:

Asher Schools, Macomb Schools, Wanette Schools, Maud Schools, University of Oklahoma, Oklahoma State University, University of Central Oklahoma, East Central University, Gordon Cooper Technology Center; and private institutions such as St. Gregory's University and Oklahoma Baptist University.

**The following is a list of youth-oriented programs hosted by CPN:**

**CPN Johnson O'Malley Program (JOM):** The CPN JOM Program works to serve all Native American students in 12 Pottawatomie County school districts through provision of school supplies, hosting of cultural classes, and cost reimbursement for summer camps and college-related events such as ACT prep camps.

**CPN Tribal Youth Program (TYP):** The CPN TYP is a Monday-Friday afterschool program for Native youth in the community ages 11-17. It focuses on reducing drug and alcohol use and increasing academic performance and life skill attainment among teens. The program currently serves about 35 Tribal youth.

**Gtegemem (We Grow It) CPN Community Garden:** The CPN Community Garden is an open community project where Native youth and their families gather to plant, nurture and harvest traditional foods. Youth learn the roles of traditional foods in Potawatomi culture, basic gardening skills, and practice team-building as they are given group tasks to accomplish on community work days. They also have the opportunity to participate in inter-generational activities with elders during planting, harvest, and when food baskets are distributed to the community.

**CPN's Employment & Training Youth Work Placement Program:** The CPN Youth Work Placement Program serves Native youth in the following jurisdictional area: Lincoln, Payne, Cleveland, and Pottawatomie Counties plus the eastern portion of

Oklahoma County. The program serves three primary purposes. First, it allows youth to get the foundational work experience that will be vital to their future employability. Second, it gives them a source of independent, earned income. Finally, it fills the hours after school and before parents get home with supervised activity, thereby reducing the risk of delinquent behavior.

**Practices.** As detailed in the Quality of Project Design section below, the CPN and local districts already performs several practices that benefit youth. However, despite these offerings, the need to address discrepancies in college and career readiness still remains.

**Service Providers.** Without Bureau of Indian Education (BIE) or Urban Indian organizations available locally, the most common service providers for Native youth are either local tribes themselves (CPN, Sac & Fox Nation, Kickapoo Tribe of Oklahoma, or Absentee Shawnee Tribe); public institutions such as Asher Schools, Macomb Schools, Wanette Schools, Maud Schools, University of Oklahoma, Oklahoma State University, East Central University, University of Central Oklahoma, or Gordon Cooper Technology Center; or private institutions such as St. Gregory's University, Oklahoma Baptist University, or Southwest Christian University.

**Funding.** Local programs and providers derive funding from several sources. These include but are not limited to the following: federal grant programs, state grant programs, foundation grants, private and public donations, and city, state, or tribal taxes.

Quality of the Project Design (30 points)

**The extent to which the project is focused on a defined local geographic area:**

The Wzhitawen Project (Potawatomi for "s/he prepares") will serve four underserved

school districts within the rural, southern portion of Pottawatomie County: Macomb, Wanette, Asher, and Maud. (Konawa has been intentionally excluded from this project because it is a proposed recipient for another federal grant program.) Data from these four Pottawatomie County school districts report that 1,139 students were enrolled in grades Early Childhood-12<sup>th</sup> during the 2015/2016 school year. According to the State Department of Education percentage populations for AI/AN for each of these districts, of the 1,982 American Indian/Alaska Native students in Pottawatomie County, about 288 attend these four school districts. In grades 8<sup>th</sup>-11<sup>th</sup>, this totals approximately 128 students.

Year	Grade Level	Projected # of Students (x4 Schools)	Total	Annual Total
1	8 <sup>th</sup>	8	32	32
2	8 <sup>th</sup>	8	32	64
	9 <sup>th</sup>	8	32	
3	8 <sup>th</sup>	8	32	96
	9 <sup>th</sup>	8	32	
	10 <sup>th</sup>	8	32	
4	8 <sup>th</sup>	8	32	128
	9 <sup>th</sup>	8	32	
	10 <sup>th</sup>	8	32	
	11 <sup>th</sup>	8	32	

*The extent to which the proposed **project is based on scientific research**, where applicable, **or an existing program that has been modified to be culturally appropriate** for Indian students*

With the majority of the project beneficiaries in the defined geographical area being the first in their families to attend college, significant barriers exist as first-generation students. The Pell Institute for the Study of Opportunity in Higher Education, sponsored by the Council for Opportunity in Education, carries out a mission to improve educational opportunities and outcomes for low-income, first generation, and disabled

college students. As the first institute to examine the issues affecting this population, the Pell Institute published *Moving Beyond Access: College Success for Low-Income, First-Generation Students*, the most current and comprehensive largescale study of first-generation students. Drawing upon data from the U.S. Department of Education datasets, the study evaluates outcomes for this population and offers strategies to address barriers and improve the likelihood of achieving a degree and/or career.

Based on their scientific research, the researchers recommend that principals, teachers, counselors, and directors of college access programs collaborate to create a college-going culture. Their suggestions for practitioners and policymakers include the following steps to increase the number of low-income, first-generation students who enroll and graduate from four-year colleges and universities with bachelor's degrees:

- **Improve Academic Preparation**

- More information and counseling about gateway courses well before high school
- Additional academic and study skill support to successfully complete challenging high school coursework, including integrating note-taking, higher-order thinking, time management and other academic self-advocacy skills into the core curriculum
- Counselors who have more comprehensive knowledge about the college access process and the support and time they need to work with students on their pathway to college

- **Ease the Transition to College**

- Beginning as early as elementary and middle school, expose students to college tours and college and career assessment tools to inspire their interest and knowledge about the college environment

- Early intervention through bridge and orientation programs that socializes students to the expectations of the academic environment; involving parents also helps them to understand the demands of academic life
- Participation in special program for at-risk populations that “scale down” the college experience for low-income, first-generation students by providing them with personalized attention from staff and a place to connect with supportive peers who share common backgrounds and experiences<sup>ix</sup>

The proposed project’s development relied heavily on these experts’ scientific research and recommendations. With experienced, knowledgeable College and Career Advisors providing college and career readiness information to Native American students and families as early as the 8<sup>th</sup> grade, students will be exposed to various possibilities so that they are poised to make an informed decision about the right postsecondary path for them. They will then receive mentorship training so that they can share this information with others in their community. In this way, the proposed project will create a community network full of supportive peers that will encourage success.

In addition to the Pell Institute study, the decades of secondary and postsecondary college readiness research performed by ACT has also influenced the project design. In particular, the organization’s ACT Engage assessment, with one version intended for 6<sup>th</sup>–9<sup>th</sup> grades and another for 10<sup>th</sup>-12<sup>th</sup> grades, will help measure several academic behaviors often overlooked in college and career readiness training. According to ACT, Engage “is able to identify students who are at risk of poor grades and dropout, beyond measures of academic performance alone.”<sup>x</sup> The 2014 Case Study for the Region One Education Service Center GEAR UP<sup>xi</sup>, a program located in Texas

that serves underrepresented and often first-generation students, makes a strong justification for the inclusion of ACT Engage in the proposed project. Among other results, ACT Engage has allowed Region One to accomplish the following:

- gather data “to evaluate program impact and effectiveness on student behaviors and engagement...allowing year-to-year comparisons and data-driven decision making;”
- share information with stakeholders to identify trends and ultimately provide “direction for leadership development, continuing education, community development, and policies affecting issues like commitment to school and family attitudes;”
- “develop interventions for parents of potential first-generation college students, with the goal of increasing the odds that those students will transition successfully to college

Mirroring this case study’s successful practices in the proposed project will hopefully yield similar results for the Native American students in Asher, Macomb, Maud, and Wanette Schools.

*The extent to which the **goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.***

Data clearly show that within the defined geographical area, Native American students lack adequate college and career resources to complete their degrees, an issue that is only compounded by the changes to counselor staffing spurred by severe Oklahoma budget cuts. To address this need, the proposed project centers on the following **Project Goal: to provide college and career readiness assistance to four**

**schools in southern Pottawatomie County, Oklahoma with a marked lack of counseling support, beginning in the 8<sup>th</sup> grade and continuing until 11<sup>th</sup> grade when students will commit to college and career plans.**

To achieve this Project Goal, the following four objectives have been identified:

**Objective One:** In the first three months of the project period, the Project Team will create a comprehensive, three-pronged (Student, Family, and School) resource guide for college and career readiness that includes culturally-relevant materials for Native students between the 8<sup>th</sup>-11<sup>th</sup> grades.

**Objective Two:** Beginning in Project Month 4 (January) and continuing until the end of the award, College and Career Advisors will instruct 32 (plus 32 additional each project year for a total of 128) Native American students in the four partner school districts about preparing for successful college completion and career attainment using the resource guide developed in Objective 1.

**Objective Three:** The College and Career Advisors will expose students to various postsecondary options through one tour of college campuses and career training centers per grade level each year, visits from college admissions professionals each semester, and an annual Native American college fair.

**Objective Four:** Each summer, the College and Career Advisors will instruct each grade level group of Native American students in a one-week mentorship academy, where they will learn techniques to share what they have learned about college and career readiness with their peers in the four partner districts.

### **Results and Benefits:**

**Objective One Results:** Fulfillment of Objective One will achieve the creation of the

College and Career Resource Guide. Because the proposed project utilizes existing staff, there will be no delay due to hiring or training, and work on the project will begin immediately. Over the first three months, two College and Career Advisors will spend 50% FTE on this objective. In order to promote a truly community-based approach, the guide will include the following three components: 1) the *Student Workbook*; 2) the *Family Guide*; and 3) the *School Guide*. Each of the 128 students who participates in the proposed project over the four-year grant period will receive a *Student Workbook*, which will include activities for the students to complete in order to track their goals and progress toward college and career readiness. This workbook will serve not only as tangible evidence of their progress, but also as a reminder to participants of what was gained during the process and a review/refresher course to ensure that the newly gained knowledge is retained. The College and Career Advisors will share one or more *Family Guide* with the parents and/or guardians of each student in the program. This resource will include information and tips to help families support a culture of college and career readiness in the home. Annual parent night events will also cover this material and offer an opportunity for families to engage in the conversation by sharing knowledge and asking questions. Finally, the *School Guide*, which will include information and resources for counselors or other high school officials who will be working with Native American students, will provide a beneficial tool for school officials to use even after the grant period has ended.

In addition, the combined dataset from the 128 total workbooks will be added to the CPN Education Department's Wzhitawen Project spreadsheet, which will allow the Project Director to analyze and document the overall impact of the program as it

matures. This analysis will also serve as a primary piece of evidence in support of the positive impact of the program when requesting the institutionalization of activities after the award period. Alongside this data, the Project Team will document student progress through pre and post-tests of specific information and college and career readiness skills. The results of these tests and evaluations will be added to the Wzhitawen Project spreadsheet to allow the Project Team to identify both program successes as well as areas where course corrections are needed. The database will also record other useful program information such as college and career interest trends among students, the number of participants who attend college or career centers after completing the program, and demographic data including age, sex, tribal affiliation and current education level. Having a strong dataset will enable the Project Team to serve each successive grade-level cohort more effectively, as they learn how to teach and guide students in the most efficient manner.

**Objective One Benefits:**

Objective One will generate two major benefits. First, developing the College and Career Resource Guide will provide the College and Career Advisors an opportunity to combine their educational experience as well as increase their knowledge by researching other resources. Second, the College and Career Resource Guide will increase community understanding and involvement in college and career readiness. For Native American students, especially first generation Native American students, engaging family and other community members in building a knowledgeable support network will increase the likelihood of postsecondary goal achievement.

**Objective Two Results:**

By fulfilling Objective Two, the proposed project will achieve the following measurable results: Beginning in January of Year 1 and continuing through the end of the project period, the College and Career Advisors will visit each of the four schools during the school year to present one college and career readiness session to Native American students in 8<sup>th</sup> – 11<sup>th</sup> grades per week, per grade level. Over the course of the four-year grant period, this will result in 1,216 sessions, as outlined in the table below.

Year	Grade Level	# of Sessions (x4 Schools)	Total
1	8 <sup>th</sup>	16	64
2	8 <sup>th</sup>	32	128
	9 <sup>th</sup>	32	128
3	8 <sup>th</sup>	32	128
	9 <sup>th</sup>	32	128
	10 <sup>th</sup>	32	128
4	8 <sup>th</sup>	32	128
	9 <sup>th</sup>	32	128
	10 <sup>th</sup>	32	128
	11 <sup>th</sup>	32	128
<b>TOTAL OVER PROJECT PERIOD</b>			<b>1,216</b>

During each semester, the following four topic areas will be covered in a grade-appropriate, culturally-relevant way: *Be the Best Student You Can Be*, *Pick Your Path*, *Ace the Test*, and *Tuition Takedown*. *Be the Best Student You Can Be* sessions will focus on encouraging student commitment to school performance, including discussions on selecting rigorous courses suited to their intended major, note-taking, and time management. *Pick Your Path* will guide the students in discovering the best postsecondary path for them, with activities that help identify a student's must-haves for college and/or a career, how to recognize which institutions have these qualities, and how to prepare for a meaningful campus visit. *Ace the Test* will highlight how standardized tests such as the ACT affect postsecondary life, cover ways to prepare for such assessments, and provide students with free study resources. Finally, *Tuition*

*Takedown* will demystify the financial aid process, demonstrate practices that make a successful scholarship applicant, and discuss funding opportunities available to Native American students. Each year, these four topic areas will increase in difficulty to match the maturity of the grade level while building on the information from the prior program years. The sessions will incorporate lessons and activities from the *Student Workbook* so that students possess an easily accessible reference book.

To identify student progress toward college and career readiness, students will take at least one research-driven, ACT-developed assessment per grade level. In the 8<sup>th</sup> grade, Native American students at each school will complete ACT Engage (Version I), which measures academic behaviors shown to translate to college and career readiness, as a baseline assessment. In the 9<sup>th</sup> grade, Native American students at each school will create an ACT Profile in order to take the values and abilities assessments, which will help them learn more about themselves in order to choose the right postsecondary path. In 10<sup>th</sup> grade, each student will complete the Pre-ACT assessment, which provides a low-stakes opportunity to practice the ACT. Finally, in 11<sup>th</sup> grade, all Native American students at each school will take the ACT. In addition, 11<sup>th</sup> graders will take the ACT Engage (Version II) in order to compare their college and career readiness academic behavior against their 8<sup>th</sup> grade baseline. Over the course of the four-year project period, this will result in measurable, meaningful results from 320 tests, which will be tracked in the CPN Education Department's Wzhitawen Project spreadsheet.

To ensure that the entire community has an opportunity to contribute to the proposed project, a Wzhitawen Project Advisory Council will be formed by key

stakeholders from the community. Stakeholders from the community will include, but not be limited to, the following: the Project Team, parents, school officials, and student representatives. The Advisory Council will discuss the progress of the sessions, highlight successes, share lessons learned, and modify the program as the community agrees is necessary. Over the four-year period, the Advisory Council will meet 15 times (Y1: 3 meetings + Y2: 4 meetings + Y3: 4 meetings + Y4: 4 meetings = 15 meetings).

**Objective Two Benefits:**

Objective Two will produce additional benefits. First, the weekly sessions will support overburdened, underpaid school staff by alleviating a portion of their unmet college and career readiness workload. Especially as schools are forced to cut staff and instruction time to respond to the dwindling Oklahoma budget, the College and Career Advisors provide a much-needed benefit at no cost to the school. Second, the establishment of the Wzhitawen Project Advisory Council will start and maintain an ongoing dialogue about college and career readiness as well as ensure that stakeholder input guides the project to respond to community need.

**Objective Three Results:**

Fulfillment of Objective Three will result in several measurable results. Over the four-year grant period, the College and Career Advisors will lead 46 college visits. This includes one visit per school, per grade level during the school year and one summer visit per year. In the 9<sup>th</sup> and 11<sup>th</sup> grades, the school-year visits will be to tour a local or regional campus. In the 8<sup>th</sup> and 10<sup>th</sup> grades, the school year visit will venture outside of this space to a farther campus in order to give students a wider understanding of their postsecondary options. During each summer, 8<sup>th</sup> and 9<sup>th</sup> grade students from all four

schools will attend a visit together, and 10<sup>th</sup> and 11<sup>th</sup> grade students will attend a visit together.

Year	Grade Level	School Year Visit	Summer Visit	Total
1	8 <sup>th</sup>	4	1	5
2	8 <sup>th</sup>	4	1 (8 <sup>th</sup> grade + 9 <sup>th</sup> grade)	9
	9 <sup>th</sup>	4		
3	8 <sup>th</sup>	4	1 (8 <sup>th</sup> grade + 9 <sup>th</sup> grade)	14
	9 <sup>th</sup>	4		
	10 <sup>th</sup>	4		
4	8 <sup>th</sup>	4	1 (8 <sup>th</sup> grade + 9 <sup>th</sup> grade)	18
	9 <sup>th</sup>	4		
	10 <sup>th</sup>	4	1 (10 <sup>th</sup> grade + 11 <sup>th</sup> grade)	
	11 <sup>th</sup>	4		
<b>TOTAL OVER PROJECT PERIOD</b>				<b>46</b>

Objective Three also results in the attendance of one college fair and the hosting of three college fairs over the project period. Due to a compressed timeline in Year 1, College and Career Advisors will facilitate a visit to a local, non-Native American-focused college fair rather than hosting one. In years 2-4, however, the College and Career Advisors will guide the students in planning an annual Native American college fair. Currently, no large-scale college fair exists for Native American students in central Oklahoma. The college fairs will allow students to speak to a large variety of representatives from colleges and career centers in order to enhance their postsecondary selection process. Furthermore, the annual college fair will incorporate an opportunity for students to share their culture with admissions representatives, which will emphasize the inherent value in bringing diversity to colleges and career centers.

Finally, admissions representatives from the following colleges will make at least one visit per year per grade level to speak to students about opportunities at their schools: University of Oklahoma, East Central University, University of Central Oklahoma, St. Gregory's University, Oklahoma Baptist University, Southwest Christian

University, Seminole State College, and Gordon Cooper Technology and Career Center. This will total 128 visits (12 visits per year x 4 schools x 4 years). These entities have been carefully selected in order to represent research universities, public universities, regional universities, religious universities, junior colleges, and vocational/technical centers. In this way, students will be able to compare diverse options in order to discover the best fit for them.

**Objective Three Benefits:**

Objective Three will bring about the benefit of an early introduction to the diverse array of post-secondary opportunities. For many Native American students, and first-generation in particular, a major barrier to completing college or attaining a meaningful career is finding the right fit. By visiting, speaking to, and learning more about these opportunities, students will be equipped with the tools to compare options critically and feel confident in their selection.

**Objective Four Results:**

Objective Four will yield the following results: 10 one-week Mentorship Academies (MA) (Y1: 1 MA for 8<sup>th</sup> graders; Y2: 1 MA for 8<sup>th</sup> graders + 1 MA for 9<sup>th</sup> graders; Y3: 1 MA for 8<sup>th</sup> graders + 1 MA for 9<sup>th</sup> graders + 1 MA for 10<sup>th</sup> graders; Y4: 1 MA for 8<sup>th</sup> graders + 1 MA for 9<sup>th</sup> graders + 1 MA for 10<sup>th</sup> graders + 1 MA for 11<sup>th</sup> graders). While the Project Team understands that not every student in the program will be able to participate in the summer activity due to other commitments, it will be offered to those who can. Over the course of the 4-year project period, the Mentorship Academies will teach all participants culturally- and age-appropriate mentorship techniques so that they will be equipped to pass on their college and career readiness knowledge to their peers. Examples of

lessons include comparison of leadership styles, how to manage difficult conversations, and how to be a role model. Much of the Mentorship Academy material will be drawn from the *Peer Mentor Curriculum*, written by a Curriculum Development Specialist specifically for the Citizen Potawatomi Nation as part of a 2012 Administration for Native Americans Social and Economic Development Strategies grant.

**Objective Four Benefits:**

Objective Four will yield an extremely important benefit. By training students to be mentors for their peers, the proposed project will ensure an ongoing culture of college and career readiness support. As students from each of the schools grow closer to achieving their postsecondary goals, they will inspire and motivate their peers to create a cycle of success. In this way, the mentorship academies are a key element in laying the groundwork for a successful and sustainable college and career readiness program.

*The extent to which the design of the **proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.***

The proposed project has been carefully developed to meet the needs of Asher, Macomb, Maud, and Wanette Native American 8<sup>th</sup>-11<sup>th</sup> grade students as identified through recent Census data, PLAN/EXPLORE assessment data, interviews and surveys with school counselors, and extensive research of first-generation student characteristics. Every element of the project design has been considered in relation to its relevance to the southern Pottawatomi County community.

First, in order to address the troubling trend illustrated in recent Census data that students in southern Pottawatomi County complete college at a lower rate than their

peers statewide and nationally, the proposed project will provide robust college and career readiness support, beginning with an 8<sup>th</sup> grade cohort at each of the four schools and adding a new 8<sup>th</sup> grade cohort each year throughout the four-year project period. This training will be framed by the user-friendly, comprehensive College and Career Resource Guide and bolstered by weekly sessions by College and Career Advisors to support progress toward college and career readiness. By initiating an intervention before the students reach high school, the proposed project will ensure that students begin secondary school with a college and career readiness mindset that will only be strengthened through the 11<sup>th</sup> grade when they will cement their postsecondary plans.

To address the need that emerged through the evaluation of subpar PLAN, EXPLORE, and ACT results from the four schools, the proposed project will use research and data driven assessments to track progress and focus its content. Because PLAN and EXPLORE no longer exist, other assessments were selected. With ACT Engage (Version I) in 8<sup>th</sup> grade, ACT Profile Values and Abilities Assessment in 9<sup>th</sup> grade, the Pre-ACT in 10<sup>th</sup> grade, and finally the ACT and ACT Engage (Version II) in the 11<sup>th</sup> grade, the College and Career Advisors will be able to pinpoint specific college and career readiness shortfalls; interpret the results with students, families, and schools; and steer students toward an arc of improvement. These particular assessments were chosen upon advisement by Joe Cruse, the Director of Account Management for ACT, who considered a report of the community's needs before making his recommendations.

Interviews and survey results from school counselors underscore the dire status of Oklahoma budgets. A combination of time constraints, position elimination, and

testing responsibilities stressed the need for cost-effective college and career readiness support. Accordingly, the project pledges two 50% FTE College and Career Advisors for Years 1-2 and an additional 1 FTE College and Career Advisor for Years 3-4, who will handle the increased workload resulting from the added 8<sup>th</sup> grade cohorts. With weekly college and career readiness sessions, regular campus visits, and college fair attendances, the College and Career Advisors directly address the needs of students by relieving overburdened school officials.

Research about the unique barriers faced by first generation students suggests that early exposure to postsecondary options for students and families increases the likelihood of college completion and career attainment. Accordingly, college visits, college fairs, and admissions counselor presentations will introduce students to options so that they can compare and select the best fit for them. With guidance from the College and Career Advisors, students will evaluate their needs so that they make an informed postsecondary decision. Furthermore, experts recommend that students form a community of like peers to support them in college and career readiness. With this in mind, the summer Mentorship Academy component has been added so that students will share information and support with their Native American peers.

The extent to which the **services** to be provided by the proposed **project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.**

The CPN wholeheartedly believes that a true support network for Native youth requires involvement from the entire community. To this end, the proposed Wzhitawen Project uses carefully selected partners that would maximize the effectiveness of project

services. The memorandum of understanding (MOU) included in this proposal outlines the specific roles and responsibilities for each of the following partners: Asher, Macomb, Maud and Wanette Public Schools, Oklahoma Baptist University, St. Gregory's University, The University of Oklahoma, Gordon Cooper Technology Center and the Oklahoma State Regents for Higher Education (OSRHE). The services provided by this project have been designed with collaboration in mind. School districts will provide student access and instruction time as well as reinforcement of the materials taught by the CCAs each week, and representatives from the partner universities will provide recruitment materials while also visiting with students at their schools to provide an enthusiastic introduction to college and the career options that are associated with educational attainment. OSRHE will provide access to student performance data and information about what best practices are working across the state, as well as make visits to partner schools to present to students about the variety of higher education options in Oklahoma.

Project supporters, who have agreed to lend their resources to the Wzhitawen Project but could not sign an MOU as an official partner (because of time constraints, typically) include: ACT, Oklahoma State University's Center for Sovereign Nations, and the University of Central Oklahoma. These supporters will complement the role of the project partners by offering resources unique to their organizations. For example, ACT will allow CPN to register as a testing site, allowing the Wzhitawen team access to all results from project participant testing for the Engage, Pre-ACT and ACT tests. Supporting universities and university programs will offer information, advice and their unique perspectives on higher education opportunities at their respective institutions.

Quality of the Project Personnel (10 points)

The **qualifications** including relevant training and experience, of the **project director** or principal investigator.

Ms. Tesia Zientek will serve as the Project Director for the Wzhitawen Project. She is a Citizen Potawatomi Nation tribal member. With financial help from a prestigious Gates Millennium Scholarship, she graduated magna cum laude from the University of Notre Dame in 2009 with her Bachelor of Arts in English. After graduation, Tesia spent two years teaching elementary school students and running an afterschool program for underserved elementary, middle, and junior students in Puerto Rico. Choosing to pursue her passion for education through graduate study, she graduated in 2013 with her Master of Arts in Education Policy from Stanford University. To celebrate her educational and employment-related achievements, Tesia was recognized in 2013 for the Howard Yackus Memorial Award. A fierce advocate for Native American rights and education, Tesia returned to Oklahoma to work for her tribe in its Office of Self-Governance. She served for two and a half years in the Grants and Contracts Coordinator position, where she developed grant proposals, provided technical assistance, and advocated for tribal self-governance. In October 2015, she became the Citizen Potawatomi Nation's first Education Director for its new Education Department, which aims to help Citizen Potawatomi Nation tribal members identify and reach their educational goals. Since 2012, Tesia has also served as Potawatomi Leadership Program (PLP) Advisor, helping to restructure and implement curriculum for the Harvard Honoring Nations Award-winning internship program.

The **qualifications**, including relevant training and experience, of **key project personnel**.

This project will be carried out by a team of talented, passionate professionals with decades of combined experience working for the benefit of youth. Everyone on the proposed project team is either a seasoned youth-work professional or junior staffer who has focused their career on the care and well-being of our local youth. To ensure the safety and wellness of all children and youth, CPN staff members who work with children and youth must undergo criminal background checks before they are hired to work with children or youth, as outlined in the current Tribal Program Policies & Procedures.

Over the course of the project, the day-to-day activities will be carried out by key personnel in the College and Career Advisor position. Initially, the project will require two CCAs, who will each work with two of the four partner schools. One of these positions will be filled by the current Senior College Advisor at CPN, Ms. Channing Seikel. Ms. Seikel is a 2010 graduate from Oklahoma Baptist University, where she studied Sociology and Family Science. As a student, Channing spent a summer abroad in London, England providing a day camp to elementary-aged students. In this role, she developed curriculum and specialized activities with a team of more than 15 high school students from the United States working under her. After graduation, she accepted a job within Oklahoma Baptist University as a Senior Admissions Counselor. While at the university, Channing provided individualized advisement to prospective students; developed an in-depth training manual for new admission counselors; planned and executed an annual, highly-attended college fair for central Oklahoma; and established recruiting and admission best practices for her assigned territory. In 2016, Channing joined the Citizen Potawatomi Nation Department of Education team as a Senior

College Advisor. In this capacity, she establishes, maintains, and nurtures effective relationships with Native American students, families, Guidance Counselors, and Indian Education Coordinators. In addition, she guides students and families through scholarship opportunities and applications, standardized testing preparation, college search options, and provides any other support as needed. A first-generation student herself, Channing has found her passion in being an advocate for students pursuing higher education.

**The extent to which the applicant, or one of its partners, demonstrates capacity to improve outcomes that are relevant to the project focus through experience with programs funded through other sources.**

CPN, through its existing youth programming, demonstrates the capacity to improve relevant project outcomes. The Tribal Youth Program (TYP) has secured competitive multi-year funding from the Department of Justice (2013) and Indian Health Service (2015), both of which have objective requirements to support college and career readiness. The CPN TYP works to promote success in Native youth by assisting with schoolwork, providing tutoring and after school activities that target a reduction in juvenile substance abuse and other risky behaviors that lead to juvenile delinquency while giving youth opportunities to volunteer and be leaders in their community. In addition to competitive federal awards, which do not provide enough funding to support youth programs, CPN provides the TYP with tribal dollars to ensure program continuity. CPN, through its TYP, has improved grades and increased high school graduation rates for Native youth in the project area. In the 2014-2015 school year alone, the total fail rate for TYP participants fell from 27% to 4%. The Wzhitawen Project Team will draw on

this experience to ensure that the new project achieves the desired outcomes for Native youth in the partner schools.

Adequacy of Resources (10 points)

The **relevance and demonstrated commitment of each partner** in the proposed project to the implementation and success of the project.

Each partner and supporting entity for the project was carefully selected by the project team based on their direct relevance to the project goal. Partner schools were selected because they represent the most remote, impoverished districts with severe need demonstrated through their low test scores, low school ratings in the state ranking system, and low rates of college completion. Committed partners from local universities and career centers were asked to join the project because as Oklahoma schools they have a vested interest in the success and eventual recruitment of Native youth into their respective programs. Furthermore, these local universities represent a wide assortment of postsecondary possibilities—including research, public, regional, private, and vocational institutions—for students to consider.

The CPN is confident that each entity will perform the agreed-upon tasks because each partner has demonstrated commitment in previous CPN partnerships. The CPN hopes that by collaborating with several diverse partners, the Wzhitawen Project participants will feel fully supported by a large community network in their quest to be college/career ready. All project partners have signed binding commitments to carry out their individual responsibilities to ensure project success. A copy of the signed partnership agreement with detailed partner roles may be found in the attachment *part6.Other.Attachments*.

The extent to which the **costs are reasonable in relations to the number of persons to be served and to the anticipated results and benefits.**

All costs requested rely on industry standards. The requested budget has been estimated based on staff and program supplies required to adequately supervise and support an initial cohort of 32 program participants that will grow each year of the program, finally reaching 128 in year four. The number of key personnel for the project was based on providing the necessary program services without any project bloat. All costs are directed to provide maximum benefit to Native students from the four partner schools. For a line-item budget and justification for the proposed TYP project, please see the attachment *Part5.Budget.Narrative*.

Quality of the Management Plan (30 points)

The **adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibility, timelines, and milestones for accomplishing project tasks.**

This project has clearly defined responsibilities for both paid members of the Wzhitawen Project Team as well as our official project partners and project supporters. Under the supervision of the Project Director, College and Career Advisors will divide the student-load equally between the partner schools, and remain with their chosen student cohort throughout the life of the project. This will not only allow the CCAs to develop a bond with students as they watch them learn and grow, but also will help the staff to develop a familiar rhythm that will expedite content delivery and prevent the lost time due to rotating staff not knowing the finer details of a given student-group dynamic. The following table illustrates the key functions of the program for year one and details expectations for milestone completion. Future years will follow the same pattern but will

add diversified content that builds on the foundational material learned in previous years.

<b>DATES</b>	<b>KEY ACTIVITY</b>	<b>MILESTONE</b>	<b>STAFF</b>
Month 1-3	Creation of 3 CCR resource guides	By project day 90, the Student, Family, and School resource guides will be reviewed and approved for use by the Advisory Council and Project Director	PDir, CCA's
Month 1-12	Form Wzhitawen Advisory Council and hold quarterly meetings	By the end of the project year, the Project Director will have documented attendance and recorded feedback for 4 Advisory Council meetings	PDir, CCA's
Month 4-9	CCAs instruct 8 <sup>th</sup> grade students in college and career prep using resource guides	By the end of project month 9, all 8 <sup>th</sup> grade students will have completed the relevant workbook sections of the resource guide	CCA's
Month 4-6	All 8 <sup>th</sup> grade students will take the ACT Engage version 1 test	By the end of project month 6, CCAs will have delivered the Engage 1 test, received results, and interpreted results with all students and parents	CCA's

Month 4-9	All 8 <sup>th</sup> grade students will be exposed to postsecondary options through visits from college admissions professionals at partner universities and career centers	By the end of project month 9, all 8 <sup>th</sup> grade students will have seen presentations and had discussions with representatives from at least 2 universities	CCA's
Month 6-9	All 8 <sup>th</sup> grade students will have the opportunity to visit a local college campus	Between project months 6-9, CCAs will travel with students from their assigned schools to visit a college campus.	CCA's
Month 9-10	CCAs will process and sort all collected data from the first project year; the Project Director will evaluate data and draw conclusions	Between project months 9-10, CCAs will input all testing, workbook, attendance and other objective-relevant data into project spreadsheets. The Project Director will evaluate data and prepare a report for the Wzhitawen Advisory Council, as well as dictate and activity changes that are shown to be necessary successful completion of objectives.	PDir, CCA's

Month  10-12	CCAs will instruct 8 <sup>th</sup> grade students in a one-week mentorship academy	By the end of project month 12, CCAs will have delivered targeted content to mentor students, who will be equipped to share their knowledge with underclassmen as they grow.	CCA's
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Official partners for this project were chosen for their dedication to local students and their enthusiasm regarding higher education and this project. They have all agreed to partner with the Wzhitawen team at no cost to the project, and have dedicated their staff time and resources to ensure that all students in the program have the best possible first college experience. To that end, each university partner has assumed responsibility for visiting with students at their school at least once per year, as well as maintaining a presence at future Native college fairs hosted by CPN.

Every effort has been made to accurately predict costs at a level that is both realistic and adequate. Project activities are designed to prevent cost overruns through minimizing costs that typically bloat such as consultants and non-standard technology, while employing a lean, dedicated Project Team that understands the value of eliminating scope creep and keeping the project on-task.

**The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

Methods of evaluation employed for the Wzhitawen Project will deliver regular performance feedback throughout the award period. Quarterly Wzhitawen Advisory

Council meetings will allow education professionals in the partner schools, parents of Native American youth, and program participants to deliver regular performance feedback based on their unique perspectives and provide direction to the Project Team, all of which will be recorded. Project parent nights will give those parents who are not members of the Wzhitawen Advisory Council an opportunity to share their experiences and give feedback to the Project Team. Each semester, the Project Team will analyze and evaluate the ACT Engage, Pre-ACT, and ACT results data along with the student workbook progress to determine the current status of the project goals and objectives, and will make any mid-cycle corrections that are required to achieve the intended outcomes for the project.

**The extent to which Indian tribes and parents of Indian children have been, and will be, involved in and developing and implementing the proposed activities.**

Tribal programs have been involved in developing this Native Youth Community Project. The CPN Education Department, which has taken the lead in proposal development, serves tribal members within this geographical area and has heard the outcry by parents and students for more college and career readiness attention. In addition, the CPN Johnson O'Malley (JOM) program, which serves Native American students at the four target schools, helped design the project. Parents of JOM students have repeatedly requested college information sessions, a need that this project directly addresses. In addition, survey information from the geographical area's Native American students and parents gathered by the CPN Cultural Heritage Center's culture camp series also informed this project.

During the project period, the Wzhitawen Advisory Council will be comprised of community stakeholders, which will include, but not be limited to, tribal representatives, parents of Native Americans, and Native American students themselves. The quarterly meetings will be an opportunity to hear feedback so that the project can include community-based ideas, evaluate its successes and failures, and respond and adjust appropriately. There will also be opportunities for such input at the recurring parent nights.

**The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

This project will both build capacity and yield lasting results that will extend beyond the period of Federal financial assistance. Counselors will be better equipped to handle the needs of Native students by using the three resource guides, copies of which will be left with each partner school. These guides will help school counselors and parents work with their Native students to continue reinforcing the concepts taught by the College and Career Advisors, beyond the 2-3 hours per week allowed for program activities during the award term. Native youth who participate in the program will retain their mentorship knowledge post-award and will continue to promote college and career readiness to their underclassmen until they graduate. In addition, the university partners who helped make the Wzhitawen Project successful will continue to provide the same access to college campuses, make presentations to students, and represent their institutions at the Wzhitawen Native College Fair, which will become an annual addition to the Firelake Arena event calendar at no charge to attendees or college admissions

staff. This event will continue to attract both local and out of state universities who will connect with Native students who are moving into the college careers.

Quality of Project Evaluation (5 points)

The extent to which the **evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.**

The CPN understands that a strong monitoring and evaluation plan is key to the success of a project. To that end, the Wzhitawen Project Team will track aspects of student progress, such as ACT Engage version 1 & 2 scores, Pre-ACT scores, and full ACT scores, as well as ACT Profile results, creating a combined report for all students both individually and as grade-level cohorts at the end of every semester. In addition, the CCAs will track all aspects of objective completion during the project, including number of weekly sessions with students, number of student participants per grade at each school, number of Wzhitawen Advisory Council meetings, number of visits by postsecondary admissions professionals, number of students attending college fairs, and number of students training and acting as mentors in their schools. As data are collected, the CCAs will input results into three spreadsheets; one exclusively for student progress, one for objective completion measures, and one that combines both datasets. At the end of each project year, the Project Director will synthesize results and determine the relative effectiveness of the chosen methods. Strategies that are proven effective will be recorded in the final report for the project and made available for any other tribal education agency (TEA) or local education agency (LEA) to replicate.

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<sup>i</sup> 2008-2013 5 Year American Community Survey Quick Facts

<sup>ii</sup> 2006-2010 American Community Survey Selected Population Tables

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- <sup>iii</sup> 2014 Native Youth Report, Executive Office of the President, December 2014
- <sup>iv</sup> Leachman, Michael, Nick Albares, Kathleen Masterson, and Marlana Wallace. "Most States Have Cut School Funding, and Some Continue Cutting." *Center on Budget and Policy Priorities*.
- <sup>v</sup> "Budget Trends and Outlook - March 2016." Oklahoma Policy Institute, Mar. 2016.
- <sup>vi</sup> Bermeo, Adolfo, Thomas Mortenson, Lana Muraskin, Louis Stokes, and Vincent Tinto. "Moving Beyond Access: College Success for Low-Income, First-Generation Students." The Pell Institute for the Study of Opportunity in Higher Education, 2008.
- <sup>vii</sup> Tugend, Alina. "The Struggle to Be First: First-Gen Students May Be Torn Between College and Home." *Cal Alumni Association*. UC Berkeley
- <sup>viii</sup> Van Buskirk, Peter. "Finding a Good College Fit." *U.S. News Education Rankings & Advice*. U.S. News, 2011.
- <sup>ix</sup> Bermeo, Adolfo, Thomas Mortenson, Lana Muraskin, Louis Stokes, and Vincent Tinto. "Moving Beyond Access: College Success for Low-Income, First-Generation Students." The Pell Institute for the Study of Opportunity in Higher Education, 2008.
- <sup>x</sup> "About ACT Engage - How Engagement Helps Identify At-Risk Students | ACT." *About ACT Engage - How Engagement Helps Identify At-Risk Students | ACT*.
- <sup>xii</sup> "Region One Education Service Center GEAR UP Uses ACT Engage to Help Underserved Students." (2014). *ACT Engage Case Studies*. ACT.

## Other Attachment File(s)

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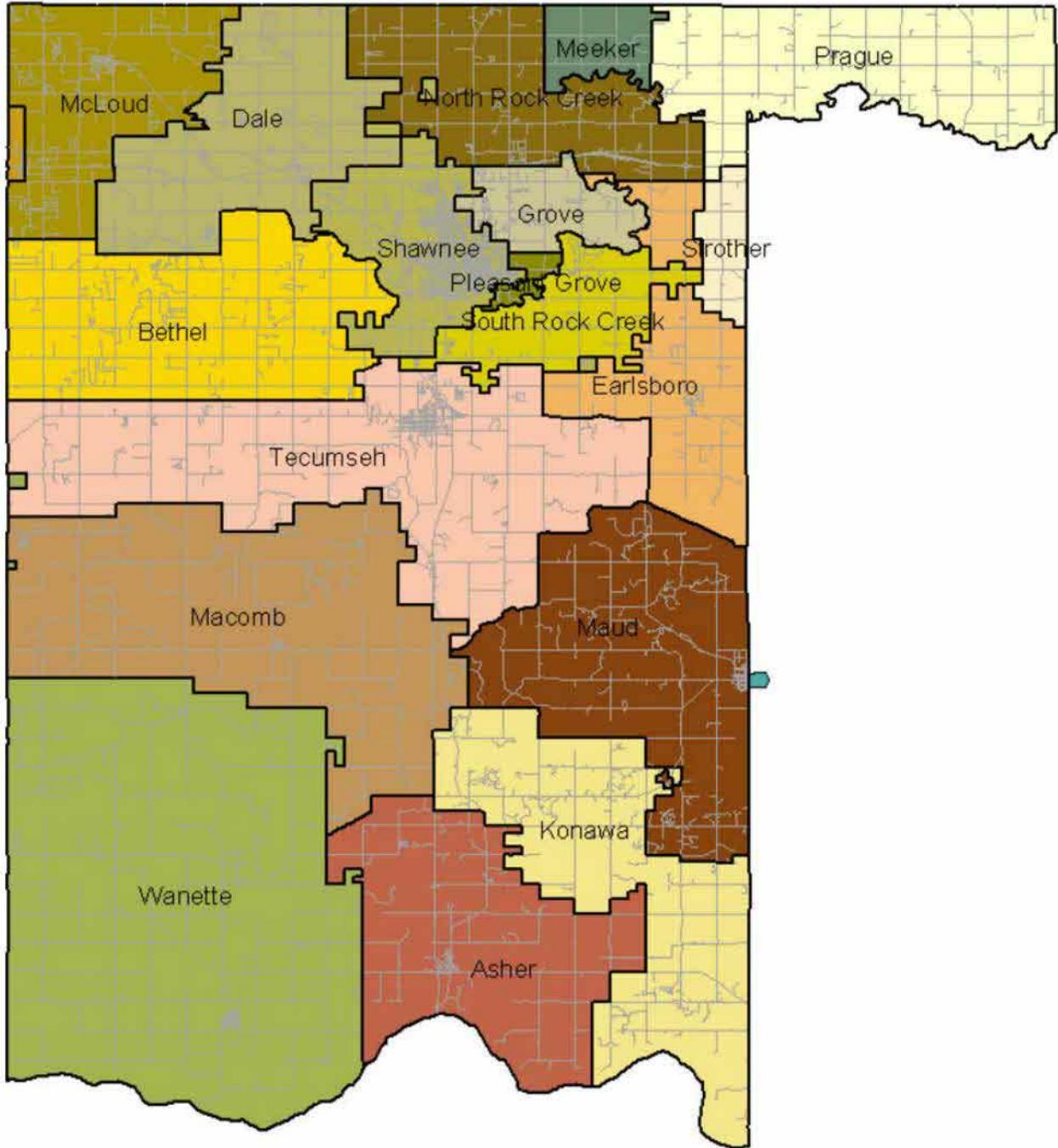
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The proposed project will serve four underserved school districts within the rural and remote southern portion of Pottawatomie County: Macomb, Wanette, Asher, and Maud, as indicated on these maps of the county.



School District Boundaries, Pottawatomie County, OK



# Description of Need-Related Project Data, 2016 Citizen Potawatomi Nation NYCP Project

### **State Scored School Report Cards:**

The Oklahoma State Department of Education offers a free resource for parents, schools and communities to see how their district measures up to the national average performance for public schools. This report card allows the viewer to see all aspects of their districts progress as a school. You are able to see the performance of all subject areas as a whole, as well as the growth from the year prior. The following results are from the 2014-2015 school year. Macomb, an "F" for elementary school and a "D" for high school; Maud, a "D+" for elementary school and a "C-" for high school; Asher, a "D+" for elementary school and a "B-" for High school; and Wanette, a "B-" for elementary and an "A" for high school. The data for Wanette is an anomaly owing to their small sample size. Privacy laws prohibit schools from full participation in reporting when the number of students is small enough that individual identities may be discerned from the collected data. For this reason, the results from Wanette are inaccurate, and likely inflated.

# A-F Report Card

## 2014-2015

### Grades PK - 08

District: ASHER

School: ASHER ES

63 1112 105

# D+

# 69

#### 2015 Student Achievement (50%)<sup>1</sup>

Subject	# of Students	Performance Index	Letter Grade
Reading	111	68	D
Mathematics/Algebra I	111	68	D
Science	35	34	F
Social Studies/Geography/US History	60	63	D
Writing	***	***	***
<b>Overall 2015 Student Performance Grade</b>	<b>317</b>	<b>63</b>	<b>D</b>

#### Overall Student Growth (Progress Towards Proficiency) (25%)<sup>2</sup>

Subject	# of Students	Performance Index	Letter Grade
Reading	94	71	C
Mathematics/Algebra I	95	72	C
<b>Overall 2015 Student Growth Grade</b>	<b>189</b>	<b>71</b>	<b>C</b>

#### Bottom Quartile Student Growth (Progress Toward Proficiency)(25%)<sup>3</sup>

Subject	# of Students	Performance Index	Letter Grade
Reading	23	48	F
Mathematics/Algebra I	23	48	F
<b>Overall Bottom Quartile Growth Grade</b>	<b>46</b>	<b>48</b>	<b>F</b>

#### Bonus Points (Maximum 10 Points)<sup>4</sup>

Category	Points Earned
Attendance Rate	6 (>95%)
Dropout Rate	2 (<5%)
Advanced Coursework	0 (Participation 28%)
<b>Total</b>	<b>8</b>

## FINAL GRADE

## 69 D+

#### School Performance Grading Scale

Grade Range	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F



<sup>1</sup>2015 Student Achievement: 50% of the overall grade is based on the Oklahoma School Testing Program assessments in grades three (3) through high school.

<sup>2</sup> Overall Student Growth: 25% of the grade is based on annual student learning gains as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight (8); and Algebra I and English II end-of-instruction tests.

<sup>3</sup> Bottom Quartile Student Growth: 25% of the grade is based on the growth of the bottom 25% of incoming students as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight(8); and Algebra I and English II end-of-instruction tests.

<sup>4</sup> Up to 10 bonus points are awarded for factors including attendance, dropout rate, advanced coursework, college entrance exams, graduation rate, overall performance and year to year growth. The categories for bonus points are determined by grades served at the site.

\*\*\* Insufficient number of students' scores to display results.

# A-F Report Card

## 2014-2015

### Grades 09 - 12

District: ASHER

63 I112 705

School: ASHER HS

# B-

# 80

#### 2015 Student Achievement (50%)<sup>1</sup>

Subject	# of Students	Performance Index	Letter Grade
English II/English III	33	91	A
Algebra I/Algebra II/Geometry	50	68	D
Biology I	32	25	F
US History	15	47	F
<b>Overall 2015 Student Performance Grade</b>	<b>130</b>	<b>61</b>	<b>D</b>

#### Overall Student Growth (Progress Towards Proficiency) (50%)<sup>2</sup>

Subject	# of Students	Performance Index	Letter Grade
English II	11	91	A
Algebra I	19	79	C
<b>Overall 2015 Student Growth Grade</b>	<b>30</b>	<b>83</b>	<b>B</b>

#### Bottom Quartile Student Growth (Progress Toward Proficiency)(0%)<sup>3</sup>

Subject	# of Students	Performance Index	Letter Grade
English II	***	***	***
Algebra I	***	***	***
<b>Overall Bottom Quartile Growth Grade</b>	<b>***</b>	<b>***</b>	<b>***</b>

#### Bonus Points (Maximum 10 Points)<sup>4</sup>

Category	Points Earned
Cohort Graduation Rate	5 (>95%)
Advanced Coursework	1 (Performance >95%, Participation 86%)
College Entrance Exam	0 (Performance 53%, Participation 68%)
Low Performing Eighth Grade Cohort Rate	1 (>95%)
EOI Performance	0 (61%)
Year to Year Growth	1
<b>Total</b>	<b>8</b>

#### School Performance Grading Scale

Grade Range	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F



## FINAL GRADE

## 80 B-

<sup>1</sup>2015 Student Achievement: 50% of the overall grade is based on the Oklahoma School Testing Program assessments in grades three (3) through high school.

<sup>2</sup> Overall Student Growth: 50% of the grade is based on annual student learning gains as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight (8); and Algebra I and English II end-of-instruction tests.

<sup>3</sup> Bottom Quartile Student Growth: 0% of the grade is based on the growth of the bottom 25% of incoming students as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight(8); and Algebra I and English II end-of-instruction tests.

<sup>4</sup> Up to 10 bonus points are awarded for factors including attendance, dropout rate, advanced coursework, college entrance exams, graduation rate, overall performance and year to year growth. The categories for bonus points are determined by grades served at the site.

\*\*\* Insufficient number of students' scores to display results.

# A-F Report Card

## 2014-2015

### Grades PK - 08

District: MACOMB

School: MACOMB ES

63 1004 110

# F

# 42

#### 2015 Student Achievement (50%)<sup>1</sup>

Subject	# of Students	Performance Index	Letter Grade
Reading	100	39	F
Mathematics/Algebra I	100	29	F
Science	30	27	F
Social Studies/Geography/US History	45	31	F
Writing	***	***	***
<b>Overall 2015 Student Performance Grade</b>	<b>275</b>	<b>33</b>	<b>F</b>

#### Overall Student Growth (Progress Towards Proficiency) (25%)<sup>2</sup>

Subject	# of Students	Performance Index	Letter Grade
Reading	84	43	F
Mathematics/Algebra I	84	42	F
<b>Overall 2015 Student Growth Grade</b>	<b>168</b>	<b>42</b>	<b>F</b>

#### Bottom Quartile Student Growth (Progress Toward Proficiency)(25%)<sup>3</sup>

Subject	# of Students	Performance Index	Letter Grade
Reading	21	19	F
Mathematics/Algebra I	21	33	F
<b>Overall Bottom Quartile Growth Grade</b>	<b>42</b>	<b>26</b>	<b>F</b>

#### Bonus Points (Maximum 10 Points)<sup>4</sup>

Category	Points Earned
Attendance Rate	6 (95%)
Dropout Rate	2 (<5%)
Advanced Coursework	0 (Participation <5%)
<b>Total</b>	<b>8</b>

#### School Performance Grading Scale

Grade Range	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F



**FINAL GRADE 42 F**

<sup>1</sup>2015 Student Achievement: 50% of the overall grade is based on the Oklahoma School Testing Program assessments in grades three (3) through high school.

<sup>2</sup> Overall Student Growth: 25% of the grade is based on annual student learning gains as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight (8); and Algebra I and English II end-of-instruction tests.

<sup>3</sup> Bottom Quartile Student Growth: 25% of the grade is based on the growth of the bottom 25% of incoming students as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight(8); and Algebra I and English II end-of-instruction tests.

<sup>4</sup> Up to 10 bonus points are awarded for factors including attendance, dropout rate, advanced coursework, college entrance exams, graduation rate, overall performance and year to year growth. The categories for bonus points are determined by grades served at the site.

\*\*\* Insufficient number of students' scores to display results.

# A-F Report Card

## 2014-2015

### Grades 09 - 12

District: MACOMB

School: MACOMB HS

63 1004 705

# D

# 66

#### 2015 Student Achievement (50%)<sup>1</sup>

Subject	# of Students	Performance Index	Letter Grade
English II/English III	51	75	C
Algebra I/Algebra II/Geometry	71	51	F
Biology I	23	35	F
US History	44	52	F
<b>Overall 2015 Student Performance Grade</b>	<b>189</b>	<b>56</b>	<b>F</b>

#### Overall Student Growth (Progress Towards Proficiency) (50%)<sup>2</sup>

Subject	# of Students	Performance Index	Letter Grade
English II	20	85	B
Algebra I	19	58	F
<b>Overall 2015 Student Growth Grade</b>	<b>39</b>	<b>72</b>	<b>C</b>

#### Bottom Quartile Student Growth (Progress Toward Proficiency)(0%)<sup>3</sup>

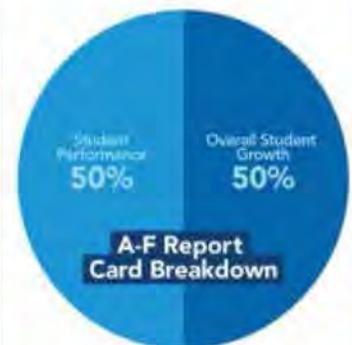
Subject	# of Students	Performance Index	Letter Grade
English II	***	***	***
Algebra I	***	***	***
<b>Overall Bottom Quartile Growth Grade</b>	<b>***</b>	<b>***</b>	<b>***</b>

#### Bonus Points (Maximum 10 Points)<sup>4</sup>

Category	Points Earned
Cohort Graduation Rate	0 (77%)
Advanced Coursework	1 (Performance >95%, Participation 18%)
College Entrance Exam	0 (Performance 30%, Participation 43%)
Low Performing Eighth Grade Cohort Rate	0 (73%)
EOI Performance	0 (67%)
Year to Year Growth	1
<b>Total</b>	<b>2</b>

#### School Performance Grading Scale

Grade Range	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F



## FINAL GRADE

## 66 D

<sup>1</sup>2015 Student Achievement: 50% of the overall grade is based on the Oklahoma School Testing Program assessments in grades three (3) through high school.

<sup>2</sup> Overall Student Growth: 50% of the grade is based on annual student learning gains as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight (8); and Algebra I and English II end-of-instruction tests.

<sup>3</sup> Bottom Quartile Student Growth: 0% of the grade is based on the growth of the bottom 25% of incoming students as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight(8); and Algebra I and English II end-of-instruction tests.

<sup>4</sup> Up to 10 bonus points are awarded for factors including attendance, dropout rate, advanced coursework, college entrance exams, graduation rate, overall performance and year to year growth. The categories for bonus points are determined by grades served at the site.

\*\*\* Insufficient number of students' scores to display results.

# A-F Report Card

## 2014-2015

### Grades PK - 08

District: MAUD

School: MAUD ES

63 1117 105

# D+

# 68

#### 2015 Student Achievement (50%)<sup>1</sup>

Subject	# of Students	Performance Index	Letter Grade
Reading	125	58	F
Mathematics/Algebra I	125	66	D
Science	48	33	F
Social Studies/Geography/US History	70	41	F
Writing	***	***	***
<b>Overall 2015 Student Performance Grade</b>	<b>368</b>	<b>54</b>	<b>F</b>

#### Overall Student Growth (Progress Towards Proficiency) (25%)<sup>2</sup>

Subject	# of Students	Performance Index	Letter Grade
Reading	100	67	D
Mathematics/Algebra I	100	77	C
<b>Overall 2015 Student Growth Grade</b>	<b>200</b>	<b>72</b>	<b>C</b>

#### Bottom Quartile Student Growth (Progress Toward Proficiency)(25%)<sup>3</sup>

Subject	# of Students	Performance Index	Letter Grade
Reading	24	46	F
Mathematics/Algebra I	24	75	C
<b>Overall Bottom Quartile Growth Grade</b>	<b>48</b>	<b>60</b>	<b>D</b>

#### Bonus Points (Maximum 10 Points)<sup>4</sup>

Category	Points Earned
Attendance Rate	6 (>95%)
Dropout Rate	2 (<5%)
Advanced Coursework	0 (Participation <5%)
<b>Total</b>	<b>8</b>

## FINAL GRADE

## 68 D+

#### School Performance Grading Scale

Grade Range	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F



<sup>1</sup>2015 Student Achievement: 50% of the overall grade is based on the Oklahoma School Testing Program assessments in grades three (3) through high school.

<sup>2</sup> Overall Student Growth: 25% of the grade is based on annual student learning gains as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight (8); and Algebra I and English II end-of-instruction tests.

<sup>3</sup> Bottom Quartile Student Growth: 25% of the grade is based on the growth of the bottom 25% of incoming students as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight(8); and Algebra I and English II end-of-instruction tests.

<sup>4</sup> Up to 10 bonus points are awarded for factors including attendance, dropout rate, advanced coursework, college entrance exams, graduation rate, overall performance and year to year growth. The categories for bonus points are determined by grades served at the site.

\*\*\* Insufficient number of students' scores to display results.

# A-F Report Card

## 2014-2015

### Grades 09 - 12

District: MAUD

School: MAUD HS

63 1117 705

Part 6: Other Attachments

# C-

# 72

#### 2015 Student Achievement (50%)<sup>1</sup>

Subject	# of Students	Performance Index	Letter Grade
English II/English III	32	78	C
Algebra I/Algebra II/Geometry	48	58	F
Biology I	15	47	F
US History	19	53	F
<b>Overall 2015 Student Performance Grade</b>	<b>114</b>	<b>61</b>	<b>D</b>

#### Overall Student Growth (Progress Towards Proficiency) (50%)<sup>2</sup>

Subject	# of Students	Performance Index	Letter Grade
English II	10	100	A
Algebra I	14	64	D
<b>Overall 2015 Student Growth Grade</b>	<b>24</b>	<b>79</b>	<b>C</b>

#### Bottom Quartile Student Growth (Progress Toward Proficiency)(0%)<sup>3</sup>

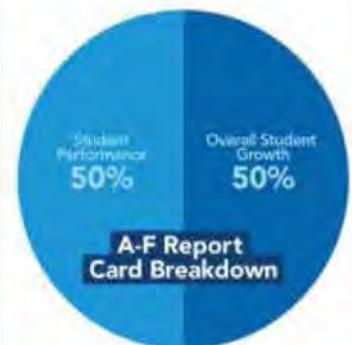
Subject	# of Students	Performance Index	Letter Grade
English II	***	***	***
Algebra I	***	***	***
<b>Overall Bottom Quartile Growth Grade</b>	<b>***</b>	<b>***</b>	<b>***</b>

#### Bonus Points (Maximum 10 Points)<sup>4</sup>

Category	Points Earned
Cohort Graduation Rate	0 (79%)
Advanced Coursework	1 (Performance >95%, Participation 46%)
College Entrance Exam	1 (Performance 24%, Participation 78%)
Low Performing Eighth Grade Cohort Rate	0 (80%)
EOI Performance	0 (27%)
Year to Year Growth	0
<b>Total</b>	<b>2</b>

#### School Performance Grading Scale

Grade Range	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F



## FINAL GRADE

## 72 C-

<sup>1</sup>2015 Student Achievement: 50% of the overall grade is based on the Oklahoma School Testing Program assessments in grades three (3) through high school.

<sup>2</sup> Overall Student Growth: 50% of the grade is based on annual student learning gains as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight (8); and Algebra I and English II end-of-instruction tests.

<sup>3</sup> Bottom Quartile Student Growth: 0% of the grade is based on the growth of the bottom 25% of incoming students as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight(8); and Algebra I and English II end-of-instruction tests.

<sup>4</sup> Up to 10 bonus points are awarded for factors including attendance, dropout rate, advanced coursework, college entrance exams, graduation rate, overall performance and year to year growth. The categories for bonus points are determined by grades served at the site.

\*\*\* Insufficient number of students' scores to display results.

# A-F Report Card

## 2014-2015

### Grades PK - 08

District: WANETTE

School: WANETTE ES

63 1115 105

Part 5: Other Attachments

# B-

# 82

#### 2015 Student Achievement (50%)<sup>1</sup>

Subject	# of Students	Performance Index	Letter Grade
Reading	63	67	D
Mathematics/Algebra I	63	75	C
Science	28	54	F
Social Studies/Geography/US History	35	66	D
Writing	***	***	***
<b>Overall 2015 Student Performance Grade</b>	<b>189</b>	<b>67</b>	<b>D</b>

#### Overall Student Growth (Progress Towards Proficiency) (25%)<sup>2</sup>

Subject	# of Students	Performance Index	Letter Grade
Reading	55	80	B
Mathematics/Algebra I	55	85	B
<b>Overall 2015 Student Growth Grade</b>	<b>110</b>	<b>83</b>	<b>B</b>

#### Bottom Quartile Student Growth (Progress Toward Proficiency)(25%)<sup>3</sup>

Subject	# of Students	Performance Index	Letter Grade
Reading	13	69	D
Mathematics/Algebra I	13	85	B
<b>Overall Bottom Quartile Growth Grade</b>	<b>26</b>	<b>77</b>	<b>C</b>

#### Bonus Points (Maximum 10 Points)<sup>4</sup>

Category	Points Earned
Attendance Rate	6 (95%)
Dropout Rate	2 (<5%)
Advanced Coursework	0 (Participation <5%)
<b>Total</b>	<b>8</b>

#### School Performance Grading Scale

Grade Range	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F



## FINAL GRADE

## 82 B-

<sup>1</sup>2015 Student Achievement: 50% of the overall grade is based on the Oklahoma School Testing Program assessments in grades three (3) through high school.

<sup>2</sup> Overall Student Growth: 25% of the grade is based on annual student learning gains as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight (8); and Algebra I and English II end-of-instruction tests.

<sup>3</sup> Bottom Quartile Student Growth: 25% of the grade is based on the growth of the bottom 25% of incoming students as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight(8); and Algebra I and English II end-of-instruction tests.

<sup>4</sup> Up to 10 bonus points are awarded for factors including attendance, dropout rate, advanced coursework, college entrance exams, graduation rate, overall performance and year to year growth. The categories for bonus points are determined by grades served at the site.

\*\*\* Insufficient number of students' scores to display results.

# A-F Report Card

## 2014-2015

### Grades 09 - 12

District: WANETTE

School: WANETTE HS

63 1115 705

# A

# 93

#### 2015 Student Achievement (50%)<sup>1</sup>

Subject	# of Students	Performance Index	Letter Grade
English II/English III	21	81	B
Algebra I/Algebra II/Geometry	38	76	C
Biology I	***	***	***
US History	***	***	A
<b>Overall 2015 Student Performance Grade</b>	<b>77</b>	<b>79</b>	<b>C</b>

#### Overall Student Growth (Progress Towards Proficiency) (50%)<sup>2</sup>

Subject	# of Students	Performance Index	Letter Grade
English II	***	***	***
Algebra I	***	***	A
<b>Overall 2015 Student Growth Grade</b>	<b>20</b>	<b>100</b>	<b>A</b>

#### Bottom Quartile Student Growth (Progress Toward Proficiency)(0%)<sup>3</sup>

Subject	# of Students	Performance Index	Letter Grade
English II	***	***	***
Algebra I	***	***	***
<b>Overall Bottom Quartile Growth Grade</b>	<b>***</b>	<b>***</b>	<b>***</b>

#### Bonus Points (Maximum 10 Points)<sup>4</sup>

Category	Points Earned
Cohort Graduation Rate	0 (69%)
Advanced Coursework	1 (Performance >95%, Participation 13%)
College Entrance Exam	0 (Performance 60%, Participation 33%)
Low Performing Eighth Grade Cohort Rate	1 (86%)
EOI Performance	0 (44%)
Year to Year Growth	1
<b>Total</b>	<b>3</b>

#### School Performance Grading Scale

Grade Range	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F



**FINAL GRADE 93 A**

<sup>1</sup>2015 Student Achievement: 50% of the overall grade is based on the Oklahoma School Testing Program assessments in grades three (3) through high school.

<sup>2</sup> Overall Student Growth: 50% of the grade is based on annual student learning gains as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight (8); and Algebra I and English II end-of-instruction tests.

<sup>3</sup> Bottom Quartile Student Growth: 0% of the grade is based on the growth of the bottom 25% of incoming students as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight(8); and Algebra I and English II end-of-instruction tests.

<sup>4</sup> Up to 10 bonus points are awarded for factors including attendance, dropout rate, advanced coursework, college entrance exams, graduation rate, overall performance and year to year growth. The categories for bonus points are determined by grades served at the site.

\*\*\* Insufficient number of students' scores to display results.

### **School District Survey:**

Citizen Potawatomi Nation surveyed all 4 school districts (Maud, Macomb, Wanette, and Asher) and officials throughout the month of April. This survey showed us the extreme need for College and Career Readiness resources, the high number of Native students in each school and that the barriers Native American students face are numerous. Lack of family involvement, Lack of funding, and lack of college exposure are just a few severe issues that each school district deals with. When asked, "If the Citizen Potawatomi Nation were to partner with your school, what College and Career Readiness Services would you like to see", over 50% of district officials said better mentorship and preparation. This survey showed one common thread; Maud, Macomb, Wanette and Asher need College and Career Readiness help.

## College & Career Readiness Survey

**The Citizen Potawatomi Nation is pursuing a grant to provide College and Career Readiness support to Native American students. Based on the high percentage of Native American students, your school has been identified as a potential partner for this grant. We are seeking feedback from you to determine the best project approach for College and Career Readiness. Ultimately, we want to develop meaningful partnerships where our resources are the most beneficial and effective. Your time and input is greatly appreciated!**

\* 1. What school district do you associate with? (Check all that Apply)

- Asher
- Konawa
- Maud
- Macomb
- Wanette

\* 2. What is your name?

\* 3. What is your status in the school or in the community? (Check all that Apply)

- Parent
- Student
- Teacher
- Counselor
- Indian Education Coordinator
- Other (please specify)

\* 4. Does your school district have any Native American programs?

- Indian Education Coordinator/Specialist
- Title VII
- Not Sure
- Other (please specify)

5. What number of 8th-11th graders in your school district are Native Americans?

\* 6. Does your school district have a College and Career Readiness specialist or something similar?

- YES
- NO
- Not Sure

\* 7. What grade do you begin College and Career Readiness preparation with your students?

- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade
- Other (please specify)

\* 8. What kind of activities or resources do you offer for College and Career Readiness? (Check all that apply)

- ACT/SAT Prep
- Career Assessment
- College Visits
- College Fairs
- Parent Informational Activities
- College Selection Resources
- Scholarship Assistance
- Peer Mentor Opportunities
- Other (please specify)

\* 9. Would your Native American Students benefit from a College and Career Specialist coming in weekly?

- YES
- NO

\* 10. What resources do you see your students needing that aren't being provided for College and Career Readiness? (Check all that apply)

- ACT/SAT Prep
- Career Assessment
- College Visits
- College Fairs
- Parent Informational Activities
- Academic Tutoring
- College Selection Resources
- Scholarship Assistance
- Peer Mentor Opportunities
- Other (please specify)

\* 11. What barriers does your school face in implementing College and Career Readiness for Native students? (Check all that apply)

- Lack of Funding
- Lack of School Staffing
- Lack of Tutoring or Educational Support
- Lack of Scheduling Opportunities
- Lack of Family Involvement
- Lack of Student Interest
- Other (please specify)

\* 12. What barriers do you believe your Native American students face when it comes to College and Career Readiness?

- Lack of Interest
- Lack of Family Support
- Low GPA
- Lack of Knowledge About College Application Process
- Financial Aid
- Lack of School Resources
- First Generation College Bound Student
- Lack of Exposure to College Campuses and Staff
- Lack of College Preparation
- Lack of Native Student Role Models
- Other (please specify)

\* 13. If the Citizen Potawatomi Nation were to partner with your school, what College and Career Readiness services would like to see for your Native American students?

\* 14. If the Citizen Potawatomi were to partner with your school, what is the best time of day to work with your Native American students once a week?

- During Class Time
- During Lunch
- After School
- Other (please specify)

15. If the Citizen Potawatomi were to partner with your school, would we need release forms to be able to work with Native students? (Example, we may need to request information about GPA, class schedule, and/or ethnicity etc.)

- YES
- NO

16. Is there anything else that you would like to tell us?

### **ACT Explore Data and ACT Plan Data:**

The Oklahoma State Regents for Higher Education shared with CPN the data of the Explore ACT test as well as the Plan ACT test for the four partner school districts, which are 8<sup>th</sup> and 10<sup>th</sup> grade pre-ACT tests that are used to project ACT performance and aid in high school course selection. This data was used to determine if Maud, Macomb, Wanette, and Asher were meeting the benchmarks set by the Oklahoma State Regents. Looking at the Explore data, in nearly every subject from all four schools, the students scored below national average. The only exception to this was Wanette Schools, which narrowly beat the national average in reading by only three tenths of a point, a statistically insignificant amount. This data shows that in almost every instance these students are not meeting the national benchmark which then translates into failures at high school levels of learning. This then moves into not being adequately prepared for college level courses.

# EXPLORE<sup>®</sup>



## 2013-2014 Item Response Summary Report

Code: 00860977  
WANETTE ELEMENTARY SCHOOL  
WANETTE, OK

School Report - Grade 8  
Oklahoma State Regents for Higher Education

For any questions, please phone ACT's Customer Service at 877/789-2925  
or send an e-mail to [CustomerServices@act.org](mailto:CustomerServices@act.org).

OO#: 30579541  
C#: 60688  
PN#:

PR/Award # S299A160021  
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**ACT**<sup>®</sup> 20 of 216 20-FEB-14

**2013-2014 EXPLORE Item Response Summary Report - Test Form: 05B**

School Report - Grade 8  
Oklahoma State Regents for Higher Education

Code 00860977

WANETTE ELEMENTARY SCHOOL  
WANETTE, OK

Reference Group: Fall 8

Total Students In Report: 16

**TABLE 1: Item-Response Summary for English**

Item Number	Percent of report group selecting each option, by response position					REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.						Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	Omit %		Less often	As often	More often	
<b>Usage/Mechanics: Punctuation</b>										
3	19	0	0	*81	0	66		15		3
9	*38	19	19	25	0	51		-13		9
11	13	6	*81	0	0	82		-1		11
15	*63	13	6	19	0	74		-11		15
28	*19	31	44	6	0	25		-6		28
34	6	38	*38	13	6	47		-9		34
Avg. % Correct	53%					58%				
<b>Usage/Mechanics: Grammar &amp; Usage</b>										
6	*75	0	19	6	0	80		-5		6
7	13	*88	0	0	0	82		6		7
17	50	*44	0	6	0	62		-18		17
21	19	6	19	*56	0	67		-11		21
26	*75	6	13	6	0	81		-6		26
30	25	0	*69	6	0	59		10		30
31	50	*31	13	6	0	49		-18		31
33	6	25	*63	0	6	62		1		33
Avg. % Correct	63%					68%				
<b>Usage/Mechanics: Sentence Structure</b>										
4	13	6	25	*56	0	79	-23			4
5	19	*63	13	6	0	63		0		5
10	0	25	0	*75	0	77		-2		10
12	6	44	*31	19	0	62	-31			12
14	*44	13	31	13	0	71	-27			14
19	*50	25	13	13	0	64		-14		19
22	19	*44	0	38	0	73	-29			22
24	*50	31	19	0	0	70	-20			24
32	6	*81	13	0	0	73		8		32
36	*50	0	19	19	13	51		-1		36
37	44	13	*13	19	13	42	-29			37
Avg. % Correct	51%					66%				
<b>Rhetorical Skills: Organization</b>										
2	*31	19	0	50	0	70	-39			2
25	69	6	6	*19	0	40	-21			25
29	31	31	*38	0	0	54		-16		29
39	31	*31	19	0	19	40		-9		39
Avg. % Correct	30%					51%				
<b>Rhetorical Skills: Strategy</b>										
1	31	19	*38	13	0	52		-14		1
8	38	*63	0	0	0	56		7		8
13	6	31	*44	19	0	59		-15		13
23	31	0	38	*31	0	22		9		23
40	*19	31	31	0	19	47	-28			40
Avg. % Correct	39%					47%				

OO#: 30579541  
C#: 60688  
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**2013-2014 EXPLORE Item Response Summary Report - Test Form: 05B**

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School Report - Grade 8  
Oklahoma State Regents for Higher Education

Code 00860977  
WANETTE ELEMENTARY SCHOOL  
WANETTE, OK

Reference Group: Fall 8

Total Students In Report: 16

**TABLE 1: Item-Response Summary for English**

Item Number	Percent of report group selecting each option, by response position					REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.						Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	Omit %		Less often	As often	More often	
<b>Rhetorical Skills: Style</b>										
16	6	19	13	*63	0	62		1		16
18	56	6	25	*13	0	31		-18		18
20	19	*75	0	6	0	79		-4		20
27	0	*69	13	19	0	84		-15		27
35	31	*56	6	0	6	55		1		35
38	6	0	19	*63	13	68		-5		38
Avg. % Correct		56%				63%				

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PN#:

**2013-2014 EXPLORE Item Response Summary Report - Test Form: 05B**

School Report - Grade 8  
Oklahoma State Regents for Higher Education

Code 00860977  
WANETTE ELEMENTARY SCHOOL  
WANETTE, OK

Reference Group: Fall 8

Total Students In Report: 16

**TABLE 2: Item-Response Summary for Mathematics**

Item Number	Percent of report group selecting each option, by response position						REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.							Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	E / K %	Omit %		Less often	As often	More often	
<b>Pre-Algebra</b>											
7	6	6	13	19	*56	0	66		-10		7
11	25	19	19	*25	13	0	56	-31			11
13	6	*44	13	13	25	0	55		-11		13
15	13	0	19	*38	31	0	47		-9		15
16	*6	31	19	19	25	0	34	-28			16
18	13	0	*75	13	0	0	74		1		18
19	19	31	*13	19	19	0	27		-14		19
26	13	0	0	13	*31	44	26		5		26
27	19	*6	6	13	13	44	21		-15		27
28	13	6	13	6	*6	56	18		-12		28
Avg. % Correct	30%						42%				
<b>Elementary Algebra</b>											
2	25	6	*63	6	0	0	81		-18		2
3	6	6	19	6	*63	0	73		-10		3
4	6	13	0	6	*75	0	81		-6		4
6	0	13	6	*81	0	0	71		10		6
17	31	*13	38	6	13	0	29		-16		17
20	*25	38	13	0	19	6	34		-9		20
21	6	13	31	*6	38	6	39	-33			21
25	25	13	*19	0	6	38	26		-7		25
29	*25	0	6	0	19	50	17		8		29
Avg. % Correct	41%						50%				
<b>Geometry</b>											
5	0	0	0	6	*94	0	75		19		5
8	25	*50	6	19	0	0	64		-14		8
10	19	19	*50	13	0	0	56		-6		10
12	13	*50	25	0	13	0	52		-2		12
14	0	*44	13	19	25	0	44		0		14
22	13	25	13	*44	6	0	38		6		22
30	6	13	6	*13	6	56	21		-8		30
Avg. % Correct	49%						50%				
<b>Statistics/Probability</b>											
1	13	*75	13	0	0	0	85		-10		1
9	*75	13	6	0	6	0	76		-1		9
23	*56	13	13	6	6	6	37		19		23
24	13	6	*6	25	13	38	28	-22			24
Avg. % Correct	53%						57%				

**2013-2014 EXPLORE Item Response Summary Report - Test Form: 05B**

School Report - Grade 8  
Oklahoma State Regents for Higher Education

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WANETTE ELEMENTARY SCHOOL  
WANETTE, OK

Reference Group: Fall 8

Total Students In Report: 16

**TABLE 3: Item-Response Summary for Reading**

Item Number	Percent of report group selecting each option, by response position					REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.						Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	Omit %		Less often	As often	More often	
<b>Prose Fiction</b>										
1	13	19	*63	6	0	75		-12		1
2	6	0	6	*88	0	74		14		2
3	0	*94	6	0	0	81		13		3
4	13	0	13	*75	0	76		-1		4
5	38	13	*50	0	0	49		1		5
6	*75	19	6	0	0	84		-9		6
7	*100	0	0	0	0	85		15		7
8	56	6	13	*25	0	29		-4		8
9	31	0	*69	0	0	62		7		9
10	6	*75	6	13	0	71		4		10
Avg. % Correct	71%					69%				
<b>Social Science</b>										
11	13	*44	19	25	0	37		7		11
12	6	*50	25	19	0	54		-4		12
13	*81	0	0	13	6	69		12		13
14	0	0	*75	25	0	73		2		14
15	0	25	*69	6	0	74		-5		15
16	*69	6	6	19	0	64		5		16
17	0	6	56	*38	0	22		16		17
18	*56	13	13	19	0	47		9		18
19	13	6	31	*50	0	59		-9		19
20	6	19	*69	6	0	60		9		20
Avg. % Correct	60%					56%				
<b>Humanities</b>										
21	0	31	6	*63	0	40			23	21
22	6	*94	0	0	0	63			31	22
23	*88	0	0	6	6	68			20	23
24	6	13	*63	6	13	61		2		24
25	13	*63	0	6	19	68		-5		25
26	*25	19	6	31	19	37		-12		26
27	0	13	*56	6	25	54		2		27
28	13	*50	6	6	25	64		-14		28
29	6	6	*56	6	25	55		1		29
30	0	13	6	*38	44	56		-18		30
Avg. % Correct	59%					57%				

**2013-2014 EXPLORE Item Response Summary Report - Test Form: 05B**

School Report - Grade 8  
Oklahoma State Regents for Higher Education

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WANETTE ELEMENTARY SCHOOL  
WANETTE, OK

Reference Group: Fall 8

Total Students In Report: 16

**TABLE 4: Item-Response Summary for Science**

Item Number	Percent of report group selecting each option, by response position					REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.						Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	Omit %		Less often	As often	More often	
<b>Data Representation: Earth/Space Science</b>										
1	*75	0	25	0	0	70		5		1
2	19	*56	13	13	0	59		-3		2
3	13	*69	6	13	0	69		0		3
4	19	25	*44	13	0	64	-20			4
Avg. % Correct	61%					66%				
<b>Data Representation: Life Science</b>										
10	*81	6	6	6	0	80		1		10
11	13	0	19	*69	0	66		3		11
12	31	*50	0	19	0	58		-8		12
13	*56	6	19	19	0	54		2		13
25	6	13	13	*56	13	63		-7		25
26	13	0	*38	25	25	52		-14		26
27	13	*50	13	0	25	46		4		27
28	*31	25	13	6	25	32		-1		28
Avg. % Correct	54%					56%				
<b>Research Summaries: Physical Science</b>										
5	*81	0	13	6	0	87		-6		5
6	6	*69	6	19	0	81		-12		6
7	6	19	*38	38	0	48		-10		7
8	44	25	*19	6	6	46	-27			8
9	*50	6	6	38	0	43		7		9
Avg. % Correct	51%					61%				
<b>Research Summaries: Life Science</b>										
14	*81	13	6	0	0	77		4		14
15	13	13	6	*69	0	66		3		15
16	13	13	13	*63	0	55		8		16
17	44	19	*31	6	0	37		-6		17
18	38	13	19	*31	0	28		3		18
Avg. % Correct	55%					53%				
<b>Conflicting Viewpoints: Physical Science</b>										
19	19	19	25	*38	0	57		-19		19
20	*69	6	19	6	0	47			22	20
21	25	*38	13	25	0	57		-19		21
22	19	13	31	*31	6	39		-8		22
23	25	19	*31	19	6	46		-15		23
24	25	13	31	*25	6	35		-10		24
Avg. % Correct	39%					47%				

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## 2013-2014 Profile Summary Report: Presentation Packet

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WANETTE, OK

School Report - Grade 8  
Oklahoma State Regents for Higher Education

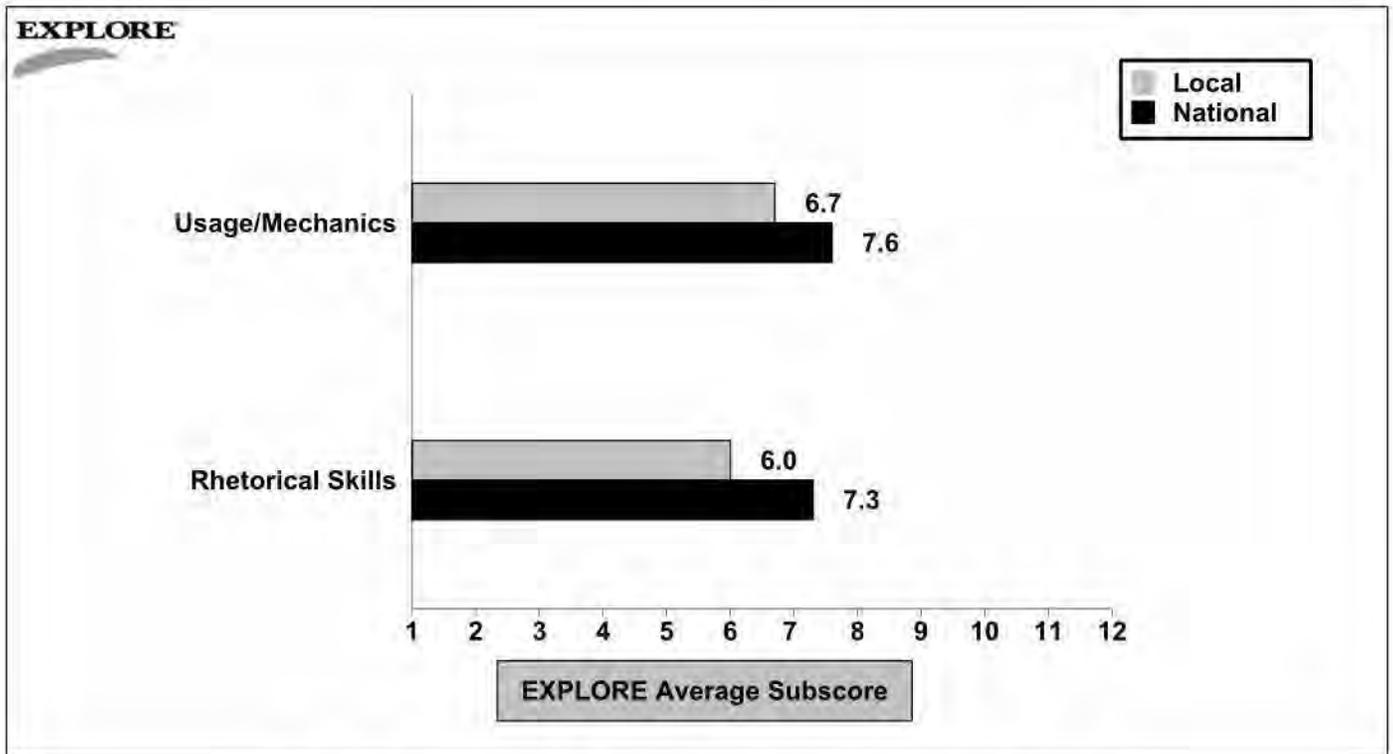
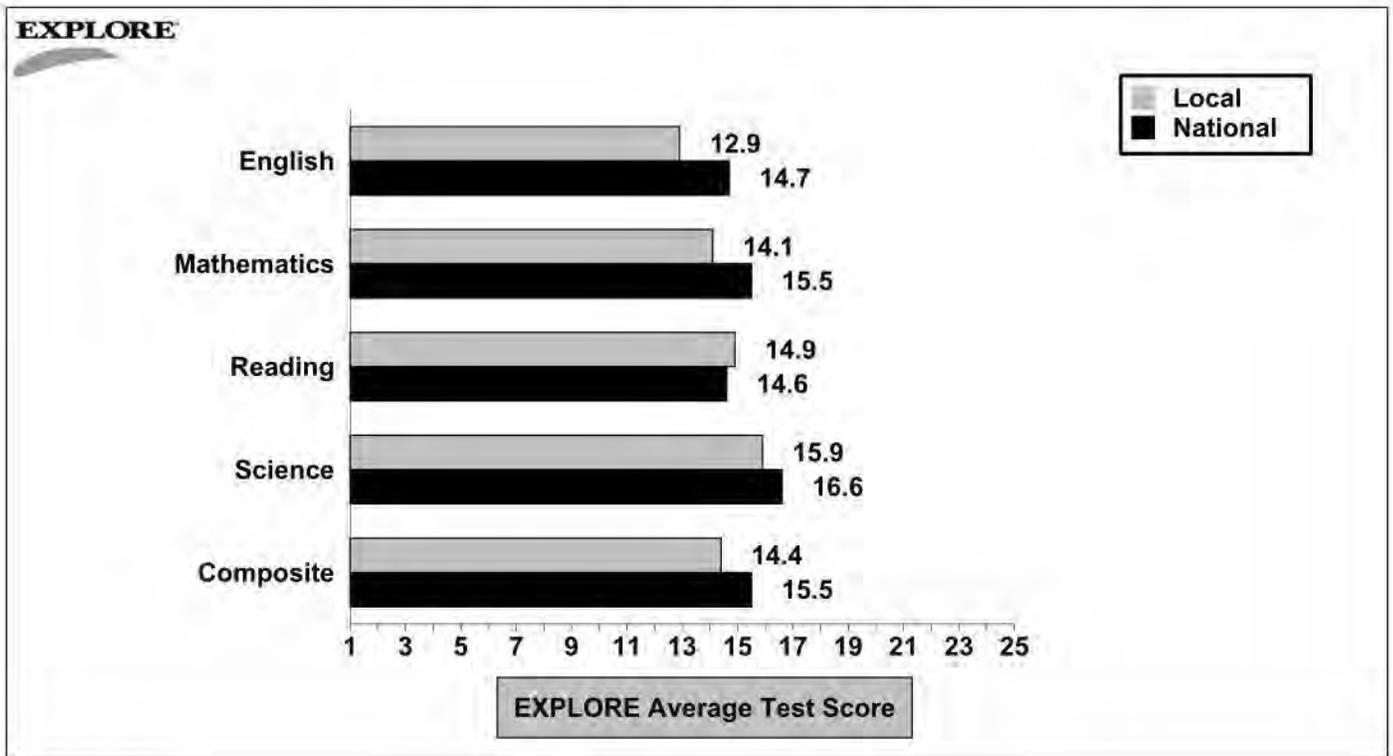
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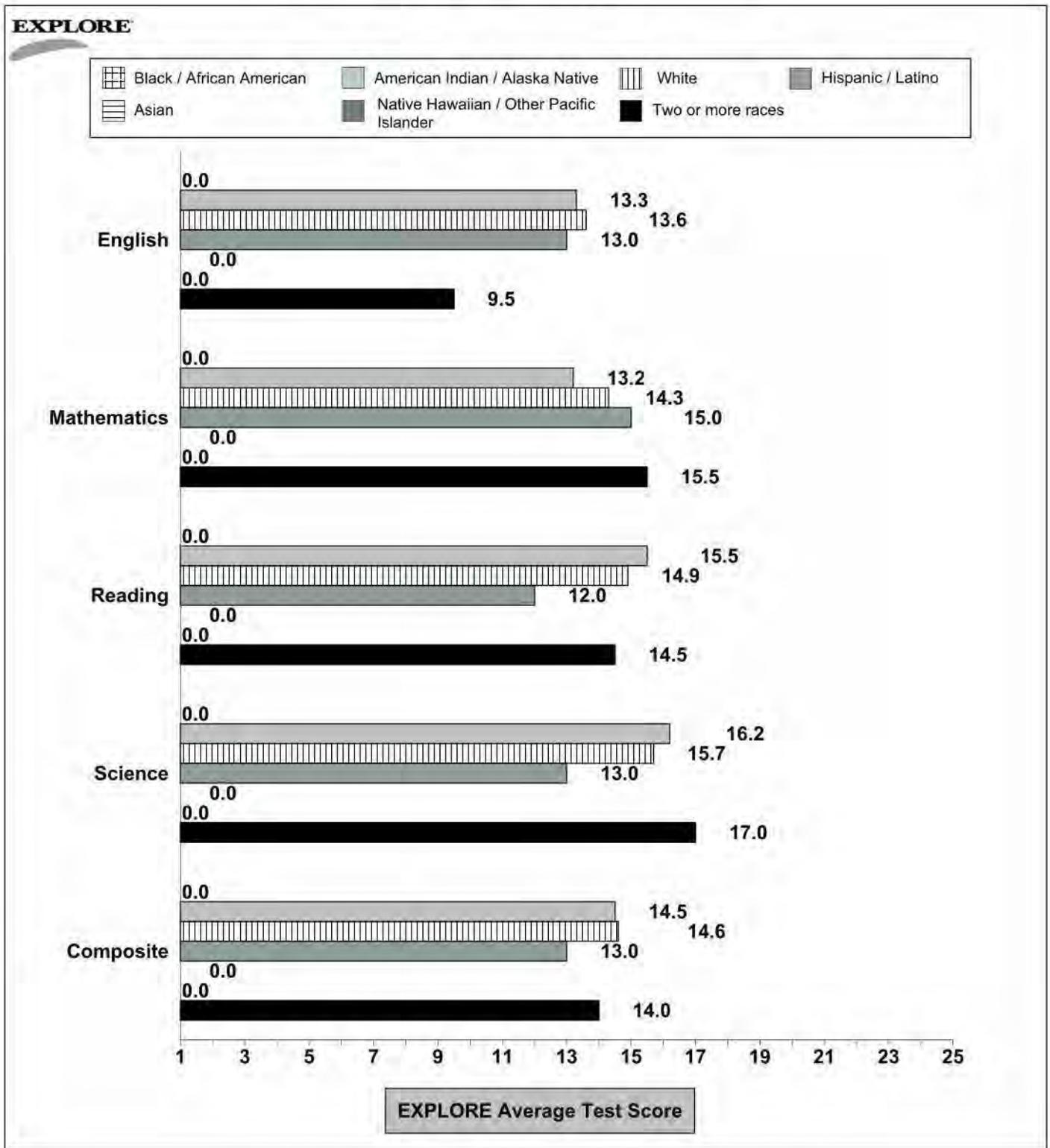
**ACT**® 26 of 216 20-FEB-14

**CHART 1: How does our students' performance compare with that of students in the national norm group?**



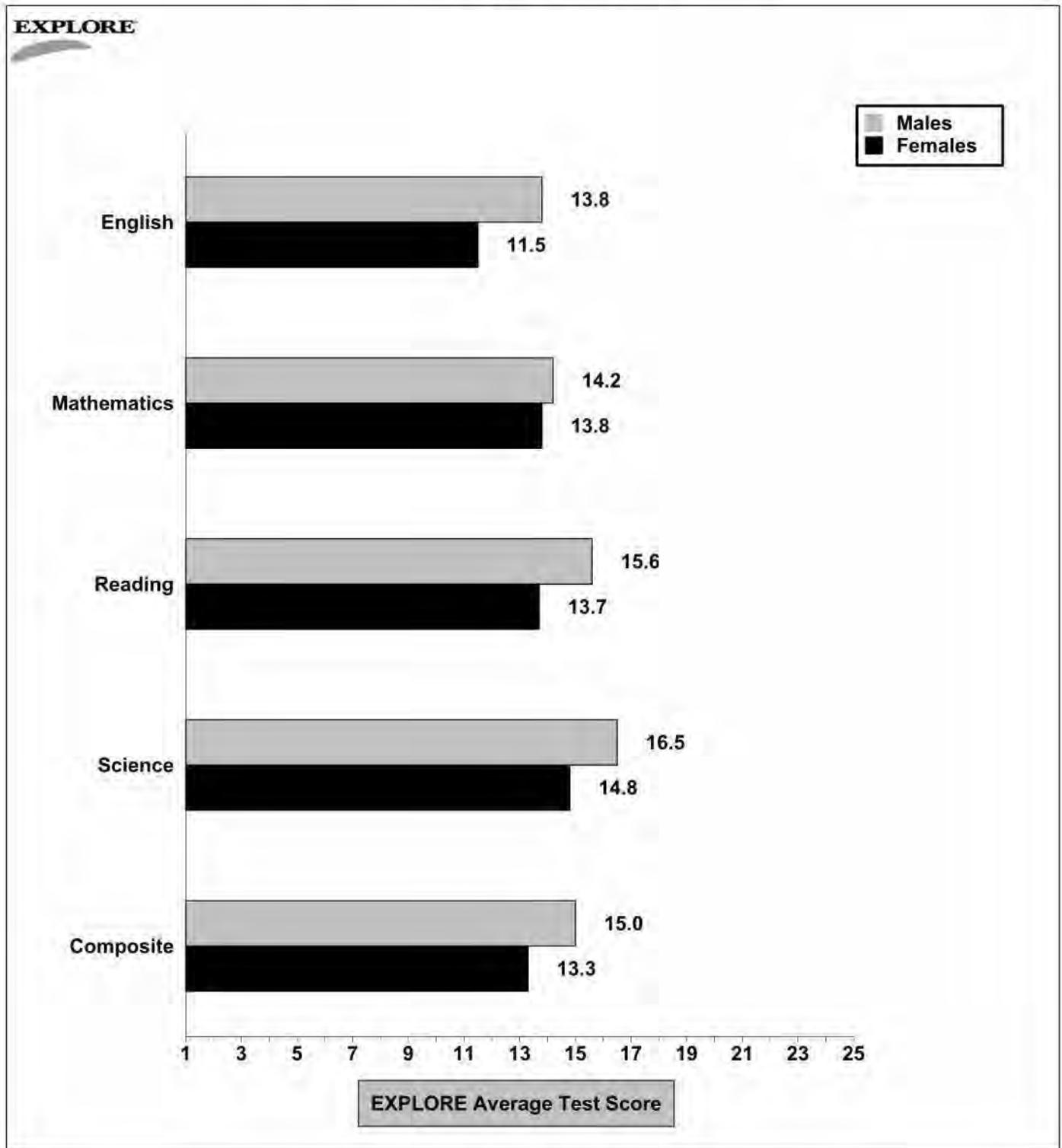
These charts show how the average score performance of our students compares with that of students nationwide.

**CHART 2: Are our students achieving similarly across racial/ethnic groups?**



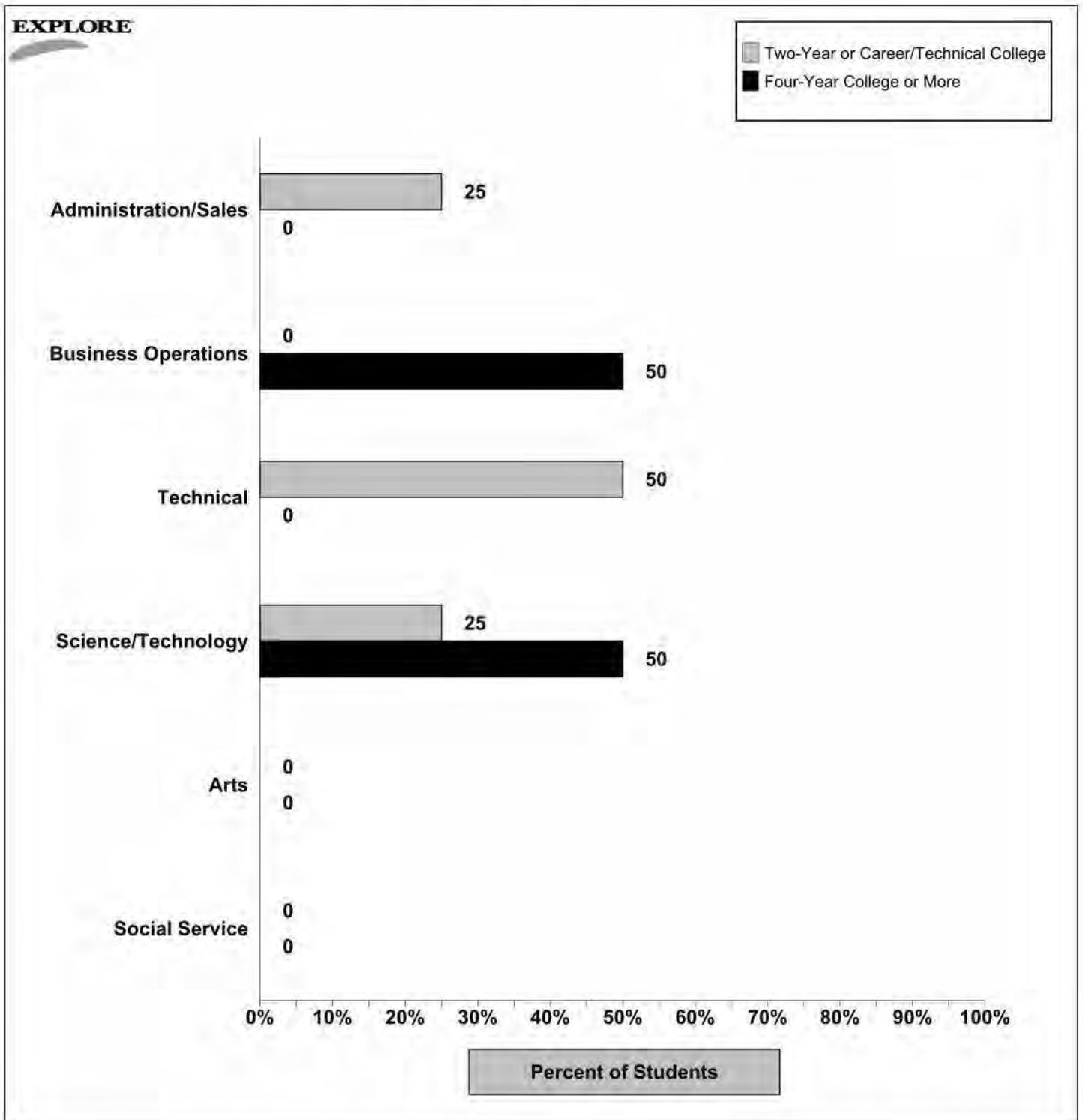
This chart shows our students' EXPLORE performance by race/ethnicity.

**CHART 3: Are our students achieving similarly across gender groups?**



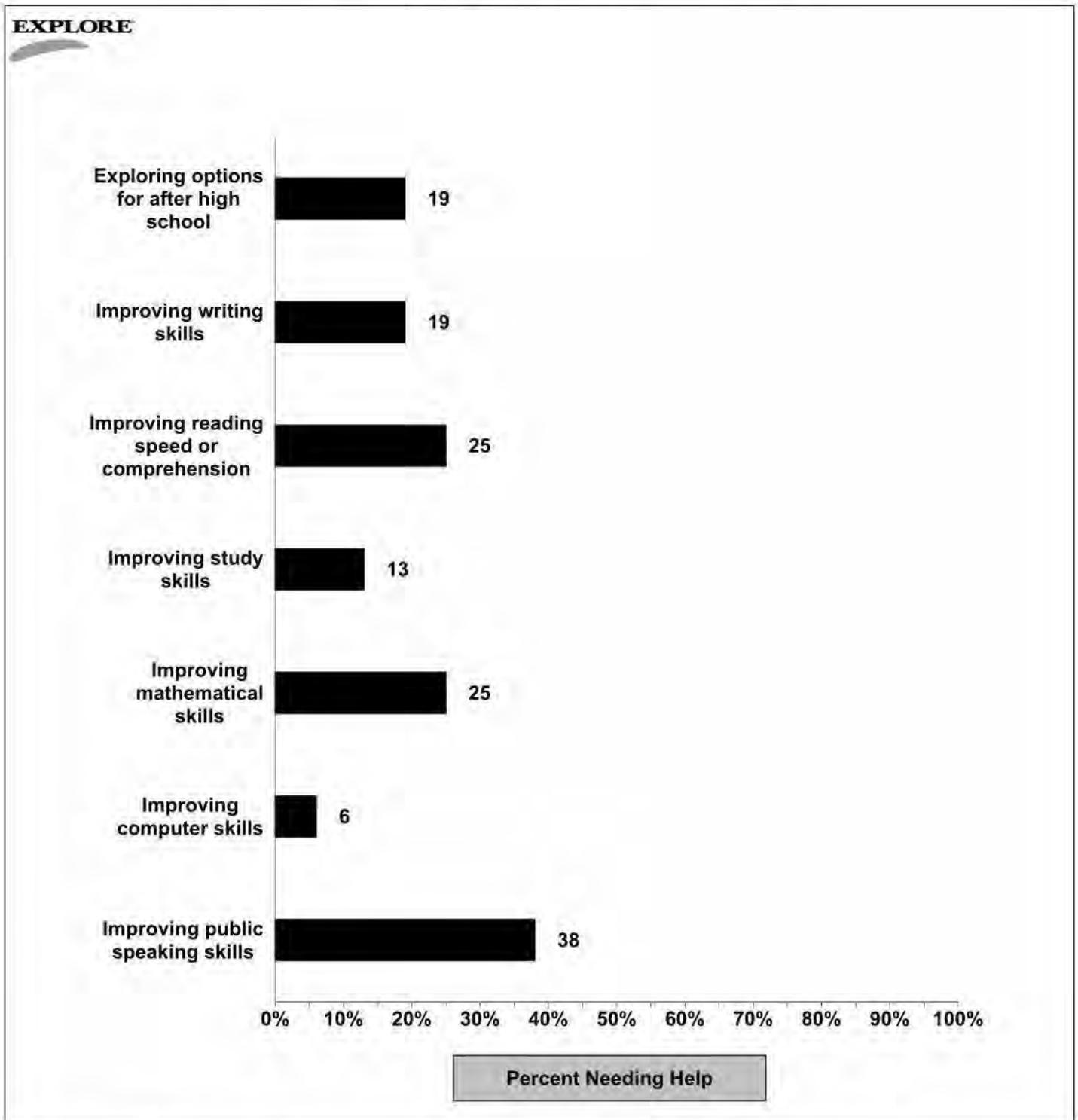
This chart shows our students' EXPLORE performance by gender.

**CHART 4: How do our students differ in their career preferences?**



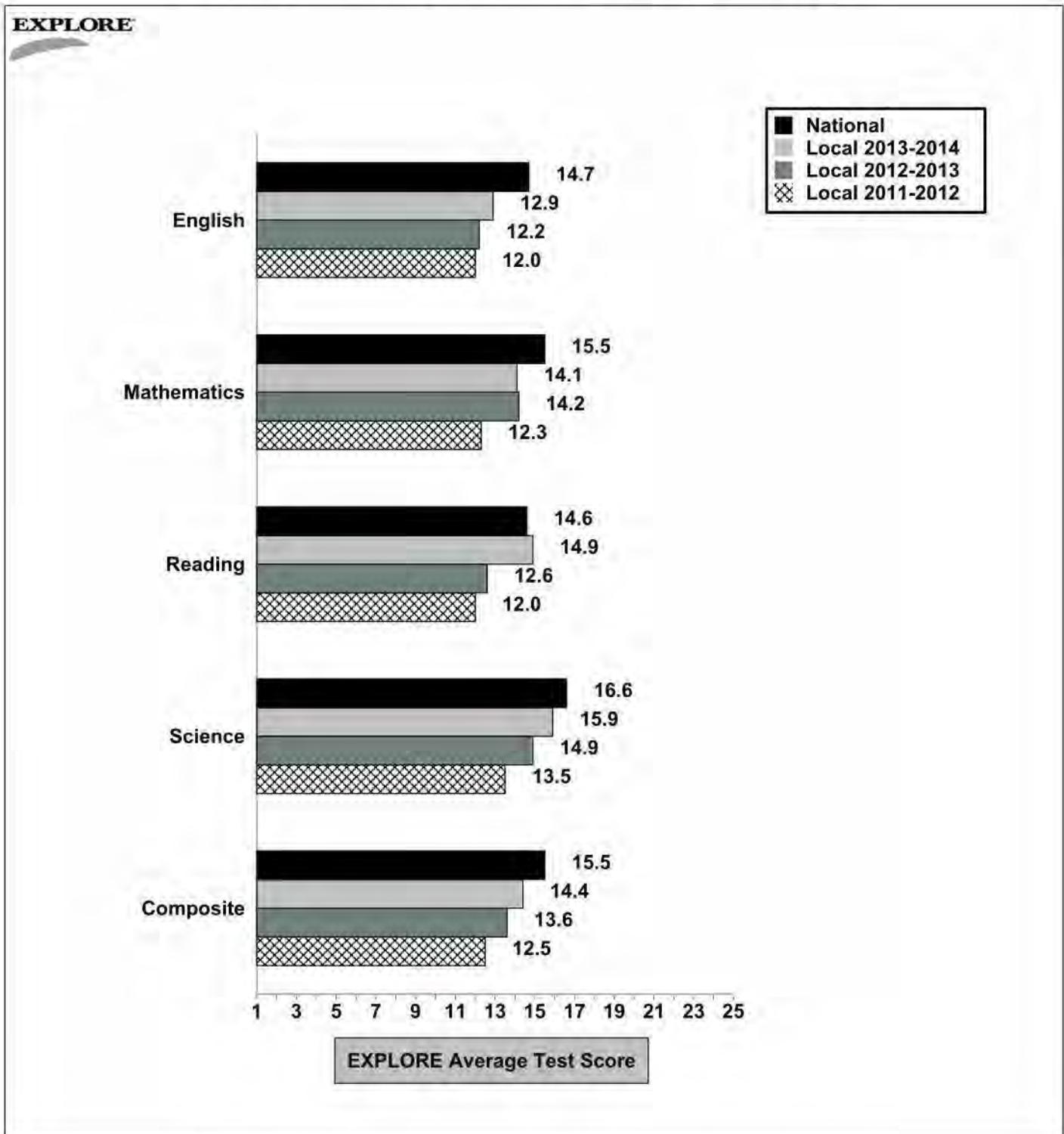
This chart compares the career preferences of our students who plan to attend either a two-year or career/technical college with those who plan to attend at least a four-year college.

**CHART 5: What percentage of our students reported needing help in particular areas?**



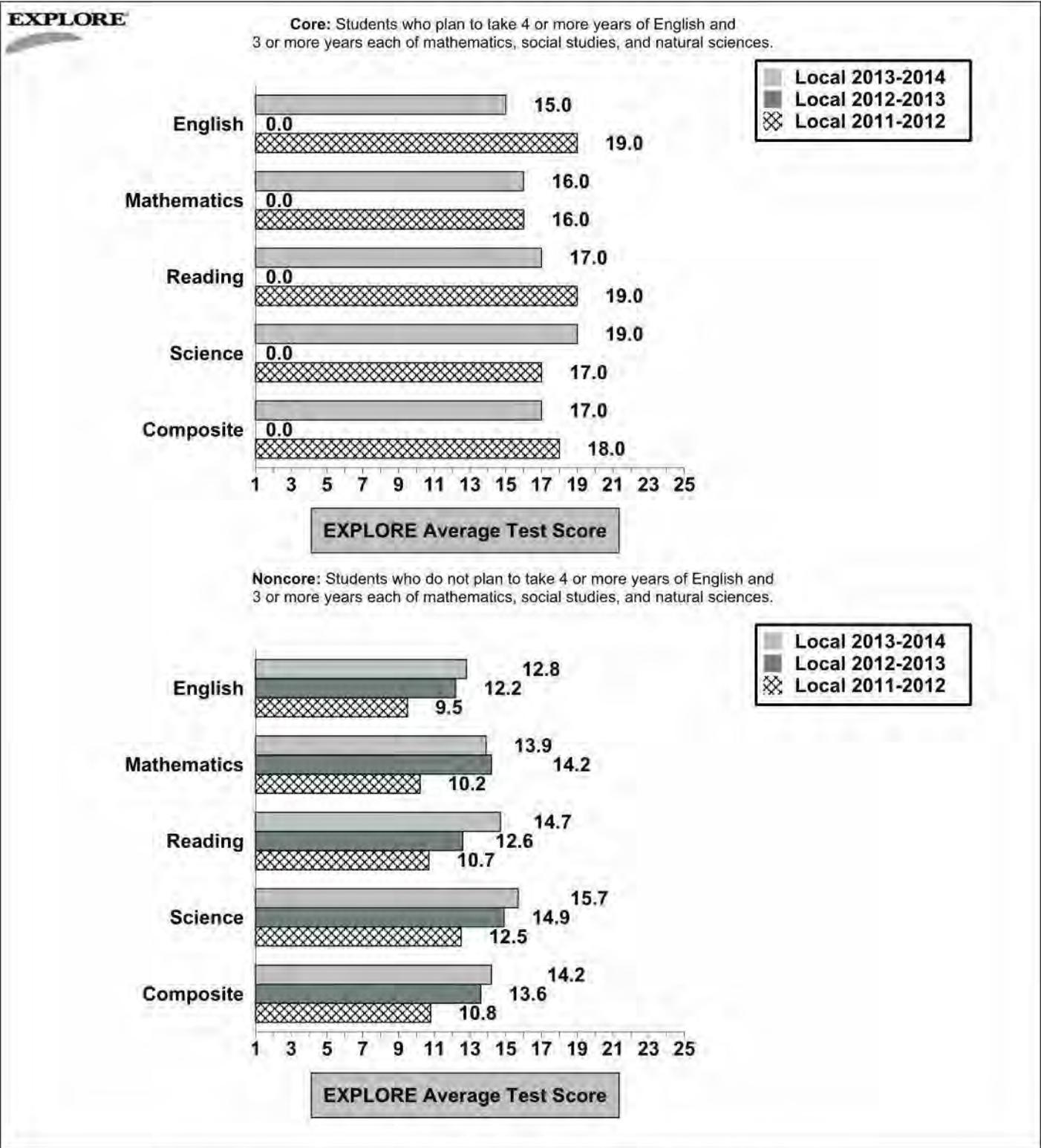
This chart shows the percentages of our students who reported needing help in these areas.

**CHART 6: Is the academic achievement of our students for the past three years improving compared to that of the national norm group?**



This chart shows the average performance of our students for the past three years.

**CHART 7: Are our students adequately preparing themselves to be successful?**



These charts show the average performance of our students for the past three years by planned coursework (core or noncore).

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## 2013-2014 Profile Summary Report

Code: 00860977  
WANETTE ELEMENTARY SCHOOL  
WANETTE, OK

School Report - Grade 8  
Oklahoma State Regents for Higher Education

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## INTRODUCTION

This report summarizes the performance of your students who took the EXPLORE academic assessment. This report includes results for only students who have valid composite scores and who tested under standard time limits (unless other arrangements have been made to include other students).

The information in this report is organized to assist you in addressing certain issues that are common among schools. You will see these issues stated in the form of questions at the top of each table. The questions and the information presented may assist you in drawing conclusions and making decisions about programs, policies, or educational practices in your school.

Numerous social, economic, and school factors are known to contribute to educational achievement. Relatively few of these factors are represented in this report. Conclusions about educational programs or policies at your school, based on your students' achievement, are best supported by additional sources of information.

In making decisions or drawing conclusions based on differences between groups of students, caution should be employed when using EXPLORE averages if the number of students in any group is less than 25. The validity of conclusions about student groups depends in part upon the accuracy of the information that is self-reported by the students at the time of testing.

The following tables are included in this report:	Page
Table 1a How do the EXPLORE scores of our students compare with those of students nationally?.....	2
Table 1b How do the EXPLORE subscores of our students compare with those of students nationally?.....	3
Table 1c Are our students <i>On Track</i> to be college ready when they graduate from high school?.....	4
Table 2 Do our EXPLORE scores differ by ethnic and gender groups? .....	5
Table 3 How do our students' EXPLORE Composite scores and coursework plans relate to their educational plans?..	6
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Table 5a How do our students' EXPLORE Composite scores, coursework plans, and postsecondary plans relate to their career preferences from the Career Areas List?.....	7
Table 5b How do our students' EXPLORE Composite scores, coursework plans, and postsecondary plans relate to their career clusters from the World-of-Work Map? .....	8
Table 6 How did our students respond to the local items? .....	9
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**TABLE 1a: How do the EXPLORE scores of our students compare with those of students nationally?**

EXPLORE score	English			Mathematics			Reading			Science			Composite			EXPLORE score
	Local		Nat'l	Local		Nat'l	Local		Nat'l	Local		Nat'l	Local		Nat'l	
	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	
25	0	100	100	0	100	100	0	100	100	0	100	100	0	100	100	25
24	0	100	99	0	100	98	0	100	98	0	100	98	0	100	99	24
23	0	100	97	0	100	97	0	100	97	0	100	97	0	100	99	23
22	1	100	95	0	100	96	2	100	95	0	100	95	0	100	98	22
21	1	94	93	0	100	95	0	88	93	2	100	93	1	100	96	21
20	0	88	89	0	100	93	0	88	91	0	88	90	1	94	92	20
19	0	88	85	1	100	90	0	88	88	1	88	84	0	88	88	19
18	0	88	81	1	94	84	0	88	84	2	81	75	0	88	82	18
17	1	88	75	1	88	75	2	88	79	2	69	63	1	88	74	17
16	0	81	69	1	81	64	0	75	72	1	56	49	2	81	64	16
15	1	81	61	3	75	50	3	75	64	2	50	35	1	69	53	15
14	0	75	52	4	56	36	2	56	54	2	38	24	2	63	41	14
13	4	75	42	2	31	25	3	44	44	2	25	15	3	50	29	13
12	1	50	32	0	19	16	4	25	33	1	13	9	3	31	18	12
11	2	44	23	1	19	10	0	1	23	1	6	5	2	13	10	11
10	3	31	15	1	13	6	0	1	14	0	1	3	0	1	5	10
9	1	13	9	0	6	4	0	1	7	0	1	2	0	1	2	9
8	0	6	5	0	6	3	0	1	3	0	1	1	0	1	1	8
7	1	6	3	1	6	2	0	1	1	0	1	1	0	1	1	7
6	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	6
5	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	5
4	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	4
3	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	3
2	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	2
1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1
Mean	12.9		14.7	14.1		15.5	14.9		14.6	15.9		16.6	14.4		15.5	Mean
S.D.	4.1		4.2	3.0		3.5	3.2		3.9	3.0		3.3	3.0		3.3	S.D.
Local percentage of students in national quartiles																
National quartile	% of local		Score range	% of local		Score range	% of local		Score range	% of local		Score range	% of local		Score range	National quartile
75-100%	19		17-25	19		17-25	25		17-25	31		18-25	13		18-25	75-100%
50-74%	6		14-16	6		16-16	31		14-16	13		17-17	25		15-17	50-74%
25-49%	31		12-13	44		14-15	44		12-13	19		15-16	31		13-14	25-49%
1-24%	44		1-11	31		1-13	0		1-11	38		1-14	31		1-12	1-24%

\*CP = Cumulative percent of students at or below a score point

Note: National normative data are based on results for students who took all four academic tests within standard time limits as part of a national study conducted in Fall 2010. See the EXPLORE Technical Manual at [www.act.org](http://www.act.org) for information about the 2010 national norming sample.

The national median for the EXPLORE composite score is 15.

National Norm Group: Fall 8

**TABLE 1b: How do the EXPLORE subscores of our students compare with those of students nationally?**

EXPLORE subscore	Usage/Mechanics			Rhetorical Skills			EXPLORE subscore
	Local		Nat'l	Local		Nat'l	
	Freq	CP*	CP*	Freq	CP*	CP*	
12	2	100	100	0	100	100	12
11	0	88	97	0	100	97	11
10	1	88	91	0	100	92	10
9	0	81	78	1	100	83	9
8	4	81	61	3	94	70	8
7	1	56	44	2	75	54	7
6	3	50	30	3	63	37	6
5	0	31	19	5	44	21	5
4	3	31	12	0	13	10	4
3	1	13	6	2	13	4	3
2	0	6	2	0	1	1	2
1	1	6	1	0	1	1	1
Mean	6.7		7.6	6.0		7.3	Mean
S.D.	3.1		2.4	1.8		2.2	S.D.
Local percentage of students in national quartiles							
National quartile	% of local		Score range	% of local		Score range	National quartile
75-100%	19		9-12	6		9-12	75-100%
50-74%	25		8-8	31		7-8	50-74%
25-49%	25		6-7	19		6-6	25-49%
1-24%	31		1-5	44		1-5	1-24%

\*CP = Cumulative percent of students at or below a score point

**TABLE 1c: Are our students *On Track* to be college ready when they graduate from high school?**

College Readiness Standards Report (Percent of students in College Readiness Standards score ranges)					
CRS Range	English (Benchmark = 13)	Mathematics (Benchmark = 17)	Reading (Benchmark = 16)	Science (Benchmark = 18)	CRS Range
1-12					1-12
13-15					13-15
16-19					16-19
20-23					20-23
24-25					24-25
% At or Above Benchmark					% At or Above Benchmark

= Local    = National

Notes: *Connecting College Readiness Standards to the Classroom* interpretive guides to use with this report can be found at [www.act.org/standard/guides/explore](http://www.act.org/standard/guides/explore). The College Readiness Standards can be found starting on page 8 of each content guide.

Local report group percentages can be compared with national reference group percentages. All percentages have been rounded to the nearest whole number.

The score ranges given in this report are linked to the College Readiness Standards, which describe what students who score in various score ranges are likely to know and to be able to do, and reflect the progression and complexity of skills in each test of the EXPLORE program. College Readiness Benchmark Scores have been developed for EXPLORE to indicate a student's probable readiness for entry-level college coursework by the time the student graduates from high school. The data from this report, along with the College Readiness Standards and Benchmarks and information from other sources, can be used to inform local instructional priorities.

National Norm Group: Fall 8

**TABLE 2: Do our students' EXPLORE scores differ by ethnic and gender groups?**

Group	Number of students	English	Usage /Mech	Rhet Skills	Math	Reading	Science	Comp	% Planning core*
<b>Total Group</b>	16	12.9	6.7	6.0	14.1	14.9	15.9	14.4	6
Black/African American	0	--	--	--	--	--	--	--	--
American Indian/Alaska Native	6	13.3	6.5	6.2	13.2	15.5	16.2	14.5	17
White	7	13.6	7.9	5.7	14.3	14.9	15.7	14.6	0
Hispanic/Latino	1	13.0	6.0	8.0	15.0	12.0	13.0	13.0	0
Asian	0	--	--	--	--	--	--	--	--
Native Hawaiian/Other Pacific Islander	0	--	--	--	--	--	--	--	--
Two or more races	2	9.5	3.5	5.5	15.5	14.5	17.0	14.0	0
Prefer not to respond	0	--	--	--	--	--	--	--	--
<b>Males</b>	10	13.8	7.3	6.2	14.2	15.6	16.5	15.0	0
Black/African American	0	--	--	--	--	--	--	--	--
American Indian/Alaska Native	3	14.0	6.7	6.3	13.0	17.0	16.3	15.0	0
White	6	14.0	7.8	6.2	14.3	15.2	15.8	14.8	0
Hispanic/Latino	0	--	--	--	--	--	--	--	--
Asian	0	--	--	--	--	--	--	--	--
Native Hawaiian/Other Pacific Islander	0	--	--	--	--	--	--	--	--
Two or more races	1	12.0	6.0	6.0	17.0	14.0	21.0	16.0	0
Prefer not to respond	0	--	--	--	--	--	--	--	--
<b>Females</b>	6	11.5	5.7	5.7	13.8	13.7	14.8	13.3	17
Black/African American	0	--	--	--	--	--	--	--	--
American Indian/Alaska Native	3	12.7	6.3	6.0	13.3	14.0	16.0	14.0	33
White	1	11.0	8.0	3.0	14.0	13.0	15.0	13.0	0
Hispanic/Latino	1	13.0	6.0	8.0	15.0	12.0	13.0	13.0	0
Asian	0	--	--	--	--	--	--	--	--
Native Hawaiian/Other Pacific Islander	0	--	--	--	--	--	--	--	--
Two or more races	1	7.0	1.0	5.0	14.0	15.0	13.0	12.0	0
Prefer not to respond	0	--	--	--	--	--	--	--	--

\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).

**TABLE 3: How do our students' EXPLORE Composite scores and coursework plans relate to their educational plans?**

Educational plans category	Number of students responding	Percent of all students	Percent planning college core coursework*	Mean Composite score	Percent in national Composite score quartiles			
					1-24%	25-49%	50-74%	75-100%
Do not plan to finish high school	1	6	0	12.0	100	0	0	0
No training planned after high school	0	0	--	--	--	--	--	--
Job training in the military services	3	19	0	15.3	33	33	0	33
Apprentice / job training	1	6	0	11.0	100	0	0	0
Career / technical school	3	19	0	14.0	33	33	33	0
2-year / junior college	1	6	0	13.0	0	100	0	0
4-year college / university	2	13	0	16.5	0	50	0	50
Graduate or professional study	0	0	--	--	--	--	--	--
Undecided	3	19	33	16.0	0	0	100	0
Other plans	2	13	0	12.5	50	50	0	0
No response	0	0	--	--	--	--	--	--

**TABLE 4: How do our students' EXPLORE Composite scores and coursework plans relate to their expressed needs for help?**

Needs area	Number of students responding	Percent of all students	Percent planning college core coursework*	Mean Composite score	Percent in national Composite score quartiles			
					1-24%	25-49%	50-74%	75-100%
Exploring options after high school	3	19	0	13.0	33	67	0	0
Improving writing skills	3	19	0	15.0	33	33	0	33
Improving reading speed or comprehension	4	25	25	14.3	25	25	50	0
Improving study skills	2	13	0	12.5	50	50	0	0
Improving mathematical skills	4	25	0	12.3	50	50	0	0
Improving computer skills	1	6	0	15.0	0	0	100	0
Improving public speaking skills	6	38	0	14.8	17	50	17	17

\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).

**TABLE 5a: How do our students' EXPLORE Composite scores, coursework plans, and postsecondary plans relate to their career preferences from the Career Areas List?**

Career preference category from Career Areas List	Number of students			Percent planning college core coursework*	Percent by educational plans					Mean Composite score
	Male	Female	Total		No HS/ No training	Appren./ Job train/ Military	Career/ Tech/ 2-yr coll.	4-yr coll. or more	Other/ Undecided	
Administration & Sales	4	0	4	0	0	75	25	0	0	14.5
Employment-Related Services	2	0	2	0	0	50	50	0	0	11.5
Marketing & Sales	0	0	0	--	--	--	--	--	--	--
Management	0	0	0	--	--	--	--	--	--	--
Regulation & Protection	2	0	2	0	0	100	0	0	0	17.5
Business Operations	0	1	1	0	0	0	0	100	0	13.0
Communications & Records	0	1	1	0	0	0	0	100	0	13.0
Financial Transactions	0	0	0	--	--	--	--	--	--	--
Distribution & Dispatching	0	0	0	--	--	--	--	--	--	--
Technical	3	0	3	0	0	0	67	0	33	15.3
Transport Operation & Related	0	0	0	--	--	--	--	--	--	--
Agriculture, Forestry & Related	0	0	0	--	--	--	--	--	--	--
Computer & Information Specialties	0	0	0	--	--	--	--	--	--	--
Construction & Maintenance	0	0	0	--	--	--	--	--	--	--
Crafts & Related	0	0	0	--	--	--	--	--	--	--
Manufacturing & Processing	1	0	1	0	0	0	0	0	100	16.0
Mechanical & Electrical Specialties	2	0	2	0	0	0	100	0	0	15.0
Science & Technology	2	2	4	25	0	0	25	25	50	16.3
Engineering & Technologies	1	0	1	0	0	0	0	0	100	15.0
Natural Science & Technologies	1	0	1	0	0	0	0	100	0	20.0
Medical Technologies	0	2	2	50	0	0	50	0	50	15.0
Medical Diagnosis & Treatment	0	0	0	--	--	--	--	--	--	--
Social Science	0	0	0	--	--	--	--	--	--	--
Arts	0	1	1	0	0	0	0	0	100	12.0
Applied Arts (Visual)	0	0	0	--	--	--	--	--	--	--
Creative & Performing Arts	0	1	1	0	0	0	0	0	100	12.0
Applied Arts (Written & Spoken)	0	0	0	--	--	--	--	--	--	--
Social Service	0	1	1	0	0	0	0	0	100	13.0
Health Care	0	0	0	--	--	--	--	--	--	--
Education	0	0	0	--	--	--	--	--	--	--
Community Services	0	0	0	--	--	--	--	--	--	--
Personal Services	0	1	1	0	0	0	0	0	100	13.0
No response	0	0	0	--	--	--	--	--	--	--
Invalid response given	1	1	2	0	50	50	0	0	0	11.5

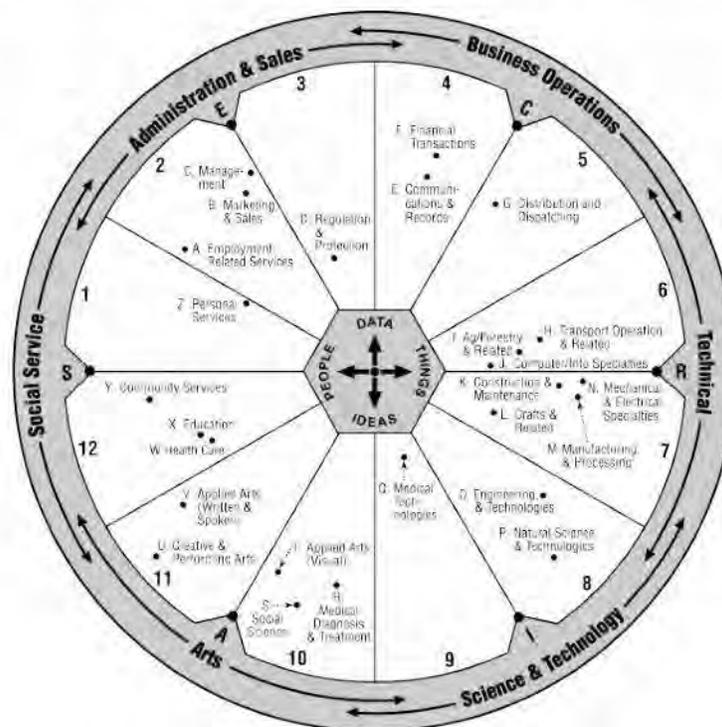
\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).

National Norm Group: Fall 8

**TABLE 5b: How do our students' EXPLORE Composite scores, coursework plans, and postsecondary plans relate to their career clusters from the World-of-Work Map?**

Career Cluster category from Interest Inventory	Number of students			Percent planning college core coursework*	Percent by educational plans					Mean Composite score
	Male	Female	Total		No HS/ No training	Appren./ Job train/ Military	Career/ Tech/ 2-yr coll.	4-yr coll. or more	Other/ Undecided	
<b>First World-of-Work Career Cluster from Interest Inventory</b>										
(02-03) Administration/Sales	2	1	3	0	0	67	33	0	0	15.0
(04-05) Business Operations	2	1	3	0	33	0	67	0	0	13.3
(06-07) Technical	3	2	5	20	0	0	20	20	60	16.0
(08-09) Science & Technology	2	2	4	0	0	25	0	25	50	13.5
(10-11) Arts	0	0	0	--	--	--	--	--	--	--
(12-01) Social Service	1	0	1	0	0	100	0	0	0	11.0
<b>Second World-of-Work Career Cluster from Interest Inventory</b>										
(02-03) Administration/Sales	0	0	0	--	--	--	--	--	--	--
(04-05) Business Operations	2	1	3	0	0	33	0	0	67	13.3
(06-07) Technical	4	2	6	0	0	33	33	17	17	13.0
(08-09) Science & Technology	2	1	3	33	0	0	33	33	33	17.0
(10-11) Arts	1	0	1	0	0	0	0	0	100	15.0
(12-01) Social Service	1	1	2	0	0	50	50	0	0	17.0
No Region	0	0	0	--	--	--	--	--	--	--

\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).



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**TABLE 6: How did our students respond to the local items?**

Local Item	Student Response													
	A		B		C		D		E		F		Blank	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	2	13	8	50	1	6	2	13	4	25	0	0	0	0
2	2	13	4	25	6	38	2	13	3	19	0	0	0	0
3	5	31	5	31	3	19	2	13	1	6	0	0	0	0
4	6	38	1	6	6	38	0	0	3	19	0	0	0	0
5	0	0	3	19	5	31	6	38	2	13	0	0	0	0
6	0	0	5	31	6	38	2	13	3	19	1	6	0	0
7	3	19	2	13	5	31	1	6	5	31	0	0	0	0
8	0	0	3	19	6	38	2	13	3	19	1	6	1	6
9	0	0	4	25	6	38	5	31	3	19	0	0	0	0
10	2	13	11	69	2	13	0	0	1	6	0	0	0	0
11	2	13	6	38	4	25	1	6	3	19	0	0	0	0
12	2	13	2	13	7	44	1	6	4	25	0	0	0	0

Note: For report groups larger than an individual school, care must be taken when interpreting these local item results. Uniform use of the local items across schools must apply for meaningful table results.

## Glossary

### College Core Coursework

Core course work is defined as four or more years of English, three or more years of mathematics, three or more years of social studies, and three or more years of natural science. The following course lengths are assumed, unless otherwise specified by your students.

- English: Plan to take four years or more, with one year credit each for English 9, English 10, English 11, and English 12; one-half year credit for Speech.
- Mathematics: Plan to take three years or more, with one year credit each for Algebra 1, Algebra 2, Geometry; one-half year credit each for Trigonometry, Calculus (not pre-calculus), Computer Math, and Other Math courses.
- Social Studies: Plan to take three years or more, with one year credit each for U.S. History, World History, and American Government; one-half year credit each for Economics, Geography, Psychology, and Other History.
- Natural Science: Plan to take three years or more, with one year credit each for General/Physical/Earth Science, Biology, Chemistry, and Physics.

### CP (Cumulative percent at or below)

The percentage of local or national students scoring at or below each scale score.

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## **2014-2015 Item Response Summary Report**

**Code: 00860604  
MACOMB ELEMENTARY SCHOOL  
MACOMB, OK**

**School Report - Grade 8  
Oklahoma State Regents for Higher Education**

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**2014-2015 EXPLORE Item Response Summary Report - Test Form: 06A**

School Report - Grade 8  
Oklahoma State Regents for Higher Education

Code 00860604

MACOMB ELEMENTARY SCHOOL  
MACOMB, OK

Reference Group: Fall 8

Total Students In Report: 14

**TABLE 1: Item-Response Summary for English**

Item Number	Percent of report group selecting each option, by response position					REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.						Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	Omit %		Less often	As often	More often	
<b>Usage/Mechanics: Punctuation</b>										
2	0	*71	21	7	0	63		8		2
12	36	43	*21	0	0	30		-9		12
13	43	0	29	*29	0	59	-30			13
16	*57	7	0	36	0	71		-14		16
26	14	14	*57	14	0	76		-19		26
28	29	*36	21	14	0	68	-32			28
34	14	*14	7	50	14	48	-34			34
Avg. % Correct	41%					59%				
<b>Usage/Mechanics: Grammar &amp; Usage</b>										
4	7	*64	7	21	0	87	-23			4
8	14	*86	0	0	0	84		2		8
21	0	36	*64	0	0	83		-19		21
22	36	*36	29	0	0	50		-14		22
27	21	7	*64	7	0	85	-21			27
31	*64	14	7	14	0	78		-14		31
35	*71	7	0	7	14	82		-11		35
38	21	7	*21	36	14	58	-37			38
Avg. % Correct	59%					76%				
<b>Usage/Mechanics: Sentence Structure</b>										
1	0	21	7	*71	0	82		-11		1
7	29	0	*57	14	0	90	-33			7
11	36	0	*50	14	0	79	-29			11
14	21	21	*36	21	0	67	-31			14
15	14	21	14	*50	0	78	-28			15
25	14	21	57	*7	0	29	-22			25
30	21	14	21	*43	0	66	-23			30
37	7	14	21	*43	14	66	-23			37
39	36	7	*14	29	14	29		-15		39
40	21	7	*36	14	21	45		-9		40
Avg. % Correct	41%					63%				
<b>Rhetorical Skills: Organization</b>										
5	14	14	0	*71	0	76		-5		5
10	7	29	*57	7	0	64		-7		10
24	14	29	29	*29	0	68	-39			24
32	7	29	21	*36	7	47		-11		32
36	*21	36	14	14	14	60	-39			36
Avg. % Correct	43%					63%				

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School Report - Grade 8	Code 00860604
Oklahoma State Regents for Higher Education	MACOMB ELEMENTARY SCHOOL
	MACOMB, OK
Reference Group: Fall 8	Total Students In Report: 14

**TABLE 1: Item-Response Summary for English**

Item Number	Percent of report group selecting each option, by response position					REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.						Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	Omit %		Less often	As often	More often	
<b>Rhetorical Skills: Strategy</b>										
6	*64	7	29	0	0	65		-1		6
17	*36	14	21	29	0	62	-26			17
19	*43	29	7	21	0	67	-24			19
20	29	*43	7	21	0	49		-6		20
29	*29	36	21	14	0	50	-21			29
33	29	*21	29	14	7	53	-32			33
Avg. % Correct	39%					58%				
<b>Rhetorical Skills: Style</b>										
3	*79	14	7	0	0	77		2		3
9	36	*64	0	0	0	82		-18		9
18	14	14	0	*71	0	77		-6		18
23	43	0	*21	36	0	73	-52			23
Avg. % Correct	59%					77%				

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School Report - Grade 8  
Oklahoma State Regents for Higher Education

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MACOMB ELEMENTARY SCHOOL  
MACOMB, OK

Reference Group: Fall 8

Total Students In Report: 14

**TABLE 2: Item-Response Summary for Mathematics**

Item Number	Percent of report group selecting each option, by response position						REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.							Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	E / K %	Omit %		Less often	As often	More often	
<b>Pre-Algebra</b>											
1	0	0	0	0	*100	0	95		5		1
2	14	0	*79	7	0	0	63		16		2
4	0	14	0	*79	7	0	75		4		4
8	7	36	*36	7	7	7	61	-25			8
9	*36	21	14	14	7	7	56	-20			9
12	29	*14	43	7	0	7	32		-18		12
23	29	14	21	*21	7	7	34		-13		23
24	29	21	*7	14	14	14	32	-25			24
25	0	14	36	14	*29	7	38		-9		25
29	43	7	0	*0	21	29	18		-18		29
Avg. % Correct	40%						50%				
<b>Elementary Algebra</b>											
5	7	7	7	21	*57	0	78	-21			5
6	7	0	0	0	*93	0	70			23	6
7	21	7	*64	0	0	7	70		-6		7
14	0	7	0	0	*86	7	65			21	14
17	0	7	0	*86	7	0	58			28	17
18	0	*79	0	0	14	7	69		10		18
22	*14	0	21	36	21	7	43	-29			22
28	14	29	7	*14	7	29	30		-16		28
30	21	*7	14	21	7	29	25		-18		30
Avg. % Correct	56%						56%				
<b>Geometry</b>											
3	*71	7	7	7	7	0	82		-11		3
13	7	0	14	*50	21	7	61		-11		13
16	0	14	*57	14	7	7	54		3		16
19	7	*29	21	21	14	7	41		-12		19
20	14	*36	0	29	14	7	48		-12		20
26	*36	14	14	7	7	21	27		9		26
27	*0	21	14	29	7	29	25	-25			27
Avg. % Correct	40%						48%				
<b>Statistics/Probability</b>											
10	0	*57	36	7	0	0	85	-28			10
11	29	14	*29	14	14	0	61	-32			11
15	14	*57	7	7	14	0	61		-4		15
21	*43	14	7	21	7	7	54		-11		21
Avg. % Correct	46%						65%				

**2014-2015 EXPLORE Item Response Summary Report - Test Form: 06A**

School Report - Grade 8  
Oklahoma State Regents for Higher Education

Code 00860604  
MACOMB ELEMENTARY SCHOOL  
MACOMB, OK

Reference Group: Fall 8

Total Students In Report: 14

**TABLE 3: Item-Response Summary for Reading**

Item Number	Percent of report group selecting each option, by response position					REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.						Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	Omit %		Less often	As often	More often	
<b>Prose Fiction</b>										
1	*29	29	36	7	0	48		-19		1
2	*50	21	7	21	0	58		-8		2
3	64	*21	14	0	0	60	-39			3
4	*43	7	29	14	7	60		-17		4
5	*21	21	21	29	7	30		-9		5
6	29	21	*29	21	0	57	-28			6
7	21	43	*29	7	0	66	-37			7
8	21	36	21	*21	0	57	-36			8
9	14	*50	21	7	7	69		-19		9
10	14	21	7	*57	0	76		-19		10
Avg. % Correct		35%				58%				
<b>Social Science</b>										
11	21	14	*50	14	0	57		-7		11
12	7	64	*29	0	0	45		-16		12
13	7	*50	29	14	0	46		4		13
14	*43	14	21	21	0	57		-14		14
15	*50	14	21	14	0	72	-22			15
16	14	21	14	*50	0	54		-4		16
17	29	*36	29	7	0	31		5		17
18	29	36	14	*21	0	52	-31			18
19	7	21	*43	29	0	47		-4		19
20	*57	7	21	14	0	49		8		20
Avg. % Correct		43%				51%				
<b>Humanities</b>										
21	*64	7	29	0	0	56		8		21
22	50	*29	7	14	0	35		-6		22
23	14	*36	29	21	0	47		-11		23
24	21	29	14	*29	7	23		6		24
25	43	7	*36	7	7	45		-9		25
26	29	29	*29	7	7	42		-13		26
27	*50	36	0	7	7	49		1		27
28	36	29	14	*14	7	35	-21			28
29	7	36	21	*29	7	32		-3		29
30	36	*36	14	7	7	39		-3		30
Avg. % Correct		35%				40%				

**2014-2015 EXPLORE Item Response Summary Report - Test Form: 06A**

School Report - Grade 8  
Oklahoma State Regents for Higher Education

Code 00860604  
MACOMB ELEMENTARY SCHOOL  
MACOMB, OK

Reference Group: Fall 8

Total Students In Report: 14

**TABLE 4: Item-Response Summary for Science**

Item Number	Percent of report group selecting each option, by response position					REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.						Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	Omit %		Less often	As often	More often	
<b>Data Representation: Life Science</b>										
1	0	7	*93	0	0	93		0		1
2	7	14	*79	0	0	85		-6		2
3	14	*64	14	7	0	79		-15		3
4	21	21	21	*36	0	34		2		4
Avg. % Correct	68%					73%				
<b>Data Representation: Earth/Space Science</b>										
5	*64	7	21	7	0	88	-24			5
6	21	*64	7	7	0	70		-6		6
7	21	21	7	*50	0	54		-4		7
8	*14	29	7	50	0	52	-38			8
Avg. % Correct	48%					66%				
<b>Research Summaries: Life Science</b>										
9	43	29	7	*21	0	67	-46			9
10	0	14	21	*64	0	63		1		10
11	36	*36	21	7	0	61	-25			11
12	*29	50	7	14	0	51	-22			12
13	14	*36	43	7	0	36		0		13
Avg. % Correct	37%					56%				
<b>Research Summaries: Physical Science</b>										
14	*50	21	14	14	0	55		-5		14
15	36	*29	29	7	0	49	-20			15
16	21	43	*21	14	0	43	-22			16
17	29	7	14	*50	0	35		15		17
18	21	*57	7	14	0	45		12		18
Avg. % Correct	41%					45%				
<b>Conflicting Viewpoints: Life Science</b>										
19	0	29	*50	21	0	66		-16		19
20	7	21	7	*64	0	55		9		20
21	14	36	*36	7	7	53		-17		21
22	*36	14	29	14	7	44		-8		22
23	21	36	14	*21	7	42	-21			23
24	21	29	*29	14	7	31		-2		24
Avg. % Correct	39%					49%				
<b>Data Representation: Physical Science</b>										
25	21	14	21	*36	7	49		-13		25
26	29	*43	14	7	7	44		-1		26
27	29	21	*43	0	7	36		7		27
28	*43	21	14	14	7	36		7		28
Avg. % Correct	41%					41%				

# EXPLORE®



## **2014-2015 Profile Summary Report: Presentation Packet**

**Code: 00860604  
MACOMB ELEMENTARY SCHOOL  
MACOMB, OK**

**School Report - Grade 8  
Oklahoma State Regents for Higher Education**

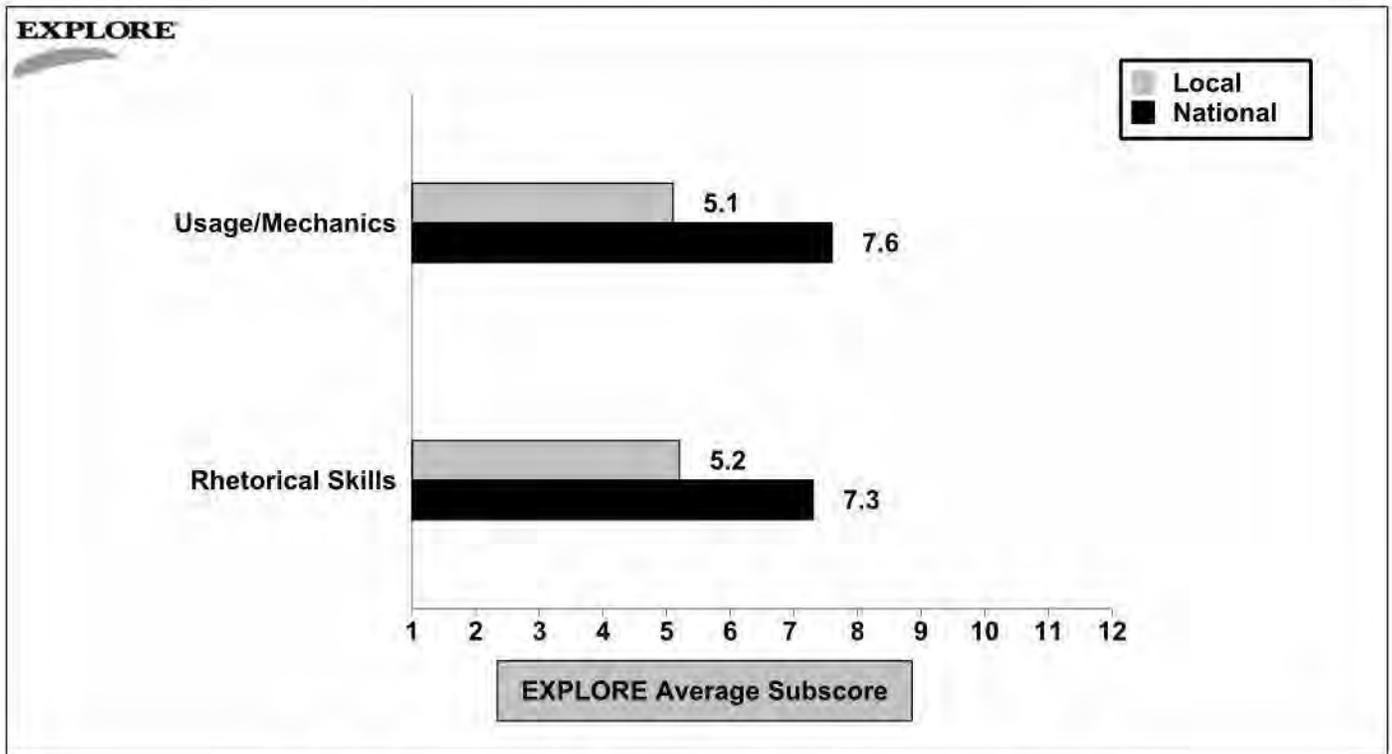
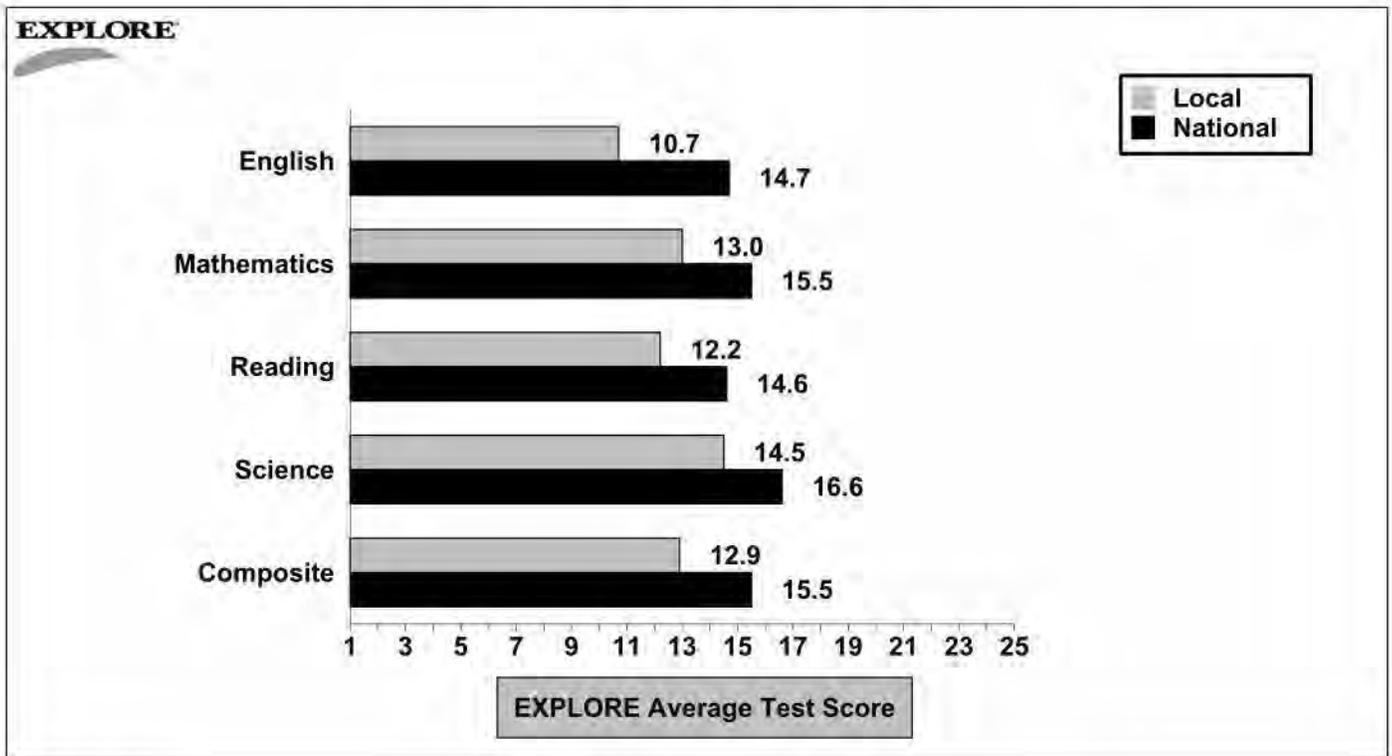
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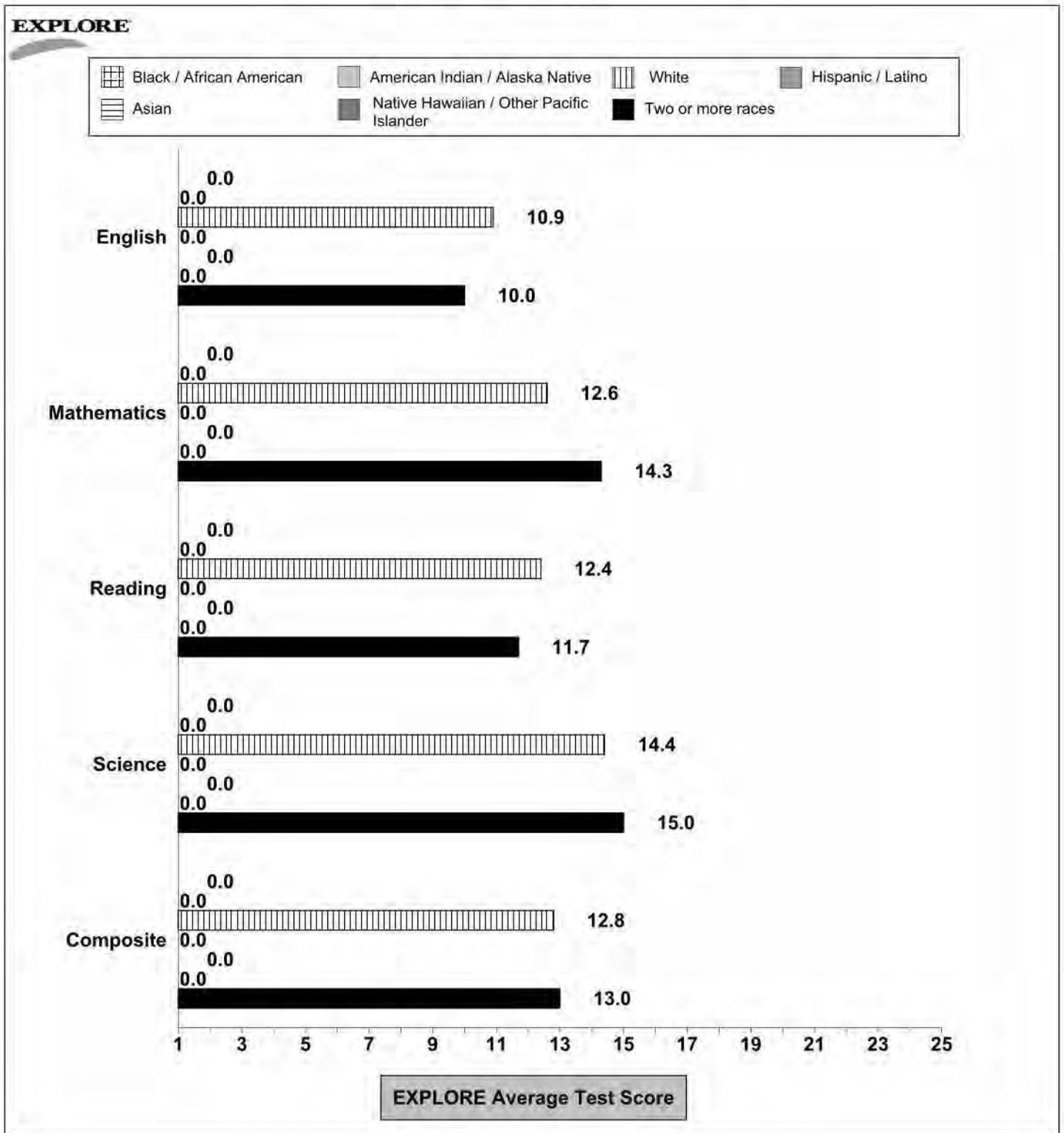
**ACT**® 51 of 216 09-FEB-15

**CHART 1: How does our students' performance compare with that of students in the national norm group?**



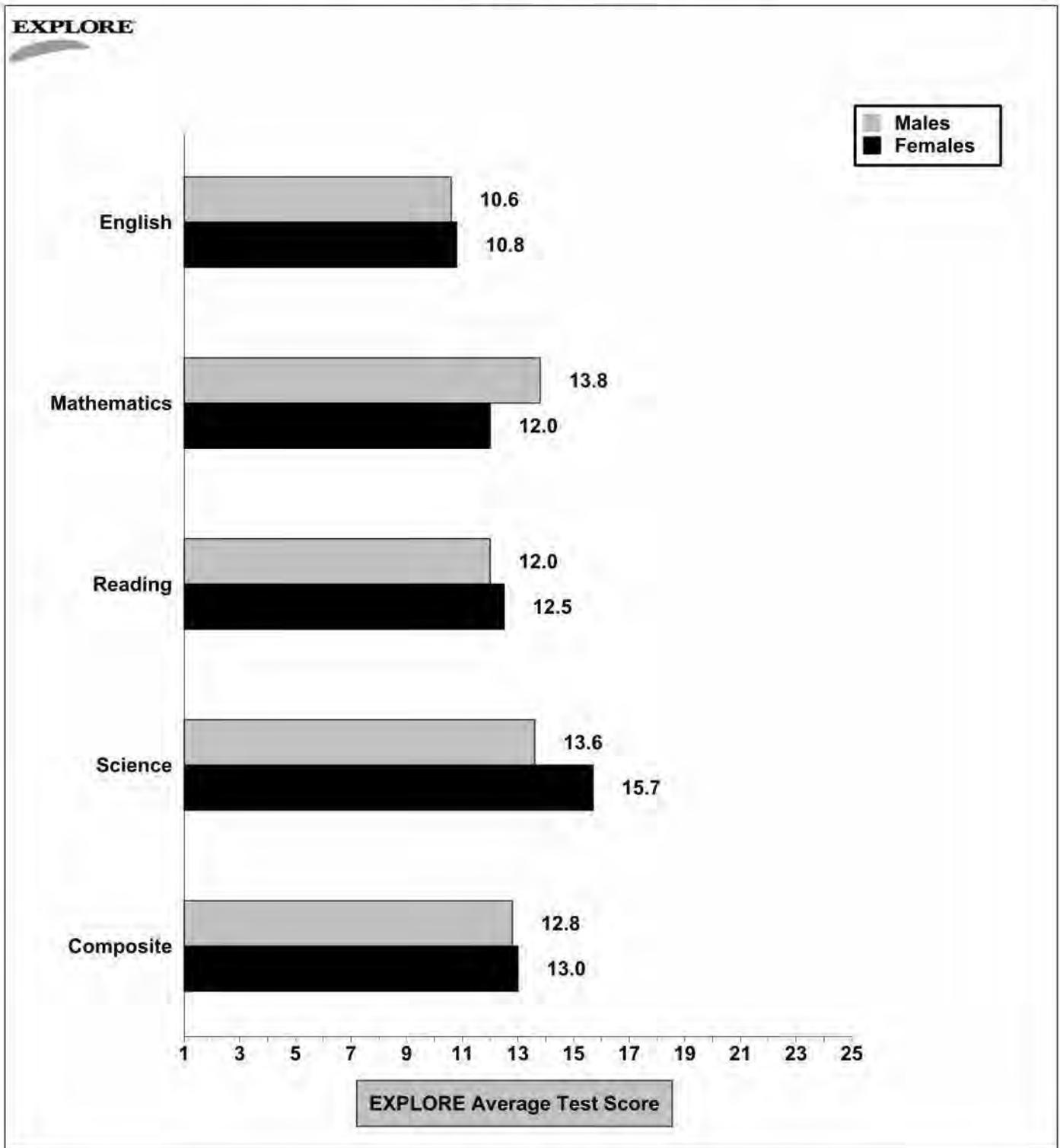
These charts show how the average score performance of our students compares with that of students nationwide.

**CHART 2: Are our students achieving similarly across racial/ethnic groups?**



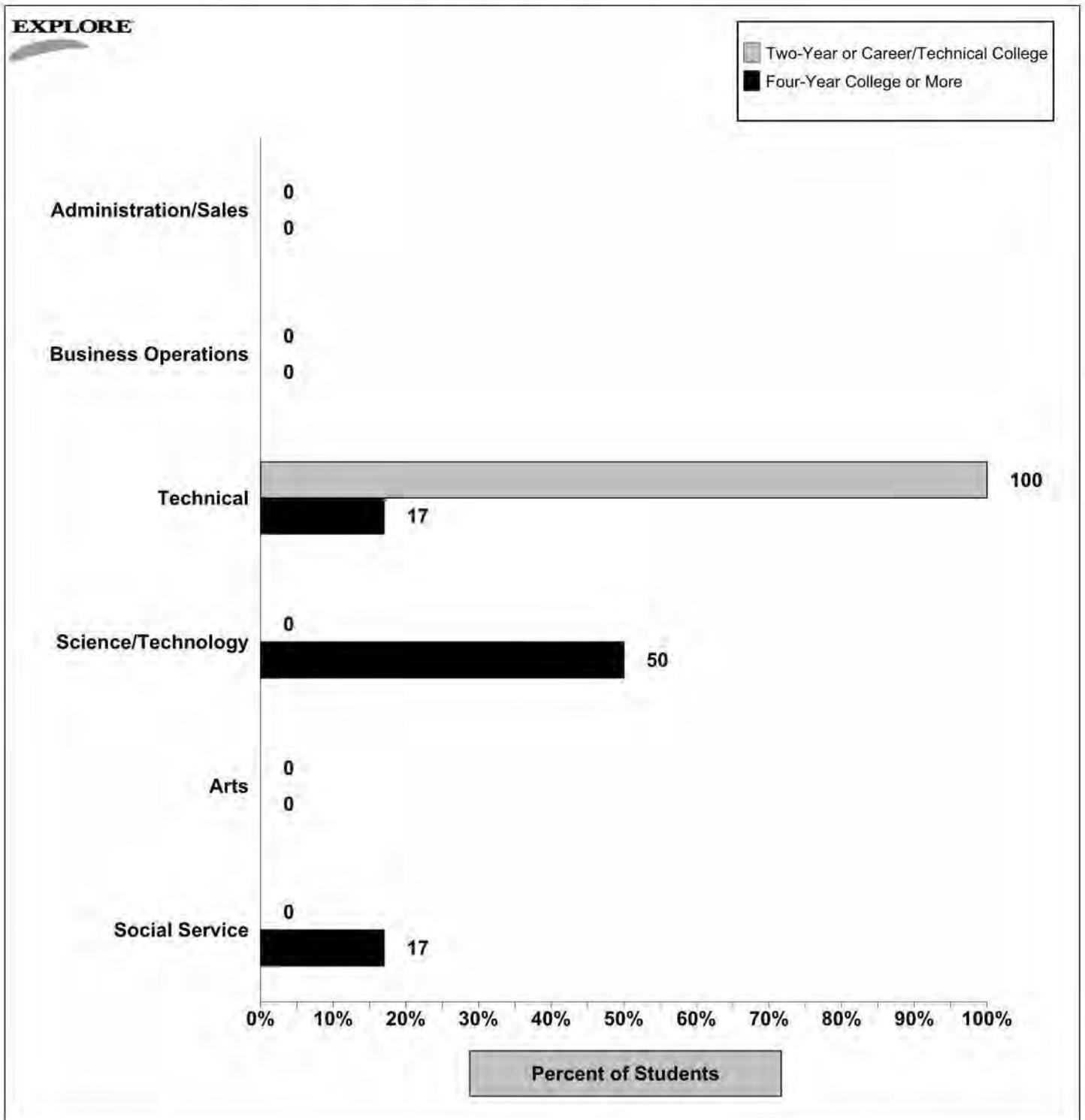
This chart shows our students' EXPLORE performance by race/ethnicity.

**CHART 3: Are our students achieving similarly across gender groups?**



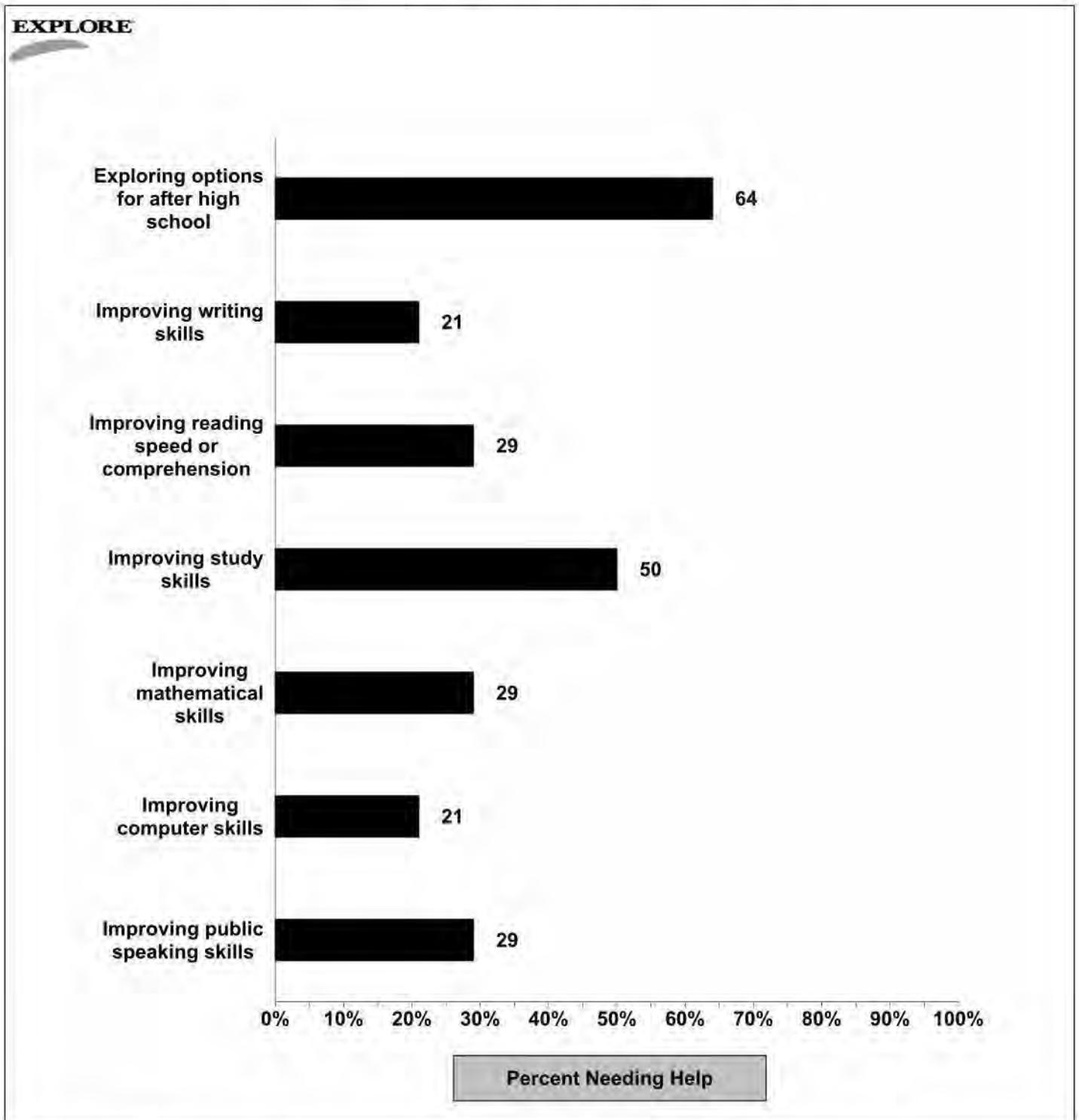
This chart shows our students' EXPLORE performance by gender.

CHART 4: How do our students differ in their career preferences?



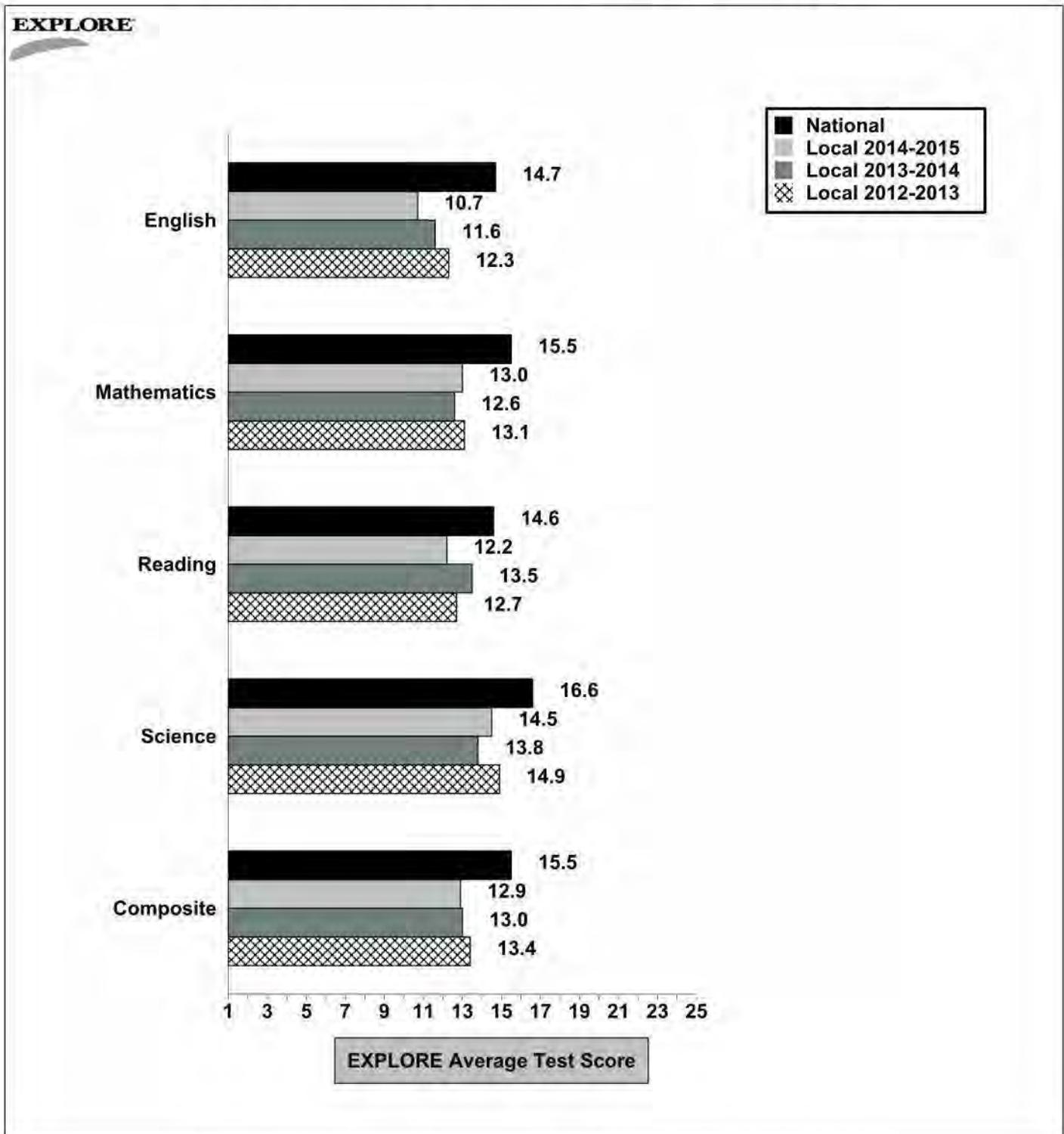
This chart compares the career preferences of our students who plan to attend either a two-year or career/technical college with those who plan to attend at least a four-year college.

**CHART 5: What percentage of our students reported needing help in particular areas?**



This chart shows the percentages of our students who reported needing help in these areas.

**CHART 6: Is the academic achievement of our students for the past three years improving compared to that of the national norm group?**

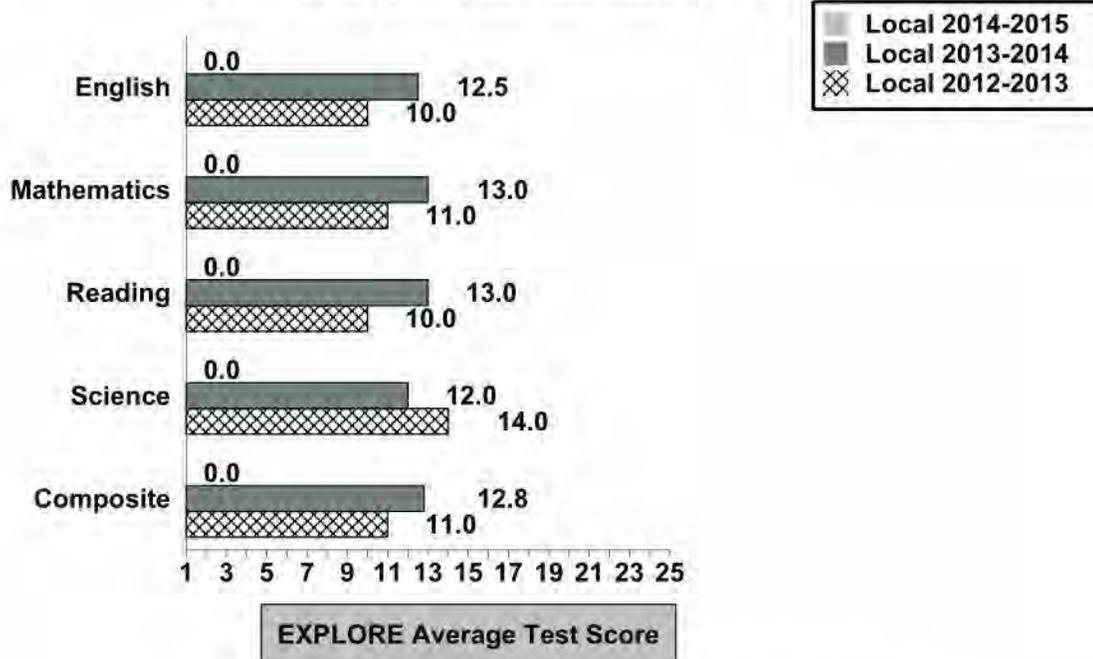


This chart shows the average performance of our students for the past three years.

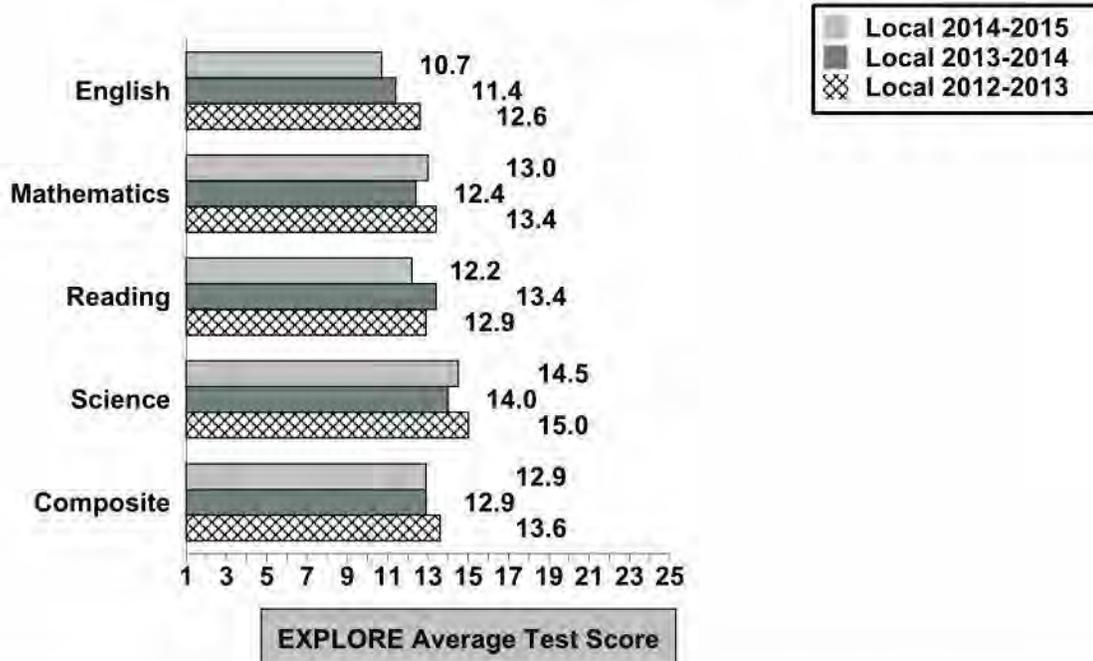
**CHART 7: Are our students adequately preparing themselves to be successful?**

**EXPLORE**

**Core:** Students who plan to take 4 or more years of English and 3 or more years each of mathematics, social studies, and natural sciences.



**Noncore:** Students who do not plan to take 4 or more years of English and 3 or more years each of mathematics, social studies, and natural sciences.



These charts show the average performance of our students for the past three years by planned coursework (core or noncore).

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## **2014-2015 Profile Summary Report**

**Code: 00860604  
MACOMB ELEMENTARY SCHOOL  
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**School Report - Grade 8  
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For any questions, please phone ACT's Customer Service at 877/789-2925  
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## INTRODUCTION

This report summarizes the performance of your students who took the EXPLORE academic assessment. This report includes results for only students who have valid composite scores and who tested under standard time limits (unless other arrangements have been made to include other students).

The information in this report is organized to assist you in addressing certain issues that are common among schools. You will see these issues stated in the form of questions at the top of each table. The questions and the information presented may assist you in drawing conclusions and making decisions about programs, policies, or educational practices in your school.

Numerous social, economic, and school factors are known to contribute to educational achievement. Relatively few of these factors are represented in this report. Conclusions about educational programs or policies at your school, based on your students' achievement, are best supported by additional sources of information.

In making decisions or drawing conclusions based on differences between groups of students, caution should be employed when using EXPLORE averages if the number of students in any group is less than 25. The validity of conclusions about student groups depends in part upon the accuracy of the information that is self-reported by the students at the time of testing.

The following tables are included in this report:	Page
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**TABLE 1a: How do the EXPLORE scores of our students compare with those of students nationally?**

EXPLORE score	English			Mathematics			Reading			Science			Composite			EXPLORE score
	Local		Nat'l	Local		Nat'l	Local		Nat'l	Local		Nat'l	Local		Nat'l	
	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	
25	0	100	100	0	100	100	0	100	100	0	100	100	0	100	100	25
24	0	100	99	0	100	98	0	100	98	0	100	98	0	100	99	24
23	0	100	97	0	100	97	0	100	97	0	100	97	0	100	99	23
22	0	100	95	0	100	96	1	100	95	0	100	95	0	100	98	22
21	0	100	93	0	100	95	0	93	93	0	100	93	0	100	96	21
20	0	100	89	0	100	93	0	93	91	1	100	90	0	100	92	20
19	0	100	85	0	100	90	0	93	88	0	93	84	1	100	88	19
18	0	100	81	0	100	84	0	93	84	1	93	75	0	93	82	18
17	0	100	75	1	100	75	1	93	79	0	86	63	0	93	74	17
16	0	100	69	1	93	64	0	86	72	4	86	49	1	93	64	16
15	2	100	61	2	86	50	0	86	64	1	57	35	0	86	53	15
14	0	86	52	4	71	36	0	86	54	1	50	24	1	86	41	14
13	0	86	42	2	43	25	3	86	44	4	43	15	3	79	29	13
12	1	86	32	0	29	16	1	64	33	1	14	9	5	57	18	12
11	3	79	23	3	29	10	2	57	23	0	7	5	2	21	10	11
10	4	57	15	0	7	6	5	43	14	0	7	3	1	7	5	10
9	3	29	9	0	7	4	1	7	7	0	7	2	0	1	2	9
8	1	7	5	0	7	3	0	1	3	1	7	1	0	1	1	8
7	0	1	3	0	7	2	0	1	1	0	1	1	0	1	1	7
6	0	1	1	0	7	1	0	1	1	0	1	1	0	1	1	6
5	0	1	1	0	7	1	0	1	1	0	1	1	0	1	1	5
4	0	1	1	1	7	1	0	1	1	0	1	1	0	1	1	4
3	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	3
2	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	2
1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1
Mean	10.7		14.7	13.0		15.5	12.2		14.6	14.5		16.6	12.9		15.5	Mean
S.D.	2.1		4.2	3.2		3.5	3.5		3.9	2.9		3.3	2.3		3.3	S.D.
Local percentage of students in national quartiles																
National quartile	% of local	Score range	National quartile													
75-100%	0	17-25	7	17-25	14	17-25	14	18-25	7	18-25	75-100%					
50-74%	14	14-16	7	16-16	0	14-16	0	17-17	7	15-17	50-74%					
25-49%	7	12-13	43	14-15	29	12-13	36	15-16	29	13-14	25-49%					
1-24%	79	1-11	43	1-13	57	1-11	50	1-14	57	1-12	1-24%					

\*CP = Cumulative percent of students at or below a score point

Note: National normative data are based on results for students who took all four academic tests within standard time limits as part of a national study conducted in Fall 2010. See the EXPLORE Technical Manual at [www.act.org](http://www.act.org) for information about the 2010 national norming sample.

The national median for the EXPLORE composite score is 15.

**TABLE 1b: How do the EXPLORE subscores of our students compare with those of students nationally?**

EXPLORE subscore	Usage/Mechanics			Rhetorical Skills			EXPLORE subscore
	Local		Nat'l	Local		Nat'l	
	Freq	CP*	CP*	Freq	CP*	CP*	
12	0	100	100	0	100	100	12
11	0	100	97	0	100	97	11
10	0	100	91	0	100	92	10
9	0	100	78	0	100	83	9
8	2	100	61	0	100	70	8
7	1	86	44	3	100	54	7
6	2	79	30	1	79	37	6
5	5	64	19	6	71	21	5
4	1	29	12	4	29	10	4
3	2	21	6	0	1	4	3
2	1	7	2	0	1	1	2
1	0	1	1	0	1	1	1
Mean	5.1		7.6	5.2		7.3	Mean
S.D.	1.8		2.4	1.1		2.2	S.D.
Local percentage of students in national quartiles							
National quartile	% of local		Score range	% of local		Score range	National quartile
75-100%	0		9-12	0		9-12	75-100%
50-74%	14		8-8	21		7-8	50-74%
25-49%	21		6-7	7		6-6	25-49%
1-24%	64		1-5	71		1-5	1-24%

\*CP = Cumulative percent of students at or below a score point

**TABLE 1c: Are our students *On Track* to be college ready when they graduate from high school?**

College Readiness Standards Report (Percent of students in College Readiness Standards score ranges)					
CRS Range	English (Benchmark = 13)	Mathematics (Benchmark = 17)	Reading (Benchmark = 16)	Science (Benchmark = 18)	CRS Range
1-12					1-12
13-15					13-15
16-19					16-19
20-23					20-23
24-25					24-25
% At or Above Benchmark					% At or Above Benchmark

= Local    = National

Notes: *Connecting College Readiness Standards to the Classroom* interpretive guides to use with this report can be found at [www.act.org/standard/guides/explore](http://www.act.org/standard/guides/explore). The College Readiness Standards can be found starting on page 8 of each content guide.

Local report group percentages can be compared with national reference group percentages. All percentages have been rounded to the nearest whole number.

The score ranges given in this report are linked to the College Readiness Standards, which describe what students who score in various score ranges are likely to know and to be able to do, and reflect the progression and complexity of skills in each test of the EXPLORE program. College Readiness Benchmark Scores have been developed for EXPLORE to indicate a student's probable readiness for entry-level college coursework by the time the student graduates from high school. The data from this report, along with the College Readiness Standards and Benchmarks and information from other sources, can be used to inform local instructional priorities.

National Norm Group: Fall 8

**TABLE 2: Do our students' EXPLORE scores differ by ethnic and gender groups?**

Group	Number of students	English	Usage /Mech	Rhet Skills	Math	Reading	Science	Comp	% Planning core*
<b>Total Group</b>	14	10.7	5.1	5.2	13.0	12.2	14.5	12.9	0
Black/African American	0	--	--	--	--	--	--	--	--
American Indian/Alaska Native	0	--	--	--	--	--	--	--	--
White	11	10.9	5.3	5.3	12.6	12.4	14.4	12.8	0
Hispanic/Latino	0	--	--	--	--	--	--	--	--
Asian	0	--	--	--	--	--	--	--	--
Native Hawaiian/Other Pacific Islander	0	--	--	--	--	--	--	--	--
Two or more races	3	10.0	4.7	5.0	14.3	11.7	15.0	13.0	0
Prefer not to respond	0	--	--	--	--	--	--	--	--
<b>Males</b>	8	10.6	5.3	5.3	13.8	12.0	13.6	12.8	0
Black/African American	0	--	--	--	--	--	--	--	--
American Indian/Alaska Native	0	--	--	--	--	--	--	--	--
White	7	10.9	5.6	5.3	13.4	12.3	13.7	12.9	0
Hispanic/Latino	0	--	--	--	--	--	--	--	--
Asian	0	--	--	--	--	--	--	--	--
Native Hawaiian/Other Pacific Islander	0	--	--	--	--	--	--	--	--
Two or more races	1	9.0	3.0	5.0	16.0	10.0	13.0	12.0	0
Prefer not to respond	0	--	--	--	--	--	--	--	--
<b>Females</b>	6	10.8	5.0	5.2	12.0	12.5	15.7	13.0	0
Black/African American	0	--	--	--	--	--	--	--	--
American Indian/Alaska Native	0	--	--	--	--	--	--	--	--
White	4	11.0	4.8	5.3	11.3	12.5	15.5	12.8	0
Hispanic/Latino	0	--	--	--	--	--	--	--	--
Asian	0	--	--	--	--	--	--	--	--
Native Hawaiian/Other Pacific Islander	0	--	--	--	--	--	--	--	--
Two or more races	2	10.5	5.5	5.0	13.5	12.5	16.0	13.5	0
Prefer not to respond	0	--	--	--	--	--	--	--	--

\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).

**TABLE 3: How do our students' EXPLORE Composite scores and coursework plans relate to their educational plans?**

Educational plans category	Number of students responding	Percent of all students	Percent planning college core coursework*	Mean Composite score	Percent in national Composite score quartiles			
					1-24%	25-49%	50-74%	75-100%
Do not plan to finish high school	0	0	--	--	--	--	--	--
No training planned after high school	0	0	--	--	--	--	--	--
Job training in the military services	1	7	0	11.0	100	0	0	0
Apprentice / job training	0	0	--	--	--	--	--	--
Career / technical school	2	14	0	12.0	100	0	0	0
2-year / junior college	0	0	--	--	--	--	--	--
4-year college / university	2	14	0	15.5	50	0	0	50
Graduate or professional study	4	29	0	13.0	25	75	0	0
Undecided	3	21	0	12.7	67	0	33	0
Other plans	2	14	0	12.0	50	50	0	0
No response	0	0	--	--	--	--	--	--

**TABLE 4: How do our students' EXPLORE Composite scores and coursework plans relate to their expressed needs for help?**

Needs area	Number of students responding	Percent of all students	Percent planning college core coursework*	Mean Composite score	Percent in national Composite score quartiles			
					1-24%	25-49%	50-74%	75-100%
Exploring options after high school	9	64	0	13.0	67	11	11	11
Improving writing skills	3	21	0	13.0	67	0	33	0
Improving reading speed or comprehension	4	29	0	12.0	50	50	0	0
Improving study skills	7	50	0	12.0	57	43	0	0
Improving mathematical skills	4	29	0	12.5	75	0	25	0
Improving computer skills	3	21	0	12.0	67	33	0	0
Improving public speaking skills	4	29	0	13.5	25	50	25	0

\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).

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**TABLE 5a: How do our students' EXPLORE Composite scores, coursework plans, and postsecondary plans relate to their career preferences from the Career Areas List?**

Career preference category from Career Areas List	Number of students			Percent planning college core coursework*	Percent by educational plans					Mean Composite score
	Male	Female	Total		No HS/ No training	Appren./ Job train/ Military	Career/ Tech/ 2-yr coll.	4-yr coll. or more	Other/ Undecided	
Administration & Sales	1	0	1	0	0	100	0	0	0	11.0
Employment-Related Services	0	0	0	--	--	--	--	--	--	--
Marketing & Sales	1	0	1	0	0	100	0	0	0	11.0
Management	0	0	0	--	--	--	--	--	--	--
Regulation & Protection	0	0	0	--	--	--	--	--	--	--
Business Operations	0	1	1	0	0	0	0	0	100	16.0
Communications & Records	0	0	0	--	--	--	--	--	--	--
Financial Transactions	0	0	0	--	--	--	--	--	--	--
Distribution & Dispatching	0	1	1	0	0	0	0	0	100	16.0
Technical	4	1	5	0	0	0	40	20	40	11.8
Transport Operation & Related	1	0	1	0	0	0	0	0	100	11.0
Agriculture, Forestry & Related	0	0	0	--	--	--	--	--	--	--
Computer & Information Specialties	0	1	1	0	0	0	0	100	0	12.0
Construction & Maintenance	0	0	0	--	--	--	--	--	--	--
Crafts & Related	0	0	0	--	--	--	--	--	--	--
Manufacturing & Processing	0	0	0	--	--	--	--	--	--	--
Mechanical & Electrical Specialties	3	0	3	0	0	0	67	0	33	12.0
Science & Technology	3	1	4	0	0	0	0	75	25	14.3
Engineering & Technologies	2	0	2	0	0	0	0	50	50	12.5
Natural Science & Technologies	1	0	1	0	0	0	0	100	0	19.0
Medical Technologies	0	0	0	--	--	--	--	--	--	--
Medical Diagnosis & Treatment	0	1	1	0	0	0	0	100	0	13.0
Social Science	0	0	0	--	--	--	--	--	--	--
Arts	0	1	1	0	0	0	0	0	100	10.0
Applied Arts (Visual)	0	0	0	--	--	--	--	--	--	--
Creative & Performing Arts	0	1	1	0	0	0	0	0	100	10.0
Applied Arts (Written & Spoken)	0	0	0	--	--	--	--	--	--	--
Social Service	0	1	1	0	0	0	0	100	0	14.0
Health Care	0	0	0	--	--	--	--	--	--	--
Education	0	0	0	--	--	--	--	--	--	--
Community Services	0	1	1	0	0	0	0	100	0	14.0
Personal Services	0	0	0	--	--	--	--	--	--	--
No response	0	0	0	--	--	--	--	--	--	--
Invalid response given	0	1	1	0	0	0	0	100	0	13.0

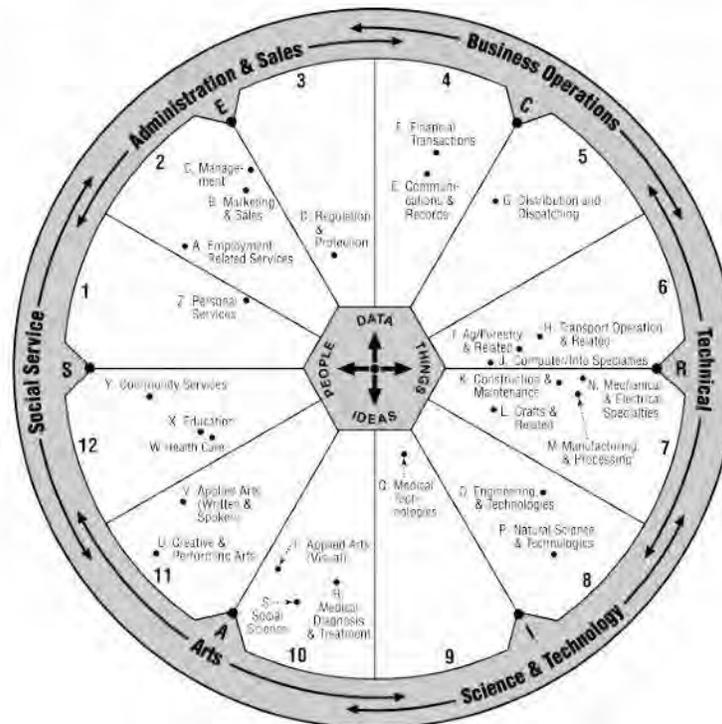
\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).

National Norm Group: Fall 8

**TABLE 5b: How do our students' EXPLORE Composite scores, coursework plans, and postsecondary plans relate to their career clusters from the World-of-Work Map?**

Career Cluster category from Interest Inventory	Number of students			Percent planning college core coursework*	Percent by educational plans					Mean Composite score
	Male	Female	Total		No HS/ No training	Appren./ Job train/ Military	Career/ Tech/ 2-yr coll.	4-yr coll. or more	Other/ Undecided	
<b>First World-of-Work Career Cluster from Interest Inventory</b>										
(02-03) Administration/Sales	1	2	3	0	0	33	0	67	0	12.7
(04-05) Business Operations	3	1	4	0	0	0	25	25	50	14.8
(06-07) Technical	1	0	1	0	0	0	100	0	0	12.0
(08-09) Science & Technology	1	1	2	0	0	0	0	50	50	12.5
(10-11) Arts	1	1	2	0	0	0	0	0	100	10.5
(12-01) Social Service	1	0	1	0	0	0	0	100	0	12.0
<b>Second World-of-Work Career Cluster from Interest Inventory</b>										
(02-03) Administration/Sales	0	1	1	0	0	0	0	0	100	16.0
(04-05) Business Operations	0	1	1	0	0	0	0	100	0	14.0
(06-07) Technical	2	0	2	0	0	0	50	0	50	12.5
(08-09) Science & Technology	3	0	3	0	0	0	33	33	33	14.3
(10-11) Arts	1	1	2	0	0	0	0	100	0	12.5
(12-01) Social Service	1	1	2	0	0	50	0	0	50	10.5
No Region	0	1	1	0	0	0	0	100	0	13.0

\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).



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 PN#:

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**TABLE 6: How did our students respond to the local items?**

Local Item	Student Response													
	A		B		C		D		E		F		Blank	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	7	50	3	21	2	14	2	14	0	0	0	0	0	0
2	4	29	8	57	1	7	1	7	0	0	0	0	0	0
3	3	21	7	50	2	14	1	7	1	7	1	7	0	0
4	9	64	2	14	3	21	0	0	0	0	0	0	0	0
5	0	0	6	43	3	21	5	36	0	0	0	0	0	0
6	1	7	5	36	3	21	4	29	2	14	0	0	0	0
7	4	29	4	29	6	43	0	0	0	0	0	0	0	0
8	4	29	1	7	7	50	1	7	0	0	0	0	1	7
9	1	7	3	21	7	50	2	14	1	7	0	0	0	0
10	4	29	8	57	2	14	2	14	1	7	0	0	0	0
11	3	21	3	21	5	36	3	21	2	14	0	0	0	0
12	3	21	0	0	6	43	3	21	2	14	0	0	0	0

Note: For report groups larger than an individual school, care must be taken when interpreting these local item results. Uniform use of the local items across schools must apply for meaningful table results.

## Glossary

### College Core Coursework

Core course work is defined as four or more years of English, three or more years of mathematics, three or more years of social studies, and three or more years of natural science. The following course lengths are assumed, unless otherwise specified by your students.

- English: Plan to take four years or more, with one year credit each for English 9, English 10, English 11, and English 12; one-half year credit for Speech.
- Mathematics: Plan to take three years or more, with one year credit each for Algebra 1, Algebra 2, Geometry; one-half year credit each for Trigonometry, Calculus (not pre-calculus), Computer Math, and Other Math courses.
- Social Studies: Plan to take three years or more, with one year credit each for U.S. History, World History, and American Government; one-half year credit each for Economics, Geography, Psychology, and Other History.
- Natural Science: Plan to take three years or more, with one year credit each for General/Physical/Earth Science, Biology, Chemistry, and Physics.

### CP (Cumulative percent at or below)

The percentage of local or national students scoring at or below each scale score.

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## **2015-2016 Item Response Summary Report**

**Code: 98001000  
ASHER ELEMENTARY SCHOOL  
ASHER, OK**

**School Report - Grade 8  
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**2015-2016 EXPLORE Item Response Summary Report - Test Form: 06A**

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School Report - Grade 8  
Oklahoma State Regents for Higher Education

Code 98001000  
ASHER ELEMENTARY SCHOOL  
ASHER, OK

Reference Group: Fall 8

Total Students In Report: 24

**TABLE 1: Item-Response Summary for English**

Item Number	Percent of report group selecting each option, by response position					REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.						Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	Omit %		Less often	As often	More often	
<b>Usage/Mechanics: Punctuation</b>										
2	42	*54	4	0	0	63		-9		2
12	75	8	*13	4	0	30		-17		12
13	17	0	8	*75	0	59		16		13
16	*71	0	17	13	0	71		0		16
26	8	0	*92	0	0	76		16		26
28	8	*67	4	17	4	68		-1		28
34	13	*38	8	42	0	48		-10		34
Avg. % Correct	58%					59%				
<b>Usage/Mechanics: Grammar &amp; Usage</b>										
4	8	*83	4	4	0	87		-4		4
8	4	*92	4	0	0	84		8		8
21	0	13	*88	0	0	83		5		21
22	25	*38	38	0	0	50		-12		22
27	8	8	*71	8	4	85		-14		27
31	*67	25	8	0	0	78		-11		31
35	*92	4	4	0	0	82		10		35
38	17	13	*71	0	0	58		13		38
Avg. % Correct	75%					76%				
<b>Usage/Mechanics: Sentence Structure</b>										
1	0	0	8	*92	0	82		10		1
7	0	0	*92	8	0	90		2		7
11	8	8	*83	0	0	79		4		11
14	29	13	*50	8	0	67		-17		14
15	8	13	13	*67	0	78		-11		15
25	21	13	38	*29	0	29		0		25
30	21	4	8	*67	0	66		1		30
37	13	4	8	*75	0	66		9		37
39	38	29	*21	13	0	29		-8		39
40	21	17	*38	25	0	45		-7		40
Avg. % Correct	61%					63%				
<b>Rhetorical Skills: Organization</b>										
5	8	25	13	*54	0	76	-22			5
10	25	17	*46	8	4	64		-18		10
24	4	13	0	*83	0	68		15		24
32	4	25	13	*58	0	47		11		32
36	*63	8	25	4	0	60		3		36
Avg. % Correct	61%					63%				

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School Report - Grade 8  
Oklahoma State Regents for Higher Education

Reference Group: Fall 8

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Code 98001000  
ASHER ELEMENTARY SCHOOL  
ASHER, OK  
Total Students In Report: 24

**TABLE 1: Item-Response Summary for English**

Item Number	Percent of report group selecting each option, by response position					REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.						Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	Omit %		Less often	As often	More often	
<b>Rhetorical Skills: Strategy</b>										
6	*50	4	38	8	0	65		-15		6
17	*54	21	17	8	0	62		-8		17
19	*50	17	25	8	0	67		-17		19
20	21	*67	4	4	4	49		18		20
29	*67	17	13	4	0	50		17		29
33	17	*54	13	17	0	53		1		33
Avg. % Correct		57%				58%				
<b>Rhetorical Skills: Style</b>										
3	*79	13	8	0	0	77		2		3
9	4	*79	4	13	0	82		-3		9
18	4	8	8	*79	0	77		2		18
23	25	8	*58	8	0	73		-15		23
Avg. % Correct		74%				77%				

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School Report - Grade 8  
Oklahoma State Regents for Higher Education

Code 98001000  
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ASHER, OK

Reference Group: Fall 8

Total Students In Report: 24

**TABLE 2: Item-Response Summary for Mathematics**

Item Number	Percent of report group selecting each option, by response position						REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.							Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	E / K %	Omit %		Less often	As often	More often	
<b>Pre-Algebra</b>											
1	0	0	4	4	*92	0	95		-3		1
2	17	13	*67	4	0	0	63		4		2
4	0	4	0	*83	13	0	75		8		4
8	4	13	*79	0	4	0	61		18		8
9	*46	13	21	8	13	0	56		-10		9
12	21	*46	21	4	8	0	32		14		12
23	8	4	29	*29	29	0	34		-5		23
24	25	21	*38	8	8	0	32		6		24
25	0	21	13	42	*25	0	38		-13		25
29	29	25	21	*8	13	4	18		-10		29
Avg. % Correct	51%						50%				
<b>Elementary Algebra</b>											
5	4	8	0	25	*63	0	78		-15		5
6	8	0	8	0	*83	0	70		13		6
7	33	4	*54	8	0	0	70		-16		7
14	0	0	4	8	*88	0	65			23	14
17	4	4	0	*79	13	0	58			21	17
18	17	*63	8	4	8	0	69		-6		18
22	*42	8	25	13	13	0	43		-1		22
28	17	8	25	*21	25	4	30		-9		28
30	21	*21	21	29	0	8	25		-4		30
Avg. % Correct	57%						56%				
<b>Geometry</b>											
3	*83	0	0	0	17	0	82		1		3
13	21	0	4	*54	21	0	61		-7		13
16	8	13	*54	17	8	0	54		0		16
19	4	*58	13	13	13	0	41		17		19
20	8	*42	21	21	8	0	48		-6		20
26	*29	33	8	21	8	0	27		2		26
27	*21	29	17	13	17	4	25		-4		27
Avg. % Correct	49%						48%				
<b>Statistics/Probability</b>											
10	0	*75	8	4	13	0	85		-10		10
11	0	13	*67	17	4	0	61		6		11
15	13	*71	13	0	4	0	61		10		15
21	*50	13	17	13	8	0	54		-4		21
Avg. % Correct	66%						65%				

2015-2016 EXPLORE Item Response Summary Report - Test Form: 06A

School Report - Grade 8  
Oklahoma State Regents for Higher Education

Code 98001000  
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ASHER, OK

Reference Group: Fall 8

Total Students In Report: 24

TABLE 3: Item-Response Summary for Reading

Item Number	Percent of report group selecting each option, by response position					REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.						Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	Omit %		Less often	As often	More often	
<b>Prose Fiction</b>										
1	*17	63	17	4	0	48	-31			1
2	*71	0	8	21	0	58		13		2
3	29	*63	4	4	0	60		3		3
4	*67	0	8	25	0	60		7		4
5	*21	8	17	50	4	30		-9		5
6	17	8	*67	8	0	57		10		6
7	13	13	*71	4	0	66		5		7
8	21	21	4	*54	0	57		-3		8
9	0	*83	13	4	0	69		14		9
10	8	8	8	*75	0	76		-1		10
Avg. % Correct	59%					58%				
<b>Social Science</b>										
11	25	4	*42	29	0	57		-15		11
12	13	46	*38	4	0	45		-7		12
13	17	*54	8	21	0	46		8		13
14	*63	25	13	0	0	57		6		14
15	*67	4	21	8	0	72		-5		15
16	13	8	29	*50	0	54		-4		16
17	38	*29	21	13	0	31		-2		17
18	13	17	25	*46	0	52		-6		18
19	17	8	*58	17	0	47		11		19
20	*50	13	21	17	0	49		1		20
Avg. % Correct	50%					51%				
<b>Humanities</b>										
21	*71	17	8	4	0	56		15		21
22	54	*21	17	8	0	35		-14		22
23	17	*29	33	21	0	47		-18		23
24	29	33	13	*25	0	23		2		24
25	21	25	*42	13	0	45		-3		25
26	21	13	*54	13	0	42		12		26
27	*58	29	13	0	0	49		9		27
28	46	13	13	*29	0	35		-6		28
29	8	46	13	*33	0	32		1		29
30	25	*42	29	4	0	39		3		30
Avg. % Correct	40%					40%				

**2015-2016 EXPLORE Item Response Summary Report - Test Form: 06A**

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School Report - Grade 8  
Oklahoma State Regents for Higher Education

Code 98001000  
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ASHER, OK  
Total Students In Report: 24

Reference Group: Fall 8

**TABLE 4: Item-Response Summary for Science**

Item Number	Percent of report group selecting each option, by response position					REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.						Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	Omit %		Less often	As often	More often	
<b>Data Representation: Life Science</b>										
1	4	0	*96	0	0	93		3		1
2	4	17	*71	8	0	85		-14		2
3	0	*96	4	0	0	79		17		3
4	17	17	13	*54	0	34			20	4
Avg. % Correct	79%					73%				
<b>Data Representation: Earth/Space Science</b>										
5	*96	0	0	4	0	88		8		5
6	13	*79	8	0	0	70		9		6
7	13	17	4	*67	0	54		13		7
8	*63	13	17	8	0	52		11		8
Avg. % Correct	76%					66%				
<b>Research Summaries: Life Science</b>										
9	13	33	0	*54	0	67		-13		9
10	4	4	8	*83	0	63			20	10
11	17	*58	17	8	0	61		-3		11
12	*63	25	4	8	0	51		12		12
13	25	*33	8	33	0	36		-3		13
Avg. % Correct	58%					56%				
<b>Research Summaries: Physical Science</b>										
14	*54	33	13	0	0	55		-1		14
15	13	*46	25	17	0	49		-3		15
16	17	17	*50	17	0	43		7		16
17	21	33	21	*25	0	35		-10		17
18	13	*46	8	33	0	45		1		18
Avg. % Correct	44%					45%				
<b>Conflicting Viewpoints: Life Science</b>										
19	0	8	*88	0	4	66			22	19
20	21	13	4	*58	4	55		3		20
21	4	21	*58	17	0	53		5		21
22	*46	13	33	8	0	44		2		22
23	17	25	13	*46	0	42		4		23
24	33	25	*13	29	0	31		-18		24
Avg. % Correct	51%					49%				
<b>Data Representation: Physical Science</b>										
25	38	13	8	*42	0	49		-7		25
26	8	*54	25	13	0	44		10		26
27	13	29	*29	29	0	36		-7		27
28	*50	21	13	17	0	36		14		28
Avg. % Correct	44%					41%				

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## **2015-2016 Profile Summary Report: Presentation Packet**

**Code: 98001000  
ASHER ELEMENTARY SCHOOL  
ASHER, OK**

**School Report - Grade 8  
Oklahoma State Regents for Higher Education**

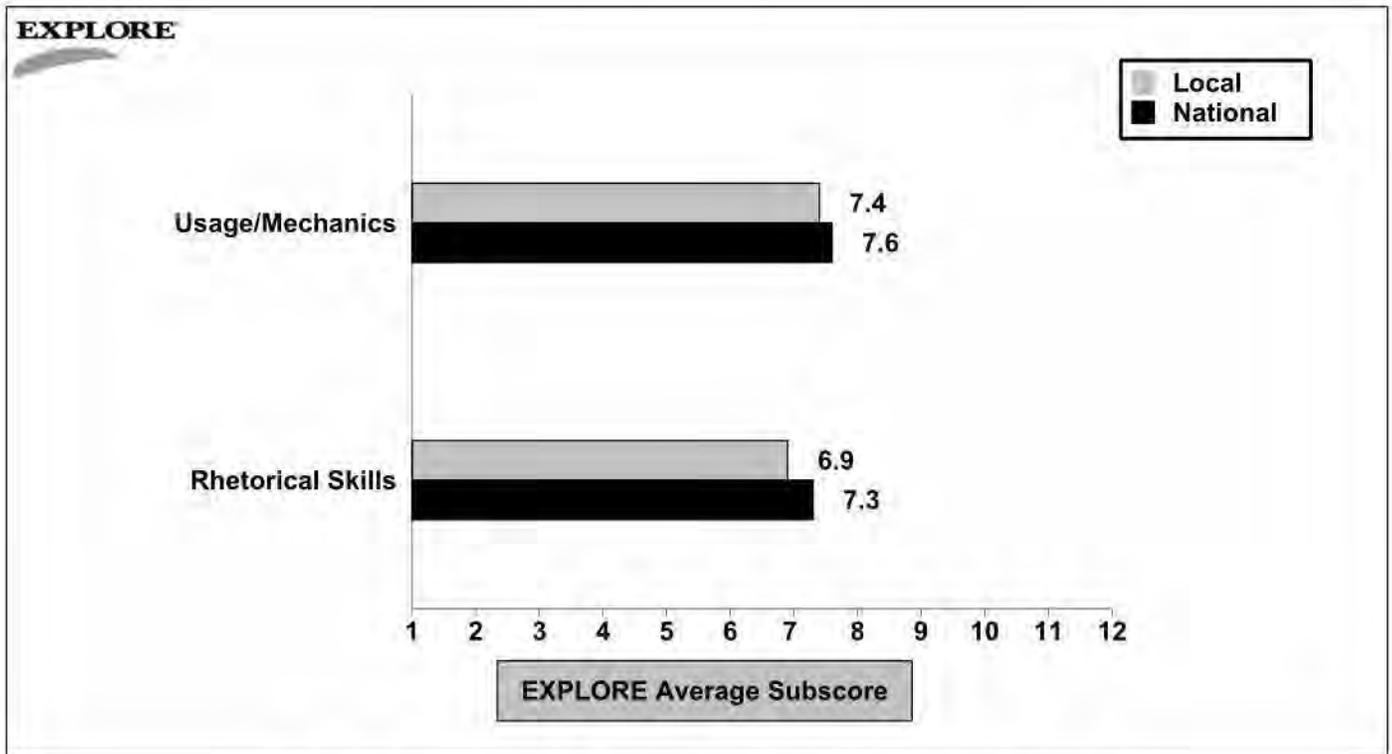
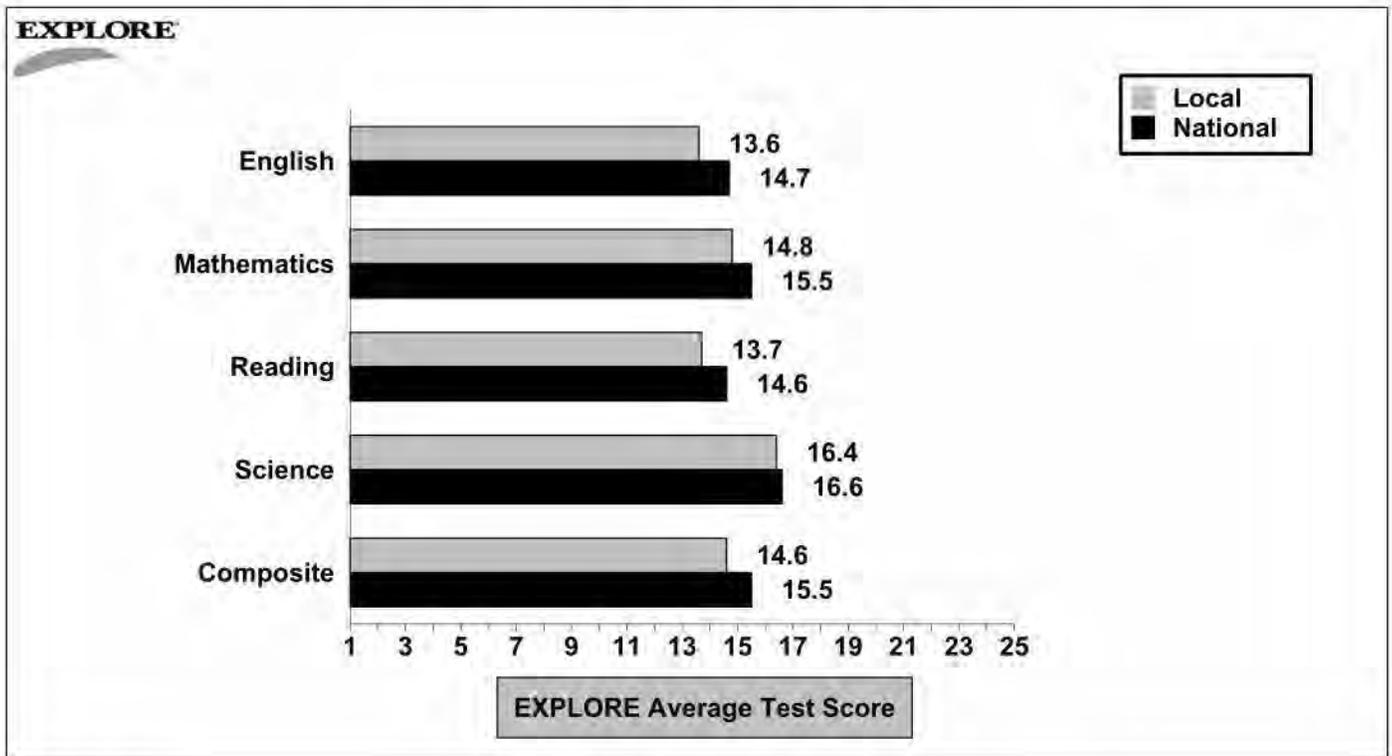
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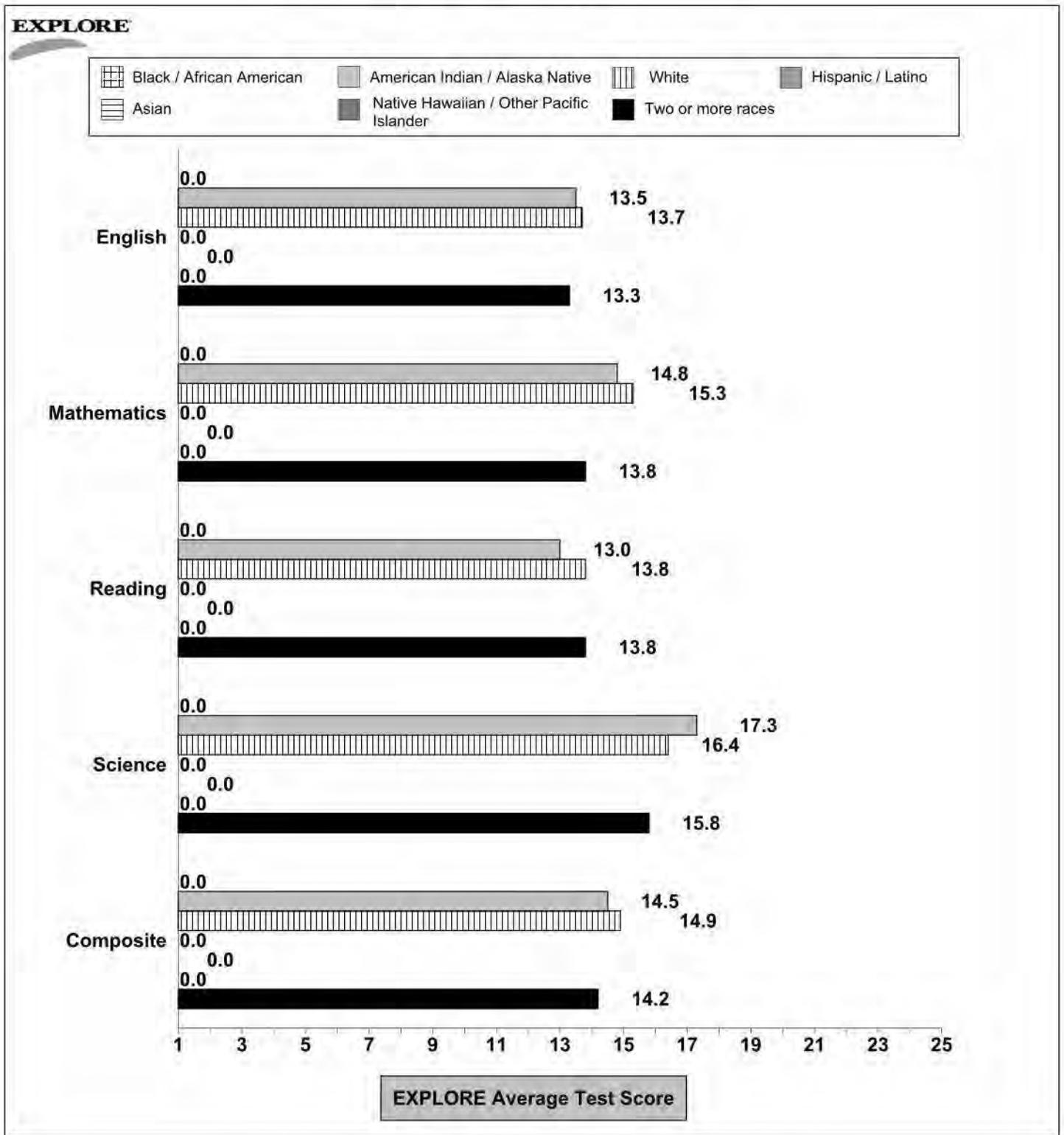
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**CHART 1: How does our students' performance compare with that of students in the national norm group?**



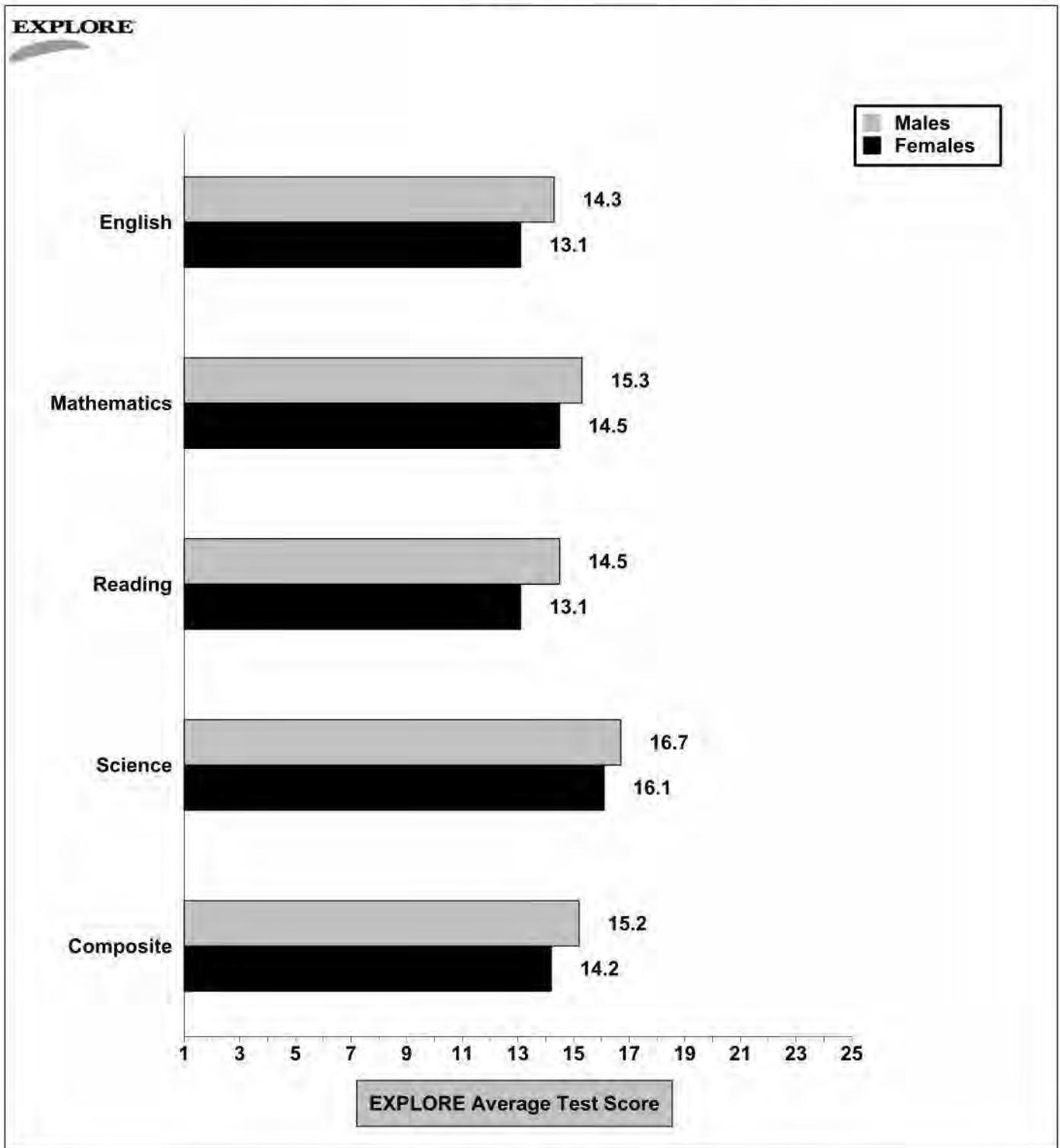
These charts show how the average score performance of our students compares with that of students nationwide.

**CHART 2: Are our students achieving similarly across racial/ethnic groups?**



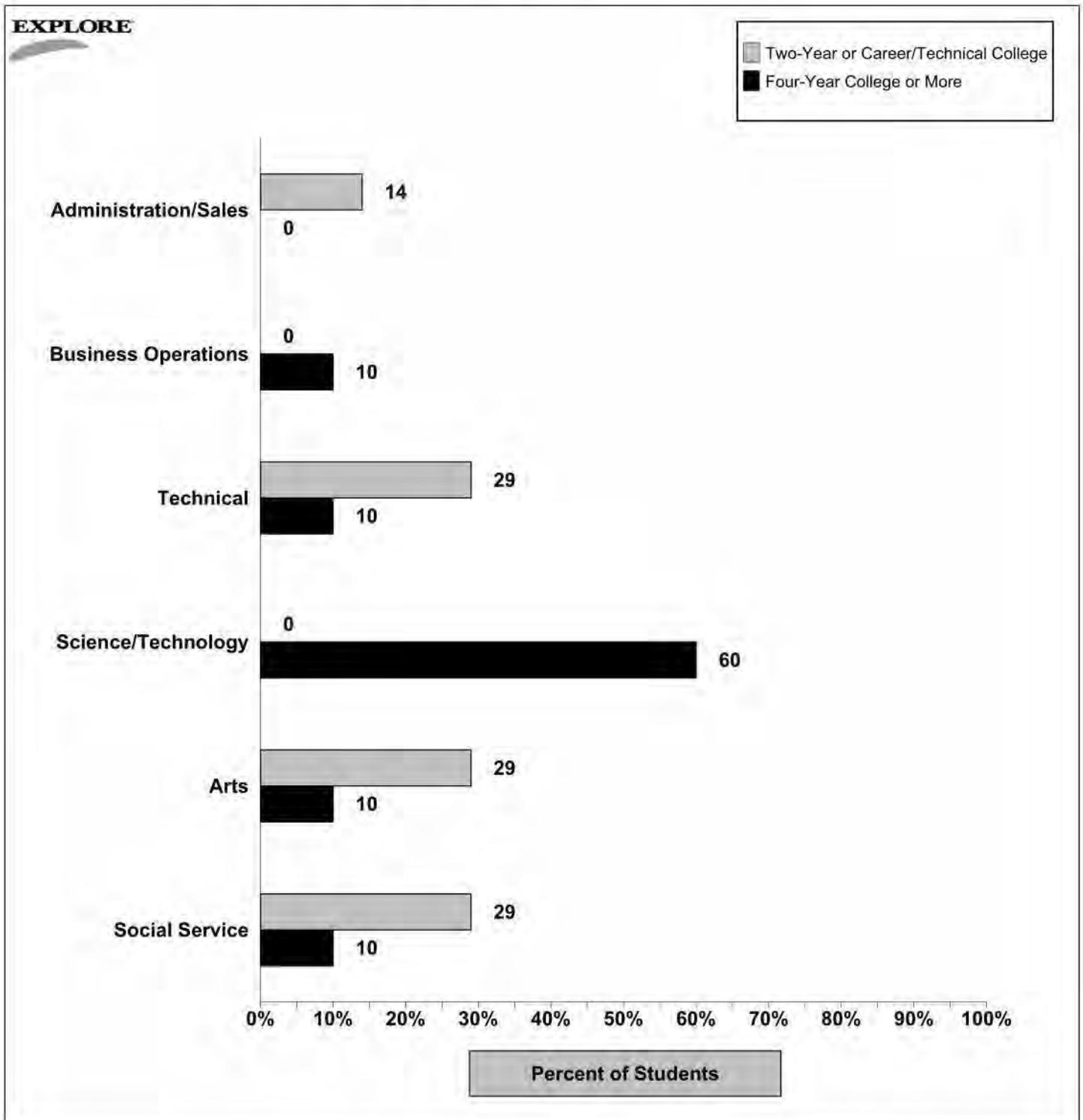
This chart shows our students' EXPLORE performance by race/ethnicity.

**CHART 3: Are our students achieving similarly across gender groups?**



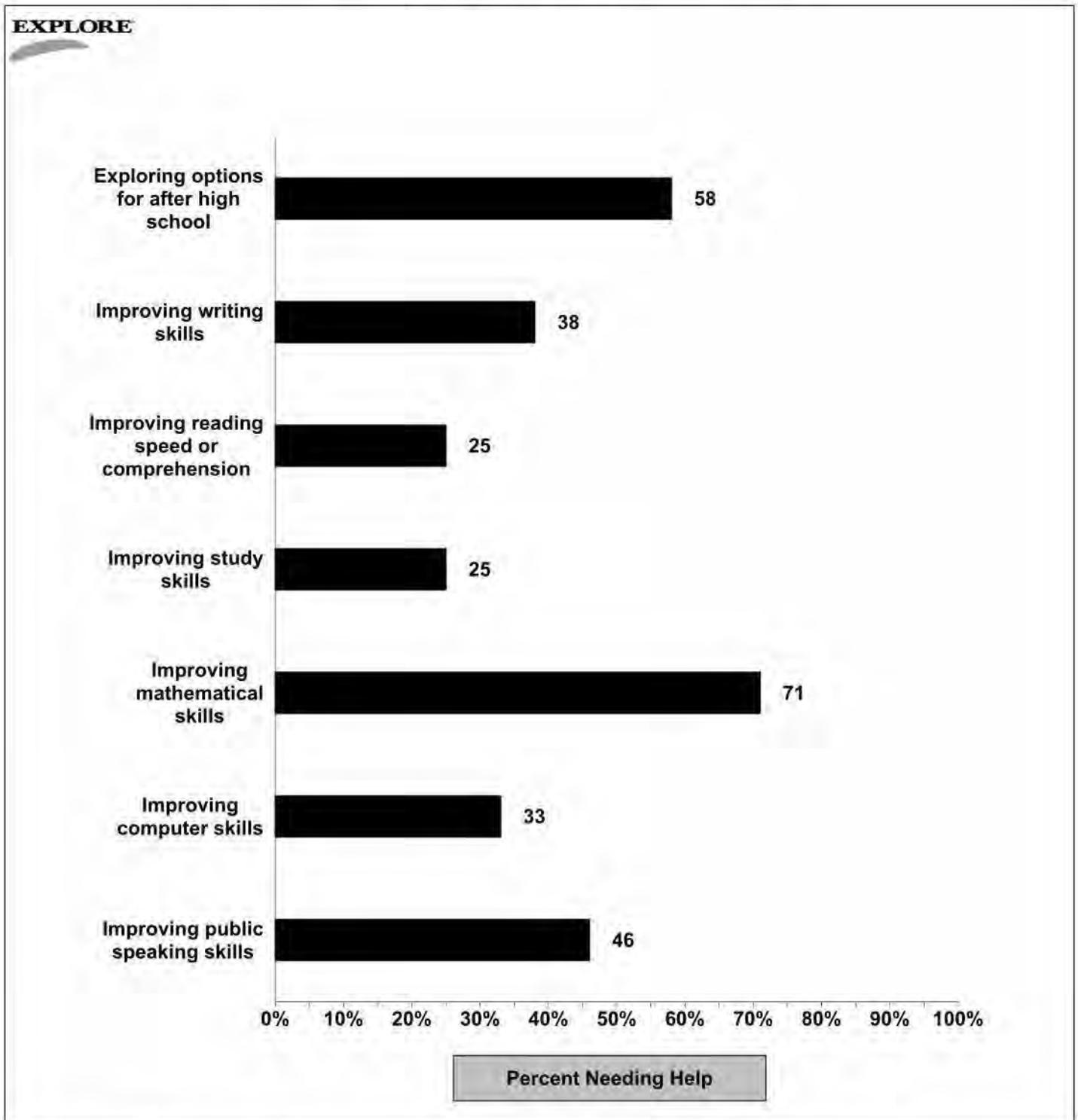
This chart shows our students' EXPLORE performance by gender.

**CHART 4: How do our students differ in their career preferences?**



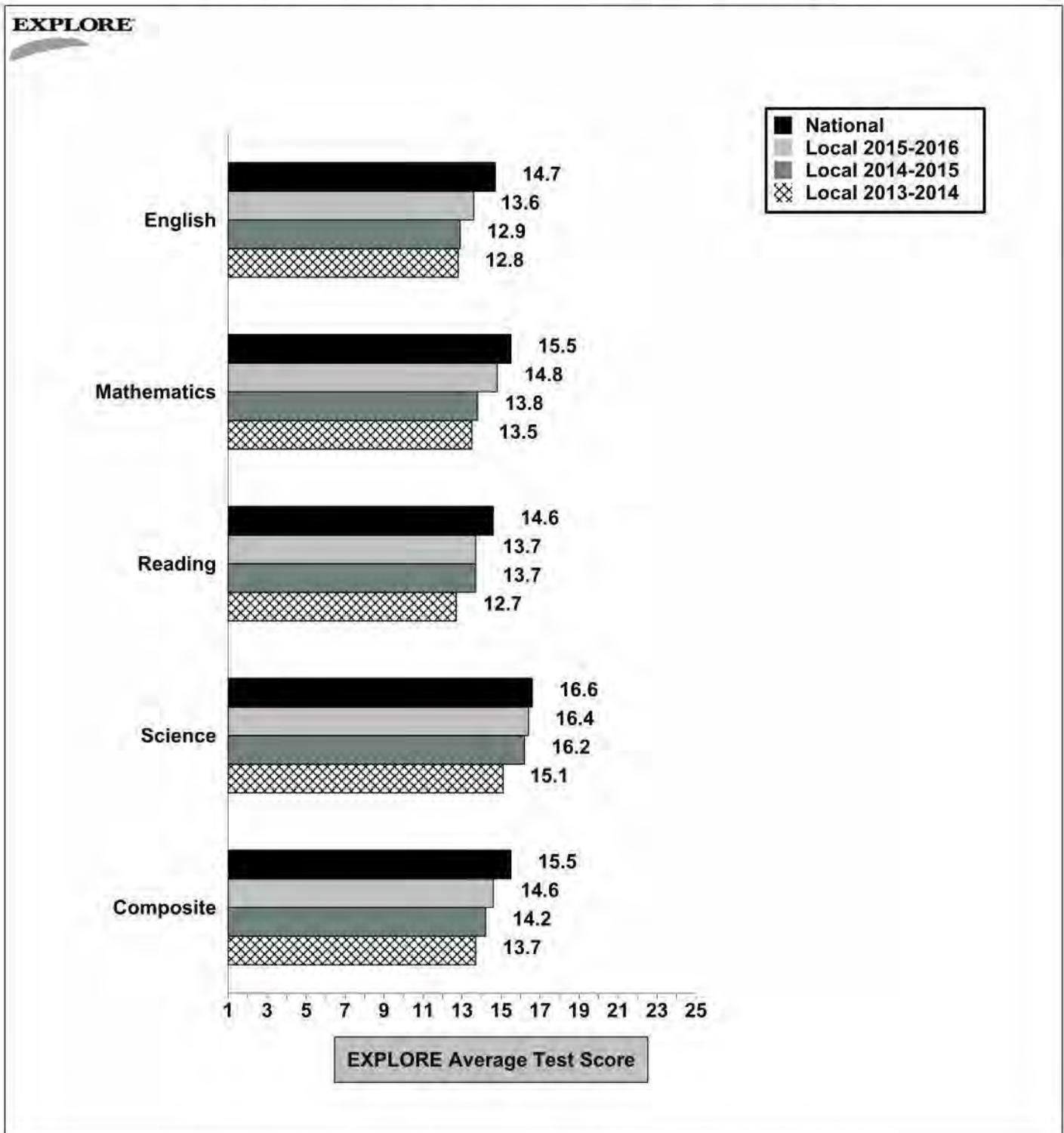
This chart compares the career preferences of our students who plan to attend either a two-year or career/technical college with those who plan to attend at least a four-year college.

**CHART 5: What percentage of our students reported needing help in particular areas?**



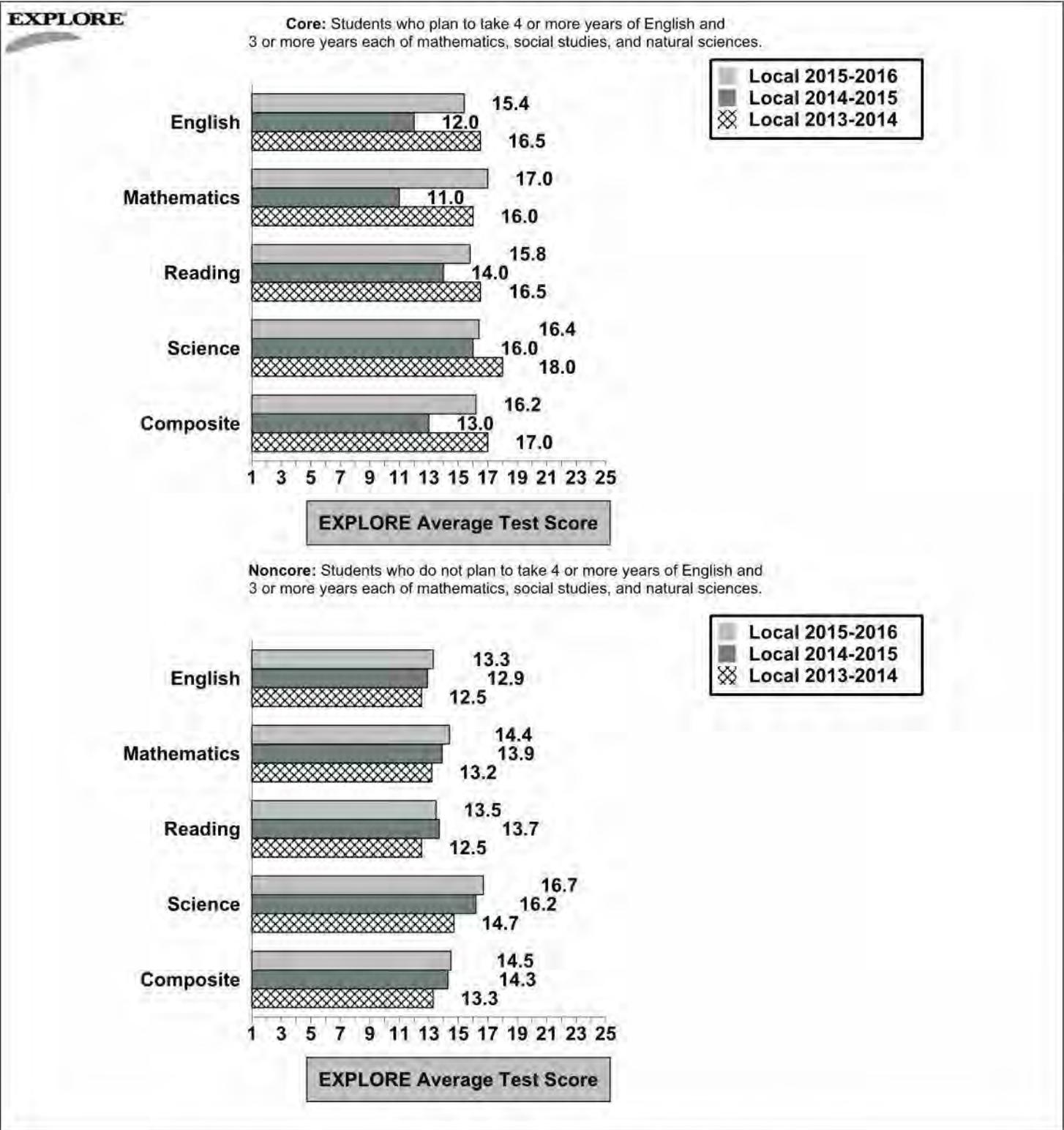
This chart shows the percentages of our students who reported needing help in these areas.

**CHART 6: Is the academic achievement of our students for the past three years improving compared to that of the national norm group?**



This chart shows the average performance of our students for the past three years.

**CHART 7: Are our students adequately preparing themselves to be successful?**



These charts show the average performance of our students for the past three years by planned coursework (core or noncore).

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## **2015-2016 Profile Summary Report**

**Code: 98001000  
ASHER ELEMENTARY SCHOOL  
ASHER, OK**

**School Report - Grade 8  
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## INTRODUCTION

This report summarizes the performance of your students who took the EXPLORE academic assessment. This report includes results for only students who have valid composite scores and who tested under standard time limits (unless other arrangements have been made to include other students).

The information in this report is organized to assist you in addressing certain issues that are common among schools. You will see these issues stated in the form of questions at the top of each table. The questions and the information presented may assist you in drawing conclusions and making decisions about programs, policies, or educational practices in your school.

Numerous social, economic, and school factors are known to contribute to educational achievement. Relatively few of these factors are represented in this report. Conclusions about educational programs or policies at your school, based on your students' achievement, are best supported by additional sources of information.

In making decisions or drawing conclusions based on differences between groups of students, caution should be employed when using EXPLORE averages if the number of students in any group is less than 25. The validity of conclusions about student groups depends in part upon the accuracy of the information that is self-reported by the students at the time of testing.

The following tables are included in this report:	Page
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Table 1a	How do the EXPLORE scores of our students compare with those of students nationally?.....	2
Table 1b	How do the EXPLORE subscores of our students compare with those of students nationally?.....	3
Table 1c	Are our students <i>On Track</i> to be college ready when they graduate from high school?.....	4
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Table 3	How do our students' EXPLORE Composite scores and coursework plans relate to their educational plans?..	6
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Table 5a	How do our students' EXPLORE Composite scores, coursework plans, and postsecondary plans relate to their career preferences from the Career Areas List?.....	7
Table 5b	How do our students' EXPLORE Composite scores, coursework plans, and postsecondary plans relate to their career clusters from the World-of-Work Map? .....	8
Table 6	How did our students respond to the local items? .....	9
Glossary	.....	10

National Norm Group: Fall 8

**TABLE 1a: How do the EXPLORE scores of our students compare with those of students nationally?**

EXPLORE score	English			Mathematics			Reading			Science			Composite			EXPLORE score
	Local		Nat'l	Local		Nat'l	Local		Nat'l	Local		Nat'l	Local		Nat'l	
	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	
25	0	100	100	0	100	100	0	100	100	0	100	100	0	100	100	25
24	0	100	99	0	100	98	0	100	98	0	100	98	0	100	99	24
23	0	100	97	0	100	97	0	100	97	0	100	97	0	100	99	23
22	0	100	95	0	100	96	0	100	95	0	100	95	0	100	98	22
21	0	100	93	0	100	95	0	100	93	0	100	93	0	100	96	21
20	0	100	89	0	100	93	0	100	91	1	100	90	0	100	92	20
19	1	100	85	4	100	90	1	100	88	1	96	84	1	100	88	19
18	1	96	81	0	83	84	3	96	84	6	92	75	2	96	82	18
17	3	92	75	2	83	75	3	83	79	5	67	63	3	88	74	17
16	0	79	69	2	75	64	0	71	72	4	46	49	1	75	64	16
15	3	79	61	7	67	50	1	71	64	3	29	35	6	71	53	15
14	7	67	52	2	38	36	3	67	54	3	17	24	4	46	41	14
13	0	38	42	1	29	25	5	54	44	0	4	15	2	29	29	13
12	3	38	32	4	25	16	2	33	33	0	4	9	4	21	18	12
11	1	25	23	1	8	10	3	25	23	0	4	5	0	4	10	11
10	3	21	15	0	4	6	1	13	14	1	4	3	0	4	5	10
9	2	8	9	1	4	4	1	8	7	0	1	2	1	4	2	9
8	0	1	5	0	1	3	0	4	3	0	1	1	0	1	1	8
7	0	1	3	0	1	2	0	4	1	0	1	1	0	1	1	7
6	0	1	1	0	1	1	1	4	1	0	1	1	0	1	1	6
5	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	5
4	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	4
3	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	3
2	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	2
1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1
Mean	13.6		14.7	14.8		15.5	13.7		14.6	16.4		16.6	14.6		15.5	Mean
S.D.	2.8		4.2	2.7		3.5	3.3		3.9	2.1		3.3	2.4		3.3	S.D.
Local percentage of students in national quartiles																
National quartile	% of local	Score range	National quartile													
75-100%	21	17-25	25	17-25	29	17-25	33	18-25	13	18-25	75-100%					
50-74%	42	14-16	8	16-16	17	14-16	21	17-17	42	15-17	50-74%					
25-49%	13	12-13	38	14-15	29	12-13	29	15-16	25	13-14	25-49%					
1-24%	25	1-11	29	1-13	25	1-11	17	1-14	21	1-12	1-24%					

\*CP = Cumulative percent of students at or below a score point

Note: National normative data are based on results for students who took all four academic tests within standard time limits as part of a national study conducted in Fall 2010. See the EXPLORE Technical Manual at [www.act.org](http://www.act.org) for information about the 2010 national norming sample.

The national median for the EXPLORE composite score is 15.

National Norm Group: Fall 8

**TABLE 1b: How do the EXPLORE subscores of our students compare with those of students nationally?**

EXPLORE subscore	Usage/Mechanics			Rhetorical Skills			EXPLORE subscore
	Local		Nat'l	Local		Nat'l	
	Freq	CP*	CP*	Freq	CP*	CP*	
12	0	100	100	1	100	100	12
11	1	100	97	0	96	97	11
10	0	96	91	2	96	92	10
9	8	96	78	2	88	83	9
8	2	63	61	4	79	70	8
7	6	54	44	3	63	54	7
6	3	29	30	6	50	37	6
5	2	17	19	3	25	21	5
4	2	8	12	3	13	10	4
3	0	1	6	0	1	4	3
2	0	1	2	0	1	1	2
1	0	1	1	0	1	1	1
Mean	7.4		7.6	6.9		7.3	Mean
S.D.	1.8		2.4	2.1		2.2	S.D.
Local percentage of students in national quartiles							
National quartile	% of local		Score range	% of local		Score range	National quartile
75-100%	38		9-12	21		9-12	75-100%
50-74%	8		8-8	29		7-8	50-74%
25-49%	38		6-7	25		6-6	25-49%
1-24%	17		1-5	25		1-5	1-24%

\*CP = Cumulative percent of students at or below a score point

**TABLE 1c: Are our students *On Track* to be college ready when they graduate from high school?**

College Readiness Standards Report (Percent of students in College Readiness Standards score ranges)					
CRS Range	English (Benchmark = 13)	Mathematics (Benchmark = 17)	Reading (Benchmark = 16)	Science (Benchmark = 18)	CRS Range
1-12					1-12
13-15					13-15
16-19					16-19
20-23					20-23
24-25					24-25
% At or Above Benchmark					% At or Above Benchmark

= Local    = National

Notes: *Connecting College Readiness Standards to the Classroom* interpretive guides to use with this report can be found at [www.act.org/standard/guides/explore](http://www.act.org/standard/guides/explore). The College Readiness Standards can be found starting on page 8 of each content guide.

Local report group percentages can be compared with national reference group percentages. All percentages have been rounded to the nearest whole number.

The score ranges given in this report are linked to the College Readiness Standards, which describe what students who score in various score ranges are likely to know and to be able to do, and reflect the progression and complexity of skills in each test of the EXPLORE program. College Readiness Benchmark Scores have been developed for EXPLORE to indicate a student's probable readiness for entry-level college coursework by the time the student graduates from high school. The data from this report, along with the College Readiness Standards and Benchmarks and information from other sources, can be used to inform local instructional priorities.

National Norm Group: Fall 8

**TABLE 2: Do our students' EXPLORE scores differ by ethnic and gender groups?**

Group	Number of students	English	Usage /Mech	Rhet Skills	Math	Reading	Science	Comp	% Planning core*
<b>Total Group</b>	24	13.6	7.4	6.9	14.8	13.7	16.4	14.6	21
Black/African American	0	--	--	--	--	--	--	--	--
American Indian/Alaska Native	4	13.5	7.0	7.0	14.8	13.0	17.3	14.5	25
White	14	13.7	7.3	7.1	15.3	13.8	16.4	14.9	29
Hispanic/Latino	0	--	--	--	--	--	--	--	--
Asian	0	--	--	--	--	--	--	--	--
Native Hawaiian/Other Pacific Islander	0	--	--	--	--	--	--	--	--
Two or more races	6	13.3	7.8	6.3	13.8	13.8	15.8	14.2	0
Prefer not to respond	0	--	--	--	--	--	--	--	--
<b>Males</b>	10	14.3	7.8	7.5	15.3	14.5	16.7	15.2	30
Black/African American	0	--	--	--	--	--	--	--	--
American Indian/Alaska Native	2	15.0	8.0	8.0	15.5	13.0	17.0	15.0	50
White	5	13.4	7.2	7.2	14.8	14.4	16.4	14.8	40
Hispanic/Latino	0	--	--	--	--	--	--	--	--
Asian	0	--	--	--	--	--	--	--	--
Native Hawaiian/Other Pacific Islander	0	--	--	--	--	--	--	--	--
Two or more races	3	15.3	8.7	7.7	16.0	15.7	17.0	16.0	0
Prefer not to respond	0	--	--	--	--	--	--	--	--
<b>Females</b>	14	13.1	7.1	6.5	14.5	13.1	16.1	14.2	14
Black/African American	0	--	--	--	--	--	--	--	--
American Indian/Alaska Native	2	12.0	6.0	6.0	14.0	13.0	17.5	14.0	0
White	9	13.9	7.3	7.1	15.6	13.4	16.3	14.9	22
Hispanic/Latino	0	--	--	--	--	--	--	--	--
Asian	0	--	--	--	--	--	--	--	--
Native Hawaiian/Other Pacific Islander	0	--	--	--	--	--	--	--	--
Two or more races	3	11.3	7.0	5.0	11.7	12.0	14.7	12.3	0
Prefer not to respond	0	--	--	--	--	--	--	--	--

\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).

National Norm Group: Fall 8

**TABLE 3: How do our students' EXPLORE Composite scores and coursework plans relate to their educational plans?**

Educational plans category	Number of students responding	Percent of all students	Percent planning college core coursework*	Mean Composite score	Percent in national Composite score quartiles			
					1-24%	25-49%	50-74%	75-100%
Do not plan to finish high school	0	0	--	--	--	--	--	--
No training planned after high school	0	0	--	--	--	--	--	--
Job training in the military services	1	4	0	12.0	100	0	0	0
Apprentice / job training	0	0	--	--	--	--	--	--
Career / technical school	4	17	50	15.3	25	0	50	25
2-year / junior college	3	13	0	14.3	0	33	67	0
4-year college / university	4	17	0	16.0	0	25	50	25
Graduate or professional study	6	25	50	15.0	17	33	33	17
Undecided	4	17	0	14.3	25	50	25	0
Other plans	1	4	0	15.0	0	0	100	0
No response	1	4	0	9.0	100	0	0	0

**TABLE 4: How do our students' EXPLORE Composite scores and coursework plans relate to their expressed needs for help?**

Needs area	Number of students responding	Percent of all students	Percent planning college core coursework*	Mean Composite score	Percent in national Composite score quartiles			
					1-24%	25-49%	50-74%	75-100%
Exploring options after high school	14	58	21	14.6	29	14	43	14
Improving writing skills	9	38	11	14.6	22	22	44	11
Improving reading speed or comprehension	6	25	0	12.7	50	17	33	0
Improving study skills	6	25	17	14.7	33	17	33	17
Improving mathematical skills	17	71	12	14.1	24	29	41	6
Improving computer skills	8	33	13	15.5	0	38	50	13
Improving public speaking skills	11	46	18	14.5	18	27	55	0

\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).

National Norm Group: Fall 8

**TABLE 5a: How do our students' EXPLORE Composite scores, coursework plans, and postsecondary plans relate to their career preferences from the Career Areas List?**

Career preference category from Career Areas List	Number of students			Percent planning college core coursework*	Percent by educational plans					Mean Composite score
	Male	Female	Total		No HS/ No training	Appren./ Job train/ Military	Career/ Tech/ 2-yr coll.	4-yr coll. or more	Other/ Undecided	
Administration & Sales	1	1	2	0	0	0	50	0	50	16.0
Employment-Related Services	0	0	0	--	--	--	--	--	--	--
Marketing & Sales	0	0	0	--	--	--	--	--	--	--
Management	0	1	1	0	0	0	100	0	0	15.0
Regulation & Protection	1	0	1	0	0	0	0	0	100	17.0
Business Operations	1	0	1	0	0	0	0	100	0	12.0
Communications & Records	0	0	0	--	--	--	--	--	--	--
Financial Transactions	0	0	0	--	--	--	--	--	--	--
Distribution & Dispatching	1	0	1	0	0	0	0	100	0	12.0
Technical	3	3	6	33	0	0	33	17	50	15.2
Transport Operation & Related	0	0	0	--	--	--	--	--	--	--
Agriculture, Forestry & Related	1	1	2	50	0	0	50	0	50	16.5
Computer & Information Specialties	0	0	0	--	--	--	--	--	--	--
Construction & Maintenance	1	0	1	100	0	0	0	100	0	14.0
Crafts & Related	0	2	2	0	0	0	0	0	100	14.5
Manufacturing & Processing	1	0	1	0	0	0	100	0	0	15.0
Mechanical & Electrical Specialties	0	0	0	--	--	--	--	--	--	--
Science & Technology	3	5	8	13	0	13	0	75	13	14.9
Engineering & Technologies	2	2	4	25	0	0	0	75	25	15.8
Natural Science & Technologies	1	0	1	0	0	0	0	100	0	17.0
Medical Technologies	0	0	0	--	--	--	--	--	--	--
Medical Diagnosis & Treatment	0	3	3	0	0	33	0	67	0	13.0
Social Science	0	0	0	--	--	--	--	--	--	--
Arts	1	2	3	33	0	0	67	33	0	15.3
Applied Arts (Visual)	1	0	1	100	0	0	100	0	0	15.0
Creative & Performing Arts	0	2	2	0	0	0	50	50	0	15.5
Applied Arts (Written & Spoken)	0	0	0	--	--	--	--	--	--	--
Social Service	1	2	3	33	0	0	67	33	0	14.0
Health Care	0	1	1	0	0	0	100	0	0	12.0
Education	1	1	2	50	0	0	50	50	0	15.0
Community Services	0	0	0	--	--	--	--	--	--	--
Personal Services	0	0	0	--	--	--	--	--	--	--
No response	0	1	1	0	0	0	0	0	100	9.0
Invalid response given	0	0	0	--	--	--	--	--	--	--

\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).

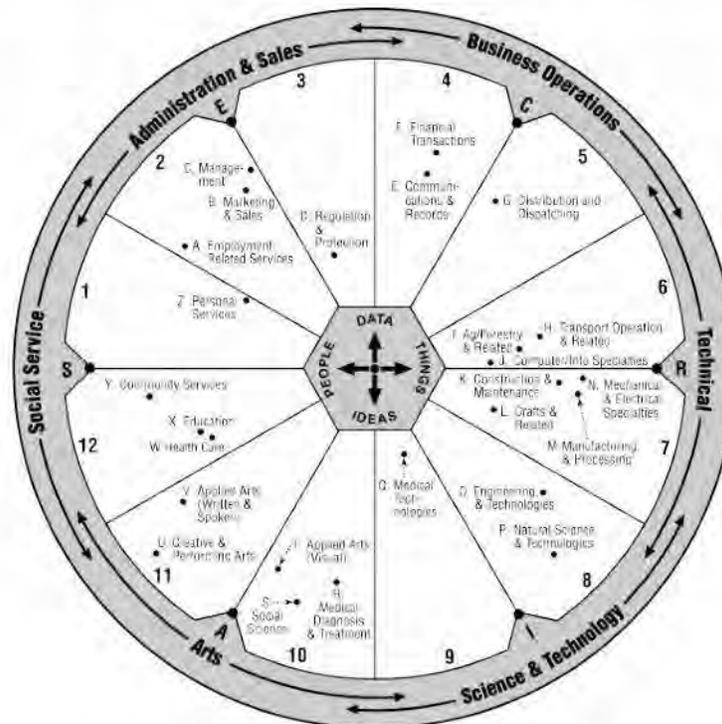
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National Norm Group: Fall 8

**TABLE 5b: How do our students' EXPLORE Composite scores, coursework plans, and postsecondary plans relate to their career clusters from the World-of-Work Map?**

Career Cluster category from Interest Inventory	Number of students			Percent planning college core coursework*	Percent by educational plans					Mean Composite score
	Male	Female	Total		No HS/ No training	Appren./ Job train/ Military	Career/ Tech/ 2-yr coll.	4-yr coll. or more	Other/ Undecided	
<b>First World-of-Work Career Cluster from Interest Inventory</b>										
(02-03) Administration/Sales	3	1	4	50	0	0	25	50	25	15.3
(04-05) Business Operations	0	1	1	0	0	0	0	100	0	13.0
(06-07) Technical	3	5	8	13	0	13	13	38	38	14.0
(08-09) Science & Technology	3	3	6	17	0	0	50	33	17	14.7
(10-11) Arts	0	1	1	0	0	0	0	100	0	18.0
(12-01) Social Service	0	2	2	50	0	0	100	0	0	15.5
<b>Second World-of-Work Career Cluster from Interest Inventory</b>										
(02-03) Administration/Sales	0	1	1	100	0	0	100	0	0	19.0
(04-05) Business Operations	1	0	1	100	0	0	0	100	0	14.0
(06-07) Technical	1	1	2	0	0	0	50	50	0	14.5
(08-09) Science & Technology	2	3	5	20	0	20	20	40	20	15.4
(10-11) Arts	2	4	6	17	0	0	50	17	33	13.3
(12-01) Social Service	2	1	3	33	0	0	0	67	33	16.7
No Region	1	1	2	0	0	0	0	50	50	14.0

\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).



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**TABLE 6: How did our students respond to the local items?**

Local Item	Student Response													
	A		B		C		D		E		F		Blank	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	3	13	6	25	8	33	6	25	1	4	2	8	0	0
2	8	33	14	58	0	0	1	4	0	0	1	4	0	0
3	13	54	9	38	2	8	0	0	0	0	0	0	0	0
4	11	46	8	33	5	21	1	4	0	0	0	0	0	0
5	1	4	11	46	6	25	7	29	0	0	0	0	0	0
6	2	8	14	58	8	33	0	0	0	0	0	0	0	0
7	2	8	3	13	19	79	1	4	0	0	0	0	0	0
8	1	4	2	8	19	79	1	4	0	0	1	4	0	0
9	1	4	6	25	14	58	2	8	1	4	0	0	0	0
10	4	17	14	58	6	25	1	4	0	0	0	0	0	0
11	6	25	4	17	12	50	1	4	0	0	0	0	1	4
12	1	4	3	13	15	63	4	17	1	4	1	4	0	0

Note: For report groups larger than an individual school, care must be taken when interpreting these local item results. Uniform use of the local items across schools must apply for meaningful table results.

## Glossary

### College Core Coursework

Core course work is defined as four or more years of English, three or more years of mathematics, three or more years of social studies, and three or more years of natural science. The following course lengths are assumed, unless otherwise specified by your students.

- English: Plan to take four years or more, with one year credit each for English 9, English 10, English 11, and English 12; one-half year credit for Speech.
- Mathematics: Plan to take three years or more, with one year credit each for Algebra 1, Algebra 2, Geometry; one-half year credit each for Trigonometry, Calculus (not pre-calculus), Computer Math, and Other Math courses.
- Social Studies: Plan to take three years or more, with one year credit each for U.S. History, World History, and American Government; one-half year credit each for Economics, Geography, Psychology, and Other History.
- Natural Science: Plan to take three years or more, with one year credit each for General/Physical/Earth Science, Biology, Chemistry, and Physics.

### CP (Cumulative percent at or below)

The percentage of local or national students scoring at or below each scale score.

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## **2015-2016 Item Response Summary Report**

**Code: 00860628  
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**School Report - Grade 8  
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**2015-2016 EXPLORE Item Response Summary Report - Test Form: 06A**

School Report - Grade 8  
Oklahoma State Regents for Higher Education

Code 00860628  
MAUD ELEMENTARY SCHOOL  
MAUD, OK  
Total Students In Report: 22

Reference Group: Fall 8

**TABLE 1: Item-Response Summary for English**

Item Number	Percent of report group selecting each option, by response position					REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.						Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	Omit %		Less often	As often	More often	
<b>Usage/Mechanics: Punctuation</b>										
2	45	*27	9	18	0	63	-36			2
12	55	32	*0	9	5	30	-30			12
13	27	9	5	*55	5	59		-4		13
16	*45	18	18	14	5	71	-26			16
26	5	14	*50	23	9	76	-26			26
28	0	*55	27	9	9	68		-13		28
34	5	*27	9	27	32	48	-21			34
Avg. % Correct	37%					59%				
<b>Usage/Mechanics: Grammar &amp; Usage</b>										
4	5	*82	14	0	0	87		-5		4
8	18	*77	5	0	0	84		-7		8
21	0	23	*55	18	5	83	-28			21
22	32	*32	32	0	5	50		-18		22
27	14	9	*59	9	9	85	-26			27
31	*45	23	9	0	23	78	-33			31
35	*32	14	9	5	41	82	-50			35
38	5	9	*18	27	41	58	-40			38
Avg. % Correct	50%					76%				
<b>Usage/Mechanics: Sentence Structure</b>										
1	9	14	27	*50	0	82	-32			1
7	9	14	*77	0	0	90		-13		7
11	27	0	*50	18	5	79	-29			11
14	14	14	*55	14	5	67		-12		14
15	5	23	23	*45	5	78	-33			15
25	14	36	36	*5	9	29	-24			25
30	9	18	23	*36	14	66	-30			30
37	14	9	9	*27	41	66	-39			37
39	23	9	*27	0	41	29		-2		39
40	9	9	*23	14	45	45	-22			40
Avg. % Correct	40%					63%				
<b>Rhetorical Skills: Organization</b>										
5	9	32	5	*55	0	76	-21			5
10	9	36	*41	14	0	64	-23			10
24	27	9	9	*45	9	68	-23			24
32	14	14	9	*36	27	47		-11		32
36	*23	32	0	5	41	60	-37			36
Avg. % Correct	40%					63%				

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School Report - Grade 8  
Oklahoma State Regents for Higher Education

Code 00860628  
MAUD ELEMENTARY SCHOOL  
MAUD, OK  
Total Students In Report: 22

Reference Group: Fall 8

**TABLE 1: Item-Response Summary for English**

Item Number	Percent of report group selecting each option, by response position					REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.						Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	Omit %		Less often	As often	More often	
<b>Rhetorical Skills: Strategy</b>										
6	*50	14	32	5	0	65		-15		6
17	*45	23	9	18	5	62		-17		17
19	*41	9	27	18	5	67	-26			19
20	36	*36	9	14	5	49		-13		20
29	*50	9	14	14	14	50		0		29
33	14	*32	9	14	32	53	-21			33
Avg. % Correct		42%				58%				
<b>Rhetorical Skills: Style</b>										
3	*59	23	18	0	0	77		-18		3
9	18	*59	18	5	0	82	-23			9
18	14	14	14	*55	5	77	-22			18
23	5	18	*59	14	5	73		-14		23
Avg. % Correct		58%				77%				

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School Report - Grade 8  
Oklahoma State Regents for Higher Education

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Total Students In Report: 22

Reference Group: Fall 8

**TABLE 2: Item-Response Summary for Mathematics**

Item Number	Percent of report group selecting each option, by response position						REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.							Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	E / K %	Omit %		Less often	As often	More often	
<b>Pre-Algebra</b>											
1	0	0	9	0	*91	0	95		-4		1
2	50	0	*27	23	0	0	63	-36			2
4	0	27	0	*68	5	0	75		-7		4
8	5	27	*59	9	0	0	61		-2		8
9	*32	27	36	0	5	0	56	-24			9
12	23	*36	23	18	0	0	32		4		12
23	18	14	23	*14	14	18	34	-20			23
24	14	32	*14	18	5	18	32		-18		24
25	0	36	18	18	*9	18	38	-29			25
29	27	27	5	*14	5	23	18		-4		29
Avg. % Correct	36%						50%				
<b>Elementary Algebra</b>											
5	5	9	9	23	*55	0	78	-23			5
6	18	9	27	5	*41	0	70	-29			6
7	36	14	*41	9	0	0	70	-29			7
14	32	14	5	14	*36	0	65	-29			14
17	18	32	9	*32	5	5	58	-26			17
18	9	*32	32	14	9	5	69	-37			18
22	*14	14	45	5	9	14	43	-29			22
28	18	14	32	*9	9	18	30	-21			28
30	5	*14	23	18	14	27	25		-11		30
Avg. % Correct	30%						56%				
<b>Geometry</b>											
3	*77	0	14	5	5	0	82		-5		3
13	9	5	14	*59	14	0	61		-2		13
16	18	9	*32	23	14	5	54	-22			16
19	23	*23	18	23	5	9	41		-18		19
20	5	*50	9	18	9	9	48		2		20
26	*9	14	23	27	9	18	27		-18		26
27	*14	27	9	14	18	18	25		-11		27
Avg. % Correct	38%						48%				
<b>Statistics/Probability</b>											
10	5	*59	23	5	9	0	85	-26			10
11	9	23	*41	23	5	0	61	-20			11
15	14	*45	14	18	9	0	61		-16		15
21	*23	32	18	9	5	14	54	-31			21
Avg. % Correct	42%						65%				

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**2015-2016 EXPLORE Item Response Summary Report - Test Form: 06A**

School Report - Grade 8  
Oklahoma State Regents for Higher Education

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MAUD, OK

Reference Group: Fall 8

Total Students In Report: 22

**TABLE 3: Item-Response Summary for Reading**

Item Number	Percent of report group selecting each option, by response position					REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.						Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	Omit %		Less often	As often	More often	
<b>Prose Fiction</b>										
1	*50	32	5	14	0	48		2		1
2	*41	9	23	27	0	58		-17		2
3	18	*50	27	5	0	60		-10		3
4	*45	23	18	14	0	60		-15		4
5	*45	5	14	36	0	30		15		5
6	18	9	*45	27	0	57		-12		6
7	18	23	*45	14	0	66	-21			7
8	18	18	14	*50	0	57		-7		8
9	18	*59	14	9	0	69		-10		9
10	14	14	14	*59	0	76		-17		10
Avg. % Correct	49%					58%				
<b>Social Science</b>										
11	18	27	*36	18	0	57	-21			11
12	14	27	*45	14	0	45		0		12
13	9	*73	14	5	0	46			27	13
14	*32	14	23	32	0	57	-25			14
15	*50	14	23	14	0	72	-22			15
16	18	18	23	*41	0	54		-13		16
17	18	*50	18	14	0	31		19		17
18	23	18	23	*36	0	52		-16		18
19	14	14	*32	41	0	47		-15		19
20	*55	18	18	9	0	49		6		20
Avg. % Correct	45%					51%				
<b>Humanities</b>										
21	*23	23	32	0	23	56	-33			21
22	27	*18	14	18	23	35		-17		22
23	14	*18	27	18	23	47	-29			23
24	27	23	9	*9	32	23		-14		24
25	0	23	*36	9	32	45		-9		25
26	18	18	*27	5	32	42		-15		26
27	*27	23	5	9	36	49	-22			27
28	14	18	14	*18	36	35		-17		28
29	5	32	18	*9	36	32	-23			29
30	32	*14	0	18	36	39	-25			30
Avg. % Correct	20%					40%				

**2015-2016 EXPLORE Item Response Summary Report - Test Form: 06A**

School Report - Grade 8  
Oklahoma State Regents for Higher Education

Code 00860628  
MAUD ELEMENTARY SCHOOL  
MAUD, OK

Reference Group: Fall 8

Total Students In Report: 22

**TABLE 4: Item-Response Summary for Science**

Item Number	Percent of report group selecting each option, by response position					REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	Asterisks mark correct responses.						Report group responded correctly			
	A / F %	B / G %	C / H %	D / J %	Omit %		Less often	As often	More often	
<b>Data Representation: Life Science</b>										
1	14	9	*68	9	0	93	-25			1
2	14	27	*55	5	0	85	-30			2
3	5	*64	32	0	0	79		-15		3
4	9	36	32	*23	0	34		-11		4
Avg. % Correct	52%					73%				
<b>Data Representation: Earth/Space Science</b>										
5	*59	14	14	14	0	88	-29			5
6	27	*32	18	23	0	70	-38			6
7	14	27	18	*41	0	54		-13		7
8	*50	27	18	5	0	52		-2		8
Avg. % Correct	45%					66%				
<b>Research Summaries: Life Science</b>										
9	23	14	32	*32	0	67	-35			9
10	23	18	23	*36	0	63	-27			10
11	18	*45	18	18	0	61		-16		11
12	*36	23	23	18	0	51		-15		12
13	18	*41	14	27	0	36		5		13
Avg. % Correct	38%					56%				
<b>Research Summaries: Physical Science</b>										
14	*41	23	27	9	0	55		-14		14
15	23	*45	27	5	0	49		-4		15
16	18	32	*36	14	0	43		-7		16
17	18	32	32	*18	0	35		-17		17
18	23	*27	32	18	0	45		-18		18
Avg. % Correct	34%					45%				
<b>Conflicting Viewpoints: Life Science</b>										
19	41	9	*41	9	0	66	-25			19
20	18	14	18	*50	0	55		-5		20
21	18	27	*50	5	0	53		-3		21
22	*18	14	32	36	0	44	-26			22
23	18	32	32	*18	0	42	-24			23
24	14	23	*27	36	0	31		-4		24
Avg. % Correct	34%					49%				
<b>Data Representation: Physical Science</b>										
25	18	23	18	*41	0	49		-8		25
26	27	*45	23	0	5	44		1		26
27	32	18	*32	14	5	36		-4		27
28	*23	14	18	41	5	36		-13		28
Avg. % Correct	35%					41%				

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## **2015-2016 Profile Summary Report: Presentation Packet**

**Code: 00860628  
MAUD ELEMENTARY SCHOOL  
MAUD, OK**

**School Report - Grade 8  
Oklahoma State Regents for Higher Education**

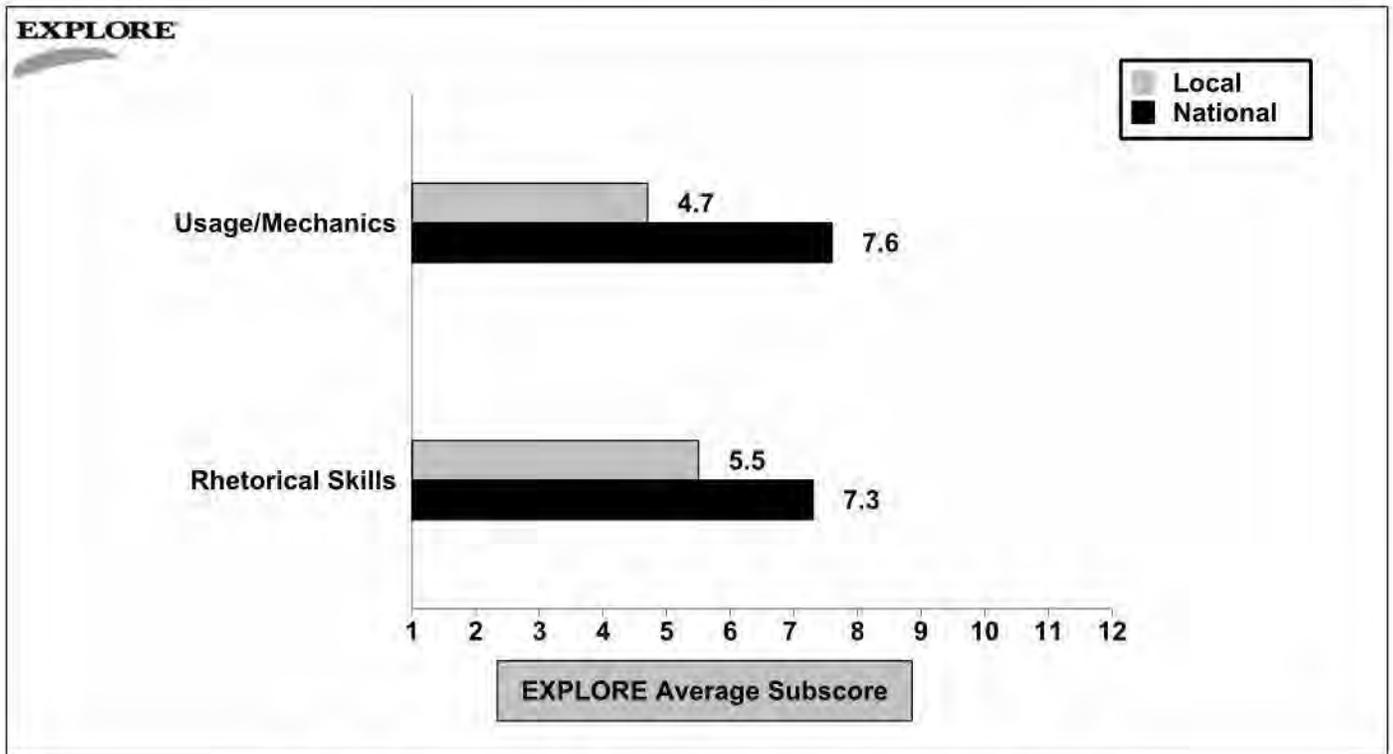
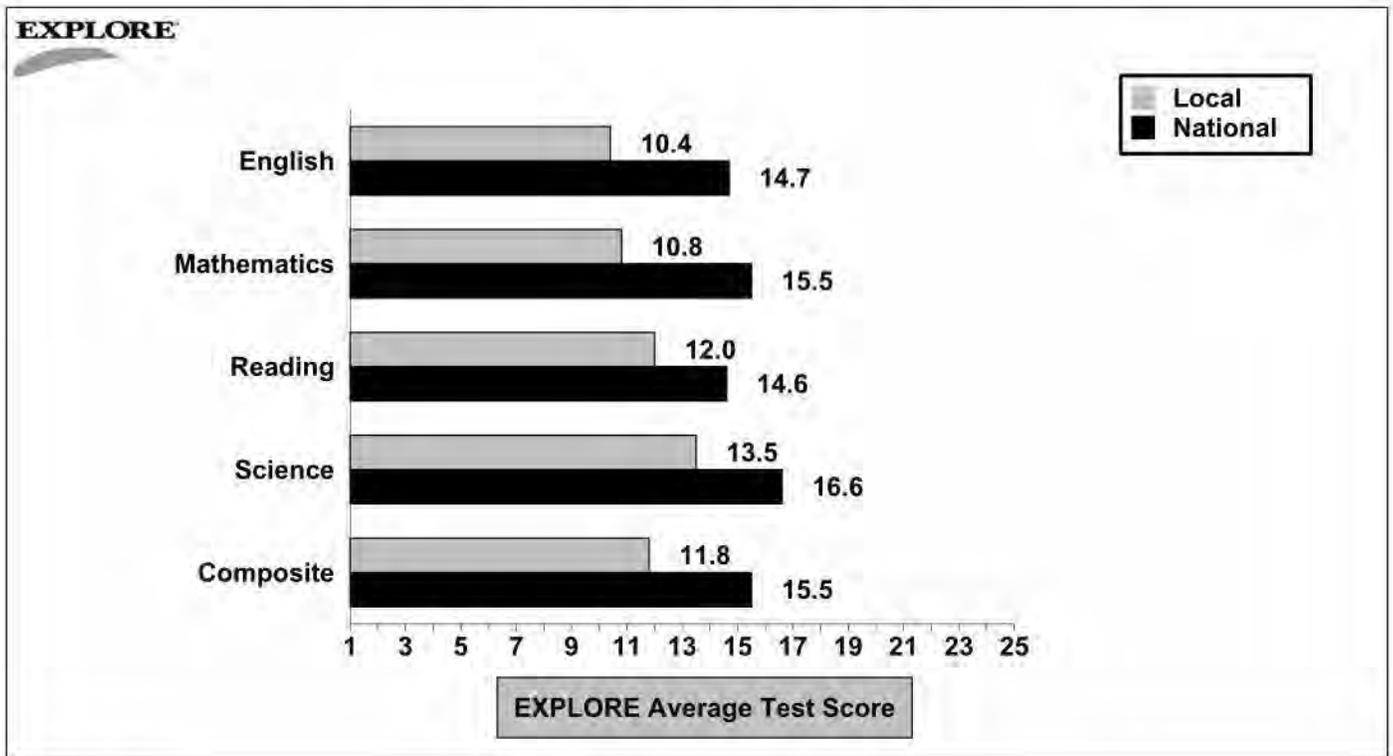
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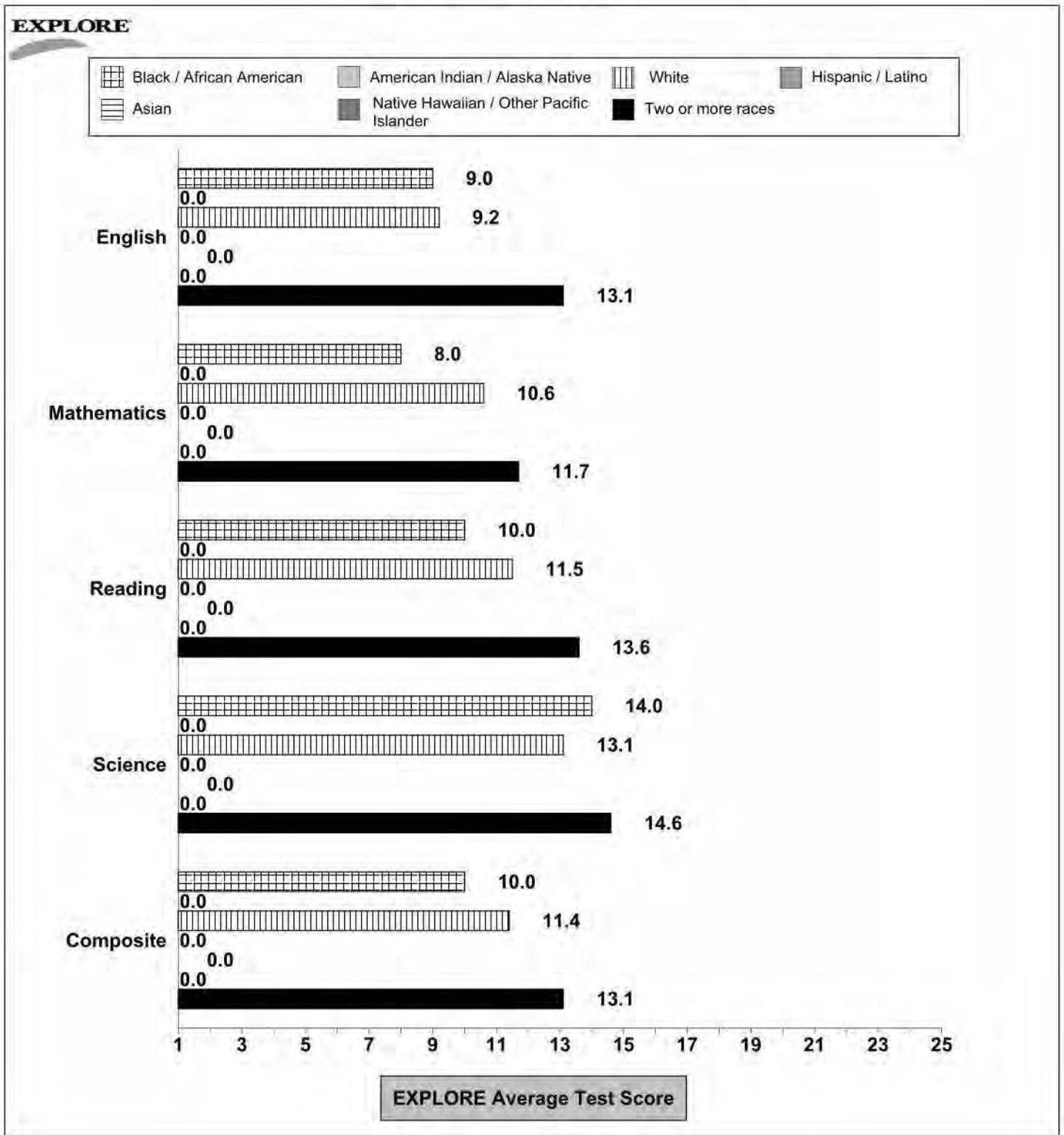
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**CHART 1: How does our students' performance compare with that of students in the national norm group?**



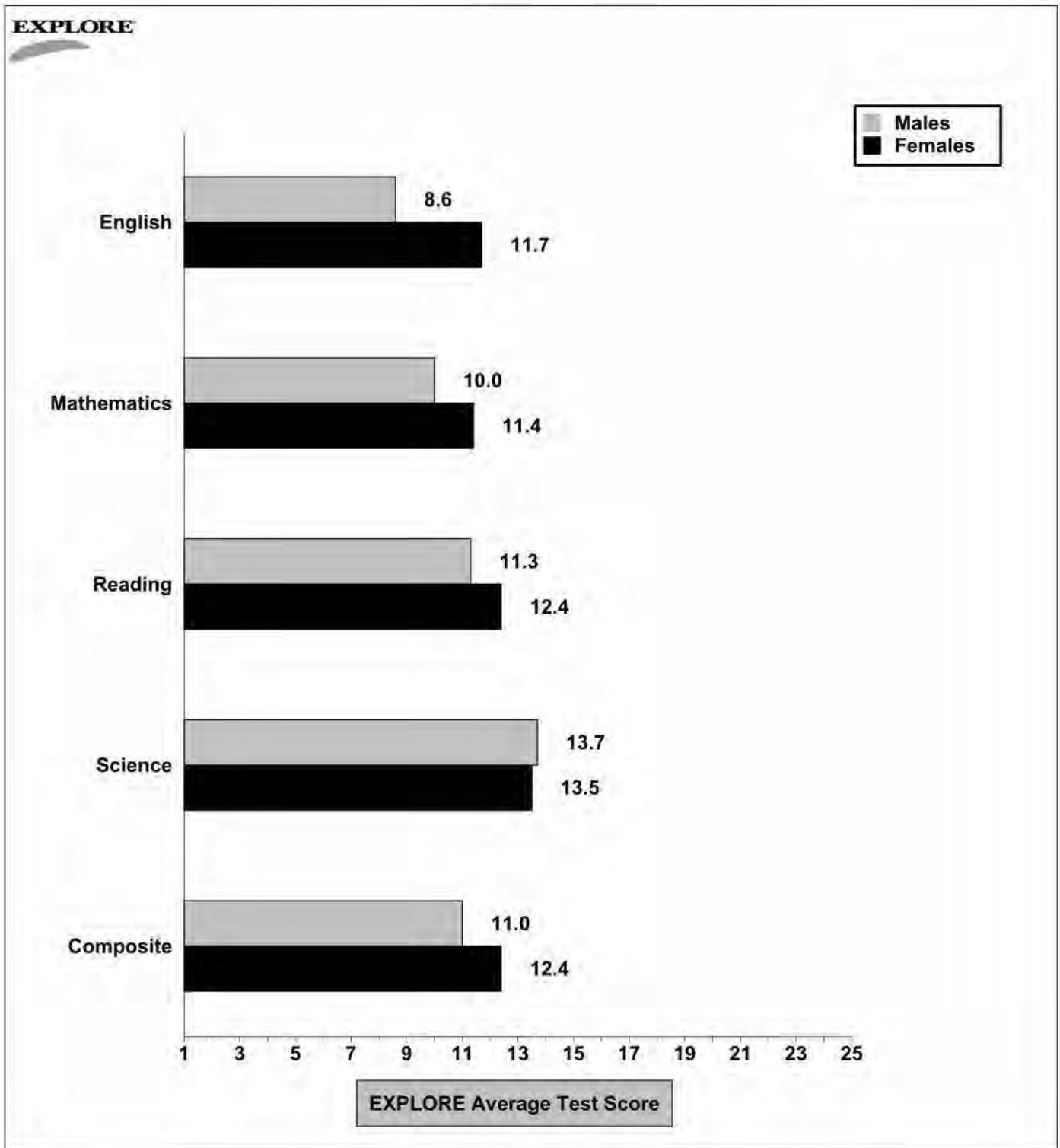
These charts show how the average score performance of our students compares with that of students nationwide.

**CHART 2: Are our students achieving similarly across racial/ethnic groups?**



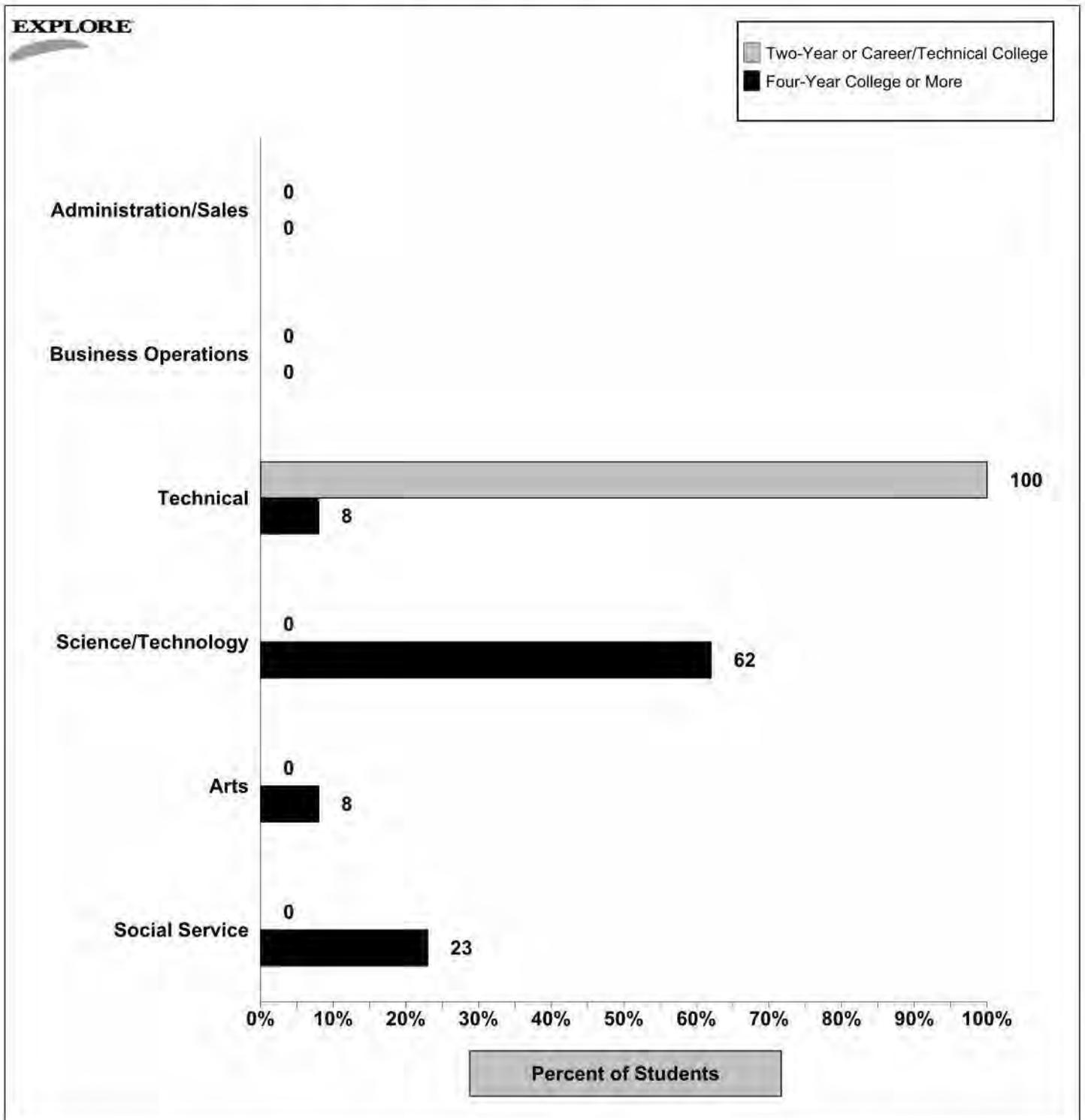
This chart shows our students' EXPLORE performance by race/ethnicity.

CHART 3: Are our students achieving similarly across gender groups?



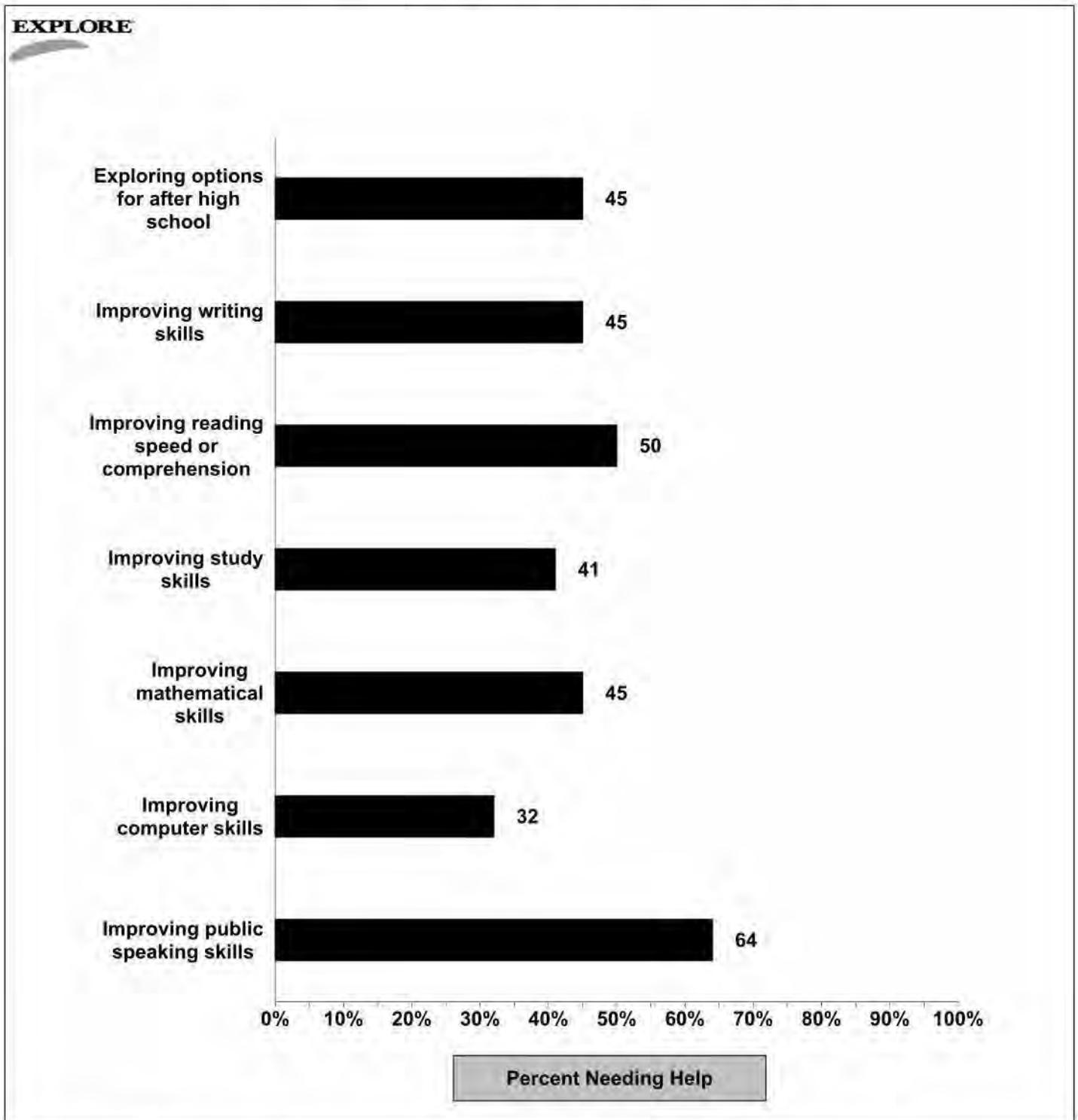
This chart shows our students' EXPLORE performance by gender.

**CHART 4: How do our students differ in their career preferences?**



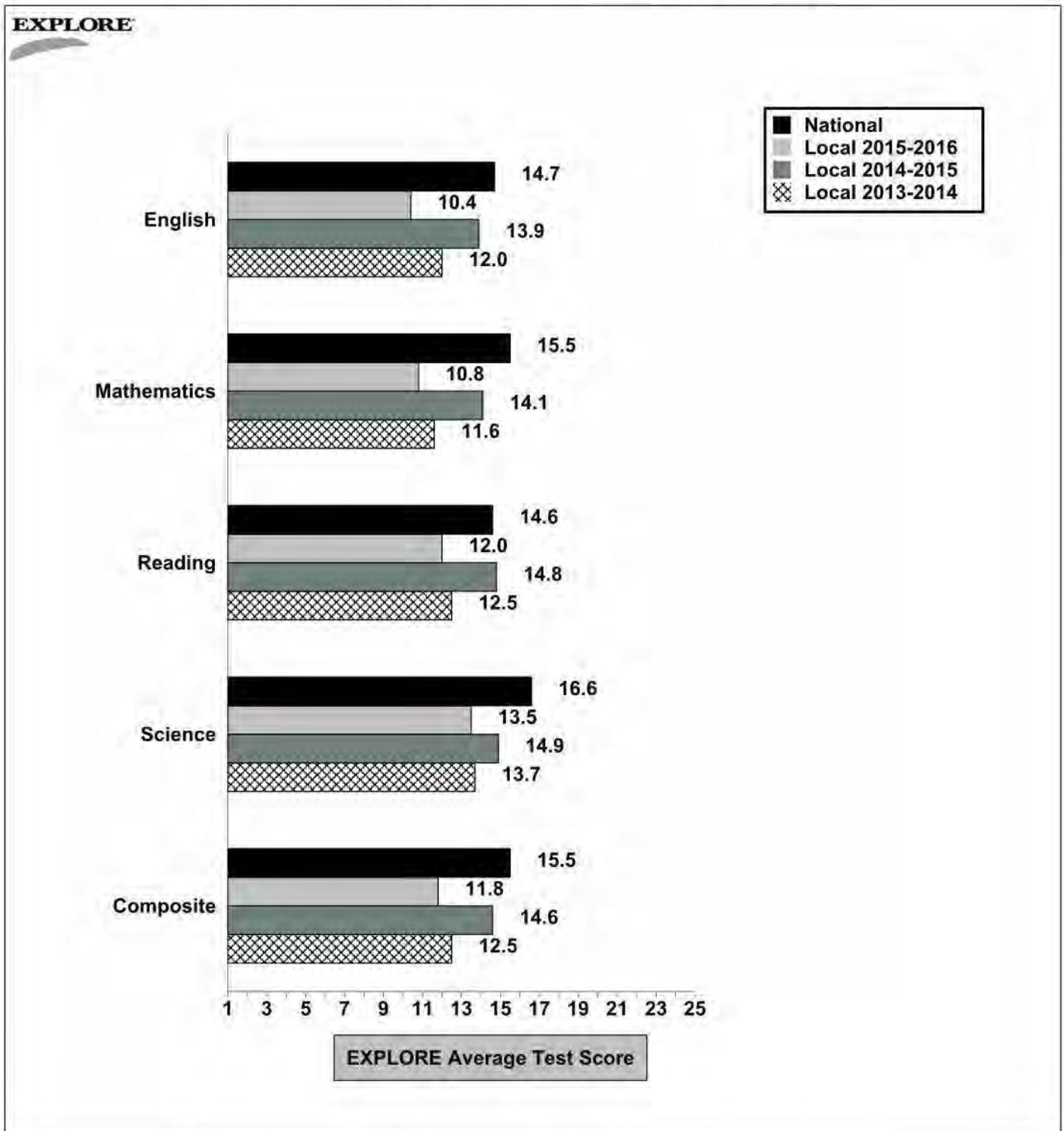
This chart compares the career preferences of our students who plan to attend either a two-year or career/technical college with those who plan to attend at least a four-year college.

**CHART 5: What percentage of our students reported needing help in particular areas?**



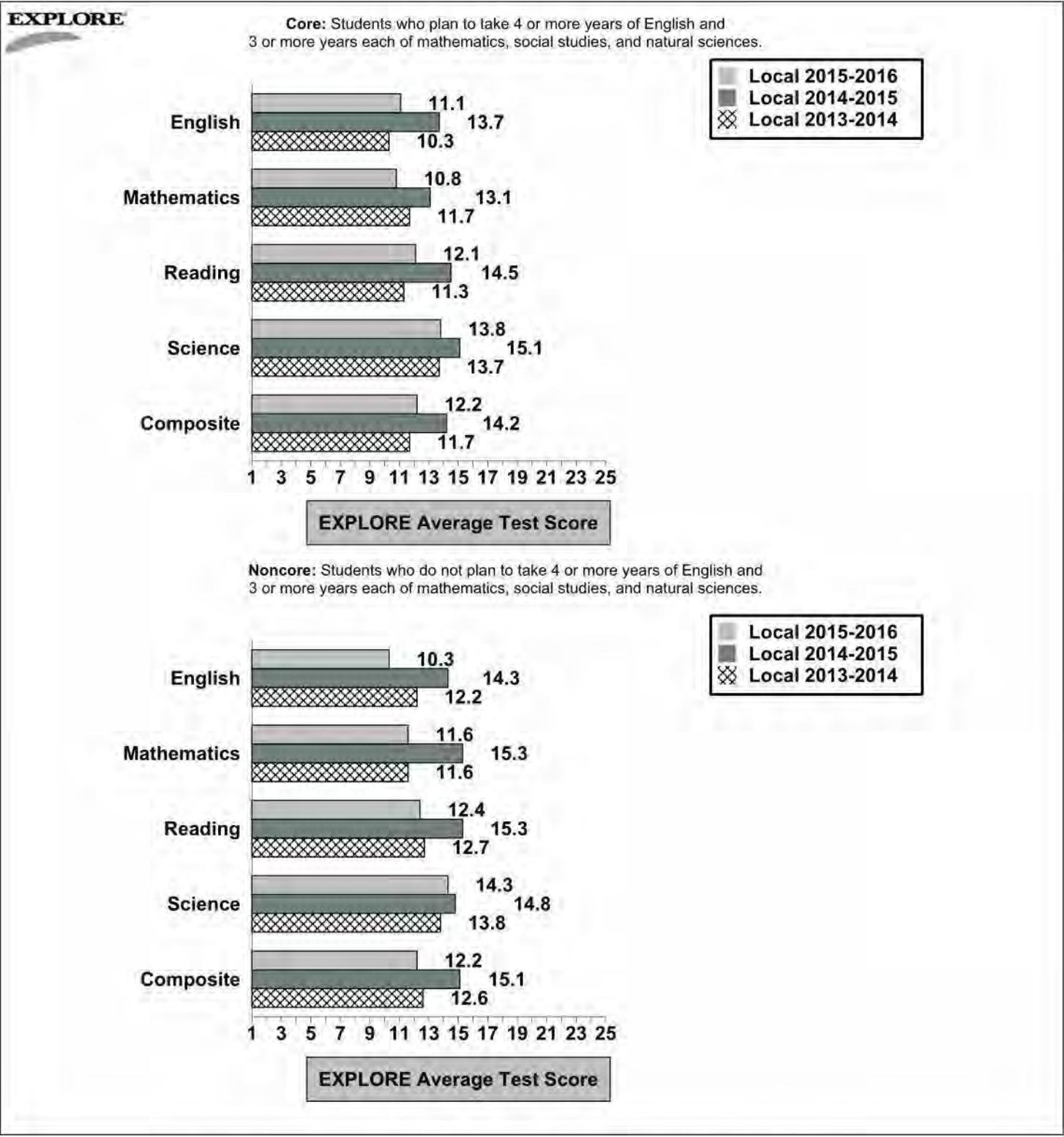
This chart shows the percentages of our students who reported needing help in these areas.

**CHART 6: Is the academic achievement of our students for the past three years improving compared to that of the national norm group?**



This chart shows the average performance of our students for the past three years.

**CHART 7: Are our students adequately preparing themselves to be successful?**



These charts show the average performance of our students for the past three years by planned coursework (core or noncore).

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## **2015-2016 Profile Summary Report**

**Code: 00860628  
MAUD ELEMENTARY SCHOOL  
MAUD, OK**

**School Report - Grade 8  
Oklahoma State Regents for Higher Education**

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## INTRODUCTION

This report summarizes the performance of your students who took the EXPLORE academic assessment. This report includes results for only students who have valid composite scores and who tested under standard time limits (unless other arrangements have been made to include other students).

The information in this report is organized to assist you in addressing certain issues that are common among schools. You will see these issues stated in the form of questions at the top of each table. The questions and the information presented may assist you in drawing conclusions and making decisions about programs, policies, or educational practices in your school.

Numerous social, economic, and school factors are known to contribute to educational achievement. Relatively few of these factors are represented in this report. Conclusions about educational programs or policies at your school, based on your students' achievement, are best supported by additional sources of information.

In making decisions or drawing conclusions based on differences between groups of students, caution should be employed when using EXPLORE averages if the number of students in any group is less than 25. The validity of conclusions about student groups depends in part upon the accuracy of the information that is self-reported by the students at the time of testing.

The following tables are included in this report:	Page
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**TABLE 1a: How do the EXPLORE scores of our students compare with those of students nationally?**

EXPLORE score	English			Mathematics			Reading			Science			Composite			EXPLORE score
	Local		Nat'l	Local		Nat'l	Local		Nat'l	Local		Nat'l	Local		Nat'l	
	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	
25	0	100	100	0	100	100	0	100	100	0	100	100	0	100	100	25
24	0	100	99	0	100	98	0	100	98	0	100	98	0	100	99	24
23	0	100	97	0	100	97	0	100	97	0	100	97	0	100	99	23
22	0	100	95	0	100	96	0	100	95	0	100	95	0	100	98	22
21	0	100	93	0	100	95	0	100	93	0	100	93	0	100	96	21
20	0	100	89	0	100	93	0	100	91	0	100	90	0	100	92	20
19	1	100	85	0	100	90	1	100	88	0	100	84	0	100	88	19
18	0	95	81	0	100	84	1	95	84	2	100	75	1	100	82	18
17	1	95	75	1	100	75	0	91	79	1	91	63	1	95	74	17
16	0	91	69	0	95	64	0	91	72	1	86	49	0	91	64	16
15	0	91	61	2	95	50	2	91	64	3	82	35	1	91	53	15
14	1	91	52	1	86	36	1	82	54	8	68	24	2	86	41	14
13	2	86	42	3	82	25	2	77	44	2	32	15	2	77	29	13
12	2	77	32	1	68	16	3	68	33	2	23	9	2	68	18	12
11	2	68	23	5	64	10	3	55	23	0	14	5	5	59	10	11
10	1	59	15	4	41	6	6	41	14	1	14	3	7	36	5	10
9	8	55	9	0	23	4	3	14	7	0	9	2	0	5	2	9
8	3	18	5	3	23	3	0	1	3	0	9	1	0	5	1	8
7	0	5	3	0	9	2	0	1	1	0	9	1	1	5	1	7
6	0	5	1	0	9	1	0	1	1	2	9	1	0	1	1	6
5	0	5	1	0	9	1	0	1	1	0	1	1	0	1	1	5
4	0	5	1	1	9	1	0	1	1	0	1	1	0	1	1	4
3	0	5	1	1	5	1	0	1	1	0	1	1	0	1	1	3
2	0	5	1	0	1	1	0	1	1	0	1	1	0	1	1	2
1	1	5	1	0	1	1	0	1	1	0	1	1	0	1	1	1
Mean	10.4		14.7	10.8		15.5	12.0		14.6	13.5		16.6	11.8		15.5	Mean
S.D.	3.6		4.2	3.3		3.5	2.8		3.9	3.1		3.3	2.6		3.3	S.D.
Local percentage of students in national quartiles																
National quartile	% of local		Score range	% of local		Score range	% of local		Score range	% of local		Score range	% of local		Score range	National quartile
75-100%	9		17-25	5		17-25	9		17-25	9		18-25	5		18-25	75-100%
50-74%	5		14-16	0		16-16	14		14-16	5		17-17	9		15-17	50-74%
25-49%	18		12-13	14		14-15	23		12-13	18		15-16	18		13-14	25-49%
1-24%	68		1-11	82		1-13	55		1-11	68		1-14	68		1-12	1-24%

\*CP = Cumulative percent of students at or below a score point

Note: National normative data are based on results for students who took all four academic tests within standard time limits as part of a national study conducted in Fall 2010. See the EXPLORE Technical Manual at [www.act.org](http://www.act.org) for information about the 2010 national norming sample.

The national median for the EXPLORE composite score is 15.

National Norm Group: Fall 8

**TABLE 1b: How do the EXPLORE subscores of our students compare with those of students nationally?**

EXPLORE subscore	Usage/Mechanics			Rhetorical Skills			EXPLORE subscore
	Local		Nat'l	Local		Nat'l	
	Freq	CP*	CP*	Freq	CP*	CP*	
12	0	100	100	0	100	100	12
11	0	100	97	0	100	97	11
10	1	100	91	1	100	92	10
9	1	95	78	2	95	83	9
8	1	91	61	0	86	70	8
7	3	86	44	1	86	54	7
6	3	73	30	4	82	37	6
5	1	59	19	9	64	21	5
4	3	55	12	3	23	10	4
3	4	41	6	1	9	4	3
2	4	23	2	0	5	1	2
1	1	5	1	1	5	1	1
Mean	4.7		7.6	5.5		7.3	Mean
S.D.	2.5		2.4	2.0		2.2	S.D.
Local percentage of students in national quartiles							
National quartile	% of local		Score range	% of local		Score range	National quartile
75-100%	9		9-12	14		9-12	75-100%
50-74%	5		8-8	5		7-8	50-74%
25-49%	27		6-7	18		6-6	25-49%
1-24%	59		1-5	64		1-5	1-24%

\*CP = Cumulative percent of students at or below a score point

National Norm Group: Fall 8

**TABLE 1c: Are our students *On Track* to be college ready when they graduate from high school?**

College Readiness Standards Report (Percent of students in College Readiness Standards score ranges)					
CRS Range	English (Benchmark = 13)	Mathematics (Benchmark = 17)	Reading (Benchmark = 16)	Science (Benchmark = 18)	CRS Range
1-12					1-12
13-15					13-15
16-19					16-19
20-23					20-23
24-25					24-25
% At or Above Benchmark					% At or Above Benchmark

= Local    = National

Notes: *Connecting College Readiness Standards to the Classroom* interpretive guides to use with this report can be found at [www.act.org/standard/guides/explore](http://www.act.org/standard/guides/explore). The College Readiness Standards can be found starting on page 8 of each content guide.

Local report group percentages can be compared with national reference group percentages. All percentages have been rounded to the nearest whole number.

The score ranges given in this report are linked to the College Readiness Standards, which describe what students who score in various score ranges are likely to know and to be able to do, and reflect the progression and complexity of skills in each test of the EXPLORE program. College Readiness Benchmark Scores have been developed for EXPLORE to indicate a student's probable readiness for entry-level college coursework by the time the student graduates from high school. The data from this report, along with the College Readiness Standards and Benchmarks and information from other sources, can be used to inform local instructional priorities.

National Norm Group: Fall 8

**TABLE 2: Do our students' EXPLORE scores differ by ethnic and gender groups?**

Group	Number of students	English	Usage /Mech	Rhet Skills	Math	Reading	Science	Comp	% Planning core*
<b>Total Group</b>	22	10.4	4.7	5.5	10.8	12.0	13.5	11.8	45
Black/African American	1	9.0	4.0	5.0	8.0	10.0	14.0	10.0	0
American Indian/Alaska Native	0	--	--	--	--	--	--	--	--
White	13	9.2	4.0	4.8	10.6	11.5	13.1	11.4	46
Hispanic/Latino	0	--	--	--	--	--	--	--	--
Asian	0	--	--	--	--	--	--	--	--
Native Hawaiian/Other Pacific Islander	0	--	--	--	--	--	--	--	--
Two or more races	7	13.1	6.6	6.6	11.7	13.6	14.6	13.1	43
Prefer not to respond	1	9.0	2.0	6.0	10.0	9.0	12.0	10.0	100
<b>Males</b>	9	8.6	3.7	4.6	10.0	11.3	13.7	11.0	22
Black/African American	1	9.0	4.0	5.0	8.0	10.0	14.0	10.0	0
American Indian/Alaska Native	0	--	--	--	--	--	--	--	--
White	6	8.0	3.5	4.2	9.7	11.3	13.3	10.8	17
Hispanic/Latino	0	--	--	--	--	--	--	--	--
Asian	0	--	--	--	--	--	--	--	--
Native Hawaiian/Other Pacific Islander	0	--	--	--	--	--	--	--	--
Two or more races	1	11.0	6.0	5.0	14.0	15.0	17.0	14.0	0
Prefer not to respond	1	9.0	2.0	6.0	10.0	9.0	12.0	10.0	100
<b>Females</b>	13	11.7	5.5	6.1	11.4	12.4	13.5	12.4	62
Black/African American	0	--	--	--	--	--	--	--	--
American Indian/Alaska Native	0	--	--	--	--	--	--	--	--
White	7	10.1	4.4	5.4	11.4	11.6	12.9	11.9	71
Hispanic/Latino	0	--	--	--	--	--	--	--	--
Asian	0	--	--	--	--	--	--	--	--
Native Hawaiian/Other Pacific Islander	0	--	--	--	--	--	--	--	--
Two or more races	6	13.5	6.7	6.8	11.3	13.3	14.2	13.0	50
Prefer not to respond	0	--	--	--	--	--	--	--	--

\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).

National Norm Group: Fall 8

**TABLE 3: How do our students' EXPLORE Composite scores and coursework plans relate to their educational plans?**

Educational plans category	Number of students responding	Percent of all students	Percent planning college core coursework*	Mean Composite score	Percent in national Composite score quartiles			
					1-24%	25-49%	50-74%	75-100%
Do not plan to finish high school	0	0	--	--	--	--	--	--
No training planned after high school	1	5	0	10.0	100	0	0	0
Job training in the military services	2	9	0	10.0	100	0	0	0
Apprentice / job training	0	0	--	--	--	--	--	--
Career / technical school	0	0	--	--	--	--	--	--
2-year / junior college	1	5	100	10.0	100	0	0	0
4-year college / university	2	9	50	15.5	0	50	50	0
Graduate or professional study	11	50	55	12.5	64	18	9	9
Undecided	2	9	50	12.0	50	50	0	0
Other plans	1	5	100	10.0	100	0	0	0
No response	2	9	0	9.0	100	0	0	0

**TABLE 4: How do our students' EXPLORE Composite scores and coursework plans relate to their expressed needs for help?**

Needs area	Number of students responding	Percent of all students	Percent planning college core coursework*	Mean Composite score	Percent in national Composite score quartiles			
					1-24%	25-49%	50-74%	75-100%
Exploring options after high school	10	45	30	11.7	60	20	20	0
Improving writing skills	10	45	30	11.2	80	10	10	0
Improving reading speed or comprehension	11	50	36	10.4	91	9	0	0
Improving study skills	9	41	56	10.2	100	0	0	0
Improving mathematical skills	10	45	40	10.7	90	10	0	0
Improving computer skills	7	32	14	11.1	71	14	14	0
Improving public speaking skills	14	64	43	11.6	71	14	14	0

\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).

National Norm Group: Fall 8

**TABLE 5a: How do our students' EXPLORE Composite scores, coursework plans, and postsecondary plans relate to their career preferences from the Career Areas List?**

Career preference category from Career Areas List	Number of students			Percent planning college core coursework*	Percent by educational plans					Mean Composite score
	Male	Female	Total		No HS/ No training	Appren./ Job train/ Military	Career/ Tech/ 2-yr coll.	4-yr coll. or more	Other/ Undecided	
Administration & Sales	0	0	0	--	--	--	--	--	--	--
Employment-Related Services	0	0	0	--	--	--	--	--	--	--
Marketing & Sales	0	0	0	--	--	--	--	--	--	--
Management	0	0	0	--	--	--	--	--	--	--
Regulation & Protection	0	0	0	--	--	--	--	--	--	--
Business Operations	0	0	0	--	--	--	--	--	--	--
Communications & Records	0	0	0	--	--	--	--	--	--	--
Financial Transactions	0	0	0	--	--	--	--	--	--	--
Distribution & Dispatching	0	0	0	--	--	--	--	--	--	--
Technical	4	0	4	50	0	25	25	25	25	10.3
Transport Operation & Related	0	0	0	--	--	--	--	--	--	--
Agriculture, Forestry & Related	0	0	0	--	--	--	--	--	--	--
Computer & Information Specialties	0	0	0	--	--	--	--	--	--	--
Construction & Maintenance	2	0	2	100	0	0	50	0	50	10.0
Crafts & Related	0	0	0	--	--	--	--	--	--	--
Manufacturing & Processing	0	0	0	--	--	--	--	--	--	--
Mechanical & Electrical Specialties	2	0	2	0	0	50	0	50	0	10.5
Science & Technology	4	5	9	44	11	0	0	89	0	13.4
Engineering & Technologies	1	1	2	0	0	0	0	100	0	16.0
Natural Science & Technologies	1	0	1	0	100	0	0	0	0	10.0
Medical Technologies	2	0	2	0	0	0	0	100	0	13.0
Medical Diagnosis & Treatment	0	4	4	100	0	0	0	100	0	13.3
Social Science	0	0	0	--	--	--	--	--	--	--
Arts	0	2	2	100	0	0	0	50	50	13.5
Applied Arts (Visual)	0	1	1	100	0	0	0	0	100	13.0
Creative & Performing Arts	0	1	1	100	0	0	0	100	0	14.0
Applied Arts (Written & Spoken)	0	0	0	--	--	--	--	--	--	--
Social Service	0	4	4	50	0	25	0	75	0	10.5
Health Care	0	1	1	100	0	0	0	100	0	11.0
Education	0	1	1	0	0	0	0	100	0	10.0
Community Services	0	1	1	0	0	100	0	0	0	10.0
Personal Services	0	1	1	100	0	0	0	100	0	11.0
No response	1	1	2	0	0	0	0	0	100	9.0
Invalid response given	0	1	1	0	0	0	0	0	100	11.0

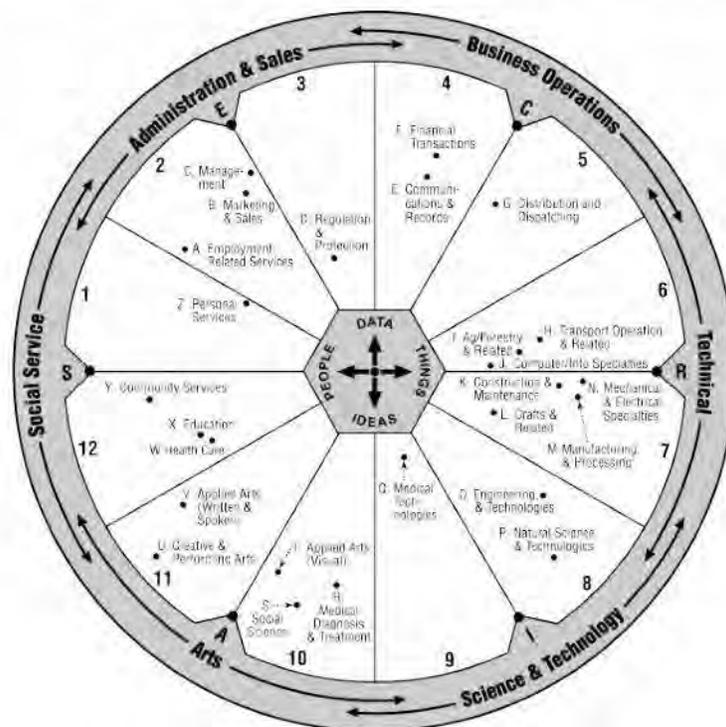
\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).

National Norm Group: Fall 8

**TABLE 5b: How do our students' EXPLORE Composite scores, coursework plans, and postsecondary plans relate to their career clusters from the World-of-Work Map?**

Career Cluster category from Interest Inventory	Number of students			Percent planning college core coursework*	Percent by educational plans					Mean Composite score
	Male	Female	Total		No HS/ No training	Appren./ Job train/ Military	Career/ Tech/ 2-yr coll.	4-yr coll. or more	Other/ Undecided	
<b>First World-of-Work Career Cluster from Interest Inventory</b>										
(02-03) Administration/Sales	0	3	3	100	0	0	0	100	0	11.7
(04-05) Business Operations	1	0	1	100	0	0	100	0	0	10.0
(06-07) Technical	2	1	3	33	33	0	0	67	0	11.7
(08-09) Science & Technology	2	4	6	33	0	17	0	17	67	11.3
(10-11) Arts	0	4	4	50	0	0	0	75	25	12.5
(12-01) Social Service	2	1	3	33	0	0	0	100	0	12.7
<b>Second World-of-Work Career Cluster from Interest Inventory</b>										
(02-03) Administration/Sales	1	0	1	0	0	0	0	100	0	15.0
(04-05) Business Operations	1	0	1	0	0	0	0	100	0	11.0
(06-07) Technical	3	3	6	33	0	17	17	17	50	10.8
(08-09) Science & Technology	1	4	5	40	20	0	0	60	20	11.2
(10-11) Arts	1	2	3	67	0	0	0	67	33	12.0
(12-01) Social Service	0	4	4	100	0	0	0	100	0	13.3
No Region	2	0	2	0	0	50	0	50	0	12.0

\*College core coursework: 4 or more years of English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).



OO#: 42060116  
 C#: 19059916  
 PN#:

National Norm Group: Fall 8

**TABLE 6: How did our students respond to the local items?**

Local Item	Student Response													
	A		B		C		D		E		F		Blank	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	1	5	2	9	2	9	16	73	2	9	0	0	0	0
2	3	14	13	59	2	9	7	32	0	0	0	0	0	0
3	6	27	8	36	6	27	2	9	0	0	0	0	0	0
4	12	55	5	23	3	14	1	5	1	5	0	0	0	0
5	5	23	4	18	7	32	6	27	0	0	0	0	0	0
6	5	23	5	23	8	36	3	14	1	5	0	0	0	0
7	4	18	9	41	8	36	1	5	1	5	0	0	0	0
8	0	0	9	41	12	55	0	0	0	0	0	0	1	5
9	0	0	3	14	7	32	11	50	2	9	0	0	0	0
10	4	18	16	73	0	0	1	5	0	0	1	5	0	0
11	5	23	6	27	4	18	7	32	0	0	0	0	0	0
12	1	5	2	9	1	5	15	68	3	14	0	0	0	0

Note: For report groups larger than an individual school, care must be taken when interpreting these local item results. Uniform use of the local items across schools must apply for meaningful table results.

## Glossary

### College Core Coursework

Core course work is defined as four or more years of English, three or more years of mathematics, three or more years of social studies, and three or more years of natural science. The following course lengths are assumed, unless otherwise specified by your students.

- English: Plan to take four years or more, with one year credit each for English 9, English 10, English 11, and English 12; one-half year credit for Speech.
- Mathematics: Plan to take three years or more, with one year credit each for Algebra 1, Algebra 2, Geometry; one-half year credit each for Trigonometry, Calculus (not pre-calculus), Computer Math, and Other Math courses.
- Social Studies: Plan to take three years or more, with one year credit each for U.S. History, World History, and American Government; one-half year credit each for Economics, Geography, Psychology, and Other History.
- Natural Science: Plan to take three years or more, with one year credit each for General/Physical/Earth Science, Biology, Chemistry, and Physics.

### CP (Cumulative percent at or below)

The percentage of local or national students scoring at or below each scale score.

**Current CCR Opportunities, Services, Service Providers and Programs for Native Youth in the Defined Geographic Area**

## **CPN Johnson O'Malley Programming:**

Johnson O'Malley (JOM) is a federal grant program for federally recognized Native Americans and it helps ensure that native students receive the same opportunities as their classmates in school. Citizen Potawatomi Nation's JOM program serves 12 school districts:

- |                                    |   |
|------------------------------------|---|
| <b>1) Asher Public Schools</b>     | <b>7) Tecumseh Public Schools</b>             |
| <b>2) Bethel Public Schools</b>    | <b>8) Maud Public Schools</b>                 |
| <b>3) Dale Public Schools</b>      | <b>9) Wanette Public Schools</b>              |
| <b>4) Earlsboro Public Schools</b> | <b>10) Little Axe Public Schools</b>          |
| <b>5) Macomb Public Schools</b>    | <b>11) Harrah Public Schools</b>              |
| <b>6) South Rock Creek Schools</b> | <b>12) Choctaw/Nicoma Park Public Schools</b> |

The following are what the Citizen Potawatomi Nation Johnson O'Malley program covers:

**SCHOOL SUPPLIES-** Our clients have the choice to either be reimbursed or to be supplied. We supply school supplies along with backpacks each year. We start passing school supplies out in the middle of July. Our school supplies have covered most of what is on the schools list, with the exception of a few items on some schools list. However, this year we also offered an alternative, reimbursement on school supplies up to \$75.00. If you choose to be reimbursed, each child must have their own receipt.

**INCENTIVES-** Each year we do incentives for good grades. Each 9 weeks when your child receives and turns in to us their progress report with a "C" or higher they will receive a \$10 good grade incentive. These incentives can total up to be \$40 per child each year for making good grades. We do not go back on semesters, so if you miss turning in grades and we start awarding for the next 9 weeks we will not go back and award for a previous 9 weeks.

**COVERAGE-**Each school year each child is allowed a certain amount of funds (to be determined yearly). You can use those funds for:

- |                      |                    |                           |
|----------------------|--------------------|---------------------------|
| - School Pictures    | -Yearbooks         | -Letter jacket (Jr. Year) |
| -School Gym Shoes    | -Sr. Announcements | -Class ring (Sr. Year)    |
| -School t-shirts     | -Sr. cap/gown      | -School Club Dues         |
| -School Sports items | -Sr. pictures      | -School art/band fee      |

Each school will have different things that may or may not be required, we ask that you contact us and find out if we cover them. We want to help your children in every way possible. So don't be afraid to ask.

**WE DO NOT COVER-** Our Johnson O'Malley program is very specific on what we can and cannot help with. Our funds MUST be used for items or events that are through the school systems. The main things that will not be covered through JOM are:

- Youth League Sports
- Dance
- Camps through the school year
- 4H
- ex: little cheer camps
- Any other non-school sponsored events
- Boy/Girl Scouts

**SUMMER CAMPS-** If your child is 14 years of age or older, they can choose what camp that they want to participate in, whether it is Summer Pride, Church Camp, Drivers Education or even a Sports Camp and we will pay for it. Like during the school year, each child is allowed a certain amount each summer. This includes college-oriented camps that have associated costs like Upward Bound or ACT Test Prep camps. However, if your child is 13 years of age and younger, they can attend any of the camps that the Citizen Potawatomi Nation E&T office sponsors. We do a summer sports camp and some cultural classes during the summer for our younger youth.

**SCHOOL BREAKS-** During school breaks (fall, Christmas, & spring break) we do cultural classes at the E&T office located at 300 E Walnut Street in Tecumseh. Each break we will have different cultural classes. The announcements for these classes will be in the JOM letter that we mail out a month before the class. These classes are limited so it is important to reserve your child a spot so they can attend.

## **CPN's The PLACE Youth Club:**



# THE PLACE

## CPN Youth Club

*" Our mission is to enhance our Native American youth's ability to successfully connect with, embrace, and contribute to their modern American community and their Native American culture."*

(b)(6)

The PLACE (Potawatomi Learning and Cultural Exchange) Youth Club is open to all local students ages 12-18, Monday-Friday from 2:30-6:30pm. It is a place where learning, cultural, and social activities are implemented in a fun and safe environment. Located at 2365 S. Gordon Cooper Dr. in Shawnee (just south of the Firelake Wellness Center), the program is equipped with a regulation size basketball court, classroom, tech lab and committed staff specically trained to work with youth. For more details about the program and open house contact Michael Logan at 405-214-5110 or michael.logan@potawatomi.org.

(b)(6)

**2016 Citizen Potawatomi Nation  
Native Youth Community Project**

**MEMORANDUM OF AGREEMENT**

This Agreement (“Agreement”) is entered into by and between each organization and the Citizen Potawatomi Nation, a federally recognized sovereign Native American tribe, on this 26<sup>th</sup> day of May 2016.

**I. Scope of Work**

Each party agrees to participate in the proposed United States Department of Education (USDE) Citizen Potawatomi Nation (CPN) Native Youth Community Partnership (NYCP) Project (hereafter referred to as the “2016 CPN NYCP Project”) that is set forth in this group application for the FY 2016 NYCP competition and conduct activities and carry out responsibilities as may be identified in this application.

The purpose of the 2016 CPN NYCP Project is to develop, test, and demonstrate effectiveness of College and Career Readiness services and supports to improve the educational opportunities and achievement of 8<sup>th</sup>-11<sup>th</sup> grade Native American students in the following rural schools in southern Pottawatomie County, Oklahoma: Maud, Macomb, Wanette, and Asher. The 2016 CPN NYCP Project is expected to address the twofold need that 1) the student population in this region attend and complete college at a lower rate than the national and state average for Native Americans, and 2) severe budget cuts in the State of Oklahoma have decreased the capacity for college and career counseling support.

In response to the college and career readiness need of students and families in the southern Pottawatomie County, Oklahoma region, the Citizen Potawatomi Nation will partner with Maud, Macomb, Wanette, and Asher Schools as part of the 2016 CPN NYCP Project. With help from two dedicated College and Career Advisors, the project will implement community-based strategies to achieve the goal that all participating Native American students will receive culturally-relevant college and career readiness support, beginning with opportunity exploration in 8<sup>th</sup> grade and continuing until 11<sup>th</sup> grade when students are committing to college and career plans. There are four measurable objectives:

1. to create a College and Career Readiness Resource Guide to be shared and implemented among local school officials;
2. to provide specialized college and career readiness information and support to four schools and their communities at least once per week;
3. to expose students to college and career options through college fairs, campus visits, and connections with diverse professionals; and
4. to train peer mentors to continue college and career readiness support in each community beyond the award period.

## **II. JOINT RESPONSIBILITIES**

Both CPN and each organization agree to the following joint responsibilities:

1. Each will appoint a key contact person for the NYCP grant (Admissions representative and College and Career Advisor for the territory mentioned above).
2. These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
3. These key contacts will work together to meet milestones for the project and provide updates and status reports throughout the whole grant project period.

## **III. RESPONSIBILITIES OF CITIZEN POTAWATOMI NATION**

1. Hire and oversee the efforts of dedicated College and Career Advisors, whose partial salary and benefits will be paid for using 2016 CPN NYCP Project grant funding.
2. Ensure that the College and Career Advisors comply with each school's policies and procedures when interacting with students.
3. Implement systems and procedures to comply with 2016 CPN NYCP Project grant requirements including reporting and evaluation.
4. Ensure that the College and Career Advisors include relevant school officials in lesson development and delivery as needed.
5. Coordinate with the College and Career Advisors to involve community members (students, families, etc.) so that the 2016 CPN NYCP Project adequately addresses identified barriers.

## **IV. RESPONSIBILITIES OF MAUD HIGH SCHOOL**

1. Commit to the successful functioning of the 2016 CPN NYCP Project and to the realization of the outcomes it seeks.
2. Provide the College and Career Advisor access to Native American students for program delivery.

Facilitate relevant data collection by the College and Career Advisors in order to satisfy 2016 CPN NYCP Project grant reporting and evaluation requirements.

## **RESPONSIBILITIES OF MACOMB HIGH SCHOOL**

1. Commit to the successful functioning of the 2016 CPN NYCP Project and to the realization of the outcomes it seeks.
2. Provide the College and Career Advisor access to Native American students for program delivery.
3. Facilitate relevant data collection by the College and Career Advisors in order to satisfy 2016 CPN NYCP Project grant reporting and evaluation requirements.

### **RESPONSIBILITIES OF WANETTE HIGH SCHOOL**

4. Commit to the successful functioning of the 2016 CPN NYCP Project and to the realization of the outcomes it seeks.
5. Provide the College and Career Advisor access to Native American students for program delivery.
6. Facilitate relevant data collection by the College and Career Advisors in order to satisfy 2016 CPN NYCP Project grant reporting and evaluation requirements.

### **RESPONSIBILITIES OF ASHER HIGH SCHOOL**

1. Commit to the successful functioning of the 2016 CPN NYCP Project and to the realization of the outcomes it seeks.
2. Provide the College and Career Advisor access to Native American students for program delivery.
3. Facilitate relevant data collection by the College and Career Advisors in order to satisfy 2016 CPN NYCP Project grant reporting and evaluation requirements.

### **RESPONSIBILITIES OF OKLAHOMA BAPTIST UNIVERSITY**

1. Commit to the successful functioning of the 2016 CPN NYCP Project and to the realization of the outcomes it seeks.
2. Provide an admissions representative to present to the four high schools mentioned above one time a year at the high school.
3. Provide an understanding of what a Christian Liberal Arts college is and what the benefits are to stay local for college.
4. Allow the College and Career Advisor to bring student to your institution for a campus visit.
5. Participate in the 2017 Citizen Potawatomi Nation Native American College fair (Free of charge).
6. Facilitate relevant data collection by the College and Career Advisors in order to satisfy 2016 CPN NYCP Project grant reporting and evaluation requirements.

### **RESPONSIBILITIES OF ST. GREGORY'S UNIVERSITY**

1. Commit to the successful functioning of the 2016 CPN NYCP Project and to the realization of the outcomes it seeks.
2. Provide an admissions representative to present to the four high schools mentioned above one time a year at the high school.
3. Provide an understanding of what a Catholic Liberal Arts University is and explain the benefits of going to a small in state university with a high indigenous population.
4. Allow the College and Career Advisor to bring student to your institution for a campus visit.
5. Participate in the 2017 Citizen Potawatomi Nation Native American College fair (Free of charge).
6. Facilitate relevant data collection by the College and Career Advisors in order to satisfy 2016 CPN NYCP Project grant reporting and evaluation requirements.

## **RESPONSIBILITIES OF THE UNIVERSITY OF OKLAHOMA**

1. Provide an admissions representative to present to the four high schools mentioned above one time a year at the high school.
2. Communicate to the students that OU is a one of a kind research institute with a high diversity population, close to home.
3. Allow the College and Career Advisor to bring student to your institution for a campus visit.
4. Participate in the 2017 Citizen Potawatomi Nation Native American College fair (free of charge).
5. Facilitate relevant data collection by the College and Career Advisors in order to satisfy 2016 CPN NYCP Project grant reporting and evaluation requirements.

## **RESPONSIBILITIES OF OSRHE STUDENT PREPARATION TEAM (Contingent upon availability of State and/or external funding)**

1. Commit to the successful functioning of the 2016 CPN NYCP Project and to the realization of the outcomes it seeks
2. Provide a representative to present to students at the four schools mentioned above at least once per year about college and career readiness resources
3. Provide free college and career readiness professional development for K-12 educators, and parents
4. Offer participation in annual Indian Education Retreats to train College and Career Advisors and create networking opportunities
5. Facilitate relevant data collection by the College and Career Advisors in order to satisfy 2016 CPN NYCP Project grant reporting and evaluation requirements.

## **V. ASSURANCES**

Both CPN and each organization hereby assures and represents that it:

1. Has all requisite power and authority to execute this MOU;
2. Is familiar with the NYCP application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the NYCP's success;
3. Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program.

## **VI. MODIFICATIONS**

1. Consistent with CPN and chosen organization's responsibility to implement the approved NYCP application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved NYCP application; therefore any modification that would require a change in the approved application must be approved by the USDE.

- Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application.

### VII. EFFECTIVE DATE/DURATION/TERMINATION

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of NYCP funds from the USDE.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a NYCP grant is received, ending upon the expiration of the grant project period. CPN and chosen organization also agree that they will not terminate this MOU prior to the end of the grant project period.

### VIII. SIGNATURES

IN WITNESS WHEREOF, the parties hereto have executed this agreement on this 26<sup>th</sup> day of May, 2016.

FOR THE CITIZEN POTAWATOMI NATION:

(b)(6)

LINDA CAPPS, TRIBAL VICE CHAIRMAN

FOR MAUD SCHOOL:

(b)(6)

DARYL REID, PRINCIPAL

FOR MACOMB SCHOOL:

(b)(6)

Matthew Riggs, Superintendent

FOR WANETTE SCHOOL:

Silvia McNeely

(b)(6)

PRINCIPAL

FOR ASHER SCHOOL:

(b)(6)

*Jeremy Frye*, PRINCIPAL

FOR OKLAHOMA BAPTIST UNIVERSITY:

(b)(6)

WILLIAM BRANTLEY, DIRECTOR OF ADMISSIONS

FOR ST. GREGORY'S UNIVERSITY:

(b)(6)

\_\_\_\_\_, SEAN BROWN, DIRECTOR OF ADMISSIONS

FOR THE UNIVERSITY OF OKLAHOMA:

(b)(6)

\_\_\_\_\_, JARROD TAHSEQUAH, ASSISTANT DIRECTOR

FOR ~~Oklahoma State~~ Regents for Higher Education:

(b)(6)

*Glen D. Johnson*  
Dr. Glen D. Johnson, Chancellor

# Evidence of Capacity

### **2015 Meth and Suicide Prevention Award from the Indian Health Service:**

In keeping with the old adage that “it takes a village to raise a child”, the CPN Native Connections -Get Well MSPI program works with numerous collaborating internal and external community partners in carrying out the objectives of the MSPI program which consists of afterschool programs, school-based youth alcohol and substance prevention programs, after school homework and tutoring assistance programs, youth mental health referrals, summer programs, and community trainings to local educators/providers on topics such as bullying, suicide prevention and professional youth work. Cultural activities include stickball, Drum Circle, Smudging/blessing ceremonies, sweats, language classes, preparation traditional foods and annual Pow Wows. Outreach activities include community wide awareness “health fairs”, monthly articles in the tribal newspaper, tribal radio station, youth-created public service announcements on the program’s Facebook account, peer support groups, and youth council meetings. Since its inception, the program has provided college and career guidance programming for 40 Native American youth, ages 11-17. This project provides funds for two program staff and supporting costs for five years, ending in 2020.

**Indian Health Service**

**IHS Office of Grants Management**

12300 Twinbrook Pkwy, Suite 360  
 Rockville, MD 20852

**NOTICE OF AWARD**

AUTHORIZATION (Legislation/Regulations)  
 Snyder Act, 25 U.S.C. 13, and 25 U.S.C. 1602(a) (b) (9) (11) (12); 25 U.S.C.  
 1621h (m) of the IHCA

1. DATE ISSUED MM/DD/YYYY 09/27/2015	2. CFDA NO. 93.933	3. ASSISTANCE TYPE Project Grant
1a. SUPERSEDES AWARD NOTICE dated except that any additions or restrictions previously imposed remain in effect unless specifically rescinded		
4. GRANT NO. BH16IHS0037-01-00 Formerly	5. ACTION TYPE New	
6. PROJECT PERIOD From 09/30/2015	Through 09/29/2020	
7. BUDGET PERIOD From 09/30/2015	Through 09/29/2016	

8. TITLE OF PROJECT (OR PROGRAM)  
 Native Connections: Get Well Meth and Suicide Prevention Program

9a. GRANTEE NAME AND ADDRESS  
 Citizen Potawatomi Nation  
 1601 Gordon Cooper Dr  
 Shawnee, OK 74801-9002

9b. GRANTEE PROJECT DIRECTOR  
 Mr. John Barrett  
 1601 Gordon Cooper Drive  
 Shawnee, OK 74801-9002  
 Phone: --

10a. GRANTEE AUTHORIZING OFFICIAL  
 Mr. John Barrett  
 1601 Gordon Cooper Drive  
 Shawnee, OK 74801-9002  
 Phone: --

10b. FEDERAL PROJECT OFFICER  
 Ms. Audrey Solimon  
 801 Thompson Avenue, Ste. 400  
 Division of Clinical Quality  
 Rockville, MD 20852  
 Phone: 505-248-4330

**ALL AMOUNTS ARE SHOWN IN USD**

11. APPROVED BUDGET (Excludes Direct Assistance)

I Financial Assistance from the Federal Awarding Agency Only  I

II Total project costs including grant funds and all other financial participation

a. Salaries and Wages	(b)(4)
b. Fringe Benefits	
c. Total Personnel Costs	
d. Equipment	
e. Supplies	
f. Travel	
g. Construction	
h. Other	
i. Contractual	
j. TOTAL DIRECT COSTS	→
k. INDIRECT COSTS	
l. TOTAL APPROVED BUDGET	
m. Federal Share	
n. Non-Federal Share	

12. AWARD COMPUTATION

a. Amount of Federal Financial Assistance (from Item 11m) (b)(4)

b. Less Unobligated Balance From Prior Budget Periods

c. Less Cumulative Prior Award(s) This Budget Period

d. AMOUNT OF FINANCIAL ASSISTANCE THIS ACTION

13. Total Federal Funds Awarded to Date for Project Period

14. RECOMMENDED FUTURE SUPPORT  
 (Subject to the availability of funds and satisfactory progress of the project):

YEAR	TOTAL DIRECT COSTS	YEAR	TOTAL DIRECT COSTS
a. 2		d. 5	
b. 3		e. 6	
c. 4		f. 7	

15. PROGRAM INCOME SHALL BE USED IN ACCORD WITH ONE OF THE FOLLOWING ALTERNATIVES:

a. DEDUCTION

b. ADDITIONAL COSTS

c. MATCHING

d. OTHER RESEARCH (Add / Deduct Option)

e. OTHER (See REMARKS)

16. THIS AWARD IS BASED ON AN APPLICATION SUBMITTED TO, AND AS APPROVED BY, THE FEDERAL AWARING AGENCY ON THE ABOVE TITLED PROJECT AND IS SUBJECT TO THE TERMS AND CONDITIONS INCORPORATED EITHER DIRECTLY OR BY REFERENCE IN THE FOLLOWING:

a. The grant program legislation.

b. The grant program regulations.

c. This award notice including terms and conditions, if any, noted below under REMARKS.

d. Federal administrative requirements, cost principles and audit requirements applicable to this grant.

In event there are conflicting or otherwise inconsistent policies applicable to the grant, the above order of precedence shall prevail. Acceptance of the grant terms and conditions is acknowledged by the grantee when funds are drawn or otherwise obtained from the grant payment system.

REMARKS (Other Terms and Conditions Attached -  Yes  No)

Funds for this award have been approved by the Division of Behavioral Health at (b)(4). However, these funds are restricted pending receipt of a revised budget and budget justification.

GRANTS MANAGEMENT OFFICER: Denise Clark, Grants Management Officer

17. OBJ CLASS 41.51	18a. VENDOR CODE 1730945447A1	18b. EIN 730945447	19. DUNS 053435525	20. CONG. DIST. 05
FY-ACCOUNT NO.	DOCUMENT NO.	ADMINISTRATIVE CODE	AMT ACTION FIN ASST	APPROPRIATION
21. a. 5-J9410FA	b. BH16IHS0037B	c. IHSOEDPP	d. (b)(4)	e. 75 X 0390
22. a.	b.	c.	d.	e.
23. a.	b.	c.	d.	e.

### **2013 Tribal Youth Program Award from the Department of Justice:**

The TYP program by the Citizen Potawatomi Nation (CPN) will operate each day after school and during the summer months for tribal youth members of the brand new youth facility "the P.L.A.C.E. (Potawatomi Learning and Cultural Exchange) Youth Club". The program will continue Ongoing Educational Support provided by the FireLodge Tribal Youth Program. The program funds will support a new Academic Support Specialist who will assist youth in completing their high school requirements and in planning for college/trade school/careers upon graduation. The Academic Support Specialist will engage and provide education to caretakers of program youth to increase the youth's chance for academic and career success. Since 2013, this program has consistently increased grades and graduation rates for Native youth in the program. This award provides partial salary support for three staff and ends in September, 2016.



Office of Justice Programs

Office of Communications

Washington, D.C. 20531

GRANT NOTIFICATION		Grant Number: 2013-TY-FX-0064	
Name & Address of Recipient:		Citizen Potawatomi Nation 1601 S. Gordon Cooper Dr.	
City, State & ZIP:		Shawnee, Oklahoma 74801-0000	
Recipient Project Director/Contact: John Barrett Chairman			
Phone: (405) 275-3121			
Title of Program:		Tribal Youth Program	
Title of Project:		Tribal Youth Program	
Amount of Award: \$ 416,297		Date of Award: 09/18/2013	
Awarding Agency: Office of Juvenile Justice and Delinquency Prevention Kara McDonagh			
Supplement:		No	
Statutory Authority for Program: FY13(OJJDP TYP) Pub. L. No. 113-6; 127 Stat. 198, 255			
Impact/Focus: Indian		CFDA Number: 16.731	
<p><b>Project Description:</b></p> <p>The Justice Department's grant-making components have created a streamlined approach for federally recognized Tribes, Tribal consortia, Alaska Native villages and corporations, as well as authorized tribal designees to apply for Fiscal Year (FY) 2013 funding opportunities. The Coordinated Tribal Assistance Solicitation (CTAS) serves as a single solicitation for existing tribal government-specific grant programs administered by the Office of Justice Programs (OJP), the Office of Community Oriented Policing Services (COPS) and the Office on Violence Against Women (OVW). The CTAS solicitation is designed to assist tribes with addressing crime and public safety issues in a comprehensive manner. The CTAS grant-application process was inspired by and developed after consultation with tribal leaders, including sessions at the Justice Department's Tribal Nations Listening Session in 2009, and has been updated based on continued tribal consultations and listening sessions.</p> <p>The Office of Juvenile Justice and Delinquency Prevention (OJJDP) provides awards under CTAS Purpose Area 9--Tribal Youth Program (TYP) to federally recognized tribes to develop and implement programs that support and enhance Tribal efforts to prevent and control juvenile delinquency and strengthen juvenile justice system for American Indian/Alaska Native youth.</p> <p>The proposed TYP program by the Citizen Potawatomi Nation (CPN) will operate each day after school and during the summer months for tribal youth members of the brand new youth facility "the P.L.A.C.E. (Potawatomi Learning and Cultural Exchange) Youth Club". The program will continue Ongoing Educational Support provided by the FireLodge Tribal Youth Program. The program funds will support a new Academic Support Specialist who will assist youth in completing their school requirements and in planning for college/trade school/career upon graduation. The Academic Support Specialist will engage and provide education to caretakers of program youth to</p>			



**Office of Justice Programs**

Office of Communications

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*Washington, D.C. 20531*

increase the youth's chance for academic and career success. Finally, OJJDP funds will support the development of a new Native Youth Mentor Program to be implemented by the CPN Police Department (CPNPD). By building positive rapport with the tribal youth, especially those at-risk for delinquency, the CPNPD will lay the foundation to build interest in the field of law enforcement and/or juvenile justice.

CA/NCF

For more information about this grant, contact the Office of Justice Program's Office of Communications at 202/307-0703.

# Evidence of Involvement of Indian Tribes and Parents

Tribal programs have been involved in developing this Native Youth Community Project. The CPN Education Department, which has taken the lead in proposal development, serves tribal members within this geographical area and has heard the outcry by parents and students for more college and career readiness attention. In addition, the CPN Johnson O'Malley (JOM) program, which serves Native American students at the four target schools, helped design the project. Parents of JOM students have repeatedly requested college information sessions, a need that this project directly addresses. In addition, survey information from the geographical area's Native American students and parents gathered by the CPN Cultural Heritage Center's culture camp series also informed this project.

During the project period, the Wzhitawen Advisory Council will be comprised of community stakeholders, which will include, but not be limited to, tribal representatives, parents of Native Americans, and Native American students themselves. The quarterly meetings will be an opportunity to hear feedback so that the project can include community-based ideas, evaluate its successes and failures, and respond and adjust appropriately. There will also be opportunities for such input at the recurring parent nights.

In 2015, the Citizen Potawatomi Nation supported an extensive update to the Tribal Youth Program Strategic Plan. Bringing together youth, Native parents and employees from several tribal departments and programs, the effort provided a platform for the stakeholders to identify and advocate for the needs of youth in the community. Stakeholder feedback identified top priorities including college/career preparation and cultural programming. Additionally, while the stakeholder group lauded the individual accomplishments of each program, it also recognized the need for community partnerships and inter-departmental project support. The results of these strategic planning sessions inform all current activities that involve Native youth and any CPN connected department. An overview of the sessions is included in this document.

## CITIZEN POTAWATOMI NATION TRIBAL YOUTH PROGRAM 2015 STRATEGIC PLAN NOTES

### 1. What would an ideal tribal youth program look like?

#### Facility

- Facility for the youth to call their own
- Need a sign for identity
- Bigger facility
- Perhaps one bigger facility for all youth programs to interact
- Safe place to go

#### Policies & Procedures

##### Cost to Participants

- Feedback from youth: low/no fees
- Low/no cost to participants

##### Transportation

- Provided transportation
  - Without this, could limit participation for some youth
  - Could mean expansion of CPN Transit (vs. hiring more youth staff to drive)

##### Participation

- Tribal preference of students
- cap of 50 (to allow for appropriate staff to student ratio)

#### Funding Opportunities

- Biggest problem at this point is funding
- Stable base of \$500,000 would be ideal
- No scope-change grants
- Pursue donations/volunteers to save funding
- Consider Boys & Girls Club funding

#### Schedule

- Open on weekends – at least Saturdays
- Be open later (9pm?)
- Feedback from youth: Later hours/weekends
- More open hours, including 7 day/week open doors

#### Staff

- Need more staff
- Stability beyond staff changes

- 1:5 student to staff ratio
- Higher standards for youth workers; important for staff to want to make a difference, care about youth
- Ongoing training for staff
- Training for staff (to listen, to care, to handle youth issues)
- Staff training to promote intrinsic motivation for youth
- Uniform professional training for anyone who interacts with youth
- Uniform professional response to issues
  - Would help to increase fairness
  - Mandated by Director or law where applicable
- More diversity training
- Must provide a caring environment
- Don't hold youth responsible for parental problems/barriers
- Promote understanding that it might take time to reach certain youth
- Need to get to know youth
- Allow youth to have a voice in everything we do
- Training specific to Native youth
- Become more involved with UNITY (both staff and youth)

## Curriculum

### Cultural

- Cultural activities (e.g. cultural dances, language, stickball, elder involvement, ceremonies, crafts, etc.)
- Cultural activities – especially for youth who didn't grow up with culture – not necessarily for everyone else; without this, you can be lost
  - Listen to CDs, watch videos
  - Money/training to help with regalia
  - Learn how to dance
  - Get them excited about it
- Holistic influence of culture
  - Introduce youth to culture
  - How culture can help them work through issues
  - Address break in cultural cycle
  - Teach them to influence others; heal the community as a whole
  - Native teachings can be taught in a foundational way that will impact all cultures positively (e.g. Talking circles can teach positive skills for more than just Natives)
- Native teachings
- Be sure not to leave out non-Natives
- 7 grandfather teachings: respect & being a spiritual person – get those and everything else falls into place
- Holistic wellness founded on Native principles
  - Using cultural teachings/activities to solve modern problems
- Indigenous perspective
- Participation in local tribal activities
- Help youth make a contribution to their tribe or culture
- Teach youth where they come from and where they can go
- Welcome youth without federally-recognized tribal status to connect with culture

### Life Skills/Social & Emotional

- Behavioral health access
- Show real-world relevance of youth programming
- Teach youth they have a choice in their action/reaction

- Remind youth that they're the children of today (not just tomorrow!) – consider impact of today's choices
  - Anger management
  - Understand reality of home environment
  - Meet them where they are now
  - Life skills (e.g. resumes, balancing checkbooks, business development, investing, saving for college, etc.)
  - Training for youth
    - CPR/First Aid training
    - QPR Suicide training
    - Manners/etiquette
  - Sexual responsibility
  - Provide role models/positive representations
  - Try to break negative cycle
  - Time management
  - Leadership
  - Give youth a sense of purpose
- 

### **Differentiated Opportunities**

- Differ programming by age group
    - Pre-K - age 9: exposure to culture, language, outdoors, parental training
    - Up to age 9: bullying, STEM, culture, language
    - 10 -13: more STEM, bullying, sexual exploitation, self-esteem building, female math, exposure to careers
    - 14 -16: heavily address STEM, bullying, safety, responsibility, awareness that bad things can happen, where they can seek safety
    - 17-21: programs to keep in school, concurrent enrollment support, career tech, financial training, tutoring, IDAs, continued social responsibility training, training to become mentors, service opportunities, environment cleanup, service to elders, help dropouts become self-sufficient and be a part of community
  - Different opportunities for different interests
  - Variety of programming
- 

### **College & Career Readiness**

- Career preparation
  - Summer job placement program
  - College/career readiness (pilot program already in place)
    - Focusing on youth desires/interests (college is not for everyone)
    - Talking to them one-on-one (vs. one college counselor for an entire school)
    - Mentors (college students/CPN employees) – pair them with someone in their field for one-on-one support
  - Educational activities
  - Mentorship opportunities
  - Guest speakers from colleges and universities
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### **STEM**

- STEM/robotics
  - STEM programming
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### **Arts & Music**

- Arts/music
  - Keyboards
  - Visual art

- Poetry

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### **Partnerships in Community**

- Involve families in program
  - Partner with local communities/schools
  - Get out in the community and make an impact
  - Volunteering, community service
- 

### **Other**

- Current PLACE program is meeting needs of the youth; has built up over the last few years
- Substance abuse prevention
- Sports
- More programming for girls
  - Self-esteem
- Language classes (Potawatomi, Spanish, etc.)
- Opportunities to earn awards and be recognized for achievements
- Outdoor activities (e.g. hiking, rafting, climbing, etc.)

### **CONSENSUS**

#### **Group 1 Priorities:**

1. Cultural appreciation/values
  - a. Incorporating culture into life skill lessons, etc.
  - b. Not just “culture for culture’s sake”
2. College/career readiness
  - a. Inclusive of all interests (more than just college)
  - b. Building a support network
3. Life skills
  - a. Communication
  - b. Leadership
  - c. Students lead own activities
  - d. Confidence
  - e. Self-esteem
4. Communication
  - a. between youth programs
  - b. families
  - c. support network
  - d. team vs. standalone departments
5. consistency of programming
  - a. good example: universities with cultural centers that promote student-led activities
  - b. increasing student-led activities
  - c. program pride/legacy

#### **Group 2 Priorities:**

1. Easy to attend
  - a. Low cost
  - b. transportation
2. strong, well-rounded program to keep youth engaged
  - a. culture presentation
  - b. education
  - c. services

- d. communication
3. Plan for college/career prep
  - a. Scholarships
  - b. Financial aid
  - c. SAT/ACT Prep
4. Consistent, multi-year stable funding
5. Actively involve community
  - a. Tribal workers, elders, parents, youth

**Group 3 Priorities:**

1. College/career readiness
  - a. Getting perspectives from someone in a similar situation (mentor)
2. Culture
  - a. Not having to choose between culture and college
3. Life skills
  - a. Social/emotional skills
  - b. Teaching youth that they can handle things that they don't think they can
4. Partnerships with community
  - a. More community outreach
  - b. Families being more involved with program
5. Policies/procedures
  - a. Transportation
  - b. Low cost
  - c. Staff training

**Misc. Notes:**

- e.g. Native students like Austen Roselius, Lakota Pochedley: melding college/career choice with Native culture/values
- Opportunity to blend culture and college/career prep
- Already happening at colleges
- Mutual cultural appreciation for several cultures
  - Beyond Native culture
- Student-led activities help to drive community need/interests
- Importance of consistency in programming
  - Allow program to be shaped by community need and not by external forces
  - Staff training and redundancies

**GROUP PRIORITIES FOR THE IDEAL TRIBAL YOUTH PROGRAM**

- **College/career prep AND cultural appreciation**
- **Community partnerships and communication**
- **Easy for youth to attend: strong policies and procedures (e.g. consistent transportation, training, low cost)**
- **Life skills**
- **Consistency in programming**

**2. Keeping the ideal tribal youth program in mind, where are we now? What's working/not working?**

**Not Working/Needs Improvement**

- Streamlining transportation

- Utilizing transportation outside of youth programming to free up youth workers
- Currently, some youth workers are using personal vehicles to drive home students
- How much do local schools and parents know about our program?
  - Community outreach as program shifts
  - Need more outreach
  - No facility signs
  - Not easy for parents/youth to find program
  - Consistency of message
  - Taking pride in what we do well and marketing that
  - Pooling community resources
  - Showing that youth programs CAN work together
- Are we calling on all of our resources to help youth?
  - E.g. using PLPs as mentors/speakers
  - Local college professors and students
    - All over USA
  - Are we letting youth know about other available resources (E&T)?
- How to blend/partner with different programs
- Issues with funding for events, etc.
  - More fundraisers?
- Utilizing resources of tribal employees/enterprises
- Lack of facility (flood)
- Spending restrictions
  - Can't buy food with certain grant funding, etc.
- Stable facility for Cultural Mentorship Program
- Communication between students and staff
- Communication with parents
  - Both ways
  - How can we help parents as best we can?

### Working/Strengths

- Cultural teachings in the Cultural Mentorship Program
- Student-led activities, leadership
  - E.g. youth with skills like stomp dancing or beading are able to share that with their peers as leaders
- Cultural focus
  - Opportunity to learn things youth couldn't at home
  - Led to leadership opportunities (e.g. tribal Princess)
  - Learn other tribal traditions in order to pass along
- Learning how to use Native teachings to deal with modern problems
- Are lucky to have several resources here (facilities, snacks, etc.)
- Small staff to youth ratio (Cultural Mentorship Program = about 4:1)
- Small, intimate groups
  - Have to gain trust before they open up
- Using activities to bring out students

### 3. Based on our priorities, what are our vision and mission statement?

**2013 VISION:** Our next generation will create positive, responsible, and productive lives for themselves and will positively influence future generations of their Native peers to do the same and continue repeating the circle.

**VISION #1:** Add culture, education, self-sufficiency, first person to emphasize ownership

**VISION #2:** We will have a confident understanding of both our personal Native identity and the value of historic and modern contributions of all Native peoples. We will be equipped to use that understanding to move forward as individuals in our respective Native communities.

**VISION #3:** Our next generation will be equipped with all of the knowledge, skill-sets and tools to lead socially responsible lives, self-sufficient, culturally fulfilled, and productive lives that will positively influence their communities and future generations of their Native peers.

***NEW VISION: Confident in our unique Native identities, we will lead self-sufficient lives and positively influence our diverse communities while honoring our ancestors.***

**2013 MISSION:** Enhancing our younger tribal community’s ability to successfully connect and contribute to their modern American society, maintaining their traditional Native American culture, and participating in the diversity of our community.

**MISSION #1:** Enhancing our younger tribal community’s ability to successfully connect and contribute to their modern American society, appreciating their traditional Native culture, and honoring those who walk before and the diversity of our community.

- Appreciating (v. maintaining), honoring (v. participating), elders or those who walk before, from youth perspective

**MISSION #2:** This program will provide youth with a foundation of cultural traditional knowledge as well as modern education and life skills that will enable them to enjoy personal and professional success.

**MISSION #3:** Enhancing our ability to successfully connect and contribute to society, maintaining our traditional Native American culture, and participating in the diversity of our community.

- Important not to emphasize a false dichotomy between culture and the modern world
- The ideal is when Native culture is so ingrained that it is an inextricable part of someone’s life and identity

***NEW MISSION: We will be equipped with the knowledge, tools, and life skills to lead socially responsible, self-sufficient, culturally fulfilled, and productive lives that will positively contribute to our communities and future generations.***

**4. What specific, measurable objectives can we set to help us get to our ideal tribal youth program?**

OBJECTIVE	ACTIVITIES
Youth will receive college and career preparation and cultural programming.	<ul style="list-style-type: none"> <li>• Have a counselor speak to the youth about college and career opportunities</li> <li>• Help boost attendance by providing transportation to class</li> <li>• Provide information about available scholarships</li> </ul>

	<ul style="list-style-type: none"> <li>• Work with students and families to develop a plan for paying for college or career training</li> <li>• Help students develop a plan for other aspects of college (e.g. Will you live at home or on campus?)</li> </ul>
Youth will meet and build a relationship to elders.	<ul style="list-style-type: none"> <li>• Youth eat with elders</li> <li>• Youth read to elders</li> <li>• Youth play a game with elders</li> <li>• Youth listen to elders tell stories and share cultural knowledge</li> </ul>
Youth will understand available educational programs and opportunities.	<ul style="list-style-type: none"> <li>• Explain steps youth must take when applying to college</li> <li>• Hold a college seminar</li> <li>• Provide information on available educational opportunities (e.g. grants, scholarships, tutors, mentors, etc.)</li> <li>• Help senior students participate in activities such as sports, senior trip, pictures, etc.</li> <li>• Help students obtain supplies such as letter jackets, class rings, yearbooks, etc.</li> </ul>
By the end of the program, youth will have culturally-relevant college preparation support to succeed in college.	<ul style="list-style-type: none"> <li>• Bring in a college counselor to discuss what steps youth should take, what help is available, and what financial assistance they could access.</li> </ul>
Before the end of each summer, tribal youth will lead a cultural community event.	<ul style="list-style-type: none"> <li>• Gather youth and select an event that they want to learn or teach how to lead.</li> <li>• Set up a timeline on how long it will take them to plan the event.</li> </ul>
By the start of the school year, the TYP Director will train all TYP staff on the updated mission/vision and how they will update practices accordingly.	<ul style="list-style-type: none"> <li>• <u>Week 1</u>: Review strategic plan as staff.</li> <li>• <u>Week 2</u>: Seek training opportunities or other tools from new Generation Indigenous (Gen-I) initiative that support strategic plan.</li> <li>• <u>Week 3</u>: Staff will develop bi-weekly meeting schedule to ensure they reflect the strategic plan as they interact with youth.</li> </ul>
Before the end of August, the TYP Director and senior staff will develop an activities calendar for the September/October and November/December windows, ensuring that each activity aligns with the TYP mission and top five priorities.	<ul style="list-style-type: none"> <li>• <u>Week 1</u>: Staff will research college/career activities that tie culture to self-sufficiency (e.g. Gen-I, Native College programs, etc.).</li> <li>• <u>Week 2</u>: Staff will choose top three activities and assign staff to them.</li> <li>• <u>Week 3</u>: TYP Director and senior staff will schedule activities for month of September/October/November.</li> </ul>
By 2016, CPN TYP will bring in at least two Native professionals or tribal employees a month to talk to participants about jobs in their field, the education/training necessary, and the employment opportunities available.	<ul style="list-style-type: none"> <li>• Bring in tribal employees and professionals to speak to youth (e.g. environmental professionals, Native artist, Public Information professional, lawyer, museum professional, professional Native women, etc.)</li> </ul>
Each quarter the CPN TYP will develop at least one project that engages students in an activity meant to benefit either elders or youth in the community.	<ul style="list-style-type: none"> <li>• Harvest vegetables from garden for elders in housing.</li> <li>• Read the eagle books to Child Development Center youth.</li> <li>• Have lunch with elders.</li> <li>• Have dances with elders.</li> <li>• Participate in a cleanup day with elders.</li> </ul>
By the start of school, the TYP will have a stable and effective	<ul style="list-style-type: none"> <li>• Resume writing workshop.</li> <li>• Write personal statements.</li> </ul>

college/career prep program.	<ul style="list-style-type: none"> <li>• Bring in professionals to talk about the path they took to arrive at their career.</li> <li>• Create relationships with local universities.</li> <li>• Develop a program led by college graduates or students in pursuit of a degree.</li> </ul>
The TYP will have a total life skills program.	<ul style="list-style-type: none"> <li>• Develop a finance component.</li> <li>• Develop a housing component.</li> <li>• Develop a parenting component.</li> <li>• Bring in elders to offer life experience examples.</li> <li>• Discuss the process for starting a small business.</li> <li>• Discuss the process of applying for jobs.</li> <li>• Ensure that all staff are fully trained and versed in the lesson material.</li> </ul>
Choose the curriculum that will be used for the program.	<ul style="list-style-type: none"> <li>• Meet with staff and come up with ideas for ideal curriculum.</li> <li>• Find someone who can help write curriculum.</li> <li>• Help with an educational-based curriculum.</li> </ul>
Have a general idea of what a day-to-day or weekly schedule will look like.	<ul style="list-style-type: none"> <li>• Meet with staff and outline what the day/week would look like.</li> <li>• Follow the set schedule of activities.</li> </ul>
Allow youth to work more on spiritual, emotional, physical, and mental spirits.	<ul style="list-style-type: none"> <li>• Hold small-group talking circles.</li> <li>• Find a curriculum that will teach youth that is “best practice.”</li> <li>• Weekly one-on-one sessions with a staff member to make sure youth are touching all these points.</li> <li>• Have a smudge circle weekly.</li> </ul>
Give opportunities for youth to come out and talk about their feelings.	<ul style="list-style-type: none"> <li>• Hold small-group talking circles.</li> <li>• Have one-on-one sessions with a mentor.</li> <li>• Make youth feel comfortable.</li> <li>• Ensure that all staff members are trustworthy, respectable, and good listeners.</li> <li>• Build a relationship with youth.</li> <li>• Push the youth to more outspoken about how they’re feeling about situations.</li> </ul>
Beginning in the fall, the CPN TYP will hold daily curriculum that will contribute the youth’s ability to succeed in daily life.	<ul style="list-style-type: none"> <li>• Network with local universities to identify skilled people to present to youth.</li> <li>• Add consistency and stability.</li> <li>• Hold training for staff to convey information properly.</li> </ul>
All youth associated with TYP will accomplish 20-30 hours of community service.	<ul style="list-style-type: none"> <li>• Create partnerships with local communities.</li> <li>• Volunteer at local areas like powwows.</li> <li>• Feed the elders.</li> <li>• Pick up trash on road to clean the ditches out.</li> <li>• Reach out to the Native community, especially tribal elders.</li> </ul>
Throughout the school year, show the youth that you can succeed mentally and physically with positive influences.	<ul style="list-style-type: none"> <li>• Find examples of other youth who used positive influences in their lives to achieve success.</li> <li>• Break down the successful youths’ situation: what knowledge did they need? What life skills did they use? What tools did they employ to reach their goals?</li> <li>• Discuss with the group how those skills/life lessons could be useful in their lives.</li> <li>• Teach those skills and lessons to the youth.</li> </ul>
Increase interest in sharing	

Native identities with the community.	
Teach youth to be able to cope with daily life outside of the program so that they can come to the program ready and willing to learn about tribal games, activities, etc.	<ul style="list-style-type: none"> <li>• Hold talking circles, so that youth can tell what’s really bothering them in life.</li> <li>• Teach youth how to take time to smudge or get their mind right to mentally help themselves.</li> </ul>
Include more traditional activities to get youth active and fit.	<ul style="list-style-type: none"> <li>• Play stickball, which is a big cultural activity that is fun for youth.</li> <li>• Promote diversity and do more activities played from other cultures.</li> </ul>
Develop Transportation Plan	
Streamline Application Process	

**Additional Comments:**

- Bring in tribal and community professionals
- Bring in speakers to talk about educational resources (scholarships, funding, etc.)
  - Partner with different departments, use tribal resources to the fullest

# Demonstration of Research Basis

## **ACT Engage Overview and Case Study by ACT, and *Moving Beyond Access: College Success for Low-Income, First-Generation Students*, by the Pell Institute**

For the Wzhitawen Project, the Project Team based their adapted project design on the strong research findings of ACT and The Pell Institute, which have both done significant work on the development of students, especially those who would be first generation college students. Using their tools and the suggested actions of their research findings, the Project Team intend to operate a project tailored to the needs of Native youth, but anchored by this excellent research.

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# About ACT Engage

## **ACT Engage is here to help**

Based on our decades of research in secondary and postsecondary college readiness, we have developed ACT Engage® to measure student behaviors and attributes that are often overlooked in student performance.

We can now predict—with a remarkable degree of accuracy—which students are more likely to struggle with academic achievement, timely graduation, and college admission. ACT Engage is able to identify students who are at risk of poor grades and dropout, beyond measures of academic performance alone.

ACT Engage offers a powerful, affordable way for you to increase student success without the pressure of high-stakes testing. In just 30 minutes, students answer simple questions about themselves online and you receive reports immediately so you can begin to assist those who are at risk.

The assessments are easy to administer and require minimal time and financial resources. There is no proctoring and schools pay only for completed surveys—test materials are free.

Available for students in middle school through high school and into college, ACT Engage gives you important information about a student's motivation, social engagement, and self-regulation.

ACT Engage helps you:

- **Identify** students with personal challenges that go unreported in standardized academic tests
- **Improve** graduation rates and directly reach students whose personal challenges may hinder academic success
- **Evaluate** a student's self-reported psychosocial attributes
- **Define** a student's levels of academic risk
- **Use** suggested interventions to help students improve academic achievement

We offer ACT Engage assessments for students at three levels, plus an additional assessment for teachers.

- ACT Engage Grades 6–9
- ACT Engage Grades 10–12
- ACT Engage College
- ACT Engage Teacher Edition

### ACT Engage: Progression of Key Behaviors

	Middle School	High School/College	Work
<b>Motivation</b>	Completes homework	→ Studies hard	→ Works productively
	Organizes desk and school supplies	→ Writes down assignments and due dates	→ Effectively multi-tasks
<b>Social Engagement</b>	Cooperates with others	→ Socializes and engages with peers	→ Collaborates with coworkers
	Works well on group projects	→ Takes part in school organizations and events	→ Is a good corporate citizen
<b>Self-Regulation</b>	Controls temper	→ Copes when busy	→ Manages stress
	Obeys classroom rules	→ Follows academic honor code	→ Complies with organizational rules and policies

## ACT Engage® Grades 6–9 Domains and Scales Overview

Scale	Scale Definition	Sample Items	Students Who Score High	Students Who Score Low	Possible Interventions
<b>Motivation (Getting Work Done)</b>					
<b>Academic Discipline</b>	The degree to which a student is hardworking and conscientious as evidenced by the amount of effort invested in schoolwork.	<ul style="list-style-type: none"> <li>• I turn in my assignments on time.</li> <li>• I'm usually prepared for class.</li> </ul>	Place great value on schoolwork and make academic tasks a high priority.	May avoid schoolwork, cut classes, and place other responsibilities higher than schoolwork.	<ul style="list-style-type: none"> <li>• Introduce goal setting, time management, organization, and prioritization skills to students.</li> <li>• Promote mastery of learning strategies with students.</li> </ul>
<b>Commitment to School</b>	A student's commitment to stay in high school and obtain a diploma.	<ul style="list-style-type: none"> <li>• I am committed to graduating from high school.</li> <li>• A high school diploma is important to getting ahead in life.</li> </ul>	Are determined to complete high school regardless of obstacles and appreciate the value of education.	Have difficulty identifying how high school benefits them, may feel ambivalent about trying to earn a diploma, and may be more likely to drop out when facing obstacles.	<ul style="list-style-type: none"> <li>• Stress benefits of education.</li> <li>• Help students identify appropriate careers.</li> <li>• Draw a clear connection between schoolwork and careers.</li> <li>• Provide assistance with educational and financial planning.</li> </ul>
<b>Optimism</b>	Having a hopeful outlook about the future in spite of difficulties or challenges.	<ul style="list-style-type: none"> <li>• I am confident that everything will turn out all right.</li> <li>• I look for the bright side of things.</li> </ul>	Focus on positive aspects of a situation.	Focus on negative aspects of a situation, become overwhelmed by challenges, and/or disengage.	<ul style="list-style-type: none"> <li>• Help students develop a balanced perspective.</li> <li>• Help them focus on strengths as a way to address challenges.</li> <li>• Help avoid negative self-talk.</li> </ul>
<b>Social Engagement (Getting Along)</b>					
<b>Family Attitude Toward Education</b>	A student's perception of his or her family's attitude regarding the value of education.	<ul style="list-style-type: none"> <li>• My family supports my efforts in school.</li> <li>• Education is important to my family.</li> </ul>	Tend to have family members who value education and stress its importance at home.	May have family members who overlook or undervalue the importance of education.	<ul style="list-style-type: none"> <li>• Work with both students and families to emphasize the value of an education.</li> <li>• Help parents to understand how education will benefit their children in the future in tangible/intangible ways.</li> </ul>
<b>Family Involvement</b>	The degree to which a student's family is involved in his or her school life and activities.	<ul style="list-style-type: none"> <li>• My family tries hard to be involved in my school life.</li> <li>• I talk to my family about school accomplishments.</li> </ul>	Tend to have family members who are more involved in either academic or extracurricular activities.	May have family members who rate other things above school in importance.	<ul style="list-style-type: none"> <li>• Schedule parent-teacher conferences.</li> <li>• Involve parents in collaborative school-related projects.</li> <li>• Engage parents in educational planning.</li> <li>• Provide mentoring for and by parents.</li> </ul>

For additional resources (user's guide, case studies), visit our website at [www.act.org/engage](http://www.act.org/engage).

Scale	Scale Definition	Sample Items	Students Who Score High	Students Who Score Low	Possible Interventions
<b>Relationship with School Personnel</b>	The extent to which students relate to school personnel as part of their connection to school.	<ul style="list-style-type: none"> <li>Adults at my school understand my point of view.</li> <li>If I was in trouble, adults at my school would be there to help.</li> </ul>	Have a stronger connection to school, are more socially engaged, and tend to form bonds with school personnel.	Tend to be more detached from school and are less likely to form bonds with school personnel.	<ul style="list-style-type: none"> <li>Introduce and connect students and school personnel during orientations and school functions.</li> <li>Create programs in which school personnel actively involve and engage students.</li> <li>Have students and school personnel collaborate toward common objectives.</li> </ul>
<b>School Safety Climate</b>	A student's perceptions of the school qualities related to security at school.	<ul style="list-style-type: none"> <li>I feel safe at the school.</li> <li>Students at my school don't get in trouble with the law.</li> </ul>	Are more likely to believe the school provides a safe learning environment.	Are more concerned about school safety (bullying and violence) and are less likely to succeed academically.	<ul style="list-style-type: none"> <li>Consistently enforce rules.</li> <li>Practice safety drills.</li> <li>Increase visibility of adults.</li> <li>Create orderly environment.</li> </ul>
<b>Self-Regulation (Keeping Your Cool)</b>					
<b>Managing Feelings</b>	Tendency to manage duration and intensity of negative feelings and to find appropriate ways to express these feelings.	<ul style="list-style-type: none"> <li>I would walk away if someone wanted to fight me.</li> <li>I fight back when someone makes me mad. (reverse-scored)</li> </ul>	Are more likely to manage negative emotions effectively and keep these emotions from impacting other activities.	May be easily frustrated and experience difficulty managing their emotions.	<ul style="list-style-type: none"> <li>Help students find positive and appropriate outlets for frustrations.</li> <li>Provide students with referrals for counseling services.</li> </ul>
<b>Thinking Before Acting</b>	A tendency to think about the consequences of one's actions.	<ul style="list-style-type: none"> <li>I think about what might happen before I act.</li> <li>I think about what I say before I say it.</li> </ul>	Are more likely to think about the consequences of their behavior before acting.	Tend to act more impulsively and are less likely to consider the consequences of their actions.	<ul style="list-style-type: none"> <li>Develop decision-making skills through "what-if" role plays.</li> <li>Encourage students to take some time to make decisions instead of acting "in the heat of the moment."</li> </ul>
<b>Orderly Conduct</b>	A tendency to behave appropriately in class.	<ul style="list-style-type: none"> <li>I joke around or make fun of others during class. (reverse-scored)</li> <li>I have been sent to the principal's office for misbehaving. (reverse-scored)</li> </ul>	Tend to obey school rules, behave appropriately in class, and do not get in trouble with the law.	Are more likely to break school rules, disturb class, and may even become involved in illegal activities.	<ul style="list-style-type: none"> <li>Post class rules in a visible location.</li> <li>Recognize peer role models for good behavior.</li> <li>Use incentives to increase compliance with rules.</li> <li>Help students understand the consequences of being disruptive.</li> </ul>

For additional resources (user's guide, case studies), visit our website at [www.act.org/engage](http://www.act.org/engage).

# ACT Engage® Grades 10–12 Domains and Scales Overview

Scale	Scale Definition	Sample Items	Students Who Score High	Students Who Score Low	Possible Interventions
<b>Motivation (Getting Work Done)</b>					
<b>Academic Discipline</b>	Amount of effort a student puts into schoolwork and the degree to which a student sees himself/herself as hardworking and conscientious.	<ul style="list-style-type: none"> <li>If I don't feel like going, I skip classes. (reverse-scored)</li> <li>People describe me as a hard worker.</li> </ul>	Place great value on schoolwork and make academic tasks and assignments a high priority.	May avoid schoolwork, cut classes, and view other areas of their lives as more important than the completion of school-related tasks.	<ul style="list-style-type: none"> <li>Introduce goal setting, time management, organization, and prioritization skills to students.</li> <li>Promote mastery of learning strategies with students.</li> </ul>
<b>General Determination</b>	The extent to which one strives to follow through on commitments and obligations.	<ul style="list-style-type: none"> <li>I give my undivided attention to something important.</li> <li>I am serious about fulfilling my obligations.</li> </ul>	Have a strong sense of responsibility and are often perceived as trustworthy and likely to fulfill their commitments.	Are generally less committed and responsible.	<ul style="list-style-type: none"> <li>Help students understand the value of meeting commitments.</li> <li>Introduce students to trust-building skills.</li> </ul>
<b>Goal Striving</b>	The strength of one's efforts to achieve objectives and end goals.	<ul style="list-style-type: none"> <li>I bounce back after facing disappointment or failure.</li> <li>Once I set a goal, I do my best to achieve it.</li> </ul>	Set important goals, make efforts to achieve these goals, and are confident in their ability to succeed.	Generally don't set goals, don't work as hard to achieve any set goals, and are less confident in their ability to achieve them.	<ul style="list-style-type: none"> <li>Share goal-setting strategies with students.</li> <li>Help students with career/major identification and planning.</li> </ul>
<b>Commitment to College</b>	One's commitment to stay in college and get a degree.	<ul style="list-style-type: none"> <li>A college education will help me achieve my goals.</li> <li>I am committed to attend and finish college regardless of obstacles.</li> </ul>	Feel determined to complete college regardless of obstacles and appreciate the value of education.	May have difficulty identifying how college will benefit them and may feel ambivalent about completing a degree.	<ul style="list-style-type: none"> <li>Help students identify a career that requires postsecondary education.</li> <li>Provide assistance with college search and financial planning.</li> <li>Help students understand the relationship between majors and careers.</li> <li>Introduce students to professional life values.</li> </ul>
<b>Communication Skills</b>	Attentiveness to others' feelings and flexibility in resolving conflicts with others.	<ul style="list-style-type: none"> <li>I'm sensitive to others' feelings.</li> <li>I'm willing to compromise when resolving a conflict.</li> </ul>	Know how to handle interpersonal problems effectively and can work cooperatively with others in group/team settings.	May have difficulty working in teams and may exhibit some rigidity in decision making.	<ul style="list-style-type: none"> <li>Promote and help students practice conflict resolution skills, listening skills, and sensitivity training.</li> </ul>
<b>Study Skills</b>	The extent to which students believe they know how to assess an academic problem, organize a solution, and successfully complete academic assignments.	<ul style="list-style-type: none"> <li>I summarize important information in diagrams, tables, or lists.</li> <li>I organize my thoughts before I prepare an assignment.</li> </ul>	Generally complete more assignments and thus perform better academically.	Generally struggle with completing their work and subsequently perform less well academically.	<ul style="list-style-type: none"> <li>Develop techniques that help students improve note-taking, outlining, problem solving, and reading skills.</li> </ul>

Scale	Scale Definition	Sample Items	Students Who Score High	Students Who Score Low	Possible Interventions
<b>Social Engagement (Getting Along)</b>					
<b>Social Activity</b>	One's comfort in meeting and interacting with other people.	<ul style="list-style-type: none"> <li>I avoid activities that require meeting new people. (reverse-scored)</li> <li>I make friends easily.</li> </ul>	May have trouble keeping up with schoolwork because they focus more on social activities than on their education, especially students who score very high.	Report feeling shy and nervous when speaking with others, avoiding social activities, and feeling isolated, especially students who score very low.	<ul style="list-style-type: none"> <li>Introduce students who score low to activities that increase assertiveness and reduce social anxiety.</li> <li>Introduce students who score too high to exercises in prioritization and handling social pressures.</li> </ul>
<b>Social Connection</b>	One's feelings of connection and involvement with the school community.	<ul style="list-style-type: none"> <li>I feel part of this school.</li> <li>I have a sense of connection with others at school.</li> </ul>	Tend to feel more connected to their school; may be more likely to stay at that school and to graduate with a high school diploma.	Feel less connected, which might result in less commitment to remaining in high school and earning a high school diploma.	<ul style="list-style-type: none"> <li>Encourage increased involvement in extracurricular activities and organized school-sponsored social events.</li> </ul>
<b>Self-Regulation (Keeping Your Cool)</b>					
<b>Academic Self-Confidence</b>	A belief in one's ability to perform well in school.	<ul style="list-style-type: none"> <li>I am a fast learner.</li> <li>I am less talented than other students. (reverse-scored)</li> </ul>	Possess confidence in their ability to do well in school, which may help them persist in challenging tasks.	Are less confident and can be more easily frustrated by challenging tasks.	<ul style="list-style-type: none"> <li>Develop and share exercises to reduce pessimism and negative self-talk.</li> <li>Develop and share exercises to reduce test anxiety.</li> </ul>
<b>Steadiness</b>	One's responses to and management of strong feelings.	<ul style="list-style-type: none"> <li>I get easily irritated. (reverse-scored)</li> <li>I stay calm in difficult situations.</li> </ul>	May be overcontrolled and lack outlets for stress, especially students who score very high.	May be easily frustrated and overwhelmed.	<ul style="list-style-type: none"> <li>Help students find positive outlets for frustration and introduce relaxation techniques.</li> </ul>

For additional resources (user's guide, case studies), visit our website at [www.act.org/engage](http://www.act.org/engage).

# Case Study

2014

## Region One Education Service Center GEAR UP Uses ACT Engage® to Help Underserved Students

The Region One Education Service Center GEAR UP partnership is a federally funded program that works with students and families to help more students achieve college readiness and postsecondary success. Region One serves seven southern Texas counties—27 school districts and seven charter school systems from Laredo to Brownsville—along the United States–Mexico border. This includes approximately 10,500 traditionally underrepresented students, of whom:

- 99% are Hispanic
- 90% are economically disadvantaged
- 39% are English language learners
- 6% are from migrant families
- 78% are considered potential first-generation college-bound students

### THE CHALLENGE

#### Targeting resources to students who need it most

Region One leaders needed an assessment to help evaluate program impact and effectiveness around student engagement and academic behaviors. They introduced ACT Engage assessments to students in 2012 in an effort to:

- Identify at-risk students early
- Diagnose student strengths and needs
- Connect students to appropriate interventions
- Monitor changes and begin assessing intervention effectiveness

ACT Engage provided Region One some unique and actionable insights on student engagement—insights relevant to students and schools that needed it most. Region One was also able to integrate ACT Engage results with data from its own internal survey, state-mandated testing results, and student information from schools, such as grades and demographics. This helped the group build a custom dashboard, creating a more complete picture of student behaviors that lead to academic success.

*(continued)*

## THE RESULTS

### Students benefit from data-driven decisions and collaborative solutions

ACT Engage insights and recommendations gave Region One the tools to help students and families in new ways.

If we could have all of these components where we look at the whole child—the student is connected, is doing well academically, has those academic behaviors—we're going to make sure all students graduate on time and are prepared for the world they want after high school.

**Norma McCormick**  
GEAR UP coordinator,  
Region One Education  
Service Center



- Region One gained data to evaluate program impact and effectiveness on student behaviors and engagement at individual, school, district, and program levels, allowing year-to-year comparisons and data-driven decision making.
- The information was shared with district leadership teams consisting of superintendents, principals, GEAR UP facilitators, teachers, and counselors to identify individual and schoolwide trends. This provided direction for leadership development, continuing education, community development, and policies affecting issues like commitment to school and family attitudes.
- Districts gained a tool to compare their students' academic behaviors to the general population, organized by geography and demographic criteria, offering concrete feedback of the overall performance of Region One programs.
- Students who seemed to have a low risk of dropping out had concerns and needs that might otherwise have been unaddressed.
- Districts reallocated student participation to programs designed to address their "red flag" issues, creating a bigger impact with the same level of resources.
- The ACT Engage Academic Success Index provided a tangible measure of whether programs could "move the needle."
- Region One worked with schools to develop a "Crosswalk" of programs and activities connecting student engagement and academic behaviors to preexisting classroom programs (e.g., linking school safety behaviors and student self-regulation with conflict resolution sessions with the school counselor). This helped students quickly find activities of the most impact to them.
- Region One helped develop interventions for parents of potential first-generation college students, with the goal of increasing the odds that those students will transition successfully to college.
- Region One attained measurable results to use in government reporting.



# MOVING BEYOND ACCESS

College Success For Low-Income,  
First-Generation Students



2008

**THE PELL INSTITUTE**  
for the Study of Opportunity in Higher Education

# ABOUT THE PELL INSTITUTE

**T**he Pell Institute for the Study of Opportunity in Higher Education, sponsored by the Council for Opportunity in Education, conducts and disseminates research and policy analysis to encourage policymakers, educators, and the public to improve educational opportunities and outcomes for low-income, first-generation, and disabled college students. The Pell Institute is the first research institute to specifically examine the issues affecting educational opportunity for this growing population.

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# MOVING BEYOND ACCESS

College Success For Low-Income,  
First-Generation Students

*Jennifer Engle, Ph.D.*  
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# EXECUTIVE SUMMARY:

## *Moving Beyond Access: College Success for Low-Income, First-Generation Students*

### WHY DOES COLLEGE SUCCESS MATTER?

With major strides in access to postsecondary education for all students in recent decades, it is tempting to assume that such progress has erased disparities in college enrollment and completion in the United States. Yet despite having one of the highest college participation rates in the world, large gaps persist in terms of access to and success in higher education in this country, particularly for low-income, minority, and first-generation students.

Given the pressure to remain competitive in the global knowledge economy, it is in our shared national interest to act now to increase the number of students who not only enter college, but more importantly earn their degrees, particularly bachelor's degrees. Due to the changing demographics of the United States, we must focus our efforts on improving postsecondary access and success among those populations who have previously been underrepresented in higher education, namely low-income and minority students, many of whom will be the first in their families to go to college.

In order to inform the efforts of educators and policymakers to improve college access and success, the Pell Institute has produced a report, funded by the 3M Foundation, that examines the current status of low-income, first-generation college students<sup>1</sup> in higher education. Using data from the U.S. Department of Education datasets, we describe the ways in which this population participates in higher education, including persistence and degree attainment rates, and compare their participation to other students, including those who are neither low-income nor first-generation. We discuss the barriers that low-income, first-generation students face to achieving success in college, as well as the strategies that colleges and universities can pursue to address these barriers and improve students' chances of earning degrees. We also offer recommendations for institutional and government actions that could go a long way towards closing the access *and* success gaps that exist today for this doubly-disadvantaged population.

### HOW DO LOW-INCOME, FIRST-GENERATION STUDENTS FARE IN COLLEGE?

For most of the 4.5 million low-income, first-generation students enrolled in postsecondary education today (approximately 24 percent of the undergraduate population), the path to the bachelor's degree will be long, indirect, and uncertain. For many, the journey will end where it begins. Using data from the National Center for Education Statistics' Beginning Postsecondary Study (BPS:96/01), we found that low-income, first-generation students experience less success than their peers right from the start. Across all institution types:

- Low-income, first-generation students were nearly four times more likely – 26 to 7 percent - to leave higher education after the first year than students who had neither of these risk factors.
- Six years later, nearly half (43 percent) of low-income, first-generation students had left college without earning their degrees. Among those who left, nearly two-thirds (60 percent) did so after the first year.

After six years, only 11 percent of low-income, first-generation students had earned bachelor's degrees compared to 55 percent of their more advantaged peers. This was due in part to lower graduation rates for low-income, first-generation students in the four-year sector:

- In public four-year institutions, only 34 percent of low-income, first-generation students earned bachelor's degrees in six years compared to 66 percent of their peers.
- In private, not-for-profit four-year institutions, there was an even larger gap between low-income, first-generation students and their peers, 43 to 80 percent respectively.

Despite such gaps, low-income, first-generation students were actually more than seven times more likely to earn bachelor's degrees if they started in four-year institutions, but only 25 percent of them did so. A large number of low-income, first-generation students began - and ended - their studies at public two-year and for-profit institutions.

More advantaged students who began at public two-year institutions went on to attain bachelor's degrees at nearly five times the rate of low-income, first-generation students, 24 versus 5 percent respectively. This is due largely to higher transfer rates among students who were neither low-income nor first-generation; only 14 percent of low-income, first-generation students attending public two-year and for-profit institutions transferred to four-year institutions within six years compared to 50 percent of their more advantaged peers.

<sup>1</sup> Low-income status is defined as having a family income below \$25,000 and first-generation status includes students whose parents do not have bachelor's degrees. Here we focus our comparisons between low-income, first-generation students and students who are neither low-income nor first-generation.

It is worth noting that not all students who attend public two-year and for-profit institutions enroll with the intention of earning bachelor's degrees. Many of these students plan to and successfully complete certificates and associate's degrees. However, we found that 63 percent of low-income, first-generation students attending public two-year institutions said they planned to earn at least a bachelor's degree, with nearly half of these students aspiring to post-baccalaureate degrees. Yet, only 5 percent of them actually earned bachelor's degrees within six years.

Thus, we see that while public two-year and for-profit institutions are major points of initial access to postsecondary education for low-income, first-generation students, and provide a reasonable opportunity to earn certificates or associate's degrees, the chances of successfully attaining the increasingly important baccalaureate degree via these institutions are limited for this population.

## WHAT ARE THE CONSTRAINTS ON COLLEGE SUCCESS FOR LOW-INCOME, FIRST-GENERATION STUDENTS?

Our analysis shows low-income, first-generation students face a number of challenges that make it difficult for them to be successful in college. They disproportionately come from ethnic and racial minority backgrounds with lower levels of academic preparation. They also tend to be older, less likely to receive financial support from parents, and more likely to have multiple obligations outside college, like family and work, that limit their full participation in the college experience. Research has shown that these factors lower students' chances of persisting to graduation.

Previous research has also shown, however, that even after taking their demographic backgrounds, enrollment characteristics, and academic preparation into consideration, low-income and first-generation students are still at greater risk of failure in postsecondary education. This suggests that the problem is as much the result of the experiences these students have *during* college as it is attributable to the experiences they have *before* they enroll.

Research has shown that low-income and first-generation students are less likely to be engaged in the academic and social experiences that foster success in college, such as studying in groups, interacting with faculty and other students, participating in extracurricular activities, and using support services. Lower levels of academic and social integration among this population are inextricably linked to finances and financial aid.

Due largely to a lack of resources, low-income, first-generation students are more likely to live and work off-campus and to take classes part-time while working full-time, which limits the amount of time they spend on campus. As our research using data from NCES' National Postsecondary Student Aid Study (NPSAS:04 UG) shows, unmet financial need – need that remains after applying all financial aid – is a major problem for low-income, first-generation students. The mean amount of unmet need for low-income, first-generation students is nearly \$6,000 (before loans), which represents half of their median annual income of \$12,100. As a result, they work and borrow more with negative consequences in terms of college completion.

## HOW CAN WE PROMOTE COLLEGE ACCESS AND SUCCESS FOR LOW-INCOME, FIRST-GENERATION STUDENTS?

For too many low-income, first-generation students, the newly-opened door to American higher education has been a revolving one. The unavoidable fact is that while college access has increased for this population, the opportunity to successfully earn a college degree, especially the bachelor's degree, has not. The major barrier to the baccalaureate for low-income, first-generation students is that vast majority of them begin – and end – their studies in two-year and for-profit institutions. Unfortunately, the segregation of low-income students into the less-than-four-year sector has only gotten worse over time.

What can be done to increase the number of low-income, first-generation students who enroll in and graduate from four-year institutions with bachelor's degrees? We offer the following recommendations to practitioners and policymakers alike:

**Improve academic preparation for college:** Taking a rigorous high school curriculum, including advanced mathematics, greatly increases the chances that low-income and first-generation students will attend college, particularly four-year institutions. To that end, students and their parents need:

- More information and counseling about gateway courses before high school.
- Support to complete challenging coursework given gaps in prior preparation.
- Greater access to rigorous college-preparatory courses with well-prepared teachers.
- A strong college-going culture in their high schools with adequate support from well-trained counselors.

**Provide additional financial aid for college:** With adequate resources, more low-income, first-generation students could afford to enroll in four-year institutions or attend full-time, both of which would increase their chances of earning four-year degrees. Unfortunately, funding for the Federal Pell Grant and Work-Study programs has not kept pace while tuition and fees have increased dramatically in recent years. To reduce the impact of financial barriers, low-income, first-generation students need:

- Outreach through workshops for students and their parents about the financial aid process, especially filling out the FAFSA.
- Improved financial literacy about their options for covering the cost of attendance at four-year institutions, including the prudent use of loans.
- Increases in grant aid from institutional, state, and federal sources, which will require a shift away from merit aid at the institutional and state levels.
- Greater assistance with covering unmet financial need, such as through the use of expanded work-study programs.

**Increase transfer rates to four-year colleges:** Given the economic and other realities that force most low-income, first-generation students to begin their studies in the two-year sector, there needs to be a greater emphasis on increasing transfer rates from two- to four-year colleges by providing:

- A clear vision of the long-term pathway from high school to a two-year college and then to a four-year college through pre-college counseling.
- Effective developmental courses to address shortcomings in preparation.
- Strong transfer counseling from advisors as well as favorable articulation policies.
- Adequate financial counseling and aid (e.g. transfer scholarships) as well as academic and social support to ensure degree completion after transfer.

**Ease the transition to college:** Low-income, first-generation students need considerable support as they make the transition to college. Strategies that have been shown to help include:

- Early intervention through bridge and orientation programs.
- Advising, tutoring, and mentoring by faculty and peers.
- Participation in special programs for at-risk populations that “scale down” the college experience.

**Encourage engagement on the college campus:** Colleges must remove the barriers (primarily financial) that prevent low-income, first-generation students from fully engaging in the experiences associated with success by:

- Exposing students to the college environment as early as possible through college tours and other college planning exercises.
- Offering additional opportunities for work-study to increase the amount of time these students spend on campus while meeting their financial needs.
- Focusing on increasing interaction and engagement in the classroom to make use of the only time many of these students spend on campus.

**Promote (re)entry for young and working adults:** In order to meet economic competitiveness needs, most states will need to help young and working adults get back on the college track by:

- Providing support programs to help adults complete their GED.
- Offering college credit for experiential learning in the workplace.
- Reaching out to students who leave college with a limited number of credits remaining to graduation.
- Expanding financial aid eligibility for part-time students and/or providing additional resources (e.g. childcare) to promote persistence.

As the United States continues to realize the importance of increasing the educational attainment of its citizens as the key to its future economic stability in the global marketplace, improving postsecondary access and success among underrepresented populations, such as low-income, first-generation students, is paramount. As the analysis in this report has shown, there is much work to be done if this growing population is to participate and achieve within higher education similar to their more advantaged peers. Without action by policymakers at all levels, it appears that not only will these students be left behind, but so too will the United States.

# INTRODUCTION

## Why College Retention Matters

On the surface, America's public commitment to provide access to any individual who seeks a postsecondary education seems to be gaining ground. The United States' higher education system has one of the highest participation rates in the world (OECD, 2007). Nearly 15 million students are currently enrolled as undergraduates in U.S. colleges and universities, a number that has more than doubled in the past 35 years (NCES, 2007a). As overall enrollments have grown, the number of students from historically underrepresented groups participating in higher education, including low-income and first-generation college students, has also risen. For example, the number of low-income students entering college immediately after high school has increased by over 60 percent since 1970, with nearly 1.6 million enrolling for the first time in 2005 (Mortenson, 2007). Today, it might seem that access to higher education for all students, including those from low-income and other disadvantaged backgrounds, is greater than ever.

But scratch the surface of this apparent success, and the story about access and opportunity in American higher education is much more complex and a lot less hopeful. Although there have been improvements in terms of access, equality in the attainment of four-year college degrees remains elusive for low-income and first-generation students. The baccalaureate degree attainment rate among young people from low-income families increased from 6 percent in 1970 to 12 percent in 2005; however, the rate among high-income youth increased from 40 percent to 73 percent (Mortenson, 2007). This means that high-income youth are six times more likely to earn a four-year degree than are low-income students, and the gap between them has nearly *doubled* in the last 35 years.

This disparity in degree attainment reflects the fact that, despite recent gains in access, low-income and first-generation students are still less likely to go to college than their more privileged peers. While the college continuation rate (the percentage of high school seniors who go on to college immediately) for low-income high school graduates doubled from 26 percent in 1972 to 54 percent in 2005, it still lags considerably behind the 81 percent rate for high-income students (NCES, 2007b). However, the disparity in baccalaureate degree attainment also reflects a persistent and growing gap in degree completion among those who *do* go to college (Mortenson, 2007). As these data illustrate, it is no longer enough to be concerned only about *whether* low-income and first-generation students go to college. We also must be concerned about *where* and *how* they go to college – and the experiences they have once enrolled – to ensure that this population can stay there through the completion of a degree, particularly the bachelor's degree.

Why does degree attainment matter? The consequences of this continuing loss of human capital cannot be underestimated. For example, the difference between a high school diploma and a four-year degree in both annual and lifetime earnings is considerable, and the gap has increased significantly over time (U.S. Census Bureau, 2002). Today's four-year college graduates will earn nearly \$1 million more over their working lives than will those who only receive a high school diploma and nearly \$500,000 more than those who attend some college and/or earn a two-year degree (College Board, 2007). For the vast majority of low-income individuals, earning a bachelor's degree is the only way they can increase their earning potential enough to overcome their current economic circumstances (Terenzini et al, 2001). Increasing the number of bachelor's degree recipients pays big dividends for society as well, providing much needed tax revenue for states and the nation at large. It also reduces the range of costs the nation now bears for poverty, unemployment, crime, and health, all of which are associated with lower levels of education and income (College Board, 2007; IHEP, 2005).

Furthermore, it has become all too apparent that our nation must improve the educational attainment rates of its citizens in order to increase our competitiveness in the global knowledge economy. Over the next ten years, 80 percent of the fastest-growing occupations in the U.S. will require at least an associate's degree; 50 percent will require a bachelor's degree or higher (Bureau of Labor Statistics, 2005). After leading the world in degree production for decades, overall degree attainment rates have stagnated in the United States while other countries have made rapid gains in recent years. The problem is that while the United States continues to have one of the highest college participation rates in the world (although ground has been lost here too), the nation ranks in the bottom half in terms of degree completion, and ties for last in baccalaureate degree completion (NCPPHE, 2006; OECD, 2007; Reindl, 2007). Simply put, it is in our shared national interest to act now to increase the number of students who not only enter college, but more importantly earn their degrees, particularly baccalaureates.

Yet, due to rapidly changing demographics, the overall educational attainment of the United States is actually expected to decline in the coming years (Kelly, 2005). The fastest growing segments of the population, low-income and minority youth, have historically been the least likely to earn college degrees, and the gaps in degree attainment for these groups have only increased over time (Kelly, 2005; Mortenson, March 2006; WICHE, 2003). Today, there are more than 12 million children living in poverty, two-thirds of whom come from minority backgrounds (U.S. Census Bureau, 2003). Nearly half of all school children (44 percent), the future college-going population, come from low-income families (as measured by free/reduced price lunch eligibility). This number has been on the rise for the last ten years (Mortenson, March

2006). Thus, in order to increase degree attainment rates in this country, there must be a major effort to improve both postsecondary access and success among those populations who have previously been underrepresented in higher education, namely low-income and minority students, many of whom will be the first in their families to go to college.



This report examines the postsecondary characteristics, experiences, and outcomes of low-income, first-generation college students. Previous research has separately examined how low-income status (see Choy, 2000; Cook & King, 2004) and first-generation status (see Chen, 2005; Nunez & Cuccaro-Alamin, 1998) correlate with a range of factors (i.e. demographic and enrollment characteristics) that lower these students' chances of successfully earning a college degree. In this report, we aim to show how the combined impact of these two characteristics put students who are both low-income and the first in their families to go to college at the greatest risk of failure in postsecondary education. By focusing on low-income, first-generation students, we hope to increase the amount of attention – and resources – given to improving college success for this doubly-disadvantaged population.

Using data from the U.S. Department of Education datasets, we describe the ways in which this population participates in higher education, including persistence and degree attainment rates, and compare their participation to other students, including those who are neither low-income nor first-generation. We discuss the barriers that low-income, first-generation students face to achieving success in college, as well as the strategies that colleges and universities can pursue to address these barriers and improve these students' chances of earning degrees. Finally, we offer recommendations for institutional and government actions that could go a long way towards closing the access *and* success gaps that exist today.

## ABOUT THE DATA

The data presented in this report are drawn from three datasets from the U.S. Department of Education's National Center for Education Statistics (NCES):

### National Postsecondary Student Aid Study (NPSAS)

NPSAS examines how students and their families pay for postsecondary education. The study is based on a nationally representative sample of students in postsecondary education institutions, including undergraduate, graduate, and first-professional students. Students attending all types and levels of institutions are represented, including public and private not-for-profit and for-profit institutions at the less-than-two-year, two-year, and four-year levels. NPSAS includes general demographics and other characteristics of these students, types of aid and amounts received, cost of attending college, combinations of work, study, and borrowing, and enrollment patterns. The data in this report come from the most recent undergraduate NPSAS (NPSAS:04) which was conducted during the 2003-2004 academic year.

### Beginning Postsecondary Students (BPS) Study

BPS is a longitudinal study that follows students who enrolled in a postsecondary institution for the first time. A sample of students is surveyed during their first year, and three and six years later, about their undergraduate experiences, persistence in school, transfer between institutions, degree completion, and employment following enrollment. The data in this report come from the most recently completed BPS, which follows students who first enrolled in postsecondary education in 1995-1996 over a six-year period to 2001-2002. The BPS:96/01 sample was drawn from first-time undergraduates participating in the NPSAS:96 study.

### Baccalaureate and Beyond (B&B) Study

B&B is a longitudinal study that follows students who have completed their baccalaureate degrees. The data in this report come from the first complete B&B study, which includes about 11,000 students who were identified in the NPSAS:93 study as having earned their bachelor's degrees in the 1992-93 academic year. These students were surveyed in their last year of undergraduate studies and followed up one (1994), four (1997), and ten (2003) years later. Students were asked questions about their undergraduate education and their educational and employment experiences after graduation.

## TARGETING LOW-INCOME, FIRST-GENERATION STUDENTS:

### The Federal TRIO Programs

An additional reason for choosing low-income, first-generation students as the focus of this report is that this population is frequently the target audience for many pre-college and in-college support programs. The federally-funded TRIO programs are among the largest and oldest of such programs that provide services directly to this student population. The TRIO programs form a continuum of support for low-income, first-generation, and disabled students that extends from middle school through college. As defined in the Higher Education Act – the legislation that addresses the majority of the federal government’s investment in higher education – two-thirds of participants in TRIO programs must be *both* low-income and first-generation; the rest may be either low-income or first-generation. Nationwide, more than 2,800 TRIO programs serve nearly one million students annually.

The **Talent Search and Upward Bound** programs provide pre-college services that aim to increase college awareness and preparation among middle- and high-school students. Both programs offer counseling, tutoring, mentoring, and workshops to provide students with information about the college admissions process as well as to provide assistance with obtaining financial aid (e.g. help with filling out the FAFSA) and preparing for college entrance exams. Upward Bound offers a more intensive program that includes supplemental academic instruction in key college-preparatory courses after school and on Saturdays throughout the school year and during a summer program usually held on a college campus. Another program, **Upward Bound Math/Science**, helps high school students recognize and develop their potential to excel in math and science and encourages them to pursue postsecondary degrees and careers in these fields.

The **Educational Opportunity Centers** help adults (over age 19) get back on the college track. The program assists participants by helping them earn their high school equivalency degrees, apply to college and secure financial aid, re-enter college, and/or successfully remain enrolled in college until graduation. The **Veterans Upward Bound** program assists adults who have served in the military by helping them transition to postsecondary education.

The **Student Support Services** program serves students who are enrolled in two- and four-year institutions. The program provides services aimed at improving college persistence and graduation rates among this population as well as increasing transfer rates from two- to four-year institutions. Services include instruction in basic skills, tutoring, academic advising, financial aid and career counseling, transfer and graduate school counseling, and mentoring. Some programs also provide grant aid to participants.

The **Ronald E. McNair Post-Baccalaureate Achievement Program** aims to increase the number of doctoral degrees earned by students from disadvantaged populations (low-income, first-generation, and underrepresented minority students) who have strong academic potential by providing assistance with graduate school preparation, application, and entrance.<sup>2</sup>

<sup>2</sup> For more information on the TRIO programs, visit the Council for Opportunity in Education at [www.coenet.us](http://www.coenet.us) and the U.S. Department of Education, Office for Postsecondary Education at [www.ed.gov/about/offices/list/ope/trio/index.html](http://www.ed.gov/about/offices/list/ope/trio/index.html).

# WHO ARE LOW-INCOME, FIRST-GENERATION COLLEGE STUDENTS?

In order to understand the population of students who are the focus of this report, it is first important to understand how this group is being defined here. For purposes of our analysis, low-income status is defined as having a household annual income under \$25,000.<sup>3</sup> First-generation status is defined by neither parent having earned a bachelor's degree.<sup>4</sup> Low-income, first-generation students meet both of these criteria.

There are currently more than 4.5 million low-income, first-generation students enrolled in postsecondary institutions – approximately 24 percent of the overall undergraduate population. Using data from the U.S. Department of Education's 2003-2004 National Postsecondary Student Aid Study (NPSAS), a profile of risk emerges among this population relative to their peers<sup>5</sup> in higher education.

Demographically, low-income, first-generation students are more likely than their most advantaged peers to:

- be older;
- be female;
- have a disability;
- come from minority backgrounds;
- be non-native English speakers and to have been born outside of the U.S.;
- have dependent children and to be single parents;
- have earned a high school equivalency diploma; and
- be financially independent from their parents.

<sup>3</sup> In this study, low-income status was defined as a family income below \$25,000 because this is approximately the cut-off at which students lose eligibility for the Federal Pell Grant and TRIO programs. For example, 96 percent of students (independent and dependent) receiving the maximum Pell Grant award have family incomes under \$30,000; 79 percent have family incomes below \$20,000 (U.S. Department of Education, 2008). In other studies, the low-income threshold for independent students is often defined as \$10,000; however, 43 percent of independent students receiving the maximum Pell Grant award have incomes between \$9,000 and \$30,000. The median income of all Pell Grant recipients (independent and dependent) is \$17,217, a number that has not changed significantly in real terms since the inception of the program (Cook & King, 2007).

<sup>4</sup> In this study, first-generation status includes students whose parents may have some college, postsecondary certificates, or associate's degrees, but not bachelor's degrees. This is the definition of first-generation status used by the Federal TRIO programs. Other studies have defined first-generation students as those whose parents have no education beyond high school (see Chen, 2005; Horn & Nunez, 2000; Nunez & Cuccaro-Alamin, 1998; Warburton, Bugarin, & Nunez, 2001). Regardless of how first-generation status is defined, research has found significant differences between students whose parents have bachelor's degrees or higher and students whose parents have some or no college experience (Bui, 2002; Lee, Sax, Kim, & Hagedorn, 2004).

<sup>5</sup> The data in this section were generated from the NPSAS:04 study using the Data Analysis System (DAS) online. In our analysis we compared three groups of students: (1) students who were low-income (under \$25K) and first-generation (neither parent has a BA), (2) students who were low-income only or first-generation only, and (3) students who were neither low-income (above \$25K) nor first-generation (at least one parent has a BA). The data reported here do not separate dependent and independent students, which is the norm in research on first-generation college students (see Chen, 2005; Nunez & Cuccaro-Alamin, 1998). Also, the TRIO programs do not use dependency status for determining eligibility nor for reporting outcome data; a purpose of this report is to provide national comparative data for TRIO educators.

## Demographic Characteristics by Income and Generation Status

	Low-Income, First-Generation	Low-Income or First-Generation Only	Not Low-Income and Not First-Generation
Age When First Enrolled	23	22	20
% Female	64%	58%	52%
% Minority	54%	35%	26%
% Disability	14%	11%	10%
% Non-Native English	18%	12%	9%
% Not Born in U.S.	16%	13%	11%
% Have Dependents	38%	30%	14%
% Single Parents	30%	11%	4%
% High School Equivalency	12%	6%	4%
% Financially Independent	74%	54%	27%

Source: NPSAS: 2004 UG.

Low-income, first-generation college students are also more likely than their most advantaged peers to:

- delay entry into postsecondary education after high school;
- attend college closer to home;
- live off-campus;
- attend part-time; and
- work full-time while enrolled.

Previous research has shown that these demographic and enrollment characteristics are risk factors that are independently associated with lower rates of degree attainment, they are interrelated, and they intersect with low-income and first-generation status to reduce the chances of earning a college degree, especially the bachelor's degree (see Chen, 2005; Choy, 2000; Nunez & Cuccaro-Alamin, 1998).

## RISK FACTORS FOR ATTRITION FROM POSTSECONDARY EDUCATION

Studies conducted by the National Center for Education Statistics have identified seven factors that put students at risk of leaving postsecondary education without earning their degrees (see Horn & Premo, 1995; Horn, 1996; Berkner et al, 1996, 2003). These include:

- Delaying entry into postsecondary education after high school.
- Attending part-time.
- Working full-time while enrolled.
- Being financially independent from parents.
- Having dependent children.
- Being a single parent.
- Having a GED.

The risk factors are often interrelated: many students who have one risk factor (e.g. enroll part-time) tend to have other risk factors as well (e.g. work full-time). Delaying entry into postsecondary education and attending part-time have the greatest impact on student attrition. The risk factors are also often correlated with students' background characteristics. Minority students, students from low-income families, students who are the first in their family to go to college, and other "nontraditional" students tend to have more risk factors than their peers (see Horn & Premo, 1995; Horn, 1996; Berkner et al, 1996, 2003).

Students enrolled in two-year institutions are also much more likely to have one or more risk factors than students attending four-year institutions. For example, 86 percent of students who began their studies at four-year institutions in 1995-1996 had no risk factors compared to 25 percent of students who started at public two-year institutions. Conversely, 75 percent of students who started at public two-year institutions had one or more risk factors, while only 14 percent of students at four-year institutions did (Berkner et al, 2003).

The more risk factors a student has, the more likely it is that student will fail to earn a bachelor's degree. Students with no risk factors who entered four-year institutions in 1995-1996, for instance, were more than three times as likely to earn a bachelor's degree by 2001 than students with two or more risk factors, 62 to 19 percent respectively (Berkner et al, 2003).

On average, low-income, first-generation students attending postsecondary institutions in 2003-2004 had three risk factors. Only 14 percent of low-income, first-generation students had no risk factors compared to 50 percent of their most advantaged peers. Clearly, low-income, first-generation students enter postsecondary education with a number of challenges that put them at risk for not earning their degrees.

### Percentage of Persistence Risk Factors Among 2003-2004 Undergraduates

#### Low-income and first-generation



#### Low-income or first-generation



#### Not low-income and not first-generation



Source: NPSAS: 2004 UG.

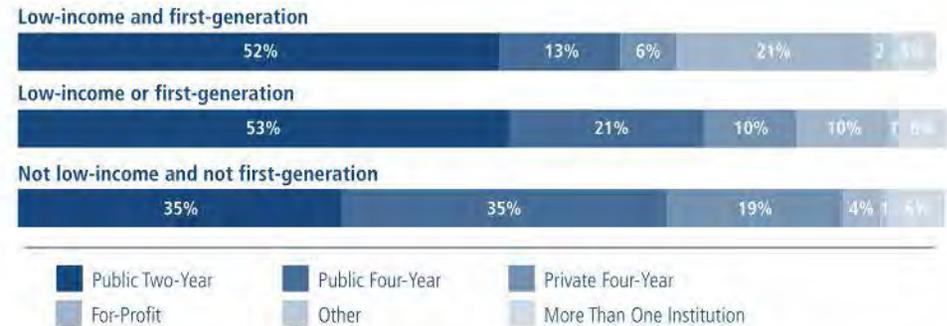
### Enrollment Characteristics by Income and Generation Status

	Low-Income, First-Generation	Low-Income or First-Generation Only	Not Low-Income and Not First-Generation
% Delayed Enrollment	53%	41%	24%
Average Distance (miles) from Home	87	116	201
% Live Off-Campus	93%	88%	74%
% Attend Part-Time	52%	56%	43%
% Work Full-Time	37%	38%	26%

Source: NPSAS: 2004 UG.

Low-income, first-generation students differ from students who do not have any of these risk factors not only in terms of *how* they enroll in postsecondary education, but *where*. The majority of low-income first-generation undergraduates, 75 percent, begin their studies at two-year and for-profit institutions. As a result, they tend to be underrepresented in public and private four-year institutions, where they make up 18 and 16 percent of the population respectively, and to be overrepresented in public two-year and for-profit institutions, where they make up 27 and 40 percent. By comparison, more than half of their most advantaged peers (54 percent) begin at four-year institutions, a fact that accounts for much of the gap between these groups in baccalaureate degree completion, as we will see in the analysis that follows.

### Type of Institution Attended by Students Entering Postsecondary Education in 2003-2004

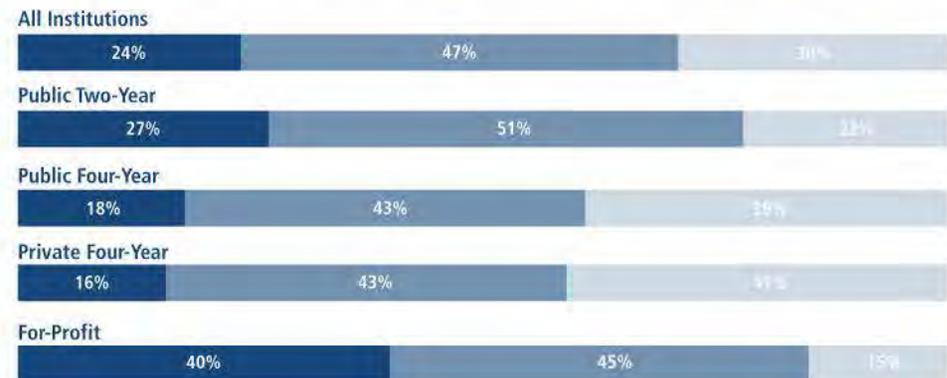


Source: NPSAS: 2004 UG.

Note: "Other" includes students attending private less-than-four-year institutions and public less-than-two-year institutions.

Note: Totals may not sum to 100 percent due to rounding.

### Representation of Students by Type of Postsecondary Institution, 2003-2004



Source: NPSAS: 2004 UG.

Note: "Other" includes students attending private less-than-four-year institutions and public less-than-two-year institutions.

Note: Totals may not sum to 100 percent due to rounding.

# HOW DO LOW-INCOME, FIRST-GENERATION STUDENTS FARE IN COLLEGE?

Given the profile of low-income, first-generation students, it is not unexpected that they do not fare as well as their counterparts in college. Using data from the U.S. Department of Education’s Beginning Postsecondary Study (BPS) we examined the postsecondary experiences and outcomes of students who entered higher education in 1995-1996. As these data show, low-income, first-generation students experience less success than their peers<sup>6</sup> right from the start.

The first year of college is widely recognized as a crucial point for all students (Tinto, 1993), but the transition to college can be particularly difficult for at-risk populations. Across all institution types, low-income, first-generation students were nearly four times more likely – 26 to 7 percent – to leave higher education after the first year than students who had neither of these risk factors. Low-income, first-generation students experienced the highest drop-out rates in the public two-year and for-profit sectors, but they were more likely to leave postsecondary education after the first year no matter where they began their studies. In fact, low-income, first-generation students who started in public, four-year institutions were three times more likely to leave after the first year compared to their most advantaged peers, 12 to 4 percent respectively. They were more than five times as likely to leave in the first year than their most advantaged peers in private, not-for-profit four-year institutions.

## First to Second Year Persistence by Type of Institution First Attended

	Low-Income, First-Generation	Low-Income or First-Generation Only	Not Low-Income and Not First-Generation
<b>ALL INSTITUTIONS</b>			
Attained <sup>1</sup> or returned after Y1	66%	69%	79%
Transferred after Y1	9%	12%	14%
Did not enroll Y2	26%	19%	7%
<b>PUBLIC TWO-YEAR INSTITUTIONS</b>			
Attained or returned after Y1	59%	63%	63%
Transferred after Y1	10%	11%	22%
Did not enroll Y2	32%	26%	15%
<b>PUBLIC FOUR-YEAR INSTITUTIONS</b>			
Attained or returned after Y1	76%	76%	84%
Transferred after Y1	12%	14%	12%
Did not enroll Y2	12%	9%	4%
<b>PRIVATE, NON-PROFIT FOUR-YEAR INSTITUTIONS</b>			
Attained or returned after Y1	77%	78%	89%
Transferred after Y1	11%	15%	9%
Did not enroll Y2	11%	8%	2%
<b>FOR-PROFIT INSTITUTIONS</b>			
Attained or returned after Y1	68%	72%	74%
Transferred after Y1	6%	6%	8%
Did not enroll Y2	26%	22%	18%

Source: BPS: 96/01.

<sup>1</sup> Students who attain in the first year complete one-year certificate programs. Most frequently these students attend two-year or for-profit institutions, where most one-year certificate programs are offered, but some four-year institutions also offer these programs. Students who attain a certificate or degree in the first year are considered to have been retained to the second year even though they do not necessarily return since they remained enrolled through the completion of their program.

Note: The data for other institution types, including private less-than-four year and public less-than-two-year institutions, are not included here due to small sample size.

Note: Totals may not sum to 100 percent due to rounding.

<sup>6</sup> The data in this section were generated from the BPS:96/01 study using the DAS online. In our analysis we compared three groups of students: (1) students who were low-income (under \$25K) and first-generation (neither parent has a BA), (2) students who were low-income only or first-generation only, and (3) students who were neither low-income (above \$25K) nor first-generation (at least one parent has a BA). The data reported here does not separate dependent and independent students, which is the norm in research on first-generation college students (see Chen, 2005; Nunez & Cuccaro-Alamin, 1998). Also, the TRIO programs do not use dependency status for determining eligibility nor for reporting outcome data; a purpose of this report is to provide nationally comparative data for all educators.

After six years, nearly half (43 percent) of low-income, first-generation students had not attained degrees and had left postsecondary education altogether. Among those who left, nearly two-thirds (60 percent) did so after the first year.<sup>7</sup> While this population had the highest drop-out rates at public two-year and for-profit institutions, they still dropped out at more than twice the rate of their most advantaged peers at public four-year institutions and nearly three times their rate at private four-year institutions.

Overall, 13 percent of low-income, first-generation students remained enrolled after six years, which was comparable to their most advantaged peers. A major difference was at four-year institutions where low-income, first-generation students were more likely to remain enrolled compared to their most advantaged peers. At private four-year institutions, for example, low-income, first-generation students were more than twice as likely (16 to 7 percent) to remain enrolled after six years. These data demonstrate that the path to the bachelor's degree is a long one for a considerable number of low-income, first-generation students.

### Six-Year Outcomes by Type of Institution First Attended

	Low-Income, First-Generation	Low-Income or First-Generation Only	Not Low-Income and Not First-Generation
<b>ALL INSTITUTIONS</b>			
Attained Certificate or AA	32%	21%	11%
Attained BA	11%	26%	55%
Still Enrolled	13%	16%	15%
Not Enrolled	43%	38%	20%
<b>PUBLIC TWO-YEAR</b>			
Attained Certificate or AA	30%	23%	23%
Attained BA	5%	9%	24%
Still Enrolled	14%	19%	23%
Not Enrolled	51%	49%	31%
<b>PUBLIC FOUR-YEAR</b>			
Attained Certificate or AA	11%	7%	5%
Attained BA	34%	50%	66%
Still Enrolled	22%	18%	14%
Not Enrolled	33%	25%	15%
<b>PRIVATE FOUR-YEAR</b>			
Attained Certificate or AA	9%	6%	2%
Attained BA	43%	64%	80%
Still Enrolled	16%	9%	7%
Not Enrolled	32%	21%	11%
<b>FOR-PROFIT</b>			
Attained Certificate or AA	59%	62%	46%
Attained BA	0%	3%	8%
Still Enrolled	3%	4%	5%
Not Enrolled	37%	31%	42%

Source: BPS: 96/01.

Note: The data for other institution types, including private less-than-four year and public less-than-two-year institutions, are not included here due small sample size.

Note: Totals may not sum to 100 percent due to rounding.

<sup>7</sup> Calculated by author (26 percent who left in first year/43 percent total who left over six years).

The path to the bachelor's degree is also not a direct one for this population. Overall, the baccalaureate degree attainment rate for low-income, first-generation students after six years was only 11 percent compared to 55 percent for their most advantaged peers. This was due in part to low graduation rates among low-income, first-generation students in the four-year sector. The rate at which low-income, first-generation students earned bachelor's degrees was more than 30 percent lower at public four-year institutions and more than 40 percent lower at private four-year institutions than for students who were neither low-income nor first-generation.

Low baccalaureate degree attainment rates were also due to the large number of low-income, first-generation students who began – and ended – their studies at public two-year and for-profit institutions. The more advantaged students who began at public two-year institutions went on to attain bachelor's degrees at nearly five times the rate of low-income, first-generation students, 24 to 5 percent respectively. This can be attributed to lower transfer rates for low-income, first-generation students. Among students who began their postsecondary education at public two-year or for-profit institutions, 74 percent of low-income, first-generation students did not transfer anywhere within six years compared to 38 percent of their most advantaged peers. Only 14 percent of low-income, first-generation students transferred to four-year institutions compared to 50 percent of their most advantaged peers within this time frame.

### Transfer Rates After Six Years Among Students Who Started at Public Two-Year and For-Profit Institutions<sup>1</sup>

	Never Transferred	Transferred to Four-Year Institutions <sup>2</sup>	Transferred to Other Institutions <sup>3</sup>
<b>PUBLIC TWO-YEAR AND FOR-PROFIT</b>			
Low-Income, First-Generation	74%	14%	12%
Low-Income or First-Generation Only	61%	25%	15%
Not Low-Income and Not First-Generation	38%	50%	12%
<b>PUBLIC TWO-YEAR</b>			
Low-Income, First-Generation	69%	18%	12%
Low-Income or First-Generation Only	58%	28%	14%
Not Low-Income and Not First-Generation	35%	53%	12%
<b>FOR-PROFIT</b>			
Low-Income, First-Generation	85%	3%	12%
Low-Income or First-Generation Only	79%	5%	16%
Not Low-Income and Not First-Generation	73%	12%	15%

Source: BPS: 96/01

<sup>1</sup> This table provides information on transfer rates for all students regardless of degree attainment. Therefore, students who did not transfer may (or may not) have attained a certificate or associate's degree. Likewise, students who did transfer may (or may not) have attained prior to doing so.

<sup>2</sup> "Four-year institutions" includes public, private, and for-profit four-year institutions.

<sup>3</sup> "Other institutions" includes public two- and less-than-two-year institutions, less-than-four-year private institutions, and less-than-four-year for-profit institutions.

**Note:** The data for other institution types, including private less-than-four year and public less-than-two-year institutions, are not included here due to small sample size.

**Note:** Totals may not sum to 100 percent due to rounding.

It is worth noting that not all students who attend public two-year and for-profit institutions enroll with the intention of earning a bachelor's degree. Many students plan to and successfully complete certificates and associate's degrees in these sectors. In fact, 30 percent of low-income, first-generation students earned certificates or associate's degrees in the public two-year sector, and nearly 60 percent did so in the for-profit sector within six years. However, the majority of students who began their studies at these institutions said they wanted to earn a bachelor's degree or higher at some point in their postsecondary careers, including 55 percent of low-income, first-generation students. At public two-year institutions, 63 percent of low-income, first-generation students planned to earn at least a bachelor's degree, with nearly half of these students aspiring to post-baccalaureate degrees.

Yet, only 5 percent of low-income, first-generation students who began at public two-year institutions actually earned bachelor's degrees within six years. At for-profit institutions, less than 1 percent of low-income, first-generation students earned bachelor's degrees within six years despite the fact that 35 percent of them aspired to do so upon entering postsecondary education. Clearly, there is a major gap between baccalaureate aspirations and attainment for low-income, first-generation students who begin their studies at public two-year and for-profit institutions.

### Highest Degree Ever Expected Upon Entry to Postsecondary Education Among Students Who Started at Public Two-Year and For-Profit Institutions

	Don't Know	AA or Less	BA or Higher	BA	Post-BA or MA	PhD or Professional
<b>PUBLIC TWO-YEAR AND FOR-PROFIT</b>						
Low-Income, First-Generation	14%	30%	55%	30%	20%	5%
Low-Income or First-Generation Only	12%	21%	68%	35%	26%	7%
Not Low-Income and Not First-Generation	6%	7%	86%	47%	29%	10%
<b>PUBLIC TWO-YEAR</b>						
Low-Income, First-Generation	12%	25%	63%	33%	24%	6%
Low-Income or First-Generation Only	11%	19%	71%	36%	27%	8%
Not Low-Income and Not First-Generation	6%	6%	89%	48%	30%	11%
<b>FOR-PROFIT</b>						
Low-Income, First-Generation	21%	45%	35%	21%	10%	4%
Low-Income or First-Generation Only	18%	36%	46%	28%	16%	2%
Not Low-Income and Not First-Generation	13%	25%	62%	31%	27%	4%

Source: BPS: 96/01

Note: The data for other institution types, including private less-than-four year and public less-than-two-year institutions, are not included here due to small sample size.

Note: Totals may not sum to 100 percent due to rounding.

Thus, while the public two-year and the for-profit institutions are major points of initial access to postsecondary education for low-income, first-generation students, and provide a reasonable opportunity to earn a certificate or associates degree, the chances of successfully attaining the increasingly important baccalaureate degree via these institutions are limited for this population.

### STUDENT RETENTION BY MAJOR FIELD OF STUDY IN FOUR-YEAR INSTITUTIONS

As our analyses have shown, starting at a four-year institution offers the best and most direct route to the bachelor's degree for all students. However, there are still considerable gaps in baccalaureate attainment between low-income, first-generation students and their peers even at this level. In order to better understand the gaps that remain, we were interested in whether low-income, first-generation students attending four-year institutions were majoring in different fields than their peers, and as a result, experiencing different and disparate degree outcomes. We were also interested in whether low-income, first-generation students had an equal opportunity to gain access to and experience success in all fields of study relative to their peers. Using data from the U.S. Department of Education's Beginning Postsecondary Study (BPS), we examined which majors were chosen by undergraduates who began their studies in four-year institutions<sup>8</sup> in 1995-1996 and whether or not students in these fields earned degrees by 2001, comparing low-income, first-generation students with their peers.<sup>9</sup>

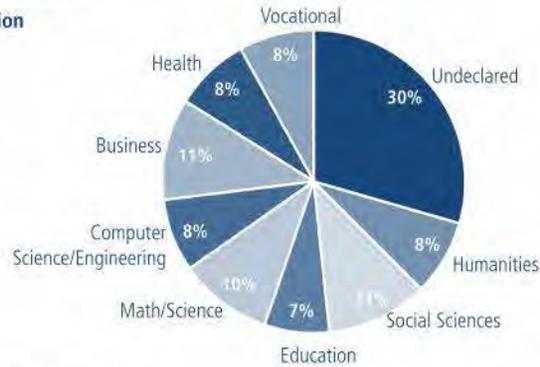
There were not considerable differences between low-income, first-generation students and their peers in terms of the majors they declared during their first year of study. Low-income, first-generation students attending four-year institutions were slightly less likely than their peers to be undeclared majors. They were also somewhat less likely to major in the humanities. They were slightly more likely to major in the social sciences, business, health, as well as vocational, technical, and professional fields (hereafter referred to as vocational). They were as likely as their peers to major in education, mathematics and science, and computer science/engineering.

<sup>8</sup> In order to ensure clarity in the interpretation of the results in this section, we limited the analyses to students who began their studies in public and private not-for-profit four-year institutions and only attended that institution. For reference, 62 percent of students who began in four-year institutions remained at that institution, which was the same for both low-income, first-generation students and their peers.

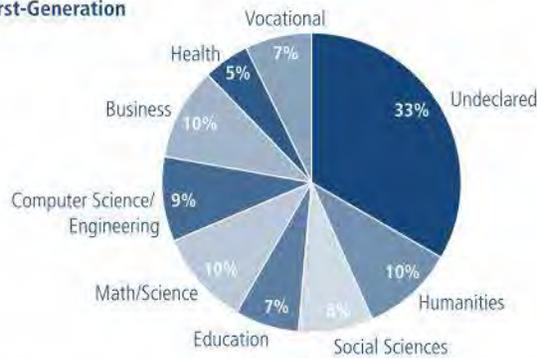
<sup>9</sup> To simplify the analysis in this section, we only compare low-income, first-generation students to students who are neither low-income nor first-generation.

### Major During First Year

#### Low-Income, First-Generation



#### Not Low-Income and Not First-Generation



Source: BPS: 96/01

Note: Mathematics/Sciences includes Physical and Life Sciences.

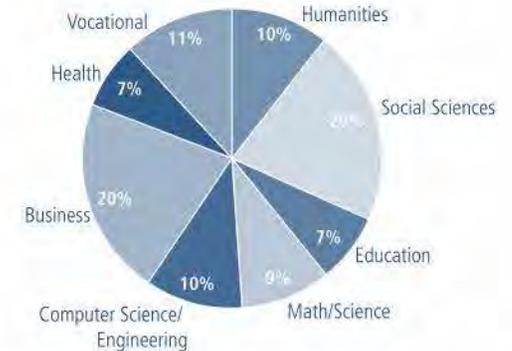
Note: Health includes majors such as Nursing, Medicine, Physical Therapy, Dentistry, Veterinary Medicine, Public Health, Hospital Administration.

Note: Vocational includes majors such as Mechanics and Transportation, Protective Services and Military Science, Agriculture, Architecture and City Planning, Journalism and Communications, Dental/Medical Technology, Child Care.

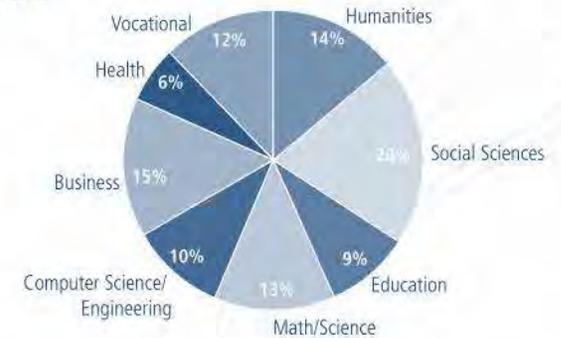
There were some differences that emerged in terms of students' major when last enrolled in undergraduate studies, however. Low-income, first-generation students were still less likely than their peers to major in the humanities; but, they were now also less likely to major in education, mathematics and science, and vocational fields. They were more likely than their peers to major in computer science, business, and health and as likely to major in the social sciences and computer science/engineering. These changes largely reflect students moving from undeclared to declared majors, but some of the changes were also due to students switching majors.

### Major When Last Enrolled

#### Low-Income, First-Generation



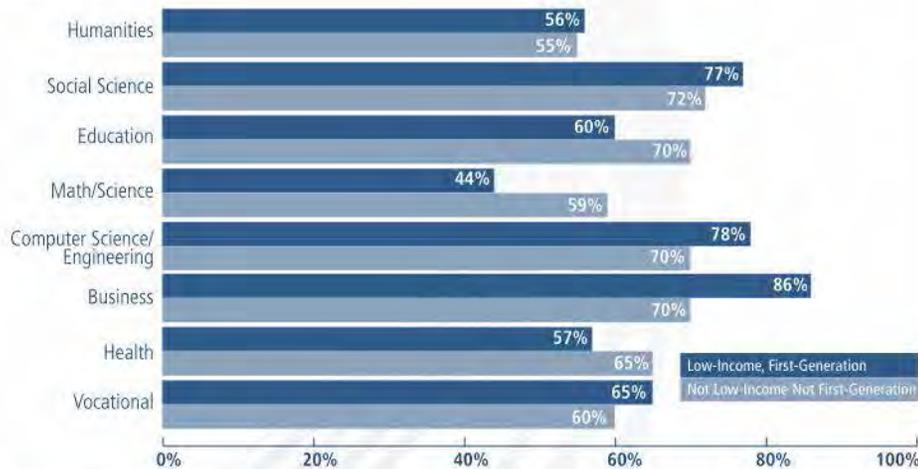
#### Not Low-Income and Not First-Generation



There were some differences between low-income, first-generation students and their peers in terms of whether they remained in their major field from their first year to the last year they were enrolled. Low-income, first-generation students were less likely than their peers to remain in education, mathematics and science, and health. They were more likely than their peers to remain in the social sciences, computer science/engineering, business, and vocational fields; they were about as likely to remain in the humanities.

Low-income, first-generation students were most likely to remain business majors at 86 percent and the least likely to remain majors in mathematics and science at 44 percent. By comparison, students who were neither low-income nor first-generation were most likely to remain in the social sciences at 72 percent and the least likely to remain in the humanities at 55 percent. The largest gap between low-income, first-generation students and their peers in terms of being “retained” in their major was in mathematics and sciences, where they were 15 percent less likely than their peers to stay in their major.

*Percentage of Students Remaining in their First Major Field When Last Enrolled*



Source: BPS:96/01

Despite some differences with their peers in terms of their choice of major, however, low-income, first-generation students were more likely to get an associate’s degree (although not many do at this level), less likely to earn a bachelor’s degree, more likely to still be enrolled and more likely to have dropped out than their peers in every field of study.

Overall, 46 percent of low-income, first-generation students attending four-year institutions earned bachelor’s degrees within six years compared to 83 percent of their peers. Low-income, first-generation students had the lowest baccalaureate attainment rate in health at 25 percent (where they also have the highest rate of earning associate’s degrees), and they had the highest dropout rate in the humanities, at 41 percent. They had their highest rate of earning bachelor’s degrees in the social sciences, 55 percent.

By comparison, students who were neither low-income nor first-generation had their highest baccalaureate attainment rate in mathematics and sciences with 91 percent and their lowest rate in vocational fields at 79 percent.

The largest gap in baccalaureate degree attainment between low-income, first-generation students and their peers was in the health fields at 51 percent; while the smallest gap was in the vocational fields at 26 percent. The gap was consistently around 35 percent in all other major fields.

### Six Year Outcome by Major When Last Enrolled

	Attained Certificate or AA	Attained BA	Still Enrolled	Not Enrolled
<b>LOW-INCOME, FIRST-GENERATION</b>				
All Majors	6%	46%	12%	37%
Humanities	0%	52%	7%	41%
Social Sciences	2%	55%	14%	29%
Education	2%	49%	12%	37%
Mathematic/Sciences	0%	54%	18%	28%
Computer Science/Engineering	6%	41%	25%	29%
Business	9%	49%	9%	34%
Health	21%	25%	19%	36%
Vocational/Technical/Professional	13%	53%	2%	33%
<b>NOT LOW-INCOME AND NOT FIRST-GENERATION</b>				
All Majors	1%	83%	5%	11%
Humanities	0%	84%	4%	12%
Social Sciences	0%	87%	3%	11%
Education	0%	84%	4%	13%
Mathematics/Sciences	0%	91%	5%	4%
Computer Science/Engineering	1%	80%	9%	10%
Business	0%	84%	6%	11%
Health	2%	76%	12%	10%
Vocational/Technical/Professional	3%	79%	7%	12%

Source: BPS: 96/01

In conclusion, while there were some differences between low-income, first-generation students and their peers attending four-year institutions in terms of which fields of study they chose to major in, the larger differences were related to which types of degrees they earned and whether they earned degrees at all. The same patterns in degree attainment and attrition were evident in every field of study.

For colleges and universities seeking to improve retention and graduation rates among this population, an institution-wide effort is clearly warranted as low-income, first-generation students need additional support across the curriculum. However, it is also clear that low-income, first-generation students in some majors are earning degrees at higher rates than students from similar backgrounds in other major fields. Therefore, there may be some departmental or discipline-based strategies that could be replicated in other majors to improve the chances of success for this population. This is worthy of further study.

Although it is beyond the scope of the data available here, it is also worth studying when in the major selection process low-income, first-generation students are most likely to leave postsecondary education. Do they leave prior to or after starting coursework in their major? Do they leave prior to selecting a major? Low-income, first-generation students were less likely than their peers to be undecided about their major during their first year, 30 to 33 percent; however, nearly half (42 percent) of low-income, first-generation students who were undecided left postsecondary education without earning their degrees compared to approximately one in ten of their undecided peers (11 percent). What types of support can be targeted to low-income, first-generation students who are undecided to help them transition into a major field of study and to keep them on track through degree completion?

Low-income, first-generation students greatly increase their chances of earning a bachelor's degree if they start at a four-year institution; but they still need a great deal of help at both the institutional and departmental level to ensure that they have the same chances to succeed as their peers in this sector.

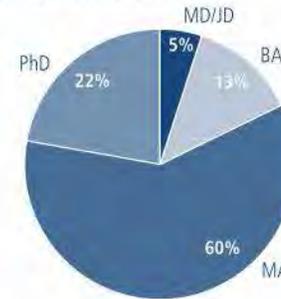
## BEYOND THE BACCALAUREATE: ACCESS TO ADVANCED DEGREES

It is widely acknowledged that a bachelor's degree is now necessary for participating in the new knowledge economy, but it may not be sufficient. The entry point to many of the most highly-paid careers, particularly in the fast-growing STEM (science, technology, engineering, and mathematics) fields, is a doctorate, not the baccalaureate. Low-income, first-generation students are underrepresented among graduate degree recipients in large part because they are less likely to earn bachelor's degrees, the gateway to graduate studies. However, there are large gaps in graduate enrollment and attainment even among students who have earned baccalaureate degrees.

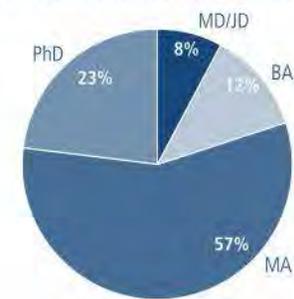
Using data from the U.S. Department of Education's Baccalaureate and Beyond (B&B) study, we tracked the graduate school enrollment and completion of students who earned their bachelor's degrees in 1993 after ten years. According to our analyses, low-income, first-generation college graduates in this cohort were as likely as their more advantaged peers<sup>10</sup> to *aspire* to continue their education beyond the baccalaureate to earn advanced degrees. Yet despite such high aspirations, low-income, first-generation students were less likely than their peers to earn graduate degrees at all levels by 2003. Only 21 percent of low-income, first-generation students earned a graduate degree compared to 36 percent of their peers.

### Highest Degree Expected Among 1993 Bachelor's Degree Recipients Upon College Graduation

Low-Income, First-Generation

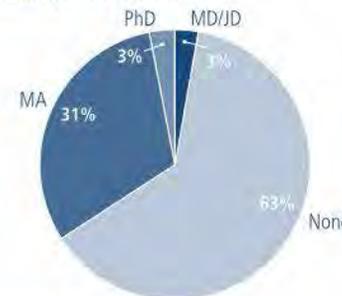


Not Low-Income and Not First-Generation

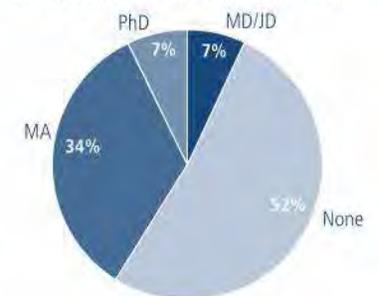


### Highest Graduate Program Enrollment by 2003 for 1993 Bachelor's Degree Recipients

Low-Income, First-Generation



Not Low-Income and Not First-Generation

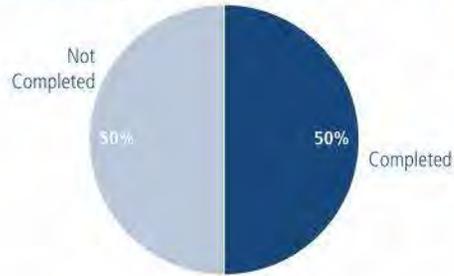


Source: B&B: 93/03.

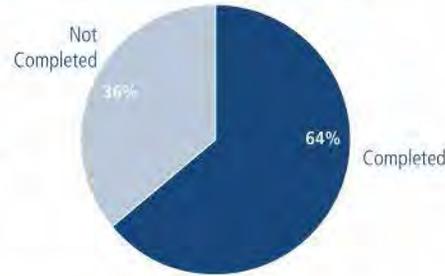
<sup>10</sup> This analysis compares low-income (under \$25,000), first-generation (neither parent has a BA) students to students who were neither low-income nor first-generation. Given the variables available in the B&B: 93/03 dataset, it was not possible to combine students who were both low-income and first-generation as a group for analysis, so these students were excluded here.

*Degree Completion Rates by 2003 for Graduate School Enrollees*

**Low-Income, First-Generation**



**Not Low-Income and Not First-Generation**

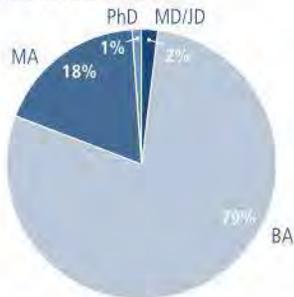


This is due, in part, to the fact that low-income, first-generation students were more likely than their peers not to enroll in graduate school at all, 63 percent versus 52 percent respectively, and at every level. However, it is also due to the fact that low-income, first-generation students who did enroll in graduate school were less likely to finish. Overall, only half of low-income, first-generation graduate students completed their degree programs compared to approximately two-thirds of students who were neither low-income nor first-generation.

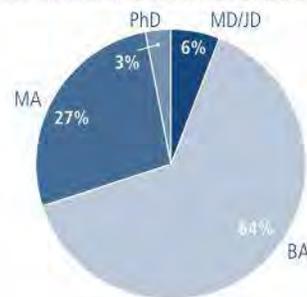
Just as low-income, first-generation students face barriers to successfully making the transition to and through college, they likely experience similar obstacles (e.g. lack of information, support, and money) to entering and completing a graduate degree program. Additional research is needed to more clearly define the barriers to graduate school entry generally and by level and field of study specifically for this population. Further research is also needed to identify strategies that work to help low-income, first-generation students succeed beyond the baccalaureate.

*Highest Degree Attained by 2003 for 1993 Bachelor's Degree Recipients*

**Low-Income, First-Generation**



**Not Low-Income and Not First-Generation**



Source: B&B: 93/03.

# WHAT ARE THE CONSTRAINTS ON COLLEGE SUCCESS FOR LOW-INCOME, FIRST-GENERATION STUDENTS?

What accounts for the fact that low-income, first-generation students are less likely than their peers to complete college, particularly at the baccalaureate level? As our analysis shows, they face a number of challenges that make it difficult for them to be successful in college. They disproportionately come from ethnic and racial minority backgrounds with lower rates of college participation. They also tend to be older, less likely to receive financial support from parents, and more likely to have multiple obligations outside college, like family and work, that limit their full participation in the college experience. They take fewer classes each semester as they balance these multiple obligations, and frequently stop out as family circumstances—such as changes in jobs, finances, and health—dictate. As previously noted, these characteristics have been shown to be risk factors that negatively affect the chances of success in higher education for this population (see Chen, 2005; Choy, 2000; Nunez & Cuccaro-Alamin, 1998).

It's not just *who* they are and *how* they attend college that makes a difference in whether or not low-income, first-generation students succeed, it's *where* they go to college as well. According to the preceding analyses, low-income, first-generation students were more than seven times as likely to earn bachelor's degrees if they started in four-year institutions, but less than 25 percent of them did so. Furthermore, only about one in ten of students from this population who entered postsecondary education through public two-year and for-profit institutions transferred to four-year institutions within six years compared to half of their most advantaged peers. However, while attending a four-year college or university greatly increased the chances that a low-income, first-generation student earned a bachelor's degree, it did not guarantee success. Students from this population attending public and private four-year institutions graduated within six years at approximately half the rate of their most advantaged peers.

Some of the gaps in attendance and completion patterns reflect the fact that low-income, first-generation students tend to enter college with less academic preparation than their peers. For instance, our analysis of NPSAS data shows that low-income, first-generation students are more likely to take remedial courses than their most advantaged peers in every sector of higher education (except the for-profit sector). Other research has found that low-income and first-generation students are less likely to have access to and take a rigorous high school curriculum; they also tend to lack important study and time management skills, have less confidence in their academic abilities, and experience more difficulty navigating the bureaucratic aspects of academic life due to their lack of exposure to college (Bui, 2002; Cabrera et al, 2001; Chen, 2005; Cruce et al, 2005; Lohfink & Paulson, 2005; Penrose, 2002; Nunez & Cuccaro-Alamin, 1998; Richardson & Skinner, 1992; Terenzini et al, 1996, 2001; Warburton et al, 2001). As a result, they tend to have lower levels of performance and persistence in postsecondary education.

## Students Who Have Taken Any Remedial Courses in College by Income and Generation Status

	Low-Income, First-Generation	Low-Income or First-Generation Only	Not Low-Income and Not First-Generation
All Institutions	39%	36%	28%
Public Two-Year	47%	42%	38%
Public Four-Year	35%	31%	23%
Private Four-Year	31%	29%	21%
For-Profit	26%	27%	27%

Source: NPSAS: 2004 UG.

Note: The data for other institution types, including private less-than-four year and public less-than-two-year institutions, are not included here due to small sample size.

However, even after taking their demographic backgrounds, enrollment characteristics, and academic preparation into consideration, low-income and first-generation students are still at risk of failure in postsecondary education (Berkner & Chavez, 1997; Chen, 2005; Choy, 2000, 2001; Horn & Nunez, 2000; Nunez & Cuccaro-Alamin, 1998; Warburton et al, 2001). This suggests that the lower performance and persistence rates of low-income, first-generation students are as likely the result of the experiences they have *during* college as they are attributable to the experiences they have *before* they enroll (Pascarella & Terenzini, 1991; Tinto, 1993).

Low-income and first-generation students are less likely to be engaged in the academic and social experiences that foster success in college (often referred to as academic and social integration), such as studying in groups, interacting with faculty and other students, participating in extracurricular activities, and using support services (Astin, 1997; Cabrera et al 1992; Billson & Terry, 1982; Lohfink & Paulsen, 2005; Nunez & Cuccaro-Alamin, 1998; Pascarella et al, 2003, 2004; Pike & Kuh, 2005; Richardson & Skinner, 1992; Terenzini et al, 1996, 2001). During the initial transition to college, first-generation students say they delay getting involved in extracurricular activities and campus life until they feel they have “their academic lives under control” (Terenzini et al, 1994; pg. 64). This represents a real loss, however, because first-generation students actually derive more benefit from their involvement in such activities than their peers (Filkins & Doyle, 2002; Lohfink & Paulsen, 2005; Pascarella et al, 2003, 2004; Terenzini et al, 1996).

Lower levels of academic and social integration among this population are inextricably linked to finances and financial aid (Cabrera et al, 1992). Due largely to a lack of resources, low-income, first-generation students are more likely to live and work off-campus and to take classes part-time while working full-time, which limits the amount of time they spend on campus. Increases in financial aid, particularly grants, scholarships, and work-study, have been shown to increase the likelihood that first-generation students will persist in college (Lohfink & Paulsen, 2005; Somers et al, 2004). Somers and her colleagues (2004) found that loans can increase persistence for first-generation students; however, they also found that even low levels of accumulated debtload can significantly decrease persistence among this population. This suggests that first-generation students are highly debt averse and may choose to work rather than take out loans to pay for their education.

Research has shown that students who work up to 20 hours a week actually have higher persistence rates than students who don't work and/or who work more than 20 hours a week (Pascarella & Terenzini, 2005), which we found was also the case for low-income, first-generation students. However, we also found that low-income, first-generation students are more likely to work more than 20 hours a week than students who are neither low-income nor first-generation, 63 to 42 percent respectively, thereby reducing their chances of persisting to degree. Pascarella and his colleagues found that working while attending college has a negative impact on the persistence of first-generation students because it reduces the number of courses they take, the amount of time they spend studying, and the amount of time they spend on campus interacting with peers and faculty (Pascarella et al, 2004). Reducing the work burden through financial aid, including the prudent use of loans, has been found to enable students' interaction with and integration on campus, which has the effect of improving academic performance (Dowd, 2004).

### Six-Year Persistence Outcome by Number of Hours Worked per Week When Last Enrolled

	Earned Certificate or Associate's Degree	Earned Bachelor's Degree	Still Enrolled	Not Enrolled
<b>LOW-INCOME, FIRST-GENERATION</b>				
Did not work (20%)	35%	17%	27%	22%
Worked 1 to 20 hours (17%)	25%	46%	16%	13%
Worked more than 20 hours (63%)	31%	14%	25%	30%
<b>NOT LOW-INCOME AND NOT FIRST-GENERATION</b>				
Did not work (22%)	8%	73%	16%	4%
Worked 1 to 20 hours (36%)	5%	78%	12%	5%
Worked more than 20 hours (42%)	16%	41%	21%	23%

Source: BPS: 96/01

Low-income, first-generation students not only face barriers to their academic and social integration, they also confront obstacles with respect to cultural adaptation. This is due to differences between the culture (i.e. norms, values, expectations) of their families and communities and the culture that exists on college campuses. First-generation students often experience problems “that arise from [living] simultaneously in two vastly different worlds while being fully accepted in neither” (Rendon, 1992; pg. 56). At home, first-generation students report that relationships with family and friends who did not go to college often become strained and difficult to maintain as they are perceived as changing and separating from them, which causes intense stress for these students (Lara, 1992; London, 1989, 1992; Olenchak & Hebert, 2002; Piorkowski, 1983; Rendon, 1992; Richardson & Skinner, 1992; Rodriguez, 1982; Rosas & Hamrick, 2002; Terenzini et al, 1994, 1996).

On campus, first-generation students, particularly those from racial and ethnic minority backgrounds, often describe themselves as unprepared for the isolation and alienation they felt upon entering college (Richardson & Skinner, 1992). First-generation students are more likely to view the campus environment, particularly the faculty, as less supportive and less concerned about them (Pike & Kuh, 2005; Terenzini et al, 1996), and they are more likely to report having experienced discrimination on campus (Richardson & Skinner, 1992; Terenzini et al, 1996). The extent to which low-income and first-generation students can participate in and transition across these two worlds – which can be aided or impeded by the level of support available at home and on campus – has a significant impact on whether they can be successful in college (Phelan et al, 1993).<sup>11</sup>

## REMAINING FINANCIAL NEED AMONG LOW-INCOME, FIRST-GENERATION COLLEGE STUDENTS

Data from the 2004 NPSAS provide a detailed understanding of what and how low-income, first-generation students pay for college. The data are drawn from the 2003-2004 school year.

Low-income, first-generation students, on average, pay less to attend college than their higher-income peers whose parents have completed college. This is due to the fact that they are much more likely to attend lower cost public two-year institutions and much less likely to attend higher cost private four-year institutions. However, they and their families are not able to contribute as much to pay for the costs of attending college as their peers. As a result, low-income, first-generation students demonstrate greater financial need. In this analysis, students' financial need is based on the amount that they and their families are determined to be able to pay towards college expenses given their financial resources and their educational costs as reported on the FAFSA. This amount is referred to as the Expected Family Contribution (or EFC). Financial need is the amount remaining after subtracting the student and family contribution from the total cost of attendance. If the amount of financial aid received is less than students' financial need they are said to have remaining need.

Low-income, first-generation students receive only slightly more financial aid than their peers despite having greater financial need. The result is that these students fall about \$3,600 short of the amount they are determined to need to pay for college, even when loan aid is taken into account. When loans are not included in the calculation, low-income, first-generation students fall nearly \$6,000 short, which they and their families must come up with out-of-pocket. This is a major burden on low-income, first-generation students and their families that represents *half* of their median annual income of \$12,100. (By contrast, the median income of students who are either low-income or first-generation is \$44,000 and \$70,500 for students who are neither low-income nor first-generation). To make up the difference, these students would have to work 20 hours per week at a minimum wage job *in addition* to the hours they are currently working since these were already factored into their financial aid eligibility.

Meanwhile, their most advantaged peers receive about \$5,000 more than they are determined to need to pay for college even before receiving loans. If you multiply the amount of remaining need (after loans) by the number of low-income, first-generation students, there is about \$16 billion in remaining need among this population. Without including loans, there is about \$27 billion in remaining need among this population. By contrast, their most advantaged peers receive approximately \$28 billion more aid than they need without even including the amount they receive in loans.

### Remaining Financial Need by Income and Generation Status

	Average Tuition and Fees	Average Total Cost of Attendance	Mean Expected Family Contribution <sup>1</sup>	Financial Need <sup>2</sup>	Mean Total Amount of Aid <sup>3</sup>		Remaining Need <sup>4</sup>	
					w/ loans	w/out loans	w/ loans	w/out loans
Low-Income, First-Generation	\$3,523	\$9,989	\$981	\$8,917	\$5,357	\$3,037	\$3,560	\$5,880
Low-Income or First-Generation	\$3,886	\$10,340	\$9,543	\$797	\$4,288	\$1,996	-\$3,491	-\$1,199
Not Low-Income and Not First-Generation	\$6,344	\$13,723	\$16,415	-\$2,692	\$4,659	\$2,241	-\$7,351	-\$4,933

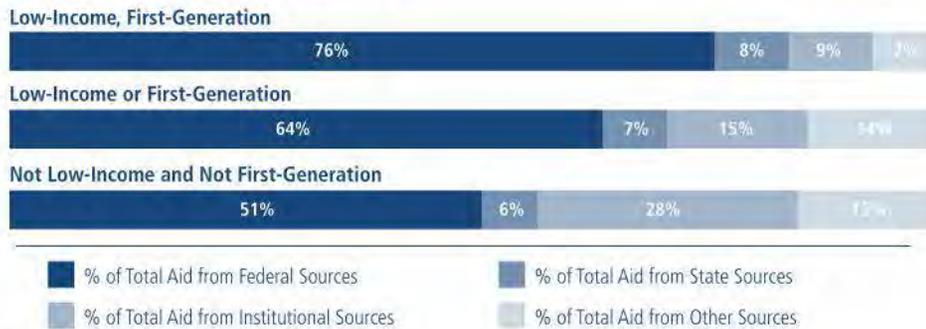
Source: NPSAS: 2004 UG

- <sup>1</sup> Expected Family Contribution (EFC) is the amount that the family is determined to be able to pay towards college expenses through the federal need analysis using the Free Application for Federal Student Aid (FAFSA).
- <sup>2</sup> Financial need was calculated by the author by subtracting the mean Expected Family Contribution (EFC) from the average total cost of attendance.
- <sup>3</sup> Total aid includes all types of aid (e.g. grants, loans, work-study) from all sources (e.g. federal, state, institutional, private). PLUS loans made to students' parents to help finance their educations are included in the loan totals.
- <sup>4</sup> Unmet need was calculated by the author by subtracting the total amount of aid (with and without loans) from financial need. This analysis is modeled after analyses conducted by Mortenson (January 2006).

<sup>11</sup> The research cited in this section is primarily based on the more extensive literature on the postsecondary experiences and outcomes of first-generation college students. There is a paucity of research on the collegiate experiences of low-income students. When income or socioeconomic status is taken into consideration, it is often "done with the purpose of controlling for an alternative explanation, rather than with the explicit purpose of highlighting the differences between socioeconomically disadvantaged students and their peers" (Cabrera et al, 2001). The exceptions are cited where relevant in this section (see Choy, 2000; Cabrera et al, 1992, 2001; Terenzini et al, 2001).

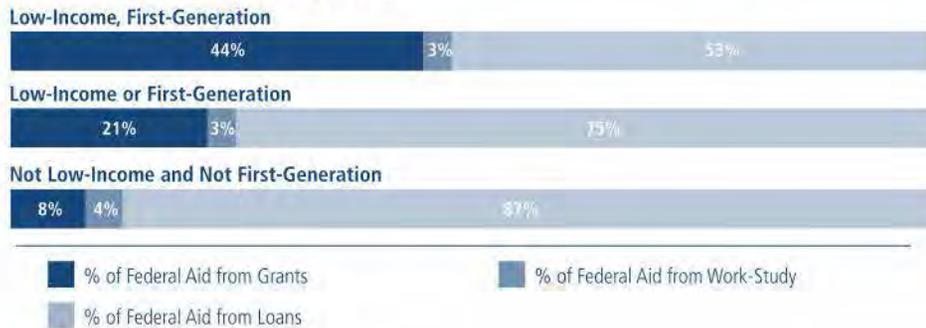
Low-income, first-generation students receive the majority of their financial aid, 76 percent, from federal sources and the majority of their federal aid, 53 percent, is in the form of student loans. The trend is similar for their more advantaged peers who also receive a majority of their financial aid from the federal government, the majority of which is loans.

### Total Financial Aid by Source



Source: NPSAS: 2004 UG

### Federal Financial Aid by Type



Source: NPSAS: 2004 UG

While the increased reliance on loans in student aid packaging is a concern for all students, it is of particular concern for low-income, first-generation students who actually graduate with greater loan indebtedness than their peers at the baccalaureate level. According to the NPSAS data, low-income, first-generation students completing a bachelor's degree in 2003-2004 had an average cumulative loan debt of \$21,670 for their undergraduate education compared to \$17,646 for students who were neither low-income nor first-generation.

### Average Cumulative Loan Debt for Students Completing Degrees in the 2003-2004 Academic Year

	Certificate	Associate's Degree	Bachelor's Degree
Low-Income, First Generation	\$7,079	\$10,909	\$21,670
Low-Income or First-Generation	\$8,048	\$10,196	\$19,152
Not Low-Income and Not First-Generation	\$8,254	\$11,633	\$17,646

Source: NPSAS: 2004 UG

Even more disturbing, however, is the cumulative loan debt for students who leave postsecondary education without completing their degrees. For instance, low-income, first-generation students attending public and private four-year institutions have greater levels of cumulative loan debt than their most advantaged peers regardless of class level (e.g. 1st, 2nd, 3rd or 4th year) and persistence outcome. The amount of loan debt for low-income, first-generation students (and their peers for that matter) who leave before graduation is staggering. Low-income, first-generation students who left during their first year owed \$6,557 on average while those leaving in their fourth year owed an average of \$16,548. These students must pay back their loans without the extra earning power associated with attaining their degrees – and without the parental or family resources that might be available to their more socioeconomically advantaged peers who leave in debt.

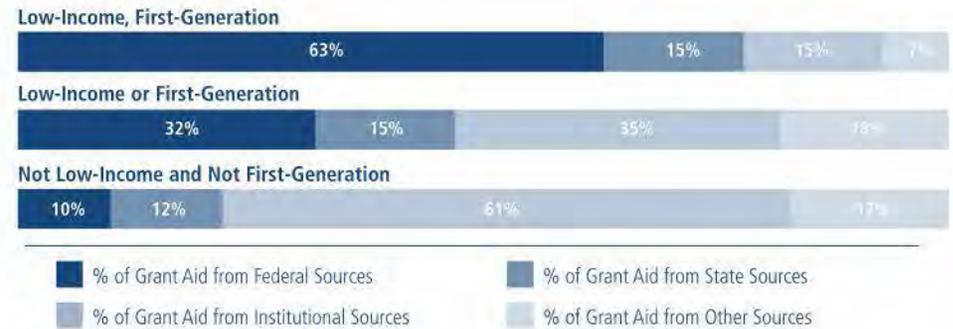
*Average Cumulative Loan Debt for Students Attending Public and Private Not-For-Profit Four-Year Institutions by Persistence Outcome in the 2003-2004 Academic Year*

	Did not attain or persist (attended <9 months)	Persisted (attended 9+ months)	Attained credential
<b>1ST YEAR UNDERGRADUATE</b>			
Low-Income, First-Generation	\$6,557	\$7,254	low n
Low-Income or First-Generation	\$6,829	\$7,298	\$10,965
Not Low-Income and Not First-Generation	\$5,904	\$6,302	\$9,445
<b>2ND YEAR UNDERGRADUATE</b>			
Low-Income, First-Generation	\$10,006	\$11,235	\$11,619
Low-Income or First-Generation	\$8,411	\$10,649	\$12,219
Not Low-Income and Not First-Generation	\$9,581	\$10,110	\$10,856
<b>3RD YEAR UNDERGRADUATE</b>			
Low-Income, First-Generation	\$13,596	\$15,895	\$19,651
Low-Income or First-Generation	\$13,032	\$15,849	\$17,219
Not Low-Income and Not First-Generation	\$11,735	\$14,233	\$16,403
<b>4TH YEAR UNDERGRADUATE</b>			
Low-Income, First-Generation	\$16,548	\$19,162	\$22,159
Low-Income or First-Generation	\$17,329	\$17,823	\$19,387
Not Low-Income and Not First-Generation	\$15,052	\$16,208	\$18,255

Source: NPSAS: 2004 UG

Low-income first-generation students also receive a considerable share of their federal financial aid, 44 percent, in the form of grants, primarily Pell Grants. While the Pell Grant program is the largest single source of need-based grant aid in the United States, and the program has grown considerably since its inception in 1973, the value of the Pell Grant has actually declined while the costs of attending college have soared. For instance, the maximum Pell Grant covered 77 percent of the costs of attending a public-four year institution in 1980 compared to 36 percent today (Cook and King, 2007). This trend has greatly increased the amount that low-income, first-generation students must work and/or borrow to finance a college education as noted above.

*Grant Aid by Source*



Source: NPSAS: 2004 UG

Low-income first-generation students receive a smaller share of their grant aid, 37 percent, from state, institutional, and other sources. By contrast, their more advantaged peers receive the majority of their grant aid, 61 percent, from the institutions they attend. In fact, the average amount of institutional aid awarded to low-income, first-generation students, \$2,592, is less than half the average amount awarded to students who are neither low-income nor first-generation, \$5,557. This reflects the fact that low-income, first-generation students are more likely to attend lower cost institutions that do not provide as much grant aid, such as public two-year and for-profit institutions. However, it also reflects the fact that many institutions award their grant aid based on non-need-based criteria or at least they do not restrict awards to need-based criteria only. According to the NPSAS data, less than half, 46 percent, of all institutional grant aid given in 2003-2004 was awarded based on need-based criteria.

The precipitous increase in college tuition in recent years combined with the declining value of the federal Pell Grant and the trend toward non-need or merit aid at both the institutional and state levels has created a perfect storm for disadvantaged students like low-income, first-generation students who are working and borrowing more than ever yet still finding themselves struggling to cover all of the costs associated with going to college at a time when they can't afford not to earn a college degree.

# HOW COLLEGES CAN PROMOTE SUCCESS FOR LOW-INCOME, FIRST-GENERATION STUDENTS

Given the challenges that low-income, first-generation students face, what can be done to increase their chances for success? While low-income, first-generation students confront a number of obstacles to graduating from college, there is ample evidence that there are actions that postsecondary institutions can take to improve the chances of success for this population, not to mention the rest of the student body.

## FOCUSING ON THE FIRST YEAR

“Being a first-generation student confers its greatest liability in [the] initial adjustment to, and survival in, postsecondary education” (Pascarella et al, 2003; pg. 429). Analysis for this report showed that 60 percent of low-income, first-generation students who leave postsecondary education without attaining a degree do so after the first year. Implementing strategies such as bridge courses and programs during the summer between high school and college, orientation sessions and courses before and during the freshman year, and first-year learning communities have all been shown to ease the transition to college by helping students get integrated into the social and academic communities of the institutions and acquire the skills and knowledge needed to become successful learners in those communities (Lotkowski et al, 2004; Pascarella & Terenzini, 2005; Smith et al, 2004; Tinto, 2003; Upcraft et al, 2004). Given the tendency of first-generation students to delay getting involved on campus during the initial transition to college (Terenzini et al, 1994), institutions must make a concerted effort to reach out to these tentative students as early and often as possible during the first year or risk losing them. Retention programs and services are most likely to reach low-income and first-generation students when they are offered to and/or mandatory for all students. However, it is important to recognize and remove the barriers that may limit these students’ participation (e.g. cost) before making such programs mandatory (Pell Institute, 2007).

## MONITORING STUDENT PROGRESS

Many low-income, first-generation students attend college part-time; as a result, their success is not measured so much by quarters or semesters as one course at a time. Institutions can help keep students on track in their coursework by developing early warning and/or advising systems to monitor student progress and to intervene when necessary. Such systems provide information to faculty, staff, and students in time to take action and improve performance before it’s too late and a student fails or faces academic discipline. Actions triggered by monitoring systems may include performance contracts that commit students to receiving advising, counseling, and tutoring and/or enrolling in study skills workshops/courses (Pell Institute, 2007). In order for such systems to work, there needs to be a high degree of collaboration and information-sharing between faculty in the classroom, staff in academic and social support programs, and the students themselves (AASCU, 2005; Kuh et al, 2005; Pell Institute, 2007). While these programs can help all students succeed in college, they have been found to be particularly effective with at-risk populations like low-income, first-generation students (Abrams et al, 1990; Karp & Logue, 2002-2003; Mann et al, 2003-2004; Volp et al, 1998; Willet, 2002).

## PROVIDING ADDITIONAL SUPPORT FOR STUDENTS

Given that low-income, first-generation students tend to enter college less prepared than other students, institutions must provide a wide range of academic support programs – from developmental coursework to learning and tutorial centers to supplemental instruction to learning communities – in order to ensure their success. Supplemental instruction programs provide peer-assisted academic support to students in introductory “gatekeeping” courses with traditionally high failure rates, while learning communities enroll a cohort of students in two or more classes together to connect learning across courses as well as to establish faculty and peer relationships that support success (Lotkowski et al, 2004; Pascarella & Terenzini, 2005; Upcraft et al, 2004). Developmental education learning communities, which link basic skills courses like writing with content courses such as history, have been shown to be particularly effective with at-risk students (Engstrom & Tinto, 2008). A key feature of effective academic support programs is careful alignment with student learning needs in the classroom. The closer the alignment, the more likely students will be able to translate the support into successful classroom performance.

Considering the personal hurdles that low-income, first-generation students must overcome to succeed in college, they also need and benefit from social support services, including academic advising, personal and career counseling, and mentoring programs. In particular, they benefit from participation in special programs that target at-risk populations, such as low-income, minority, and first-generation students. Such programs “scale down” the college experience by providing personalized attention, services, and referrals from dedicated staff who serve as “first responders” to students’ needs. They also provide a “home base” on campus where students can connect with and learn from peers who share common backgrounds and experiences about how to navigate the institution and college life (Muraskin, 1997; Pell Institute, 2007; Richardson & Skinner, 1992). By offering an entry to and a road map through the institution, these programs help low-income, first-generation students become integrated into the campus community, a key factor in college success (Tinto, 1993).

## INCREASING STUDENT ENGAGEMENT

While support services can greatly improve student performance and persistence, we must remember that success in the classroom is the cornerstone around which success in college is built. This is particularly true for low-income, first-generation college students – many of whom live and work off-campus – since the time they spend in the classroom may be the only time they spend on campus engaging with faculty and their peers. It is well-established that student academic and social engagement is central to student success (Astin, 1997; Kuh et al, 2005; Pascarella & Terenzini, 2005; Tinto, 2003). To the extent that faculty can structure classroom activities in ways that require students to become more involved in the learning process and with their peers, such as using cooperative and problem-based learning, they can improve student engagement and success (Braxton et al, 2000). It follows, however, that institutions must provide professional development for faculty and staff to not only help them acquire a broader range of pedagogical skills, but also learn how to effectively use those skills with at-risk populations, including low-income, first-generation students.

## CREATING A CULTURE OF SUCCESS

The actions described above are necessary but not sufficient to improve student retention. In fact, “the ability of an institution to retain students lies less in the formal programs they devise than in the underlying commitment toward students which directs their activities” (Tinto, 2003; pg. 7). Creating an institutional culture that fosters student success requires strong leadership from top college administrators. Campus leaders must prioritize improving retention as an institutional goal and consistently demonstrate their commitment to it through their words and actions. This means allocating the necessary resources to retention programs even when scarce and providing incentives and rewards to all members of the campus community to participate in as well as take responsibility for improving retention. Leaders must also strive to organize their retention efforts into an intentional, structured, and proactive campus-wide program that requires coordination and collaboration among all units focused on the shared goal of improving student success (AASCU, 2005; Kuh et al, 2005; Pell Institute, 2007). Otherwise, the sum of their actions to improve retention will be less than their parts.



Finally, as Thayer (2000) notes, institutions should keep in mind that retention “strategies that are designed for general campus populations without taking into account the special circumstances and characteristics of first-generation and low-income students will not often be successful for the latter.” However, as he continues, “strategies that work for first-generation and low-income students are likely to be successful for the general student population as well.” The academic, social, and financial resources (or lack thereof) that low-income students have available to them affects the extent to which they can utilize retention programs and services available on campus. Institutions must reduce the barriers to their participation in such programs – including lack of information, inability to pay, and/or inconvenient hours that conflict with work schedules – by offering flexible services that take low-income, first-generation students’ special needs into consideration (Pell Institute, 2007).

## BEST PRACTICES FOR RETAINING LOW-INCOME, FIRST-GENERATION STUDENTS:

### Evidence from the Student Support Services Program

The federally-funded Student Support Services program, one of the Federal TRIO programs, provides services aimed at improving college persistence and graduation rates among low-income, first-generation, and disabled college students at two- and four-year institutions. Such services may include instruction in basic skills; tutoring; academic advising; financial aid, transfer, and career counseling; mentoring; and grant aid. There are currently about 950 SSS programs serving more than 200,000 students at colleges and universities nationwide.

Research has shown that students participating in SSS programs have higher persistence and degree completion rates than similarly disadvantaged peers. Furthermore, the more contact and/or the longer students participate in the program, the more they benefit from it (Cheney et al, 1997; U.S. Department of Education, 2005).

Findings from the *"Best Practices" in Student Support Services* study (Muraskin, 1997) provide evidence of effective strategies for promoting retention among this population. The study found that SSS programs with strong records of success shared the following five characteristics:

**A structured freshman year experience.** The programs often serve as the main point of entry for participants and as a "home base" to help students adjust to and integrate into the institution. The programs strongly structure students' initial educational experiences by playing a major role in course selection and instruction during the first year.

**An emphasis on academic support.** Most services are focused on giving students the skills and confidence they need to achieve academic success. Programs offer developmental instruction in basic subject areas and study skills through courses, workshops, and computer-assisted instructional labs as well as supplemental instruction to provide additional support in introductory courses. Services that emphasize group and interactive approaches to learning such as peer tutoring and study groups are particularly effective at improving student outcomes.

**An active and intrusive approach to advising.** These programs see their students more often than other programs. They take an active and intrusive approach to advising that includes meeting with students several times per semester, continually tracking student performance and use of services, and checking student progress at mid-term to intervene and make referrals as necessary. Programs also focus on the "whole student" in the advising process using a case management approach.

**A plan to promote participation.** These programs place requirements on students to ensure they make use of and benefit from available services. Students may be required to demonstrate their commitment to the program through an admissions screening process and/or to sign a contract in which they agree to meet certain requirements to remain in the program. Such programs also provide incentives and rewards for participation as well as try to remove any barriers by offering flexible scheduling of services.

**A strong presence on campus.** The directors of these programs have often been with their institutions for many years, are well-known and well-respected on campus, and serve in positions (e.g. as administrators or on taskforces) that allow them to exercise influence on institutional policies and practices affecting disadvantaged students. Given their extended tenures, these directors are also able to better link their programs and their students to the institutions and their services. The most successful programs are part of larger service entities such as educational opportunity programs or learning centers rather than stand-alone programs.

# CONCLUSIONS AND RECOMMENDATIONS

For too many low-income, first-generation students, the newly-opened door to American higher education has been a revolving one. The unavoidable fact is that while college access has increased for this population, the opportunity to successfully earn a college degree, especially the bachelor's degree, has not. The major barrier to the baccalaureate for low-income, first-generation students is that vast majority of them begin - and end - their studies in two-year and for-profit institutions. Unfortunately, the segregation of low-income and other educationally-disadvantaged students into the less-than-four-year sector has only gotten worse over time. For example, the percentage of Pell Grant recipients enrolled in four-year colleges and universities dropped from 62 percent in 1973-74 to 45 percent in 2001-02, where it remains today (U.S. Department of Education, 2007). In other words, nearly one-third of the thirty-year decline in enrollment in four-year institutions among Pell Grant recipients has occurred in just a recent three-year period (Mortenson, 2003).

What can be done to increase the number of low-income, first-generation students who enroll in and graduate from four-year colleges and universities with bachelor's degrees? We offer the following recommendations to practitioners and policymakers alike:

**Improve academic preparation for college:** Taking a rigorous high school curriculum, including advanced mathematics, greatly increases the chances that low-income and first-generation students will attend college, particularly four-year institutions (Choy, 2001; Horn & Nunez, 2000). However, to usher low-income, first-generation students into advanced coursework without adequate support is to set these students up for early failure. To that end, students and their parents need:

- More information and counseling about gateway courses well before high school especially since the math track to college starts with eighth grade algebra.
- Additional academic and study skill support to successfully complete challenging high school coursework, including integrating note-taking, higher-order thinking, time management and other academic self-advocacy skills into the core curriculum, given likely gaps in their elementary and middle school preparation.
- Greater access to college-preparatory courses, which are either not offered at the high schools they attend or are offered in watered-down formats that do not do much to prepare them to succeed in college, especially at four-year institutions.
- Teachers who are equipped with the training and skills they need to develop challenging course material and to teach rigorous college-preparatory courses, including Advanced Placement.
- Counselors who have more comprehensive knowledge about the college access process and the support and time they need to work with students on their pathway to college.

The key to achieving these recommendations is for principals, teachers, counselors, and directors of college access programs alike to work together to purposefully create a college-going culture in the school's overall environment.

**Provide additional financial aid for college:** Targeting more financial aid toward this population could greatly expand their options with respect to where and how they go to college. With adequate resources, more low-income, first-generation students could afford to enroll in four-year institutions or attend full-time, both of which would increase their chances of completing college with four-year degrees. Unfortunately, funding for the Federal Pell Grant and Work-Study programs has not kept pace while tuition and fees have increased dramatically in recent years. To reduce the impact of financial barriers, low-income, first-generation students need:

- Workshops designed specifically for students - and their parents and guardians - about the financial aid process, especially filling out the FAFSA.
- Additional information to improve their financial literacy about their options for paying the costs of attendance at four-year institutions, including the prudent use of loans. This includes how to budget and use the banking system, the pros and cons of credit card use, and other forms of financial literacy to help students better acquire and utilize their financial aid.
- Increases in grant aid from institutional, state, and federal sources, which will require a shift away from merit aid at the institutional and state levels.
- Greater assistance with covering "remaining" or unmet financial need, such as through the use of expanded work-study programs.

**Increase transfer rates to four-year colleges:** Given the economic and other realities that force most low-income, first-generation students to begin their studies in the two-year sector, there needs to be a greater emphasis on increasing transfer rates from two- to four-year colleges. More than 60 percent of low-income, first-generation students who attend public, two-year institutions aspire to earn bachelor's degrees, yet only 5 percent of them do. To better facilitate their transfer from two-year to four-year institutions, low-income, first-generation students need:

- A clear vision of the long-term pathway from high school to a two-year college and then to a four-year college with guidance from high school teachers and counselors during the college planning and choice process.
- Effective developmental courses, particularly in mathematics, to address shortcomings in their academic preparation.
- Strong transfer counseling and planning from academic advisors as well as favorable articulation policies.
- Adequate financial counseling and aid (e.g. transfer scholarships) as well as other academic and social support to ensure successful degree completion after the transition.

**Ease the transition to college:** Low-income, first-generation students need considerable support as they make the transition to college. They need validation that not only are they capable of succeeding in college, but that they belong on campus as well (Rendon, 1992; Terenzini et al, 1994). Strategies that have been shown to help low-income and first-generation students include:

- Beginning as early as elementary and middle school, exposing students to college tours and college and career assessment tools to inspire their interest and knowledge about the college environment.
- Early intervention through bridge and orientation programs that socializes students to the expectations of the academic environment; involving parents also helps them to understand the demands of academic life.
- Advising, tutoring, and mentoring by faculty and peers that maintain needed support throughout the college years.
- Participation in special programs for at-risk populations that “scale down” the college experience for low-income, first-generation students by providing them with personalized attention from staff and a place to connect with supportive peers who share common backgrounds and experiences.

**Encourage engagement on the college campus:** Colleges and universities must remove the barriers (primarily financial) that prevent low-income, first-generation students from fully participating and engaging in the experiences that are associated with success in college such as living on campus, involvement in extracurricular activities, interaction with faculty outside of class, and use of available support services. To that end, institutions can:

- Offer additional opportunities for work-study to increase the amount of time these students spend on campus while meeting their financial needs.
- Focus on increasing interaction and engagement in the classroom in order to make use of the only time many low-income, first-generation students spend on campus.
- Develop cohorts of study groups that foster campus community and provide an academic and social support system for low-income, first generation students.

**Promote (re)entry for young and working adults:** According to a recent report by the Council for Adult and Experiential Learning (2008), most states cannot meet the global competitiveness needs of the country by targeting traditional-age students alone. There must be an effort to help young and working adults get back on the college track, many of whom will likely come from low-income and first-generation backgrounds. Strategies for reengaging these populations include:

- Providing support through programs that help adults complete their General Equivalency Diploma, like the Federal TRIO Educational Opportunity Centers.
- Offering college credit for experiential learning in the workplace to expedite degree completion.
- Developing programs to reach out to and serve students who leave college with a limited number of credits remaining to graduation like the program offered by the Oklahoma State Regents for Higher Education.
- Expanding financial aid eligibility for part-time students and/or providing additional resources (e.g. childcare) to promote persistence.



As the United States continues to realize the importance of increasing the educational attainment of its citizens as the key to its future economic stability in the global marketplace, improving postsecondary access and success among underrepresented populations, such as low-income, first-generation students, is paramount. As the analysis in this report has shown, there is much work to be done if this growing population is to participate and achieve within higher education similar to their more advantaged peers. Without action by policymakers and practitioners at all levels, it appears that not only will these students be left behind, but so too will the United States.

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# ABOUT THE COUNCIL

**E**stablished in 1981, the Council for Opportunity in Education is a non-profit organization dedicated to expanding educational opportunity throughout the United States, the Caribbean, and the Pacific Islands. Through its numerous membership services, the Council works in conjunction with colleges, universities, and agencies that host federally-funded college access programs to specifically help low-income, first-generation, and disabled Americans enter college and graduate.

The *mission* of the Council is to advance and defend the ideal of equal educational opportunity in postsecondary education. The Council's focus is assuring that the least advantaged segments of the American population have a realistic chance to enter and graduate from a postsecondary institution.

## FOR FURTHER INFORMATION CONTACT:

### THE COUNCIL FOR OPPORTUNITY IN EDUCATION

1025 Vermont Avenue, NW Suite 900  
Washington, DC 20005  
P: 202.347.7430  
F: 202.347.0786  
[www.coenet.us](http://www.coenet.us)



**THE PELL INSTITUTE**  
for the Study of Opportunity in Higher Education

## Description of Continuing Activities

Applicants must attach a description of how the applicant will continue the proposed activities once the grant period is over. This narrative should be brief, approximately one double-spaced page, and describe the entities and their commitments to continuing the project activities following the grant period.

The leadership of the Citizen Potawatomi Nation recognizes that the youth of today become the leaders of tomorrow, and that resources spent shaping them into responsible members of the tribal community will pay compound dividends to our future tribal Nation. With that in mind, the tribe provides permanent support for the existing CPN Education Department, which provides college and career support for high school seniors and college-admitted CPN students. However, the success of this project will provide the justification needed for permanent institutionalization of the activities aimed at 8<sup>th</sup>-11<sup>th</sup> grade students.

In addition, the university partners who helped make the Wzhitawen Project successful will continue to provide the same access to college campuses, make presentations to students, and represent their institutions at the Wzhitawen Native College Fair, which will become an annual addition to the Firelake Arena event calendar at no charge to attendees or college admissions staff. This event will continue to attract both local and out of state universities who will connect with Native students who are moving into the college careers.

Finally, multiple copies of the resource guides for parents and educators created by the Project Team will be gifted to each school district. These guides will help school counselors and parents work with their Native students to continue reinforcing the concepts taught by the College and Career Advisors, beyond the 2-3 hours per week allowed for program activities during the award term.

# TESIA MARIE ZIENTEK

(b)(6)

**EDUCATION** **Stanford University Graduate School of Education, Stanford, CA, June 2013**

Master of Arts: Policy, Organization, and Leadership Studies

**University of Notre Dame, Notre Dame, IN, May 2009**

Bachelor of Arts: English

Minor: Anthropology

Overall GPA: 3.9, Magna Cum Laude

**University of Notre Dame London Program, London, England, Fall 2007**

Study Abroad Program

**EXPERIENCE** *Education Director, Citizen Potawatomi Nation*

Shawnee, Oklahoma, **October 2015 – Present**

- Manage the affairs of the Education Department, including three full-time employees
- Provide an accessible entry point for college-bound Citizen Potawatomi Nation students in search of individualized college advice, scholarship help, or internship information, regardless of age or location
- Partner with local schools and universities to support college access and completion
- Develop helpful resources to prepare Citizen Potawatomi Nation students for success in college
- Track and analyze data to show student success and return on student investment

*Program Advisor, Potawatomi Leadership Program*

Shawnee, Oklahoma, **June 2012 – Present**

- Propose and implement new curriculum for high school and college age tribal interns
- Lead weekly discussion groups to consider issues of cultural identity, traditional knowledge, and future tribal involvement and leadership
- Create and grade reflection assignments
- Design, advise, and monitor culminating group projects
- Arrange and manage daily intern schedules

*Curriculum Development Specialist, Citizen Potawatomi Nation Cultural Mentorship Program*

Shawnee, Oklahoma, **October 2013 – February 2016**

- Collaborate with Cultural Mentorship Director and staff to construct culturally-relevant and site-appropriate curriculum
- Develop the Adult Mentor and Peer Mentor training curricula, which include manuals, slide presentations, and lesson activities
- Develop the Cultural Activities Curriculum materials to guide the mentors in teaching traditional Native American knowledge to youth in order to promote healthy and positive decision-making
- Adjust and refine curriculum as needed

*Grants and Contracts Coordinator, Citizen Potawatomi Nation Office of Self-Governance*

Shawnee, Oklahoma, **May 2013 – October 2015**

- Lead grant proposal development teams to complete funding applications
- Write, review, edit, package, and submit grant proposals in accordance with funding announcement guidelines
- Develop project budgets
- Provide tribal-wide technical assistance and training to grant project directors
- Act as a liaison between funding agencies and grant programs
- Assist with self-governance management and advocacy
- Guide strategic planning efforts to ensure that all funding pursuits interact to best benefit Citizen Potawatomi Nation tribal members and other community members in our service area

*Powwow Systems Manager, Stanford University Native American Cultural Center (NACC)*  
Stanford, California, **September 2012 – June 2013**

- Collected best practices from the forty-two year history of the Stanford Powwow, the largest student-run powwow in the nation, in order to capture institutional memory of the event
- Organized and posted relevant documents to the online platform OrgSync to ease event planning
- Led workshops to teach students and faculty how to use OrgSync
- Synthesized experience into a scalable model of the powwow for use in other Native American communities
- Served as liaison between undergraduate students and NACC faculty in order to facilitate a smooth transition to OrgSync

*Administrative Assistant, Citizen Potawatomi Nation Environmental Department*  
Shawnee, Oklahoma, **June 2011 – August 2012**

- Maintained records for ten government grants
- Tracked payment process of each purchase made with grant funds per line item budget
- Acted as primary liaison between department and vendors or contractors
- Reduced waste and streamlined process by restructuring filing procedure from a paper system to an online scanning system
- Attended trainings to learn appropriate processes for grant management
- Monitored that governmental procedures and policies were followed

*English as a Second Language Teacher, Colegio Maria Auxiliadora*  
Santurce, Puerto Rico, **October 2010 – August 2011**

- Made and executed daily lesson plans for six classes of 1<sup>st</sup>-3<sup>rd</sup> graders
- Created original worksheets, reviews, and tests to assess and monitor the students' progress
- Designed creative projects to make classroom material interesting and relevant to students
- Recorded and figured grades for all 184 students
- Conducted parent-teacher conferences

*Teacher and Tutor, Puerto Rico Center for Social Concerns (PRCSC)*  
Orocovis, Puerto Rico, **August 2009 – July 2010**

- Made and executed daily lesson plans for Kindergarten English, 4<sup>th</sup> grade English, and 3<sup>rd</sup> grade Science classes
- Responded to specific community needs by planning and organizing an afterschool program serving approximately thirty
- Kindergarten-7<sup>th</sup> graders
- Coordinated the daily tutoring efforts for seven 5<sup>th</sup> graders
- Prepared and taught a daily English reinforcement class for approximately fifteen students
- Initiated and fostered a positive learning environment for at-risk youth

*External Affairs Intern, Department of the Interior, U.S. Fish and Wildlife Service (FWS)*  
Arlington, Virginia, **June 2008 – August 2008**

- Wrote and edited articles for *Fish and Wildlife News*
- Helped plan and execute various outreach events
- Covered wildlife-related hearings for the branch of Congressional and Legislative Affairs
- Researched, wrote, and presented a proposal and standard operating procedure for a central filing system for the documents of External Affairs pursuant to National Archives and Records Administration guidelines
- Researched and helped construct a FWS strategy for minority employment outreach
- Gained public administration knowledge by attending various national and regional business meetings

*Human Resources Intern, Citizen Potawatomi Nation Human Resources*  
Shawnee, Oklahoma, **Summer, Fall, and Spring Breaks, May 2005-August 2007**

- Edited online application for grammatical mistakes and processing errors during initial debugging phase
- Restructured personnel filing system for over 2,000 Citizen Potawatomi Nation employees
- Maintained strict confidentiality while working with sensitive personnel records
- Assisted in the transition from paper employment applications to online employment applications
- Helped applicants complete online employment applications
- Gained business knowledge by attending staff training meetings covering human resources issues

## ACTIVITIES

*Volunteer, Citizen Potawatomi Nation Tribal Youth Program, June 2013 – Present*

- Provide monthly college preparation sessions for Native American youth ages 12 - 18

*Drummer, Dewegen Kwek, June 2013 – Present*

- Sing, drum, and perform with Potawatomi women's drumming group

*Writer, Late Night ND, August 2006 – May 2009*

- Filmed, edited, and acted in skits as needed for the comedy talk show airing on the University of Notre Dame campus cable channel

*Commissioner, Circle K, August 2005 – May 2009*

- Participated in and coordinated various projects for the student community service organization

## HONORS

**Leadership Shawnee**, Accepted in 2015

- Local leadership program committed to educating a diverse group of businesspeople about the economy, resources, and challenges facing the greater Shawnee area.

**Noek Nmeshosek**, Accepted in 2014

- Citizen Potawatomi Nation leadership program for tribal employees focused on fostering leadership skills and teaching the components of tribal history and modern governance

**Gates Millennium Scholar**, Received in 2005 - 2013

- Scholarship awarded for academic achievement and leadership; covers the cost of undergraduate and graduate studies

**Phi Beta Kappa Honors Society**, Inducted in 2009

- A nationally renowned honors society founded more than two hundred years ago pledged to the ideals of liberal learning and moral integrity

**Sigma Tau Delta**, Inducted in 2009

- International English honor society

**Presidential Scholar**, Awarded in 2005

- One of twenty students chosen out of a class of two thousand based on academic performance and extra-curricular activities at the University

**Citizen Potawatomi Nation Intertribal Tribal Powwow Princess**, Selected in 2003

- Nominated by tribal leadership to represent the Citizen Potawatomi Nation

## KNOWLEDGE AND SKILLS

- Extensive experience submitting and managing grants via Grants.gov, Grant Solutions, and Grants Management System
- Superior verbal and written communication skills
- Excellent organizational skills and customer service
- Extensive knowledge and proficiency in Microsoft Word, Excel, PowerPoint, Outlook, Adobe, and Prezi for both PC and Mac computers
- Strong ability to problem-solve, make independent decisions, and recommend solutions
- Ability to manage unpredictable and voluminous workloads, demonstrating a high degree of flexibility
- Excellent interpersonal skills and ability to work with all levels of professionals within the organization as well as with external entities
- Strong attention to detail
- Knowledge of state, federal, and tribal policies and procedures related to grant administration
- High level of proficiency in Spanish, both verbal and written



# Channing Seikel

(b)(6)

**Objective** I am seeking a challenging environment where I can successfully perform the duties as a liaison for Citizen Potawatomi Nation Students and their families. My past experience will be perfectly suited for the position while allowing me to grow and learn from the duties presented.

**Experience** **Citizen Potawatomi Nation – Senior College Advisor** **April 2016 – Current**

Advocates for Citizen Potawatomi Nation tribal members, employees, and all native students who want to pursue a college degree of any level. Facilitates Higher education completion through college, scholarships, and internships counseling. Cultivate and maintain relationships with universities, schools, and tribes in order to best assist college-bound tribal members. Develop helpful resources to prepare students for success in college.

**Oklahoma Baptist University – Senior Admissions Counselor** **August 2010 – April 2016**

Serves the university on admissions initiatives, travel planning and campus events. Direct contact for the admissions team and serves as an intermediary to the director. Plans all on-campus recruiting events for prospective students, incoming students, and high school guidance counselors. Establishes and nurtures effective relationships with prospective students and families. Developed and maintains student blog and manages content. Authored the Admissions Counselor Training Manual. Acts as the face of the institution through high visibility within the community to uphold the mission statement of the university.

**Project Safe – Shelter Advocate** **March 2010 – August 2010**

Launched résumé-building sessions to help individuals reenter the workforce. On-call advocate for battered women during extreme circumstances and while in hostile environments. Maintained a level of composure and empathy during crises while handling difficult situations with respect and sensitivity.

**Education** **Oklahoma Baptist University** **May 2010**

Bachelor of Science – Sociology, Minor – Family Science

- Skills**
- Excellent written and oral communication
  - Banner Operating System, Goldmine, CRM and Microsoft Office applications
  - Organizational skills that reflect my ability to perform and complete my job duties effectively and efficiently
  - Adept in a fast-paced and changing environment, which allows me to multitask at a high level

- Community Activities**
- Member of University Baptist Church
  - Volunteer for Bountiful Basket Food Co-op
  - Staff Sponsor for the Oklahoma Baptist University Cheerleading Squad



## **CITIZEN POTAWATOMI NATION NYCP College and Career Advisor**

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**JOB TITLE:** College and Career Advisor

**ORGANIZATIONAL UNIT:** CPN Education Department

**SUPERVISOR:** Education Director

**SALARY RANGE:** DOE

**FLSA:** Exempt

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**JOB SUMMARY:** The College and Career Advisor will jointly fulfill the mission of the Citizen Potawatomi Nation (CPN) Department of Education and the 2016 CPN Native Youth Community Partnership (NYCP) Project by working directly with students to provide college resources and counseling, introducing multiple college and career opportunities, and developing a mentorship program and mentor academies with the participants. The College and Career Advisor will supplement the amount of work that the current high school counselor is doing within the 4 South Pottawatomi County high schools of Maud, Macomb, Asher, and Wanette.

### **ESSENTIAL FUNCTIONS:**

- Provide advisement for college and career bound Native American students.
- Introduce new and exciting college and career options with campus visits and presentations.
- Cultivate and maintain relationships with universities, schools, and tribes in order to best assist college-bound tribal members.
- Develop helpful resources to prepare students for success in college.
- Track and analyze data to show program success and return on student investment.

### **ADDITIONAL RESPONSIBILITIES:**

- Perform other duties and projects as required by the CPN and the NYCP Grant.

**PREFERABLE QUALIFICATIONS:**

- Master's degree.
- Degree in education or education-related field.
- Meaningful experience working in college admissions, financial aid, or a related field.
- Extensive knowledge of higher education practices and policies, especially as they pertain to Native American students.

**MINIMUM QUALIFICATIONS FOR CONSIDERATION:**

- Bachelor's degree required.
- Must submit résumé, writing sample, and college transcripts for review.
- Must possess excellent verbal communication skills, demonstrated writing abilities, and research skills.
- Must possess intermediate knowledge of computer and Microsoft programs and software.
- Must possess current knowledge about scholarship and college application processes.
- Must be comfortable speaking and presenting information to large groups.
- Must be capable of maintaining a helpful and professional attitude under high pressure.
- Must be able to relate to students and parents of all ages and backgrounds and work with a diverse group of personnel.
- Must be willing to adapt to changing demands on a daily basis.
- Must possess ability to function openly, constructively, and effectively in team oriented assignments.

**PHYSICAL REQUIREMENTS:**

- The College and Career Advisor will perform minimal physical efforts such as lifting and reaching. The preponderance of physical exertion will be spent in prolonged periods of time working at the computer.

**WORKING CONDITIONS:**

- Location: Tribal Administration, an office setting with a climate controlled environment as well as four South Pottawatomie County High Schools.
- Shift: 8 hours/5 days in general, though additional time on evenings and weekends may occasionally be required for events or activities.
- Status: Full-time personnel
- Travel: Some travel required.

**Note:** The above statements are intended to describe the general nature and level of work performed by an employee in this position. These statements are not to be construed as an exhaustive list of all responsibilities, duties, and skills required of employees in this position.

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Employee Signature

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Date

### Public Availability of the Draft EA

Printed copies of the Draft EA are available for review at the Commonwealth of the Northern Mariana Islands Bureau of Environmental and Coastal Quality, Gualo Rai Center, Chalan Pale Arnold—Middle Road, Saipan, MP 96950, and the following libraries.

- Joeten-Kiyu Public Library, Beach Road and Insatto St., Saipan, MP 96950.
- Tinian Public Library, San Jose Village, Tinian, MP 96952.
- Antonio Camacho Atalig Memorial Library, Tatchogh Village, Rota, MP 96951.

### Public Availability of Comments

Before including your address, phone number, email address, or other personal identifying information in your comment, you should be aware that your entire comment—including your personal identifying information—may be made publicly available at any time. While you can ask us in your comment to withhold your personal identifying information from public review, we cannot guarantee that we will be able to do so.

#### Robyn Thorson,

Regional Director, Pacific Region, Portland, Oregon.

[FR Doc. 2016-09955 Filed 5-3-16; 8:45 am]

BILLING CODE 4333-15-P

## DEPARTMENT OF THE INTERIOR

### Geological Survey

[GX16LR000F60100]

#### Agency Information Collection Activities: Request for Comments

**AGENCY:** U.S. Geological Survey (USGS), Interior.

**ACTION:** Notice of a renewal of a currently approved information collection (1028-0059).

**SUMMARY:** We (the U.S. Geological Survey) will ask the Office of Management and Budget (OMB) to approve the information collection (IC) described below. This collection consists of 1 form. As required by the Paperwork Reduction Act (PRA) of 1995, and as part of our continuing efforts to reduce paperwork and respondent burden, we invite the general public and other Federal agencies to take this opportunity to comment on this IC. This collection is scheduled to expire on October 31, 2016.

**DATES:** To ensure that your comments are considered, we must receive them on or before July 5, 2016.

**ADDRESSES:** You may submit comments on this information collection to the Information Collection Clearance Officer, U.S. Geological Survey, 12201 Sunrise Valley Drive MS 807, Reston, VA 20192 (mail); (703) 648-7197 (fax); or [gs-info\\_collections@usgs.gov](mailto:gs-info_collections@usgs.gov) (email). Please reference 'Information Collection 1028-0059, Comprehensive Test Ban Treaty in all correspondence.

**FOR FURTHER INFORMATION CONTACT:** Lori E. Apodaca, National Minerals Information Center, U.S. Geological Survey, 12201 Sunrise Valley Drive, MS 989, Reston, VA 20192 (mail); 703-648-7724 (phone); or [lapodaca@usgs.gov](mailto:lapodaca@usgs.gov) (email). You may also find information about this ICR at [www.reginfo.gov](http://www.reginfo.gov).

#### SUPPLEMENTARY INFORMATION:

##### I. Abstract

The collection of this information is required by the Comprehensive Test Ban Treaty (CTBT), and will, upon request, provide the CTBT Technical Secretariat with geographic locations of sites where chemical explosions greater than 300 tons TNT-equivalent have occurred.

##### II. Data

**OMB Control Number:** 1028-0059.  
**Form Number:** USGS Form 9-4040-A.  
**Title:** Comprehensive Test Ban Treaty.  
**Type of Request:** Renewal of existing information collection.

**Affected Public:** Business or Other-For-Profit Institutions: U.S. nonfuel minerals producers.

**Respondent's Obligation:** None. Participation is voluntary.

**Frequency of Collection:** Annually.  
**Estimated Total Number of Annual Responses:** 2,500.

**Estimated Time per Response:** 15 minutes.  
**Estimated Annual Burden Hours:** 625 hours.

**Estimated Reporting and Recordkeeping "Non-Hour Cost" Burden:** There are no "non-hour cost" burdens associated with this IC.

**Public Disclosure Statement:** The PRA (44 U.S.C. 3501, *et seq.*) provides that an agency may not conduct or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number and current expiration date.

##### III. Request for Comments

We are soliciting comments as to: (a) Whether the proposed collection of information is necessary for the agency to perform its duties, including whether

the information is useful; (b) the accuracy of the agency's estimate of the burden of the proposed collection of information; (c) ways to enhance the quality, usefulness, and clarity of the information to be collected; and (d) how to minimize the burden on the respondents, including the use of automated collection techniques or other forms of information technology.

Please note that the comments submitted in response to this notice are a matter of public record. Before including your personal mailing address, phone number, email address, or other personally identifiable information in your comment, you should be aware that your entire comment, including your personally identifiable information, may be made publicly available at any time. While you can ask us in your comment to withhold your personally identifiable information from public view, we cannot guarantee that we will be able to do so.

#### Michael J. Magyar,

Associate Director, National Minerals Information Center, U.S. Geological Survey.

[FR Doc. 2016-10379 Filed 5-3-16; 8:45 am]

BILLING CODE 4338-11-P

## DEPARTMENT OF THE INTERIOR

### Bureau of Indian Affairs

[167 A2100DD/AAKC001030/  
A0A501010.999900]

#### Indian Entities Recognized and Eligible To Receive Services From the United States Bureau of Indian Affairs

**AGENCY:** Bureau of Indian Affairs, Interior.

**ACTION:** Notice.

**SUMMARY:** This notice publishes the current list of 567 Tribal entities recognized and eligible for funding and services from the Bureau of Indian Affairs (BIA) by virtue of their status as Indian Tribes. The list is updated from the notice published on January 29, 2016 (81 FR 5019).

**FOR FURTHER INFORMATION CONTACT:** Ms. Laurel Iron Cloud, Bureau of Indian Affairs, Division of Tribal Government Services, Mail Stop 4513-MIB, 1849 C Street NW., Washington, DC 20240. Telephone number: (202) 513-7641.

**SUPPLEMENTARY INFORMATION:** This notice is published pursuant to Section 104 of the Act of November 2, 1994 (Pub. L. 103-454; 108 Stat. 4791, 4792), and in exercise of authority delegated to the Assistant Secretary—Indian Affairs under 25 U.S.C. 2 and 9 and 209 DM 8.

Published below is an updated list of federally acknowledged Indian Tribes in the contiguous 48 states and Alaska, to reflect the addition of an Indian Tribe and various name changes and corrections.

The addition to the list of Indian entities results from the January 28, 2016, Interior Board of Indian Appeals dismissal of a request for reconsideration in docket number 16-003, *In Re Federal Acknowledgment of the Pamunkey Indian Tribe*.

To aid in identifying Tribal name changes and corrections, the Tribe's previously listed or former name is included in parentheses after the correct current Tribal name. We will continue to list the Tribe's former or previously listed name for several years before dropping the former or previously listed name from the list.

The listed Indian entities are acknowledged to have the immunities and privileges available to federally recognized Indian Tribes by virtue of their government-to-government relationship with the United States as well as the responsibilities, powers, limitations, and obligations of such Tribes. We have continued the practice of listing the Alaska Native entities separately solely for the purpose of facilitating identification of them and reference to them given the large number of complex Native names.

Dated: April 25, 2016.

**Lawrence S. Roberts,**  
*Acting Assistant Secretary—Indian Affairs.*

**INDIAN TRIBAL ENTITIES WITHIN THE CONTIGUOUS 48 STATES RECOGNIZED AND ELIGIBLE TO RECEIVE SERVICES FROM THE UNITED STATES BUREAU OF INDIAN AFFAIRS**

Absentee-Shawnee Tribe of Indians of Oklahoma  
 Agua Caliente Band of Cahuilla Indians of the Agua Caliente Indian Reservation, California  
 Ak-Chin Indian Community (previously listed as the Ak Chin Indian Community of the Maricopa (Ak Chin) Indian Reservation, Arizona)  
 Alabama-Coushatta Tribe of Texas (previously listed as the Alabama-Coushatta Tribes of Texas)  
 Alabama-Quassarte Tribal Town  
 Alturas Indian Rancheria, California  
 Apache Tribe of Oklahoma  
 Arapaho Tribe of the Wind River Reservation, Wyoming  
 Aroostook Band of Micmacs (previously listed as the Aroostook Band of Micmac Indians)  
 Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation, Montana

Augustine Band of Cahuilla Indians, California (previously listed as the Augustine Band of Cahuilla Mission Indians of the Augustine Reservation)  
 Bad River Band of the Lake Superior Tribe of Chippewa Indians of the Bad River Reservation, Wisconsin  
 Bay Mills Indian Community, Michigan  
 Bear River Band of the Rohnerville Rancheria, California  
 Berry Creek Rancheria of Maidu Indians of California  
 Big Lagoon Rancheria, California  
 Big Pine Paiute Tribe of the Owens Valley (previously listed as the Big Pine Band of Owens Valley Paiute Shoshone Indians of the Big Pine Reservation, California)  
 Big Sandy Rancheria of Western Mono Indians of California (previously listed as the Big Sandy Rancheria of Mono Indians of California)  
 Big Valley Band of Pomo Indians of the Big Valley Rancheria, California  
 Bishop Paiute Tribe (previously listed as the Paiute-Shoshone Indians of the Bishop Community of the Bishop Colony, California)  
 Blackfeet Tribe of the Blackfeet Indian Reservation of Montana  
 Blue Lake Rancheria, California  
 Bridgeport Indian Colony (previously listed as the Bridgeport Paiute Indian Colony of California)  
 Buena Vista Rancheria of Me-Wuk Indians of California  
 Burns Paiute Tribe (previously listed as the Burns Paiute Tribe of the Burns Paiute Indian Colony of Oregon)  
 Cabazon Band of Mission Indians, California  
 Cachil DeHe Band of Wintun Indians of the Colusa Indian Community of the Colusa Rancheria, California  
 Caddo Nation of Oklahoma  
 Cahto Tribe of the Laytonville Rancheria  
 Cahuilla Band of Indians (previously listed as the Cahuilla Band of Mission Indians of the Cahuilla Reservation, California)  
 California Valley Miwok Tribe, California  
 Campo Band of Diegueno Mission Indians of the Campo Indian Reservation, California  
 Capitan Grande Band of Diegueno Mission Indians of California (Barona Group of Capitan Grande Band of Mission Indians of the Barona Reservation, California; Viejas (Baron Long) Group of Capitan Grande Band of Mission Indians of the Viejas Reservation, California)  
 Catawba Indian Nation (aka Catawba Tribe of South Carolina)  
 Cayuga Nation  
 Cedarville Rancheria, California  
 Chemehuevi Indian Tribe of the Chemehuevi Reservation, California

Cher-Ae Heights Indian Community of the Trinidad Rancheria, California  
 Cherokee Nation  
 Cheyenne and Arapaho Tribes, Oklahoma (previously listed as the Cheyenne-Arapaho Tribes of Oklahoma)  
 Cheyenne River Sioux Tribe of the Cheyenne River Reservation, South Dakota  
 Chicken Ranch Rancheria of Me-Wuk Indians of California  
 Chippewa Cree Indians of the Rocky Boy's Reservation, Montana (previously listed as the Chippewa-Cree Indians of the Rocky Boy's Reservation, Montana)  
 Chitimacha Tribe of Louisiana  
 Citizen Potawatomi Nation, Oklahoma  
 Cloverdale Rancheria of Pomo Indians of California  
 Cocopah Tribe of Arizona  
 Coeur D'Alene Tribe (previously listed as the Coeur D'Alene Tribe of the Coeur D'Alene Reservation, Idaho)  
 Cold Springs Rancheria of Mono Indians of California  
 Colorado River Indian Tribes of the Colorado River Indian Reservation, Arizona and California  
 Comanche Nation, Oklahoma  
 Confederated Salish and Kootenai Tribes of the Flathead Reservation  
 Confederated Tribes and Bands of the Yakama Nation  
 Confederated Tribes of Siletz Indians of Oregon (previously listed as the Confederated Tribes of the Siletz Reservation)  
 Confederated Tribes of the Chehalis Reservation  
 Confederated Tribes of the Colville Reservation  
 Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians  
 Confederated Tribes of the Goshute Reservation, Nevada and Utah  
 Confederated Tribes of the Grand Ronde Community of Oregon  
 Confederated Tribes of the Umatilla Indian Reservation (previously listed as the Confederated Tribes of the Umatilla Reservation, Oregon)  
 Confederated Tribes of the Warm Springs Reservation of Oregon  
 Coquille Indian Tribe (previously listed as the Coquille Tribe of Oregon)  
 Cortina Indian Rancheria (previously listed as the Cortina Indian Rancheria of Wintun Indians of California)  
 Coushatta Tribe of Louisiana  
 Cow Creek Band of Umpqua Tribe of Indians (previously listed as the Cow Creek Band of Umpqua Indians of Oregon)  
 Cowlitz Indian Tribe  
 Coyote Valley Band of Pomo Indians of California  
 Crow Creek Sioux Tribe of the Crow Creek Reservation, South Dakota

- Crow Tribe of Montana  
 Death Valley Timbi-sha Shoshone Tribe (previously listed as the Death Valley Timbi-Sha Shoshone Band of California)  
 Delaware Nation, Oklahoma  
 Delaware Tribe of Indians  
 Dry Creek Rancheria Band of Pomo Indians, California (previously listed as the Dry Creek Rancheria of Pomo Indians of California)  
 Duckwater Shoshone Tribe of the Duckwater Reservation, Nevada  
 Eastern Band of Cherokee Indians  
 Eastern Shawnee Tribe of Oklahoma  
 Eastern Shoshone Tribe of the Wind River Reservation, Wyoming (previously listed as the Shoshone Tribe of the Wind River Reservation, Wyoming)  
 Elem Indian Colony of Pomo Indians of the Sulphur Bank Rancheria, California  
 Elk Valley Rancheria, California  
 Ely Shoshone Tribe of Nevada  
 Enterprise Rancheria of Maidu Indians of California  
 Ewiiapaayp Band of Kumeyaay Indians, California  
 Federated Indians of Graton Rancheria, California  
 Flandreau Santee Sioux Tribe of South Dakota  
 Forest County Potawatomi Community, Wisconsin  
 Fort Belknap Indian Community of the Fort Belknap Reservation of Montana  
 Fort Bidwell Indian Community of the Fort Bidwell Reservation of California  
 Fort Independence Indian Community of Paiute Indians of the Fort Independence Reservation, California  
 Fort McDermitt Paiute and Shoshone Tribes of the Fort McDermitt Indian Reservation, Nevada and Oregon  
 Fort McDowell Yavapai Nation, Arizona  
 Fort Mojave Indian Tribe of Arizona, California & Nevada  
 Fort Sill Apache Tribe of Oklahoma  
 Gila River Indian Community of the Gila River Indian Reservation, Arizona  
 Grand Traverse Band of Ottawa and Chippewa Indians, Michigan  
 Greenville Rancheria (previously listed as the Greenville Rancheria of Maidu Indians of California)  
 Grindstone Indian Rancheria of Wintun-Wailaki Indians of California  
 Guidiville Rancheria of California  
 Habematolel Pomo of Upper Lake, California  
 Hannahville Indian Community, Michigan  
 Havasupai Tribe of the Havasupai Reservation, Arizona  
 Ho-Chunk Nation of Wisconsin  
 Hoh Indian Tribe (previously listed as the Hoh Indian Tribe of the Hoh Indian Reservation, Washington)  
 Hoopa Valley Tribe, California  
 Hopi Tribe of Arizona  
 Hopland Band of Pomo Indians, California (formerly Hopland Band of Pomo Indians of the Hopland Rancheria, California)  
 Houlton Band of Maliseet Indians  
 Hualapai Indian Tribe of the Hualapai Indian Reservation, Arizona  
 Iipay Nation of Santa Ysabel, California (previously listed as the Santa Ysabel Band of Diegueno Mission Indians of the Santa Ysabel Reservation)  
 Inaja Band of Diegueno Mission Indians of the Inaja and Cosmit Reservation, California  
 Ione Band of Miwok Indians of California  
 Iowa Tribe of Kansas and Nebraska  
 Iowa Tribe of Oklahoma  
 Jackson Band of Miwuk Indians (previously listed as the Jackson Rancheria of Me-Wuk Indians of California)  
 Jamestown S'Klallam Tribe  
 Jamul Indian Village of California  
 Jena Band of Choctaw Indians  
 Jicarilla Apache Nation, New Mexico  
 Kaibab Band of Paiute Indians of the Kaibab Indian Reservation, Arizona  
 Kalispel Indian Community of the Kalispel Reservation  
 Karuk Tribe (previously listed as the Karuk Tribe of California)  
 Kasha Band of Pomo Indians of the Stewarts Point Rancheria, California  
 Kaw Nation, Oklahoma  
 Kewa Pueblo, New Mexico (previously listed as the Pueblo of Santo Domingo)  
 Keweenaw Bay Indian Community, Michigan  
 Kialegee Tribal Town  
 Kickapoo Traditional Tribe of Texas  
 Kickapoo Tribe of Indians of the Kickapoo Reservation in Kansas  
 Kickapoo Tribe of Oklahoma  
 Kiowa Indian Tribe of Oklahoma  
 Klamath Tribes  
 Koi Nation of Northern California (previously listed as the Lower Lake Rancheria, California)  
 Kootenai Tribe of Idaho  
 La Jolla Band of Luiseno Indians, California (previously listed as the La Jolla Band of Luiseno Mission Indians of the La Jolla Reservation)  
 La Posta Band of Diegueno Mission Indians of the La Posta Indian Reservation, California  
 Lac Courte Oreilles Band of Lake Superior Chippewa Indians of Wisconsin  
 Lac du Flambeau Band of Lake Superior Chippewa Indians of the Lac du Flambeau Reservation of Wisconsin  
 Lac Vieux Desert Band of Lake Superior Chippewa Indians of Michigan  
 Las Vegas Tribe of Paiute Indians of the Las Vegas Indian Colony, Nevada  
 Little River Band of Ottawa Indians, Michigan  
 Little Traverse Bay Bands of Odawa Indians, Michigan  
 Lone Pine Paiute-Shoshone Tribe (previously listed as the Paiute-Shoshone Indians of the Lone Pine Community of the Lone Pine Reservation, California)  
 Los Coyotes Band of Cahuilla and Cupeno Indians, California (previously listed as the Los Coyotes Band of Cahuilla & Cupeno Indians of the Los Coyotes Reservation)  
 Lovelock Paiute Tribe of the Lovelock Indian Colony, Nevada  
 Lower Brule Sioux Tribe of the Lower Brule Reservation, South Dakota  
 Lower Elwha Tribal Community (previously listed as the Lower Elwha Tribal Community of the Lower Elwha Reservation, Washington)  
 Lower Sioux Indian Community in the State of Minnesota  
 Lummi Tribe of the Lummi Reservation  
 Lytton Rancheria of California  
 Makah Indian Tribe of the Makah Indian Reservation  
 Manchester Band of Pomo Indians of the Manchester Rancheria, California (previously listed as the Manchester Band of Pomo Indians of the Manchester-Point Arena Rancheria, California)  
 Manzanita Band of Diegueno Mission Indians of the Manzanita Reservation, California  
 Mashantucket Pequot Indian Tribe (previously listed as the Mashantucket Pequot Tribe of Connecticut)  
 Mashpee Wampanoag Tribe (previously listed as the Mashpee Wampanoag Indian Tribal Council, Inc.)  
 Match-e-be-nash-she-wish Band of Pottawatomi Indians of Michigan  
 Mechoopda Indian Tribe of Chico Rancheria, California  
 Menominee Indian Tribe of Wisconsin  
 Mesa Grande Band of Diegueno Mission Indians of the Mesa Grande Reservation, California  
 Mescalero Apache Tribe of the Mescalero Reservation, New Mexico  
 Miami Tribe of Oklahoma  
 Miccosukee Tribe of Indians  
 Middletown Rancheria of Pomo Indians of California  
 Minnesota Chippewa Tribe, Minnesota (Six component reservations: Bois Forte Band (Nett Lake); Fond du Lac Band; Grand Portage Band; Leech Lake Band; Mille Lacs Band; White Earth Band)  
 Mississippi Band of Choctaw Indians  
 Moapa Band of Paiute Indians of the Moapa River Indian Reservation, Nevada

- Mohegan Tribe of Indians of Connecticut (previously listed as Mohegan Indian Tribe of Connecticut)
- Mooretown Rancheria of Maidu Indians of California
- Morongo Band of Mission Indians, California (previously listed as the Morongo Band of Cahuilla Mission Indians of the Morongo Reservation)
- Muckleshoot Indian Tribe (previously listed as the Muckleshoot Indian Tribe of the Muckleshoot Reservation, Washington)
- Narragansett Indian Tribe
- Navajo Nation, Arizona, New Mexico & Utah
- Nez Perce Tribe (previously listed as the Nez Perce Tribe of Idaho)
- Nisqually Indian Tribe (previously listed as the Nisqually Indian Tribe of the Nisqually Reservation, Washington)
- Nooksack Indian Tribe
- Northern Cheyenne Tribe of the Northern Cheyenne Indian Reservation, Montana
- Northfork Rancheria of Mono Indians of California
- Northwestern Band of the Shoshone Nation (previously listed as Northwestern Band of Shoshoni Nation and the Northwestern Band of Shoshoni Nation of Utah (Washakie))
- Nottawaseppi Huron Band of the Potawatomi, Michigan (previously listed as the Huron Potawatomi, Inc.)
- Oglala Sioux Tribe (previously listed as the Oglala Sioux Tribe of the Pine Ridge Reservation, South Dakota)
- Ohkay Owingeh, New Mexico (previously listed as the Pueblo of San Juan)
- Omaha Tribe of Nebraska
- Oneida Nation (previously listed as the Oneida Tribe of Indians of Wisconsin)
- Oneida Nation of New York
- Onondaga Nation
- Otoe-Missouria Tribe of Indians, Oklahoma
- Ottawa Tribe of Oklahoma
- Paiute Indian Tribe of Utah (Cedar Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes (formerly Paiute Indian Tribe of Utah (Cedar City Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes)))
- Paiute-Shoshone Tribe of the Fallon Reservation and Colony, Nevada
- Pala Band of Mission Indians (previously listed as the Pala Band of Luiseno Mission Indians of the Pala Reservation, California)
- Pamunkey Indian Tribe
- Pascua Yaqui Tribe of Arizona
- Paskenta Band of Nomlaki Indians of California
- Passamaquoddy Tribe
- Pauma Band of Luiseno Mission Indians of the Pauma & Yuima Reservation, California
- Pawnee Nation of Oklahoma
- Pechanga Band of Luiseno Mission Indians of the Pechanga Reservation, California
- Penobscot Nation (previously listed as the Penobscot Tribe of Maine)
- Peoria Tribe of Indians of Oklahoma
- Picayune Rancheria of Chukchansi Indians of California
- Pinoleville Pomo Nation, California (previously listed as the Pinoleville Rancheria of Pomo Indians of California)
- Pit River Tribe, California (includes XL Ranch, Big Bend, Likely, Lookout, Montgomery Creek and Roaring Creek Rancherias)
- Poarch Band of Creeks (previously listed as the Poarch Band of Creek Indians of Alabama)
- Pokagon Band of Potawatomi Indians, Michigan and Indiana
- Ponca Tribe of Indians of Oklahoma
- Ponca Tribe of Nebraska
- Port Gamble S'Klallam Tribe (previously listed as the Port Gamble Band of S'Klallam Indians)
- Potter Valley Tribe, California
- Prairie Band Potawatomi Nation (previously listed as the Prairie Band of Potawatomi Nation, Kansas)
- Prairie Island Indian Community in the State of Minnesota
- Pueblo of Acoma, New Mexico
- Pueblo of Cochiti, New Mexico
- Pueblo of Isleta, New Mexico
- Pueblo of Jemez, New Mexico
- Pueblo of Laguna, New Mexico
- Pueblo of Nambe, New Mexico
- Pueblo of Picuris, New Mexico
- Pueblo of Pojoaque, New Mexico
- Pueblo of San Felipe, New Mexico
- Pueblo of San Ildefonso, New Mexico
- Pueblo of Sandia, New Mexico
- Pueblo of Santa Ana, New Mexico
- Pueblo of Santa Clara, New Mexico
- Pueblo of Taos, New Mexico
- Pueblo of Tesuque, New Mexico
- Pueblo of Zia, New Mexico
- Puyallup Tribe of the Puyallup Reservation
- Pyramid Lake Paiute Tribe of the Pyramid Lake Reservation, Nevada
- Quartz Valley Indian Community of the Quartz Valley Reservation of California
- Quechan Tribe of the Fort Yuma Indian Reservation, California & Arizona
- Quileute Tribe of the Quileute Reservation
- Quinault Indian Nation (previously listed as the Quinault Tribe of the Quinault Reservation, Washington)
- Ramona Band of Cahuilla, California (previously listed as the Ramona Band or Village of Cahuilla Mission Indians of California)
- Red Cliff Band of Lake Superior Chippewa Indians of Wisconsin
- Red Lake Band of Chippewa Indians, Minnesota
- Redding Rancheria, California
- Redwood Valley or Little River Band of Pomo Indians of the Redwood Valley Rancheria California (previously listed as the Redwood Valley Rancheria of Pomo Indians of California)
- Reno-Sparks Indian Colony, Nevada
- Resighini Rancheria, California
- Rincon Band of Luiseno Mission Indians of the Rincon Reservation, California
- Robinson Rancheria (previously listed as the Robinson Rancheria Band of Pomo Indians, California and the Robinson Rancheria of Pomo Indians of California)
- Rosebud Sioux Tribe of the Rosebud Indian Reservation, South Dakota
- Round Valley Indian Tribes, Round Valley Reservation, California (previously listed as the Round Valley Indian Tribes of the Round Valley Reservation, California)
- Sac & Fox Nation of Missouri in Kansas and Nebraska
- Sac & Fox Nation, Oklahoma
- Sac & Fox Tribe of the Mississippi in Iowa
- Saginaw Chippewa Indian Tribe of Michigan
- Saint Regis Mohawk Tribe (previously listed as the St. Regis Band of Mohawk Indians of New York)
- Salt River Pima-Maricopa Indian Community of the Salt River Reservation, Arizona
- Samish Indian Nation (previously listed as the Samish Indian Tribe, Washington)
- San Carlos Apache Tribe of the San Carlos Reservation, Arizona
- San Juan Southern Paiute Tribe of Arizona
- San Manuel Band of Mission Indians, California (previously listed as the San Manuel Band of Serrano Mission Indians of the San Manuel Reservation)
- San Pasqual Band of Diegueno Mission Indians of California
- Santa Rosa Band of Cahuilla Indians, California (previously listed as the Santa Rosa Band of Cahuilla Mission Indians of the Santa Rosa Reservation)
- Santa Rosa Indian Community of the Santa Rosa Rancheria, California
- Santa Ynez Band of Chumash Mission Indians of the Santa Ynez Reservation, California
- Santee Sioux Nation, Nebraska
- Sauk-Suiattle Indian Tribe
- Sault Ste. Marie Tribe of Chippewa Indians, Michigan

Scotts Valley Band of Pomo Indians of California  
 Seminole Tribe of Florida (previously listed as the Seminole Tribe of Florida (Dania, Big Cypress, Brighton, Hollywood & Tampa Reservations))  
 Seneca Nation of Indians (previously listed as the Seneca Nation of New York)  
 Seneca-Cayuga Nation (previously listed as the Seneca-Cayuga Tribe of Oklahoma)  
 Shakopee Mdewakanton Sioux Community of Minnesota  
 Shawnee Tribe  
 Sherwood Valley Rancheria of Pomo Indians of California  
 Shingle Springs Band of Miwok Indians, Shingle Springs Rancheria (Verona Tract), California  
 Shinnecock Indian Nation  
 Shoalwater Bay Indian Tribe of the Shoalwater Bay Indian Reservation (previously listed as the Shoalwater Bay Tribe of the Shoalwater Bay Indian Reservation, Washington)  
 Shoshone-Bannock Tribes of the Fort Hall Reservation  
 Shoshone-Paiute Tribes of the Duck Valley Reservation, Nevada  
 Sisseton-Wahpeton Oyate of the Lake Traverse Reservation, South Dakota  
 Skokomish Indian Tribe (previously listed as the Skokomish Indian Tribe of the Skokomish Reservation, Washington)  
 Skull Valley Band of Goshute Indians of Utah  
 Snoqualmie Indian Tribe (previously listed as the Snoqualmie Tribe, Washington)  
 Soboba Band of Luiseno Indians, California  
 Sokaogon Chippewa Community, Wisconsin  
 Southern Ute Indian Tribe of the Southern Ute Reservation, Colorado  
 Spirit Lake Tribe, North Dakota  
 Spokane Tribe of the Spokane Reservation  
 Squaxin Island Tribe of the Squaxin Island Reservation  
 St. Croix Chippewa Indians of Wisconsin  
 Standing Rock Sioux Tribe of North & South Dakota  
 Stillaguamish Tribe of Indians of Washington (previously listed as the Stillaguamish Tribe of Washington)  
 Stockbridge Munsee Community, Wisconsin  
 Summit Lake Paiute Tribe of Nevada  
 Suquamish Indian Tribe of the Port Madison Reservation  
 Susanville Indian Rancheria, California  
 Swinomish Indian Tribal Community (previously listed as the Swinomish Indians of the Swinomish Reservation of Washington)  
 Sycuan Band of the Kumeyaay Nation  
 Table Mountain Rancheria of California  
 Tejon Indian Tribe  
 Te-Moak Tribe of Western Shoshone Indians of Nevada (Four constituent bands: Battle Mountain Band; Elko Band; South Fork Band and Wells Band)  
 The Chickasaw Nation  
 The Choctaw Nation of Oklahoma  
 The Modoc Tribe of Oklahoma  
 The Muscogee (Creek) Nation  
 The Osage Nation (previously listed as the Osage Tribe)  
 The Quapaw Tribe of Indians  
 The Seminole Nation of Oklahoma  
 Thlopthlocco Tribal Town  
 Three Affiliated Tribes of the Fort Berthold Reservation, North Dakota  
 Tohono O'odham Nation of Arizona  
 Tolowa Dee-ni' Nation (previously listed as the Smith River Rancheria, California)  
 Tonawanda Band of Seneca (previously listed as the Tonawanda Band of Seneca Indians of New York)  
 Tonkawa Tribe of Indians of Oklahoma  
 Tonto Apache Tribe of Arizona  
 Torres Martinez Desert Cahuilla Indians, California (previously listed as the Torres-Martinez Band of Cahuilla Mission Indians of California)  
 Tulalip Tribes of Washington (previously listed as the Tulalip Tribes of the Tulalip Reservation, Washington)  
 Tule River Indian Tribe of the Tule River Reservation, California  
 Tunica-Biloxi Indian Tribe  
 Tuolumne Band of Me-Wuk Indians of the Tuolumne Rancheria of California  
 Turtle Mountain Band of Chippewa Indians of North Dakota  
 Tuscarora Nation  
 Twenty-Nine Palms Band of Mission Indians of California  
 United Auburn Indian Community of the Auburn Rancheria of California  
 United Keetoowah Band of Cherokee Indians in Oklahoma  
 Upper Sioux Community, Minnesota  
 Upper Skagit Indian Tribe  
 Ute Indian Tribe of the Uintah & Ouray Reservation, Utah  
 Ute Mountain Ute Tribe (previously listed as the Ute Mountain Tribe of the Ute Mountain Reservation, Colorado, New Mexico & Utah)  
 Utu Utu Gwaitu Paiute Tribe of the Benton Paiute Reservation, California  
 Walker River Paiute Tribe of the Walker River Reservation, Nevada  
 Wampanoag Tribe of Gay Head (Aquinnah)  
 Washoe Tribe of Nevada & California (Carson Colony, Dresslerville Colony, Woodfords Community, Stewart Community, & Washoe Ranches)  
 White Mountain Apache Tribe of the Fort Apache Reservation, Arizona  
 Wichita and Affiliated Tribes (Wichita, Keechi, Waco & Tawakonie), Oklahoma  
 Wilton Rancheria, California  
 Winnebago Tribe of Nebraska  
 Winnemucca Indian Colony of Nevada  
 Wiyot Tribe, California (previously listed as the Table Bluff Reservation—Wiyot Tribe)  
 Wyandotte Nation  
 Yankton Sioux Tribe of South Dakota  
 Yavapai-Apache Nation of the Camp Verde Indian Reservation, Arizona  
 Yavapai-Prescott Indian Tribe (previously listed as the Yavapai-Prescott Tribe of the Yavapai Reservation, Arizona)  
 Yerington Paiute Tribe of the Yerington Colony & Campbell Ranch, Nevada  
 Yocha Dehe Wintun Nation, California (previously listed as the Rumsey Indian Rancheria of Wintun Indians of California)  
 Yomba Shoshone Tribe of the Yomba Reservation, Nevada  
 Ysleta del Sur Pueblo (previously listed as the Ysleta Del Sur Pueblo of Texas)  
 Yurok Tribe of the Yurok Reservation, California  
 Zuni Tribe of the Zuni Reservation, New Mexico

**NATIVE ENTITIES WITHIN THE STATE OF ALASKA RECOGNIZED AND ELIGIBLE TO RECEIVE SERVICES FROM THE UNITED STATES BUREAU OF INDIAN AFFAIRS**

Agdaagux Tribe of King Cove  
 Akiachak Native Community  
 Akiak Native Community  
 Alatna Village  
 Algaaciq Native Village (St. Mary's)  
 Allakaket Village  
 Alutiiq Tribe of Old Harbor (previously listed as Native Village of Old Harbor and Village of Old Harbor)  
 Angoon Community Association  
 Anvik Village  
 Arctic Village (See Native Village of Venetie Tribal Government)  
 Asa'carsarmiut Tribe  
 Atkasuk Village (Atkasook)  
 Beaver Village  
 Birch Creek Tribe  
 Central Council of the Tlingit & Haida Indian Tribes  
 Chalkyitsik Village  
 Cheesh-Na Tribe (previously listed as the Native Village of Chistochina)  
 Chevak Native Village  
 Chickaloon Native Village  
 Chignik Bay Tribal Council (previously listed as the Native Village of Chignik)  
 Chignik Lake Village  
 Chilkat Indian Village (Klukwan)  
 Chilkoot Indian Association (Haines)  
 Chinik Eskimo Community (Golovin)  
 Chuloonawick Native Village

Circle Native Community	Native Village of Elim	Native Village of Tuntutuliak
Craig Tribal Association (previously listed as the Craig Community Association)	Native Village of Eyak (Cordova)	Native Village of Tununak
Curyung Tribal Council	Native Village of False Pass	Native Village of Tyonek
Douglas Indian Association	Native Village of Fort Yukon	Native Village of Unalakleet
Egegik Village	Native Village of Gakona	Native Village of Unga
Eklutna Native Village	Native Village of Gambell	Native Village of Venetie Tribal Government (Arctic Village and Village of Venetie)
Emmonak Village	Native Village of Georgetown	Native Village of Wales
Evansville Village (aka Bettles Field)	Native Village of Goodnews Bay	Native Village of White Mountain
Galena Village (aka Loudon Village)	Native Village of Hamilton	Nenana Native Association
Gulkana Village	Native Village of Hooper Bay	New Koliganek Village Council
Healy Lake Village	Native Village of Kanatak	New Stuyahok Village
Holy Cross Village	Native Village of Karluk	Newhalen Village
Hoonah Indian Association	Native Village of Kiana	Newtok Village
Hughes Village	Native Village of Kipnuk	Nikolai Village
Huslia Village	Native Village of Kivalina	Ninilchik Village
Hydaburg Cooperative Association	Native Village of Kluti Kaah (aka Copper Center)	Nome Eskimo Community
Igiugig Village	Native Village of Kobuk	Nondalton Village
Inupiat Community of the Arctic Slope	Native Village of Kongiganak	Noorvik Native Community
Iqurmit Traditional Council	Native Village of Kotzebue	Northway Village
Ivanof Bay Tribe (previously listed as the Ivanoff Bay Tribe and the Ivanoff Bay Village)	Native Village of Koyuk	Nulato Village
Kaguyak Village	Native Village of Kwigillingok	Nunakauyarmiut Tribe
Kaktovik Village (aka Barter Island)	Native Village of Kwinhagak (aka Quinhagak)	Organized Village of Grayling (aka Holikachuk)
Kasigluk Traditional Elders Council	Native Village of Larsen Bay	Organized Village of Kake
Kenaitze Indian Tribe	Native Village of Marshall (aka Fortuna Ledge)	Organized Village of Kasaan
Ketchikan Indian Corporation	Native Village of Mary's Igloo	Organized Village of Kwethluk
King Island Native Community	Native Village of Mekoryuk	Organized Village of Saxman
King Salmon Tribe	Native Village of Minto	Orutsararmiut Traditional Native Council (previously listed as Orutsararmiut Native Village (aka Bethel))
Klawock Cooperative Association	Native Village of Nanwalek (aka English Bay)	Oscarville Traditional Village
Knik Tribe	Native Village of Napaimute	Pauloff Harbor Village
Kokhanok Village	Native Village of Napakiak	Pedro Bay Village
Koyukuk Native Village	Native Village of Napaskiak	Petersburg Indian Association
Levelock Village	Native Village of Nelson Lagoon	Pilot Station Traditional Village
Lime Village	Native Village of Nelson Lagoon	Platinum Traditional Village
Manley Hot Springs Village	Native Village of Nightmute	Portage Creek Village (aka Ohgsenakale)
Manokotak Village	Native Village of Nikolski	Pribilof Islands Aleut Communities of St. Paul & St. George Islands
McGrath Native Village	Native Village of Noatak	Qagan Tayagungin Tribe of Sand Point Village
Mentasta Traditional Council	Native Village of Nuiqsut (aka Nooiksut)	Qawalangin Tribe of Unalaska
Metlakatla Indian Community, Annette Island Reserve	Native Village of Nunam Iqua (previously listed as the Native Village of Sheldon's Point)	Rampart Village
Naknek Native Village	Native Village of Nunapitchuk	Saint George Island (See Pribilof Islands Aleut Communities of St. Paul & St. George Islands)
Native Village of Afognak	Native Village of Ouzinkie	Saint Paul Island (See Pribilof Islands Aleut Communities of St. Paul & St. George Islands)
Native Village of Akhiok	Native Village of Paimiut	Seldovia Village Tribe
Native Village of Akutan	Native Village of Perryville	Shageluk Native Village
Native Village of Aleknagik	Native Village of Pilot Point	Sitka Tribe of Alaska
Native Village of Ambler	Native Village of Pitka's Point	Skagway Village
Native Village of Atka	Native Village of Point Hope	South Naknek Village
Native Village of Barrow Inupiat Traditional Government	Native Village of Point Lay	Stebbins Community Association
Native Village of Belkofski	Native Village of Port Graham	Sun'aq Tribe of Kodiak (previously listed as the Shoonaq' Tribe of Kodiak)
Native Village of Brevig Mission	Native Village of Port Heiden	Takotna Village
Native Village of Buckland	Native Village of Port Lions	Tangirnaq Native Village (formerly Lesnoi Village (aka Woody Island))
Native Village of Cantwell	Native Village of Ruby	Telida Village
Native Village of Chenega (aka Chanega)	Native Village of Saint Michael	Traditional Village of Togiak
Native Village of Chignik Lagoon	Native Village of Savoonga	Tuluksak Native Community
Native Village of Chitina	Native Village of Scammon Bay	Twin Hills Village
Native Village of Chuathbaluk (Russian Mission, Kuskokwim)	Native Village of Selawik	Ugashik Village
Native Village of Council	Native Village of Shaktoolik	
Native Village of Deering	Native Village of Shishmaref	
Native Village of Diomede (aka Inalik)	Native Village of Shungnak	
Native Village of Eagle	Native Village of Stevens	
Native Village of Eek	Native Village of Tanacross	
Native Village of Ekuk	Native Village of Tanana	
Native Village of Ekwok (previously listed as Ekwok Village)	Native Village of Tatitlek	
	Native Village of Tazlina	
	Native Village of Teller	
	Native Village of Tetlin	

Umkumiut Native Village (previously listed as Umkumiute Native Village)  
 Village of Alakanuk  
 Village of Anaktuvuk Pass  
 Village of Aniak  
 Village of Atmautluak  
 Village of Bill Moore's Slough  
 Village of Chefornak  
 Village of Clarks Point  
 Village of Crooked Creek  
 Village of Dot Lake  
 Village of Iliamna  
 Village of Kalskag  
 Village of Kaltag  
 Village of Kotlik  
 Village of Lower Kalskag  
 Village of Ohogamiut  
 Village of Red Devil  
 Village of Salamatoff  
 Village of Sleetmute  
 Village of Solomon  
 Village of Stony River  
 Village of Venetie (See Native Village of Venetie Tribal Government)  
 Village of Wainwright  
 Wrangell Cooperative Association  
 Yakutat Tlingit Tribe  
 Yupiit of Andreafski

[FR Doc. 2016-10408 Filed 5-3-16; 8:45 am]

BILLING CODE 4337-15-P

**DEPARTMENT OF THE INTERIOR**

**Bureau of Land Management**

[LLIDI00000.L10200000.PH0000  
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**Notice of Public Meeting, Idaho Falls District Resource Advisory Council Meeting**

**AGENCY:** Bureau of Land Management, Interior.

**ACTION:** Notice of public meetings.

**SUMMARY:** In accordance with the Federal Land Policy and Management Act (FLPMA) and the Federal Advisory Committee Act of 1972 (FACA), the U.S. Department of the Interior, Bureau of Land Management (BLM) Idaho Falls District Resource Advisory Council (RAC), will meet as indicated below.

**DATES:** The Idaho Falls District RAC will meet in Idaho Falls, Idaho, June 6-7, 2016 for a two-day meeting. The first day will begin at 9:00 a.m. at the BLM Idaho Falls Office, 1405 Hollipark Drive, Idaho Falls, Idaho, with new member orientation. The entire RAC will convene at 1:00 p.m. A comment period will be held June 6, following introductions from 1:00-1:30. The second day will begin at same location starting at 8:30 a.m. adjourning at 1:00 p.m. Members of the public are invited to attend.

**SUPPLEMENTARY INFORMATION:** The first day will be new member orientation in

the morning to explain the development of the BLM and purpose of the RAC. At 1:00 p.m. the rest of the RAC will convene to elect a secretary and continue with the full agenda. Topics include the sage-grouse implementation and discussion on bighorn/domestic sheep. On June 7, the RAC will meet at the Upper Snake Field Office at 8:30 a.m. to continue discussion on sage-grouse. The group will depart for the field at 9:30 a.m. to travel to the Medicine Lodge area to view allotments where potential conflicts exists between bighorn sheep and domestic sheep and discuss Lands with Wilderness Characteristics (LWC). The meeting will adjourn around 1:30 p.m.

The 15-member Council advises the Secretary of the Interior, through the Bureau of Land Management, on a variety of planning and management issues associated with public land management in the BLM Idaho Falls District (IFD), which covers eastern Idaho.

All meetings are open to the public. The public may present written comments to the Council. Each formal Council meeting will also have time allocated for hearing public comments. Depending on the number of persons wishing to comment and time available, the time for individual oral comments may be limited. Individuals who plan to attend and need special assistance, such as sign language interpretation, tour transportation or other reasonable accommodations, should contact the BLM as provided below.

**FOR FURTHER INFORMATION CONTACT:** Sarah Wheeler, RAC Coordinator, Idaho Falls District, 1405 Hollipark Dr., Idaho Falls, ID 83401. Telephone: (208) 524-7550. Email: sawheeler@blm.gov.

Dated: April 25, 2016.

**Sarah Wheeler,**  
*Resource Advisory Council Coordinator, BLM Idaho Falls District.*

[FR Doc. 2016-10400 Filed 5-3-16; 8:45 am]

BILLING CODE 4310-GG-P

**INTERNATIONAL TRADE COMMISSION**

[USITC SE-16-015]

**Government in the Sunshine Act Meeting Notice**

**TIME AND DATE:** May 11, 2016 at 11 a.m.

**PLACE:** Room 101, 500 E Street SW., Washington, DC 20436, *Telephone:* (202) 205-2000.

**STATUS:** Open to the public.

**MATTERS TO BE CONSIDERED:**

1. Agendas for future meetings: None.

2. Minutes.  
 3. Ratification List.  
 4. Vote in Inv. No. 731-TA-1315 (Preliminary)(Ferrovandium from Korea). The Commission is currently scheduled to complete and file its determination on May 12, 2016; views of the Commission are currently scheduled to be completed and filed on May 19, 2016.

5. Outstanding action jackets: none. In accordance with Commission policy, subject matter listed above, not disposed of at the scheduled meeting, may be carried over to the agenda of the following meeting.

By order of the Commission.

Dated: May 2, 2016.

**William R. Bishop,**  
*Supervisory Hearings and Information Officer.*

[FR Doc. 2016-10540 Filed 5-2-16; 4:15 pm]

BILLING CODE 7020-02-P

**INTERNATIONAL TRADE COMMISSION**

[Investigation Nos. 701-TA-531-532 and 731-TA-1270-1273 (Final)]

**Polyethylene Terephthalate Resin From Canada, China, India, and Oman**

**Determinations**

On the basis of the record<sup>1</sup> developed in the subject investigations, the United States International Trade Commission ("Commission") determines, pursuant to the Tariff Act of 1930 ("the Act"), that an industry in the United States is materially injured by reason of imports of polyethylene terephthalate ("PET") resin, provided for in subheading 3907.60.00 of the Harmonized Tariff Schedule of the United States, that have been found by the Department of Commerce ("Commerce") to be sold in the United States at less than fair value ("LTFV") with respect to Canada, China, India, and Oman and have been found by Commerce to be subsidized by the governments of China and India.<sup>2</sup>

**Background**

The Commission, pursuant to sections 705(b) and 735(b) of the Tariff Act of 1930 (19 U.S.C. 1671d(b) and 19 U.S.C. 1673d(b)), instituted these investigations effective March 10, 2015,

<sup>1</sup> The record is defined in sec. 207.2(f) of the Commission's Rules of Practice and Procedure (19 CFR 207.2(f)).

<sup>2</sup> All six Commissioners voted in the affirmative. The Commission also finds that imports subject to Commerce's affirmative critical circumstances determinations are not likely to undermine seriously the remedial effect of the countervailing and antidumping duty orders on PET resin from India.

## Description of Competitive Preference Priorities

### Competitive Preference Priority One

We award three points to an application proposing to serve a rural local community. To meet this priority, a project must include an LEA that is eligible under the Small Rural School Achievement (SRSA) or Rural and Low-Income School (RLIS) programs or a Department of the Interior, Bureau of Indian Education (BIE)-funded school that is located in an area designated by the U.S. Census Bureau with a locale code of 42 or 43.

This project includes 4 schools that are LEA-(RLIS) eligible as follows:

SCHOOL DISTRICT	NCES LEA ID	ADDRESS
WANETTE	4031500	520 N. Martin / PO BOX 161 Wanette, OK 74878
MACOMB	4018660	36591 SH 59b Macomb, OK 74852
MAUD	4019290	300 East Young Street Maud, OK 74854
ASHER	4003300	201 S. Division / PO BOX 168 Asher, OK 74826

### Competitive Preference Priority Two

We award three points to an application submitted by an eligible Indian tribe, Indian organization, or Indian IHE. A consortium of eligible entities or a partnership is eligible to receive the points only if the lead applicant is an Indian tribe, Indian organization, or Indian IHE.

The Citizen Potawatomi Nation is a federally-recognized eligible Indian tribe as referenced in the Federal Register Notice published May, 2016, in the Attachments.

### Competitive Preference Priority Three

We award two points to an application that is either—

(a) Designed to serve a local community within a federally designated Promise Zone; or  
(b) Submitted by a partnership or consortium in which the lead applicant or one of its partners has received a grant in the last four years under one or more of the following grant programs:

- (1) State Tribal Education Partnership (title VII, part A, subpart 3);
- (2) Sovereignty in Indian Education Enhancements (Department of Interior);
- (3) Alaska Native Education Program (title VII, part C); or
- (4) Promise Neighborhoods.

**Note:** An application will not receive points for both (a) and (b).

The Citizen Potawatomi Nation does not qualify for Competitive Preference Priority Three.

#### **Competitive Preference Priority Four**

We award one point to an application that is not eligible under Priority Two and is submitted by a consortium of eligible entities or a partnership that includes an Indian tribe, Indian organization, or Indian IHE.

Not Applicable.

#### **Competitive Preference Priority Five**

We award one point to an application with a plan for combining two or more of the activities described in section 7121(c) of the ESEA over a period of more than one year.

The Citizen Potawatomi Nation has developed a plan for combining two or more of the activities described in section 7121(c) of the ESEA over a period of more than one year. This project will combine include “comprehensive guidance, counseling, and testing services” and “programs designed to encourage and assist Indian students to work toward, and gain entrance into, an institution of higher education” as described in subsections F and J, respectively.

**Indian Organizations  
Indirect Cost Negotiation Agreement**

EIN: 73-0945447

**Organization:**

Citizen Potawatomi Nation  
1601 South Gordon Cooper Drive  
Shawnee, OK 74801

**Date:**

**Report No(s) .:**

**Filing Ref.:**

Last Negotiation Agreement  
dated May 13, 2015

The indirect cost rates contained herein are for use on grants, contracts, and other agreements with the Federal Government to which Public Law 93-638 and 2 CFR Part 200 apply for fiscal years beginning on or after December 26, 2014 subject to the limitations contained in 25 CFR 900 and Section II.A. of this agreement. Applicable OMB Circulars and the regulations at 2 CFR 225 will continue to apply to federal funds awarded prior to December 26, 2014. The rates were negotiated by the U.S. Department of the Interior, Interior Business Center, and the subject organization in accordance with the authority contained in applicable regulations.

**Section I: Rates**

Type	Effective Period		Rate*	Locations	Applicable To
	From	To			
Fixed Carryforward	10/01/15	09/30/16	34.84%	All	BIA-638
Fixed Carryforward	10/01/15	09/30/16	28.73%	All	All Others

**\*Base:** Modified total direct costs: Total direct costs, less capital expenditures and passthrough funds. Passthrough funds are normally defined as payments to participants, stipends to eligible recipients, or subawards, all of which normally require minimal administrative effort.

**Treatment of fringe benefits:** Fringe benefits applicable to direct salaries and wages are treated as direct costs; fringe benefits applicable to indirect salaries and wages are treated as indirect costs.

**Section II: General**

Page 1 of 3

**A. Limitations:** Use of the rate(s) contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rate(s) agreed to herein is predicated upon these conditions: (1) no costs other than those incurred by the subject organization were included in its indirect cost rate proposal, (2) all such costs are the legal obligations of the grantee/contractor, (3) similar types of costs have been accorded consistent treatment, and (4) the same costs that have been treated as indirect costs have not been claimed as direct costs (for example, supplies can be charged directly to a program or activity as long as these costs are not part of the supply costs included in the indirect cost pool for central administration).

**B. Audit:** All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based will be compensated for in a subsequent negotiation.

**Section II: General (continued)**

Page 2 of 3

**C. Changes:** The rate(s) contained in this agreement are based on the organizational structure and the accounting system in effect at the time the proposal was submitted. Changes in organizational structure, or changes in the method of accounting for costs that affect the amount of reimbursement resulting from use of the rate(s) in this agreement, require the prior approval of the cognizant agency. Failure to obtain such approval may result in subsequent audit disallowance.

**D. Rate Type:**

1. **Fixed Carryforward Rate:** The fixed carryforward rate is based on an estimate of costs that will be incurred during the period for which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to the rate for a future period, if necessary, to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

2. **Provisional/Final Rate:** Within six (6) months after year end, a final indirect cost rate proposal must be submitted based on actual costs. Billings and charges to contracts and grants must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.

3. **Predetermined Rate:** A predetermined rate is an indirect cost rate applicable to a specified current or future period, usually the organization's fiscal year. The rate is based on an estimate of the costs to be incurred during the period. A predetermined rate is not subject to adjustment. (Because of legal constraints, predetermined rates are not permitted for Federal contracts; they may, however, be used for grants or cooperative agreements.)

4. **Rate Extension:** Only final and predetermined rates may be eligible for consideration of rate extensions. Requests for rate extensions of a current rate will be reviewed on a case-by-case basis. If an extension is granted, the non-Federal entity may not request a rate review until the extension period ends. In the last year of a rate extension period, the non-Federal entity must submit a new rate proposal for the next fiscal period.

**E. Agency Notification:** Copies of this document may be provided to other federal offices as a means of notifying them of the agreement contained herein.

**F. Record Keeping:** Organizations must maintain accounting records that demonstrate that each type of cost has been treated consistently either as a direct cost or an indirect cost. Records pertaining to the costs of program administration, such as salaries, travel, and related costs, should be kept on an annual basis.

**G. Reimbursement Ceilings:** Grantee/contractor program agreements providing for ceilings on indirect cost rates or reimbursement amounts are subject to the ceilings stipulated in the contract or grant agreements. If the ceiling rate is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section II: General (continued)

H. Use of Other Rates: If any federal programs are reimbursing indirect costs to this grantee/contractor by a measure other than the approved rate(s) in this agreement, the grantee/contractor should credit such costs to the affected programs, and the approved rate(s) should be used to identify the maximum amount of indirect cost allocable to these programs.

I. Other:

1. The purpose of an indirect cost rate is to facilitate the allocation and billing of indirect costs. Approval of the indirect cost rate does not mean that an organization can recover more than the actual costs of a particular program or activity.

2. Programs received or initiated by the organization subsequent to the negotiation of this agreement are subject to the approved indirect cost rate(s) if the programs receive administrative support from the indirect cost pool. It should be noted that this could result in an adjustment to a future rate.

3. Each Indian tribal government desiring reimbursement of indirect costs must submit its indirect cost proposal to our office within six (6) months after the close of the Tribe's fiscal year, unless an exception is approved.

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization:

By the Cognizant Federal Government Agency:

Citizen Potawatomi Nation  
Tribal Government

U.S. Department of the Interior  
Interior Business Center  
Agency

(b)(6)

/s/

/s/

Signature

John A. Barrett

Signature

Deborah A. Moberly

Name (Type or Print)

Name

Tribal Chairman

Office Chief

Office of Indirect Cost Services

Title

Title

3/25/16

Date

Date

Negotiated by Sujoy Mukhopadhyay  
Telephone (916) 566-7009

# CITIZEN POTAWATOMI NATION



RESOLUTION # 16-60-Ed

## **A RESOLUTION SUPPORTING THE SUBMISSION OF THE CITIZEN POTAWATOMI NATION'S FY16 INDIAN EDUCATION DEMONSTRATION GRANT PROGRAM APPLICATION.**

**WHEREAS,** the Citizen Potawatomi Nation is a federally recognized Tribe of American Indians with Constitutional authority under the Act of June 18, 1934 and the Oklahoma Indian Welfare Act of June 26, 1936, (49 Stat. 1967); and

**WHEREAS,** the Citizen Potawatomi Nation has sovereign powers that are inherent in Tribal tradition, derived from a history of organized self-government since time immemorial, and recognized by treaties with the United States and in the Constitution of the United States; and

**WHEREAS,** Article 4, Section 3 of the Citizen Potawatomi Nation Constitution provides for a separation of powers of the Tribal government by the reservation and delegation of specific powers to other entities of the Tribal government; and, except for these specific limitations, all other general powers of government are embodied in the Legislature's authority "to enact legislation, transact business, and otherwise speak and act on behalf of the Citizen Potawatomi Nation in all matters on which the Nation is empowered to act now or in the future"; and

**WHEREAS,** the Department of Education is offering grants to provide financial assistance to projects that develop, test, and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of preschool, elementary, and secondary Indian students; and

**WHEREAS,** the Department of Education plans to award 19 grants averaging \$900,000 each in support of Native education, specifically those projects that focus on college and career readiness; and

RESOLUTION # 16-60-Ed

PAGE # 2

## CITIZEN POTAWATOMI NATION

**WHEREAS**, the Citizen Potawatomi Nation Education Department plans to offer college and career readiness training to Native students who are nearing college age, through a specialized program with partner schools in Pottawatomie County, which would be well-supported by this grant.

**NOW, THEREFORE BE IT RESOLVED BY THE LEGISLATURE OF THE CITIZEN POTAWATOMI NATION** that a resolution supporting the Citizen Potawatomi Nation's Indian Education Discretionary Grant Program Application for funding up to \$900,000 **IS HEREBY APPROVED.**

### CERTIFICATION

The Legislature of the Citizen Potawatomi Nation hereby certifies that the above is a true and exact copy of Resolution POTT # 16-60-Ed, as approved on the 23<sup>rd</sup> day of May, 2016, with 13 voting for, 0 opposed 3 absent and 0 abstaining.

(b)(6)

Linda Capps  
Vice Chairman

Executive Approval:

+ Approved  
   Disapproved

(b)(6)

John A. Barrett  
Tribal Chairman

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

Expense	YEAR 1		YEAR 2		YEAR 3		YEAR 4		PROJECT TOTAL
	FEDERAL	NON-FEDERAL	FEDERAL	NON-FEDERAL	FEDERAL	NON-FEDERAL	FEDERAL	NON-FEDERAL	FEDERAL
<b>Salary</b>									
College & Career Adv .5 FTE	\$20,000		\$20,600	\$0	\$21,218	\$0	\$21,855	\$0	\$83,673
College & Career Adv .5 FTE	\$20,000		\$20,600		\$21,218		\$21,855		\$83,673
College & Career Adv 8th grade 1 FTE					\$36,000		\$37,080		\$73,080
Project Director .1 FTE	\$6,800		\$7,004	\$0	\$7,214	\$0	\$7,431	\$0	\$28,449
<b>TOTAL</b>	<b>\$46,800</b>	<b>\$0</b>	<b>\$48,204</b>	<b>\$0</b>	<b>\$85,650</b>	<b>\$0</b>	<b>\$88,220</b>	<b>\$0</b>	<b>\$268,874</b>
<b>Fringe</b>									
FICA (7.65%*salary)	\$3,580	\$0	\$3,688	\$0	\$6,552	\$0	\$6,749	\$0	\$20,569
OESC (2% salary up to \$18,600)	\$465	\$0	\$465	\$0	\$465	\$0	\$465	\$0	\$1,860
Workman's Comp (0.0044*salary)	\$206	\$0	\$212	\$0	\$377	\$0	\$388	\$0	\$1,183
Retirement (5%*salary)	\$2,340	\$0	\$2,410	\$0	\$4,283	\$0	\$4,411	\$0	\$13,444
Health Insurance (\$700/mo for 1 FTE)	\$8,470		\$8,470		\$16,870		\$16,870		\$50,680
	<b>\$15,061</b>	<b>\$0</b>	<b>\$15,245</b>	<b>\$0</b>	<b>\$28,547</b>	<b>\$0</b>	<b>\$28,883</b>	<b>\$0</b>	<b>\$87,736</b>
<b>Supplies</b>									
Office Supplies	\$1,500		\$1,500		\$1,500		\$1,500		\$6,000
Laptops x 15	\$10,000				\$5,000				\$15,000
Projectors x 3	\$2,400				\$1,200				\$3,600
MS Office Licenses x 15	\$4,000				\$2,000				\$8,000
Individual Assessment Guides	\$800		\$1,600		\$2,400		\$3,200		\$8,000
	<b>\$18,700</b>	<b>\$0</b>	<b>\$3,100</b>	<b>\$0</b>	<b>\$12,100</b>	<b>\$0</b>	<b>\$4,700</b>	<b>\$0</b>	<b>\$32,600</b>
<b>Travel</b>									
Grantee Meeting	\$4,140	\$0	\$4,140	\$0	\$4,140	\$0	\$0	\$0	\$12,420
		\$0		\$0		\$0		\$0	
	<b>\$4,140</b>	<b>\$0</b>	<b>\$4,140</b>	<b>\$0</b>	<b>\$4,140</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$12,420</b>
<b>Equipment (N/A)</b>									
<b>Other</b>									
Fuel for Local Travel	\$1,830		\$2,092		\$3,060		\$3,270		\$10,252
Charter Bus Services	\$1,500		\$1,500		\$3,000		\$3,000		\$9,000
Assessment Licenses	\$256		\$256		\$640		\$2,120		\$3,272
Resource Guides Printing	\$2,920		\$2,920		\$2,920		\$2,920		\$11,680
	<b>\$6,506</b>	<b>\$0</b>	<b>\$6,768</b>	<b>\$0</b>	<b>\$9,620</b>	<b>\$0</b>	<b>\$11,310</b>	<b>\$0</b>	<b>\$34,204</b>
<b>Total Direct Costs</b>	<b>\$91,207</b>	<b>\$0</b>	<b>\$77,457</b>	<b>\$0</b>	<b>\$140,057</b>	<b>\$0</b>	<b>\$133,113</b>	<b>\$0</b>	<b>\$441,834</b>
<b>IDC (28.73%)</b>	<b>\$26,204</b>	<b>\$0</b>	<b>\$22,253</b>	<b>\$0</b>	<b>\$40,238</b>	<b>\$0</b>	<b>\$38,243</b>	<b>\$0</b>	<b>\$126,938</b>
<b>TOTAL</b>	<b>\$117,411</b>		<b>\$99,710</b>	<b>\$0</b>	<b>\$180,295</b>	<b>\$0</b>	<b>\$171,356</b>	<b>\$0</b>	<b>\$568,772</b>

## **CITIZEN POTAWATOMI NYCP PROJECT**

### **I. YEAR 1 BUDGET JUSTIFICATION**

#### **A. PERSONNEL \$46,800**

##### **1. Project Director: \$6,800**

The CPN Director of Education, Tesia Zientek, will serve as Project Director. As Project Director, she will be responsible for: (1) management and reporting of the grant project; and (2) consistent scheduling and evaluation of project effectiveness. The Project Director will participate in the annual Project Director's meeting in Washington DC. Ten percent of Ms. Zientek's salary of \$68,000 will be paid from grant funds.

**Tribal Youth Cultural Mentorship Program Project Director: = \$6,800**

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##### **2. College and Career Advisors: \$40,000**

The College Advisors for the CPN Education Department will serve as the College and Career Advisors (CCA) for this project. In this position, CCA's will dedicate .5 FTE to fulfilling the goals and objectives of the NYCP project. They will work directly with students to provide college resources and counseling, introduce multiple college and career opportunities, and develop a mentorship program and mentor academies with the participants. The College and Career Advisor will supplement the amount of work that the current high school counselor is doing within the 4 South Pottawatomie County high schools of Maud, Macomb, Asher, and Wanette. Ms. Channing Seikel, who is currently on staff with the CPN Education Department, will serve as one of the CCA's, while the other will be hired post-award.

**College and Career Advisor .5 FTE: = \$20,000**

**College and Career Advisor .5 FTE: = \$20,000**

**TOTAL PERSONNEL: \$46,800**

**B. FRINGE BENEFITS \$15,061**

A breakdown of the fringe benefit calculations for project personnel to be paid by grant funds are:

FICA @ 7.65% of salary	\$3,580
OESC Unemployment @ 2% of first \$19,200	\$465
Retirement - 401K Match @ 5%	\$2,340
Health Insurance \$700/mo per 1 FTE	\$8,470
Workman's Compensation @ .00044	\$206
<b>TOTAL FRINGE BENEFITS</b>	<b>\$15,061</b>

**C. TRAVEL \$4,140**

NYCP Annual Project Director's Meeting. The Project Director and two key members of the Project Team will attend the NYCP Project Director's meeting in Washington DC in each project year. This meeting will provide training for project staff as well as opportunities for establishing partnerships and sharing best practices with other NYCP grantees. Grant funds will provide travel expenses for key staff.

Airfare 3 key staff x \$600	\$1,800
Per Diem 3 staff x \$62 x 5 days	\$910
Hotel 3staff x \$150/night for 3 nights	\$1,350
Airport Mileage and Parking in OKC	\$40
Taxi to/from Airport in DC	\$40
<b>TOTAL CONFERENCE</b>	<b>\$4,140</b>

**TOTAL TRAVEL: = \$4,140**

**D. EQUIPMENT \$0**

**E. SUPPLIES \$18,700**

**1. Office Supplies: \$1,500**

Grant funds will be used to purchase general office supplies for the establishment and administration of project activities. Supplies to be purchased include perishable items such as pens, pencils, paper, letterhead, paper clips, binder clips, tape, envelopes, printer cartridges, folders, etc. Project office supplies are estimated to be \$125/mo for 12 months.

**2. Laptops, Projectors & Software: \$17,600**

Essential computers and software will be purchased. These laptops will serve as a mobile assessment unit for CCA's to bring into each school district, as many do not have adequate computer or internet access. Each laptop will be equipped with a copy of MS Office software to allow for completion of any student essays and presentations assigned over the course of the program. Finally, each CCA will be assigned a projector, so that course materials can be viewed by the complete group of students in any available room at each school. 10 laptops @ \$1,000 ea = \$10,000, 10 MS Office Licenses @ \$400 ea = \$4,000, 2 Projectors @ \$1,200 ea = \$2,400.

**3. Individual Assessment Guides: \$800**

Each year, all students in the program will receive print assessment guides that provide age-appropriate study material for college and career testing. Examples of these guides include, "The Real ACT guide", "The ACT Black Book", and "Kaplan's Guide to the ACT". 32 guides @ \$25 ea = \$800

**TOTAL SUPPLIES: = \$18,700**

**F. CONTRACTUAL \$0**

<b>G. OTHER</b>	<b>\$3,586</b>
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**1. Gasoline for local/regional Travel: \$1,830**

The program will include local travel for CCA's throughout the year. For purposes of cost estimation, fuel requirements are averaged at 2 18-gallon tank fills per month, for both of the tribal motor pool vehicles used by the CCAs. At this rate, approximately 72 gallons of gasoline are estimated per school-month at a cost of \$2.50/gallon or \$180/month x 9 months = \$1,620. In addition, each grade-level of program participants at each partner school will travel to one college campus during the school year. This will require the use of a tribal 15-passenger van and require one 21-gallon tank fill per trip, adding \$210 in fuel costs for a total year one fuel cost of \$1,830.

**2. Charter Bus Services: \$1,500**

Each summer, all student participants from the four partner schools will go on a full-day college visit to an out-of-area university. Students will leave early on a Saturday and return late on the same day. In order to effectively transport students and not tie chaperones to driving responsibilities for multiple vehicles, the Project Director will engage a professional charter bus service.

**3. Assessment License Costs: \$256**

Each year, students will participate in assessments administered by CCA's that are designed to help program participants find careers they are passionate about, and prepare them for college entrance exams. These may include ACT Engage level 1 or 2, ACT Profile (no cost), Pre-ACT, or the full ACT, as appropriate. The preliminary testing schedule for year one is as follows:

**YEAR 1: October 2016 – September 2017**

- 8<sup>th</sup> grade from all 4 schools
  - o ACT Engage (Version 1)

32 ACT Engage licenses = \$256

**4. Printing Services for Resource Guides: \$2,920**

Each student in the program will receive a College and Career Readiness workbook, while parents and school counselors will receive their own guides, each with content specific to their role in the success of their child/student. Printing costs for these guides are estimated at 50 cents per page, including binding, simple color covers and delivery.

32 CCR Workbooks, 120 pages each = \$1,920

32 Parent Guides, 50 pages each = \$800

8 School Counselor Guides, 50 pages each = \$200

**TOTAL OTHER: = \$6,506**

<b>H. TOTAL DIRECT COSTS \$91,207</b>
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<b>I. INDIRECT COSTS \$26,204</b>
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Administrative costs for this grant will be paid through Indirect Costs. The Tribe's negotiated FY 2016 Indirect Cost Rate with the Department of Interior National Business Center is 28.73%. Pooled administrative costs associated with Federal programs within the IDC proposal include general administrative oversight, accounting, purchasing, security, personnel, networking, grants and contracts, and motor pool. Total direct costs for year one are \$91,207. The indirect cost is derived from taking the total direct cost, multiplied by the indirect cost rate of 28.73%, which equals \$26,204.

**TOTAL INDIRECT COSTS: = \$26,204**

<b>TOTAL PROJECT COST YEAR 1 = \$117,411</b>
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<b>PROJECT GRAND TOTAL =\$117,411</b>
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## **CITIZEN POTAWATOMI NYCP PROJECT**

### **I. YEAR 2 BUDGET JUSTIFICATION**

#### **A. PERSONNEL \$48,204**

##### **1. Project Director: \$7,004**

The CPN Director of Education, Tesia Zientek, will serve as Project Director. As Project Director, she will be responsible for: (1) management and reporting of the grant project; and (2) consistent scheduling and evaluation of project effectiveness. The Project Director will participate in the annual Project Director's meeting in Washington DC. Ten percent of Ms. Zientek's salary of \$70,400 will be paid from grant funds. A five percent increase to base salary was added for year 2.

**Tribal Youth Cultural Mentorship Program Project Director: = \$7,004**

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##### **2. College and Career Advisors: \$41,200**

The College Advisors for the CPN Education Department will serve as the College and Career Advisors (CCA) for this project. In this position, CCA's will dedicate .5 FTE to fulfilling the goals and objectives of the NYCP project. They will work directly with students to provide college resources and counseling, introduce multiple college and career opportunities, and develop a mentorship program and mentor academies with the participants. The College and Career Advisor will supplement the amount of work that the current high school counselor is doing within the 4 South Pottawatomie County high schools of Maud, Macomb, Asher, and Wanette. Ms. Channing Seikel, who is currently on staff with the CPN Education Department, will serve as one of the CCA's, while the other will be hired post-award. A five percent increase to salaries was added for year 2.

**College and Career Advisor .5 FTE: = \$20,600**

**College and Career Advisor .5 FTE: = \$20,600**

**TOTAL PERSONNEL: \$48,204**

**B. FRINGE BENEFITS \$15,245**

A breakdown of the fringe benefit calculations for project personnel to be paid by grant funds are:

FICA @ 7.65% of salary	\$3,688
OESC Unemployment @ 2% of first \$19,200	\$465
Retirement - 401K Match @ 5%	\$2,410
Health Insurance \$700/mo per 1 FTE	\$8,470
Workman's Compensation @ .00044	\$212
<b>TOTAL FRINGE BENEFITS</b>	<b>\$15,245</b>

**C. TRAVEL \$4,140**

NYCP Annual Project Director's Meeting. The Project Director and two key members of the Project Team will attend the NYCP Project Director's meeting in Washington DC in each project year. This meeting will provide training for project staff as well as opportunities for establishing partnerships and sharing best practices with other NYCP grantees. Grant funds will provide travel expenses for key staff.

Airfare 3 key staff x \$600	\$1,800
Per Diem 3 staff x \$62 x 5 days	\$910
Hotel 3staff x \$150/night for 3 nights	\$1,350
Airport Mileage and Parking in OKC	\$40
Taxi to/from Airport in DC	\$40

**TOTAL CONFERENCE**

**\$4,140**

**TOTAL TRAVEL: = \$4,140**

**D. EQUIPMENT \$0**

**E. SUPPLIES \$3,100**

**1. Office Supplies: \$1,500**

Grant funds will be used to purchase general office supplies for the establishment and administration of project activities. Supplies to be purchased include perishable items such as pens, pencils, paper, letterhead, paper clips, binder clips, tape, envelopes, printer cartridges, folders, etc. Project office supplies are estimated to be \$125/mo for 12 months.

**2. Individual Assessment Guides: \$1,600**

Each year, all students in the program will receive print assessment guides that provide age-appropriate study material for college and career testing. Examples of these guides include, "The Real ACT guide", "The ACT Black Book", and "Kaplan's Guide to the ACT". 64 guides @ \$25 ea = \$1,600

**TOTAL SUPPLIES: = \$3,100**

**F. CONTRACTUAL \$0**

**G. OTHER \$3,848**

**1. Gasoline for local/regional Travel: \$2,092**

The program will include local travel for CCA's throughout the year. For purposes of cost estimation, fuel requirements are averaged at 2 18-gallon tank fills per month, for both of the tribal motor pool vehicles used by the CCAs. At this rate, approximately 72 gallons of gasoline are estimated per school-month at a cost of \$2.50/gallon or \$180/month x 9 months = \$1,620. In addition, each grade-level of program participants at each partner school will travel to one college

campus during the school year. This will require the use of a tribal 15-passenger van and require one 21-gallon tank fill per trip, adding \$472 in fuel costs for a total year two fuel cost of \$2,092.

**2. Charter Bus Services: \$1,500**

Each summer, all student participants from the four partner schools will go on a full-day college visit to an out-of-area university. Students will leave early on a Saturday and return late on the same day. In order to effectively transport students and not tie chaperones to driving responsibilities for multiple vehicles, the Project Director will engage a professional charter bus service.

**3. Assessment License Costs: \$256**

Each year, students will participate in assessments administered by CCA's that are designed to help program participants find careers they are passionate about, and prepare them for college entrance exams. These may include ACT Engage level 1 or 2, ACT Profile, Pre-ACT, or the full ACT, as appropriate. The preliminary testing schedule for year two is as follows:

**YEAR 2: October 2017 – September 2018**

- 8<sup>th</sup> grade from all 4 schools
  - o ACT Engage (Version 1)
- 9<sup>th</sup> grade from all 4 schools (continued cohort)
  - o ACT Profile (No Cost)

30 ACT Engage licenses = \$256

**4. Printing Services for Resource Guides: \$2,920**

Each student in the program will receive a College and Career Readiness workbook, while parents and school counselors will receive their own guides, each with content specific to their role in the success of their child/student. Printing costs for these guides are estimated at 50 cents per page, including binding, simple color covers and delivery.

32 CCR Workbooks, 120 pages each = \$1,920

32 Parent Guides, 50 pages each = \$800

8 School Counselor Guides, 50 pages each = \$200

**TOTAL OTHER: = \$6,768**

**H. TOTAL DIRECT COSTS \$77,457**

**I. INDIRECT COSTS \$22,253**

Administrative costs for this grant will be paid through Indirect Costs. The Tribe's negotiated FY 2016 Indirect Cost Rate with the Department of Interior National Business Center is 28.73%. Pooled administrative costs associated with Federal programs within the IDC proposal include general administrative oversight, accounting, purchasing, security, personnel, networking, grants and contracts, and motor pool. Total direct costs for year two are \$77,457. The indirect cost is derived from taking the total direct cost, multiplied by the indirect cost rate of 28.73%, which equals \$22,253.

**TOTAL INDIRECT COSTS: = \$22,253**

**TOTAL PROJECT COST YEAR 2 = \$99,710**

**PROJECT GRAND TOTAL =\$217,121**

## **CITIZEN POTAWATOMI NYCP PROJECT**

### **I. YEAR 3 BUDGET JUSTIFICATION**

#### **A. PERSONNEL \$85,650**

##### **1. Project Director: \$7,214**

The CPN Director of Education, Tesia Zientek, will serve as Project Director. As Project Director, she will be responsible for: (1) management and reporting of the grant project; and (2) consistent scheduling and evaluation of project effectiveness. The Project Director will participate in the annual Project Director's meeting in Washington DC. Ten percent of Ms. Zientek's salary of \$72,140 will be paid from grant funds. A five percent increase was added for year three.

**Tribal Youth Cultural Mentorship Program Project Director: = \$7,214**

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##### **2. College and Career Advisors: \$78,346**

The College Advisors for the CPN Education Department will serve as the College and Career Advisors (CCA) for this project. In this position, CCA's will dedicate .5 FTE to fulfilling the goals and objectives of the NYCP project. They will work directly with students to provide college resources and counseling, introduce multiple college and career opportunities, and develop a mentorship program and mentor academies with the participants. The College and Career Advisors will supplement the amount of work that the current high school counselor is doing within the 4 South Pottawatomie County high schools of Maud, Macomb, Asher, and Wanette. Ms. Channing Seikel, who is currently on staff with the CPN Education Department, will serve as one of the CCA's, while the other will be hired post-award. A five percent increase was added for year three. In addition, because the body of participants will have grown to nearly 100 students by year three, an additional 1 FTE CCA will be hired to serve 8<sup>th</sup> grade students from all partner districts. They will carry out resource guide instruction, implement testing, and take students on local college visits for all 8<sup>th</sup> grade students.

**College and Career Advisor .5 FTE: = \$21,218**

**College and Career Advisor .5 FTE: = \$21,218**

**College and Career Advisor 1 FTE: = \$36,000**

**TOTAL PERSONNEL: \$85,650**

**B. FRINGE BENEFITS \$28,547**

A breakdown of the fringe benefit calculations for project personnel to be paid by grant funds are:

FICA @ 7.65% of salary	\$6,552
OESC Unemployment @ 2% of first \$19,200	\$465
Retirement - 401K Match @ 5%	\$4,283
Health Insurance \$700/mo per 1 FTE	\$16,870
Workman's Compensation @ .00044	\$377
<b>TOTAL FRINGE BENEFITS</b>	<b>\$28,547</b>

**C. TRAVEL \$4,140**

NYCP Annual Project Director's Meeting. The Project Director and two key members of the Project Team will attend the NYCP Project Director's meeting in Washington DC in each project year. This meeting will provide training for project staff as well as opportunities for establishing partnerships and sharing best practices with other NYCP grantees. Grant funds will provide travel expenses for key staff.

Airfare 3 key staff x \$600	\$1,800
Per Diem 3 staff x \$62 x 5 days	\$910
Hotel 3staff x \$150/night for 3 nights	\$1,350
Airport Mileage and Parking in OKC	\$40
Taxi to/from Airport in DC	\$40

**TOTAL CONFERENCE**

**\$4,140**

**TOTAL TRAVEL: = \$4,140**

**D. EQUIPMENT \$0**

**E. SUPPLIES \$12,100**

**1. Office Supplies: \$1,500**

Grant funds will be used to purchase general office supplies for the establishment and administration of project activities. Supplies to be purchased include perishable items such as pens, pencils, paper, letterhead, paper clips, binder clips, tape, envelopes, printer cartridges, folders, etc. Project office supplies are estimated to be \$125/mo for 12 months.

**2. Laptops, Projectors & Software: \$8,200**

Additional essential computers and software will be purchased to account for the growing total number of students in the program. These additional laptops will serve as a mobile assessment unit for the 1 FTE CCA added in year 3 to bring into each school district, as many do not have adequate computer or internet access. Each laptop will be equipped with a copy of MS Office software to allow for completion of any student essays and presentations assigned over the course of the program. Finally, the newly hired CCA will be assigned a projector similar to the others, so that course materials can be viewed by the complete group of students in any available room at each school. 5 laptops @ \$1,000 ea = \$5,000, 5 MS Office Licenses @ \$400 ea = \$2,000, 1 Projector @ \$1,200 ea = \$1,200.

**3. Individual Assessment Guides: \$2,400**

Each year, all students in the program will receive print assessment guides that provide age-appropriate study material for college and career testing. Examples of these guides include, "The Real ACT guide", "The ACT Black Book", and "Kaplan's Guide to the ACT". 96 guides @ \$25 ea = \$2,400

**TOTAL SUPPLIES: = \$12,100**

<b>F. CONTRACTUAL \$0</b>
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<b>G. OTHER \$6,700</b>
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**1. Gasoline for local/regional Travel: \$3,060**

The program will include local travel for CCA's throughout the year. For purposes of cost estimation, fuel requirements are averaged at 3 18-gallon tank fills per month, for all three of the tribal motor pool vehicles used by the CCAs. At this rate, approximately 108 gallons of gasoline are estimated per school-month at a cost of \$2.50/gallon or \$270/month x 9 months = \$2,430. In addition, each grade-level of program participants at each partner school will travel to one college campus during the school year. This will require the use of a tribal 15-passenger van and require one 21-gallon tank fill per trip, adding \$630 in fuel costs for a total year three fuel cost of \$3,060.

**2. Charter Bus Services: \$3,000**

Each summer, all student participants from the four partner schools will go on a full-day college visit to an out-of-area university. Students will leave early on a Saturday and return late on the same day. In order to effectively transport students and not tie chaperones to driving responsibilities for multiple vehicles, the Project Director will engage a professional charter bus service. Beginning in year three, 8<sup>th</sup> and 9<sup>th</sup> grade students will share a summer trip, while 10<sup>th</sup> grade will go alone. (But will combine with 11<sup>th</sup> in year four.)

**3. Assessment License Costs: \$640**

Each year, students will participate in assessments administered by CCA's that are designed to help program participants find careers they are passionate about, and prepare them for college entrance exams. These may include ACT Engage level 1 or 2, ACT Profile (no cost), Pre-ACT, or the full ACT, as appropriate. The preliminary testing schedule for year three is as follows:

**YEAR 3: October 2018 – September 2019**

- 8<sup>th</sup> grade from all 4 schools
  - o ACT Engage (Version 1)

- 9<sup>th</sup> grade from all 4 schools (continued cohort)
  - o ACT Profile
- 10<sup>th</sup> grade from all 4 schools (continued cohort)
  - o Pre-ACT

32 ACT Engage licenses @ \$8ea = \$256  
32 Pre-ACT Licenses @ \$12ea = \$384

**4. Printing Services for Resource Guides: \$2,920**

Each student in the program will receive a College and Career Readiness workbook, while parents and school counselors will receive their own guides, each with content specific to their role in the success of their child/student. Printing costs for these guides are estimated at 50 cents per page, including binding, simple color covers and delivery.

32 CCR Workbooks, 120 pages each = \$1,920

32 Parent Guides, 50 pages each = \$800

8 School Counselor Guides, 50 pages each = \$200

**TOTAL OTHER: = \$9,620**

<b>H. TOTAL DIRECT COSTS \$140,057</b>
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<b>I. INDIRECT COSTS \$40,238</b>
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Administrative costs for this grant will be paid through Indirect Costs. The Tribe's negotiated FY 2016 Indirect Cost Rate with the Department of Interior National Business Center is 28.73%. Pooled administrative costs associated with Federal programs within the IDC proposal include general administrative oversight, accounting, purchasing, security, personnel, networking, grants and contracts, and motor pool. Total direct costs for year three are \$140,057. The indirect cost is derived from taking the total direct cost, multiplied by the indirect cost rate of 28.73%, which equals \$40,238.

**TOTAL INDIRECT COSTS: = \$40,238**

<b>TOTAL PROJECT COST YEAR 3 = \$180,295</b>
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<b>PROJECT GRAND TOTAL = \$397,416</b>
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## **CITIZEN POTAWATOMI NYCP PROJECT**

### **I. YEAR 4 BUDGET JUSTIFICATION**

#### **A. PERSONNEL \$88,220**

##### **1. Project Director: \$7,431**

The CPN Director of Education, Tesia Zientek, will serve as Project Director. As Project Director, she will be responsible for: (1) management and reporting of the grant project; and (2) consistent scheduling and evaluation of project effectiveness. The Project Director will participate in the annual Project Director's meeting in Washington DC. Ten percent of Ms. Zientek's salary of \$74,310 will be paid from grant funds. A five percent increase was added for year four.

**Tribal Youth Cultural Mentorship Program Project Director: = \$7,431**

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##### **2. College and Career Advisors: \$80,790**

The College Advisors for the CPN Education Department will serve as the College and Career Advisors (CCA) for this project. In this position, CCA's will dedicate .5 FTE to fulfilling the goals and objectives of the NYCP project. They will work directly with students to provide college resources and counseling, introduce multiple college and career opportunities, and develop a mentorship program and mentor academies with the participants. The College and Career Advisors will supplement the amount of work that the current high school counselor is doing within the 4 South Pottawatomie County high schools of Maud, Macomb, Asher, and Wanette. Ms. Channing Seikel, who is currently on staff with the CPN Education Department, will serve as one of the CCA's, while the other will be hired post-award. A five percent increase was added for year four. In addition, because the body of participants will have grown to over 120 students by year four, the 1 FTE CCA hired in year three to serve 8<sup>th</sup> grade students from all partner districts will be retained. They will continue to carry out resource guide instruction, implement testing, and take students on local college visits for all 8<sup>th</sup> grade students.

**College and Career Advisor .5 FTE: = \$21,855**

**College and Career Advisor .5 FTE: = \$21,855**

**College and Career Advisor 1 FTE: = \$37,080**

**TOTAL PERSONNEL: \$88,220**

**B. FRINGE BENEFITS \$28,883**

A breakdown of the fringe benefit calculations for project personnel to be paid by grant funds are:

FICA @ 7.65% of salary	\$6,749
OESC Unemployment @ 2% of first \$19,200	\$465
Retirement - 401K Match @ 5%	\$4,411
Health Insurance \$700/mo per 1 FTE	\$16,870
Workman's Compensation @ .00044	\$388
<b>TOTAL FRINGE BENEFITS</b>	<b>\$28,883</b>

**C. TRAVEL \$0**

**D. EQUIPMENT \$0**

**E. SUPPLIES \$4,700**

**1. Office Supplies: \$1,500**

Grant funds will be used to purchase general office supplies for the establishment and administration of project activities. Supplies to be purchased include perishable items such as pens, pencils, paper, letterhead, paper clips, binder clips, tape, envelopes, printer cartridges, folders, etc. Project office supplies are estimated to be \$125/mo for 12 months.

**3. Individual Assessment Guides: \$3,200**

Each year, all students in the program will receive print assessment guides that provide age-appropriate study material for college and career testing. Examples of these guides include, "The Real ACT guide", "The ACT Black Book", and "Kaplan's Guide to the ACT". 128 guides @ \$25 ea = 3,200

**TOTAL SUPPLIES: = \$4,700**

<b>F. CONTRACTUAL \$0</b>
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<b>G. OTHER \$8,390</b>
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**1. Gasoline for local/regional Travel: \$3,270**

The program will include local travel for CCA's throughout the year. For purposes of cost estimation, fuel requirements are averaged at 3 18-gallon tank fills per month, for all three of the tribal motor pool vehicles used by the CCAs. At this rate, approximately 108 gallons of gasoline are estimated per school-month at a cost of \$2.50/gallon or \$270/month x 9 months = \$2,430. In addition, each grade-level of program participants at each partner school will travel to one college campus during the school year. This will require the use of a tribal 15-passenger van and require one 21-gallon tank fill per trip, adding \$840 in fuel costs for a total year four fuel cost of \$3,270.

**2. Charter Bus Services: \$3,000**

Each summer, all student participants from the four partner schools will go on a full-day college visit to an out-of-area university. Students will leave early on a Saturday and return late on the same day. In order to effectively transport students and not tie chaperones to driving responsibilities for multiple vehicles, the Project Director will engage a professional charter bus service. For year four, students will divide into two groups of all 8<sup>th</sup>-9<sup>th</sup> grade and all 10<sup>th</sup>-11<sup>th</sup> grade, keeping the number of chartered trips at two.

**3. Assessment License Costs: \$2,120**

Each year, students will participate in assessments administered by CCA's that are designed to help program participants find careers they are passionate about, and prepare them for college entrance exams. These may include ACT Engage level 1 or 2, ACT Profile (no cost), Pre-ACT, or the full ACT, as appropriate. The preliminary testing schedule for year four is as follows:

**YEAR 4: October 2019 – September 2020**

- 8<sup>th</sup> grade from all 4 schools
  - o ACT Engage (Version 1)
- 9<sup>th</sup> grade from all 4 schools (continued cohort)
  - o ACT Profile
- 10<sup>th</sup> grade from all 4 schools (continued cohort)
  - o Pre-ACT
- 11<sup>th</sup> grade from all 4 schools (continued cohort)
  - o ACT Engage (Version 2), ACT

32 ACT @ \$40ea	= \$1,280
32 ACT Engage licenses @ \$8ea	= \$240
32 Pre-ACT Licenses @ \$12ea	= \$360
32 ACT Engage Version 2 Licenses @ \$8ea	= \$240

**4. Printing Services for Resource Guides: \$2,920**

Each student in the program will receive a College and Career Readiness workbook, while parents and school counselors will receive their own guides, each with content specific to their role in the success of their child/student. Printing costs for these guides are estimated at 50 cents per page, including binding, simple color covers and delivery.

32 CCR Workbooks, 120 pages each = \$1,920

32 Parent Guides, 50 pages each = \$800

8 School Counselor Guides, 50 pages each = \$200

**TOTAL OTHER: = \$11,310**

**H. TOTAL DIRECT COSTS \$133,113**

**I. INDIRECT COSTS \$38,243**

Administrative costs for this grant will be paid through Indirect Costs. The Tribe's negotiated FY 2016 Indirect Cost Rate with the Department of Interior National Business Center is 28.73%. Pooled administrative costs associated with Federal programs within the IDC proposal include general administrative oversight, accounting, purchasing, security, personnel, networking, grants and contracts, and motor pool. Total direct costs for year four are \$133,113. The indirect cost is derived from taking the total direct cost, multiplied by the indirect cost rate of 28.73%, which equals \$38,243.

**TOTAL INDIRECT COSTS: = \$38,243**

**TOTAL PROJECT COST YEAR 4 = \$171,356**

**PROJECT GRAND TOTAL = \$568,772**

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Tesia		Zientek	

Address:

Street1:	1601 South Gordon Cooper Dr.
Street2:	
City:	Shawnee
County:	
State:	OK: Oklahoma
Zip Code:	74801-9002
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
405-275-3121	

Email Address:

tesia.zientek@potawatomi.org
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**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization

Citizen Potawatomi Nation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	46,800.00	48,204.00	85,650.00	88,220.00		268,874.00
2. Fringe Benefits	15,061.00	15,245.00	28,547.00	28,883.00		87,736.00
3. Travel	4,140.00	4,140.00	4,140.00	0.00		12,420.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	18,700.00	3,100.00	12,100.00	4,700.00		38,600.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	6,506.00	6,768.00	9,620.00	11,310.00		34,204.00
9. Total Direct Costs (lines 1-8)	91,207.00	77,457.00	140,057.00	133,113.00		441,834.00
10. Indirect Costs*	26,204.00	22,253.00	40,238.00	38,243.00		126,938.00
11. Training Stipends	0.00					0.00
12. Total Costs (lines 9-11)	117,411.00	99,710.00	180,295.00	171,356.00		568,772.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2015 To: 09/30/2016 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): US Dept. of Interior, Interior Business Center

The Indirect Cost Rate is 28.73%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

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Name of Institution/Organization Citizen Potawatomi Nation	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

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