

477

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Program
Annual
Report

2014

The reporting period of this report is for 10/1/2013 to 9/30/2014.

Osage Nation
Department of
Education

The mission of the Osage Nation Department of Education is to provide educational and - supportive services to Osage People so they can obtain skills needed to become productive individuals and contributors to their communities and families. The P.L. 102-477 programs of the Osage Nation are: adult work experience, adult vocational training, youth education services, higher education, and Johnson O'Malley. Along with funding from the 477 contract, additional program funding is secured through Osage Nation supplemental appropriations. The additional programs include: classroom training, summer youth, ACT/SAT Prep and testing assistance, higher education, undergraduate professional and graduate application and testing fees assistance, graduation stole program, intern/externship, Johnson O'Malley, individual and group reservation based tutoring, Close Up (NIEA), nationwide Sylvan tutor programs, the Osage Nation Public Schools Support Program and the Osage Nation Boys & Girls Clubs.

Providing an education center within the county for clients and surrounding communities is a continual goal of the Osage Nation Department of Education (ONDE). The Osage Nation Education Center opened in March of 2007. It houses the education staff, a computer lab, multipurpose classroom, library materials and the Hominy Osage Nation Head Start. This center now includes a satellite campus, which provides a setting for on-site classes with live instructors, on-line classes, workshops, training, and distance learning college classes. Blended classes are also held that includes both on-line and on-site curriculum. The education center provides a place for clients to prepare for and begin their college education. It also allows for employment training, on-line research and computer training classes.

This past year, the ONDE received full accreditation and approval, from the Higher Learning Commission, to offer full degree programs and host graduations on site through Tulsa

Community College (TCC). The classes are open to the community and high school students in the area. It is the only higher education institution in the reservation/county.

Osage Nation partnered with TCC and local public high schools in order to offer college classes and recruit students for enrollment. As a result of this partnership, enrollment numbers in the college classes exploded and over seventy students are now in attendance. The school districts that participate include Hominy, Pawhuska, Prue, Shidler, Skiatook, Woodland, Wynona, and Cleveland. All of these local education agencies (LEAs) fall within the boundaries of the Osage Nation service area, with the exception of Cleveland Public Schools which borders it.

The majority of students that attend the college classes are concurrent high school students. Concurrent students are enrolled in both college and high school classes simultaneously. Most schools allow students to replace the high school class equivalent with the college class; i.e., instead of enrolling in junior English the student would take Composition I at the collegiate level. There are many classes offered that include, but are not limited to: Composition I and II, American Federal Government, History since 1865, Spanish I and II, Introduction to Psychology, Introduction to Chemistry, Introduction to Speech, Computer Applications, Art Appreciation, Music Appreciation, Hollywood America, Osage Language I, and Introduction to Biology (for non-majors).

The development of this partnership and concurrent program promotes student success in many ways. There are more students taking the ACT test at all of the school districts. It is required to enroll in the program. The classes are more demanding and take more effort from the pupils. They are rising to the challenge and all students completed their classes with a

passing grade. Along with this achievement, the participants also show excellence in the work - at their school district. The LEAs reported all students scored proficiently on the End of Instructions (EOI) required state exam. Approximately seventy-five percent of students scored in the advanced range. Upon high school graduation, the Class of 2014 students that attended these concurrent classes continued their college education beyond this opportunity.

The college class partnership continues to evolve, develop and implement best practices to ensure Native American Student success. Sarah Butrymowicz states that many students face shortcomings “before college even begins, including poor preparation in primary and secondary schools”, (1). Concurrent classes give students a chance to earn college credits early and ease them towards the transition from high school to college. Multiple programs within the ONDE such as the outreach, public school support, Johnson O’Malley, summer youth, and Wah-Zha-Zhi Education Youth Academy collaborate with the LEAs at all grade levels to reinforce Native American Student Success.



Figure 1- TCC Orientation Day on August 11, 2014



Figure 2- Concurrent students at TCC Orientation day

Pawnee Tribal College also continues to offer associate level classes at the Osage Education Center for the past four years. According to Butrymowicz, “many Native American students choose tribal colleges because they’re more convenient than other higher- education institutions and they feel more comfortable staying on the reservation”, (2). This partnership is focused on community and the Osage Nation employees that are under employed. The schedules are designed to accommodate working individuals. Eight students, in this program, completed their Associate Degree in Native American Studies. Six of those individuals entered a baccalaureate program in Organizational Leadership.

The program goals of the Osage Nation Department of Education are designed to provide as many educational and training opportunities to Osage and Native Americans living within the boundaries of Osage County as well as Osages living outside of the county. The overarching goal is to enable students to obtain all of the necessary skills and education to reduce joblessness and/or promote training to better their current employment status. To ensure that all of the surrounding communities and tribal members are aware of the services offered through the ONDE, services are advertised through the Osage Nation Newspaper, Osage Nation Website, and local newspapers.

Approximately, twenty people participated in the adult work experience program this - past year. Six of the participants are considered youth at twenty-one years of age and younger. Fourteen participants completed the work experience program and obtained job readiness skills. Nine clients attained full-time employment through their work experience. One person gained part-time employment upon completion of their work experience and fulfilled their employment objective.

Rann Tingtella is a veteran of the Iraq campaign and a member of the Osage Nation. He served as a sergeant in the U.S Army and was honorably discharged after completion of required active service. During his service, he earned several awards including an army commendation medal, army achievement medal and valorous unit medal. Tingtella applied for the work experience program in August of 2013 and began working for Bobby Tallchief at the Osage Nation Emergency Management program as an assistant and wild land firefighter. Upon completion of his work experience he was hired part-time with that program and also took a job as a wild land firefighter with the BIA. Currently, he receives classroom training assistance with an EMT course through Tri-County Technology Center in Bartlesville, Oklahoma.



Figure 3 and 4- Rann Tingtella working at wild fire.

Cindee Edwards, Osage tribal member, began her work experience assignment in - February 2014 at the Osage Nation Constituent Services department. She applied for a position at the tax commission and got hired as the motor vehicle specialist in March 2014. Her job duties include processing applications for new car tags, renewal tags, tribal photo identification cards, customer service and inventory.

Due to the economy and Osage County being a rural area, few participants are able to obtain full time employment. Five of the work experience participants also faced barriers that included pregnancy, high school drop-out, legal issues, children custody issues and living with a parent. Thirteen potential clients applied for the program but did not complete their applications due to various reasons. Two clients needed to stay home to help out relatives in poor health, one lived outside of Osage County, another lost their phone service and one got arrested.

Over forty students attended classroom training programs and received assistance from the ONDE. They enrolled in technical schools in the surrounding counties of Tulsa, Pawnee, Payne and Washington. Their classes included certified medication aide, certified long-term nurse aide/home health aide, phlebotomy, truck driver training, pilot escort certification and various computer courses. Most of the participants enrolled in short term programs. Four students began full time programs and four clients received GED testing assistance. Five students that completed short term training programs quickly found employment. Ten clients continue to receive services until completion of their program.

Shannon Mitts, Osage tribal member, completed a short term certified nurse aid (CNA)/home health aid program at Central Technology School in Drumright, Oklahoma. She got

hired at the Pawhuska Hospital and works with many patients. Her job entails checking patient - vitals, gathering data and assisting with hygiene needs. Mitts wanted to learn a skill that would help her in the workforce. The CNA program allowed her entry level access into the health care field. Shannon Mitts is one of two clients that obtained jobs as a certified nurse aide.

According to the Federal Motor Carrier Safety Administration website, “Driving a commercial motor vehicle requires a higher level of knowledge, experience, skills and physical abilities than that required to drive a non-commercial vehicle. In order to obtain a commercial driver’s license (CDL), an applicant must pass both skills and knowledge testing geared to these higher standards”. Three students attended truck driver training at Central Technology in order to acquire a CDL and find employment. The CDL is required when driving a vehicle with special equipment, hazardous materials, passengers, cargo or multiple trailers.

Brady Reed, Osage tribal member, completed the truck driver training program in April 2014 and got hired by Cinco Trucking later that same month. He left Cinco Trucking for another company over the summer. His current job duties include transporting bulk amounts of diesel fuel, unleaded fuel, propane and oil to numerous locations for Formby Oil (Reed). Those skills as a trained truck driver, along with a valid CDL, are valued in the oil and gas industry.

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Another resource job-seeking individuals can use is the Oklahoma Career Information System (OKCIS). It is an online website of career development information that can be used by

students and adults in order to develop their career goals. Clients of the ONDE can access this - web-based career guidance system that offers a wide variety of features from individual career planning, resume writer, classroom learning activities, to a career planning portfolio.

Individuals can take an assessment test that assists them in exploring their interest and helps them choose a career path. Students can also find information about career clusters, occupations, programs of study, Oklahoma technology centers, ACT test prep, colleges and financial aid information concerning grants and scholarships.

In April 2014, the training coordinator held a presentation about interview skills, appropriate interview clothing, resume writing and OKCIS. About twenty-five participants attended the two-day presentation and gained valuable knowledge about career goals and finding a job. Some of the attendants even used the resume writing tool to produce a resume.

The supportive service program provides assistance with clothes or essential equipment to those individuals who obtain employment. It is also used to assist clients, in classroom training programs, with travel expenses and uniforms, such as scrubs used in the health care field. Almost thirty clients received supportive service assistance after attaining permanent employment or enrolling in a training program. Six potential clients started the application process but did not complete it.

Many of the students that complete school or a training program need to pass certification or licensure tests in order to practice in their chosen field. The certification and licensure program provides assistance to Osage applicants with financial support for the incurred costs for these tests and/or fee. Thirty clients received funding assistance through this program.

Pamela Johnson is an Osage tribal member, and pharmacist, from Madison, Alabama. - She applied for and received assistance to recertify in the “Pharmacy-based Immunization Delivery” program. This allowed her to continue performing her job duties as well as learn any new procedures for that service.

Most applicants received reimbursements from the certification and licensure program with many different licenses and test fees. Potential lawyers received help with the cost of their bar exam in Oklahoma, Maryland and Missouri. A veterinarian received help with the cost of their license for the V.M.D or Doctor of Veterinary Medicine. This program ensures that the financial barrier from certification or licensure tests do not inhibit clients from practicing in their chosen field.

Before young people can enter the workforce they need knowledge and preparation to help them be successful. The goal of the summer youth program is to provide an opportunity for Native American youth to gain work experience and job readiness skills in order to help prepare them for their future. To accomplish this goal, there were almost thirty different worksites throughout Osage County providing for almost seventy summer youth workers. Some of the worksites included: Boys & Girls club, Barnsdall Public Schools, ONDE, Drummond Home and the senior center of Skiatook.

The youth attended a two-day orientation before their job assignments began to help them transition into their roles as employees. They listened to guest speakers discuss job-readiness and college preparation, attended a financial literacy training, and completed career field assessments. The orientation event also allowed time for them to complete their employment paperwork and learn about program policies.

Jana Scimeca spoke to the summer youth participants about interview skills and job - etiquette. She is a human resource specialist for the Osage Nation and provided valuable knowledge about the hiring process. The participants of the summer youth program heard an expert opinion from Scimeca's discussion about resumes and interviews.

Dr. Hugh Foley, instructor at Rogers State University (RSU), discussed college preparation and the programs offered at RSU. Foley also sponsors the Native American Student Association at the college. He expressed the need for more Native American students in the academic field. His son, Nokose Foley, also spoke to the youth about his experience with education after high school and how he chose to pursue welding training at a vocational school instead of college.

Cindy Helmer, from the Tri-county Business Center, discussed money management skills and presented valuable information to the youth about making a budget for their income. They analyzed their needs and their wants to begin building a budget. The participants need this information in order to make wise decisions about the income they earn during the summer program.

During the course of the summer, about thirty participants traveled to Northern Oklahoma College in Tonkawa, Oklahoma for the fourth annual Native American Youth Leadership Day. Northern Oklahoma College (NOC) and the participating tribes sponsored the event called, "Heights of Education". It focused on college and leadership for high school students. The eight Oklahoma tribal nations that took part in this event included the Kaw, Osage, Pawnee, Ponca, Otoe-Missouria, Iowa, Citizen Potawatomi and Tonkawa Nations.

Approximately two hundred Native youth enjoyed a full day of activities and - presentations from the invited guest speakers. Chris Hill, education specialist for the Iowa Tribe of Oklahoma, helped host the event as the master of ceremonies. The students ate lunch that included homemade nitrogen ice cream, presented by the NOC Agricultural, Science and Engineering Division instructors.

After lunch, the participants broke into two groups to attend college- preparation workshops. The students in grades 7-9th attended a workshop that focused on college-bound curriculum and preparation for the ACT and other college-entrance exams. The students in grades 9-12th attended a workshop that focused on applying for college, financial aid and campus life.

The groups came back together for a presentation from the staff of the Bah Kho-Je Xla Chi (Grey Snow Eagle) House. The Iowas of Oklahoma created this program to provide shelter and rehabilitation for the many eagles that are injured and/or disabled and unable to care for themselves in the wild. The students looked in awe at the bald and golden eagle and listened attentively as their caretakers discussed the program.

Xan Black, the coordinator for the Tulsa Alliance for Engineering, presented three Science, Technology, Engineering and Mathematics (STEM) activities for all the students to complete. The projects included construction of the tallest tower, marble rollercoaster and a gravity lemonade machine. They used construction paper, masking tape, index cards, Dixie cups, sugar, water, lemonade mix and a marble to complete the different challenges. After the students divided into groups the competitive wheels started turning. The Osage Nation placed first in the tallest tower and second in the marble rollercoaster.



Figure 4- Osage youth work on the tallest tower project.

The event concluded with an intertribal challenge quiz bowl that focused on the eight participating tribe's history and culture. The youth from the Osage Nation won the challenge bowl and traveling trophy. They are proud to be the quiz bowl champions and will participate in this event next year.



Figure 5- Osage summer youth compete for the quiz bowl championship.

The Osage Nation Summer Youth work program provides an opportunity for Native - American youth in Osage County to gain work experience and job-readiness skills. Many of these youth would not be able to find employment without this program in place due to the rural environment and lack of business diversity. The participants earned income and attended events planned to help them prepare future career goals and develop knowledge of good work ethics.

Another opportunity came to showcase leadership and inspire Osage youth by inviting well-known WNBA player Shoni Schimmel and her family to host a one-day basketball clinic. On August 1st, about one hundred participants got the chance to play basketball with the Schimmel family and listen to their story about hard work and commitment to an athletic dream. Shoni, Umatilla tribal member, gained national recognition while playing basketball in college for the University of Louisville and then getting drafted to play for the WNBA team, Atlanta Dream. According to Shannon Shaw-Duty, she is “the first rookie and Native American woman to win MVP of the WNBA All-Star game,” (1). The youth that attended the basketball camp admire the athlete and felt thrilled to play beside her during the afternoon event.



Figure 6- Shoni plays with youth during camp.



Figure 8- Schimmel talks to students.



Figure 7- Schimmel family pose with Osage youth.

The Osage Nation Higher Education Scholarship Program provides scholarship opportunities to Osage students attending colleges, universities and technical training schools. Through this program, the Osage Nation wants to strengthen support to recipients for their continued success, academic progress and achievement. The students must be tribal members of the Osage Nation and their school of choice must be an accredited institution of higher learning in order to qualify for this program.

The scholarship award is based on the type of school the student is attending and the number of hours enrolled for the particular term. The different types of schools include career technology, associate college, baccalaureate university, research university and graduate school. Students are awarded hours based on whether their school is semester based (three eligible awards per year) or quarter based (four eligible awards per year). For semester based schools, undergraduates will be awarded up to fifteen hours for the fall and spring semesters and up to six hours for the summer semester. Graduate students will be awarded up to twelve hours each semester. For quarter based schools, undergraduates and graduate students will be awarded up to nine hours for each quarter. The funding levels are listed below.

- Career technology: \$211.00 per credit hour
- Associate college: \$156.50 per credit hour
- Baccalaureate university: \$254.50 per credit hour
- Research university: \$277.91 per credit hour
- Graduate school: \$300.00 per credit hour

When a student applies for a scholarship, they have the option of applying for tuition and fees, room and board, supplies and equipment, and books. The student may apply for any or all of the scholarship categories. Tuition and fees are awarded first. Any remaining amount can go towards room and board and/or supplies and equipment. The book scholarship is separate and is awarded based on the number of enrolled hours up to the established full time enrollment of each term, at \$33.33 for each credit hour.

Students are also eligible for incentive awards for classification, grades and graduate level. The classification incentive is based on the number of earned credit hours and only

awarded in the fall semester and the fall quarter. The grade incentive reward is for students - that demonstrate excellence in their classwork. The graduate incentive is awarded to students pursuing a master's degree and/or a doctoral degree.

A student can receive the classification incentive only once per classification. The incentive award increases as the student makes progress through their college education. The amounts are listed below.

- Sophomore (31-60 earned hours) - \$100.00
- Junior (61-90 earned hours) - \$200.00
- Senior (91-121 earned hours) - \$300.00
- Master's (last year of course work) - \$500.00
- Doctorate (last year of course work) - \$750.00

The grade incentive is awarded based on the student's previous term grade point average (GPA). The incentive increases as the GPA increases to encourage students to set goals for good grades. The amounts are listed below.

- 3.0-3.49 GPA - \$100.00
- 3.5-3.99 GPA - \$150.00
- 4.0 GPA - \$250.00

The graduate level incentive is awarded each term for students attending a semester-based college. It is awarded in the fall, winter, and spring terms for students that attend a college or university that follow a quarter-based system. The amounts are listed below.

- Master's - \$1000.00
- Doctorate - \$1500.00

Due to the many determining factors, in the scholarship award process, it is helpful to use examples to explain the system. A student, classified as a sophomore, that attends a semester-based baccalaureate university might have earned thirty-five credit hours. They are enrolled in twelve hours, for the fall, with a previous semester GPA of 3.25. Their scholarship would begin at \$3,054.00, with an additional \$400.00 for books, \$100.00 for the classification incentive, and \$100.00 for the GPA incentive. The student's total award would be \$3,654.00. Another student, classified at a doctorate level, attends a quarter-based graduate school with a previous quarter GPA of 4.0. They are enrolled in nine hours for the fall. Their scholarship would begin at \$2,700.00 with an additional \$300.00 for books, \$1500.00 for the graduate incentive, and \$250.00 for the GPA incentive. This student's total award would be \$4,750.00.

The scholarship program awarded 2,287 scholarships between October 1, 2013 and September 30, 2014. The total amount awarded to students for the fiscal year of 2013 – 2014 was \$7,337,191.77. Throughout the year an average of 24% of the students maintained a 4.0 grade point average and the top major fields of study are business, education, medical/nursing, technical careers, social sciences and fine arts. The scholarship recipients included 1,280 females and 1,007 males. Over one thousand three hundred students are considered adults at 22 years of age or older and 950 are considered youth at 21 years of age and younger.

During the course of the year, eighty-four graduates received the scholarship and earned degrees: nineteen associate degrees, fifty-five bachelor's degrees, five master's degrees, one doctorate degree and four certificates. The students that received a master's degree studied education, English, business administration, guidance counseling and family life education. The graduate that earned a doctorate degree studied chiropractic medicine. The

scholarship recipients specialized in many different fields and earned undergraduate degrees - that are listed below. -

- American Indian Studies
- Applied Sciences
- Business Administration
- Clinical Nutrition
- Communications
- Computer Science
- Criminal Justice
- Education
- Engineering
- Family Studies and Gerontology
- Fine Arts
- Graphic Information Science
- Health Sciences
- History
- Liberal Arts
- Marketing
- Nursing
- Organizational Leadership
- Psychology
- Social Sciences

The scholarship program also offers an internship and externship opportunity for Osage - college students that attend higher educational institutions. During the 2014 fiscal year, thirty-two students completed an internship or externship sponsored by the Osage Nation. All of these students received the Osage Nation Higher Education scholarship and classified as a junior, senior, or graduate student.

The interns worked at various places throughout the Osage Reservation. The internship sites included:

- Osage Ballet, Writer
- Hominy Family Health Center, Medical Assistant
- Skiatook High School, Student and Coaching
- Osage Ballet, Marketing
- Osage Ballet, Public Relations
- Osage Nation Department of Education, Research
- Osage Casino, Advertising
- Osage Casino, Marketing
- Osage Casino, Conventions and Sales
- Green Bail Bonds in Pawhuska, Accounting Intern
- Osage Nation Information Technology Department, Network Intern

Positions out of the reservation/county are considered externships. The externship locations included:

- Academy of EMS at Independence, Missouri- Paramedic Intern
- Bartlesville Beauty College, Student Instructor

- Bob's Printing in Claremore, Oklahoma- Public Relations
- Boy's Town Behavioral Health Center of Nebraska, Counseling
- Campus Outreach- Orlando, Florida
- Child Study Center at University of Oklahoma, Research
- The Casual Bookkeeper in Missouri, Accounting Intake
- Collinsville High School, Student Teaching and Coaching
- Digital Humanities at St. Olaf College in Oregon, Web Design
- Erie Crime Analysis Center in Buffalo, New York- Research/Clerk
- Healing Feathers- Portland, Oregon
- Helmerich and Payne Inc., Tulsa, Information Technology
- Heritage Park Surgical Center in Texas
- Make a Wish foundation of Florida
- Margo Gray & Associates in Tulsa, Accounting
- Mercy Hospital of Springfield, Missouri- MRI
- New Brunswick Internment Camp Museum of Canada
- Pawnee Indian Health Service Pharmacy, Pharmacy Clerk
- Preston Smith Elementary of Lubbock, Texas- Student Teaching
- Sam Noble Oklahoma Museum of Natural History
- Student Abroad Program of University of Missouri- Advertising
- Total Energy in Stillwater, Business Intern

Out of the thirty-two interns and externs, eight graduated and one of those students returned to school to seek a higher degree. Also, five of the graduates attained full-time

positions as a result of their internship. The remaining three went on to seek permanent - employment.

The Osage Nation Higher Education Scholarship program provides scholarships for tribal members that attend an accredited institution of higher learning. There is also an opportunity for these students to complete a paid intern or externship in their field of study. Improvements made to the program policy are designed to adjust funding levels for each student based on their unique enrollment situation. Incentive awards for classifications, grades, graduate enrollment and assistance with the cost of books are also included.

The fourth goal of the Osage Nation Department of Education is to provide support to Pre- kindergarten (Pre-K)-12 students in Osage County through education and training projects, school supplies, and tutoring efforts with youth education services. For the 2013/14 school year, almost two thousand students received school supplies distributed at the twelve school systems in Osage County. The schools include: Anderson, Barnsdall, Bowring, Hominy, McCord, Osage Hills, Pawhuska, Prue, Shidler, Skiatook, Woodland, and Wynona.

The volunteer parent committees at the larger sites also provide other educational and cultural activities for the students. The Hominy, Skiatook and Pawhuska JOM parent committees hosted intertribal contest powwows to promote cultural awareness and pride. The Woodland JOM parent committee organized two cultural days for the students at Woodland Public schools to enjoy. Wynona JOM parents also held a cultural event at their school for the students to enjoy.

The Hominy JOM parent committee sponsored a JOM student trip to Albuquerque, New Mexico to visit one of the largest powwows in North America called the "Gathering of Nations"

(GON) and the University of New Mexico. According to the official website of the GON, over - three thousand dancers and singers attend this two-day event that is considered to be a world attraction. Thirteen students and five parents/chaperones traveled to Albuquerque for this once in a lifetime event. They enjoyed the sights and sounds at the powwow and even participated in the dance competition. The trip culminated in a tour of the University of New Mexico campus. The students met with a college counselor about the college and obtained admission packets which included scholarship information.

Osage Nation JOM students attended the “Battle of the Plains” youth powwow and won first place in the overall competition for the second year in a row. This event features southern and northern powwow dance styles and singing. JOM students from all over Oklahoma and even out of state travel to this event to participate in the competition and enjoy the cultural atmosphere.

Another important event for JOM is to recognize the high school graduates and reward them with a gift at the end of each school year. The committees of Barnsdall, Hominy, Pawhuska, Skiatook and Woodland celebrated this occasion with their JOM senior class in order to honor this major accomplishment. Each committee commemorated the students’ accomplishment in a unique way that fit their community.

Pawhuska JOM parents hosted a senior dinner for the students and their families. The dinner featured guest speaker, Otto Hamilton. He is an Osage Congressman and served as vice-chairperson for the Pawhuska JOM parent committee. Mr. Hamilton offered a motivational speech to encourage the students to continue their education and set future career goals. The graduates also received gifts that included a duffle bag, sheet set, alarm clock and other items

they could use in a college dorm setting. The parent committee hopes they will continue their - education after high school. -



Figure 10- Girls modeling their Osage clothes and belt at the Woodland JOM Cultural Day.



Figure 9- JOM students dancing at the Battle of the Plains.

The Skiatook JOM budget is the largest out of the twelve school districts. The frozen student count number for their school is 370; however, the actual student count is closer to five hundred. For the past few years they spend over their budget amount to deal with the student demand for services and support. The parent committee changed their policy and lowered the funding limit for each student in order to continue providing services fairly.



Figure 11- Princess dancing at the 9th Annual Skiatook JOM Powwow.

Another challenge the JOM program struggles with is the retention of parent - volunteers to serve on the parent committees. During the past year, the Shidler JOM parent committee representative did not remain in contact with the JOM coordinator. As a result, the eligible JOM students at their school did not receive adequate services to help them prepare for school. This area is located about an hour northwest of the ONDE in Hominy. It is difficult to maintain the communication needed for their program to thrive.

The Osage Nation JOM coordinator plans to host an award luncheon for the parent committees to receive training and awards for the school year. The Pawhuska JOM parent committee earned the “Exemplary JOM Program” award for their excellent work as a parent committee. The Hominy JOM parent committee earned the award for “Outstanding JOM Event” to recognize their trip to the Gathering of Nations powwow in New Mexico. It is important to acknowledge and honor the work these parents do with their JOM programs.

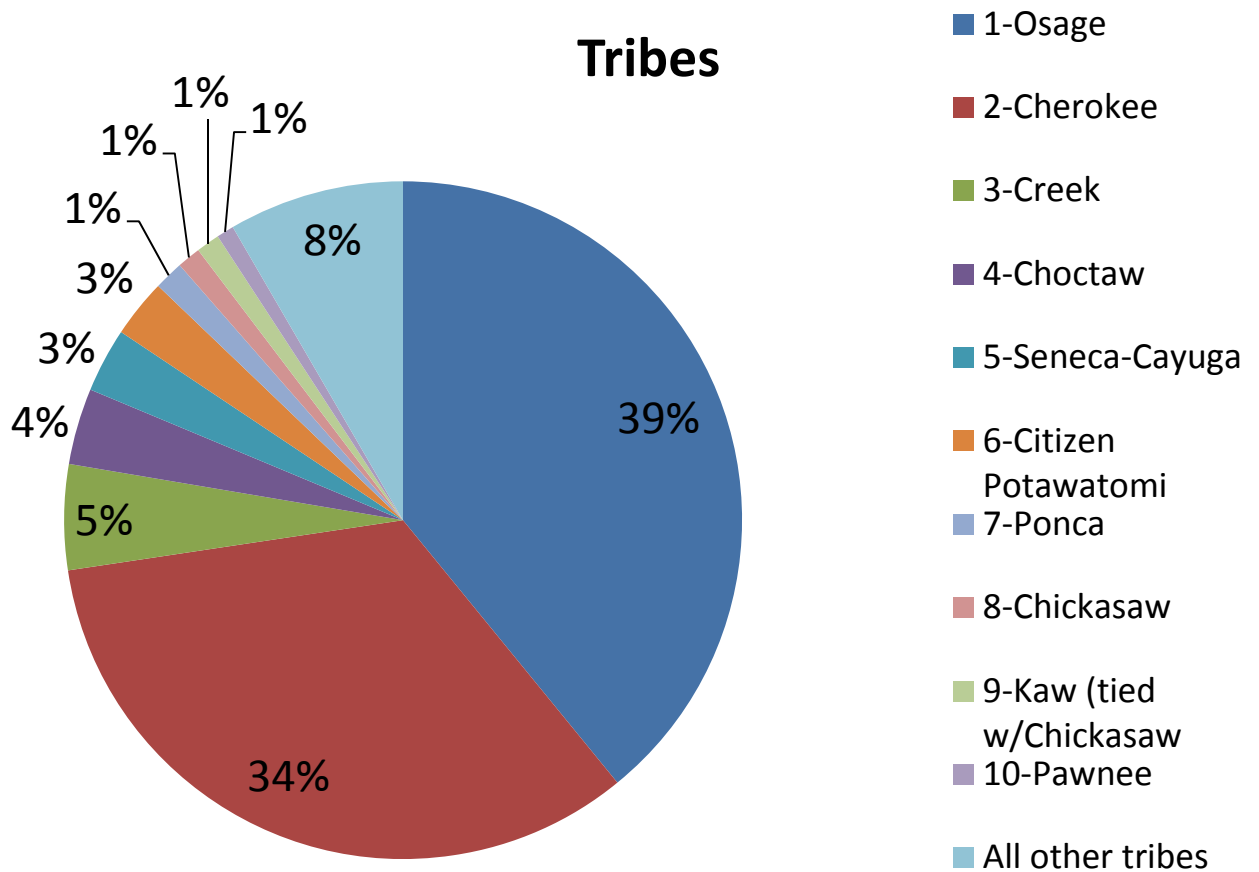
The volunteer parent committees develop their programs to fit their community and identify the most important needs of their students. Most of the cultural events these students attend are sponsored by the JOM program. It is important to expose them to Native American culture so they don't feel alienated within the student population. It gives them an opportunity to see examples of positive Native American role models. The JOM program also provides school supplies and assistance with school expenses so the students are prepared for learning.

The purpose of the JOM program is to provide supplementary financial assistance to meet the unique and specialized education needs of American Indian students enrolled in one of the public schools served by the Osage Nation. There are approximately fifty

different tribes represented in the twelve school districts that receive Osage JOM services. -
This shows a remarkable amount of diversity for such a predominantly rural area. The -
different tribes are listed below.

- Alaska Native
- Aleut
- Alleutiq
- Apache
- Arapaho
- Caddo
- Chemehuevi
- Cherokee
- Cherokee (Adopted Delaware)
- Cherokee (Adopted Shawnee)
- Cheyenne & Arapaho
- Chickasaw
- Choctaw
- Citizen Potawatomi
- Comanche
- Creek
- Delaware
- Diegueno
- Eastern Shawnee
- Eskimo
- Hualapai
- Inuit
- Iowa
- Kaw
- Kiowa

- Mississippi Choctaw
- Mohave
- Navajo
- Northern Cheyenne
- Oneida
- Osage
- Otoe-Missouria
- Prairie Band Potawatomi
- Pawnee
- Peoria
- Pokagon Potawatomi
- Ponca
- Quapaw
- Quechan
- Sac & Fox
- Seminole
- Seneca- Cayuga
- Shawnee
- Sioux (Rosebud)
- Sisseton-Wahpeton Oyate
- Standing Rock Sioux
- Tonkawa
- Wichita
- Winnebago



The chart above shows the top ten tribes represented within the JOM program.

The goal of the Osage Nation Department of Education Tutoring Programs, that include reservation based and nationwide Sylvan, is to provide support for Osage students to succeed in their academic endeavors. The reservation based program is designed for students, in grades K -12, in need of tutoring services and struggling in required subjects. These participants, attending thirteen different public school districts, are eligible for different types of tutoring assistance that include small group, one-on-one, and foundational skill services. The Sylvan tutoring program offers financial assistance for students to attend one of the centers that are located throughout the United States.

There are many ways a student may obtain information and be referred to the - education department tutoring programs. Parents, teachers, administrators and the department tribal education advocates can refer and assist them to obtain services through the tutoring programs for one or more subject areas. Eligible students are approved and given a tutoring assignment for one-on-one sessions in the area(s) they are struggling.

The Osage Nation outreach coordinator met monthly with each certified teacher/tutor and communicated with students and parents to track the progress of a tutoring assignment. Many times the teacher acts as a mentor and support system in addition to discussing academic content. Subject comprehension is not the only struggle for students. In some cases, a student may show difficulty in attendance, completing assignments, or turning in homework. The outreach coordinator and tribal education advocates work together in these cases to provide additional support to the student.

This year the reservation based program hired thirty-nine contracted tutors to provide services for Osage students attending public school within the reservation/county area. They assist with teaching organizational skills and provide positive encouragement to the students. Throughout this academic year, the tutoring program assisted seventy students ranging from K-12th grades.

In order to resolve a challenge, high school students, with excellent academic records, offered peer tutoring services to small groups of students at the lower level schools. Several Hominy Middle School students needed help with their difficult subject areas. Unfortunately, the certified teachers at that school site already tutored for a different program. This raised a barrier to providing services at that site. Some of the approved students received assistance

from the tutors at the high school while others still needed services. After collaboration with the school district, the remaining students began attending an afterschool tutoring program with one tutor to a group of ten to fifteen students on a daily basis. A high school student helped during the group sessions to provide better services to those students. The younger students responded positively to the high school student tutor and looked forward to these sessions.

The Osage Nation Sylvan Tutor Program provides academic support to K-12 students across the United States through Sylvan Learning Centers. This service is offered to Osage students across the nation that may be at risk for academic failure. Eligible students receive funding assistance to attend a Sylvan Learning Center of their choice in order to obtain subject comprehension needed to be successful in school. They are required to take academic diagnostic tests in order to determine their individual educational plan.

This year the program assisted forty-two students across the country at various Sylvan Learning Centers listed below.

- Phoenix, Arizona
- San Jose, California
- Long Beach, California
- Redlands, California
- Wichita, Kansas
- Springfield, Missouri
- Wading River, New York
- Stillwater, Oklahoma

- Tulsa, Oklahoma -
- Owasso, Oklahoma
- Dallas, Texas
- San Antonio, Texas
- Williamsburg, Virginia
- Richland, Washington

The most common subjects requested for tutoring assistance are academic reading and math programs. Students attend sessions on topics that address vocabulary, comprehension and decoding skills which are important to their academic success. Through both of the academic tutor programs the ONDE made gains at addressing the needs of Osage students in the local community as well as across the nation.

The Osage Nation Department of Education provided an opportunity for Osage students to attend the annual Close Up event and meet with other American Indian students from across the nation. This student oriented program was held in conjunction to the National Congress of American Indians (NCAI) midyear conference. The students gained firsthand knowledge about the advocacy work done on behalf of Indian Country at the federal level and how it affects their local community. The organizations work together to provide specifically designed curriculum for American Indian students. Students came to represent tribes from areas including Alaska, Arizona, New Mexico, Idaho, Oklahoma and Washington.

Jackie Pata led the orientation with a discussion about NCAI and their current projects. She is the executive director of that organization and explained how advocacy policy originates and how it changes over time. The students worked in groups on tribal action initiatives and

presented them to the NCAI members during the conference. The eight Osage students that - attended this event are listed below.

- Rachel Blackwell from Skiatook, Oklahoma
- Erin Casoose from Skiatook, Oklahoma
- Blake Cunningham from Pawhuska, Oklahoma
- Dava Daylight from Pawhuska, Oklahoma
- Beth Lookout from Hominy, Oklahoma
- Gabriel Pelayo from Skiatook, Oklahoma
- Trey Redeagle from Pawhuska, Oklahoma
- Allison Reyes from Pawhuska, Oklahoma



Figure 12: Osage students wave as they overlook the Capitol Building in Washington D.C.

Every day the Close Up agenda consisted of about twelve hours of activities that included tours, lectures, workshops and meetings with guest speakers. In the evening, students broke up into their groups and had a workshop on the different topics such as federal government structure followed by a tribal government activity. They were able to interact with

each other during this time which gave them an opportunity to discuss and hear different - perspectives of life and how government issues affect them. Other Close Up activities included educational tours of the Jefferson Memorial, White House, Capitol Hill, Martin Luther King Jr. Memorial, Franklin D. Roosevelt Memorial, World War II Memorial, Vietnam Veterans Memorial, Korean War Veterans Memorial, Lincoln Memorial, and the National Museum of the American Indian.

The Osage Nation College Entrance Assistance Program provides support to Osage high school students across the nation seeking entrance into a higher education institution. Students are provided a pre-payment or reimbursement for ACT or SAT exams, along with funding for test preparation workshops or materials. Over one hundred applicants received services through this program. Thirty-seven students received help for ACT fees and forty-two received assistance with the cost of test preparation. Nine applicants received help for SAT fees and two received assistance with test preparation expenses. This program promotes college preparation as well as providing financial assistance for any necessary exams. This helps to remove barriers students face for college entrance.

In November of 2013, over one hundred students attended the Osage Nation ACT prep and character building workshop. Students at all the schools within Osage County/Reservation came for this event. The instructors discussed how the test was organized and what to expect from each section.

During the morning workshop, the presenters focused on planning and preparation for the ACT test. Kathy Stewart, previously an ACT test prep instructor at Tulsa Community College, offered advice on math and science rules that apply to each section. Ida Doyle,

education director, spoke about the difference in residual tests, sub set scores, and simple - strategies for testing.

During the afternoon workshop, Cara Cowan-Watts, council woman for the Cherokee Nation, gave her presentation, “How to find and apply for scholarships”. She obtained her bachelor’s and master’s degree without incurring any debt and also received a partial stipend to help fund her education. That accomplishment gave her the experience and knowledge to speak with students about reaching their educational goals. Cowan-Watts discussed professionalism and emphasized making a good first impression while seeking academic financial awards. Scholarship selection committees review many applications and look for any outstanding qualities.

The goal of the ONDE Public School Support Program (ONPSSP) is to identify and address the academic and behavioral needs of Osage students by utilizing resources available through the Osage Nation. The established memorandum of agreement allows a tribal education advocate an on-site office at each school and the ability to work closely with the students enrolled in the program. Students attending the public schools of Pawhuska, Hominy, Skiatook and Woodland are eligible to participate.

Through the ONPSSP, assistance is available to students, parents, teachers and administrators on a daily basis. This ensures that students are informed about academic opportunities including college scholarships, ACT test dates and college visits. On-site support is also needed if an administrator or teacher identifies a student enrolled in the program as being at risk. It takes time for students to build trust and develop the connection needed for this program to succeed.

Tribal education advocates provide many services throughout the year to help students - reach their academic potential. When issues arise at school they are there to address the problems and represent the Osage students. They meet with all parties involved and strategize to remedy a problem. Classroom observations of Osage students are conducted in order to help a teacher find ways to motivate and encourage those students. Sometimes parents need their help to effectively communicate with teachers and administrators.

Students may experience academic failure for many different reasons including truancy, behavioral issues, lack of family involvement, inability to grasp subject material, and conflict with teachers. School attendance and grades are tracked and documented. Potential problems with attendance, tardiness and homework are identified. A meeting with the student is held immediately to address the issue and solve the problem. Home visits are planned, at the parent's request, to meet the client's family and discuss ways to ensure academic success for their children through parental involvement. The school faculty may be unaware or unable to assist with the student's dilemma. The tribal education advocate can help them identify a resolution so the student is able to focus on their school work. They use a holistic approach to solve problems along with rapport-building and consistent follow up.

Another positive aspect of the tribal education advocate position is the encouragement of program collaboration within the Osage Nation. Students and families are referred to other programs when necessary. If a student needs school supplies or assistance with athletic fees a referral is made to the JOM program that offers assistance with those expenses. They communicate upcoming events and act as liaison for other Osage Nation programs.

As a student gets closer to high school graduation it is important to begin the college - selection process. In March, students traveled with tribal education advocates to Northeastern State University in Tahlequah, Oklahoma. They met with staff at the financial aid office and also walked around campus. This visit allowed them a chance to get familiar with the college and decide if that is the place for them.

Approximately thirty Osage students graduated from the schools that receive services from the ONPSSP program. The tribal education advocate team decided to honor this accomplishment with a gift of broadcloth ties for the young men and necklaces for the young women. They presented these items during each JOM graduation event.



[Graduation gifts made for the Osage students enrolled in the ON Public School Support Program.](#)

Students from Hominy, Pawhuska and Woodland public schools enrolled in the ONPSSP and received services during the last school year. There are ninety-five students at Hominy Schools that include: seven at the early childhood center, forty-seven at Horace Mann Elementary, fifteen at Hominy Middle School, and twenty-seven at Hominy High School. There

are one hundred eighty students at Pawhuska Schools that include: ninety-four at Pawhuska - Elementary, fifty-three at Pawhuska Indian Camp School, and seventy-one at the high school.

There are ninety- one students at Woodland Schools that include: thirty-two at Woodland Elementary, thirty-three at Woodland Middle School, and twenty-six at Woodland High School.

The tribal education advocates are able to work with Osage students at Hominy, Pawhuska, Skiatook and Woodland Public Schools. Their ability to maintain an office at their assigned school is invaluable to the ONDE. This allows direct contact with students and the capability to advocate for any needs that arise. Their job duties include distributing scholarship information, arranging college visits, hosting college prep and FAFSA nights among many other things. They also help with JOM, Wah-Zha-Zhi Education Youth Academy and Outreach activities.

The Osage Nation Department of Education provides educational and supportive services to Osage People so they can obtain skills needed to become productive individuals and contributors to their communities and families. The services are offered through programs that include classroom training, summer youth, ACT/SAT Prep and testing assistance, higher education, undergraduate professional and graduate application and testing fees assistance, graduation stole program, intern/externship, Johnson O'Malley, individual and group reservation based tutoring, Close Up (NIEA), nationwide Sylvan tutor programs, the Osage Nation Public Schools Support Program and the Wah-Zha-Zhi Education Youth Academy.

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