



**OKLAHOMA
TRIBAL
ADVOCACY
TOOLKIT**

NEHA



USING THE
TRIBAL ADVOCACY TOOLKIT

This toolkit offers advice on how to elevate your voice and become an effective advocate on behalf of Native students. NIEA wants this toolkit to be a principal and comprehensive resource for Native Education Advocacy.



WHAT IS ADVOCACY?

Advocacy is an action. Advocacy is the public act of supporting or opposing a cause. Taking public action as an advocate can take many forms: posting social media, writing letters or emails, making phone calls, canvassing, organizing and participating in meetings, rallies and marches, or simply talking to a neighbor about an issue important to you.

Advocacy is worthwhile. The U.S. Constitution recognizes and protects advocacy as a critical and core function of democracy. Advocacy can help empower communities to make positive changes. Understanding and appreciating that you as an advocate assisted in bringing about positive changes is rewarding.

Advocacy, however, can be intimidating. By asking and answering these few questions before you begin, you can determine not only the best way to launch and sustain your advocacy work, but also give yourself the best opportunity for success.

- ✓ How will I measure success?
- ✓ Who do I need to engage?
- ✓ What types of obstacles may I encounter?
- ✓ Where do I get accurate information?
- ✓ When is the right time for me to take action?
- ✓ Why should others care about this cause?
- ✓ Who will be opposed to my advocacy and why?
- ✓ How can I make a positive impact?

The National Indian Education Association (NIEA) has created this toolkit as a resource for you and your community, to support your advocacy work.



BECOMING A NATIVE EDUCATION ADVOCATE

Every person has their own reason for becoming an advocate. Maybe the cause you are advocating about affects you or your family directly, or you are attempting to correct an injustice, or possibly it is a cause not receiving the attention it deserves.

Your decision to advocate for Native education is vital to ensuring future generations of Native students receive the education they deserve. Education policy directly affects the day-to-day lives of over 650,000 American Indian, Alaska Native, and Native Hawaiian students, their families, and the communities they live in. A quality education for our young people will help them thrive. When our young people succeed, our tribal communities succeed.

NIEA works to ensure decision makers are aware of Native students' issues and needs. It is the job of all of us to build and shape policy to support all Native students.





USING THE TOOLKIT

Within the toolkit there are four individual components. Each component can be used separately, or in conjunction with each other.

The *Advocacy 101 – Making a Difference Toolkit* provides novice advocates a step-by-step guide on how to advocate. This guide provides the user tips and suggestions on how to prepare to be an advocate, how to effectively communicate with all interested parties, how and why to document your work, and how and why to follow-up with those with whom you have worked.

The *State Education Governance Toolkit* provides the user high-level information on the organizational and political structure of Oklahoma state's government, as well as details on how bills and laws are created, deliberated, and passed or rejected within the state. This section also outlines key ideas and tips on how to advocate for legislation concerning Native education and other issues of concern.

The *Tribal Leadership Toolkit* is developed for tribal leaders, however, it also gives the general reader an overview on how tribal leadership can support efforts to improve academic outcomes for Native students. Understanding the role tribal leadership can play is important when developing a strategic advocacy plan that engages tribal leadership as a partner, or to understand how a tribe's leadership may themselves advocate on behalf of their Native students.

The *Native Student Toolkit* is designed to encourage Native students to be effective advocates for their own education. Historians have documented again and again that civil rights movements often start with, or are catalyzed by, the participation of young people. NIEA believes it is important for Native students to be involved in determining their education and their futures.

ADVOCACY 101 - MAKING A DIFFERENCE

Supporting Native Education: Getting Started

Advocacy is not simply a rally or phone call or social media campaign. More than anything else, successful advocacy is a well-managed process. No matter the issue you are advocating for, successful advocacy requires a thoughtful strategy paired with the capacity to execute a range of tactics (that may include rallies, phone calls, and social media posts) within that strategic framework.

This section provides a number of best practices to assist you in the development and implementation of your advocacy process on behalf of Native education at your local, state, tribal, and federal level.

1. Preparation

Thorough and detailed preparation is essential to effective advocacy. Here are some ideas to assist your preparation:

a. Learn everything you can about the issues or problems

Gather as much information as possible about Native education, including and especially any information those opposed to your position might use. Being familiar and knowledgeable about all aspects of Native education will give you confidence to effectively and positively advocate for your issue, and to counter opposing arguments.





b. Have specific goals

When preparing to be an advocate, list your goal(s); some may be broad, but strive to be as focused as possible. Whenever possible, seek to break large goals into smaller ones. Successfully advocating for smaller, more specific goals, and accumulating small victories, can lead to big changes.

c. Develop solutions

Whenever possible, be prepared to offer suggested solutions to the issues or problems you are surfacing in your advocacy. Remember a key element of advocacy is negotiating; ideally all sides will reach a resolution with the understanding they have achieved something positive. Be mindful you may not always achieve all your objectives even after your first several attempts. Don't be frustrated. This is a process. Be persistent. Be positive.

d. Identify stakeholders

Advocacy is more effective when you know everyone who has a stake in the issue, and what those stakes are. Identify those who oppose your concerns, those who may be neutral (and possibly swayed either direction), and those who share your concerns. Identifying, cultivating, and sustaining allies is particularly important when advocating for positive and long-term change.

2. Communication

Effective advocacy requires effective communication skills. The number of ways we communicate have expanded dramatically: face-to-face meetings, video, social media, emails, listservs, phone calls, letter writing, webinars, town halls, symposia. When communicating about your cause in any format, always remember the following:

a. Clear, concrete, and concise

Be as clear and as brief as possible. While it may take several pages, several slides or several minutes to thoroughly outline your issue, goals, and solutions; if your presentation is not focused, you will lose the attention of those you are trying to reach. An issue and proposed solution you can condense into a one or two-page letter, one or two slides, or a couple of minutes of speech, is much more likely to be considered and remembered than a long missive in any form.

b. Stand tall and speak with confidence

You are an advocate for Native education because you have clear and positive goals and expectations. You are there to persuade people to understand your point of view. Being a powerful advocate, however, doesn't mean you have to be mean, rude, or aggressive. In fact, quite the opposite. It does, however, require you to be steadfast, purposeful, and focused.

c. Be an active listener

We sometimes fail to remember listening and hearing are the most important parts of communication. Be respectful and attentive when it is someone else's turn to speak. Others may suggest solutions, for example, you had not considered. Active listening also means observing body language, an important means of non-verbal communication.

d. Ask questions

When advocating for Native education, or any other issue important to you, always ask questions of your allies and your opponents. Even when you think you know the answer, soliciting someone else's perspective may yield a different and equally viable option. Asking questions is also an effective way to start a sincere conversation. The more questions you ask, the better you will understand the issue at hand, as well as other people's positions on the issue.

e. Cultural stories

When advocating for Native education, use cultural references whenever possible. Cultural references add context and authenticity to your work. After all, if you don't use it, who will: culturally appropriate education is one of the goals we are seeking.


3. Documentation

Successful advocates understand a key element of an effective process is keeping great notes and records.

a. Keep a notebook

Keep a notebook or diary with you and take extensive notes at all meetings and of all phone calls related to your work. Make notes of the date and time, who was in attendance, who spoke, and what was said -- this information will be invaluable. The more complete your notes and records are, the more effective you will be in your advocacy.





Use the notebook of your preference, but, when in doubt, a bound composition book is a cheap, easy way to take notes, keep the notes all in one book, and maintain the notes in chronological order.

b. Keep all written responses to your queries

Use a filing system for all written response, printed emails, as well as quotes in newsletters/papers/television/social media. People are naturally forgetful. It is helpful to you and your cause when you can easily access something that was written or said to you, about you, or about your issue.

4. Follow Up

Advocacy is a process and like any process, it often does not provide immediate results Progress, when it comes, can happen in fits and starts. Timely follow-up and consistent follow-through are essential to success.

a. Patience

Try not to get frustrated if your advocacy is not getting the results you seek in the time frame you anticipated. It rarely happens that way. What is of central concern to you, may not yet be of consequence to the person(s) you are trying to persuade. But you must persist with the process. Keep following up.

b. Thinking you have done all you can

You probably haven't. This is where your ally network becomes even more important. If you feel your progress has stagnated or you are not getting traction at all, your support system will be vital – encourage each other, bounce around ideas. Use your allies and supporters to think of new ways to communicate your message. Have you used all available forms of media? Have you tried using video? Have you considered revisiting or tweaking tactics already tried? Are there targets you haven't considered, either higher up or lower down the decision chain? Realistically, there may be times when you are not successful, no matter how hard you try. But remember, bringing about change takes time. Be consistent, patient, and vigilant.

c. Contacting Government Officials

Depending on the issue, this could be a starting place, or the place you go after other channels have been pursued. There is further discussion on this topic below.

OKLAHOMA STATE EDUCATION GOVERNANCE TOOLKIT

Oklahoma is home to 39 federally recognized tribes. There are over 130,000 Native students attending schools in the state, over 14% of the state's student population. These students are in 1,795 public schools, 49 charter schools, four tribally controlled schools, and one BIE operated school. Nearly half of the Native students in Oklahoma attend a rural school. Native students have a high school graduation rate of 82%. Out of the 513 school districts in Oklahoma, 400 receive Title VI Indian Education programs to serve the needs of Native students. ¹

The following section discusses governance in Oklahoma; how the legislature operates, how Oklahoma creates laws, and gives guidance on how to successfully advocate at each step of the way.

Note: the legislative process has a rather unique vocabulary that you must become comfortable with if your advocacy plan includes addressing state law/regulations or meeting with state legislators or government officials. Some terms with legislature-specific meanings, i.e. "reading," "chamber," "term-limited," are referenced in this section. The National Conference of State Legislatures provides a useful glossary at <http://www.ncsl.org/research/about-state-legislatures/glossary-of-legislative-terms.aspx>

Governance in Oklahoma

Oklahoma Legislative Branch

The Oklahoma legislative branch is bicameral (has two branches or chambers) with a House of Representatives and a Senate. The number of members and the term information is indicated in the table on the next page.

Legislature Breakdown	House	Senate
Number of Members	101	48
Term Duration	2-Year Terms	4-Year Staggered Terms
Term Limit	12 term-limited in 2018	6 term-limited in 2018

Oklahoma Legislative Sessions: Regular and Special

There are two types of Legislative Sessions: A Regular Session and a Special Session.

Oklahoma’s constitution defines regular session as: “the Legislature is to meet in regular session on the first Monday in February of each year, and it is to adjourn its regular session by the last Friday in May of each year ².” Special Sessions maybe called by the Governor, or by a written call signed by two-thirds of the members of both legislative houses ³.

Oklahoma Executive Branch

The executive branch is responsible for executing the laws that the legislative branch passes. The Oklahoma executive branch consists of over 300 state agencies, boards, and commissions. The executive branch is led by the governor, who is assisted by twelve cabinet members.

Oklahoma’s governor is the highest-ranking elected state official and has a great deal of influence on the policy agenda for the state. The governor is elected to a four-year term, with a two-term limit, or a maximum of eight years.

¹ <http://www.niea.org/wp-content/uploads/2015/04/NIEA-StateProfileStats-Oklahoma-Production-v2.pdf>

² Oklahoma Constitution, Article V, Section 26

³ Oklahoma Constitution, Article V, Section 27

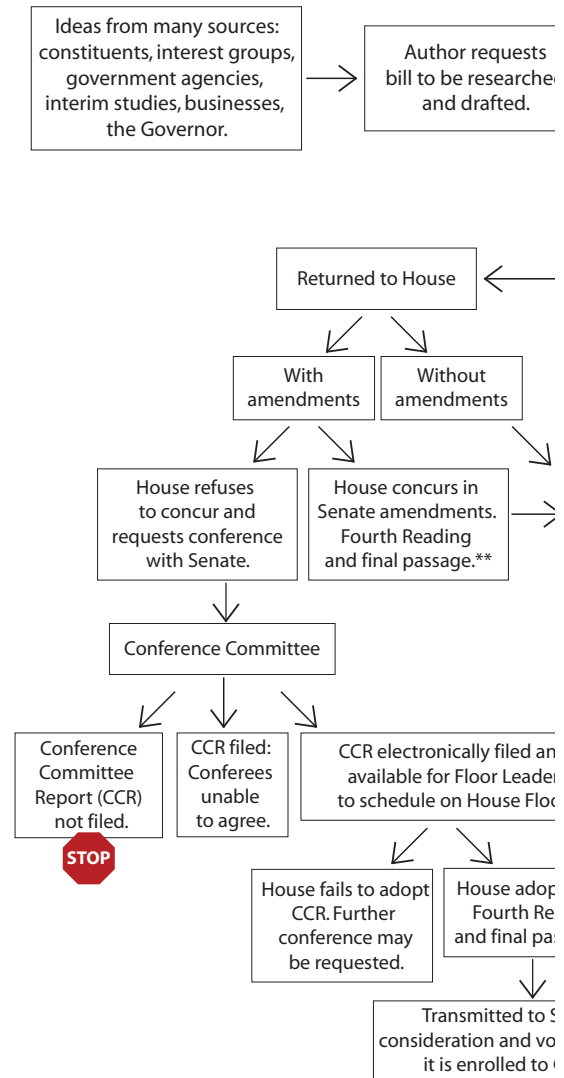
Policy Path in Oklahoma

This section outlines the general policy path in the Oklahoma legislature.

How Are Bills Introduced?

1. Request of a government agency or local government
2. Request of an interest group
3. Request of a constituent
4. National model legislation
5. Governor
6. Legislator's interest
7. Interim Study ⁴

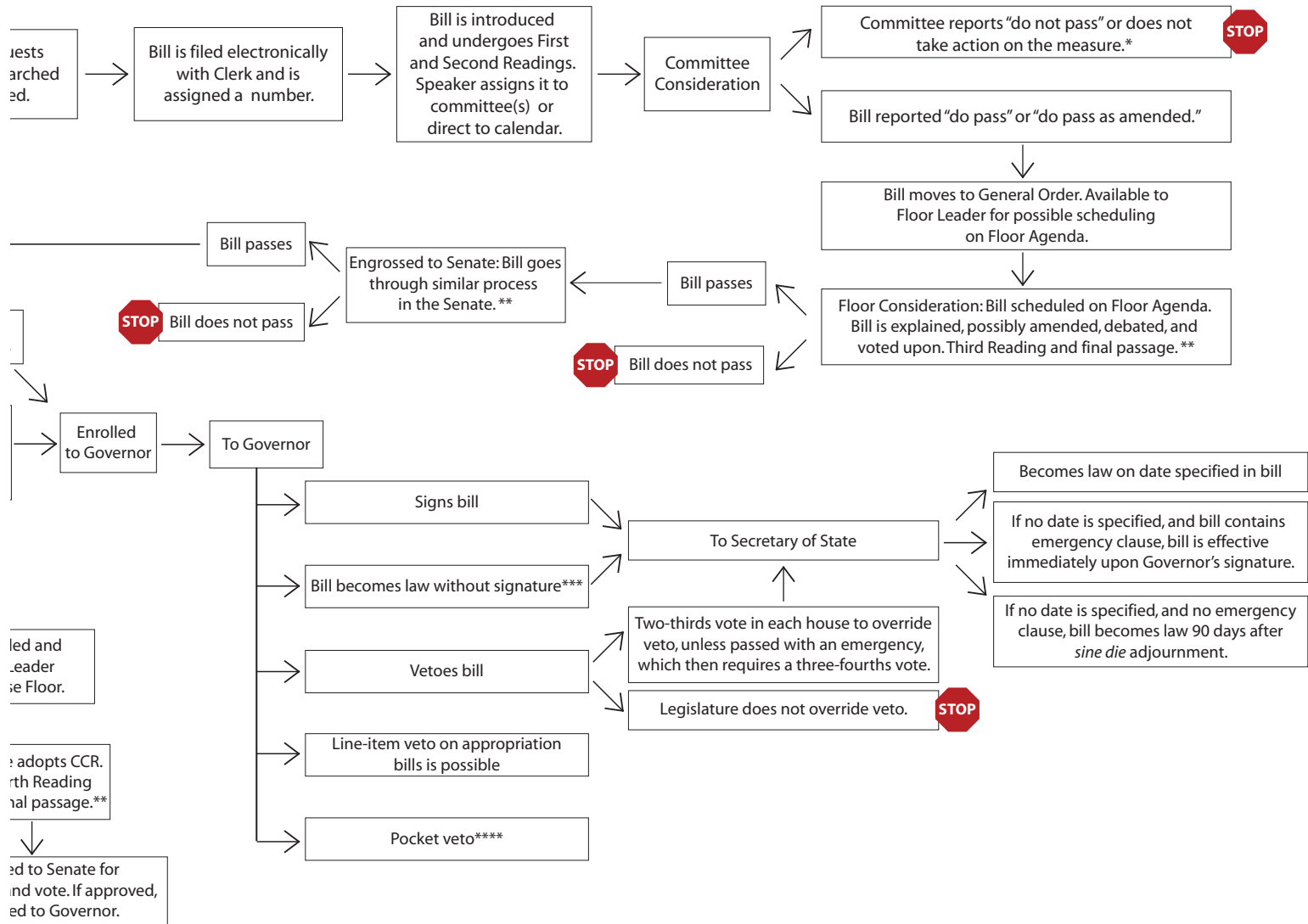
Below is a graph created by the Oklahoma



Prepared by Oklahoma House of Representatives
 Research Division
 Updated 11/25/14
 TD\14-1725

Oklahoma State Legislature outlining how a bill becomes a law in the State of Oklahoma. ⁵

How an Idea Becomes a Law



*Under certain conditions, failure of a measure will prohibit another bill having same effect and subject from being considered by the House during either session of the current Legislature.

**Final passage in the House normally requires 51 votes; 68 votes to adopt emergency clause. Vote requirement in the Senate is 25 votes; 33 votes to adopt emergency clause.

***Except during the last five days of session, the Governor has five days to take action on a bill. If no action is taken, the bill becomes law on its effective date.

****No bill may become law after the final adjournment of the Legislature, unless signed by the Governor within 15 days after adjournment.

⁴ "2018 Legislative Primer," Oklahoma Policy Institute page 13. <https://okpolicy.org/resources/2018-oklahoma-legislative-primer/>.
⁵ <https://www.okhouse.gov/Information/CourseOfBills.aspx>

How to Advocate During the Legislative Process			
Action	Step 1	Step 2	Step 3
Idea/Draft – First Reading/ Committee Referral	Draft a sample piece of legislation to give to your representative	Call, write, email, or set up a meeting with your representative or staff member	Contact a member of the chamber’s leadership
Committee Consideration	Contact the chair of the committee—the chair decides whether a committee considers a bill, or if it dies	Contact other members of the committee, who can influence the chair	Offer to prepare and provide testimony (written, oral) for committee hearing on the bill
Second, Third, and Fourth Readings	Contact chamber leadership—they often decide if a bill continues for second and third readings	If a bill is scheduled for a second reading, any legislator in the chamber of origin can suggest amendments, which must be approved by majority—call your representative if you want to propose an amendment or discuss their vote on all or parts of the bill	
Process Repeated in Other Chamber	Same steps for representatives of other chamber		
Conference Committee	Find out who sits on the conference committee for the bill of concern	Ask what changes are being made, track the work of the committee	Call, write, or set up appointments with members and staff to assure bill does not die or that your policy positions are diluted or removed.
Bill Sent to Governor’s office	Call or write your Governor’s office. Send in a letter with signatures from community expressing widespread support (or disapproval) for your bill of interest	Look for statements in the media of Governor’s support or disapproval of the bill as an indicator of intention to sign or veto	Conduct social media and other types of outreach efforts to show your Governor there is widespread support (or disapproval) for your bill of interest ⁶

Note: In each of these steps, NIEA recommends you partner with a local and/or national organization to amplify your voice. NIEA is a great resource along with local entities such as the Oklahoma Council of Indian Education.



TRIBAL LEADER TOOLKIT ⁷

Tribal Leader Advocacy Engagement Plan

Tribal nations can and must improve student educational outcomes in their communities by exercising their sovereignty to assume more responsibility for the education of their young citizens. To be successful, tribal leaders must have a solid understanding of the strengths, weaknesses, opportunities and threats to education at both the national level and at their local level. Having this intelligence as a base will help empower tribal decision-makers to formulate a community vision for education and to create action plans to realize that vision.

To successfully advocate for Native education in general, and improve outcomes for Native students specifically, tribal leaders must know the type of schools their students attend. They also must understand what the federal Every Student Succeeds Act (ESSA requires State Education Agencies (SEAs) and Local Education Agencies (LEAs) to develop plans to help all students, particularly disadvantaged and high-need students, succeed in college and careers). Below are both the types of schools Native students attend in Oklahoma, and key provisions of ESSA tribal leaders can use to advocate for change.

Types of Schools Native Students Attend ⁸

Public School System

- ✓ Many Native families live in or near public school districts; Oklahoma has 584 school districts.
- ✓ Approximately 46 percent of Native students attend public schools in rural school districts.
- ✓ There are approximately 1,795 K-12 public schools in Oklahoma communities.
- ✓ Approximately 98,900 Native students attend public schools in Oklahoma.

⁶ Consortium for School Networking, "How a Bill Becomes a Law in a State Legislature," pg. 2.

⁷ Adapted from the National Congress of American Indian *Tribal Leaders Tool Kit, Education Choice for Indian Country: Supporting Tribal Decision Making for Schools and Students.*

⁸ Adapted from the National Indian Education Association *NIEA Oklahoma State Profile.*

Tribally Controlled Schools

- ✓ Oklahoma has four tribally controlled schools. These schools are partially or wholly funded by contracts or grants from the BIE
- ✓ Approximately 700 Native students attend tribally controlled schools.

Bureau of Indian Education Operated Schools

- ✓ Oklahoma has one fully funded BIE school.
- ✓ Approximately 800 students attend the BIE school in Oklahoma

Charter Schools

- ✓ There are two Native charter schools in Oklahoma and a total of 49 charter schools in Oklahoma.
- ✓ Approximately 1,600 Native students attend a charter school

Native Language Immersion Schools

- ✓ There is one Native language immersion school in Oklahoma.
- ✓ This Native language immersion school feeds into one of the tribally controlled high schools


TOOLS FROM ESSA FOR TRIBAL LEADERS TO USE WHILE ADVOCATING FOR NATIVE EDUCATION

Consultation with Tribes

There are two mandates within ESSA, which require consultation with tribes.

First, ESSA requires the SEA to consult with tribes when developing state plans for Title I grants which assist schools to raise academic achievement for all students. In order for a school to be considered for Title I grants, at least 40% of students must be considered low income, according to federal guidelines.





Second, ESSA requires LEAs to consult with designated tribal officials and/or tribal organizations located within the LEA service area.

The LEAs must consult the tribal representative before submitting a required plan or application for an ESSA program or a Title VI program. (Title VI of ESSA concerns Indian, Native Hawaiian, and Alaska Native Education. For more specifics, see <https://www2.ed.gov/policy/elsec/leg/essa/legislation/title-vi.pdf>). LEAs must provide the SEAs with documentation confirming the required consultation with tribes occurred. The document must be signed by designated tribal officials or participating tribal organizations.

State and Tribal Education Partnership

ESSA authorizes states to collaborate with tribes to meet the educational needs of Native students and promotes tribal self-determination by granting tribes greater autonomy over the education of Native students. Through the State Tribal Education Partnership (STEP) program, ESSA promotes tribal self-determination in the education of Native students by authorizing coordination and collaboration of tribal education agencies (TEAs) and SEAs to meet the unique culturally-related academic needs of Native students.

Cooperative Agreements

Title VI of ESSA requires LEAs to coordinate efforts with tribes to better support the education of Native students. The guidelines for these cooperative agreements include the following:

- ✓ LEAs may enter into cooperative agreements with a tribe that represents at least 25 percent of the eligible Native students served by the LEA.
- ✓ If an LEA is eligible to apply for a grant under Title VI but fails to establish a committee for such a grant, other eligible entities can apply for the same funding including tribes, tribal organizations, community-based tribal organizations, or consortiums of these entities. Each of these eligible entities must represent more than one-half of the eligible Native students served by the respective LEA applying for the grant.

Going Forward

Tribal nations can and must improve educational outcomes for their students by exercising their sovereignty to take more responsibility, assume more oversight, and control of the schools and school systems serving their communities.

Insights gleaned from national and local school data (see Appendix A) are a critical step towards this goal. There are many factors, which affect academic performance in schools and school districts in Indian Country. Tribal leaders will need to consider a variety of issues including, but not limited to: funding levels and sources; the types of schools serving the community; culturally appropriateness of curriculum; available infrastructure; challenges associated with rural versus urban school systems; and applicable federal, tribal, state, and local laws. Given the many variables involved in improving student academic performance, there is no single correct approach to improving Native education.

Despite the fact that solutions will be unique to each Native community, there are several models and templates for turning around underperforming schools that can be studied and adapted to the needs of a given Native community. Here is a list of a few useful resources, these reports contain recommendations and models to use as a starting point for building plans:

- ✓ Turning Around Chronically Low-Performing Schools
<https://tinyurl.com/IES2008Report>
- ✓ Turning Around Low-Performing Schools in Chicago
<https://tinyurl.com/Chicago2013Report>
- ✓ Strategies to Improve Low-Performing Schools under the Every Student Succeeds Act
<https://tinyurl.com/CAP2016Report>





NATIVE STUDENT TOOLKIT

Student Advocacy Engagement Plan

Student-led advocacy is often at the heart of movements to create social change. Throughout our history, students have actively stood up for their rights and their communities. Recently, student activism has included gun violence on- and off-campus, school discipline, the Dakota Access Pipeline and more. Students understand they are not passive recipients of policy, but active participants of the decisions others make on their behalf. Student voices are a critical perspective that must be at the center of policymaking and program implementation. Accessing and respecting the knowledge, experiences, and recommendations of students will help all stakeholders advocate for and implement successful policies and programs, improving the welfare of students and their communities.

Below are proven methodologies Native students can use to identify the change they are seeking to make, and work effectively to make the change they are seeking a reality. Please note the suggestions listed below can be employed by student advocates in various ways relative to the issue, the community, the place, and the space. NIEA encourages you to utilize the strategies listed below based on your passions, the identified need you are working towards, and the steps required to make your goals a reality.

Educate Others

Knowledge is powerful -- especially when it is shared. Channel your passion and commitment to issues you care about by learning all you can about the issues, and then sharing that knowledge with your classmates, siblings, adults, community members, and teachers. There are often multiple spaces where you can share your knowledge including school assemblies, community forums, and social media platforms. Pick communication spaces where all parties are comfortable and you can reach your targeted audience. Always create opportunities for people to share their thoughts and perspectives on the issues you raise. Additionally, try to inspire others to share your message through creative venues such as written format, art, theatre, etc.

Play a Role in Student-Led Activities

You can elevate your priorities to the greater student body by running for office in your school, or participating in extracurricular activities. These experiences will also help you develop communication and relationship-building skills, vital to garnering support on your issues of concern. These kinds of activities will also provide you with opportunities to connect with and learn from other students regarding issues important to them.

Organize and/or Participate in Demonstrations


Rallying together with a group, through demonstrations and protests, can help the students feel connected to a larger movement and spark inspiration and commitment. Before organizing or participating in a demonstration, make a note of what your goals are, and be intentional about the message you would like the protest to convey, either individually or collectively. Make sure you address safety concerns since demonstrations can attract large groups of people.

The First Amendment allows you to assemble and engage in peaceful protest in a public space. Communities, however, can place reasonable regulations on protest speech known as “time, place, and manner” restrictions. Make sure you or your allies contact local authorities to see if permits are needed when organizing a march, rally, and/or demonstration, especially if the proposed demonstration will block vehicle or pedestrian traffic, or impede access to public or private spaces. To learn more about your right to public assembly, use this link: <https://civilrights.findlaw.com/enforcing-your-civil-rights/protest-laws-by-state.html>

Develop a Survey/Petitions and Share the Results

Conducting research will help you have a more thorough understanding of the wishes and needs of the community impacted by your advocacy. Research will help you frame and focus your issue as well as identify compelling stories and potential partners in advocacy. You can survey or petition in person, online, by mail or phone, or all of the above. Social media platforms you already use, such as Facebook, Instagram, and Twitter, have built-in survey or petition platforms. There are resources available online that describe how to ask questions, provide sample survey templates, and even offer distribution and analysis tools.





Note: administering, analyzing, and utilizing survey responses will inform your advocacy efforts and strengthen your ability to think critically and creatively about best steps to take to achieve your goals.

Some resources for you are linked here:

- ✓ <https://www.surveymonkey.com/>
- ✓ <https://www.change.org/>
- ✓ <https://survey-app.co/examples/>
- ✓ <https://www.smartsurvey.co.uk/articles/6-steps-to-conducting-an-online-survey>
- ✓ <http://www.pewresearch.org/methodology/u-s-survey-research/questionnaire-design/>
- ✓ <https://www.socialmediaexaminer.com/instagram-stories-polls-how-to-use/>
- ✓ <https://help.twitter.com/en/using-twitter/twitter-polls/>

Raise Money

You may need money to help execute your advocacy campaign. You may want to raise money to support someone else's advocacy campaign. There is an endless variety of ways students can raise money, but most typically include organizing online or offline fundraisers, bake sales, yard sales, or events. For advice and inspiration, check out the links below:

- ✓ <https://www.gofundme.com/>
- ✓ <https://support.crowdrise.com/hc/en-us>
- ✓ <https://nonprofits.fb.com/wp-content/uploads/2016/11/facebook-fundraiser-faq.pdf>
- ✓ <http://www.thefundraisingauthority.com/fundraising-basics/fundraising-event/>

Write Letters, Make Phone Calls, Send Emails

Students can and should reach out to elected officials, individuals, companies, or organizations to express either concern or support for a position they have taken. Although this may seem like a small act, this kind of outreach can have a meaningful impact, especially if the communication is well-articulated and includes supporting research. Develop a standard letter and/or email (see Appendix B and Appendix C) including your request, concern or recommendation, and have blank fill in spaces for individuals, your allies, to personalize.

Similarly, for phone calls, develop a standard script that includes space for individuals to share their personal anecdotes (see Appendix D). The key is to make sure the letter, email, or phone call is personal.

Engage in Community Service

In addition to helping raise awareness/money/knowledge about the issues you care about, volunteering time to support a cause may help you better understand the real impact of the issues first hand by affording you the opportunity to speak with and learn from community members directly. It is critical, however, you use your active listening skills. As a result, you will have a more comprehensive view of what the issues are, and how they play out in the day to day lives of individuals, which in turn will make you a more effective advocate.

Utilize Social Media

Your generation is the most tech-savvy and connected generation yet. Use this savvy to your advantage by developing public awareness, fundraising, survey and petition campaigns that use social media, including Facebook, Instagram, WhatsApp, Twitter, MoveOn, and Tumblr (see Appendix E). Remember that Instagram or Snapchat stories are powerful tools to promote awareness about your cause or around an event (the more personal the story, the better). Use Facebook Live to share your events in real time with those who can't attend. Also consider creating emojis, videos, games, and memes to help raise awareness. Encourage sharing, retweets, and reposts. Extend your reach by purchasing online/social media advertising to support your cause. Paid advertising on social media can be inexpensive, highly targeted, and, most important, effective. Social media platforms offer user-friendly online tools and live human sales support teams that make designing, targeting, and analyzing paid advertising incredibly easy.





For more information about online advertising, visit a link below:

- ✓ <https://www.salsalabs.com/blog/advocacy-advertising>
- ✓ <https://npengage.com/nonprofit-fundraising/making-sense-of-social-media-advocacy-in-2018/>
- ✓ <https://info.cq.com/resources/21-insanely-easy-facebook-tips-to-use-in-your-advocacy-campaign/>

Student newspapers, both printed and online, are also a great resource to help push awareness and garner support for your cause.

ADDITIONAL RESOURCES

- ✓ NIEA Oklahoma State Profile
<http://www.niea.org/wp-content/uploads/2015/04/NIEA-StateProfileStats-Oklahoma-Production-v2.pdf>
- ✓ Building Relationships with Tribes: A Native Process for ESSA Consultation
<http://www.niea.org/wp-content/uploads/2018/01/NIEA-BuildingRelationships-FINAL.pdf>
- ✓ Building Relationships with Tribes: A Native Process for Local Consultation under ESSA
<http://www.niea.org/wp-content/uploads/2018/01/NIEA-LEA-Guide-FINAL.pdf>
- ✓ A Native Process for Evaluation of State and Local Plans for Native Education under ESSA
<http://www.niea.org/wp-content/uploads/2018/01/NIEA-Evaluation-Bklt-FINAL.pdf>
- ✓ Every Student Succeeds Act Primer: Accountability
http://www.niea.org.php56-15.dfw3-2.websitetestlink.com/wp-content/uploads/2016/02/ESSA_FactSheet_Accountability-NIEA.pdf



ABOUT THE NATIONAL INDIAN EDUCATION ASSOCIATION

The National Indian Education Association (NIEA) is the nation's most inclusive advocacy organization, which advances comprehensive culture-based educational opportunities for American Indians, Alaska Natives, and Native Hawaiians. Formed in 1969 by Native educators to encourage a national discourse on education, NIEA adheres to the organization's founding principles: to convene educators to explore ways to improve schools and the educational systems serving Native children; to promote the maintenance and continued development of language and cultural programs; and to develop and implement strategies for influencing local, state, and federal policy and decision makers.

Over the last decade, NIEA has convened and facilitated conversations between Native communities and educational systems (P-20) to improve the education of Native students. These key discussions have led to critical changes in educational policy, which has improved the schools and school systems serving Native students, their families, and the wider community. In addition, NIEA has been and continues to be a facilitator of educational transformation, whether it be in working with Jemez Pueblo in New Mexico, Seminole Nation in Florida, Anchorage School District in Alaska, or Hawai'i's Department of Education.

NIEA aims to support individuals, tribal leadership, and Native students with timely, relevant information on effective advocacy for Native education. NIEA acknowledges for effective advocacy and change to take place, states and districts must begin to understand how Natives view education—both traditional and Western forms.

APPENDIX A

Education Data Checklist for Tribes

This checklist includes the types of data that are available to tribes interested in reviewing data on the schools their students attend along with information on where to access the data. Much of this data is for schools or by location, and some are only by state or are national data. Schools may have access to other data or can help access these sources. The data sources are described below.

What Data do you need?	Where to find the Data?
School Assessment Data	<input type="checkbox"/> BIE school report cards <input type="checkbox"/> Civil Rights Data Collection <input type="checkbox"/> ED Data Express <input type="checkbox"/> NIES Data Explorer <input type="checkbox"/> State Education offices
School Attendance Data	<input type="checkbox"/> Civil Rights Data Collection <input type="checkbox"/> ED Data Express <input type="checkbox"/> State Education offices
Disciplinary Data • <i>Suspension, Expulsion data</i>	<input type="checkbox"/> Civil Rights Data Collection <input type="checkbox"/> ED Data Express <input type="checkbox"/> State Education offices
Education Completion Rates • <i>Graduation, GED, Dropout Rates</i> • <i>Higher Ed data</i>	<input type="checkbox"/> Civil Rights Data Collection <input type="checkbox"/> Integrated Postsecondary Education Data System (IPEDS) <input type="checkbox"/> State Education offices
Where Students Receive Education	<input type="checkbox"/> Civil Rights Data Collection <input type="checkbox"/> Common Core of Data <input type="checkbox"/> State Education offices
Transfer Rates • <i>Frequency, Reasons</i>	<input type="checkbox"/> Civil Rights Data Collection <input type="checkbox"/> ED Data Express <input type="checkbox"/> State Education offices
Program Data • <i>Title VI, Johnson O'Malley</i>	<input type="checkbox"/> Common Core of Data <input type="checkbox"/> ED Data Express <input type="checkbox"/> State Education offices
Other Related Data • <i>Housing/homelessness, crime, poverty, health, grandparents raising grandkids</i>	<input type="checkbox"/> Civil Rights Data Collection <input type="checkbox"/> The Kids Count Data Center <input type="checkbox"/> State Education offices <input type="checkbox"/> The U.S. Census Bureau





APPENDIX B

Sample Letter Format

Your Name
Full Address
All your contact information

Date

Recipient's Name/Title
Full Address Dear

[Recipient's name]:

First Paragraph: Introduce yourself and tell who you are. State your reason for writing — what you want and why. (If the letter pertains to a specific bill or piece of legislation, identify it in the letter.)

Second Paragraph: Support the issue you are addressing with key statistics, compelling facts, and/or background information.

Third Paragraph: Share your story to clarify your position.

Fourth Paragraph: Summarize and reiterate your position/request. Identify other ways your recipient can help with the issue (e.g., attending school board meetings; hosting town hall meetings.)

Fifth Paragraph: Thank recipient for reading the letter and ask for a reply with his/her position on the issue and/or how he/she will address the issue.

Sincerely,
[Your signature]
[Your printed name]

APPENDIX C

Sample Email Format

Recipient's Name/Title

First Paragraph: Introduce yourself and tell who you are. State your reason for writing — what you want and why. (If the email pertains to a specific bill or piece of legislation, identify it in the email.)

Second Paragraph: Support the issue you are addressing with key statistics, compelling facts, and/or background information.

Third Paragraph: Share your story to clarify your position.

Fourth Paragraph: Summarize and reiterate your position/request. Identify other ways your recipient can help with the issue (e.g., attending school board meetings; hosting town hall meetings.)

Fifth Paragraph: Thank recipient for reading the email and ask for a reply with his/her position on the issue and/or how he/she will address the issue.

Sincerely,
[Your name]

Here are some tips when using email as a form of communication:

- ✓ Do not copy other people on the email
- ✓ Include a Subject Line
- ✓ Do not send a mass email
- ✓ Do not send attachments, unless necessary
- ✓ Do not include special layouts or graphics
- ✓ Use an email address with your name in it
- ✓ If appropriate, include hyperlinks to other relevant data sources



APPENDIX D

Sample Telephone Script

Senator's Office: *Hello, Senator (senator's last name) office.*

You: Hi, this is (Insert Name) and I live in (City). I'd like to speak to the staffer who works on (issue you are calling about).

Senator's Office: *Hold on please while I check if that person is available. (pause) I'm sorry, s/he isn't available right now. Can I take a message?*

You: Yes, I'm calling about (issue you are concerned about). Briefly outline your position, tell how the issue impacts you directly, ask the Senator's position, ask for her/his support

Senator's Office: *Thanks for your message. Can I get your full name, address, and telephone number?*

You: (Full Name), 1234 First Street, Seattle, Washington, 12345. (555) 555-5555.

Senator's Office: *Thank you. I will pass along your message to the Senator.*

You: Thank you.

Here are some tips when making phone calls:

- ✓ Phone calls are taken by staff members
- ✓ Ask to speak to the person who handles the issue you are concerned with
- ✓ Request for a written response to your phone call

APPENDIX E

Sample Tweet

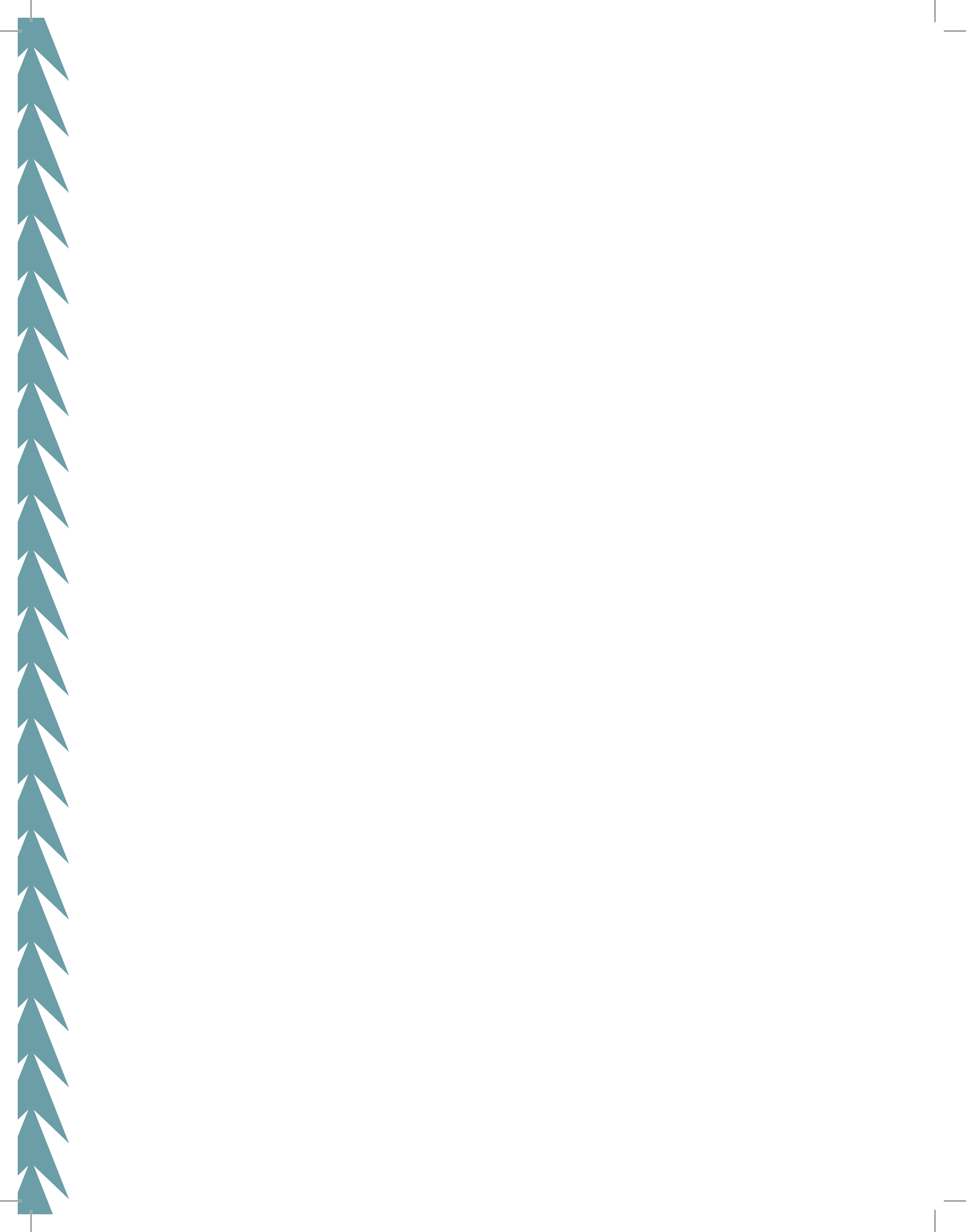
The basic formula for writing a post to your member of Congress is the following:

1. Location,
2. Member of Congress name or handle,
3. The issue.

When possible, use pictures in your tweets. Pictures help your tweet stand out in a stream of tweets.

Make sure to look for chances to respond to posts from the member of Congress's account. Likes and retweets are tallied by the member's office to gauge support.

You can also voice displeasure or support by replying or commenting on posts. The timelier your reply, the more likely you are to get a response.





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