

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Charter Schools Program (CSP); Grants to Non-SEAs; Dissemination

CFDA # 84.282C

PR/Award # U282C160005

Grants.gov Tracking#: GRANT12011483

OMB No. , Expiration Date:

Closing Date: Oct 06, 2015

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="10/06/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="27-2193660"/>	* c. Organizational DUNS: <input type="text" value="0784188890000"/>
--	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

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

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

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-082115-002

* Title:

CSP Grants to Non-SEA for Dissemination CFDA Number 84.282C

13. Competition Identification Number:

84-282C2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Turning the Page on Indigenous Education through the NACA-Inspired Schools Network

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="299,834.40"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="299,834.40"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Erin Hielkema</p>	<p>TITLE</p> <p>Treasurer</p>
<p>APPLICANT ORGANIZATION</p> <p>Native American Community Academy Foundation</p>	<p>DATE SUBMITTED</p> <p>10/06/2015</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Native American Community Academy Foundation

* Street 1: 10000 Indian School Rd. NW Street 2: _____

* City: Albuquerque State: NM: New Mexico Zip: 87104

Congressional District, if known: NM-001

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Erin Hielkema

* Name: Prefix _____ * First Name Kara Middle Name _____

* Last Name Bobroff Suffix _____

Title: Treasurer Telephone No.: _____ Date: 10/06/2015

Federal Use Only: _____ **Authorized for Local Reproduction**
Standard Form - LLL (Rev. 7-97)

PR/Award # U282C160005

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

NACAFoundation_GEPASTatement.pdf

Add Attachment

Delete Attachment

View Attachment

Native American Community Academy (NACA) Foundation

For the Charter Schools Program: Dissemination Grant

General Education Provisions Act

Native American Community Academy (NACA) serves an academically, culturally, and socio-economically diverse population of children and families. Its initiative to disseminate the high quality charter school model of NACA via the NACA-Inspired Schools Network (NISN) is strongly committed to both equal access and treatment for all students, families, employees, and the general public.

NACA's policy of nondiscrimination guides and governs decision making at all levels. This policy incorporates the following principles: nondiscrimination against children, parents or guardians of children, employees, applicants, contractors, or individuals participating in school activities. NACA is committed to providing equal access across all school programs, activities, services and operations that are deployed or provided directly by NISN, as well as those operated or provided by another entity on behalf of NISN schools under contractual or other arrangements. This policy is established to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion, or sexual orientation.

NACA activities, programs, and services will be made available to all participants with special needs. All curriculum and information materials provided by other sources will be reviewed to ensure understanding and accessibility to all potential participants, regardless of their unique challenges or backgrounds, and to ensure cultural appropriateness and relevancy. Cultural sensitivity and ADA training will be coordinated for program staff.

All grant program-related sessions/activities will be held in accessible facilities compliant with the Americans with Disabilities Act (ADA).

NACA has identified the following potential barriers to participation in the Charter Schools Dissemination Program:

- Accessibility to web-based information regarding community meetings, school information and teaching materials available through the Online Curriculum Hub.
- Accessibility of community members to community meetings because of geographic remoteness and/or transportation issues.
- Fellow accessibility to training at the NISN office due to learning differences or special needs.

The following steps will be carried out with the intent to reduce and eliminate these and other access barriers to maximize participation in the grant program:

- Post information on community meetings, calendars/schedules of events, and school information online, but also provide all web content in alternative formats/locations such as a pueblo community center, health center and/or post in local publications. Offer multi-lingual services for students, parents, and others as needed and appropriate and provide materials in the dominant language of a region (e.g., English and Navajo, or English and Keres).
- Provide alternative ways for community members who have geographic/transportation barriers to attend community meetings to offer feedback and keep informed on the development of NISN schools. Examples include a community representative to convey input, opportunities to email or call by phone with input before meetings, publishing meeting discussions in local publications, and making minutes available at a site such as a community center.

- An annual NISN Convening will be hosted each year at an ADA compliant location to enable teachers, administrators, and stakeholders to meet in person to share feedback, discuss ideas, and troubleshoot. This will allow a face to face opportunity to disseminate materials rather than relying on Internet, with the opportunity to determine special materials needed to equally serve participants with a sight, hearing, or other disability, or inability to access electronic sources.
- Explore student transportation options in cooperation with local districts and assess community resources for transportation alternatives to improve accessibility for all students.
- Provide a confidential method for adult learners with special needs enrolled in the Fellowship program to self-identify. Identify community resources, for example, organizations that offer assistive technology, licensed staff who provide psycho-educational evaluations and/or recommendations, or vision and hearing/screenings.

These strategies will help ensure that the following principles are reflected in our work with children and the community: valuing diversity and similarities among all peoples; understanding and effectively responding to cultural differences; demonstrating a willingness to continually engage in cultural self-assessment at the individual and organizational level; making adoptions to the delivery of services; and institutionalizing knowledge and avenues for improvement in programming and service delivery.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
Native American Community Academy Foundation	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Kara Middle Name:
* Last Name: Bobroff	Suffix:
* Title: Treasurer	
* SIGNATURE: Erin Hielkema	* DATE: 10/06/2015

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Project Title: Turning the Page on Indigenous Education through the NACA-Inspired Schools Network

Native American Community Academy Foundation
1000 Indian School Rd NW, Albuquerque, NM 87104

Contact: Kara Bobroff, NISN Executive Director and NACA Founding Principal
Phone: _____ / Email: _____

Proposed Initiative: Native American Community Academy (NACA) Foundation will use funding for dissemination of a successful education model for Native American education, re-envisioning historical Indigenous education with community-based, culturally-integrated curriculum strongly aligned with rigorous Common Core standards. NACA is a 6-12 grade public charter school in Albuquerque, New Mexico, highly rated by the New Mexico Public Education Department, and realizing significant success in improving academic proficiency and college-preparedness among its primarily Native American, low-income student population. Of the student body, 75% have parents who have not attended college, yet 100% of the past four graduating classes have been accepted into a college program, and 83% have immediately enrolled. To expand on this success, the NACA-Inspired Schools Network (NISN) emerged out of community collaboration and a three-year pilot period, committed to establishing schools in high-need, under-performing Native American communities.

Goals: (1) Create “Proof Points” by growing the number of high-performing schools offering integrated Indigenous education that meet Common Core State Standards; (2) Disseminate teacher training and information for culturally relevant curricula and methods to ensure teachers, administrators, and policy makers are armed with the content, background, and guidelines needed to provide high-quality, Indigenous education of excellence for Native American students; and (3) Increase options for community-determined schools that are reflective of Native American culture and learning styles, and of community needs and desires for education.

Expected Outcomes and Contributions: (1) NISN will develop schools that outperform peer schools in the district and will prepare students for success in college, careers, and their communities; (2) NISN schools will model cultural responsiveness with 90% of families participating in annual surveys and with 90% or more indicating satisfaction; (3) Capture materials created by NISN member schools in an Online Curriculum Hub to facilitate the dissemination of data and leading practices, demonstrate customization for different geographical areas and needs, and grow the body of practitioner knowledge around effective instructional practices; (5) Recruit and support three to six highly experienced educators each year of the grant period for an NISN Fellowship, committing to a three-year term of community dissemination and intervention; (6) Host an annual NISN Convening in 2016 and 2017, attended by NISN administrators, Fellows, and all active or potential communities’ school administration to share best practices and trouble-shoot obstacles; (7) Engage at least 200 community members annually in focus groups, forums, and events to identify the strengths, resources, needs, and desires of each community; and (8) Incubate the launch of two new schools each in 2016 and 2017 in communities with large Native American populations and underperforming schools.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Charter Schools Program (CSP) Grants to Non-State Educational Agency (Non-SEA)

Eligible Applicants for Dissemination

CFDA 84.282C

Part III, Application Narrative

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INTRODUCTION

The Native American Community Academy (NACA) Foundation seeks to disseminate best practices recognized at the state and national levels for culturally-relevant, rigorous academics, and sharing of Indigenous values and perspectives in education through the innovative NACA-Inspired Schools Network (NISN). NACA is a grade 6-12 public charter school in Albuquerque, NM that has significantly improved academic proficiency and college entrance among a largely Native American student population. In response to demand for replication and following a 3-year pilot, the NISN emerged. It establishes schools in high-need, often rural, Native American communities that, with NISN support, will outperform peer schools and prepare all students for success in college, careers, and communities. Through an intensive Fellowship program and centralized network support, NISN is identifying opportunities to launch new charter schools, and/or to “restart” tribally controlled grant schools in New Mexico based on the NACA model.

ABSOLUTE PRIORITY: SUPPORTING HIGH-NEED STUDENTS IN POVERTY

New Mexico's overall child well-being is ranked 49th out of 50 states by the Annie E. Casey Foundation (2015), which assessed states through diverse indicators, including economic well-being, education, health, family, and community. The study reports that 31% (or 157,000) of New Mexico's children live at or below the poverty level, 79% of fourth graders are not proficient in reading, 77% of eighth graders are not proficient in math, 26% of high school students do not graduate on time, 43% of children live in single-parent families, and 24% live in high-poverty areas. New Mexico students are further faced with rural isolation (low resource availability and limited education and employment options) and high truancy (19% middle school and 22.3% high school students) (NM Public Education Department [NMPED], 2014).

Native American children are especially vulnerable, as the racial group with the greatest percentage of New Mexico youth living in poverty (40%, compared to 30% Hispanic and 12%

White). Two-thirds of Native American students are eligible for free and reduced-price lunch programs (FRPL). At NACA, over 82% of NACA students are economically disadvantaged and qualify for FRPL (versus 68% statewide) (NMPED, 2014). Additionally, at least 82% of NACA students qualify for two or more high-need designations, including Native American (94%), students with disabilities (14%), and English Language Learners (7%). For comparison, below are indicators for high-need communities with planned or existing NISN-affiliated schools.

Poverty Levels and Education Attainment in Areas of Targeted Dissemination*

NM (Comparison) & Target Areas	Overall poverty	Poverty among Native Americans	District FRPL
New Mexico	20.4%	34.1%	66.2%
Acoma Pueblo	29.9%	29.8%	75.2%
Albuquerque	17.9%	30.6%	61.7%
Cochiti Pueblo	26.8%	15%	78.9%
Gallup	21.9%	36%	81.6%
Laguna Pueblo	31.6%	31.8%	75.2%
Navajo	56.9%	59.4%	81.6%
Santa Clara Pueblo	33.1%	56.3%	75%
Shiprock	40.7%	42.2%	76.5%

* Poverty data U.S. Census, American Community Survey 2013. School data from NMPED.

COMPETITIVE PREFERENCE PRIORITIES

1) Competitive Preference Priority 1—Supporting High-Need Rural Students. More than 33.3% of New Mexico’s 2,085,572 residents live in rural areas (Rural Assistance Center, 2014). NISN’s dissemination efforts are aimed at sharing curriculum and best practices at these rural communities with the greatest need, where academic underachievement is compounded by issues of geographic spread, and inefficiencies caused by large district sizes and low population

densities. Two-thirds of Native students attend rural schools, the location of which can lead to challenges when it comes to college attainment, access to resources, and economic development and opportunity (State of Education for Native Students, 2013). Two large school districts (Central Consolidated and Gallup-McKinley) are the sole-responsible LEAs for the northwest region of the state and serve 70% of Native American students, yet are underperforming. The 16 schools in the Central Consolidated School District rural district averaged a C- grade on the 2014 NMPED district report card. Of 36 schools ranked in the Gallup-McKinley District in 2014, the average NMPED report card score was a D, with 11 schools scoring an F, and only one school an A. Both school districts are spread over hundreds of miles and serve students on remote areas of the Navajo Nation, which is where NACA will focus early NISN work, partnering with schools to disseminate its community-led model that integrates rigorous academics with cultural relevance, holistic wellness, and community transformation. This approach will anchor students to their origins and help them creatively approach solutions to pervasive community issues.

2) Competitive Preference Priority 2—Supporting High-Need Students from Federally Recognized Indian Tribes. The NISN will serve Native American students from federally-recognized tribes in rural areas as well as addressing the academic and cultural needs of Native students in urban areas, where they risk cultural isolation and other risk factors. While Native Americans comprise just 1.7% of the United States population, Native Americans are 10.6% of New Mexico’s population, representing 22 tribal communities from lands covering over two million acres (Hollis, 2012). Students living in tribal areas find their cultures and traditions more readily accessible. However, NACA is located in New Mexico’s largest city, Albuquerque, where the Native American population is diffuse. NACA's student body is comprised of 94% Native students, who represent 14% of the Native students enrolled in the entire Albuquerque

Public School District. NACA students represent over 60 different federally recognized tribes. NACA enables a high-concentration environment that grounds students in their tribal identities and uses curricula designed especially for Native American youth. The school provides physical, mental, and spiritual wellness programming, community experience, and challenging coursework, using culturally relevant examples and methodologies such as oral storytelling, debating solutions for issues facing tribal groups, and Native American languages. Six core values of respect, responsibility, community service, culture, perseverance, and reflection are incorporated into all aspects of the NACA program, ensuring the challenging Common Core-based coursework is taught in a manner that engages the Native American student.

The NACA majority minority model is ideal to disseminate to rural areas, where the high concentration of Native American students in underperforming school districts will greatly benefit from the strong focus on core curriculum and college readiness. Key locales include Gallup McKinley County Schools and Central Consolidated Schools, both in northwest New Mexico. Gallup McKinley enrolled 9,486 Native American students in 2013-14 (79% of enrolled students). Of these, 77% did not test proficient in math or reading. In Central Consolidated Schools, 5,634 Native American students (90% of enrolled students) were enrolled in 2013-14, with 60% and 65% not proficient in reading and math, respectively. NACA's holistic approach is being applied at a new school in each of these districts, providing relevant, culturally-integrated education with a goal of helping students increase their subject proficiencies, while expanding their Indigenous identities and reimagining their role and ability to lead in their communities.

INVITATIONAL PRIORITY—PROMOTING DIVERSITY

NACA's student body is highly diverse, representing 60 tribes who originated from around the Americas, with distinct languages, culture, and customs. NACA's vision statement is: "graduates are versed in the complex issues that Native communities face in the 21st century and understand

themselves in the broader context of sovereignty, self-determination, the connection between all Indigenous peoples, and the preservation of sacred land. In such, graduates are responsible to their People, possessing a profound respect for past, present and future, environment, and other living things. Graduates anchor their actions in inherent sovereignty while using their knowledge and skills to effectively navigate systems of colonization toward the ends of community transformation.” As an organization designed to serve Native American communities, NACA believes that leadership and staff should reflect that population, while incorporating diversity to achieve a broad worldview. NACA staff/faculty is 65% Native, representing 20 tribes.

SELECTION CRITERIA FOR DISSEMINATION GRANTS (84.282C)

1) Quality of Project Design. a. *Supported by strong theory:* NACA was the first New Mexico public charter school designed to meet the academic, cultural, and wellness needs of Native youth, and is the model at the heart of the proposed project. The model will be disseminated through the NISN, which provides the opportunity for academic success and cultural connection for a largely rural, Native American population that has been chronically underserved. NACA’s mission (to engage students, educators, families, and community in creating a school that will prepare students to grow from adolescence to adulthood and begin strengthening communities by developing strong leaders who are academically prepared, secure in their identity and healthy), and founding values (personal wellness, cultural identity, and academic preparation for college) emerged from extensive community planning and will be carried into NISN member schools.

NACA’s approach is founded in prevailing research. While Native American students face education issues confronting other minorities, they are also “profoundly shaped by a unique relationship with the federal government and their status as tribal sovereigns.” With a history of “colonization, ethnicide, and linguicide... Western schooling has been the crucible [that] separated their identities from their languages, lands, and worldviews.” (McCarty and Lee,

2012). Many grandparents of NACA students were educated in federal boarding schools, where English was the only language and Native culture was downplayed to “Americanize” students. NACA’s curriculum works to rebuild Native Americans’ relationship with their culture and sovereign status, helping students change their societally-instilled tendency to downplay their Native heritage, reclaiming a pride in their culture, language, indigeneity, and sovereign status. Language, in particular, is “inseparable from this educational approach...because it embodies both everyday and sacred knowledge, and is essential to ceremonial practices.” (McCarty and Lee, 2012; Lee, 2009; and Lee, 2014). McCarty and Lee have found that language can reduce educational gaps by increasing relevancy and family/community involvement.

Roland Tharp, Founding Director at the Center for Research on Education, Diversity & Excellence (CREDE), highlights important characteristics of the learning preferences for Native American students: “Research, based on a variety of theoretical frameworks and using a variety of methodologies and instruments, suggests that among American Indian and Alaska Native students, there is some tendency toward (a) a global, or holistic, style of organizing information, (b) a visual style of mentally representing information in thinking, (c) a preference for a more reflective style in processing information, and (d) a preference for a collaborative approach to task completion” (Hilbers and Tharp, 2002). This stands in contrast to the analytical, sequential style of learning dominant in the typical U.S. classroom.

A study of Native American academic performance, commissioned in 2007 by the Education Committee of the National Caucus of Native American State Legislators, resulted in policy recommendations supporting the importance of rich cultural instruction embedded throughout curriculum, providing positive Native American role models, and increasing the voice of Native peoples and their participation in schools.

(For additional theory, refer to the NISN Logic Model, included on page 50.)

b. Educational program description: Founded in 2006, NACA's innovative community-led school design model builds on policy recommendations for Native American students and implements a holistic approach to education through integrated content that includes Indigenous studies, storytelling, oral traditions, cultural history, Native languages, community presentations, service learning, and Native literature as part of a rigorous, Common Core-based college preparatory curriculum. NACA has ensured a quality program attuned to the needs of its predominately Native American student body by developing a structure that includes staff collaboration, community involvement, curriculum writing, field testing, revision, and in-service teacher training, which will be replicated at all NISN member institutions. Top-quality staff are recruited from national candidates who exhibit a deep connection to Indigenous education (See Quality of Project Personnel), and strong collaboration with schools and districts to develop and utilize culturally relevant curricula. NACA's approach allows students to develop leadership skills, be academically prepared for college, have a strong self-identity, and be emotionally and physically healthy. Each objective is achieved in the following ways:

Strong Leadership: Through an integrated curriculum, students are versed in the complex issues that Native communities face in the 21st century and understand themselves in the broader context of sovereignty, self-determination, the connection between all Indigenous peoples, and the preservation of sacred land. NACA teachers place an onus on students to use their minds well; listen to peers, teachers, and other leaders; and use metacognitive techniques to learn content through inquiry, self-reflection, and individual improvement. NACA teachers require students to apply, use, and transfer their learned knowledge and skills toward the ends of service to community; using the classroom and community resources as a laboratory to acquire soft and

hard skills of a leader, and work toward Native community transformation.

In 12th grade, each student participates in a Capstone Seminar through an in-class workshop and independent fellowship with local businesses or organizations, applying skills to problem solve real-world issues pertinent to Indigenous communities.

Leadership trips to Washington D.C. and New Zealand are also key components of NACA's Leadership Development program, promoting responsible citizenship and effective communication and collaboration. Washington, D.C. was chosen as a place where students, as sovereign tribal members, can best understand the relationship between the United States federal government and tribal governments. Over ten days, NACA's 8th grade students participate in activities designed to stimulate political, cultural, and historical learning, including meeting with key political leaders, and visiting monuments and museums.

In 11th and 12th grade, students serve as NACA ambassadors to an international delegation of Indigenous students through the New Zealand International Leadership Ambassador Trip. The purpose of this trip is to promote an educational cross-cultural exchange of cultures, ideas, and experiences between Native American and Maori communities. Participants typically have their first international experience and take part in sharing and defining perspectives on Indigenous value-based education and develop global perspectives on challenges and opportunities facing Indigenous peoples. Students experience how culture exists in other Indigenous communities, informing their own worldviews in an inspiring way.

Academic Preparation: All NACA's curriculum is aligned to the Common Core State Standards (CCSS), and NACA has worked closely with NMPED to ensure high standards that exceed state and/or federal mandates. All NISN member schools will adhere to the same high standards for academic excellence. NACA graduates develop the discipline-specific knowledge and skills for

complex reasoning abilities required in postsecondary coursework, as well as the skills to advocate for themselves and the support they need in higher education. NACA curriculum is vertically aligned across grade-levels and disciplines to ensure a continuum across content areas.

Teacher professional development is a key component of the program that: 1) helps teachers to reflect on and apply a culturally integrated curriculum in a manner that is aligned with ELA and Math CCSS; and 2) enables accelerated student growth towards meeting the benchmarks. NACA provides professional development through the “Understanding by Design,” or UbD framework, which requires that teachers clarify learning goals and craft effective and engaging lesson plans and activities while setting outcomes for measurable and evidence-based student learning. This approach supports reading and writing, use of informational texts to guide instruction, development of conceptual thinkers among students, interdisciplinary learning, and data to inform intervention strategies and growth of student skills. NACA uses sustained investment in teacher training, which is critical to professional development and positively influences teaching while improving student outcomes (Center for American Progress, 2013; Center for Public Education, 2014).

As teachers set long-term objectives for teaching and student outcomes, students work with their families and staff to create portfolios to track their objectives, track growth, and to reflect on their strengths/weaknesses. Additionally, students are introduced to a standards-based grading system that connects their portfolio entries and summative performance tasks. Expectations are aligned to rubrics, used by both teachers and students for assessment of work. Parents are involved in the process throughout the year via student-led conferences. Benchmark tests are used throughout the year to determine areas where more rigorous focus is required to prepare all NACA students for college success.

NACA faculty are committed to guiding students to explore specific subject areas, while also being mindful of making connections across disciplines. To do this, teachers create quarterly plans that include Enduring Understandings and Essential Questions, formal and summative assessments, cultural connections and specific knowledge and skills that the students are required to master. Teachers publish and share these plans and receive specific feedback from NACA's Director of Curriculum and Instruction, and through school Professional Learning Communities, to ensure each instructor's high academic standards and that NACA's entire academic program is aligned and integrated.

Along with core academic subjects, students take courses in uniquely Native subjects:

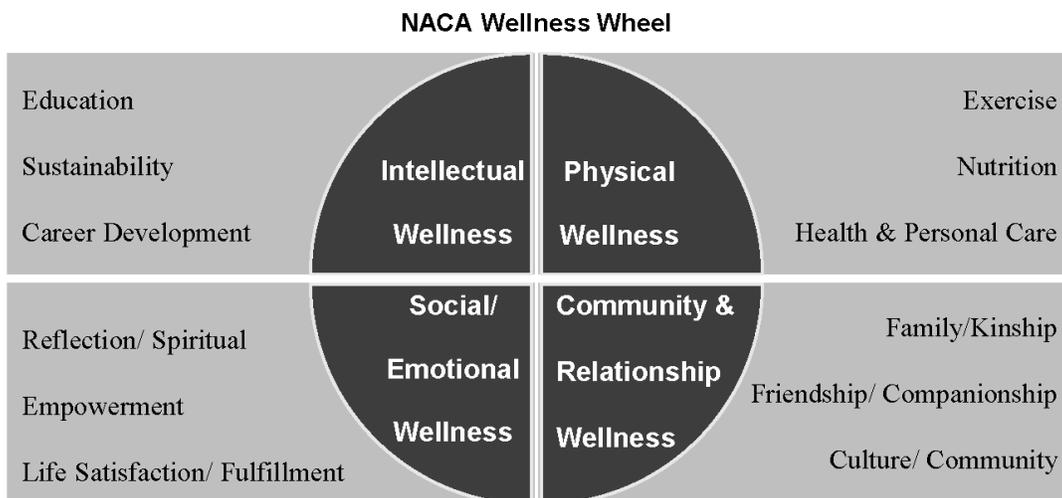
- *Indigenous History, Culture, and Thought*: In each of grades 9-12, students take year-long courses centered around Indigenous studies themes, which culminate in student-directed service-learning projects. This includes: Indigenous Leadership course (team building, leadership, identity building); Public Speaking (individual and Indigenous identity); Continental Indigenous Studies; Native American Art; and Global Indigenous Studies.
- *Native Literature*: Comprises works written by Native American and global Indigenous authors. For NACA students, studying Native literature is important because it allows them to connect to their identities and the traditions of their communities, ultimately empowering them as individuals, community members, and young Native American leaders.
- *Native Languages*: Languages including Navajo, Lakota, Tiwa, and Keres are taught at NACA (students receive "foreign" language credit), providing an essential window to cultural understanding and language preservation. NACA is the only place outside of Laguna Pueblo in which Keres is taught. Teachers use engaging practices to bring languages alive, such as a interactive and applied environment, homework so students are constantly thinking

in the language, and visuals and media to cement understanding.

Self-Identity: NACA students become grounded in their cultural, racial, and ethnic identity, as well as the understanding what it means to exist as a young Native person tied to traditional ways of thinking and living. In September 2015, Teach for America recognized NACA as one of four schools nationally as a “School to Learn From” for delivering an excellent education for students while also demonstrating excellence through maintaining a culturally-responsive learning environment.

NACA also features a highly active College Engagement Program, which gives families the tools that make college accessible for as many students as possible. Seniors take a mandatory College Engagement seminar that provides them with information on college, the application process, financial aid and scholarships. Advisers and teachers offer students dual credit and ACT/SAT support. This is evident in the high rates of participation—and success—of NACA students, with 100% of NACA graduating seniors participating in dual enrollment coursework (compared to an 8% average in other district schools). With 75% of NACA students coming from families who have not attended college, it is critical to introduce students to the idea that college is accessible through dual-credit coursework, increasing students’ preparation for college, and creating a college-going mindset. NACA offers workshops for students and parents on the application process and financial aid options. The College Engagement Program encourages parents to become involved with NACA events and activities, building relationships with other parents and community partners and strengthening the NACA community. As a Title I school, NACA students also need additional assistance to visit colleges, apply, pay testing fees, and apply for scholarships to enter college. All students apply to at least 10 colleges/universities and NACA provides comprehensive support so students can do so.

Health: A holistic vision of wellness is an integral part of NACA’s curriculum. Wellness provides the balance necessary for a child to succeed as a student and throughout his or her lifetime. To combat the many barriers facing Native children today, NACA incorporates personal wellness classes into the day and has multiple collaborative programs to help students, their families, and staff receive physical, emotional, and nutritional support. NACA’s Personal Wellness coursework is designed around physical wellness, land and plant medicines, body autonomy, and expression, and it is responsive to the unique health disparities and risk factors Native American students face (e.g., higher risk for diabetes, suicide, and substance abuse) (NM Dept. of Health, 2013). In the public education system, wellness is often an afterthought. At NACA, it is the responsibility of school leaders to maintain wellness as a central objective through programming for students, professional development for staff, and engagement with community. Staff, students, and families utilize a Wellness Wheel (pictured below) to articulate and visually record perceptions, goals, and assessments of their intellectual, physical, social/emotional, and community and relationship wellness.



A full menu of student support and behavioral health services are also offered to students, families, and staff, including consultation, case management and referral; crisis intervention; a

special (and widely utilized) area called the Eagle Room for reflection and meditation; staff wellness; and community outreach. Examples of partnerships include with First Nations Community Healthsource for a School-Based Health Center; Bernalillo County Pathways program to link to primary care, housing, employment and education; and the NM Office on Substance Abuse Prevention for peer-led mentoring and focus groups.

2) Quality of Proposed Dissemination Activities. Based on demand for a replicable model and more resources for Native American students and teachers, the leaders of NACA began work in 2011 to determine the best avenues to grow and expand the quantitative and empirical success of the NACA model in a scalable, flexible, and accountable manner, which resulted in the NISN.

a) Resources to improve student achievement: With funding from the W.K. Kellogg Foundation, NACA delineated a three-pronged dissemination strategy and began work on the initial phases: best practice sharing, teacher training, and the newly-launched NISN.

Best practice sharing: NACA shares information and increases awareness for the model through documentation of practices and attendance at forums, conferences, and targeted community meetings. NACA has had the opportunity to present findings in significant arenas, including the following highlights: 1) participation by Kara Bobroff, NACA Founder, in the White House’s “Principals at ED,” part of the Principal Ambassador Fellow Program that encourages national dialogue about public education and education policy at the federal level, as well as meetings with U.S. Department of Education and Department of Interior staff to discuss the NACA model, BIE restructuring, and opportunities for Native American education; 2) hosting U.S. Department of Education staff for a NACA site visit; 3) a presentation by Kara Bobroff and NACA’s Head of School at the Breaking Ranks 2015 School Showcase in San Diego, CA, at the invitation of the National Association of Secondary School Principals; and 4) a meeting with the Native

American Student Achievement Advisory Council in South Dakota (established by Executive Order of the Governor) to share findings.

Teacher Training: NACA has increased the number of teachers with expertise in serving Native American students through four methods. 1) Growing Educators for Native American Communities (GENAC): NACA, in partnership with Central New Mexico Community College (CNM), launched GENAC, a post-baccalaureate alternative teacher-licensure program. GENAC is geared toward individuals who aspire to be teachers or school leaders in Native American communities. NACA teachers are guest speakers for the program and provide student teaching opportunities for GENAC students to gain experience teaching Native American students. 2) Curriculum Planning Institute: NACA leads the Institute, committed to aligning New Mexico CCSS with Indigenous education standards and philosophies to incorporate best practices for Native American students. This includes professional development regarding essential understandings in Native American education; development of lessons and tangible ways to incorporate Indigenous education standards in classrooms; assessment pieces to gauge progress; and a network for teachers to share best practices. 3) Online Curriculum Hub: NACA has created an online curriculum hub using www.coursesites.com for teacher and administrator curriculum planning and team-based sharing. It is in a pilot of 50 instructors who specifically focus on Native American education in New Mexico. Dissemination grant funds from this request will be used to build out the content areas on this hub, to include the development of curriculum maps across content areas, Prezis to model specific teaching and learning techniques, videos and accompanying lesson plans for using UbD in daily instruction, UbD plans for review and shared use, and content vision statements with accompanying data. 4) NACA-Inspired Schools Network (NISN): NACA has developed NISN into a model for a cohesive, community-led network of

schools aligned with a common guiding philosophy, while maintaining independence to address each community's unique needs and desires. NISN network schools agree to be leaders in Indigenous education, integrating personal health, cultural identity, and academic excellence so that every student is holistically well. The NISN has built into its structure comprehensive resources and technical supports to ensure faithful adaptation of the NACA approach and a high level of excellence and cultural relevancy across all member schools.

NISN is the *only* network of high-performing schools dedicated solely to Indigenous education and raising the academic achievements of Native American students. NISN recruits, identifies, selects, and supports Fellows to facilitate a process to launch community-designed charter schools, or "restart" Bureau of Indian Education (BIE) schools through the tribally controlled grant (TCG) process (TCG schools are directly controlled and operated by tribes under grants from the BIE). Network schools will use the NACA community-led school design model, and build off its curriculum and programs. Each school will integrate academic rigor with local Native culture, language, and customs, enabling all Native students the chance to succeed in school and graduate from high school prepared for success in college and their communities. Member schools create and maintain their program in three critical ways:

- 1) Integration of academic excellence and cultural relevance: NISN schools use curriculum, pedagogy, and assessments designed to meet CCSS and practices, with data-backed evaluation of outcomes. Teachers use the UbD framework, emphasizing student onus, questioning, and inquiry. Education is achieved through employing Indigenous languages and culturally based teaching practices with real-world applications.
- 2) Focus on holistic wellness: A wellness framework is integrated into the approach for students and staff; services, supports, and programs are oriented around Mental, Spiritual, Physical,

and Emotional Health; and interactions between teachers and students are respectful with sensitivity to historical trauma in Native communities.

- 3) Community transformation: NISN will be a key facilitator of community connections, creating partnerships with organizations that ensure alignment between community needs and priorities and school outcomes and deliverables. NISN believes that each school will be an anchor for long lasting community change, as evident by NACA's community and outcomes.

The NACA Foundation seeks support to continue to disseminate the NACA model into the highest-need tribal communities in New Mexico. Schools of academic excellence and cultural relevance will help students succeed in communities that have long been underserved and under-resourced. The core mechanism for training and scaling is the NISN Fellowship program, which provides academic leaders with the tools to start new NISN-affiliated schools, including professional development, academic and business operations support, and school evaluation and accountability frameworks and tools. Dissemination grant funds will support intensive community engagement for high-quality school design, including meetings, high-level guidance and technical support, navigating tribal governance structures and policies, and identifying and garnering a network to support school launch.

NISN recruits Fellows nationwide (e.g., GENAC participants; school districts in target communities; Teach for America and other partnerships, conferences, and forums), then vets candidates based on key dimensions related to mindset, leadership development, experience with Native communities, and teaching expertise. The 3-year fellowship progresses as follows:

- Year 1: (Residency at NACA) Fellows observe, participate in professional development, form design teams consisting of Instructional and Operations Leaders and a Community Engagement Specialist, link community interests to school design, learn from NISN and

NACA, and begin plans for charter school or tribally-controlled grant school application.

- Year 2: Fellows lead design teams to build relationships within their specific communities to learn and analyze needs, plan the school launch, and prepare to implement the strategic charter school/grant school plan.
- Year 3: Schools launch and enter the startup phase. NISN provides technical assistance, engage school leaders in network opportunities, and gather and evaluate performance metrics focused on excellence and relevance in Native American education.

During the fellowship, all Fellows participate in programming aligned to NISN “Learning Strands” related to serving local communities and developing skills to address their needs:

- 1) Community Transformation: Facilitating community-led school design, community engagement, and community transformation as drivers for school design and transformation;
- 2) Curriculum and Instruction: Assessing the elements needed to build strong professional development models and teacher support that lead to innovation in Indigenous education; establishing a model school of excellence and relevance in Native education;
- 3) Core Values: Infusing the core values of the community throughout the school design, organizational operations, and approach to Indigenous leadership development;
- 4) Operations and Management: Developing sustainable systems and processes, aligned with leadership styles of school’s leadership teams that meet authorizers’ requirements;
- 5) Personal Leadership Development: Self-assessing skills, knowledge, and mindset as they relate to the Fellow role in their respective communities and schools; exploring role as a leader guiding efforts for transformation of Indigenous communities; and
- 6) Community Engagement: Community selection for NISN participation is based on four criteria related to resource gaps and availability: community support and desire; NISN and

Fellow interest; need and demand; and policy and funding environment.

To assess community resources and gaps, NISN and Fellows look at need and risk factors, Census statistics, school performance, substance abuse, poor health, and low educational attainment, as well as qualitative input from community sessions with residents. Fellows engage the community through forums, meetings with tribal leaders, surveys, one-on-one relational meetings, and phone calls/door-knocking. Considerations include tribal council/government and community interest and willingness to participate and enact change, and community interest and receptiveness to change. Selected communities are committed to working closely with NISN and Fellows to improve college and career readiness, health, and wellness indicators. An NISN school may be any grouping of K-12 grade levels, depending on the needs of the community.

Affiliation with NISN: All schools launched through NISN will be affiliated with the network, articulated in a memorandum of understanding (MOU) and performance contract. Generally, affiliation includes the following three terms: 1) Schools operate in accordance with NISN philosophy and common practices defined by the network; 2) Schools participate in NISN activities and receive targeted school supports; and 3) Schools are accountable to NISN performance standards (see below). Affiliated schools will share common design, operations, and support elements that create NISN's "connective tissue," including:

- NISN Brand: Mutually beneficial to school and network.
- Adherence to NISN Guiding Philosophy and Six Commitments: See Performance Management, p. 19.
- Common Practices Aligned to the Six Commitments: Teaching and learning practices that are core to the NISN school model will increase likelihood of school success.
- Leadership Coaching and Capacity Building: NISN is uniquely positioned to provide highly

effective, tailored professional development to school leadership teams.

- School Performance Scorecard: Common metrics enable NISN to ensure fidelity to model, and to aggregate results to monitor network-level health.
- Participation in NISN Convenings: Sharing information, relationships, and accountability.
- Norm-Referenced Student Growth Assessment: Common "leading indicator" to understand trajectory of school performance.
- Student Data System: Collect data consistently and efficiently; analyze school performance.
- Financial Management System: Reduces burden on schools and increases likelihood of clean audits, required annually by the state and conducted by NMPED.
- Startup/Scale-Up Fundraising: NISN support so schools can focus on academic outcomes.

Performance Management: Prior to launch, schools sign a four-year performance contract with NISN. The performance contract will include an annual evaluation with metrics aligned to each of the Six *NISN Commitments*: 1) Academic Excellence and Cultural Relevance, 2) NISN Core Values and Culture, 3) Community Transformation, 4) Continuous Improvement, 5) Leadership in Indigenous Education, and 6) Operating Effectiveness and Efficiency.

Scorecards will be created from quantitative data that capture student and school outcomes. They will be shared publicly and results from school performance will be compiled to measure network performance. School Quality Reviews will be conducted by a team that consists of NISN staff and at least one leader from a peer school within the network. Reviews will focus on evidence of common practices aligned to the Six Commitments and will only be shared with the school leadership team. Schools will provide scorecard data annually and will undergo an in-person school review annually in their first four years of operation. After Year 4, schools will continue to provide data annually, but will only be reviewed in-person every two to

three years (though they may elect to be reviewed more frequently).

To ensure consistent and comprehensive data collection and analysis to track indicators and metrics, a cloud-based application called The Quad will be used to collect, aggregate, and visualize data in real time. The site, customized for NISN schools, will be complete by December 31, 2015. Baseline data will be established during the first year of operation and tracked annually. (See attachment, NISN Indicators for Coding).

Additional assessments include: logs of staff professional development, monthly through on-site NACA opportunities as well as off-site opportunities; quarterly review of teachers' plans with feedback and coaching; logs of parent attendance at monthly events and volunteer service; bi-annual parent, student, and staff surveys; and participation in a New Mexico Department of Health bi-annual Youth Risk and Resiliency study to monitor wellness, as well as student self-reports at least twice/annually using the NACA Wellness Wheel.

NISN Philosophy and Curriculum: The philosophy of NISN schools is that they are all created from the collective vision of community members, families, educators, the business sector, experts in Indigenous education, students, and local leaders. Each community is unified by a desire for students to be academically prepared for college, secure in their identity, and healthy. The key driver for each NISN school is an overarching commitment to the community served, thus realizing a shared vision for a school that meets the needs of Native American students through college preparation, holistic wellness, language and culture, and identity exploration.

Using the Understanding by Design (UbD) framework, NISN schools develop curriculum and aligned assessments that emphasize the transfer, use, and application of learned skills in an authentic evaluation. This emphasis is the foundation for encompassing CCSS-aligned skills with culturally relevant content and real-world applications. Each community develops its curricular

framework and addresses language, culture, wellness, and college preparation. NACA curriculum and accompanying lesson plans will be available via the Curriculum Hub.

The NISN Network Support Office (NSO): The NSO will play a vital role in supporting schools to continually increase student achievement and college readiness, providing schools with critical school startup, academic, and business operations support. The NSO will focus on delivering support in four areas of core competency: 1) New School Startup Services (e.g., building relationships with community stakeholders, school design, site selection and facilities acquisition, and writing and processing the charter application request); 2) Indigenous, College-Preparatory Teaching and Learning Framework that integrates the essential values of the local community into a standards-based college preparatory curriculum grounded in research and best practices; 3) School Leadership Support and Performance Management; and 4) Financial and Operational Support, including cost efficiencies from centralized back-office operations and specialized expertise in areas such as food services, transportation, procurement of materials and equipment, information technology (IT) infrastructure, and operational management systems. The NSO will also provide support in the areas of legal and marketing; special education technical assistance; state/national community partnership development; and industry and talent sourcing partnerships.

NISN Progress to Date: NACA built out the NISN Fellowship program with community, educator, and expert input, and piloted the project with five Fellows who have transitioned into various educational roles, including founding two NISN schools, with a third just granted charter approval in September 2015. Established schools are in Shiprock and Navajo, NM on the Navajo Nation, with the third charter just granted for a school in Gallup, NM. Other New Mexico communities in Acoma, Cochiti, Laguna, and Santa Clara Pueblos have begun the Fellowship

process, and other areas are being evaluated for future school partnerships. A NACA elementary school is also in the planning phase.

NISN is augmenting its own capacity through a growing network of strategic partnerships to help NISN expand efficiently and sustainably. Through Fellows' intensive work in each community coupled with capacity and guidance provided by NISN staff, NISN is addressing logistical issues in communities related to the extreme rural conditions, scarcity of resources, reaching community consensus, garnering tribal support, and financial shortfalls.

The NISN program's pilot fellowship program has been so successful that it gained national attention, including the U.S. Department of Education's invitation to Executive Director Kara Bobroff to share the model as part of the White House's efforts to strengthen Native American education. This plan comes at a time when many tribal communities are already working internally to address issues of educational attainment, poverty, and lack of opportunity. NISN is able to take work already underway and provide the needed supports to ensure success.

b. Project-specific performance measures and objectives. Below are the specific goals and related objectives for project-specific performance measures.

Goal 1: Create "Proof Points" for integrated Indigenous education that meets Common Core State Standards. **Objective 1:** NISN schools will outperform peer schools on measures included in the NMPED report card, to include reading, mathematics, opportunity to learn, and college and career readiness, and will meet expectations on the NISN scorecard. Both measures will be conducted annually. **Objective 2:** NISN will model cultural responsiveness. At least 90% of student families will rate the school responsive to community, cultural, wellness, and student/family needs, measured by an annual end-of-year post-survey, with 80% or more satisfaction.

Goal 2: Teacher training and information dissemination for culturally relevant curricula and methods to ensure teachers, administrators, and legislators are armed with the content, background, and guidelines needed to provide high-quality, Indigenous education of excellence for Native American students. **Objective 1:** Build out the NISN Online Curriculum Hub to facilitate the dissemination of data and leading practices by adding NACA content to each area. Additionally, the Hub will facilitate an ever-growing body of practitioner knowledge around effective instructional practices by capturing materials created by new NISN member schools demonstrating customization for different geographical areas and community needs. **Objective 2:** Recruit, identify, select, and support three to six Fellows each in 2016 and 2017 to enable community-specific dissemination and intervention. **Objective 3:** Host an annual NISN Convening each in 2016 and 2017, attended by NISN administrators, Fellows, and all active or potential communities' school administration to share best practices and trouble-shoot obstacles.

Goal 3: NISN will increase options for community-determined schools that are reflective of Native American culture and learning styles, and of community needs and desires for education. **Objective 1:** Engage at least 200 community members annually in focus groups, forums, and events. Discussions to identify the strengths, resources, needs, and desires of each community. **Objective 2:** Incubate the launch of two new schools each in 2016 and 2017 in communities with large Native American populations and underperforming schools.

3) Existence and Quality of a Charter School Performance Contract. a) Written charter between school and authorized chartering agency: NACA holds a Charter School Performance Contract with Albuquerque Public Schools (APS) Board of Education. The current Charter was approved on July 1, 2011, and runs for five years through June 30, 2016.

In compliance with New Mexico state law, new charter schools created under the NISN

model will file a Notice of Intent to Submit a Charter Application (NOI) with the New Mexico Public Education Commission (PEC) or district staff, depending on the authorizer. Upon approval, the school completes a series of planning year tasks to prepare for operations, and prepares a charter application, which undergoes a comprehensive review process by the PEC. Upon approval, a charter school performance contract is created.

b) Relationship between school and authorized chartering agency: APS, as the Local Authorizer, provides oversight of NACA's outcomes, while providing the school with autonomy in managing the process to meet sought outcomes. NACA has always maintained a positive working relationship with APS, through a period of co-location with an APS middle school and through charter renewal. (See attached letter of support from APS.)

c) Charter description of performance measurements: NACA's charter contract includes Academic, Organizational, and Financial Performance Frameworks and annual target goals. The decision to renew the charter is based on these documents and the School's performance on the Performance Frameworks. The Authorizer visits the school annually to review, at minimum, the School's evidence of progress towards the indicators identified in the Performance Framework. The Organizational Framework is a compliance checklist that ensures that the School is responsive to the needs of students, employees, and school community. This framework looks at organizational, overarching processes established to ensure efficient operations by looking at compliance with laws. NACA is evaluated on the following criteria: *NACA integrates personal wellness, cultural identity and academic preparation into the curriculum and enrichment programs, as such the following evidence will demonstrate implementation of its mission: NACA students will set and reflect on academic and personal goals using a culturally appropriate tool such as the Wellness Wheel; NACA families will participate in student-led conferences to review*

progress toward goals; NACA will strengthen cultural identity through language, literature, and school activities; NACA will organize cultural events and include the larger Native community in school events; and NACA will provide a college engagement program that support students in accessing post-secondary education. NACA has also opted to provide the following optional Supplemental Indicators: *During the charter term, NACA will demonstrate growth in college readiness as indicated by the Average Composite ACT score; growth of the top 75% of students will rank among the highest when compared to similar schools as indicated in the NMPED report card; growth of the bottom 25% of students will rank among the highest when compared to similar schools as indicated in the NMPED report card; NACA's Governing structure will have between five and seven Governing Council members (which sets policy and direction for the school, hires and evaluates the principal, provides fiscal stewardship and ensures compliance with legal and regulatory requirements). Under Academic and Financial Frameworks, NACA's performance is evaluated on the same standards set for the APS district and NMPED.*

d) Provision for funds once grant funds have expired: NACA and NISN schools are supported by the revenue per unit paid by the district and the state to each school, based on average daily attendance, to cover daily expenses, as well as support through Title I and the FRPL program. NISN will additionally support new charter schools to a limited extent, including:

- Start-up expenses via planning grants to cover salary and benefits of the founding school leadership team, external contracted services, supplies, and other expenses such as travel and advertising prior to NMPED reimbursement (funded through philanthropic sources).
- School scale-up expenses, including the salaries and benefits of the core school team, purchase of textbooks and student instructional materials, and purchase of furniture and other hard assets. These expenses are realized starting in Year 1 of school operation and lasting

until the school is at scale (Year 3 or 4, depending on school configuration).

- NSO leadership and operating expenses, including salaries of key leadership positions (outlined below), fees for additional third-party training partners, cost of convening, and other necessary costs.

As schools mature and more schools join the network, the gap between public funding and operating expenses will be addressed through a management fee charged to NISN schools.

Schools during their scale-up years contribute 8 percent of their net state revenues, while schools that are at full enrollment contribute a rate of 5 percent (reflecting the lower level of support they require from the network). New Mexico charter schools are eligible for state capital outlay dollars to the extent provided for in the Public School Capital Outlay Act, the Public School Capital Improvements Act, the Public School Buildings Act; and any other applicable law.

e) Compliance with sections 613(a)(5) and 613(e)(1)(B) of the IDEA: NACA is authorized under the APS LEA, and is not itself a LEA. Dream Diné and DEAP as state chartered schools through the PEC, are LEAs. NISN charter schools will be subject to federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, physical or mental handicap, serious medical condition, race, creed, color, sex, gender identity, sexual orientation, spousal affiliation, national origin, religion, ancestry or need for special education services.

NISN schools will comply with state law, ensuring every student who is admitted with an IEP or Section 504 Accommodations Plan from his/her previous school receives assistance and interventions according to the State's Response to Intervention (RTI) Framework (NMPED, 2014). The RTI Framework includes the Student Assistance Team, which supplements regular education functions, conducts evaluations and develops accommodations plans under Section 504, develops individual student academic improvement plans, and receives and analyzes

evaluation requests for special education and gifted education services.

4) Demonstration of Success. a) Background: Native American students’ struggles go back 150+ years, and were first systematically documented in the late 1960s, when the U.S. Senate Special Subcommittee on Indian Education issued a report entitled *Indian Education: A National Tragedy, a National Challenge* (1969). The report concluded: “national policies for educating American Indians are a failure of major proportions.” The report blamed efforts to force Native children to accept cultural values other than their own as one of the major flaws in Native education and as a leading cause of high dropout rates. The most common response has not been to design schools that incorporate Native culture, language, and education approaches, but rather to assimilate Native students into Western culture and learning styles. Today, with about 93% of the roughly 607,000 Native students in the United States attending public schools and about 7% attending the 184 schools in the Bureau of Indian Education system (The Education Trust, 2012; Natl. Indian Education Study, 2012), a large achievement gap between Native American students and their non-Native peers exists. In fact, Native student achievement has not increased since the early 2000s, unlike growing positive achievement results for every other major ethnic group in the United States. The gaps separating these students from their white peers has actually widened. The Education Trust’s National Indian Education Study (2012) found that only 18% of Native 4th graders were proficient or advanced in reading on the National Assessment of Educational Progress, compared with 42% of white 4th graders. Similarly, only 17% of Native 8th graders were proficient or advanced in math, and nearly half—46%—were below the basic level. The numbers for white students were exactly the opposite—17% of white 8th graders were below basic, and 43% were proficient or advanced.

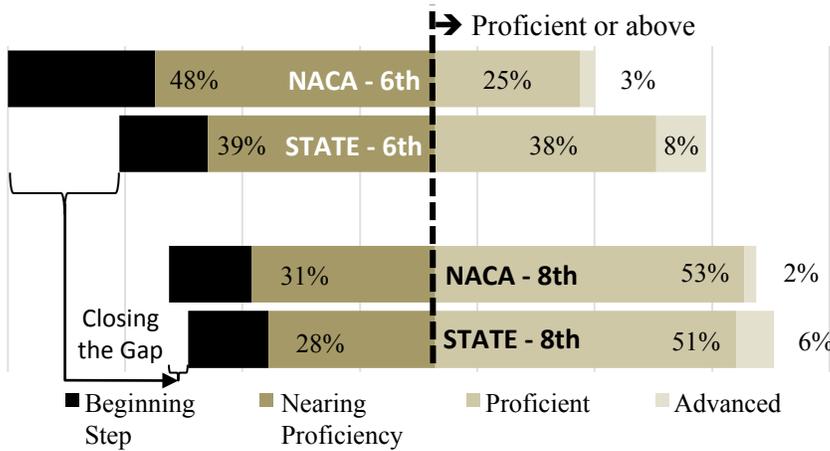
These gaps in proficiency portend troubling high-school graduation, college readiness,

and post-secondary attainment outlooks for Native students. While the nation's 4-year high school graduation rate has risen to a 40-year high of 81%, just 68% of Native students complete high school on time (NCES, 2014). Only one in four Native graduates who took the ACT scored at the college-ready level in math, and about one-third scored at the college-ready level in reading. Among white graduates who took the ACT, more than half scored at the college-ready level in math, while nearly two-thirds scored as college-ready in reading (Education Trust, 2012). Only 12 percent of Native young adults (age 25-34) have a bachelor's degree or higher, compared with 37 percent of white students and 31 percent of all students (NCES, 2012).

b) Substantial progress in improving student academic achievement: NACA's progress needs to be placed in the context of Native American education at a national and state level. NACA is reimagining effective, rigorous, and high-performing academic achievement for Native American students, reversing bleak statistics and demonstrating significant positive outcomes.

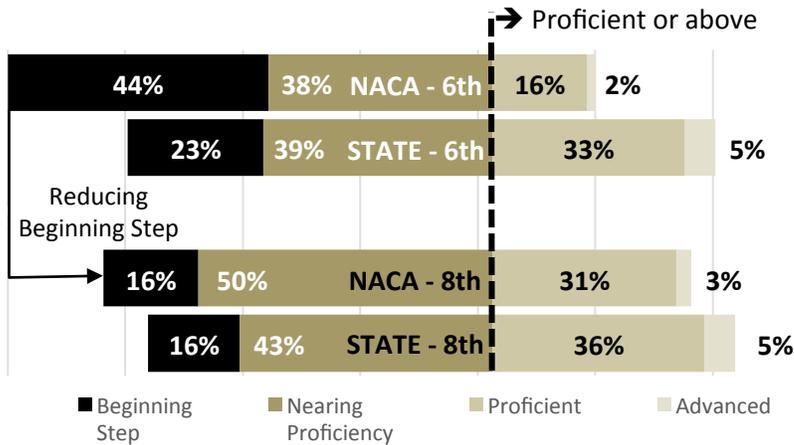
Middle School Progress: A disproportionately large number of high-need students enter NACA in 6th grade significantly below grade level. The NMPED uses the following designations to measure proficiency: Beginning Steps, Nearing Proficiency, Proficient, and Advanced. Looking at the last three years (2011-2014) in NMPED standardized test scores in math and reading for the incoming 6th grade class, NACA students test significantly behind New Mexico peers when they begin, yet by the 8th grade have shown accelerated growth in closing the achievement gap. NACA students move up in their academic achievement, doubling those meeting proficiency by 8th grade in both math and reading, while drastically reducing those rated at Beginning Steps for proficiency. Below are comparative testing levels for all students, using three years of data that demonstrate NACA students start significantly behind but close the achievement gap.

**NACA SBA Reading Levels Versus State Levels 6th to 8th Grade
(aggregated SY11-12 to SY 13-14 data)**



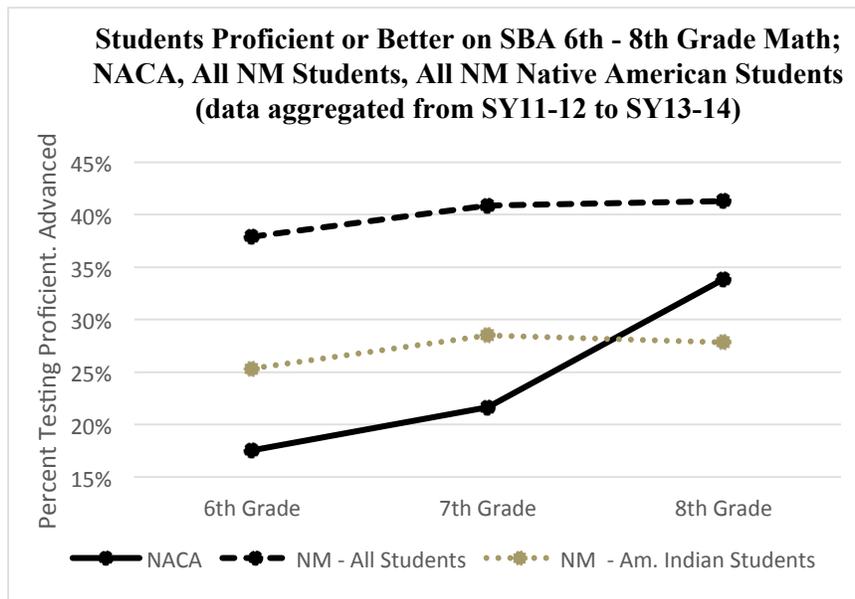
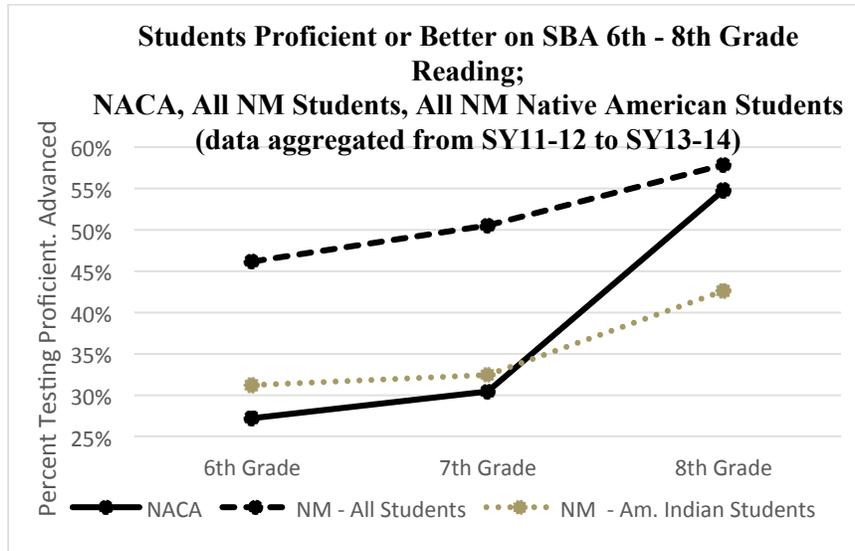
Students enter NACA testing far below peers, with only 27% of sixth graders testing proficient or better, then make gains with 55% proficient or above by 8th grade

**NACA SBA Math Levels Versus State Levels 6th to 8th Grade
(aggregated SY11-12 to SY 13-14 data)**



Students enter NACA testing far below peers, with 44% of sixth graders testing at beginning step level. This decreases to 16% by 8th grade.

While NACA students are dramatically closing the achievement gap compared to all New Mexico students, they are far outpacing growth when compared to all Native American students in New Mexico, using data between 2011-2014:



NACA's model has significantly improved academic outcomes for its student body of high-need learners, and for this accomplishment has received the highest “A” rating in Student Growth (157% of the state benchmark) on its NMPED annual report card. (Overall, NACA earned a B grade, in the 39 percentile for all Albuquerque schools; the average school grade is C, and 42% earned a D or F.)

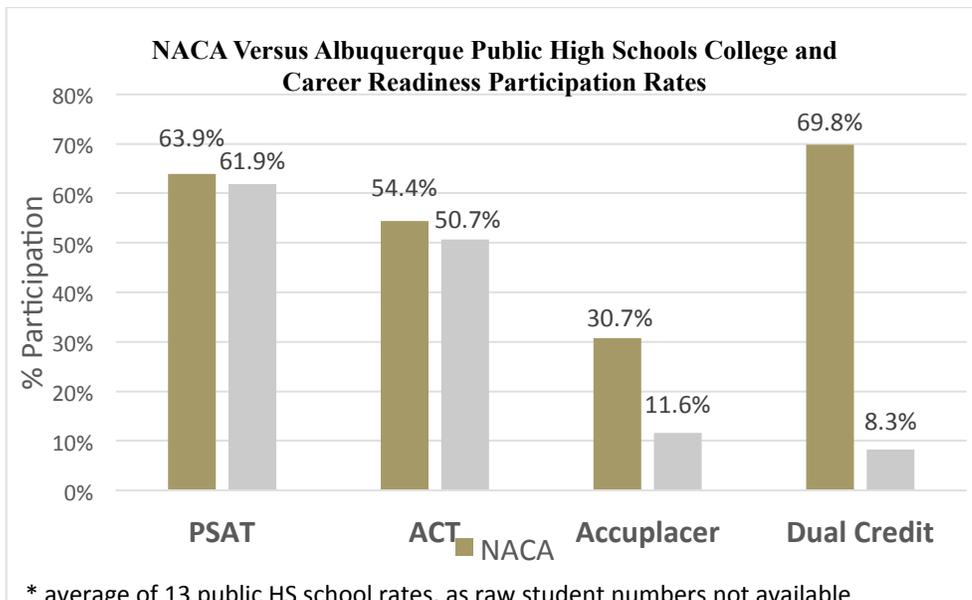
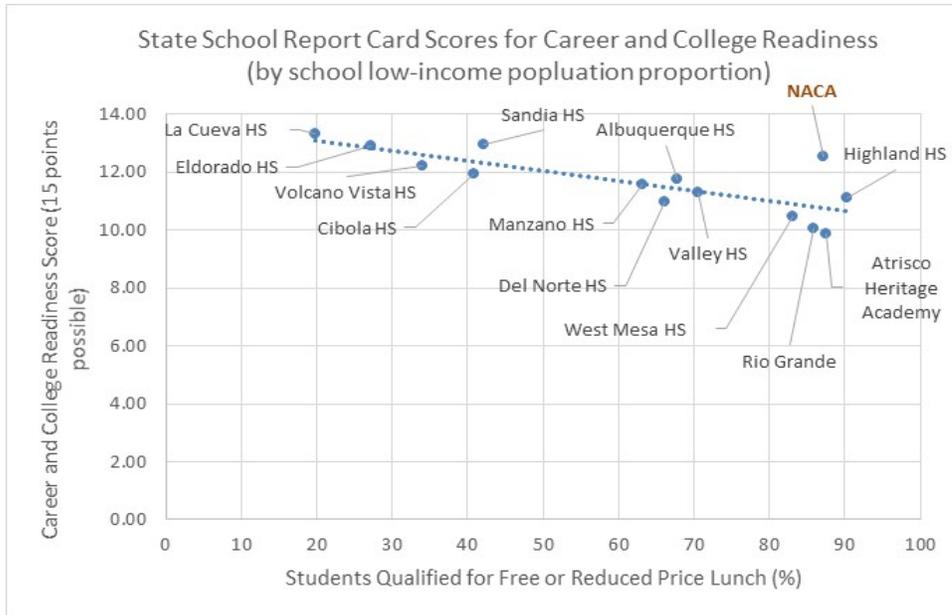
High School: Working with a low-income, often transient student body as they move in and out of the urban area of Albuquerque from rural, neighboring reservation lands, NACA has

consistently surpassed on-time graduation rates for Native American students over those of Albuquerque Public Schools by at least 5% since 2012, with a 13% increase over APS in 2014 (64% NACA versus 51% APS) (NMPED, 2014). When accounting for students who remain at NACA since the 9th grade, 92% of all seniors have graduated, which is 27% higher than the New Mexico graduation rate for Native American students, and 100% of graduates received a college acceptance. This is especially remarkable, as 75% of NACA's student body come from families who are not college educated. Of NACA graduates, 83% go on to pursue a college degree immediately after their Senior year, more than four times the national average for Native American students (Bellwether Education Assoc., 2014; Am. Indian Educ. Assoc., 2015).

The benefits of a college degree are emphasized in all elements of NACA's college-preparatory curriculum, and seniors take a mandatory college engagement seminar that provides them with information on college, the application process, financial aid and scholarships. Advisers and teachers also offer students dual credit and ACT support, resulting in high rates of participation and success of NACA students—100% of NACA graduating seniors participate in dual enrollment coursework, and almost 70% of all NACA students participated in dual enrollment as measured by the NMPED annual report card (this number includes students who transferred out of NACA to another school that did not emphasize dual credit). This is compared to an average of only 8% dual credit participants in other APS schools (NMPED, 2014). Along with the cost-savings and academic acceleration inherent in taking courses for both high school and college credit, the experience of being a high school student on a college campus helps students to develop a college-going mindset.

NACA student participation in college readiness activities is impressive when measured against College and Career Readiness testing at peer APS schools with 50% or more FRPL (peer

schools): 54.4% take the ACT (versus 44%), 12.7% take the ACT PLAN (versus 2%), 63.9% take the PSAT (versus 63%), 30.7% take AccuPlacer (versus 15%), and 69.8% participate in dual credit courses (versus 9%). The following chart shows NACA's position for Career and College Readiness, in comparison to all APS high schools. NACA tops the scores for 50%+ FRPL, and is competitive with the top-ranking school with much lower levels of poverty:



Substantiating NACA high school student progress toward graduation, college, and

career readiness, NACA received an “A” in College and Career Readiness on its most recent NMPED report card (achieved by only 38% of schools with 50% or more FRPL students).

Students have been accepted to notable institutions, including Arizona State University, Bard College, Barnard College, Bennington College, Brown University, Columbia University, Colorado State University, Cornell College, Dartmouth College, John Cabot University (Rome, Italy), Loyola University - New Orleans, Macalester College, New Mexico State University, Pomona College, Princeton University, University of Hawaii, University of New Mexico, Williams College, and Yale University.

In less than a decade NACA has risen as an award-winning, replicable model for best practices in education and social innovation, receiving national and international accolades for its work. It was cited as a best practices model in a report on Indian Education in New Mexico (Jojola and Lee, 2011), was recognized as a Metlife/National Association of Secondary School Principals (NASSP) Breakthrough School for its success working with low-income and at-risk students (2013), and recently, was highlighted by the state Legislative Finance Committee as one of eight schools in New Mexico to show great promise (2015) and recognized by Teach for America as a “School to Learn From” (2015).

c) High levels of parent satisfaction: NACA shows exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities, according to its 2014 NMPED report card, earning 4.2 bonus points out of a possible 5.0 (against a statewide average of 1.6 points). In the 2014-15 annual parent satisfaction survey conducted through NMPED, 94% agreed NACA holds high expectations for academic achievement, 88% agreed NACA encourages them to participate in their children’s education, 99% agreed their students take responsibility for their own learning, 99% feel welcome at NACA, and 99% agree their

children receive a well-rounded education. In a school-conducted September 2015 survey, 100% of respondents feel their children are growing in intellectual potential, 96% feel their children are developing good emotional health, and 98% are satisfied with the quality of education their children receive at NACA. Re-enrollment each year is at 85%.

As a Community-Based school, NACA puts concerted effort into including families and helping them feel involved. An impressive 98% of parents attend parent/teacher conferences, and each family is strongly encouraged to volunteer at least one time a year. Opportunities are held frequently and include the Parent Community (a PTO equivalent), the Booster Club for athletic support, a Thanksgiving Food Drive, Staff Appreciation Dinner, and Holiday Food & Coat Drive. A Community Feast in October and the annual NACA Powwow in May each draw over 90% participation by families, with over 800 attendees at each event.

The College Engagement Program also encourages parents to become highly involved with NACA events and activities, building relationships with other parents and community partners and strengthening the NACA community. Empowered parents are better able to support their children and encourage them to pursue post-secondary education, which results in more students pursuing college.

d) Management and leadership necessary for success: NACA and the NISN are led by Kara Bobroff, NISN Executive Director and NACA's Founder, who will serve as Project Director. Her bio, and those of key staff are listed below in Quality of Project Personnel, page 39; their resumes are included in attachments.

NACA is led by a Governing Council, which operates as a board of directors. The Governing Council offers several areas of expertise, knowledge, and skills, and includes at least one parent of current NACA students. They are committed to NACA's vision for learning and

student success in all aspects of their lives, serve as role models for students, and believe in giving back to the community. Current Governing Council members include the following:

- Jenny Dumas (Nulhegan Band of the Coosuk Abenaki Nation) has served on the NACA Governance Council since the school's inception in 2006. She is an attorney and has practiced Indian law in New Mexico for more than a decade.
- Ricardo Gonzales is a NACA parent, long-time community leader, and employed with the City of Albuquerque as an Environmental Engineer.
- Tiffany S. Lee, Ph.D. (Diné and Lakota), is an Assistant Professor in Native American Studies at UNM where she teaches courses related to Indigenous education, language loss and revitalization, and research issues in Native Studies.
- Justin Solimon Doughty (Pueblo of Laguna) practices law, specializing in representing American Indian tribes and tribally owned entities in litigation and transactional matters.

NACA Foundation has a Board of Directors, including Jenny Dumas (above); Kara Bobroff, Founder and Director, NISN; Lisa McCulloch, CEO and Owner, Betty's Bath and Day Spa; and Ian Esquibel, Director of Learning Alliance New Mexico. The NACA Foundation Board sets strategic vision and responds to needs for fundraising and advancement support of NACA and the NISN. The Board primarily supports three needs: NISN growth and development; NACA student support (e.g., scholarships and extracurricular programming); and language and cultural programming at NACA that is not already supported through "regular" public school budgeting (e.g., leadership development trips to Washington, DC and New Zealand, cultural programming in behavioral health, summer program and scholarships, athletics and incentives for students). The NACA Foundation does not oversee staff; rather, the NACA Governing Council (listed above) has that role for the school. Staff hired by the NISN are overseen by Kara Bobroff,

Executive Director. Financial oversight of funding received by the NACA Foundation is conducted by Carmen Cavnar, Finance Director (see Quality of Project Personnel), and also includes checks and balances through oversight budget and financial statement preparation by the Treasurer, review by the Board members, and reconciliation by an independent CPA.

The NACA Foundation and NISN leverage many relationships, including: Teach for America (TFA), which recruits Fellows, the TFA Native Alliance lends best practice and model development, and NISN provides professional development to TFA members; Americans for Indian Opportunity (AIO), which advances value-based leadership, stakeholder-driven solutions, and convenes visionary leaders; KIPP and Pahara Institutes: NISN's Fellowship Director is a KIPP Leadership Fellow (learning professional development, evaluation, and school quality), and the Executive Director is a Pahara Aspen Education Fellow (advanced leadership seminars, a project, and networking); NMPED supports NACA as a model that expands best practices in Native education in alignment with NM's Indian Education Act and reforms that promote college attainment (See attached letter of support.); University of New Mexico (UNM) Department of Native American Studies, has worked with NACA since 2005, and issued a study demonstrating NACA as a best practice model; and Central New Mexico Community College (CNM), a partner in the GENAC program to train teachers to serve Native American schools.

5) Significance of the Proposed Project

NACA's education-solution provides an important model of rigorous, CCSS-focused coursework with high academic expectations, challenging opportunities, a culturally sensitive curriculum, and holistic wellness support and interventions, designed to engage students and accelerate learning for a demographic at risk of falling irreversibly behind in school.

NISN was formed in response to local and national demand to replicate NACA's

effective strategies and results. NACA already has the technology in place to begin to disseminate information through the Online Curriculum Hub, has been instrumental in developing GENAC, a local program to train teachers for work with Native American students, and has demonstrated a successful pilot of the NISN program. NISN is entering the 2015-16 academic year with five mid-program NISN Fellows—the lead disseminators for community-based change—in varying stages of the community engagement process. In August 2014, NACA and NISN celebrated the opening of its first network school—Dream Diné Elementary (currently K-2) in Shiprock, New Mexico. The second school, Dzil Ditol’ooi School of Empowerment, Action and Perseverance (DEAP), followed in September 2015, opening in Navajo, New Mexico and currently serving grades 6-7. Both schools had the highest score of all charter applicants in their respective years. Six Directions Indigenous School has an approved charter application to open a high school in Gallup in August 2016, and the Santa Clara Pueblo is working with NISN to establish a TCG elementary school.

The timing is right for models that can inform federal-level policy shifts and a general recognition for opportunities to turn the page on the Indigenous educational landscape. The recent restructuring of the BIE and national attention paid to Native opportunity through Generation Indigenous, My Brother’s Keeper, and Forward Promise, create chances to transform the Indigenous education system and promote long term positive outcomes centered on wellness, identity-building, leadership development, cultural connectedness, and academic excellence.

This work will also build on the internal work many tribal communities are already initiating to address issues of educational attainment, poverty, and lack of opportunity. NISN is able to take work already underway and provide the needed supports to ensure its success. For instance, the Pueblo of Santa Clara is part of the NISN member community. Within the past

year, it has made moves to consolidate all youth services departments under the Department of Youth and Learning to position the tribe to address the needs of the whole child, from health, to academics, to culture and language. Santa Clara recently received notice of granting of its Bureau of Indian Education-controlled K-6 school to tribally controlled status. The NISN Fellow working in this community has already conducted an in-depth needs analysis, drawn up a report and recommendations, and is working with the Director of the Department of Youth and Learning and the Tribal Council to convene a school board and secure funding. It will be affiliated as a NISN network school.

Evaluation: Quadrant Metrics developed the Quad, a cloud-based assessment tool that will collect quantitative and qualitative data at NISN sites and facilitate compilation into reports that support rigorous formative and summative assessments. Taken in conjunction with existing NMPED measures, these mechanisms will allow leaders to assess impact while also recognizing the relationships between academics, community engagement, and wellness, something that is not part of the current mainstream educational system and also something that is not currently being assessed. Findings from this tool will inform future school development and can impact the way education is delivered across Native American communities statewide.

Beyond New Mexico (and beyond the scope of the two-year grant), NISN is planning to exchange its practices and Indigenous education charter school infrastructure with other highly Native American populated states. NISN staff has identified the most likely states for scale-up after the project is established in New Mexico. NISN staff are working at the invitation of the South Dakota Native American Student Achievement Advisory Council (established by Executive Order of the Governor) and have spoken with local leaders and interested educators in Oklahoma and Arizona. The NISN model was conceived with replication in mind, and is

therefore a system of guidelines on what works for Native American education. These guidelines can be adapted in local communities and tailored to local needs and mission.

6) Quality of Project Personnel. a) *Applications encouraged from traditionally*

underrepresented groups: NACA and NISN staff are highly trained in Native American education and are part of the communities where they work. NACA encourages Native teachers and educational personnel to apply, but welcomes applicants of all backgrounds and races. Of teaching and administrative staff and Fellows at NACA and NISN, 66% are Native American and 19% are Hispanic. Staff is recruited through post-secondary teaching programs (GENAC), Teach for America, and from communities across New Mexico and the nation.

b) *Project Director Qualifications*: The Project Director will be NISN's Executive Director and NACA Founder, Kara Bobroff. Ms. Bobroff is Navajo/Lakota and was raised in Albuquerque. She has experience with teaching middle school students with behavioral disorders in Albuquerque, and served as Assistant Principal at a low-income urban school in Albuquerque and for four years in Marin County, CA. As Principal of Newcomb Middle School in New Mexico, Ms. Bobroff worked with Navajo students on seven reservation communities. She facilitated dozens of conversations that led to the founding of NACA in 2006, and subsequently NISN in 2014. She has been recognized as one of the "Best Emerging Social Entrepreneurs" in the country by President Obama, awarded a national Echoing Green Fellowship, is a current Pahara-Aspen Education Fellow, and was appointed to the President's Advisory Council on Faith-Based and Neighborhood Partnerships. She received her Master's in Special Education and an Ed.S. in Educational Administration from the University of New Mexico.

The NACA Foundation will be responsible for fiscal oversight and management, under the direction of Carmen Cavnar, Finance Director. Ms. Cavnar previously worked as Senior

Auditor for Moss Adams LLP where she planned new risk assessment standards for government entities, non-profits and employee benefit plans, and prepared audits and financial statements for an array of clients. She also served as the business manager for the South Valley Academy in Albuquerque. She provides the NISN with an experienced financial specialist for budgeting, preparation and analysis, and consultation. She holds a Bachelor's degree in Accounting from the University of New Mexico and a Level Two School Business Official License.

The NISN Network Support Office provides schools with startup, academic, and business operations support. NISN includes the following staff:

- Daniel Ulibarri, Chief Operating Officer, has over 18 years' experience in fiscal management, systems analysis, and managing organizations and projects. Prior to working for the NISN, he served as the Executive Director for Educate New Mexico, Inc., and with the Texas School Choice Program as the State Director for Parent Involvement. He also was a budget analyst for the New Mexico Department of Labor. Daniels holds a B.S. in Business Administration from Sterling College.
- Corina Chavez, Director of School Development and Evaluation, has worked in education for nearly 30 years. Ms. Chavez previously was the Performance Oversight Coordinator for the New York State Education Department. Prior to that, she worked as an Independent Consultant with Bureau of Indian Education schools. Ms. Chavez was also employed by the NM Public Education Department to authorize charter schools and worked for a national organization, Public/Private Ventures that specialized in program replication. She holds an M.A. in Community Psychology from the University of Texas and B.A. in Psychology from the University of Colorado.
- Alan Brauer, NISN Fellowship Director and Education Team Leader, most recently was the

Senior Managing Director for Teach for America Teacher Leadership Development in Baltimore. He holds a M.A.T. in Elementary Education from Western New Mexico University. He is responsible for Fellowship learning strands and hands-on practice.

- Josh Krause, NISN Director of Professional Development and Curriculum and Instruction, has worked for NACA for five years, transitioning to NISN from a role as a lead Instructor of GENAC, which trains teachers to serve in Native American communities. He is a master in UbD planning to teach the Common Core in K-12. He will work with NISN Fellows and school teams on professional development plans, technical assistance in Curricular Design and Assessment, and train teachers as they develop Excellent and Relevant curricula.
- Tom Genné, NISN Data Analysis and Evaluation Director, served as a Director of Assessment and Accountability with the APS District for 15 years and has familiarity with State and federal reporting requirements. He will ensure that NISN Student Information and Student Assessment Systems align and are accurate. Tom also served as principal of a rural school in Alaska and worked with the Alaskan Native communities as a school leader.
- J'Shon Lee, Director of Strategic Initiatives (White Mountain Apache). Ms. Lee will lead NISN in building organizational systems, structures, and practices that provide for efficient, thorough, effective, and relevant outcomes for NISN. She has a Masters in Policy, Organization, and Leadership Studies from Stanford University and a Masters in Secondary Education from University of New Mexico. She served as a teacher on Laguna Pueblo.
- Kristin Szczepaniec, Indigenous Education Manager (Seneca Nation). Previously, she served as a Math teacher at the Pueblo of Laguna and as the Director of Strategic Initiatives for Teach for America's Native American Initiative. She will design and build the NISN Indigenous Education Knowledge Management System to facilitate the sharing of best

practices across schools used by other educators, both nationally and internationally.

- Anpao Duta Flying Earth, NACA Head of School and Mentor Teacher (Maricopa Pima). Mr. Flying Earth has worked with NACA since its inception in 2006, serving as Director of Language and Cultural Instruction and Outreach and Community Programs Coordinator. He tracks and measures student progress, coordinates community involvement, works with community colleges to align coursework, recruits guest language speakers, and serves as mentor to NISN Fellows. He is expert in replicating culture- and language-based models. He holds a Bachelor of Arts in Government from Cornell University.
- Mid-Program Fellows include three currently working to submit applications to the PEC and BIE for models of Indigenous education in their respective communities: Lee Francis IV, Ph.D., Mike Dabrieo, and Lane Towery; Kayla Begay launching DEAP in Navajo, NM with co-founder Prestene Garnenez; and Gavin Sosa at Dream Diné in Shiprock, NM.
- Five new Fellows have joined NISN for the 2015 year in three additional communities: Marvis Aragon, Joseph Martin, Gweneth Torivio from the Pueblo of Acoma, Tracey Cordero from the Pueblo of Cochiti, and Zane Rosette from the Chippewa-Cree Tribe (to plan a NACA elementary school in Albuquerque).

7) Quality of the Management Plan. The project will be implemented and managed by Kara Bobroff, with key activities being overseen as in the following chart:

Activity	Y1 Q1	Y1 Q2	Y1 Q3	Y1 Q4	Y2 Q1	Y2 Q2	Y2 Q3	Y2 Q4	Resp.*
Internal project kickoff meetings	X								KB
PD meeting in Washington, DC	X				X				KB

Activity	Y1 Q1	Y1 Q2	Y1 Q3	Y1 Q4	Y2 Q1	Y2 Q2	Y2 Q3	Y2 Q4	Resp.*
Detailed work plan	X								JL
Continue to develop Online Curriculum Hub materials	X	X	X	X					JK, KS
Recruit for Fellowship		X				X			AB
Review applications for Fellowship and accept 3-5 candidates		X	X			X	X		AB, KB
Begin new class of Fellows; residency year at NACA				X	X	X	X		AB, ADF
Travel to communities	X	X	X	X	X	X	X	X	F, KB
Focus groups, forums, and events in each community planning a school	X	X	X	X	X	X	X	X	F, KB
MOUs with schools/ districts/ communities			X	X	X	X	X	X	KB, CC
New Fellows start community work								X	F, AB
Current Fellows file charter apps.			X			X			F, CC

Secure facilities, technology, equipment, supplies for schools			X	X	X	X	X	X	DU
Open 2+ new charter schools						X			F, All
Promote Online Curriculum Hub; grow participants to 100				X	X	X	X	X	JK, JL
Quarterly fellow/alumni convenings	X	X	X	X	X	X	X	X	KB, ADF
Disseminate The Quad system to NISN schools; provide onboarding training	X			X					TG, KB, CC
Ongoing data collection (the Quad)	X	X	X	X	X	X	X	X	TG, F
Evaluate extra communities						X	X	X	KB
Research other funding sources for NISN and for network schools	X	X	X	X	X	X	X	X	KB, CC2
Comply with USDE reporting	X	X	X	X	X	X	X	X	KB, CC2

* **Responsibility Key:** KB = Kara Bobroff; DU = Daniel Ulibarri; CC = Corina Chavez; CC2 = Carmen Cavnar; AB = Alan Brauer; JK = Josh Krause; TG = Tom Genné; JL = J'Shon Lee; KS = Kristin Szczepaniec; ADF = Anpao Duta Flying Earth; F = Fellows

Post the grant period, NACA expects the fellowship to result in the opening of two to four more charter or BIE grant schools, for a total of five to seven schools.

Ongoing Management: Each charter or BIE grant school will be managed by the Fellow, an administrative and teaching team, and a governing council/board of directors. Management procedures will be built into the charter contract as well as the governing council by-laws (based on NACA's existing by-laws but discussed, revised, and voted on by a new council).

Continued Operation and Sustainability: Charter schools have the option of being chartered through the state or through the individual school district. NACA will work with new charter schools developed under this grant to determine the best route for application (state or district). If chartered by the district, funding for facilities/capital is available. State funding is available for transportation regardless of charter. New Mexico requires that its basic funding formula amount be given to the charter school on a per-unit basis (instead of a "per-student"). Units are based on individual needs such as special or bilingual education. Because many of our students are at-risk, bilingual, and classified as underserved, NACA is eligible for a higher unit allocation. This is expected to also be the case for charter schools developed under this request.

Charter schools developed under this program will be non-profit, as is NACA, which will make them eligible for private funding through a number of grant programs. NACA has successfully sought grants from the W.K. Kellogg, McCune, Daniels Fund, and NoVo Foundation, among others; NISN's NSO will work with Fellows on successful practices in blending governmental and private sources of funding for financial sustainability. Private funding sources (in addition to community partnerships) largely support our ability to provide a holistic environment that includes wellness and enrichment services as integral the model.

Evaluation: Evaluation of the program will be conducted through the common metrics designed

as part of the NISN Scorecard. This will enable NISN to ensure fidelity to model, and to aggregate results to monitor network-level performance. The design of this scorecard is being conducted by Quadrant Metrics, led by two principals: Eli Il Yong Lee is a consultant with 25+ years of executive leadership, issue advocacy, and political campaigns, nationally and in New Mexico. Sandra Wechsler, MPH, brings two decades of experience in civic engagement organizations to build aggressive strategies focused on planning and real-time learning. Sandra specializes in data driven strategy and evaluation. She has experience with campaign and non-profit management, impact assessment, and leadership development. (Note: Evaluation is funded through a separate grant from the U.S. Department of Education and the NMPED. Initial metrics may be found in the appendices.)

APPLICATION REQUIREMENTS

- 1) *Educational program description:* See Quality of Project Design, p. 7.
- 2) *Charter school management:* The NACA Foundation is a 501(c)(3) nonprofit organization, dedicated to supporting NACA initiatives and replicating NACA's success. NISN is supported by a team of staff people, the Network Support Office (NSO). All schools in the NISN network are under their own charters or tribal control and operate independently from the NISN, although each school will sign a performance MOU with NISN. As outlined earlier in this proposal, the NSO will provide new school startup services; an Indigenous, college-preparatory teaching and learning framework; school leadership support and performance management; and financial and operational support. NISN staff will coordinate with community-level resources, including tribal government entities and tribal education departments, to support school start-up. Each school will be independently operated, and management structures will vary depending on existing and planned systems. Additional information is included under performance management on p. 19

- 3) *Objectives and methods*: See Project-specific performance measures (page 22).
- 4) *Administrative relationship between the charter school and public agency*: See Existence of a Charter Contract (page 23).
- 5) *Parent and community involvement*: All NISN schools are created from the collective vision of community members, families, educators, the business sector, experts in Indigenous education, students, and local leaders. Each community is unified by a desire for its students to be academically prepared for college, secure in their identity, and healthy. So central is the idea of community-led, that NISN includes community in its Core Values: “We belong to the NISN community as well as the communities of our neighborhoods, cities, pueblos, reservations, and nations. This means that, along with rights, we have the responsibility to provide service to make our community a better place for all and work to serve our community’s vision for education, culture, and life.” With the community being so directly involved in the education of its youth, each NISN school can work as a driver for Community Transformation, serving as a catalytic force for the neighborhood, and growing up students grounded in their community and prepared to be the leaders of tomorrow. Within the school, parents are fundamental to the community-led philosophy, as well. (See Parent Satisfaction on page 33 for discussion on parent involvement).
- 6) *Continued operation*: See p. 25. In New Mexico, charter contracts are generally authorized for five-year periods and then renewable.
- 7) *Waiver Requests*: Not applicable
- 8) *Grant fund use*: Grant funds will be used for supporting a portion of key personnel salaries and fringe benefits, to include the Fellowship Director; Indigenous Education Knowledge Manager; and Director of Professional Development, Curriculum and Instruction; as well as

the full 0.5 FTE salary for an Administrative Assistant, responsible for helping with bookkeeping and administrative tasks to successfully manage this grant as well as other funding. Contractual positions include fees for Financial Planning Consultant, third party training for Fellows, stipends to teachers to support curricular design and documentation for dissemination, and support for a portion of Fellows' second year stipends. Additional uses include travel by key staff to rural communities; mobile (tablet) technology for 6 staff/year; facility and facilitator costs for in-person, off-site strategic planning; build-out of the Online Curriculum Hub; communications, and travel by two key staff to the annual U.S. Department of Education conference in Washington, D.C. [Please refer to the budget and budget narrative for full detail.]

This award will complement funds awarded to the NACA Foundation through the USDE Native Youth Demonstration Project (Indian Education Demonstration Grants) earlier this year. This simultaneous funding (running for four years, October 2015- September 2019) supports individual community input and engagement in school design in targeted communities in northwestern New Mexico, specifically funding start-up costs of schools, contracted evaluation costs of the NISN Program through Quadrant Metrics and 50% of six Fellows' annual stipends, and travel by the Fellows between NACA in Albuquerque and their targeted communities. This grant will leverage this investment by fully building out the NACA model and curriculum hub, providing for key strategic input in the areas of financial planning and long term dissemination, and supporting communication and professional development activities around dissemination.

- 9) *Student and family informing and lottery*: NACA serves students in 6th-12th grades. Students of all ethnic and racial backgrounds are welcome at NACA; while NISN schools are created

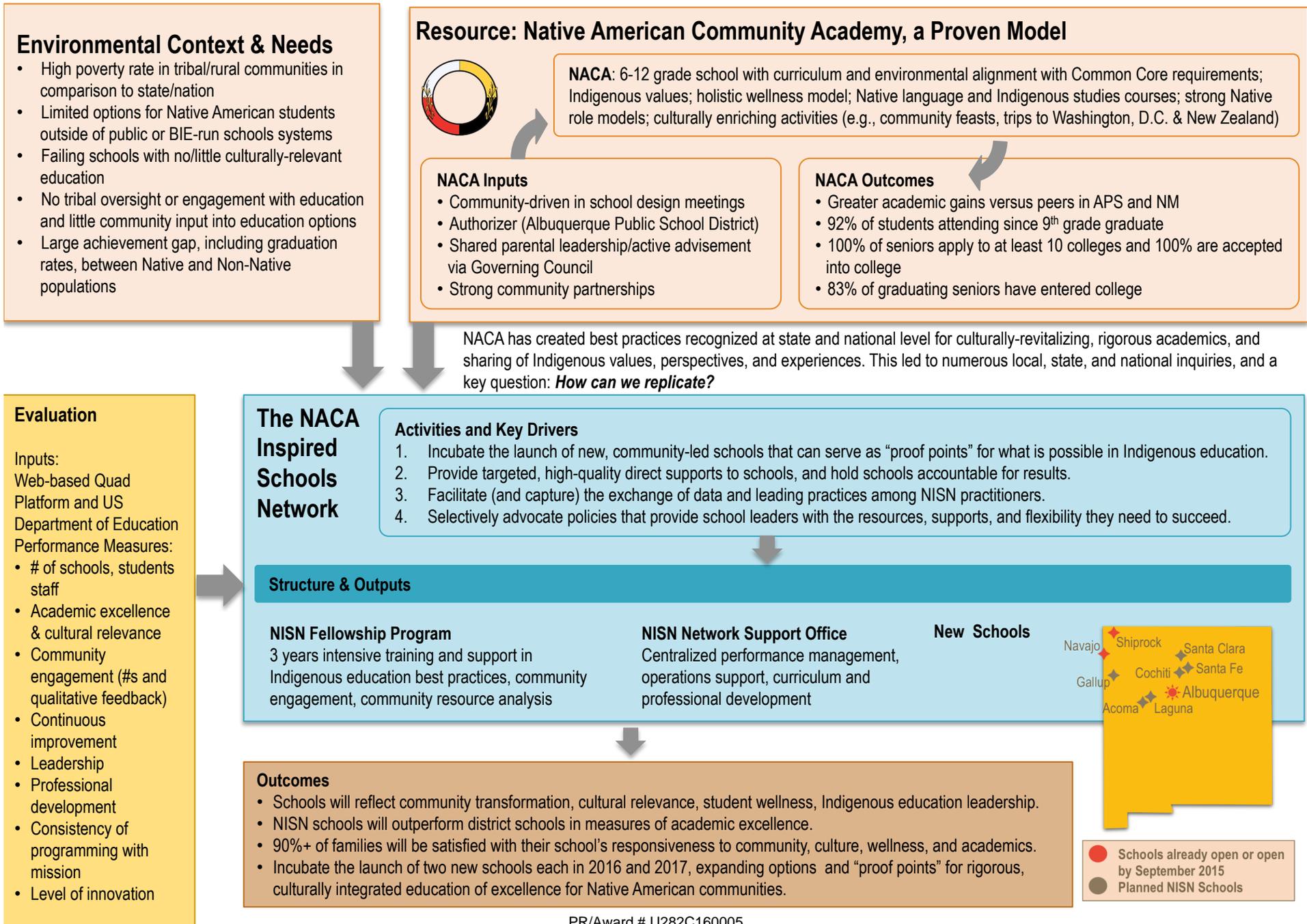
to serve Native American learning styles, all NISN schools are nonsectarian, nonreligious and non-home-based public schools. The NMPED has designed a lottery system that requires charter schools to hold an open enrollment procedure. NACA notifies students and families about enrollment information via community events, the APS website, NACA's website, and social media. Enrollment Informational Sessions are held, with dates announced on NACA's website. To enter the lottery, families may download and fill out an online form. Once the form is received, each potential student is placed on a list for enrollment. On January 31, of every year, a lottery drawing is held and the first 75 names drawn are admitted for the following school year for the sixth grade. Every subsequent last day of each month additional lottery drawings are held until enrollment is full. The remaining students are placed on a waiting list and called when a space opens. Priorities for enrollment include: 1) returning students, 2) siblings of current students, and 3) students whose names are drawn from the lottery, until all slots are filled. Parents of students are notified via a letter of confirmation delivered to the address indicated on the lottery enrollment application at the end of each lottery. Parents will be contacted to schedule a family meeting and to complete the in-person registration process with a NACA Staff Member. Title 1 Homeless Project is available to assist students and families needing support with the registration process. New NISN schools will outline and institute a similar process in keeping with New Mexico state law.

10) *LEA compliance with IDEA*: See Existence and Quality of a Charter School Performance Contract (p. 26).

11) *Dissemination activities*: See Quality of Dissemination Activities (p. 13).

Note: A bibliography that includes references cited is attached.

NACA-Inspired Schools Network: Logic Model



Other Attachment File(s)

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CHARTER SCHOOLS PROGRAM ASSURANCES – NON-STATE EDUCATIONAL AGENCIES

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit the following to the Secretary:

- A. Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.
- B. As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:
- C. All items described in the application requirements;
- D. An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- E. An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- F. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- G. Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- H. A copy of proof of applicant's non-profit status;
- I. The applicants' DUNS and TIN numbers;
- J. A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- K. Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

NAME OF AUTHORIZED OFFICIAL

TITLE

SIGNATURE OF AUTHORIZED OFFICIAL

DATE

APPLICANT ORGANIZATION

DATE SUBMITTED

Kara Lee Bobroff, Ed.S



EDUCATION

July 1996 Educational Specialist: Educational Administration
University of New Mexico, College of Education
Albuquerque, New Mexico

May 1995 Master of Education: Special Education
University of New Mexico, College of Education
Albuquerque, New Mexico

May 1992 Bachelor of Science: Special Education
University of New Mexico, College of Education
Albuquerque, New Mexico

PROFESSIONAL EXPERIENCE

2014- Present Executive Director
NACA Inspired School Network, Albuquerque, NM

2005-Present Founding Principal and Director
Native American Community Academy (NACA), Albuquerque, NM

2004 Native America Educational Outreach Coordinator
Moving America Forward

2002 – 2004 Principal
Newcomb Middle School, Newcomb, NM

1998 – 2002 Assistant Principal
Miller Creek Middle School, San Rafael, CA
A “California Distinguished School”

1996 – 1998 Assistant Principal
Taft Middle School, Albuquerque, NM

1995 – 1996 Administrative Intern, Danforth Scholar
Cooperative Educational Services Administrative Intern Program
University of New Mexico and Albuquerque Public Schools
Jefferson Middle School, Albuquerque, NM

1992 – 1996 Special Education Teacher, SE/LD/CD Grades 6.7.8
Jefferson Middle School, Albuquerque, NM

1992 Student Teacher, SE/BD Grade 6
Washington Middle School, Albuquerque, NM

1991 Research Assistant
Indian Educational Center for Excellence, Bernalillo, NM

CERTIFICATION

Administration K – 12
New Mexico Department of Education
California Department of Education

Special Education K – 12
New Mexico Department of Education
California Department of Education

FELLOWSHIPS, AWARDS, AND GRANTS

2015 Team Lead
U.S. Department of Education: Native Youth Community Demonstration Projects
NACA-Inspired Schools Network, Albuquerque, NM

2015 Teach for America: Schools to Learn From Recognition
Native American Community Academy, Albuquerque, NM

2014-Present Pahara-Aspen Educational Fellow, Cohort Spring 2015
Pahara Institute, San Francisco, CA

2014-Present Team Lead
Daniels Fund
NACA-Inspired Schools Network, Albuquerque, NM

2014-Present Team Lead and Fiscal Sponsor: Dream Diné Charter School
W.K. Kellogg Foundation
NACA-Inspired Schools Network, Albuquerque, NM

2014-Present Advisor: Pathways Navigator Program
Pathways to a Healthy Bernalillo County
Native American Community Academy, Albuquerque, NM

2014-Present Advisor: Substance Abuse Prevention Program
New Mexico Department of Health: Office of Substance Abuse Prevention
Native American Community Academy, Albuquerque, NM

2014-Present Team Lead
McCune Foundation
NACA-Inspired Schools Network, Albuquerque, NM

2013-Present Team Lead: Forward Promise Innovation
Robert Wood Johnson Foundation
Native American Community Academy, Albuquerque, NM

2013 Team Lead: Growing Educators for Native American Communities
San Manuel Band of Mission Indians
Native American Community Academy, Albuquerque, NM

2013 Advisor: Preventive & Restorative Circles
Con Alma Health Foundation
Native American Community Academy, Albuquerque, NM

2012 Breakthrough Schools Recognition
National Association of Secondary School Principals
Native American Community Academy, Albuquerque, NM

2011-Present Team Lead
W.K. Kellogg Foundation
Native American Community Academy, Albuquerque, NM
NACA-Inspired Schools Network, Albuquerque, NM

2011 Team Lead: School-Based Health Center Capital
Health Resources and Services Administration
Native American Community Academy, Albuquerque, NM

2011 Team Lead: Growing Educators for Native American Communities
Braitmayer Foundation
Native American Community Academy, Albuquerque, NM

2011-Present Team Lead: Tutoring and Support Services
United Way of Central New Mexico
Native American Community Academy, Albuquerque, NM

2010 Zia Award for Distinguished Service in Education
University of New Mexico, Albuquerque, NM

2009 Top 100 Emerging Social Entrepreneurs Recognition
President Barack Obama/White House

2006 – Present Team Lead and Applicant
Coalition of Essential Schools Small Schools Network, Oakland, CA
Native American Community Academy, Albuquerque, NM

2005- Present Echoing Green Fellow, Cohort 2005
New York, NY

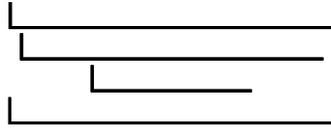
2005 Research Fellowship
Southwest Educational Development Laboratory
United States Department of Education, Austin, TX

2003 Research Fellowship
Southwest Educational Development Laboratory
United States Department of Education, Austin, TX

PROFESSIONAL ASSOCIATIONS AND BOARDS

2015	Member, President's Advisory Council on Faith-Based and Neighborhood Partnerships Washington, DC
2013- Present	Member, Dream Dine' Governing Council Shiprock, NM
2008 – Present	University of New Mexico Health and Sciences Center Community Advisory Council for UNM Hospital Albuquerque, NM
2007 – Present	Advisory Board Member Harvard's Urban Principals Center Cambridge, MA
2007 – Present	Vice President, Governing Body NM Native American Soccer Organization Albuquerque, NM
2006 – Present	Albuquerque Advisory Board Member New Mexico Community Foundation Albuquerque, NM
2006 – Present	Board Member Southwest Youth Services, Native American Soccer Project Albuquerque, NM
2006 – 2008	Advisory Board Member First Nations Health Source: All My Relations Project Albuquerque, NM
2006 – Present	National Participant and Social Entrepreneur Invitee New Profit Annual Gathering of Leaders New Paltz, NY
2004 – Present	Member, Albuquerque Indigenous Women's Gathering Albuquerque, NM
1991 – Present	Member, Association of Supervision and Curriculum Development
1998 – 2002	Member, Region J Administration Staff Development Committee Marin County, CA

Carmen I. Cavnar



PROFILE

Self-motivated, hard worker and a team player.
Good people skills, bilingual and I work well with diverse staff.
Auditing expertise in government, non-profit and employee benefit plans. AptaFund and Quickbooks Accounting Software
Computer skills include: Microsoft Windows, Microsoft Office

EDUCATION

University of New Mexico
December 2005
Bachelor Degree in Accounting, GPA 3.47

Valley High School
May 2001
High School Diploma, GPA 3.9

LICENSURE

Level Two School Business Official License
Effective July 2012-June 2021

EXPERIENCE

Native American Community Academy Foundation

2015 – Present

Finance Director

- Oversee the NACA Foundation finance department
- Identify new funding opportunities, draft prospective programmatic budgets, and determine cost effectiveness of prospective changes.
- Ensure that all government regulations and requirements are met.
- Monitor banking activities of the organization.
- Ensure adequate cash flow to meet the needs of the School and the Foundation.

Native American Community Academy

July 2012 – 2015

Financial Consultant

- Work with management on the strategic vision specifically in identifying new funding opportunities, the drafting of prospective programmatic budgets, and determining cost effectiveness of prospective changes.
- Ensuring that all government regulations and requirements are met.
- Monitor banking activities of the organization.
- Ensure adequate cash flow to meet the needs of the School.

South Valley Academy

Feb 2009 – Present

Business Manager

- Assist in performing all tasks necessary to achieve the School's mission and growth plans. PR/Award # U282C160005
- Human Resources Management

- Coordinate benefits for staff
- Prepare the payroll with all applicable reports
- Prepare all contracts for both salaried and contractual employees
- Assist Principal with STARS reporting
- Facilitate annual staff training on raising awareness and knowledge of financial management matters, purchasing process and discussed the importance of internal controls.
- Work with the Principal on the strategic vision specifically in identifying new funding opportunities, the drafting of prospective programmatic budgets, and determining cost effectiveness of prospective changes.
- Ensuring that all government regulations and requirements are met.
- Budget Management-development, analysis, and supervision
- Provide the management with an operating budget to ensure school success through cost analysis support.
- Oversee the management and coordination of all fiscal reporting activities for the organization including: organizational revenue/expense and balance sheet reports, reports to funding agencies, and monitoring of organizational and contract/grant budgets on a monthly and quarterly basis.
- Oversee all purchasing and payroll activity for staff and vendors.
- Develop and maintain systems of internal controls.
- Ensure adequate controls are implemented and that substantiating documentation is approved and available such that all purchases may pass independent and governmental audits.
- Oversee the coordination and activities of independent auditors ensuring all audit compliance issues are met, and the preparation of the annual financial statements is in accordance with U.S. GAAP.
- Attend Governing Council and Subcommittee meetings; including being the lead staff on the Audit/Finance Committee.
- Monitor banking activities of the organization.
- Ensure adequate cash flow to meet the needs of the School.
- Oversee the maintenance of the inventory of all fixed assets, including assets purchased with government funds (computers, etc.) assuring all are in accordance with federal regulations. Calculate depreciation and fixed asset roll forward.

MOSS ADAMS LLP

Jan 2006 – Dec 2008

Senior Auditor

- Planned and performed engagements with new risk assessment standards for government entities, non-profits and employee benefit plans.
- Trained and supervised staff.
- Communicated with client and management status of audits.
- Analyzed internal controls.
- Performed analytical tests and ratio analysis.
- Prepared financial statements.
- Trained and assisted staff with software program.

Accounting & Consulting Group, LLP

Jun 2005 -Dec 2005

Auditing Intern

- Performed functions such as testing internal controls and testing for compliance with federal awards.
- Entered trial balances and grouped accounts.
- Created work paper templates
- Performed substantive test work such as cash, receivables, payables, revenue and expenses.

CORINA C. CHAVEZ

WORK EXPERIENCE

Director of School Development and Evaluation

Albuquerque, NM

NACA-Inspired Schools Network

September 2013 – Present

Supports and works directly with NISN Fellows working in or opening new network schools for the NACA-Inspired Schools Network (NISN). Translating the Fellowship design and outcomes into a plan and managing the execution of that plan in partnership with NISN stakeholders and the Fellows. Oversee the development of Fellow's plans and designs for new schools. Continually evaluating and refining the Fellowship curriculum and model to improve the experience, impact, and results.

Performance Oversight Coordinator

Brooklyn, NY

Charter School Office, New York State Education Department

June 2012 — August 2013

Oversee and manage all aspects of the performance monitoring and evaluation of charter schools directly authorized by the Board of Regents. Supervise and direct activities of professional staff on the oversight team. Manage the development of procedures, protocols, and guidelines for monitoring schools including site visits, review and analysis of data and reports, the charter revision and renewal processes. Serve as team leader, author and facilitator for program monitoring site visits at schools; review and edit all written documents and reports related to oversight; develop written recommendations, reports or memoranda containing policy and evidence-based analysis for consideration by state leadership.

Independent Consultant

Brooklyn, NY

December 2007 — June 2012

Program planning and development, fundraising, research, program monitoring, and evaluation, including an assessment of health/wellness services and safety at BIE schools

Education Administrator

Santa Fe, NM

Charter Schools Division, New Mexico Public Education Department

August 2003 — August 2011

Provide staff support for the Public Education Commission to authorize charter schools. Work with a team to develop and refine systems to evaluate new and renewal charter school applications and monitor the performance of existing schools. Secure \$12.3 million federal Charter School Program grant and manage the re-granting process. Provide technical assistance to community members, school district personnel, prospective applicants, planning-year and operational schools. Manage the division's self-evaluation process, administer surveys, analyze results and make recommendations to senior leadership for continuous improvement. Serve as liaison to schools in varying stages of planning and implementation. Conduct site-monitoring visits and provide feedback on performance as part of NCLB school improvement plans, charter authorizing, and to accredit schools. Collect and analyze data on school performance, write recommendation reports, analyze legislative bills. Manage contracts with service providers and develop strategic partnerships with organizations and key stakeholders to strengthen over-all supports for charter school as a sustainable movement across the state.

Senior Program Officer**Philadelphia, PA and Oakland, CA**

Public/Private Ventures

January 1998 — March 2003

Execute multi-site research demonstration projects, award grants to organizations that implement programs. Provide technical assistance to the field, monitor and report on program activities, challenges, trends and results. Co-author best practices reports and contribute to other P/PV publications. Manage program reconnaissance process to explore the potential for developing initiatives and write concept papers related to college access programs and youth organizing. Provide consultation to organizations such as Stanford University's John Gardner Center for their work in Redwood City, CA on community engagement pertaining to youth. Synthesize key research findings and make presentations at national conferences.

Program Administrator**Austin, TX**

Austin/Travis County Health and Human Services Department

October 1995 — January 1998

Coordinate *Community Change for Youth Development Initiative* in a low-income neighborhood in East Austin. Conduct a local needs assessment, set goals, develop and implement a community-wide agenda related to five core concepts: 1) adult support & guidance, 2) youth involvement in decision-making, 3) support during times of transition, 4) gap activities and 5) work as a developmental tool. Engage residents as decision-makers, form collaborations with schools, faith-based organizations and other youth-service providers; facilitate strategic planning sessions, governance meetings, and technical assistance workshops. Write articles for newsletter, collaborate with team to write grant proposals and draft implementation reports to funders.

Teacher**Austin, TX**

Austin Independent School District

August 1992 — July 1995

Teach elementary school students. Serve as grade-level chairperson and member of the Campus Leadership Team, responsible for making recommendations for policy, budget, and campus improvement.

Program Assistant/Teaching Aide/Tutor

1987-1989 American Indian Upward Bound/TRIBES program, University of Colorado

EDUCATION**M.A. Community Psychology University of Texas at Austin, 1992****Austin, TX****Teacher Certification, University of New Mexico, 1992****Albuquerque, NM****B.A. Psychology, University of Colorado at Boulder, 1989****Boulder, CO****LICENSURE****New Mexico Level II Professional K-8 License****Licensure #229891 expiration June 2022**

Alan Brauer, Jr.

VISION

Ensuring equal access to an excellent education for all.

PROFESSIONAL PROFILE

- Fourteen years of experience in education, including twelve in management.
- Leadership in managing diverse teams to achieve ambitious results in student achievement, teacher satisfaction and retention
- Training and support of educators through first and second years of teaching, focusing on ambitious academic goals
- Passionate educating to create opportunity and a love of learning for all students
- Building networks with districts, communities and families to create shared vision for students

KEY QUALIFICATIONS

- Set vision, goals, and priorities and for Teacher Leadership Development teams, leading to highest student achievement results to record
- Establish district and community partnerships
- Work with diverse students and families in Native, rural, and urban settings
- Hiring and onboarding diverse teams of leaders to achieve shared vision
- Organize, plan and execute professional development and support for team of 5, and three hundred teachers.
- Develop learning experiences for staff and teachers on implementation of Common Core
- Design curriculum and professional development based on analysis of learner needs
- Modification of instruction for diverse learning needs and Culturally Responsive Teaching
- Use of data-driven tracking to analyze student understanding and instructional decisions

CONTACT

Address:

SKILLS

Managing others to outcomes	■■■■■■■■■■■
Coaching and mentoring staff	■■■■■■■■■■■
Setting vision and direction	■■■■■■■■■■■
Strategic planning and executing	■■■■■■■■■■■
Building diverse relationship	■■■■■■■■■■■

AWARDS

New Mexico Lt. Governor's Civic Volunteer of the Year Award, 2009

LEADERSHIP

Volunteer Firefighter, Rocky Ridge Fire Company 1993-Present

Member, Sons of the American Legion Post 168, 1977-Present

Board Member, Big Brothers Big Sisters of Northern New Mexico

Implementation Member, Vision of Gallup.

School Improvement and Fundraising Team Member, Smith Lake Elementary

EDUCATION

M.A.T, Elementary Education

Western New Mexico University, 2004

GPA: 3.89

BA, History

Goucher College, 2000



WORK EXPERIENCE

Fellowship Director: NACA Inspired Schools Network - June 2015

- Plan, execute, and evaluate NISN Fellowship
- Create and facilitate Fellows learning in establishing 10 community-driven charter schools

Senior Managing Director, Teacher Leadership Development: Teach For America, Baltimore Date – Present

- Developed and implemented strategic expansion plan to four new rural districts
- Forged new relationships and networks with district, community and university leaders
- Led efforts to recruit a diverse pool of local applicants to join Teach For America
- Planned and executed meetings with prospective supporters from the philanthropic and business community
- Led collaboration efforts with State officials to finalize our proposal for expansion to the Shore

Managing Director of Program: Teach For America Baltimore, June 2010-2014

- Set vision and direction, organize, plan and execute professional development and support opportunities
- Manage team's progress toward achieving ambitious goals in teacher effectiveness, retention, satisfaction and leadership
- Responsible for hiring and onboarding diverse team of coaches to execute our vision for student leadership
- Leading the new site development into the Eastern Shore communities of Maryland.
- Assist in the setting of and the management of regional budget

Managing Director of Program: Teach for America New Mexico, June 2008-June 2010

- Set vision and direction, organize, plan and execute professional development and support
- Managed team's progress toward achieving ambitious goals in teacher effectiveness, retention, satisfaction and leadership

PR/Award # U282C160005

Program Director: Teach For America New Mexico, August 2003-June 2008

- Set vision, direction and implementation strategies for training and supporting educators through their first and second years
- Managed team of 7 content experts to execute on-going professional development for region's teacher cohort

Teacher: Smith Lake Elementary, Gallup-McKinley Country Schools, TFA Corps Member, August 2001-August 2003.

- Use of data-driven problem solving to analyze student understanding and to direct instruction
- Student grade-level gains of 1.5 years or greater in all subject areas

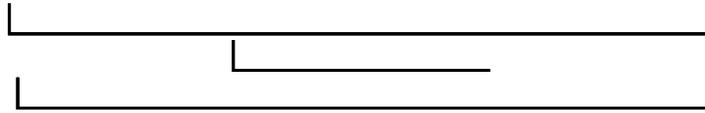
Farm Worker: Charles E. Brauer and Son Farms, Stony Branch Growers, 1995-present

- Managed the daily operations of our dairy and crop farming operation
- Established new business model in 2013 to incorporate locally grown produce into the business plan
- Founded and managed Stony Branch Growers www.stonybranchgrowers.com
- Managed operations, production and sales of locally grown produce
- Created a community supported agriculture (CSA) system for selling directly to customers.
- Facilitated learning experiences for interested customers on the use of sustainable agriculture practices

REFERENCES AVAILABLE UPON REQUEST

Curriculum Vitae

Joshua C. Krause, M. Ed.



Education

Fordham University	MA Curriculum and Assessment	2003---2007
University of Wisconsin – Madison	BA History	2000---2003
University of New Mexico	LLSS PhD in Process	2015---Present

Career

NISN Director of Professional Development and Curriculum and Instruction	2015-Present
Instructor, Central New Mexico Community College’s Alternative Licensure Program and Growing Educators for Native American Communities (GENAC)	2007---2015
Professional Development Lead and Humanities Teacher, Native American Community Academy	2011---Present
2014 Emerging Leader – Association for Supervision and Curriculum Development (ASCD)	2014---2016
Presidential Fellow for Curriculum Development at CNM	2013---2014
Technology Resource Teacher, Bernalillo Public Schools	2007---2008
8 th Grade Humanities Teacher, Mott Hall II, New York City Public Schools	2003---2008

Skills

Highly skilled in the areas of:

- Designing and delivering K---12 and post---secondary professional development
- Extraordinary communication skills and collaborative systems skills

- Conducting teacher---candidate and college faculty performance reviews using qualitative and quantitative data
- Coaching pre---service and current teachers and college faculty in improving the teaching and learning process through a data---drive approach
- Designing education programs to meet national accreditation standards
- Documenting progress toward goals for teachers and college faculty
- Leading
- Instructing K---12 and post---secondary teachers in curriculum, assessment, and instructional design
- Constructing a culture of critique in K---12 and post---secondary institutions
- Designing learning through cooperative problem solving
- Designing and improving program design
- Using the SCALE---UP methodology in classroom design
- Using and teaching the use of Apple/Mac and various online software applications in K---12 and post---secondary settings

Presentations

The American Association of Community Colleges – *Creating a Culture of Critique Among Community College Faculty*
March 2015

The American Association of Community Colleges --- *Applying a Curriculum Model to New Student Orientation*
March 2015

CNM – *Competency---based Education in Community College Education*
September 2014

Native American Community Academy --- *Understanding by Design and Performance Based Assessment Using the Common Core State Standards and PARCC*
Ongoing

Eubank Elementary School – *Understanding by Design (UbD) Training*
Ongoing

DATA Charter School – *Understanding by Design and Performance Based Assessment Using the Common Core State Standards*
May 2013

New Mexico Association for the Education of Young Children – *Common Core Implications for Early Childhood*
January 2013

Twin Buttes Charter School, Zuni, NM – *Understanding by Design (UbD) Training*

January 2012

ASCD National Conference – *Growing Educators for Native American Communities*
March 2012

Culinary Instructors of the Southwest – *Backward Planning for Curriculum Design*
February 2010

College Service

CNM – CHSS In---service – Curriculum Frameworks
2013

New Faculty Institute – Curriculum Development for New Faculty
2012---Present

Education Faculty *Understanding by Design* Curriculum Design and Implementation
2011 – Present

SCALE---UP Interactive Classroom Development
2009---Present

References

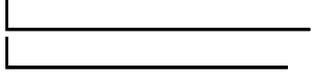
Dr. Sydney Gunthorpe, Vice President for Academic Affairs, CNM

Dr. Erica Volkers, Dean of Communications, Humanities and Social Science, CNM

Kara Bobroff, Founder and Principal, Native American Community Academy

Catron Allred, Director of Education, CNM

Dr. Larry Wakeford, Instructor, Central New Mexico Community College, Alternative
Licensure Program



Kristin Szczepaniec

Education

Cornell University, Cornell Institute for Public Affairs, Ithaca, NY May 2013
Master of Public Administration, Education Policy & American Indian Studies, GPA 3.87

University of New Mexico, Albuquerque, NM December 2011
Master of Arts, Elementary Education, GPA 4.04

University of Notre Dame, Notre Dame, IN May 2009
Bachelor of Arts, Economics, International Peace Studies. Minor in CST-Service, GPA 3.37
Certificate in International Studies, London, England Spring 2008

Experience

NACA-Inspired Schools Network, Indigenous Education Manager July 2015-Present

- Will design and build the NISN Indigenous Education Knowledge Management System to facilitate the sharing of best practices across schools used by other educators, both nationally and internationally.

Teach For America, Native Alliance Initiative, Director June 2013-2015

- Lead national recruitment strategies with American Indian, Alaska Native, and Native Hawaiian prospects
- Create tools, processes, training resources, and consultation sessions for collaboration across national recruitment teams and regions
- Network with Teach For America staff, corps members and alumni in support of the Native Alliance Initiative
- Develop and execute a annual comprehensive strategy including marketing, communications, social media, culturally responsive pedagogy, corps member satisfaction and retention, forging relationships with Native organizations
- Evaluate applications to the teaching corps; interview candidates and contribute to admissions decisions

Teach For America Corps Member Advisor Summer 2013

- Manage 12 new teachers toward dramatic academic gains for their middle and elementary school during summer institute.
- Professionally develop new teachers mindsets and skills in behavior management, culturally responsive teaching, diversity, and equity

Ithaca City School District Research Consultant, Ithaca, NY September 2012-May 2013

- Analyze small and large district Instructional Coaching policies, advise for best systems of instructional coaching, and develop a framework that is still being used to create an instructional coaching model in ICSD.
- Selected as one of 12 member design team in district to create system of instructional coaching including hiring, implementation, and evaluation across 12 schools; plan and facilitate meetings, synthesizing ideas to build consensus.
- Design and prepare website for group members to distribute information and manage correspondence.

Native American Community Academy, Albuquerque, NM May 2012-August 2012
Leadership For Educational Equity Fellow

- Coordinated individual and group meetings to work to build an education network in New Mexico with interviews of tribal leaders and officials, state department of education directors, local principals, and teachers
- Evaluated and aligned best practices to both the Indian Education Act with education policies in New Mexico
- Researched and wrote policy proposal report with recommendations on how to integrate and convey culturally relevant pedagogy and exemplar lessons to supplement the implementation of the Common Core SS

Laguna Department of Education, Laguna, NM May 2009-May 2011
Math Teacher, 7th grade, Teach for America Corps Member

- Taught mathematics 10 hrs/day including before and after school tutoring; lesson planning, engaged & communicated with parents, demonstrating patience and perseverance towards closing the achievement gap.
- Led Saturday school and taught experiential lessons to help students who were 4 years behind; students made average 1.5 years cumulative growth in 1st and 2nd year of teaching.

National Indian Youth Leadership Project, Project Venture, Laguna, NM May 2009-May 2011

- Co-Lead National Indian Youth Leadership Project outings via Project Venture guiding and motivating (20-30) students through wilderness experiences and teambuilding exercises 7 times annually for 3-8 day trips.

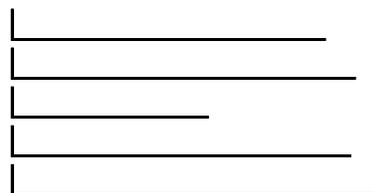
Presentations

Washington Internships for Native Students. *The Power of Your Story and Why It Matters*. Washington, DC. June 2014

National Conference on Race & Ethnicity in American Higher Education. *Teach For America's Native Alliance Initiative and the Need for more Native Educators*. Indianapolis, IN. May 2014.

United National Indian Tribal Youth Mid-Year Meeting. *Articulating Your Story and the Importance of Education*. Washington, DC. March 2014.

Thomas P. Genné



OBJECTIVE

To utilize skills acquired in education and education management to provide the right people with the right data at the right time in support high quality decision making and accountability.

PROFESSIONAL CHARACTERISTICS

Commitment, Leadership, Team Building, Dedication to Excellence, Positive Work Ethic, Communication, Interpersonal skills, Knowledge about the Profession, Insightful, Experienced

AREAS OF STRENGTH

Assessment and Analysis	Organizational Skills
Curriculum/Instruction	Staff Evaluation/Supervision
Fiscal Management	Communication Skills
Data Collection/Analysis	Customer Focus
Group Facilitation	Grant Development/Management
Collaboration	MS Word, Excel, Access, PowerPoint, Publisher
Team Building	

EDUCATION

1986	M. Ed. Public School Administration University of Alaska Anchorage, Alaska 99508
1976	B.A. English Literature Montclair State University Montclair, New Jersey 07042

CREDENTIALS

Level III-A	New Mexico Instructional Leader License
Level III-B	New Mexico Administrative License

PROFESSIONAL EXPERIENCE

DIRECTOR

DIRECTOR OF DATA, ANALYSIS AND REPORTING 7/2015
NACA Inspired Schools Network
DIRECTOR OF RESEARCH AND ACCOUNTABILITY 7/07-6/15
Albuquerque Public Schools
DIRECTOR OF CURRICULUM AND ASSESSMENTS 7/98-6/01
Lower Yukon School District
DIRECTOR OF FEDERAL/STATE GRANTS AND ENTITLEMENTS 7/98-12/98
Lower Yukon School District

MANAGER

MANAGER OF RESEARCH AND ACCOUNTABILITY SERVICES 7/03-7/07
Albuquerque Public Schools

COORDINATOR

COORDINATOR OF ACCOUNTABILITY SERVICES 1/02-7/03
Albuquerque Public Schools

PRINCIPAL

Lower Yukon School District, Mountain Village, Alaska 7/95 - 6/98
Bering Strait School District, Unalakleet, Alaska 7/92 - 6/95
Yukon Flats School District, Fort Yukon, Alaska 1/92 - 6/92
Kenai Peninsula Borough School District, Soldotna, Alaska 7/89 - 6/90
Bering Strait School District, Unalakleet, Alaska 7/82 - 6/89

INSTRUCTION

ADJUNCT FACULTY 1/91 - 5/91
University of Alaska, School of Education, Anchorage, Alaska
HIGH SCHOOL TEACHER 7/79 - 6/82
North Slope Borough School District, Barrow, Alaska
PRINCIPAL/TEACHER 7/76 - 6/79
Kuspuk School District, Aniak, Alaska

REFERENCES

Russ Romans	Manager of Accountability Services Albuquerque Public Schools _____
Mike Loughrey	Manager of Assessments, recently retired Albuquerque Public Schools _____
Chris Brunder	Manager of Testing Services Albuquerque Public Schools _____
Rich Carlson	Superintendent Cordova School District _____
Curt Mearns	Manager of Research and Evaluation (APS) former Apex Research & Evaluation _____
Lynne Rosen	Director of Language and Cultural Equity Albuquerque Public Schools _____
Shayne Kendall	Director of Student Information Systems Albuquerque Public Schools _____
Mark Tolley	Director of APS Charter Schools Albuquerque Public Schools _____
Rev. Kim Kinsey	Pastor, Christ United Methodist Church Albuquerque, New Mexico _____
Rose-Ann McKernan	Executive Director, Instructional Accountability Albuquerque Public Schools _____

J'Shon Lee

WORK EXPERIENCE

- NACA-Inspired Schools Network Director of Strategic Initiatives** July 2015-Present
- Will be responsible for building organizational systems, structures, and practices that provide the most efficient, thorough, effective and relevant outcomes for the NISN staff and schools.
- Laguna Middle School, Teacher** July 2011-May 2014
- Developed and implemented engaging and effective social studies lessons with a 100% Native student population
 - Created and delivered a tribal government curriculum focused on the Pueblo of Laguna government structure
 - Actively participated in grade level, English team, and intervention and behavioral team professional development meetings
- AfterSchool Program Site Coordinator – Laguna Middle School** February 2013-May 2013
- Led a seven member educator team and 90+ students in the daily activities of managing a MicroSociety
 - Facilitated staff meetings to implement solutions for organization, communication, and safety issues

EDUCATION

- Master of Arts, Policy, Organization, and Leadership Studies** Anticipated June 2015
Stanford University, Stanford, California GPA: 3.8/4.0
- Master of Arts, Secondary Education** May 2014
University of New Mexico, Gallup, New Mexico GPA: 4.0/4.0
- Bachelor of Science, Business Management** May 2011
Emphasis: American Indian Studies
Arizona State University Tempe, Arizona
GPA: 3.38/4.0
Receipt of: ASU Leadership Scholarship Program, Gates Millennium Scholarship, and White Mountain Apache Tribal Scholarship
- American University** Washington D.C. Summer 2010
Courses Completed: American Indian Community Development and Professional Development

INTERNSHIPS and PROGRAMS

- Native American Cultural Center Frosh Fellows Graduate Mentor** January 2015 - Present
- Mentor a freshman student in the process of researching culturally relevant pedagogy
 - Coordinate and facilitate a research forum with the cohort of graduate mentors
- Leading through Education, Activism, & Diversity Graduate Assistant** September 2014-Present
- Assist LEAD staff from Stanford's four ethnic community centers in the development of the LEAD program
 - Develop writing curriculum for LEAD program and assess the writing of undergraduate students
 - Support and facilitate the social change project of a small group of undergraduate students
 - Redesign the graduate assistant position and create student feedback materials to inform program design
- Nation Building for Native Youth, Co-Facilitator/Youth Mentor** July 2014-July 2014
- Facilitated Native Youth empowerment conference, focusing on individual and tribal sovereignty
 - Mentored youth clan groups in creating capstone projects targeting major tribal issues
- Teach for America 2011 Corps Member** June 2011-May 2013
- Teacher, 7th and 8th Grade Social Studies and Laguna Culture (Laguna Middle School)
 - Successful completion of Teach for America two-year professional development program
- Summer Internship** June 2010-July 2010
U.S. Department of Veteran Affairs (Center for Veteran Enterprise), Washington D.C.
- Maintained small business profiles and performed Risk Assessment for CVE Verification Process

RELEVANT EXPERIENCE

- Student Council Advisor** August 2012-May 2014
- Facilitated meetings and school-wide events with an eighteen member student council
 - Developed the communicative, organizational, and leadership skill of student council members
- 6th and 7th Grade Volleyball Coach** PR/Award # U2820160020 2011-November 2012
- Developed the athletic, communicative, and leadership skills and ability of two groups of fifteen student-athletes

Co-Vice President
Youth Ambassador

October 2009-October 2011
October 2008-October 2009

National Congress of American Indians (NCAI) Youth Commission

- Advocated for Indian Education Issues across multicultural communities in conjunction with the NCAI tribal leaders
- Facilitated and presided over Youth Commission conference meetings to identify solutions for Native Youth issues
- *Receipt of Ernie Stevens Jr. Native Youth Leadership Award*

Co-President
Vice President
Secretary

July 2009 – July 2011
July 2008 – July 2009
July 2007 – July 2008
July 2006 – July 2007

Female Member-at-Large

United National Indian Tribal Youth (UNITY)

- Led over 150 youth councils at National and Mid Year Conferences in various leadership building activities
- Managed and facilitated the duties and discussions of a ten member executive committee
- Organized a National Initiative to Strengthen Native Families and proposed and received approval of Substance Abuse and Native Youth White House Summit Resolution at the National Congress of American Indians Annual Convention

HONORS, ORGANIZATIONS, & VOLUNTEER ACTIVITIES

- Students Providing Awareness, Resources, & Knowledge to Start College (2007-2011), ASU Student Foundation (2007-2011), Alpha Pi Omega Sorority, Inc. (2010-present), Multicultural Greek Council – Alpha Pi Omega Delegate (2011), Nick Lowery Youth Foundation (2008-2014), Native Alliance Initiative (2011-Present), Stanford Native American Graduate Students (2014-Present), Stanford Powwow Alumni Committee (2014-Present)



Daniel M. Ulibarri

PROFILE

I have worked with volunteers, government officials, legislators, business executives and lobbyists to accomplish goals and objectives. I am seeking to continue to work where I can excel in the areas of leadership and administration.

EXPERIENCE

April 2014- Current NACA Inspired School Network Albuquerque, NM
Chief Operating Officer/Facilities Director

- Senior Leader within NACA Inspired School Network (NISN); developing and building all functions of the network
- Builds external partnerships to support NISN's work
- Manages the financial and operational aspects of NISN's work
- Operationalizes key aspects of NISN's strategy and vision
- Manages the relationship between the network and the schools on the ground
- Builds critical aspects of the major infrastructure needed to establish the network as a critical lever in educational opportunity

July 2007- March 2014 Educate New Mexico, Inc. Albuquerque, NM
Executive Director

- Assured that the organization has a long-range strategy which achieves its mission, and toward which it makes consistent and timely progress.
- Conducted television, radio and print media interviews as the primary spokesperson for the organization.
- Spoke to individuals and groups concerning the program and education reform issues.
- Provided leadership in developing program, organizational and financial plans with the Board of Directors and staff, and carry out plans and policies authorized by the board.
- Promoted active and broad participation by volunteers in all areas of the organization's work.
- Maintained official records and documents, and ensure compliance with federal, state and local regulations.
- Maintained a working knowledge of significant developments and trends in the field.
- Saw that the board is kept fully informed on the condition of the organization and all important factors influencing it.
- Publicized the activities of the organization, its programs and goals.
- Established sound working relationships and cooperative arrangements with community groups and organizations.
- Represented the programs and point of view of the organization to agencies, organizations, and the general public.
- Responsible for the recruitment, employment, and release of all personnel, both paid staff, contract and volunteers.
- Responsible for developing and maintaining sound financial practices.
- Worked with the staff, Executive Committee, and the board in preparing a budget; see that the organization operates within budget guidelines.
- Ensured that adequate funds are available to permit the organization to carry out its work.
- Jointly, with the president and secretary of the board of directors, conducted official correspondence of the organization, and jointly, with designated officers, execute legal documents.
- Developed all fundraising activities.

2007-2009 **New Mexico Association of Nonpublic Schools** **Albuquerque, NM**

Lobbyist

- Lobbied legislators on all laws regarding nonpublic schools.
- Spoke to nonpublic school groups concerning education bills and issues.
- Reported all legislative activity each week during the state legislature.
- Met with NMANS Board of Directors to assure all plans and activities were accomplished and performed.
- Coordinated the Nonpublic Schools Day at the Legislature annually.
- Advised the NMANS Board of Directors on advocacy activities and policies

2004-2007 **Credit Union Association of NM** **Albuquerque, NM**

Director of Public Affairs

- Lobbied state and federal legislators for credit union interests
- Coordinated grassroots efforts to convey credit union concerns to policy makers
- Developed and organized the state and federal political fundraising.
- Developed, monitored and implemented the government relations program through committees, chapters and districts ensuring Association objectives are achieved.
- Liaison for the Governmental Affairs Committee including agenda, policy and presentation preparation.
- Monitored and analyzed developing trends and changes in regulatory roles and regulations and communicates the changes and trends to credit unions statewide.
- Monitored and coordinated the contract lobbyist's activities.
- Monitored votes on both federal and state credit union legislation.
- Wrote political articles for the Association newsletter and keep New Mexico credit unions informed of pending and completed legislation and tax issues via the web page, e-mail and written correspondence.
- Managed the political and governmental affairs budget, political contributions, records and reports required by state and federal government agencies.
- Organized, planned, and attended CUNA's Governmental Affairs Conference and Hike the Hill to Washington, D.C. and any events/legislative visits associated with the legislative session in Santa Fe.
- Worked with Credit Union National Association and Affiliates as the liaison for the Public Affairs Department of the Association.

2002-2004 **Hispanic Council for Reform and Educational Options** **Washington, DC**

Project Manager

- Coordinated statewide project including Dallas, Ft. Worth, Houston, San Antonio and Austin
- Supervised 10 full-time staff and 13 part-time staff
- Provided leadership, direction, motivation and vision to all staff
- Hired/Recruited new staff
- Collaborated with legislators, lobbyists, community activists to strategize
- Created a reporting system/process of accountability
- Organized ceremonies and events
- Facilitated staff meetings
- Created training manual for all staff and volunteer advocates
- Approved all financial reimbursement requests
- Developed employee manuals, goals, organization for small businesses
- Conducted staff training on teamwork and leadership
- Provided cost analysis including profit sheets and financial forecasting

2000-2002 **Educate New Mexico, Inc.** **Albuquerque, NM**

Program Administrator

- Created processes for database management and administration
- Developed parent volunteers to fundraise and advocate
- Coordinated events and activities for parents
- Allocated funds to over 80 schools statewide
- Prepared statistics for Board of Directors
- Facilitated press releases for various events

1999–2000

SER, SF Jobs for Progress, Inc

Santa Fe, NM

Accounting Systems Coordinator

- Prepared W-2's & 1099's
- Developed new hire induction process
- Coordinated all employee benefits
- Processed payroll for all staff
- Facilitated monthly financial reports

1996-1999

New Mexico Dept. of Labor

Albuquerque, NM

Budget Analyst 3

- Facilitated \$50 million Operating Budget and Appropriation Request annually
- Updated weekly and monthly staffing patterns
- Performed monthly financial analysis
- Coordinated work with other departments to ensure accuracy and efficiency

EDUCATION

1992-1996

Sterling College

Sterling, KS

- B.S., Business Administration
- Basketball scholarship

COMPUTER SKILLS

- Microsoft Office XP (Word, Excel, Access, Outlook and PowerPoint)
- Quicken, Quickbooks
- MIP accounting system
- State of New Mexico Budget Preparation System & FARS

ADDITIONAL TRAINING

- “Developing the Leaders Around You” (John Maxwell)
- Completed Compliance School for Credit Unions

ADDITIONAL EXPERIENCE

- Treasurer for the Community Dental Services, Inc. Board (2007-2011)
- Speaker at the Hispanic Council for Reform in Educational Options Conference 2005
- Coordinated “Passion In Action” 2004 rally in Austin, TX with 2,000+ in attendance
- Speaker/Presenter at Latino Civil Rights Summit 2002 in Kansas City, MO
- Speaker/Presenter at the “Catch the Vision” 2002 National Conference in Denver, CO
- Master of Ceremonies at “Champions Ceremony” 2002 in San Antonio, TX
- Board Member for Freedom Alliance (Educational Reform Board 2002)
- Grant Reviewer for US Department of Education (2003)
- Facilitated “Developing the Leader Within You” seminars for organizations

References

Available upon request.

ANPAO DUTA FLYING EARTH

EDUCATION

CORNELL UNIVERSITY, Ithaca, New York

B.A. in Government, August 2005

Achievements: First and only student to use a Native American language (Lakota) to complete the foreign language requirement at Cornell University

Activities: Native American Students at Cornell – Treasurer, (2005); President (2004)
Cornell Annual Powwow Committee - Performer's Committee (2004); Chairman (2005)
Intramural Sports - Basketball
White Pine Singers - Lead Singer
African, Latino, Asian, Native American Programming Board
The Link: Black and Latino Men's Alliance
Cornell Delegate for the All Ivy League Native Council

Honors/Awards: Ron LaFrance Leadership Award

Given to an exceptional American Indian student leader who serves as a positive role model in the areas of academics, personal accomplishment, and community

Akwe:kon Peer Leadership Award

Given to the student resident that best exhibits leadership in the dorm

Michael Schwerner Memorial Scholarship

WORK EXPERIENCE

Head of School/Associate Director

Present

Native American Community Academy, Albuquerque, NM

- Oversee daily operations of NACA including student, faculty, and staff relations
- Oversee the dissemination and distribution of information related to enrollment, school activities, and community events
- Oversee grant and data management
- Collaborate with the NACA-Inspired Schools Network to train Fellows in community-led school design; Indigenous education; and holistic wellness; Act as faculty and mentor to Fellows in the program

Director of Enrollment and Community Relations and Lakota Language Instructor

February 2006 – present

Native American Community Academy, Albuquerque, NM

- Oversee the dissemination and distribution of information related to enrollment opportunities, school activities, and community events
- Maintain a database of applicants to NACA, accepted students, and wait listed students.
- Taught level 1,2, and 3 Lakota language courses
- Developed Lakota language curriculum appropriate for students in New Mexico

Intern/Staff Assistant

May 2004 – August 2004

National Indian Education Association, Alexandria, VA

- General office management, coordination of outreach efforts, advised senior staff on outreach strategy and education concerning Native American students.
- Compiled a database of constituents of the National Indian Education Association to provide information and news to those interested.
- Assisted in planning and coordinating the national convention, including coordination of vendors, processed new memberships, mailed convention packets, and provided feedback on concept and layout of the convention packet.

Community Assistant

August 2001 – May 2003

Cornell University, Akwe:kon Hall, Ithaca, NY

- Worked with the Residence Hall Director to ensure that the rules and regulations set forth by the University and residence hall were respected and followed.
- Created a living environment conducive to learning about traditional and contemporary American Indian issues.
- Facilitated events and programs designed to provide insight and information about American Indians.

OTHER EXPERIENCE

Training/Public Speaking:

Ambassador in Americans for Indian Opportunity, 2010-11 Class

Harvard Graduate School of Education: New and Aspiring School Leaders Programs, 2011

National Indian Education Association Charter School Conference featured panelist 2011

Growing Educators for Native American Communities 2005-2006 Team member

Skills/Interests:

Public Speaking: Experienced speaker and presenter at youth conferences, educational conferences, and other educational and motivational settings

Language: Intermediate level Lakota

Proficient: Microsoft Word, Microsoft Excel, Lexis-Nexis, Westlaw, and Thomas

Interests: international and domestic politics, literature, western history, music, basketball, football, horses

APPENDIX C: LETTERS OF SUPPORT

Attached are letters of support from the following:

- New Mexico Senators Tom Udall and Martin Heinrich, and New Mexico Representatives Stevan Pearce, Ben Ray Lujan, and Michelle Lujan Grisham
- Hanna Skandera, Secretary, New Mexico Public Education Department
- Jonathan Hale, Representative, Navajo Nation Council
- Mark Tolley, Director of Charter and Magnet Schools, Albuquerque Public School District
- Tiffany Lee, Associate Director and Professor, University of New Mexico Native American Studies Department
- Nate Morrison, Executive Director, Teach for America New Mexico

CONGRESS OF THE UNITED STATES

DELEGATION OFFICE
STATE OF NEW MEXICO
HART SENATE OFFICE BUILDING
WASHINGTON, D.C. 20510
(202) 631-2322

October 1, 2015

Lourdes Rivery
U.S. Department of Education
400 Maryland Avenue SW
Room 4W255
Washington, DC 20202-5970

Dear Ms. Rivery and members of the Grant Review Committee:

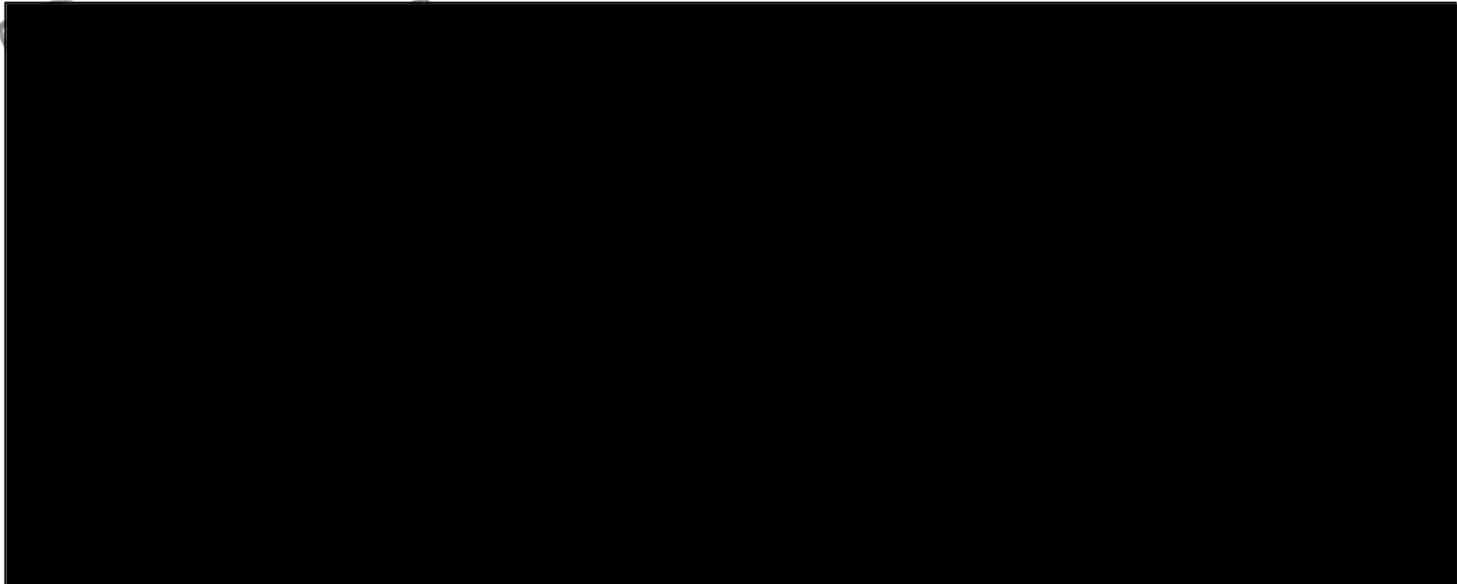
We are writing in support of the application submitted by the Native American Community Academy (NACA) for a grant from the U.S. Department of Education, Charter Schools Program Non-State Agency (Non-SEA) Dissemination Grant competition.

NACA is a public charter school that serves almost 400 students in grades 6-12 in Albuquerque, New Mexico. Open since 2006, it has pioneered the use of a holistic teaching and learning approach grounded in Native American culture and tradition to successfully prepare students for a college pathway. NACA is committed to educating the next generation of Indigenous and community leaders. These students are learning to understand the relationship between the United States federal government and tribal governments. Students participate in activities designed to stimulate political, cultural, and historical learning; understand and become fluent in Native languages; relate current events to tribal context and needs; and engage with elders as role models and teachers. As an integral part of the NACA mission, students are highly encouraged to attend college, which is a critical message as the majority of its students are or will be first-generation college students. More than 80 percent of NACA graduates go on to college, which is four times the national rate for Native American students. Moreover, NACA's holistic wellness approach emphasizes physical, social-emotional, and community/relationship wellness in addition to intellectual wellness, thus graduating students who possess esteem for themselves and others and character traits that include persistence and high expectations.

NACA's work to disseminate its model has included participation in the Department of Education's Principals at ED effort, engagement with the Bureau of Indian Education in its redesign efforts, and hosting site visits by Department of Education officials as well as philanthropic partners interested in the model. Its work at the state level informs new school development and existing school improvement in rural and tribal areas of New Mexico. NACA works collaboratively with the New Mexico Public Education Department, including creating a learning platform for teacher professional development. NACA also contributes to the annual statewide conference on Native American education, and has formed a network of educational leaders in tribal communities, social entrepreneurs, and community leaders who are working to transform the education status quo in Native communities. This is critically important because Native American students have not consistently been provided with opportunities to access schools that effectively meet their cultural and educational needs, despite our best historical and current intentions. This is especially true in New Mexico, a largely rural and under-resourced state that is struggling to meet educational benchmarks at a large scale and where Native American children and youth make up 11 percent of the state's students under age 18.

An investment by the U.S. Department of Education will help build out the NACA education model so that other schools and communities can benefit from their successful approach. Schools will then be able to incorporate effective and relevant pedagogy and practices such as the NACA approach to wellness and education of the whole student, as well as curricula designed for Native languages and content courses.

We are pleased to support this effort and urge your full and fair consideration of NACA's grant application within your agency's guidelines.





**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us**

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
Governor

September 23, 2015

Lourdes Rivery
U.S. Department of Education
400 Maryland Avenue SW
Room 4W255
Washington, DC 20202-5970

Dear Ms. Rivery and Grant Review Committee:

Thank you for the opportunity to submit this letter of support on behalf of Native American Community Academy (NACA), a highly successful New Mexico public charter school educating predominantly Native American students. Founded in 2006, NACA serves almost 400 students in grades 6-12, with a student body that is 95% Native and represents more than 60 federally recognized tribes. Although it is located in Albuquerque, NACA works collaboratively with the New Mexico Public Education Department (NMPED) on education reform statewide for Native students to set them on a path toward college and success.

There is a strong need for schools of academic excellence and cultural relevance in New Mexico that reflect the strengths and priorities of our diverse state, and that are built around communities and their individual needs. Along with my staff, I have personally worked to build strong collaborations with Native American communities. It is critically important to engage Native American educational leaders and other stakeholders to build support for innovative models of education that address current obstacles to Native American students achieving academic success (such as a lack of cultural relevance in the curriculum and the risk factors Native American students face at a higher rate than their peers, including poverty, substance use, and mental/behavioral health). NACA has been integral to NMPED's work with Native communities: my department has funded their efforts to create a common curriculum hub for teacher use, implement innovative programming at NACA designed to address the unique learning needs of Native American students, and conduct professional development for teachers and school leaders who are working with Native American students, families and communities.

New Mexico was the first state to establish an Indian Education Act. This law requires public schools to account for resources they allocate toward Native education in their district, requires that Native students have access to curriculum in their Native language, and establishes an advisory council at both the state and local levels representing community voices and tribal interests throughout the K-12 system. NACA is in a prime position to provide assistance to other schools so that the potential impact of these types of effective practices in Native education can be fully realized. I believe an investment from the U.S. Department of Education in the form of a Dissemination grant under the Charter Schools Program Non-SEA competition

would provide the resources necessary for NACA to carry out this significant work. NMPED will continue to work collaboratively with NACA to address the varied needs of Native education in rural settings, invest in cultural and language revitalization, college access and develop and retain Native teachers, administrators, and education leaders. The support of the U.S. Department of Education in that work will be advantageous in achieving these outcomes so that students area academically prepared, secure in their identity and healthy.

If I can provide further information about my support of NACA's application, please contact me at [REDACTED] or Hanna.Skandera@state.nm.us. I appreciate your highest consideration of NACA's proposal.

Sincerely,

[REDACTED]
Hanna Skandera
Secretary of Education
New Mexico Public Education Department



23rd Navajo Nation Council

LoRenzo C. Bates Kee Allen Begay, Jr. Mel R. Begay Norman M. Begay Nelson BeGaye
Benjamin L. Bennett Nathaniel Brown Tom Chee Amber K. Crotty Seth Damon Davis Filfred
Jonathan Hale Lee Jack, Sr. Jonathan Nez Jonathan Perry Leonard H. Pete Walter Phelps
Alton Joe Shepherd Tuchoney Slim, Jr. Raymond Smith, Jr. Otto Tso Leonard Tsoisie
Dwight Witherspoon Edmund Yazzie

September 21, 2015

Lourdes Rivery
US Department of Education
400 Maryland Avenue SW
Room 4W255
Washington, DC 20202-5970

Dear Ms. Rivery and US Department of Education Grant Review Committee:

As the Chairman of the Health, Education and Human Services Committee and a Representative of the Navajo Nation, I am pleased to extend my support of the Native American Community Academy's proposal to your office.

NACA promotes excellence by integrating culture, language, personal wellness, family support, community connectedness, leadership preparedness, and college readiness into a rigorous college preparatory curriculum that is aimed at Native American student success. Students are engaged as leaders as part of the overall curriculum, which is designed to encourage and promote youth leadership and prepare students to be the Native leaders of the 21st century. The school sets high expectations for its students, and they are living up to them. After graduating four classes (2012-2015), the results of the model are clear: the vast majority of NACA students go to college, including to highly selective institutions nationally. NACA's students are truly growing into the next generation of Native American leaders.

This accomplishment is well aligned with the Navajo Nation Department of Diné Education's mission to promote and foster lifelong learning for the Navajo People, and to protect the cultural integrity and sovereignty of the Navajo Nation. I believe that the time for this mission to become a reality is now, as our students continually face poor outcomes within the current educational system. It is time for a new paradigm. I ask that the US Department of Education fully consider NACA's application for funding, and prioritize Native American student needs. I look forward to collaborating with NACA as it furthers its efforts to support other community-led schools of Excellence and Relevance for Native American students through the NACA Inspired Schools Network, NISN.

If I can provide more information about my support of NACA, please contact me directly at [REDACTED]
or [REDACTED]

Ahéhee',
[REDACTED]

Jonathan Hale
Representative, 23rd Navajo Nation Council
Chair, Health, Education, and Human Services Committee



Raquel Reedy
Interim-Superintendent

Mark A. Tolley
Director

September 21, 2015

Lourdes Rivery
U.S. Department of Education
400 Maryland Avenue SW
Room 4W255
Washington, DC 20202-5970

Dear Ms. Rivery and Department of Education Grant Review Committee:

The Albuquerque Public School District (APS) is the charter school authorizer for Native American Community Academy (NACA). NACA's charter is in good standing. The school has met all expectations included in the charter agreement since its inception in 2006. It is a model school for Native American education, having built a positive school climate that is reflective of its mission, incorporates community and family into curricular and extracurricular activities, and promotes strong academic achievement among its students.

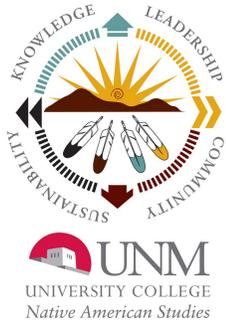
NACA was the first "collaborative charter school" in APS, sharing its facilities with a traditional APS middle school, and was initially established as part of an equity strategy to address the needs of the district to better serve Native students. NACA is highly innovative in terms of both its curricula and pedagogy, and its approach to maximizing and garnering resources, such as the use of community partnerships to address needs and offer a well-rounded education. Within APS, which is one of the 30 largest school districts in the nation, the collaboration with NACA has spurred systems change through identifying effective practices around infrastructure and financial leverage in relation to charter schools. The memorandum of agreement between NACA and APS is now the template being used for additional charter schools, which range from music and performing arts, to immigrant education, to a high-tech next generational school.

APS supports NACA's application to the U.S. Department of Education for a Non-SEA Charter Schools Program Dissemination Grant. Other districts and locales in New Mexico stand to benefit from NACA's community design approach to education, which is especially effective in serving Native American students and their families to incorporate tradition, heritage, and culture into the academic setting.

If you have any questions about NACA's standing or APS' support of NACA's application to the U.S. Department of Education, please contact me at 505-855-9889 or tolley_m@aps.edu.

Sincerely,


Mark Tolley
Director, Charter and Magnet Schools
Albuquerque Public Schools



September 16, 2015

Lourdes Rivery
U.S. Department of Education
400 Maryland Avenue SW
Room 4W255
Washington, DC 20202-5970

Dear Ms. Rivery and Department of Education Grant Review Committee:

Thank you for this opportunity to lend my strong support to the Native American Community Academy's (NACA's) application to the U.S. Department of Education for its work in disseminating its model approach to community-led school design as it applies to the needs of Native American students and communities.

Since 2005, the University of New Mexico's Department of Native American Studies has worked with NACA to study and report on the efficacy of NACA's approach to educate Native American youth. One major study titled "Indian Education in New Mexico, 2025" was commissioned by the New Mexico Public Education Department and the Indian Education Advisory Council. This study found that NACA is incorporating best practices in a variety of ways, including using teaching methods that include hands-on activities, group work, and other experiential opportunities, while making curriculum relevant to students' lives in multiple ways. NACA offers Native languages and includes language and culture across all content areas. This has resulted in a supportive environment that: 1) is genuinely welcoming to the community; 2) ensures teacher and student accountability to both traditional standards-based assessment measures as well as innovative measures that are culturally-based; and 3) necessitates high levels of student engagement in learning opportunities.

Most recently, NACA was one of two models highlighted in a journal article I co-authored with Teresa L. McCarty, "Critical Culturally Sustaining/Revitalizing Pedagogy and Indigenous Education Sovereignty," which was published in a top tier educational journal, the *Harvard Educational Review* (Volume 84, Issue 1, 2014). The results of my extended research with NACA show that NACA's educational approaches are beneficial for Native students as well as for other vulnerable populations. Their academic approach is rigorous, culturally revitalizing, supportive and caring, and values Indigenous knowledge, perspectives, and experiences.

I am very excited by NACA's initiative and its implications for Native rural communities in New Mexico, as well as for the rest of the country as the model grows based on NACA's success. I have met informally with NACA staff and fellows in their dissemination program to discuss their plans and to provide advice on community engagement, reciprocal collaboration, and Indigenous culture and language revitalization. I am also happy to have been able to work closely with NACA itself as a governance council member, curriculum writer, language immersion camp coordinator, and especially as a parent of two children who attend NACA. I would gladly welcome the opportunity to discuss my support of the NACA approach and the NISN initiative to promote community design and

involvement in schools for student educational success and cultural wellness in rural communities. Please contact me at 505-277-1820 or tslee@unm.edu.

Thank you for your consideration of NACA's proposal.

Sincerely,

Tiffany S. Lee, Ph.D.
Associate Director and Associate Professor
Native American Studies
University of New Mexico

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

September 21, 2015

Lourdes Rivery
U.S. Department of Education
400 Maryland Avenue SW
Room 4W255
Washington, DC 20202-5970

Dear Ms. Rivery and U.S. Department of Education Grant Review Committee:

Thank you for this opportunity to submit a letter of support on behalf of Teach for America-New Mexico for the Native American Community Academy (NACA) Foundation's proposal to the U.S. Department of Education. I encourage you to consider the immense impact NACA will have on education for Native American children in our state if awarded a Dissemination Grant under the Non-SEA Charter Schools Program.

NACA, in Albuquerque, NM, has been an outstanding model charter school for Native American students. NACA's 380+ student body is 95% Native American. Students are succeeding in academics as well as life, while learning about and embracing their culture and history. Teach for America-New Mexico and NACA have collaborated for several years, informing and promoting joint programming for teacher and leader development in our state, which has the fifth highest number of Native American students in the nation. Together, we are establishing and supporting a cohort of teachers and school leaders ready to serve in Native education in New Mexico.

NACA is well known throughout New Mexico for its impact on the education and wellbeing of some of our most challenged children and families. NACA's charter model is of the highest caliber. Within our field, NACA is highly respected for its relationships with other schools, community institutions, and for its outstanding teacher and principal development strategies. NACA has demonstrated that weaving culture, personal wellness, and family support into the academic curriculum allows students to grow to their full potential. It is with no less effort that NACA will ensure the success of its work under the Department of Education's Dissemination grant program.

I believe NACA's efforts to expand its success through a Dissemination grant represent a significant step forward in improving the educational opportunities for Native American children living in rural and tribal lands. NACA's commitment to growing deep roots in its local community means that authentic, community-led schools will grow to serve Native communities, partnering with tribal leaders, nonprofits, universities, health organizations, and cultural institutions, ensuring that the schools are responsive to student needs in a holistic manner.



AN AMERICORPS PROGRAM

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

The support of the U.S. Department of Education will create the opportunity to provide additional services and enrichment to students and communities that would not otherwise be available – much needed in the under-resourced and largely impoverished and rural state of New Mexico. If NACA is awarded the grant, Teach for America will provide consulting and training services, and in addition will recruit candidates from its national and New Mexico networks to participate in the Dissemination program. Specifically, Teach for America will recruit applicants with an interest in serving Native communities. Historically, there has been great potential for Teach for America alumni to work with NACA and learn how they might best open or lead a high-performing school using the NACA model of community-led design. We have had multiple alumni of our program work for NACA, including an individual who worked as the school’s instructional coordinator. Four Teach for America alumni are currently working with NACA on its model. We are proud to endorse NACA and its proposal because we believe that NACA and the leaders it educates are positively changing the face of Native American education and they will continue to do so for as long as the program is sustained.

If I can provide any further information as to our commitment and history with NACA, please contact me at [REDACTED]. Otherwise, please extend your full consideration of the NACA Foundation’s proposal to disseminate its model approach in rural areas in New Mexico and improve the education, life, college, and career options for students here.

With best wishes,

[REDACTED]

Nathan Morrison
Executive Director
Teach For America – New Mexico



AN AMERICORPS PROGRAM

APPENDIX D: PROPRIETARY INFORMATION

The NACA Foundation is not identifying any proprietary information; this attachment is not applicable.

APPENDIX E: ADDITIONAL INFORMATION

Attached are:

- Proof of Nonprofit Status
- Quadrant Metrics/Evaluation Supplemental Information
- Bibliography

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

AUG 04 2011

NATIVE AMERICAN COMMUNITY ACADEMY
FOUNDATION
1100 CARDENAS DR SE
ALBUQUERQUE, NM 87108

Employer Identification Number:
27-2193660
DLN:
17053102346011
Contact Person:
FELICIA JOHNSON ID# 31287
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
December 9, 2009
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

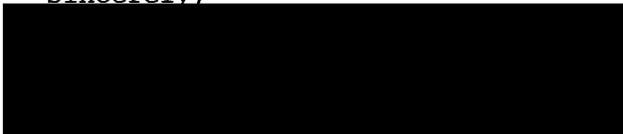
Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

NATIVE AMERICAN COMMUNITY ACADEMY

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC



Eli Il Yong Lee

Sandra Wechsler

**Native American Community Academy-Inspired School Network (NISN)
Scope of Work
Prepared April 1, 2015**

Project Objective

The Native American Community Academy-Inspired School Network (NISN) seeks to create a data collection and analysis system for its network of new schools to track indicators and metrics.

Background

The Quad is a cloud-based app that collects, aggregates and visualizes data in real time. The Quad was founded in 2011 with The Atlantic Philanthropies to help organizations better understand their external impact and improve strategic decision-making. To-date, over 600 organizations in 30 states have used The Quad. Our objectives are:

1. To rigorously measure the *external impact* of organizations.
2. To provide frequent analyses and data visualizations to assist organizations in *course correction* of their strategies.
3. To change the current *culture of evaluation* towards one of continuous learning.

Scope of Work

This scope of work is for the period **March 30, 2015 through December 31, 2015**. We propose the following set of deliverables for this project, listed chronologically:

1. Strategic consulting to NISN to hone indicators, metrics and data collection methods.
2. Development of a customized, NISN-specific Quad website with NISN-approved indicators, metrics and qualitative questions.
3. Access to The Quad for all NISN schools and community partners.
4. Provision of in-person training sessions and online webinars, as requested, to onboard NISN staff and stakeholders onto The Quad.
5. Ongoing technical support for NISN staff and stakeholders on Quad usage.
6. Annual report of key findings.



the quad

Eli Il Yong Lee

Sandra Wechsler

Timeline

<u>Time Frame</u>	<u>Deliverables</u>
2 weeks	<ul style="list-style-type: none"> Finalize indicators, metrics and qualitative questions Identify all external data sources to import Develop reporting and data import deadlines with NISN
8 weeks	<ul style="list-style-type: none"> Wireframes submitted for final approval Coding
2 weeks	<ul style="list-style-type: none"> Ongoing onboarding training (schedule to be adjusted based on school calendar)
Ongoing	<ul style="list-style-type: none"> Technical support and training

The Quad Squad

Eli Il Yong Lee is a consultant who has survived over twenty-five years of executive leadership, issue advocacy and political campaigns, nationally and in New Mexico. He is a co-founder of The Quad. He has served as campaign manager or general consultant for progressive candidates and issue campaigns and was the founding CEO of the Center for Civic Policy, one of the first civic engagement tables in the country. He is a former Board President of the Asian American Association of New Mexico; a former board member of the State of New Mexico Dr. Martin Luther King, Jr. Commission; and a longtime board member of the Andrew Goodman Foundation, founded by his mentor, Dr. Carolyn Goodman, the mother of murdered Civil Rights worker Andrew Goodman. Columbia University reluctantly graduated him in 1990. Eli remains Korean American and lives in Albuquerque, New Mexico.

Sandra Wechsler brings nearly two decades of experience working to further progressive candidates, issues and policies. She co-founded The Quad after years of working with civic engagement organizations to build aggressive strategies built on focused planning and real-time learning. Sandra specializes in consulting with campaign driven organizations – particularly in the areas of data driven strategy and evaluation. Her professional experience includes campaign management, impact assessment, and leadership development, both locally and nationally, including direction of New Mexico’s only leadership network for progressive advocates. Before starting her own consulting business, Sandra spent years navigating the world of non-profits, community organizing and violence prevention. Sandra received her B.A. in Social Thought and Political Economy from the University of Massachusetts, Amherst and her Masters in Public Health from the University of New Mexico. She also has a dog named Omar, named after her favorite character from the HBO television show, *The Wire*.



the quad



Clients





NACA-Kara Bobroff ▼

Help

- Overview
- Strategic Partnerships
- School Year
- Reports
- Progress Report

Overview

Location:
New Mexico

Users:
NACA-Kara Bobroff

Contact
1234 Lomas Blvd NE
Albuquerque, NM 87106



Clusters:
NACA
NISN

Description
NACA is a charter school focused in Albuquerque, NM and is part of the NISN network.

Strategic Partnerships

For each question below, please select a 1-5 score. The 2 questions and scales are:

1. How aligned in mission is your school with each organization below?
 5=very aligned
 4=somewhat aligned
 3=somewhat unaligned
 2=very unaligned
 1=not sure

2. How often do you have meaningful interaction with each organization below?
 5=every day
 4=once a week
 3=once a month
 2=once a year
 1=never

This data should be updated quarterly.

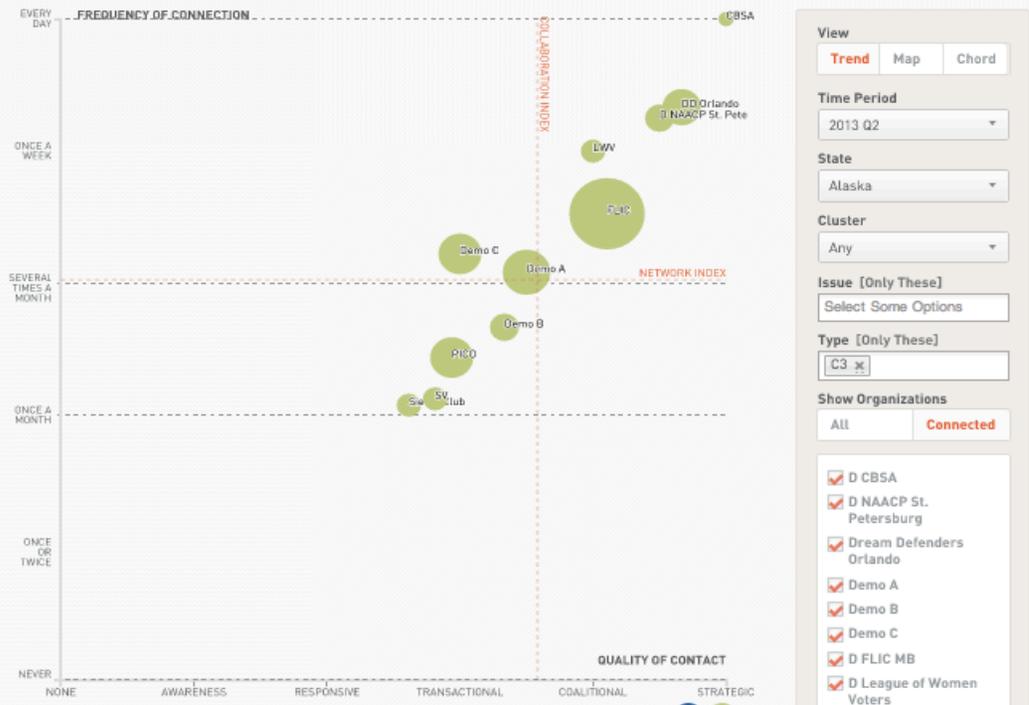
Organization	Mission Alignment	Meaningful Interaction
School #1	1 = Not Sure ▼	1 = Never ▼
School #2	1 = Not Sure ▼	1 = Never ▼
School #3	1 = Not Sure ▼	1 = Never ▼

In the live site, the list of organizations will continue down by scrolling.



Strategic Partners Map

The visualization tracks the depth and breadth of relationships between organizations within a state and/or nationally over time. You can narrow your search to only view organizations in a particular cluster or issue area by toggling the filter, or you can select the specific organizations you wish to see on the map by checking just those organizations in the sidebar. To get a closer look at the relationships of one organization, click the node to zoom in.





NACA-Kara Bobroff ▼

Help

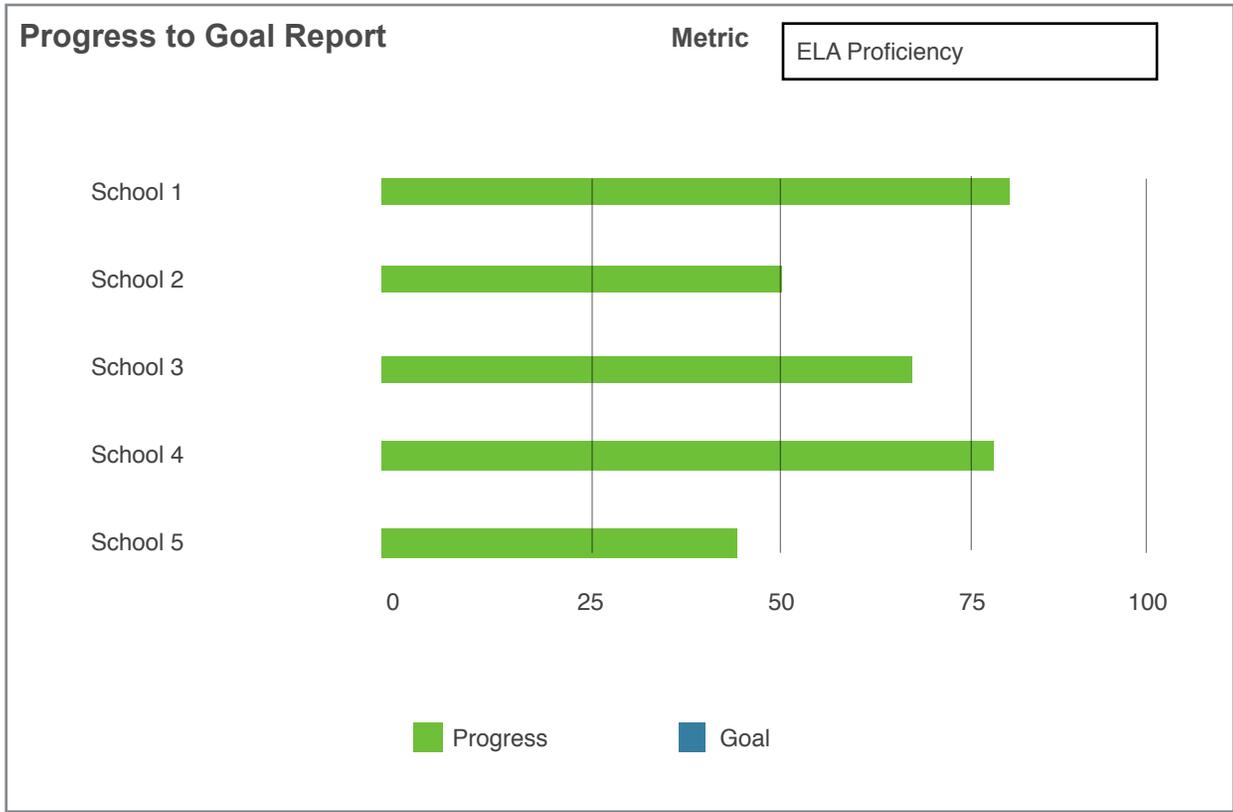
Overview Strategic Partnerships School Year Reports Progress Report

Note: Your log-in type determines whether this list of questions is for an Admin, a teacher or a student.

School Year 2014-15 ▼

1. How many total students did you have at the end of the year?
2. How many total students did you have at the end of last year?
3. How many 3rd grade students did you have at the end of the school year?
4. How many 11th grade students did you have at the end of the school year?
5. How many 12th grade students did you have at the end of the school year?
6. How many teachers did you have at the end of the school year?
7. How many total staff did you have at the end of the school year?
8. How many students were proficient or above in ELA?
9. How many students were proficient or above in Math?
10. How many students were on-track for college acceptance at the end of the school year?
11. How many third graders achieved literacy standards?
12. How many 11th graders met ACT college readiness benchmarks?

In the live site, the list of questions will continue down by scrolling.



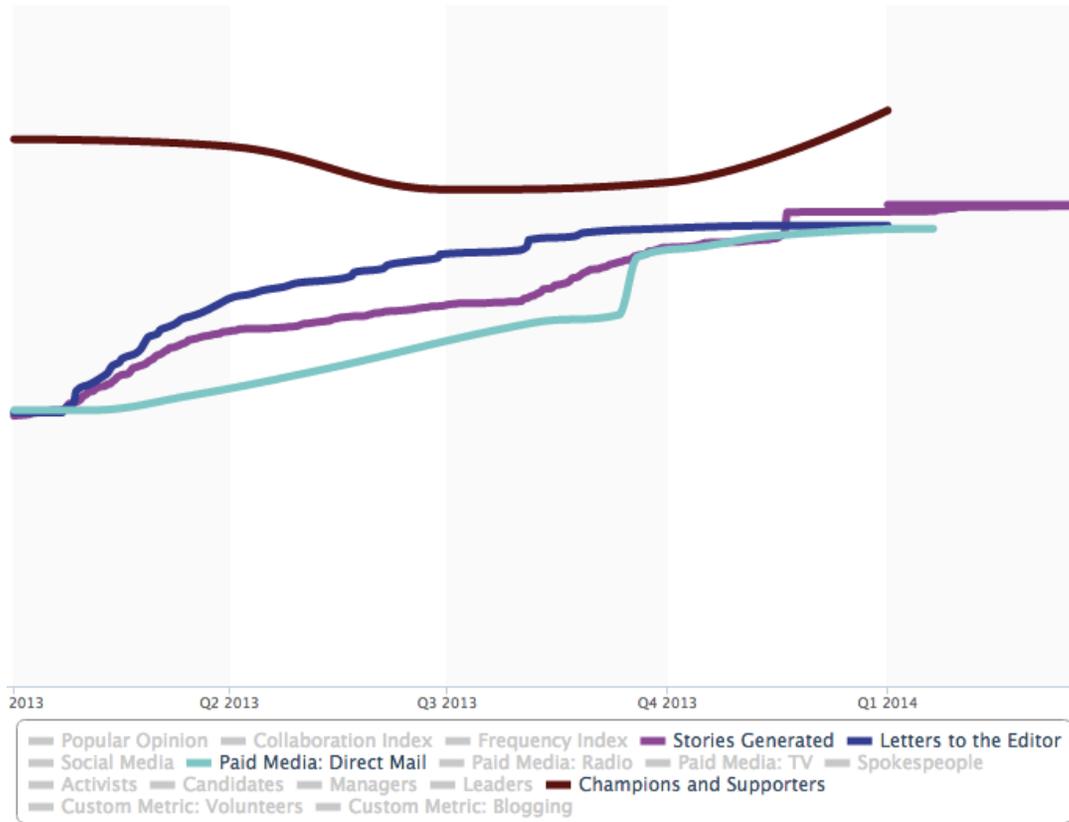


the quad

NACA-Kara Bobroff ▼

Help

Overview Strategic Partnerships School Year Reports Progress Report



Native American Community Academy-Inspired School Network (NISN)
Draft Metrics
Prepared June 1, 2015

Developer Notes

- 1 The NISN national network of schools will grow each year. In Year 1, we will likely have 6-10 schools entering data. Each individual will be treated like an "organization" in the old Quad.
- 2 Below are the standardized metrics that each school will complete, along with data sources and visualizations required.
- 3 Each individual (teacher, admin, student) will have just one campaign per year, named after the school year (e.g. Mary Smith 2014-15, Mary Smith 2015-16, etc.)
- 4 Each school may create their own quantitative, custom metrics.
- 5 Some questions are answered by school administrators; some by students; and some by teachers.
- 6 Data will be collected just once each year, at the end of the school year.

Internal NISN ID	Header (for Quad layout)	Data Source	Quad Language	Data Type	Formula	Visualization (P2G = Progress to Goal bar charts)
	General	School Admin	How many total students did you have at the end of the year?	Number		
	General	School Admin	How many total students did you have at the end of last year?	Number		None
	General	School Admin	How many 3rd grade students did you have at the end of the school year?	Number		None
	General	School Admin	How many 11th grade students did you have at the end of the school year?	Number		None
		School Admin	How many 12th grade students did you have at the end of the school year?			None
	General	School Admin	How many teachers did you have at the end of the school year?			None
	General	School Admin	How many total staff did you have at the end of the school year?			None
	Profile	Student	What grade level are you?	Number		None
	Profile	Student	What is your gender?	Male / Female		None
1.a.1	Academic Excellence & Relevance	School Admin	How many students were proficient or above in ELA?	Number	this metric divided by total students	P2G of formula
1.a.2	Academic Excellence & Relevance	School Admin	How many students were proficient or above in Math?	Number	this metric divided by total students	P2G of formula
	Academic Excellence & Relevance	School Admin	How many students were on-track for college acceptance at the end of the school year?	Number	this metric divided by total students	P2G of formula
1.b.1	Academic Excellence & Relevance	School Admin	How many third graders achieved literacy standards?	Number	this metric divided by total third graders	P2G of formula
1.b.2	Academic Excellence & Relevance	School Admin	How many 11th graders met ACT college readiness benchmarks?	Number	this metric divided by total eleventh graders	P2G of formula
1.c.1	Academic Excellence & Relevance	School Admin	How many seniors graduated high school?	Number	this metric divided by total twelfth graders	P2G of formula

1.d.1	Academic Excellence & Relevance	School Admin	What is your 6-year college graduation rate?	Percent	Aggregate of 1.c.1 responses for each year divided by aggregate of total 12th graders each year	P2G of formula
1.e.1	Academic Excellence & Relevance	School Admin	For each grade, please calculate the percentage of grade's courses that related to identity and culture, and then create an average of all the grades and enter it here.	Percent		P2G of formula
1.f.1	Academic Excellence & Relevance	School Admin	Does your school offer students an indigenous language program, grounded in the community's context?	Yes/No		P2G of formula
1.g.1	Academic Excellence & Relevance	School Admin	How many students achieved 1.5 years of growth or higher on NWEA-MAP OR performing at or above grade level this year?	Number	this metric divided by total students	P2G of formula
2.a.1	NISN Core Values & Culture	Student	Did you feel respected and heard in interactions with your peers this school year?	3=Yes 2=Not Sure 1=No	Create average score of all responses	P2G of formula
		Student	Did you feel respected and heard in interactions with the staff at your school this school year?	5=Very Respected 4=Somewhat Respected 3=Not Sure 2=Somewhat Disrespected 1=Very Disrespected	Create average score of all responses	P2G of formula
2.b.1	NISN Core Values & Culture	School Admin	How many students attended at least 4 student conferences aligned with the school's core values/wellness philosophy this school year?	Number		P2G
2.c.1	NISN Core Values & Culture	School Admin	How many individual students participated in community service this school year (ADD DESCRIPTOR)?	Number		P2G
3.a.1	Community Transformation	Student	How engaged is your family in the school?	5=Very Engaged 4=Somewhat Engaged 3=Not Sure 2=Somewhat Engaged 1=Very Engaged	Create average score of all responses	P2G of formula
3.b.1	Community Transformation	School Admin	How many alumni connected with your school at least one time this year? "Connected includes activities like volunteering and donating but would not include a school	Number		P2G of formula

3.c.1	Community Transformation	School Admin	How aligned in mission is your school with each organization below? [NOTE: include NISN schools in the list as well as community partners]	5=Very Aligned 4=Somewhat Aligned 3=Not Sure 2=Somewhat Unaligned 1=Very Unaligned		Strategic Partnerships viz
		School Admin	How often do you have meaningful interaction with each organization below? [NOTE: include NISN schools in the list as well as community partners]	5=every day 4=once a week 3=once a month 2=once a year 1=never		Strategic Partnerships viz
	Continuous Improvement					
4.a.1	Continuous Improvement			1.a.1	$(y_2 - y_1) / y_1$ where y_2 = ELA proficiency rate from this year and y_1 = proficiency rate from last year	P2G of formula
4.a.2	Continuous Improvement			1.a.2	$(y_2 - y_1) / y_1$ where y_2 = Math proficiency rate from this year and y_1 = proficiency rate from last year	P2G of formula
4.b.1	Continuous Improvement	Teacher	I received sufficient high-quality professional development this school year.	5=Strongly Agree 4=Somewhat Agree 3=Not Sure 2=Somewhat Disagree 1=Strongly Disagree	Create average score of all responses	P2G of formula
5.a.1	Leadership in Indigenous Education	Teacher	My school's programming this school year was consistent with the school's mission.	5=Strongly Agree 4=Somewhat Agree 3=Not Sure 2=Somewhat Disagree 1=Strongly Disagree	Create average score of all responses	P2G of formula
5.b.1	Leadership in Indigenous Education	Teacher	I have innovated, improved and refined my practice of indigenous education.	5=Strongly Agree 4=Somewhat Agree 3=Not Sure 2=Somewhat Disagree 1=Strongly Disagree	Create average score of all responses	P2G of formula
5.c.1	Leadership in Indigenous Education	see 3.c.1				
	Leadership in Indigenous Education	Student	I have access to healthy food at school.	5=Strongly Agree 4=Somewhat Agree 3=Not Sure 2=Somewhat Disagree 1=Strongly Disagree	Create average score of all responses	P2G of formula
6.a.1	Operating Effectiveness & Efficiency	School Admin	How many students re-enrolled from last year?	Percent	this metric divided by total students from last year (in "General")	P2G of formula
6.c.1	Operating Effectiveness & Efficiency	School Admin	What was the variance to budget for the school year?	Percent		P2G

6.d.1	Operating Effectiveness & Efficiency	School Admin	What was your average days of cash-on-hand for the year?	Number		P2G
6.e.1	Operating Effectiveness & Efficiency	School Admin	Are core operations sustainable on current state and federal funding?	Yes/No		P2G
6.f.1	Operating Effectiveness & Efficiency	School Admin	What percent of your meeting enrollment projections were met at the end of the year?	Percent		P2G
6.g.1	Operating Effectiveness & Efficiency	School Admin	Was your reporting of data to your authorizer (e.g. SOAP, STARS) on time?	Yes/No		P2G
		School Admin	Was your reporting of data to NISN (e.g. SOAP, STARS) on time?	Yes/No		P2G
		School Admin	Was your reporting of data to your authorizer (e.g. SOAP, STARS) accurate?	Yes/No		P2G
		School Admin	Was your reporting of data to NISN (e.g. SOAP, STARS) accurate?	Yes/No		P2G
		School Admin	How many staff did you have this year that you would like to retain next year?	Number		
6.h.1	Operating Effectiveness & Efficiency	School Admin	How many staff did you retain this year that you wanted to retain?	Number	this metric divided by total desirable staff (line 62)	P2G of formula
6.i.1	Operating Effectiveness & Efficiency	School Admin	How many of your teachers were rated effective?	Number	this metric divided by total teachers	P2G of formula
		School Admin	How many of your teachers were rated highly effective?	Number	this metric divided by total teachers	P2G of formula
			How many of your teachers were rated exemplary?	Number	this metric divided by total teachers	P2G of formula
	Qualitative Questions	School Admin	TBD	Qualitative, for "Progress Report" section		

Charter Schools Program (CSP) Grants to Non-State Educational Agency (Non-SEA)

Eligible Applicants for Dissemination

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

BUDGET NARRATIVE

Native American Community Academy (NACA) Foundation

1. Personnel: \$226,000.00

	Base Salary	Fed Request		Total Request
		Year 1	Year 2	
Kara Bobroff, Executive Director (1.0 FTE)		\$0	\$0	\$0.00
Carmen Cavnar, Finance Director (1.0 FTE)		\$0	\$0	\$0.00
Corina Chavez, Director of School Development (1.0 FTE)		\$0	\$0	\$0.00
Tom Genne, Director of Data Analysis and Evaluation (1.0 FTE)		\$0	\$0	\$0.00
Alan Brauer, Fellowship Director (1.0 FTE)				
Kristin Szczepaniec, Indigenous Education Knowledge Manager (1.0 FTE)				
Josh Krause, Director of Professional Development,				

Curriculum & Instruction (1.0 FTE)				
J'Shon Lee, Director of Strategic Initiatives (1.0 FTE)	└───┐	└───┐	└───┐	└───┐
Administrative Assistant (0.5 FTE)	└───┐		└───┐	└───┐
NISN Fellows (5.0 FTE @ └───┐/each)	└───┐	└───┐	└───┐	└───┐
Total Personnel		\$113,000.00	\$113,000.00	\$226,000.00

- **Kara Bobroff, Executive Director**, will provide leadership and expertise in Native American education and NACA methodology/principles. Ms. Bobroff will be responsible for overseeing all staff and contractors, meeting with participating communities and Fellows, conducting community outreach, supporting the expansion of NISN, and performing outreach and marketing to make a wider audience aware of the model. No funds are requested for her salary, which is covered through other grants, contracts, and fee-for-service.¹
- **Carmen Cavnar, Finance Director**, will be responsible for project fiscal oversight and management. No funds are requested for her salary, which is covered through other grants and contracts and fee-for-service.
- **Corina Chavez, Director of School Development**, will oversee the growth and

¹ See end of document for a summary of other funding sources.

development of the network and ensure that school needs are met, including connecting resources and large-scale strategic thinking. She will work with Fellows and communities to design schools that are responsive to state and federal requirements while also being responsive to community needs. She will help Fellow teams prepare charter school applications to the state Public Education Commission and navigate the chartering process. No funds are requested for her salary.

- **Tom Genne, Director of Data Analysis and Evaluation**, will ensure that NISN Student Information Systems and Student Assessment Systems align and are accurate to capture the indicators for the NISN Scorecard to monitor school quality. No funds are requested for his salary.
- **Alan Brauer, Fellowship Director**, is responsible for overseeing the Fellowship program, including recruiting Fellows locally, statewide, and nationally, ensuring they complete their first year coursework and adequately document learning and progress, and that their projects within communities remain on track. NACA Foundation requests one-third of the Fellowship Director's salary per year, which is _____ total over the two-year grant period.
- **Kristin Szczepaniec, Indigenous Education Knowledge Manager**, will design and build the NISN Indigenous Education Knowledge Management System to facilitate the sharing of best practices across schools used by other educators, both nationally and internationally. This will build out the mechanism for documenting and sharing NACA's curriculum and methodology. NACA Foundation requests 50% of the Indigenous Education Knowledge Manager's salary per year, which totals _____ over the two-year grant period.
- **Josh Krause, Director of Professional Development and Curriculum and Instruction**, will oversee professional development of NACA and NISN staff and fellows, as well as

professional development needed within member communities. A curricular expert, he will also consult with communities to ensure that proposed curricula meet local, NISN, and state standards for excellence and relevance. NACA Foundation requests 50% of this salary per year, for _____ total over the two-year grant period.

- **J'Shon Lee, Director of Strategic Initiatives**, leads efforts to build organizational systems, structures, and practices that provide the most efficient, thorough, effective and relevant outcomes for NACA, NISN staff, and schools. No funds are requested for her salary.
- **Administrative Assistant**: An administrative assistant will be hired to support NISN personnel with daily tasks as well as compliance with Federal and other grant award requirements, including bookkeeping under the direction of the Finance Director and reporting. This individual will be 0.5 FTE, and the full salary of _____ is requested, for a total of _____ over the two-year grant period.
- **NISN Fellows**: Fellows will be key vehicles for dissemination of the NACA model. They will engage in a one-year residential process to learn firsthand the NACA model including specific professional development in Core Values; Curriculum; Community-Led Design; Personal Competency Development; Operations and Management; and Principal and Teacher Competencies. Fellows will then conduct an extensive community engagement and data gathering process, work within each community to design a school, support the charter or grant school application process, help to identify and secure funding, and perform other tasks as needed. These individuals will be critical links between NACA, NISN, and the communities in the network and will support the communities in every aspect of school redesign. NISN Fellows are paid as salaried during their first year with five fellows starting in Year 1 of the grant, then they move to a contractual basis as they begin their work with

schools. No funds are requested for first year (employee-basis) fellows' salaries.

2. Fringe Benefits: _____

Fringe: All fringe benefits are calculated at a rate of _____ on the salaries and portions of salaries requested from USDE. Fringe benefits include FICA, Medicare tax, state unemployment tax, retirement, health, dental, vision, basic life insurance, disability benefit, and worker's comp.

	Request				
	Base/Year	Fringe Rate	Year 1	Year 2	Total Request
Requested salaries (per above table)	_____	0.30	_____	_____	_____
Total Fringe Benefits			_____	_____	_____

3. Travel: \$35,160.80

Annual U.S. Department of Education Conference: \$5,652.00 is requested for out-of-state travel. Executive Director Kara Bobroff and one other key staff person will attend the annual project directors conference in Washington, D.C. as stipulated in the RFP.

	Federal	Federal	Total Request
	Request Year	Request Year	
	1	2	
Airfare, round trip from Albuquerque (2 individuals @ \$600 each)	\$1,200	\$1,200	\$2,400.00
Lodging (2 individuals, 3 nights @ \$179 each using GSA established rate)	\$1,074	\$1,074	\$2,148.00
Per diem/incidentals (2 individuals, 4 days)	\$552	\$552	\$1,104.00

@ \$69 each using GSA established rate)			
Total U.S. Department of Education Conference Travel	\$2,826.00	\$2,826.00	\$5,652.00

Local Travel: \$29,508.80 is requested for travel to rural communities in Northwest New Mexico from NACA in Albuquerque and among participating communities. Distances (one way):

- Albuquerque – Acoma Pueblo: 63.3 miles
- Albuquerque – Cochiti Pueblo: 50.5 miles
- Albuquerque – Gallup: 138 miles
- Albuquerque – Laguna Pueblo: 51.4 miles
- Albuquerque – Navajo: 180 miles
- Albuquerque – Santa Clara: 228 miles
- Albuquerque – Shiprock: 213 miles

	Federal Request Year 1	Federal Request Year 2	Total Request
Mileage (@ 0.55, estimated at 2,400 miles/month for a total of 28,800 miles/year; requesting just over 50% of this estimate at 1,224 miles/month, or 14,688 miles/year)*	\$8,078.40	\$8,078.40	\$16,156.80
Per diem/lodging in local communities for technical assistance and model convenings,	\$6,676.00	\$6,676.00	\$13,352.00

(estimated at:			
<ul style="list-style-type: none"> Per diem: \$51/day at GSA NM rate, 8 individuals/1 day each month x 12 months = \$4,896 Lodging: Local travel hotel estimated at 20 nights/year @ \$89/night at GSA NM rate) = \$1,780 (note: not all travel will require an overnight stay, estimating 20 nights) 			
Total Local Travel	\$14,754.40	\$14,754.40	\$29,508.80

* Remaining funding for mileage is paid through other grants and contracts, as are coordination and site expenses for community convenings (scoped at \$9,000 per year).

4. Equipment: \$0

Not requested.

5. Supplies: \$6,708.00

Office Technology: \$3,354 each year is requested to support office technology. This is scoped as iPads or similar tablets for direct grant use for activities such as creating and compiling lesson plans, logging into the NACA Curriculum Hub, and communicating with team members.

	Federal Request Year 1	Federal Request Year 2	Total Request
Technology: I-Pad Air (2 @ \$559 education	\$3,354	\$3,354	\$6,708.00

pricing each x 6 each year)			
Total Supplies	\$3,354.00	\$3,354.00	\$6,708.00

Curricular materials are expected to cost \$10,000 annually, with funds provided through other grants and contracts.

6. Contractual: \$214,000.00

	Federal Request Year 1	Federal Request Year 2	Total Request
Financial Planning Consultant (@ 50% of \$50,000 x 2 years)	\$25,000	\$25,000	\$50,000.00
Third Party Training for Fellows (@ \$10,000 x 2 years)	\$10,000	\$10,000	\$20,000.00
Curriculum Design and Learning Hub (@ 20% of \$50,000 x 2 years)	\$10,000	\$10,000	\$20,000.00
Curricular Design Stipends (\$20/hour x 20 hours x 30 teachers x 2 years)	\$12,000	\$12,000	\$24,000.00
Fellows Contracts for Planning Year (1 Fellow at \$50,000/year)	\$50,000	\$50,000	\$100,000.00
Total Contractual	\$107,000.00	\$107,000.00	\$214,000.00

- **Financial Planning Consultant:** A key element of school development and sustainability is financial planning, budgeting, analysis, and forecasting. The NISN Network Support Office

will work with a consultant to provide this support with assistance with local school financial planning and knowledge of state and federal student and school reimbursement and payment structures. This consultant is estimated to cost \$50,000 annually, with \$25,000 requested from USDE per year and the rest supported through grants and contracts.

- **Third Party Training for Fellows:** This training budget will cover fellows' technical training for disciplines such as data analysis, financial forecasting, and professional development conferences as pertinent to each Fellow's needs. This is budgeted at \$10,000 annually and requested from USDE.
- **Curriculum Design and Learning Hub:** Proposed activities include building out the content areas on this hub, to include the development of curriculum maps across content areas, Prezis to model specific teaching and learning techniques, videos and accompanying lesson plans for daily instruction. Contract costs will cover web content development, integration to the Learning Hub, and technology as needed. Total costs for this contracted support is scoped at \$50,000 per year with requested support of \$10,000 annually and the remaining costs supported through other grants.
- **Curricular Design Stipends:** The NISN model uses curricula designed especially for Native American youth. Subject matter curriculum design will be contracted to teachers at a rate of \$20 per hour for 30 teachers working an average of 20 hours each on design and documentation for the Curriculum Hub.
- **Fellows Contracts for Planning Year:** The Fellows work on a contract basis during the planning year (2nd year for each Fellow) at a rate of \$50,000 per year. There will be three 2nd-year Fellows during Year 1 at a cost of \$150,000 and five 2nd-year Fellows during Year 2 at a cost of \$250,000. USDE support is requested at 1/3 of \$150,000 Fellow) in the first year of

the grant period, and 20% of \$250,000 in second year of the grant period. Other funding will be supported through other grants and contracts. (Note: A current USDE Native Youth Demonstration grant supports other Fellow salaries and will be accounted for separately.) Additionally, support will be provided for contracted evaluation (\$72,000 per year) through a USDE Native Youth Demonstration grant. No funds are requested for this purpose.

7. Construction

Not requested.

8. Other Direct Costs: \$50,000.00

	Federal Request	Federal Request	Total
	Year 1	Year 2	
Communications (@ \$5,000 x 2 years)	\$5,000	\$5,000	\$10,000.00
Strategic planning (@ \$20,000 x 2 years)	\$20,000	\$20,000	\$40,000.00
Total Other Direct Costs	\$25,000	\$25,000	\$50,000.00

- **Communication:** This project includes a communication budget of \$5,000 per year, which encompasses social media, website, and print information and engagement for Fellows, teachers, and community members. Additional costs will be offset by other grants and contracts.
- **Strategic Planning:** The project will include in-person, off-site strategic planning each year for dissemination purposes, and will include participation by NACA and NISN staff, Fellows, teachers, and community members from communities implementing the model. The included budget is for facility costs, facilitator, and other direct expenses.

9. Total Direct Costs = \$599,668.80

- **Year 1:** \$299,834.40
- **Year 2:** \$299,834.40

10. Indirect Costs

Not requested.

11. Training Stipends

N/A

12. Total Cost = \$599,668.80

Leveraged Funding:

The USDE Charter Schools Program Dissemination grant will ensure the NACA model curriculum, professional development, and Indigenous-specific information is accurately captured and documented for widespread dissemination. NACA and the NACA Foundation hold the following grants and contracts that will leverage funding from the USDE Charter Schools Program Dissemination Grant.

- **Daniels Fund:** \$250,000 during 2015-16 to support general operations.
- **McCune Foundation:** \$50,000 during 2016 to support general operations.
- **New Mexico Public Education Department:** \$488,556 to support a portion of staff and Fellow salaries and evaluation.
- **NoVo Foundation:** \$500,000 per year between 2015-2018 to support general operations, NISN school subgrants, and community convenings.
- **USDE Native Youth Community Projects:** \$472,806 in Year 1 of a four-year grant to

support a portion of NISN Fellow salaries, local travel, start-up grants and technology for schools, and evaluation.

In addition, a 3-year grant totaling \$900,000 with the W.K. Kellogg Foundation to pilot the fellowship just ended as of July 31, 2015. A follow-up grant is being prepared at the Foundation's request and is expected to be awarded in early 2016.

The annual budget for dissemination through the NISN is estimated at \$3,912,893.

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Kara		Bobroff	

Address:

Street1:	1000 Indian School Rd. NW
Street2:	
City:	Albuquerque
County:	
State:	NM: New Mexico
Zip Code:	87104
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
505-266-0992	

Email Address:

kbobroff@nacaschool.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Native American Community Academy Foundation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	17,580.40	17,580.40				35,160.80
4. Equipment	0.00	0.00				0.00
5. Supplies	3,354.00	3,354.00				6,708.00
6. Contractual	107,000.00	107,000.00				214,000.00
7. Construction	0.00	0.00				0.00
8. Other	25,000.00	25,000.00				50,000.00
9. Total Direct Costs (lines 1-8)	299,834.40	299,834.40				599,668.80
10. Indirect Costs*	0.00	0.00				0.00
11. Training Stipends	0.00	0.00				0.00
12. Total Costs (lines 9-11)	299,834.40	299,834.40				599,668.80

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Native American Community Academy Foundation	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00				0.00
2. Fringe Benefits	0.00	0.00				0.00
3. Travel	0.00	0.00				0.00
4. Equipment	0.00	0.00				0.00
5. Supplies	0.00	0.00				0.00
6. Contractual	0.00	0.00				0.00
7. Construction	0.00	0.00				0.00
8. Other	0.00	0.00				0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00				0.00
10. Indirect Costs	0.00	0.00				0.00
11. Training Stipends	0.00	0.00				0.00
12. Total Costs (lines 9-11)	0.00	0.00				0.00

SECTION C - BUDGET NARRATIVE (see instructions)