

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



**APPLICATION FOR GRANTS
UNDER THE**

Indian Demonstration Grants for Indian Children

CFDA # 84.299A

PR/Award # S299A160001

Grants.gov Tracking#: GRANT12152957

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

Closing Date: May 31, 2016

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

Application for Federal Assistance SF-424

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

* 3. Date Received: <input type="text" value="04/27/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Coeur d'Alene Tribe"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="82-0255476"/>	* c. Organizational DUNS: <input type="text" value="0546533400000"/>

d. Address:

* Street1: <input type="text" value="PO Box 408, 850 A Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Plummer"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="ID: Idaho"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="83851-0408"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Christine"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Meyer"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Director, Department of Education"/>	

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="2086865013"/>	Fax Number: <input type="text" value="2086865804"/>
---	---

* Email: <input type="text" value="cmeyer@cdatribe-nsn.gov"/>

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

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

13. Competition Identification Number:

84-299A2016-1

Title:

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

Defined local geographic area.pdf

Add Attachment

Delete Attachment

View Attachment

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

Coeur d'Alene Tribe Native Youth Community Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,306,692.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,306,692.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

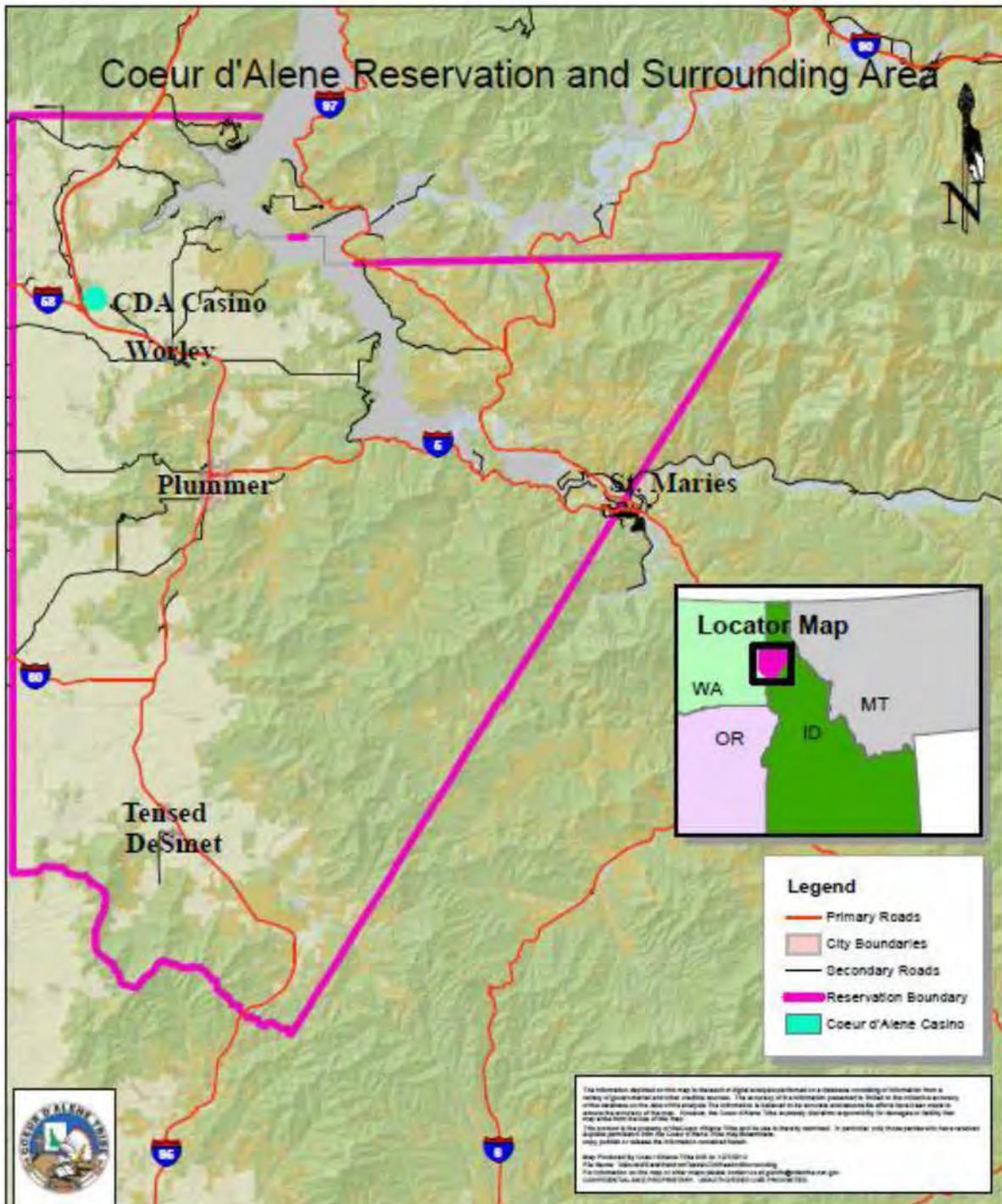
* Telephone Number: Fax Number:

* Email:

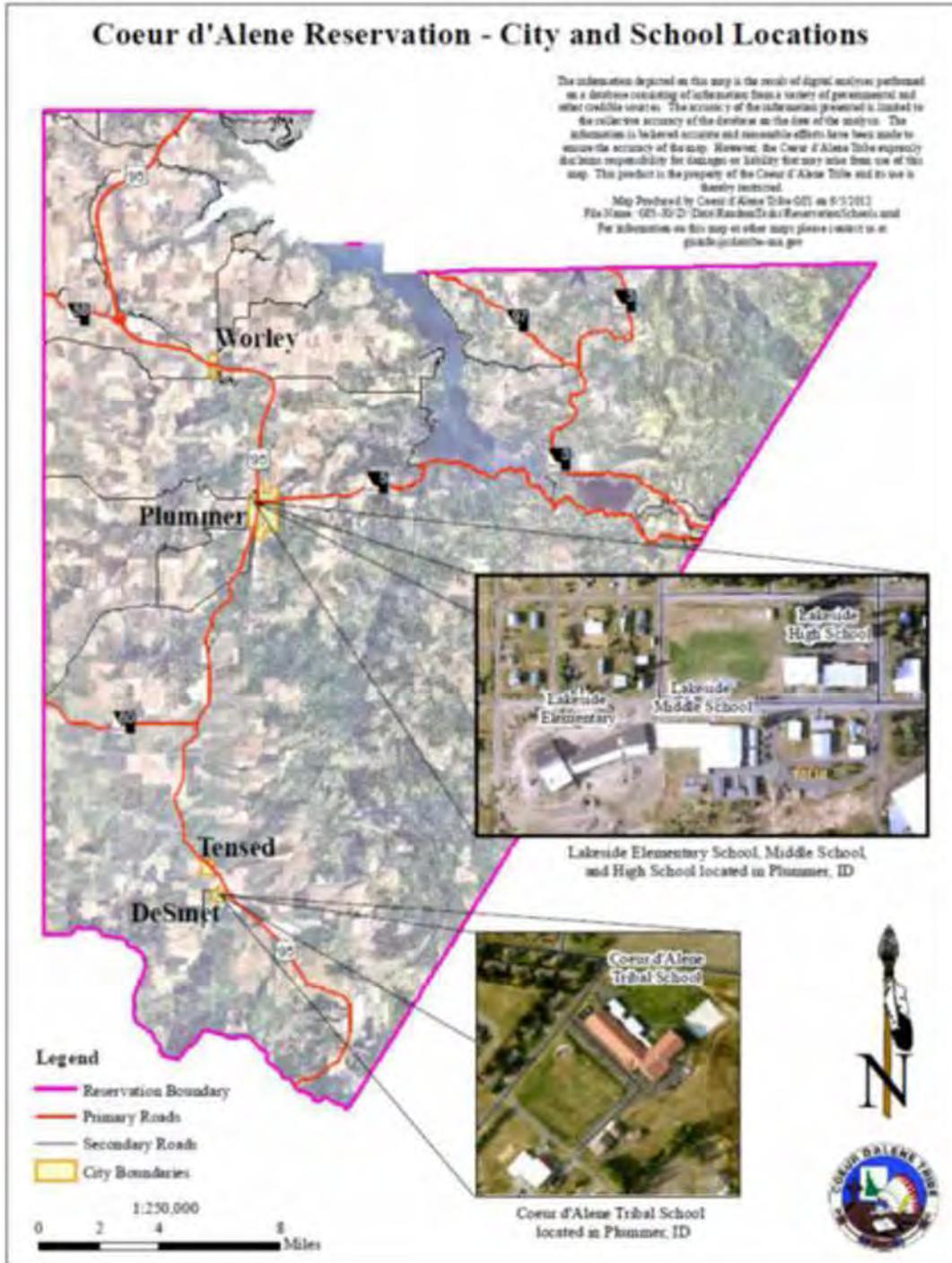
* Signature of Authorized Representative: * Date Signed:

Defined local geographic area

The Coeur d'Alene Tribe Reservation is located in northern Idaho and encompasses approximately 345,000 acres of the Tribe's original four million acre homeland. The reservation lies mostly within rural Benewah and Kootenai Counties in the Idaho Panhandle.



There are five communities within the reservation boundaries: DeSmet, Tensed, Plummer, Worley, and St. Maries, the Benewah County seat. The students in grades 5-8 to be served by the proposed NYCP project attend two schools: the BIE funded Coeur d'Alene Tribal School (TS) located in DeSmet and the Plummer/ Worley School District #44 (PWSD) in Plummer.



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>christine meyer</p>	<p>TITLE</p> <p>Chief Financial Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>Coeur d'Alene Tribe</p>	<p>DATE SUBMITTED</p> <p>04/27/2016</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: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Coeur d'Alene Tribe * Street 1: PO Box 408 Street 2: _____ * City: Plummer State: ID: Idaho Zip: 83851-0408 Congressional District, if known: ID:001		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name NA Middle Name _____ * Last Name NA Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name NA Middle Name _____ * Last Name NA 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: christine meyer * Name: Prefix _____ * First Name Christine Middle Name _____ * Last Name Meyer Suffix _____ Title: Director, Coeur d'Alene Tribe Dept. of Ed. Telephone No.: 208.686.5013 Date: 04/27/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160001

Page e11

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.

Part 7 GEPA.pdf	Add Attachment	Delete Attachment	View Attachment
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Part 7 – General Education Provisions Act (GEPA) Requirements – Section 427

The NYCP project, will take steps to ensure equitable access to, and participation in, its Federally-assisted program for parents, students, teachers, and other program beneficiaries with special needs. The barriers of gender, race, national origin, color, disability, or age will be surmounted with the following strategies.

The Coeur d’Alene Tribe of Idaho believes in being a “good neighbor,” The Tribe offers open enrollment to all children, youth, and families who attend the target schools on the Coeur d’Alene Reservation. No willing participant will be rejected based on gender, race, national origin, color, or disability. For all staff positions to be hired, every effort will be made to encourage applications from persons who are members of groups that have been traditionally underrepresented based on race, color, national origin, gender, or disability. The Coeur d’Alene Tribe has a human resource office that works at removing architectural, social, and communicative barriers and aggressively recruits candidates from minority and underrepresented groups or those with disabilities. Recruitment procedures include job posting with the Tribal organization, universities, colleges, and job service centers and in all the local newspapers. The proposed project assures that it does not discriminate against individuals because of their race, color, religion, age, sex, national origin, or disability. Such discrimination is prohibited by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

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 Coeur d'Alene Tribe	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Jeff Middle Name:
* Last Name: Oka	Suffix:
* Title: Chief Financial Officer	
* SIGNATURE: christine meyer	* DATE: 04/27/2016

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract

Purpose and Expected Outcome-The overarching goal of the Coeur d'Alene Tribe Native Youth Community Project is to create a successful school, college and career readiness program for middle school students. This project utilizes partnerships between the Coeur d'Alene Tribe Department of Education with the Coeur d'Alene Tribal School in DeSmet, Idaho and Plummer/Worley School District in Plummer, Idaho on the Coeur d'Alene Tribe Reservation, families, Tribal leaders, Tribal program staff, community members, and local colleges and universities. The project has three objectives: 1) Create and implement an in-school and afterschool program to increase school, college, and career success; 2) Develop a culturally centered and holistic wellness program that encompasses social-emotional, physical, and nutrition to prepare youth for school success, college, and career, and 3) Design a plan to increase school and community engagement and safety to increase youth and family protective factors.

Partners-Project partners for the three objectives include Coeur d'Alene Tribal School, Plummer/Worley School District, Social Services, and other Tribal programs, Tribal Collaboration Committee and Benewah Medical Wellness Center, and local colleges and universities.

Barriers and Opportunities-The academic, mental health and health data collected and analyzed over the last two years illustrate that there are both in-school and out-of-school barriers that need to be addressed to prepare middle school students for success in college and careers. These barriers include low academic achievement and engagement, unmet mental health needs, high-risk behaviors, and lack of physical health. This goal aligns with both the NYCP Demonstration Grant for Indian Children program and the Tribe's mission to deliver quality comprehensive and coordinated programs and services in prevention, intervention, and recovery that are proven to reduce crime and promote the health and wellness of the reservation community in the areas of public safety, health, education, and social services.

Community Strategies and Measurable Objectives-The Native Youth Community Grant (NYCP) program will offer a holistic college and career program using research-based and community-based strategies with measurable objectives. The program will be implemented in partnership with Tribal programs, families, community partners and supported by local policies, existing programs, practices, service providers, and funding sources. Regularly scheduled activities to support students' college and career readiness, school success, mental health, and physical health will take place during the school day, after school, and on early release days for middle school students (grades 5-8) who attend the Coeur d'Alene Tribal School and Plummer-Worley Schools. As a result of this project and attainment of the goals and objectives, there will be a measurable increase in several areas of student engagement, achievement, and family engagement including: GPA in core middle school courses, students scoring proficient or higher on state assessment, high school students applying for scholarships and FAFSA, student participation in college and career readiness activities, participation rate of youth in summer internships, and parent engagement in college and career readiness activities. In addition, there will be a measurable increase in participation in healthy living activities, motivation/persistence, healthy relationships, financial literacy and physical and cultural activities.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

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Addressing the Preference Priorities**Absolute Priority:**

The proposed Coeur d'Alene Tribe Indian Education Discretionary Grant for Indian Children will focus on students in 5-8 grades in two schools on the Coeur d'Alene Reservation in northern Idaho, the Coeur d'Alene Tribal School, a K-8 Bureau of Indian Education-funded school and the Plummer/Worley School District, a K-12 public school. The emphasis on grades 5-8 is the result of a 20-month comprehensive needs assessment and analysis conducted by the Coeur d'Alene Tribe from May 2014 through December 2015 and data received from the two proposed schools. A majority of students attending both schools are members of the Coeur d'Alene Tribe or other federal recognized tribes. The goal of the project centers on the preparation of middle school students for college and careers. The Native Youth Community Grant (NYCP) program will offer a holistic college and career readiness program using culturally relevant research-based and community-based strategies with measureable objectives. Implementation of the program is a partnership among Tribal programs, families, and community partners, supported by local policies, existing programs, practices, service providers, and funding sources.

Competitive Preference Priority One

The Coeur d'Alene Tribal School in DeSmet and the Plummer/Worley School District in Plummer, Idaho meet the Small Rural School Achievement (SRSA) or Rural and Low-Income (RLIS) criteria of the SRSA program for fiscal year 2015 as defined by the U.S. Department of Education is that the total number of students in average daily attendance (ADA) at both schools is fewer than 600. In addition, Plummer/Worley School District is located in the town of Plummer, Idaho that has a US Census Bureau locale code of 42.

Competitive Preference Priority Two

The NYCP application is submitted by the Coeur d' Alene Tribe of Idaho, a federally recognized Indian Tribe, as described 34 CFR 75,105 (c) (2) (i). The Tribe was recognized via Executive Order on November 8, 1873. As such, the Tribe meets the second criteria as an eligible application.

Competitive Preference Priority Three

The Coeur d' Alene Tribe of Idaho received a State Tribal Education Partnership Grant (STEP) in the fall of 2015, PR/Award Number S415A150001.

a. Need for Project (15 points)**(i) The greatest barriers in and out of school to college readiness**

Beginning in the spring of 2014 through 2015, the Coeur d'Alene Tribe Department of Education (Cd'AT DOE) Director hired a private consultant to conduct an extensive quantitative and qualitative data collection and analysis of information to determine the effect substance abuse was having on Coeur d'Alene Tribal youth and to prioritize needs. The "at risk" definition comprises multiple related factors of academic failure, delinquency, mental health, dropping out of school and suicide. The primary methods of data collection included interviews, surveys, focus groups, meetings, and other data. The data include in-school barriers and out-of-school barriers to student success. In spring 2015, the Director of Education gathered additional data from the two proposed Cd'A Tribe NYCP Schools: Cd'A Tribal School and Plummer/Worley School District.

In-School Barriers: School Academic Indicators of Need

In the school year of 2014-2015, the Coeur d'Alene Tribal School (K-8) and Plummer/Worley School District (K-12) created a data tracker framework for collecting,

reviewing, and analyzing student data. The data framework in Tables 1 and 2 includes attendance, behavior and coursework performance and/or performance on state assessments for the final quarter of school. The data for both schools demonstrates that there are high numbers of students who are at risk in at least one or more academic areas. By fifth grade, a majority of the students are at-risk in reading and math, core courses essential to college and career success. In addition, after just one semester out of all Native high school freshman students, 50% are deficient in English and 33% are deficient in math, 6% in science, and 60% Social Studies (Cd'ADOE Data, 2016).

Grade Level	4+ Absences	3+ Office Referrals	Students Below Grade Level in Reading	Students Below Grade Level in Math
Kindergarten	11/13 85%	2/13 15%	6/9 67%	6/9 67%
First Grade	17/19 89%	0/19 0%	10/19 53%	8/19 42%
Second Grade	6/8 75%	3/8 38%	4/8 50%	3/8 38%
Third Grade	8/9 89%	3/9 33%	5/9 56%	4/8 50%
Fourth Grade	14/16 88%	NA	10/15 67%	11/17 65%
Fifth Grade	6/10 60%	4/10 40%	7/9 88%	7/7 100%
Sixth Grade	9/14 64%	NA	8/10 80%	8/10 80%
Seventh Grade	7/8 88%	NA	5/7 71%	5/7 71%
Eighth Grade	4/4 100%	NA	4/4 100%	1/4 25%

* NA - Unavailable

Grade Level	4+ Absences	3+ Office Referrals	Students Below Grade Level in Reading	Students Below Grade Level in Math
Kindergarten	10/25 40%	2/25 8%	6/25 24%	6/25 24%
First Grade	8/26 31%	1/26 4%	16/26 62%	10/26 39%
Second Grade	10/28 36%	2/28 7%	17/28 61%	21/28 75%
Third Grade	9/30 30%	4/30 13%	18/30 60%	26/30 87%
Fourth Grade	4/16 25%	5/16 31%	10/16 63%	16/16 100%
Fifth Grade	11/31 36%	10/31 32%	24/31 77%	23/31 74%
Sixth Grade	8/21 31%	9/21 43%	12/21 57%	14/21 67%
Seventh Grade	4/29 14%	7/29 24%	21/29 72%	21/29 72%
Eighth Grade	7/25 28%	11/25 44%	11/25 44%	15/25 60%
Ninth Grade	4/31 13%	15/31 48%	23/31 74%	19/31 61%
Tenth Grade	8/30 27%	7/30 23%	20/30 67%	19/30 63%

Eleventh Grade	6/23 26%	8/23 35%	15/23 65%	19/23 83%
Twelfth Grade	9/20 45%	1/20 5%	NA	NA

Out-of-school barriers: Mental Health Indicators of Need

In May of 2014, the Tribe hired Advanced Management Strategies to determine the impact drugs and alcohol was having on the Tribal youth and community. Over a 20-month period, the consultant interviewed and gathered data from directors and managers of several key Tribal departments and programs. The departments included Law and Order, consisting of police, probation, courts, and truancy; Social Services who administers STOP Violence, Temporary Aid to Needy Families (TANF), Career Renewal, Indian Child Welfare, Older Americans Program, and the Energy Assistance Program; Benewah Medical/Wellness Center includes Substance Abuse, Mental Health Programs and Tribal Youth Programs; and Department of Education includes the Early Childhood Learning Center (ECLC), Early Head Start, Head Start and Child Care.

Following the data collection phase, Advanced Management Strategies personnel met with Tribal Leaders, Directors, and Managers to analyze the data. The preliminary results illustrate that drugs and alcohol are affecting our most vulnerable: infants, youth, and elders. However, the final report and plan will not be available until May 2016. In addition, the DOE Director engaged Advanced Management Strategies, in collaboration with the Tribal School and Plummer/Worley School District, to conduct a *Communities That Care Youth Pride Survey* in 4-12 grades in fall of 2015. The results show that our middle school students are most vulnerable. The results document that students begin smoking cigarettes and/or using alcohol, marijuana, or prescription drugs as early as seventh grade (Table 3). These findings echo the Cd'A Tribe DOE's analysis, which showed that students were not successful in core subjects and were engaging in high-risk behavior. Middle School students are not receiving in-school and out-of-

school services and support, which may contribute to engagement in high-risk behaviors. Pride Survey results reflected this, with less than half of middle school students reporting they felt there were community, family and school opportunities and rewards for prosocial involvement (Coeur d’Alene Reservation Pride Survey 2015). On the other hand, students in Early Head Start, Head Start, grades 1, 2, 3, 4, and 9-12, as illustrated on the education pipeline (Table 7), receive service and support during and after school from formal and informal partners and funds received from the Tribe, state and federal grants (IDG, NACTEP, STEP).

Table 3: Grades 6-12 Substance Abuse - Including cigarette and/or alcohol, marijuana, and prescription drugs with past 30 days <i>Communities That Care Pride Survey, 2015</i>					
Grade Level	Cigarettes	Alcohol	Marijuana	Prescription	Total average use
Sixth	0	0	0	0	0
Seventh	18.5	18.5	18.5	7.4	15.7
Eighth	8.7	21.7	21.7	8.7	15.2
Ninth	19.2	23.1	19.2	7.7	17.3
Tenth	35.3	52.9	41.2	17.6	36.7
Eleventh	45	47.6	30.0	9.5	33.0
Twelfth	50	62.5	53.3	18.8	46

Both schools have one non-Native counselor each who provides academic advising, but neither counselor has training on intergenerational trauma or knowledge of cultural wellness practices. In addition, there is no counseling staff at Benewah Medical Wellness Center, (BMWC) at this time that specializes in child or adolescent psychology.

There is a high demand for counseling services at the BM/WC. According to CEO Gary Leva, “Recent BM/WC 2013 diagnoses show depression is the 3rd highest diagnosis for BMC/WC patients and at any given time there are approximately 30 patients waiting to receive mental health services.” Table 4 below shows the numbers of Native American youth and adults receiving services at the Benewah Medical Center that have a diagnosed disorder from 08-13.

Year	# of Youth 0-25 yrs.	# of Adult 26-99 yrs.	# of Youth 0-25 yrs. with depression	# of Adult 26-99 yrs. with depression	# of ALL patients diagnosed		
					Alcohol Related Disorders	Tobacco Use Disorder	Other Substance Related Disorders
2008	813	1577	84	522	NA	NA	NA
2009	886	1542	92	546	NA	NA	NA
2010	825	1482	90	527	NA	NA	NA
2011	869	1508	86	544	NA	NA	NA
2012	885	1460	82	507	203	323	149
2013	950	1485	81	492	240	438	201

To improve mental health services, BMC began integrating primary care with mental health screenings for all patients over 12 years of age in 2015. It is too early to measure the impact of this change.

Physical Health Indicators of Need

Lack of physical health is also an indicator of need. The BMC also reported in 2013 that Type 2 Diabetes is the fourth most frequent diagnosis and the second and third most common reason for adult patient visits. The unhealthy lifestyle patterns begin before kindergarten as illustrated in the fall 2015 Coeur d'Alene Tribe Early Childhood Center (ECLC) health screenings. The screenings include a nutritional assessment, Body Mass Index (BMI), height, and weight three times a year on approximately 82 children. The fall data shows that 26 children are in the obese category, 19 are overweight, and 46 are in the healthy range while zero is underweight. University of Idaho researchers (Seegmiller et al. (2010)) evaluated children and youth in grades evaluated in grades 1, 3, 5, 7, 9, and 11 attending an Idaho reservation school. The results indicated that over 50% were overweight or obese, compared to 30% of all Idaho children. The study confirms that early signs of poor health begin at a very young age and continue throughout primary, intermediate, middle schools and into adulthood. Seegmiller found

the highest rates of obesity among older males and children receiving free or reduced lunch or 100% of the children and youth in both schools (Tables 5 and 6).

Table 5: Coeur d’Alene Tribal School - USDA National School Lunch Program				
Grade	# of Students	Free	Reduced	Full-Pay
Kindergarten-8	103	100%	0%	0%

Table 6: Plummer/Worley School District - USDA National School Lunch Program				
Grade	# of Students	Free	Reduced	Full-Pay
Kindergarten-12	322	100%	0%	0%

The academic, mental health and health data illustrate that there are both in- and out-of-school barriers that need to be addressed to prepare middle school students for success in college and careers.

(ii) Opportunities in the Local Community to Support Native Students

While the students in the two schools clearly have needs; there is also a great deal of hope. The 2014-2015 Cd’A Tribe DOE educational pipeline (Table 7) for prenatal through professional degrees illustrates the local and regional partners and programs supporting the various segments of the pipeline; DOE year end reports demonstrate there is movement along the pipeline and yet gaps in services persist.

The pipeline serves as the Tribe’s outcome map, a visual diagram that depicts relationships, and a myriad of strategies and activities to achieve the intended results of college and careers. These results include both short-term and longer-term outcomes. Most importantly, the pipeline illustrates the Tribe’s increased willingness to assume the responsibility for transforming the lives of its people who are experiencing negative impacts by intergenerational trauma. To achieve this transformation, the Tribe commits 1.5 million dollars annually towards education helping support our Early Childhood Learning Center, K-1 Kids, Rockin’ the Rez summer program, athletics, 2-and 4-year college degrees and graduate school. However, the Tribe is

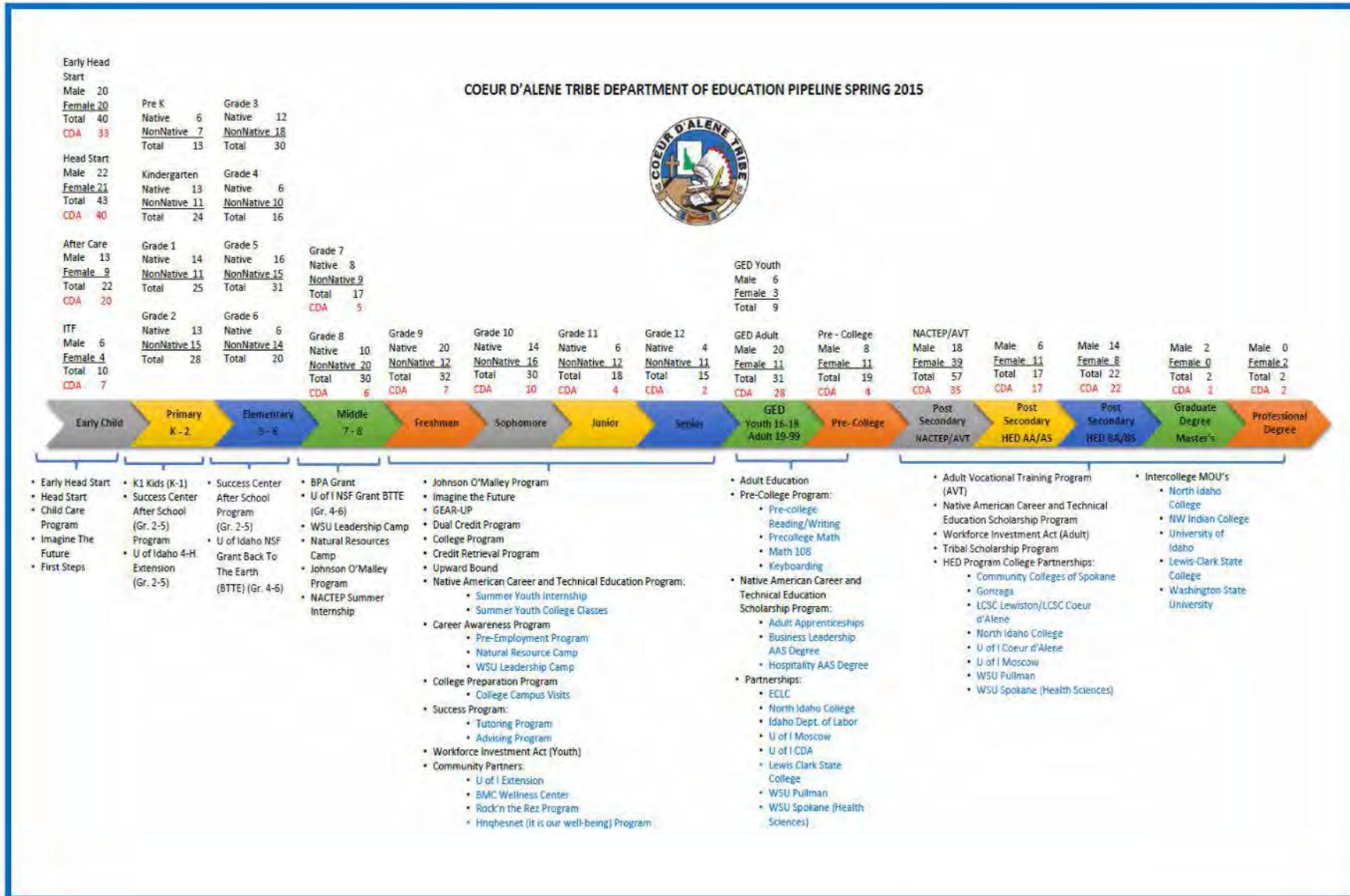
unable to fund fully every segment, resulting in gaps in services as seen in the middle school.

The Cd'A Tribe DOE and three higher education partners (University of Idaho, University of Idaho Extension, Washington State University, Spokane Community Colleges) provide summer programming for youth in middle school, including three one-week summer camps, one six-week workforce development experience and two online Spokane Community Colleges courses which eight of the nine middle and high school students enrolled and successfully completed.

The summer programming is possible through four significant grants: Cd'A Tribe Enhancement Grant (Cd'A TEG), Tribal funds, a National Science Foundation ITEST grant, which ended summer of 2015, and the U.S. Department of Education Native American Career and Technical Program (NACTEP).

However, as the Cd'A Tribe DOE data collection and the pipeline show, summer programming is not enough. Students need programming to include educational, physical and nutritional health, and mental health services, and this programming must be relevant to their culture and daily lives. The programs need to be offered throughout the school year and after school for successful entry to college and careers. The NYCP funding would enable the Tribe to serve Tribal students on the Tribe's education pipeline that are currently the most underserved, in partnership with families, school personnel, colleges, universities and other Tribal programs. The overarching goal of the NYCP project is: *to create a successful school, college and career readiness program for middle school students in partnership with the Coeur d'Alene Tribal School, Plummer/Worley School District, families, Tribal Leaders, Tribal program staff, community members, and local colleges and universities.* This goal aligns with the NYCP Demonstration Grant for Indian Children program and the Tribe's mission. The Tribe's mission is to deliver quality, comprehensive and coordinated programs and services in prevention,

Table 7:



intervention, and recovery that prove to reduce crime and promote the health and wellness of the reservation community in the areas of public safety, health, education, and social services (Comprehensive Tribal Justice Plan, 2016).

(iii) Existing local policies, programs, practices, service providers, and funding sources

NYCP staff will work in collaboration with all of the Cd'A Tribal programs, families, community partners and the colleges and universities to develop a high-quality comprehensive college and career program for middle school students. The Cd'A NYCP staff will leverage and achieve seamless coordination with existing programs and efforts funded by the Coeur d'Alene Tribe and the schools. This funding includes the Tribe's annual investment in the local schools and youth programs, along with funds the Cd'A Tribe Department of Education receives from the Bureau of Indian Affairs (JOM, HED), US Department of Education (NACTEP), and the Office of Indian Education (STEP, IDG).

The Cd'A NYCP staff will also utilize the formal partnerships with the Idaho State Department of Education, three Idaho colleges who have a Memorandum of Understanding (MOU) with the Tribe: North Idaho College, University of Idaho, and Lewis-Clark State College, and two Washington state colleges and universities with an MOU: Washington State University and Community Colleges of Spokane. The NYCP will also coordinate college events with the Tribe's Higher Education and Career and Technical Education programs. The Department of Education will fully embrace and incorporate NYCP in the department. The program will be included on the DOE website with the program application, monthly activity calendar, and a link to all college and career readiness opportunities available, including the Idaho State Department of Education state aid available to students in grades 7-12 for dual credit courses, Advanced Placement, and college courses offered each summer.

In addition, for students who choose to enter the dual credit program full-time upon their junior year, the community colleges and university partnerships provide support on campus, and each institution has a Native American Center, which includes a Native American director, a building on campus with counselors, tutors, computers, and space for students to gather to socialize and share meals.

The Benewah Medical/Wellness Center (BMWC) is also an essential partner in preparing students to meet the demands of college and careers. It is located in the city of Plummer, a quarter mile from the Plummer/Worley Schools and a 25-minute drive from the Tribal School. Nutritional specialists, mental health and substance abuse counselors, and Wellness Center staff offer monthly classes in which students can participate and BMWC staff and two outside consultants (Resumes, in Other Attachments) will design and offer classes (e.g., yoga, weight training, problem solving, nutrition, motivation/ persistence, relationships, date violence, bullying etc.) that have been designed specifically for NYCP students. NYCP will also integrate programming from the BMWC-led *hnqhesnet* ("It is our wellbeing") program that focuses on revitalizing traditional foods and activities and increasing access to fresh, local foods. The program emphasizes physical activities such as swimming, canoeing, hiking, and Native dance that build on the community's strengths and tradition, and emphasizes values of honor and respect for self and community. NYCP will also have access to the Wellness Center facility that encompasses a gymnasium, swimming pool, weight room and exercise equipment, classroom space, conference rooms, and kitchen for afterschool Qhest Life activities. Tribal School buses deliver students to the Wellness Center every day after school. Each of the schools will also provide office space and classroom space for college and career readiness activities. The Cd'ATDOE also has a newly renovated space for NYCP staff and for hosting youth activities.

Individual or small group mental health counseling is limited due to the long waiting list for mental health services and lack of counselors who specialize in childhood trauma; therefore, mental health counselors from the city of Coeur d'Alene will provide small group and individual sessions as described in the Management Plan section.

Phase three of the Cd'A Tribal Comprehensive Planning process started January 2016. During this period, the Tribal Collaboration Committee (TCC) began to review Tribal policies that affect school success; however, the committee will not make final recommendations to the full seven-member Tribal Council until the comprehensive plan is complete in May 2016.

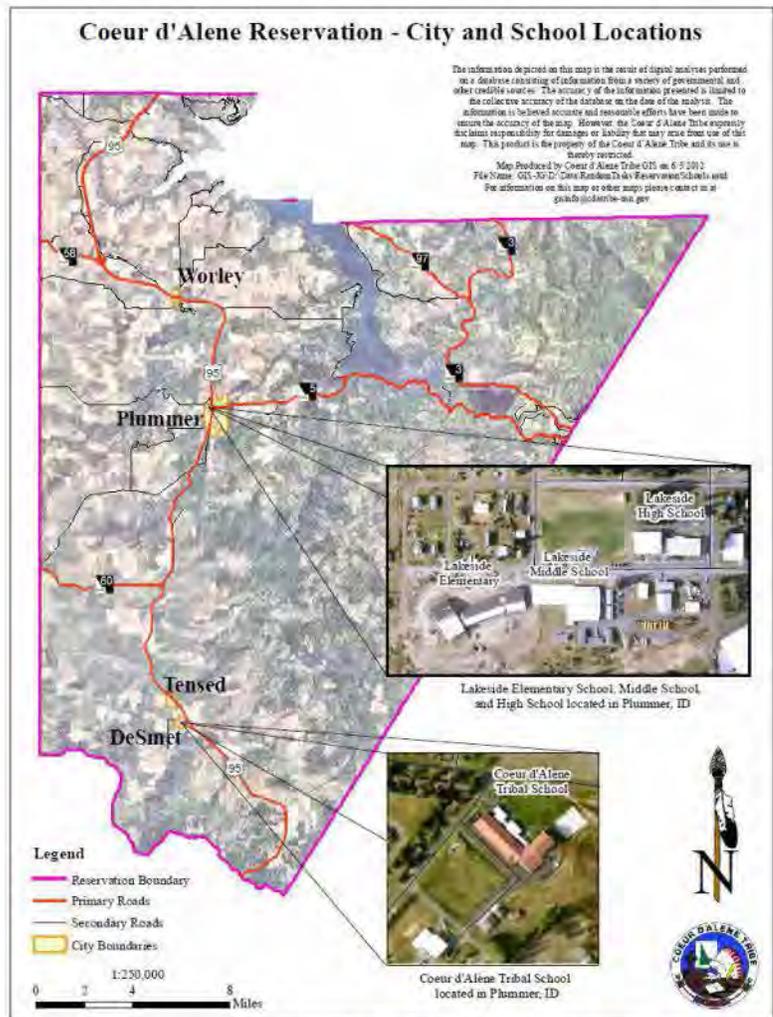
The NYCP is essential in providing the means for a holistic program that integrates Coeur d'Alene culture, combined with the Cd'A DOE's experience in the community to bring programming and services into alignment and strengthen the partnerships necessary to bring the schools and community together to more effectively prepare youth for success in careers and college.

b. Quality of the project design (30 points)

(i) Focus on defined geographic area

The Coeur d'Alene Tribe Reservation is located in northern

Idaho and encompasses approximately 345,000 acres of the Tribe's original four million acre



homeland. The reservation lies mostly within rural Benewah and Kootenai Counties. There are five communities within the reservation boundaries: DeSmet, Tensed, Plummer, Worley, and St. Maries, the Benewah County seat. The students in grades 5-8 to be served by the proposed NYCP project attend two schools: the BIE funded Coeur d' Alene Tribal School (TS) located in DeSmet and the Plummer/ Worley School District #44 (PWSD) in Plummer.

(ii) Project based on scientific research or existing program has been modified to be culturally appropriate

The Cd'A Tribe Department of Education has been involved in transformation efforts beginning in 2006. These efforts center upon the Harvard Family Research Project's Complementary Learning Approach. The approach is rooted in the philosophy that schools cannot do it alone. A school cannot transform without ongoing support by its community and committed partnerships (HFRP, 2007). The Complementary Learning Theory aligns with Tribe's belief, children and youth must have multiple opportunities throughout each year to learn and grow at home, in the community, and in school and college. To meet the needs of students, the Cd'A Tribe Department of Education has been incrementally instituting comprehensive services to prepare all children for success in school and life as illustrated in the education pipeline (Table 7). The administrators in the two NYCP schools also believe that Complementary Learning is the most promising comprehensive strategy for addressing all of the needs from cradle to college and careers. It is a model that will create systemic change, which intentionally integrates school and non-school supports during and after school throughout each year of the project. Comprehensive programming includes educational, social, mental, and physical well-being, safe and culturally sensitive schools and neighborhoods, and supportive and engaged families. The NYCP service implementation will be in partnership with families,

medical/wellness center, social services, natural resources, other Tribal programs and college and universities.

Biweekly activities are designed for the students’ development and integrate the eleven external and internal resources identified by Becker, Krodel, and Tucker (2009) as indispensable for college and career success (Table 8). In addition, these activities build upon the research on high school dropout prevention by targeting the middle school disengagement process and include academic, social, and behavioral components (National Center for Education Evaluation and Regional Assistance (2008)). In school and afterschool programs support school work, maintain student interest and enthusiasm, and provide a sense of identification and belonging within the school community (Christenson (2002); Fredericks, Blumenfeld, and Paris (2004); Jessor, Turbin, and Costa (1998)). These resources are complementary to the Tribe’s mission and vision.

Table 8: Internal Resources from <i>Getting Ahead in a Just-Gettin’-By World</i> (p. 64)
1) <u>Knowledge of Hidden Rules</u> – Knowing the unspoken cues and habits of a group
2) <u>Mental/Cognitive</u> – Having the mental ability to learn in order to gain an education and compete in the workforce; having acquired the “readiness” skills necessary for success in college, including organization, note taking, sorting, and planning
3) <u>Emotional</u> – Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior
4) <u>Motivation/Persistence</u> – A mindset that includes having the energy and drive to prepare for, plan, and complete projects, jobs, and personal changes; having a willingness to learn from mistakes
5) <u>Integrity/Trust</u> – Related to predictability, reliability, and safety; having the desire to be accountable, to hold others accountable; trusting others and being trustworthy; having insight about people and situations that will contribute to well-being
6) <u>Physical</u> – Having physical health and mobility
7) <u>Spiritual</u> – Believing in divine purpose and guidance; having optimism and hope for the future
External Resources
8) <u>Language</u> – Having the vocabulary, language ability, and negotiation skills to succeed in work and/or school environment
9) <u>Relationships/Role Models</u> – Having frequent access to adult(s) who are appropriate, who are nurturing, and who do not engage in destructive (including self-destructive) behavior

10) <u>Support Systems</u> – Having friends, family, and backup resources available to access in times of need
11) <u>Financial</u> – Having the ability to earn and manage money to purchase needed goods and services

(iii) The extent to which the goals, objectives, and outcomes to be achieved are clearly specified and measurable.

The Cd’A NYCP includes one overarching goal, three objectives, strategies, and measurable performance indicators to meet the needs of middle school students.

<p>Overarching Goal</p> <p><i>To create a successful school, college and career readiness program for middle school students in partnership with the Coeur d’Alene Tribal School, Plummer/Worley School District, families, Tribal Leaders, Tribal program staff, community members, and local colleges and universities.</i></p>
<p>Objective 1: In partnership with Coeur d’Alene Tribal School, Plummer/Worley School District, Tribal Collaboration Committee, families, Tribal program staff, community members, families, and local colleges and universities create and implement an in-school and afterschool program to increase school, college, and career success.</p>
<p><u>Strategy 1:</u> Design and implement a school success program to include intrusive advising, mentoring, after school tutoring, and a prevention/intervention student monitoring system (attendance, grades in core subjects, state test results, behaviors inside and outside school). Indicator:</p> <ul style="list-style-type: none"> • Increase GPA in core middle school courses
<p><u>Strategy 2:</u> Create and implement a college preparation program to include college readiness skills (note taking, time management, etc.), college visits, college fair, on-campus summer experiences (HOIST, Upward Bound, WSU Leadership Camp, Na-Ha-Shnee Health Science Camp), PSAT and SAT preparation workshops, 8 in 6 Fast Forward, and Early Completers Programs, and Mastery Advancement Program (MAP). Indicators:</p> <ul style="list-style-type: none"> • Increase number of middle school students scoring proficient or higher on state assessment • Increase number of high school students applying for scholarships and FAFSA • Increase number of high school students enrolled in college courses • Increase number of high school students enrolled in Idaho for advanced opportunities (college courses) • Increase the level of educational attainment
<p><u>Strategy 3:</u> Design and implement a career program to encompass career fairs, job search and soft skills training, a pre-employment program (job applications, résumé writing, mock interviews), summer internships, job shadowing, and business tours. Indicator:</p> <ul style="list-style-type: none"> • Student participation in college and career readiness activities • Increase participation rate of youth in summer internships

<p><u>Strategy 4:</u> Establish and implement a family engagement plan that welcomes and strengthens parent leadership and advocacy in the school, college, and career success program.</p> <p>Indicator:</p> <ul style="list-style-type: none"> • Parent engagement in college and career readiness activities
<p><u>Strategy 5:</u> Establish and implement advanced learning courses for math and English credit.</p> <p>Indicator:</p> <ul style="list-style-type: none"> • Development of advanced learning courses in math and English • Increase student enrollment in advanced learning courses • Improve student achievement in advanced learning courses
<p>Objective 2: In collaboration with Coeur d’Alene Tribe Benewah Medical/Wellness Center (BMWV), Social Services, and other Tribal programs, Coeur d’Alene Tribal School, Plummer/Worley School District, and community partners, develop a culturally centered and holistic wellness program that encompasses social-emotional, physical, nutrition to prepare youth for school success, college, and career.</p>
<p>External and Internal Resources Performance Measure:</p> <p><u>Strategy 1:</u> Create and implement a referral response system</p> <ul style="list-style-type: none"> • Referral response system completed and implemented
<p><u>Strategy 2:</u> Design an afterschool healthy living program in partnership with Tribal mental health service and medical providers, community agencies, and other specialists to support the developing stages of middle school youth in three 8-week sessions to include topics of substance abuse, intergenerational trauma, body image, self-esteem, anger management, dating violence, bullying, financial literacy, and resilience.</p> <p>External and Internal Resources Performance Measures:</p> <ul style="list-style-type: none"> • Increase participation in healthy living activities • Improve internal resources (knowledge of hidden rules, mental/cognitive, emotional, motivation/persistence, integrity/trust, spiritual) • Improve external resources (language, relationships, support systems, financial literacy)
<p><u>Strategy 3:</u> Design and implement an afterschool physical fitness program centered on place that encompasses nutritional classes, indoor and outdoor sports, culturally based recreation and leisure time activities including Pow Wow Sweat, canoeing, fishing, hiking, basketball, swimming, group exercise, and water exercise classes.</p> <p>External and Internal Resources Performance Measures:</p> <ul style="list-style-type: none"> • Increase participation in physical activities • Improve internal resources (knowledge of hidden rules, mental/cognitive, emotional, motivation/persistence, integrity/trust, physical, spiritual) • Improve external resources (language, relationships, support systems)
<p><u>Strategy 4:</u> Design and implement afterschool culturally-based creative arts program (painting, drawing, basket weaving, music, dance, drumming).</p> <p>External and Internal Resources Performance Measure:</p> <ul style="list-style-type: none"> • Increase participation in culturally-based creative arts
<p>Objective 3: In collaboration with the Coeur d’Alene Tribal Collaboration Committee, Tribal School, Plummer Worley School District, NACTEP, Adult Basic Education, Higher Education and other Tribal and Community partners, design a plan to increase school and community engagement and safety to increase youth and family protective factors.</p>

<p><u>Strategy 1:</u> Utilize the State of Idaho’s Family Engagement Tool to build a team with school administrators, teachers, staff, and parents to assess the school’s current family engagement policies and practices.</p> <p>Family and Community Engagement Indicator:</p> <ul style="list-style-type: none"> • Create family engagement plan to empower families and community • Implement family engagement plan • Increase family engagement in school, home, learning, and leadership
<p><u>Strategy 2:</u> Develop and implement school and community safety committee to include Police, Social Services, Wellness Center, Medical Center, and other agencies to strengthen youth protective factors (e.g. anti-bullying campaign, block watchers, etc.)</p> <p>Family and Community Engagement Indicator:</p> <ul style="list-style-type: none"> • School and safety committee and plan of action steps completed annually
<p><u>Strategy 3:</u> Create a family and community engagement plan that includes multiple communication methods to gain meaningful input participation for student success (e.g. websites, MOUs, community breakfasts, etc.)</p> <p>Family and Community Engagement Indicator:</p> <ul style="list-style-type: none"> • Increase number of meaningful communication methods
<p><u>Strategy 4:</u> Develop and implement a family strengthening plan that includes education opportunities (college and CTE), parenting classes, financial literacy, college, and career advising, and workforce training opportunities.</p> <p>Family and Community Engagement Indicator:</p> <ul style="list-style-type: none"> • Increase number of family education opportunities

(iv) Design is appropriate to and will address the needs of the target population

The NYCP overarching goal, three objectives, and outcomes are based upon a Tribal comprehensive needs assessment and analysis conducted in 2014-15. The information included a collection of data from the two schools, *Communities That Care Youth Survey* the students completed, Benewah Medical Wellness Center, and Tribal Collaboration Committee. The assessment shed light on qualities students bring with them, those that help and those that will hinder their ability to succeed. It became clear for students to succeed in college and careers, it is important to begin addressing those qualities that impede success prior to entering high school. It also became clear: the middle school students need a program that is holistic and strengthens each individual’s internal and external assets. The services outlined in the proposed two-week calendar (Table 9) meet the unique academic, physical, nutritional, mental health and cultural needs of the students. These activities will be throughout the four years of the grant.

Table 9:



Regular School Day Schedule

Native Youth Community Project Tribal School Schedule

Monday		Tuesday		Wednesday		Thursday		Friday	
Time	Activity	Time	Activity	Time	Activity	Time	Activity	Time	Activity
9:30-10:45	College & Career Success (CCS) 5/6 grades	9:30-10:45	College & Career Success (CCS) 5/6 grades	9:30-10:45	College & Career Success (CCS) 5/6 grades	9:30-10:45	College & Career Success (CCS) 5/6 grades	9:30-10:45	College & Career Success (CCS) 5/6 grades
10:45-12:00	College & Career Success (CCS) 7/8 grades	10:45-12:00	College & Career Success (CCS) 7/8 grades	10:45-12:00	College & Career Success (CCS) 7/8 grades	10:45-12:00	College & Career Success (CCS) 7/8 grades	10:45-12:00	College & Career Success (CCS) 7/8 grades
12:00-12:30	Lunch	12:00-12:30	Lunch	12:00-12:30	Lunch	12:00-12:30	Lunch	12:00-12:30	Lunch
12:30-1:30	Homework Help (SS)	12:30-1:30	Homework Help (SS)	12:30-1:30	Homework Help (SS)	12:30-1:30	Homework Help (SS)	12:30-1:30	Homework Help (SS)
1:30-2:00	Transition to BMWC	1:30-2:00	Transition to BMWC	1:30-2:00	Transition to BMWC	1:30-2:00	Transition to BMWC	1:30-2:00	Transition to BMWC
2:00-3:00	After School Program Set-up	2:00-3:00	After School Program Set-up	2:00-3:00	After School Program Set-up	2:00-3:00	After School Program Set-up	2:00-3:00	After School Program Set-up
3:00-3:50	Homework Help & Snack (SS & N)	3:00-3:50	Homework Help & Snack (SS & N)	3:00-3:50	Homework Help & Snack (SS & N)	3:00-3:50	Homework Help & Snack (SS & N)	3:00-3:50	Homework Help & Snack (SS & N)
3:50-4:45	Handball Youth Programs (PH)	3:50-4:45	Science/ Edible Slime UI Extension (SS)	3:50-4:45	Paddleboard Aquatics (PH)	3:50-4:45	Science/Rock Candy Crystals (SS)	3:50-4:45	Basketball Youth Programs (PH)
4:45-5:45	Cooking Community Health Dietician (N)	4:45-5:45	Creative & Expressive Art/Button Tree UI Extension (MH)	4:45-5:45	Bubbleology (SS)	4:45-5:45	Cultural Art Natural Resources/Culture Dept (MH)	4:45-5:45	Cooking Community Health Dietician (N)
5:45-6:00	Prepare for Home	5:45-6:00	Prepare for Home	5:45-6:00	Prepare for Home	5:45-6:00	Prepare for Home	5:45-6:00	Prepare for Home

Monday		Tuesday		Wednesday		Thursday		Friday	
Time	Activity	Time	Activity	Time	Activity	Time	Activity	Time	Activity
9:30-10:45	College & Career Success (CCS) 5/6 grades	9:30-10:45	College & Career Success (CCS) 5/6 grades	9:30-10:45	College & Career Success (CCS) 5/6 grades	9:30-10:45	College & Career Success (CCS) 5/6 grades	9:30-10:45	College & Career Success (CCS) 5/6 grades
10:45-12:00	College & Career Success (CCS) 7/8 grades	10:45-12:00	College & Career Success (CCS) 7/8 grades	10:45-12:00	College & Career Success (CCS) 7/8 grades	10:45-12:00	College & Career Success (CCS) 7/8 grades	10:45-12:00	College & Career Success (CCS) 7/8 grades
12:00-12:30	Lunch	12:00-12:30	Lunch	12:00-12:30	Lunch	12:00-12:30	Lunch	12:00-12:30	Lunch
12:30-1:30	Homework Help (SS)	12:30-1:30	Homework Help (SS)	12:30-1:30	Homework Help (SS)	12:30-1:30	Homework Help (SS)	12:30-1:30	Homework Help (SS)
1:30-2:00	Transition to BMWC	1:30-2:00	Transition to BMWC	1:30-2:00	Transition to BMWC	1:30-2:00	Transition to BMWC	1:30-2:00	Transition to BMWC
2:00-3:00	After School Program Set-up	2:00-3:00	After School Program Set-up	2:00-3:00	After School Program Set-up	2:00-3:00	After School Program Set-up	2:00-3:00	After School Program Set-up
3:00-3:50	Homework Help & Snack (SS & N)	3:00-3:50	Homework Help & Snack (SS & N)	3:00-3:50	Homework Help & Snack (SS & N)	3:00-3:50	Homework Help & Snack (SS & N)	3:00-3:50	Homework Help & Snack (SS & N)
3:50-4:45	Raquet Ball Youth Programs (PH)	3:50-4:45	Science/Magic Mud with Potatoes UI Extension (SS)	3:50-4:45	Water Polo Aquatics (PH)	3:50-4:45	Science/Bouncy Ball (SS)	3:50-4:45	Volleyball Youth Programs (PH)
4:45-5:45	Cooking Community Health Dietician (N)	4:45-5:45	Creative & Expressive Art/Map Panel UI Extension (MH)	4:45-5:45	Roller Coaster Physics(SS)	4:45-5:45	Cultural Art Natural Resources/Culture Dept (MH)	4:45-5:45	Cooking Community Health Dietician (N)
5:45-6:00	Prepare for Home	5:45-6:00	Prepare for Home	5:45-6:00	Prepare for Home	5:45-6:00	Prepare for Home	5:45-6:00	Prepare for Home

Key
College and Career Success (CCS)
School Success (SS)
Nutrition (N)
Mental Health (MH)
Physical Health (PH)

Native Youth Community Project Plummer Worley School Schedule

Monday	
Time	Activity
9:30-10:15	College & Career Success (CCS) 5th grade
10:15-11:00	College & Career Success (CCS) 6th grade
11:00-11:45	College & Career Success (CCS) 7th grade
11:45-12:30	College & Career Success (CCS) 8th grade
12:30-1:00	Lunch
1:00-2:00	Homework Help (SS)
2:00-3:00	After School Program Set-up
3:00-3:50	Homework Help & Snack (SS & N)
3:50-4:45	Handball Youth Programs (PH)
4:45-5:45	Cooking Community Health Dietician (N)
5:45-6:00	Prepare for Home

Tuesday	
Time	Activity
9:30-10:15	College & Career Success (CCS) 5th grade
10:15-11:00	College & Career Success (CCS) 6th grade
11:00-11:45	College & Career Success (CCS) 7th grade
11:45-12:30	College & Career Success (CCS) 8th grade
12:30-1:00	Lunch
1:00-2:00	Homework Help (SS)
2:00-3:00	After School Program Set-up
3:00-3:50	Homework Help & Snack (SS & N)
3:50-4:45	Science/Edible Slime UI Extension (SS)
4:45-5:45	Creative & Expressive Art/Button Tree UI Extension (MH)
5:45-6:00	Prepare for Home

Wednesday	
Time	Activity
9:30-10:15	College & Career Success (CCS) 5th grade
10:15-11:00	College & Career Success (CCS) 6th grade
11:00-11:45	College & Career Success (CCS) 7th grade
11:45-12:30	College & Career Success (CCS) 8th grade
12:30-1:00	Lunch
1:00-2:00	Homework Help (SS)
2:00-3:00	After School Program Set-up
3:00-3:50	Homework Help & Snack (SS & N)
3:50-4:45	Paddleboard Aquatics (PH)
4:45-5:45	Bubbleology (SS)
5:45-6:00	Prepare for Home

Thursday	
Time	Activity
9:30-10:15	College & Career Success (CCS) 5th grade
10:15-11:00	College & Career Success (CCS) 6th grade
11:00-11:45	College & Career Success (CCS) 7th grade
11:45-12:30	College & Career Success (CCS) 8th grade
12:30-1:00	Lunch
1:00-2:00	Homework Help (SS)
2:00-3:00	After School Program Set-up
3:00-3:50	Homework Help & Snack (SS & N)
3:50-4:45	Science/Rock Candy Crystals (SS)
4:45-5:45	Cultural Art Natural Resources/Culture Dept (MH)
5:45-6:00	Prepare for Home

Friday	
Time	Activity
9:30-10:15	College & Career Success (CCS) 5th grade
10:15-11:00	College & Career Success (CCS) 6th grade
11:00-11:45	College & Career Success (CCS) 7th grade
11:45-12:30	College & Career Success (CCS) 8th grade
12:30-1:00	Lunch
1:00-2:00	Homework Help (SS)
2:00-3:00	After School Program Set-up
3:00-3:50	Homework Help & Snack (SS & N)
3:50-4:45	Basketball Youth Programs (PH)
4:45-5:45	Cooking Community Health Dietician (N)
5:45-6:00	Prepare for Home

Early Release Day Schedule	
Time	Activity
9:30-10:45	College & Career Success (CCS) 5/6 grades
10:45-12:00	College & Career Success (CCS) 7/8 grades
12:00-12:30	Lunch
12:30-1:30	Set-up After School
1:30-2:30	Homework Help & Snack (SS & N)
2:30-3:30	Healthy Relationships (MH)
3:30-4:30	Group/Ind. Counseling (MH)
4:30-5:30	Pow Wow Sweat Dancing (PH)
5:30-6:00	Prepare for Home

Monday	
Time	Activity
9:30-10:15	College & Career Success (CCS) 5th grade
10:15-11:00	College & Career Success (CCS) 6th grade
11:00-11:45	College & Career Success (CCS) 7th grade
11:45-12:30	College & Career Success (CCS) 8th grade
12:30-1:00	Lunch
1:00-2:00	Homework Help (SS)
2:00-3:00	After School Program Set-up
3:00-3:50	Homework Help & Snack (SS & N)
3:50-4:45	Raquet Ball Youth Programs (PH)
4:45-5:45	Cooking Community Health Dietician (N)
5:45-6:00	Prepare for Home

Tuesday	
Time	Activity
9:30-10:15	College & Career Success (CCS) 5th grade
10:15-11:00	College & Career Success (CCS) 6th grade
11:00-11:45	College & Career Success (CCS) 7th grade
11:45-12:30	College & Career Success (CCS) 8th grade
12:30-1:00	Lunch
1:00-2:00	Homework Help (SS)
2:00-3:00	After School Program Set-up
3:00-3:50	Homework Help & Snack (SS & N)
3:50-4:45	Science/Magic Mud with Potatoes UI Extension (SS)
4:45-5:45	Creative & Expressive Art/Map Panel UI Extension (MH)
5:45-6:00	Prepare for Home

Wednesday	
Time	Activity
9:30-10:15	College & Career Success (CCS) 5th grade
10:15-11:00	College & Career Success (CCS) 6th grade
11:00-11:45	College & Career Success (CCS) 7th grade
11:45-12:30	College & Career Success (CCS) 8th grade
12:30-1:00	Lunch
1:00-2:00	Homework Help (SS)
2:00-3:00	After School Program Set-up
3:00-3:50	Homework Help & Snack (SS & N)
3:50-4:45	Water Polo Aquatics (PH)
4:45-5:45	Roller Coaster Physics (SS)
5:45-6:00	Prepare for Home

Thursday	
Time	Activity
9:30-10:15	College & Career Success (CCS) 5th grade
10:15-11:00	College & Career Success (CCS) 6th grade
11:00-11:45	College & Career Success (CCS) 7th grade
11:45-12:30	College & Career Success (CCS) 8th grade
12:30-1:00	Lunch
1:00-2:00	Homework Help (SS)
2:00-3:00	After School Program Set-up
3:00-3:50	Homework Help & Snack (SS & N)
3:50-4:45	Science/Bouncy Ball (SS)
4:45-5:45	Cultural Art Natural Resources/Culture Dept (MH)
5:45-6:00	Prepare for Home

Friday	
Time	Activity
9:30-10:15	College & Career Success (CCS) 5th grade
10:15-11:00	College & Career Success (CCS) 6th grade
11:00-11:45	College & Career Success (CCS) 7th grade
11:45-12:30	College & Career Success (CCS) 8th grade
12:30-1:00	Lunch
1:00-2:00	Homework Help (SS)
2:00-3:00	After School Program Set-up
3:00-3:50	Homework Help & Snack (SS & N)
3:50-4:45	Volleyball Youth Programs (PH)
4:45-5:45	Cooking Community Health Dietician (N)
5:45-6:00	Prepare for Home

(v) Services to be provided involve collaboration of appropriate partners to maximize effectiveness

A variety of partners including parents, Tribal Collaboration Committee, teachers, administrators, Tribal program staff, and other key stakeholders directed the review of research conducted, which informed the projects design. An assessment of current findings provides a comprehensive approach that effectively prepares Native American students for college coursework and careers. Research conducted by Organizational Research Services indicates that every community needs a roadmap for change; this map is the pathway of change, the blueprint, and the guide for the journey, the pipeline illustrates the journey Tribal Leadership wants their membership to traverse. The pipeline includes programs, activities, and partnerships grounded in the Tribe's mission, vision and the four core values: guardianship (assures the peoples' ability to be self-governing and sovereign to protect their way of life), membership (responsible and informed members within family and community relationships), scholarship (rooted in Tribal values that seek knowledge to understand the world and meaningful application within the community), and stewardship (care for human, cultural, and natural resources for present and future generations). These values are uniquely Coeur d'Alene and encompass the deep ties to the Tribe's landscape, our roles and relationships to each other as Tribal members, and our commitment to the pursuit excellence, both traditionally and contemporarily. The pipeline also demonstrates the responsibilities inherent in assuming Tribal Sovereignty and an increased obligation for education from cradle to career. This illustrates, "a shift away from waiting for things 'to be done' to them, in this case education, to doing things for themselves..." as noted in Graham Hingangaroa Smith's keynote address to the Alaskan Federation of Natives (AFN) Convention (October 2003). The Tribe is now very much engaged in the teaching-learning

partnership with the two schools, Tribal programs, colleges, and universities and is a partnership based on respect and mutual acceptance of responsibility. With the addition of the NYCP grant, the future looks bright for our students and community.

Services to be provided involve collaboration of appropriate partners for maximal effectiveness. The services NYCP staff provide are in collaboration with Tribal departments, programs and community partners. These programs include, Coeur d' Alene Tribal School, Plummer/ Worley School District, families, Coeur d' Alene Tribe Benewah Medical/Wellness Center, Natural Resource Department, including our Language and Culture Programs, Lake Management Department, Social Services Domestic Violence Program, North Idaho College, University of Idaho, University of Idaho Extension, Lewis-Clark State College, Washington State University, and Community Colleges of Spokane. The NYCP staff will also ensure parents and community members are fully engaged in the implementation of the project. Family and community engagement will be built around the following building blocks (Redding, 2000, 2006): 1) Leadership is shared; 2) Goals and Roles are jointly established to meet outcomes; 3) Communication is two-way and interactive; 4) Education/Training to build capacity to fulfill responsibilities; 5) Connections to develop personal relationships, and 6) Continuous Improvement, always building capacity.

c. Quality of project personnel (10 points)

For all positions to be hired, every effort will be made to recruit and hire Coeur d' Alene Tribal Members or tribal members of other federally recognized tribes who have a four year degree or graduate degree in education, recreation or social work. The Coeur d' Alene Tribe has a human resource office that requires directors and managers to aggressively recruit Cd'A Tribal Members who meet the qualifications. Recruitment procedures will include job posting with the

Tribe, other Tribal organizations, universities, colleges, the local newspapers, and social media.

The proposed project assures that it does not discriminate against individuals because of their race, color, religion, age, sex, national origin, or disability. Such discrimination prohibited by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

(i) Qualifications of project director

Christine Meyer, Ph.D., Director of Education for the Coeur d' Alene Tribe and an enrolled Tribal member will serve as the director for the NYCP project. Dr. Meyer has a Bachelor's degree in Early Childhood Education and a Minor in Reading from Eastern Washington University. She has a Master's in Special Education and a Doctorate in Education Administration from the University of Idaho. She has been in education for forty-one years. She has held numerous positions in education: she taught at the Cd'A Tribal School for 8 years, associate professor for 12 years in the College of Education at Whitworth University, a principal, federal program administrator, reading specialist and has been serving as the Tribe's Director of Educator for the past 10 years. Dr. Meyer also has extensive experience grant writing, and expertise in managing federal, state and private grants in the Department of Education for prenatal through professional degrees (see résumé in Attachments).

(ii) Qualifications of key project personnel

The additional key personnel for the NYCP project will consist of a fulltime Curriculum and Resource Specialist and two full-time College and Career Readiness Teachers. The Curriculum and Resource Specialist must have a four-year degree in either education or liberal arts, must have experience working with tribal youth and tribal communities, have strong organizational and strong management skills, program development, and quality control

experience. Strong oral and written communication skills, computer skills, and the ability to design programming with a diverse group of stakeholders is essential. The Curriculum and Resource Specialist will also be responsible for the daily operation of the program, for providing the director monthly progress reports to include available data and working closely with Dr. Steve Nelson, the Planning & Evaluation Consultant in completing the required federal mid and annual evaluation. The Curriculum and Resource Specialist will work in tandem with the College and Career Readiness Teachers, Mental Health professionals, and Family Engagement Specialist. The Director of Education will supervise the Curriculum and Resource Specialist.

The College and Career Readiness Teachers will be required to have a four-year degree in education, recreation, or social work. Each College and Career Readiness Teacher will be required to have experience working with youth and in Tribal communities, strong computer skills, oral and written communication skills, provide guidance and support to the Curriculum and Resource Specialist and the Project Director.

The two Mental Health Consultants, Jud E. Leifheit and Sue Manley Larsen, will be hired. They have graduate degrees in social work or psychology and have experience working with Tribal youth and Tribal communities, and experience in designing and leading programming based on major theories of human development and application of these theories to understanding and improving the well-being of youth.

A Family Engagement Specialist, Ms. Elva Allan, will be hired and be responsible for the creation, implementation, and monitoring of the Family Engagement Plan. Ms. Allan will coach and guide families in their role as partners in education. She will plan, direct, and manage the activities of the Family Engagement Plan to promote the involvement of families at both schools. Ms. Allan has a Master's degree and related experience in education and community

development, and has a deep understanding of the community that will enable her to establish relationships with family members.

(iii) Capacity to improve outcomes

The significant strength of the Cd'A NYCP project is the careful selection of partners and program staff who possess the knowledge, the skills, and the experience to meet the needs of the students as outlined in the management plan. The Department of Education has a long history and experience, which demonstrates the strength of the partnership with the Cd'A Tribal School, Plummer/Worley School District, the Benewah Medical/Wellness Center, and other Tribal Programs, the three Idaho, and two Washington Colleges and Universities in planning and delivering services to youth. Some of these programs and services include career fairs, college visits, career exploration field trips for high school students, Back to the Earth STEM (UI partnership), college credit through Spokane Community College, dual enrollment program with North Idaho College, Water Potato Day, Water Awareness Week, support for educational travel, in-school and afterschool tutoring, and Family Engagement Open House.

The NYCP students will not only have programming during the school year that meets their unique needs, they will participate in the following summer activities offered collectively by the Department of Education, colleges, the schools, and other Tribal programs. These summer programs, open to all children, include the following: Coeur d'Alene Tribe/Washington State University (WSU) Leadership Camp, operating for 9 years serving 45-55 students annually; Tribal Natural Resources Camp, in existence over 12 years serving 10 students each year; Coeur d' Alene Tribe Rock'n' the Rez Program, 12-year-old program serving 150-200 children each summer. Additional Tribal partnerships include Summer Youth Internships, an 8-year old program serving 25-35 students ages 14 -18; Success Center, a 9-year old after school

program serving 80-100 students in grades 2-5, focusing on STEM; K-1 Kids afterschool activities, a 10-year old 21st Century Grant program serving primary grades; and Na- Ha-Shnee WSU Summer Camp, a 15-year program for students interested in pursuing health and medical careers. Additional partnerships are available as planning progresses and the need for additional expertise arise.

d. Adequacy of resources (10 points)

The NYCP will be an integral part of the Coeur d'Alene Tribe Department of Education, which includes, Early Childhood Learning Center, JOM, Adult Education, Professional Technical, and Higher Education. DOE has office space for the project staff, computer labs, classroom space, conference rooms, internet and telecommunication access, AV equipment, and office support. Staff will also have access to the Tribe's Wellness Center that includes a gymnasium, weight room and cardio exercise equipment, classroom space, conference rooms, and kitchen. The DOE has strong support from the following Tribal programs including the (1) Finance Department that has a full-time grants management person, Merve Bearcub. Merve has 35 plus years' experience in the finance office, and is responsible for all Tribal grants and contracts for the past 20 plus years. The Director of Education and Merve along with the office manager will serve as the fiscal agents; (2) Human Resource Department office ensure each department and program adheres to all Tribal Policies and Procedures including hiring practices; (3) Facilities maintain all Tribal buildings and grounds; (4) Technology Center provides the Tribe and reservation communities internet connectivity and media services.

In addition, we have strong relationships with three Idaho and two Washington colleges and universities. They encompass North Idaho College (NIC), Lewis-Clark State College (LCSC), University of Idaho (U of I), Washington State University (WSU), and Spokane

Community Colleges (SCC). Each institution signed formal agreements and collectively support our education pipeline.

The parents, guardians, community residents, and the Tribal Collaboration Committee will participate in the decision-making and parents and guardians invited to participate in all college and career activities.

(i) Relevance and demonstrated commitment of each partner

The community partners have strong commitment to the Cd'A Tribe and to supporting education as illustrated in the education pipeline and as demonstrated in the formal Memoranda of Understandings and letters of commitments. They have expressed willingness to contribute space, equipment and other support services as needed. Attached are the MOUs and letters of commitment to this program. (See Other Attachments).

(ii) Costs are reasonable in relation to number of persons served and results and benefits

The design of the NYCP Project budget ensure funds are used to support the overarching goal, the three objectives and activities that will have the most promising impact on school achievement and successful entry to postsecondary and careers for middle school students. The budget request is for approximately \$580,000 per year to support the hiring of three staff, the Curriculum and Resource Specialist and two College and Career Readiness Teachers who will provide daily services to the students four days and evenings per/week and one planning day. They will strengthen the students' academic skills, develop both external and internal resources essential to college success, (i.e., oral communication, note-taking skills, writing skills, graphic organizers, grit, motivation, finance, etc.). Staff will also enroll students in college courses and dual credit courses during the school year and summer as well as provide tutoring. In addition to staff, tuition, and tutoring costs, Cd'ATDOE will contract two mental health counselors and a

family engagement specialist to provide individual and group counseling, workshops on healthy relationships, and family engagement planning and training. Lastly, an external evaluator will be paid to monitor grant compliance and effectiveness.

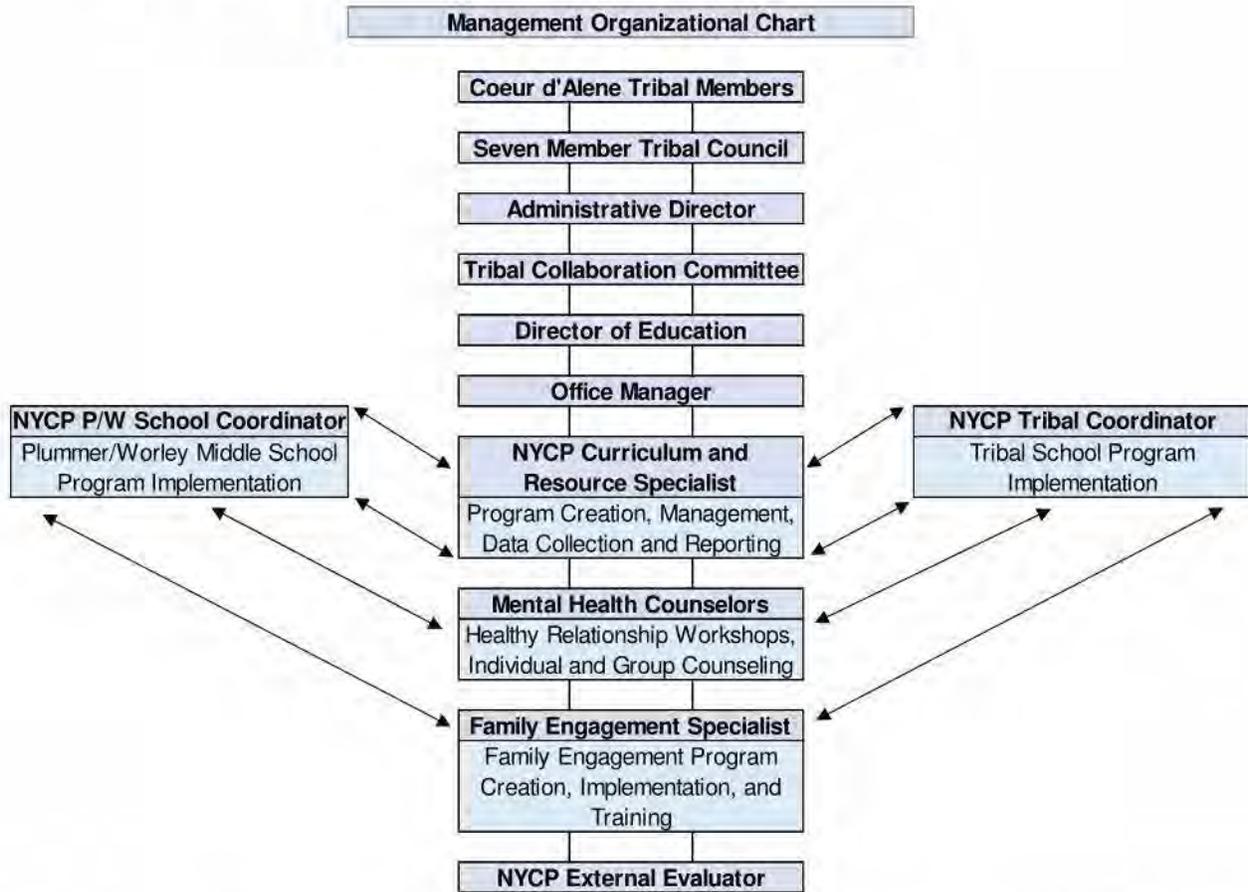
The NYCP project will serve approximately 41 Tribal School students and 131 Plummer/Worley students in 5-8 grades per year, 688 over four years. In addition, parents/guardians will be invited to participate in all college and career preparation program events, including college tours, career fair, and college fair, FAFSA/Scholarship nights, and encouraged to volunteer in the after school mentoring and tutoring program and participate in the well-being classes. Further, the grant is intended to change both policy and practices to help assure a more lasting impact on the students and community.

e. Quality of management plan (30 points)

(i) Adequacy of plan to achieve objectives on time and within budget with defined responsibilities, timelines, milestones of project tasks

NYCP Curriculum and Resource Specialist is responsible for creating the program, data collection and reporting. There will be two College and Career Readiness Teachers, one responsible for Tribal School programming and the other for Plummer Worley students. In addition, NYCP personnel include professional contractors for Mental Health programming, a Family Engagement planner, and an External Evaluator who will fulfill their responsibilities within the Management organization of the Tribe's Department of Education and Tribal Government (Table 10).

Table 10:



The management plan for the Cd'A NYCP project ensures the overarching goal and three objectives and strategies will start on time and remain within budgetary requirements. Project Staff adhere closely to the predetermined timeline and are accountable for the milestones as outlined in the Management Plan (Table 11).

Table 11: Management Plan

Overarching Goal: In collaboration with local and regional community partners, design and implement a college and career program for fifth through eighth graders attending Coeur d'Alene Tribal School and Plummer/Worley School District that will increase the following: 1) attendance; 2) school success; 3) school retention, and 4) improve well-being.				
Activities	Person(s) Responsible	Community Partners	Milestones	Timeline
G1.0 Advertise and Hire NYCP Curriculum and Resource Specialist	-DOE Director/ Project Director -Tribal Human Resources Director -Cd'A Tribe Finance CFO	-Not Applicable	-NYCP Curriculum and Resource Specialist hired	Oct. 2016
G1.1 Advertise and Hire NYCP College and Career Readiness Teachers	-NYCP Curriculum and Resource Specialist -DOE Director/ Project Director -Tribal Human Resources Director	-Not Applicable	-NYCP College and Career Readiness Teachers hired	Nov. 2016
G1.2 Hire NYCP Evaluator	-DOE Director/ Project Director -NYCP Curriculum and Resource Specialist -Tribal Human Resources Director -NYCP College and Career Readiness Teachers	- Not Applicable	-Project Evaluator hired	Nov. 2016
G1.3 Meet with Tribal Collaboration Committee	-NYCP Curriculum and Resource Specialist -DOE Director/ Project Director	-Tribal Collaboration Committee -School Principals -Youth	-Creation of NYCP Committee	Dec. 2016
G1.4 Purchase Project Equipment and Supplies	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers		-Equipment and supplies purchased	Dec. 2016

Activities	Person(s) Responsible	Community Partners	Milestones	Timeline
G1.5 Create NYCP Afterschool Program Center	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers	-BMWC Director -BMWC Youth Coordinator -U of I Extension Educator	-NYCP Center established	Dec. 2016
G1.6 Develop NYCP Program Application	-NYCP Curriculum and Resource Specialist -DOE Director/ Project Director -NYCP College and Career Readiness Teachers		-Application	Dec. 2016
G1.7 Create First Quarter NYCP Activity Calendar	-NYCP Curriculum and Resource Specialist -DOE Director/ Project Director	-BMWC Director -BMWC Youth Coordinator -U of I Extension Educator	-Quarter Calendar	Dec. 2016
G1.8 Promote NYCP Program (KWIS Radio, Meetings with Principals, Staff Meetings, Website)	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers -NYCP Youth	-KWIS Radio Manager	-Meeting attendance records -Announcements	Dec. 2016
G1.9 Enroll Students	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers	-School Principals	-Completed applications	Jan. 2016
G1.10 Implement NYCP Program	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers		-Daily Attendance	Jan. 2016

Objective 1: In partnership with Coeur d'Alene Tribal School, Plummer/Worley School District, Tribal leaders, Tribal program staff, community members, families and local colleges and universities create and implement a program to increase school, college, and career success.				
Strategy 1: Design and implement a school success program to include intrusive advising, mentoring, after school tutoring, and a prevention/intervention student monitoring system (attendance, grades in core subjects, state test results, behaviors inside and outside school).				
Activities	Person(s) Responsible	Community Partners	Milestones	Timeline
O1.0 Design and Implement a High Risk Student Monitoring System	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers	-CdA Tribe IT -Tribal School Principal & School Counselor -Plummer Worley Principal & School Counselor	-Data Monitoring System	Feb. 2017 – Sept. 2020
O1.1 Create Advising and Tutoring Schedule	-NYCP Curriculum and Resource Specialist -DOE Director -Cd'A Tribe Human Resources	-Cd'A Tribal School Administrators and Counselor -Plummer/ Worley School District Administrators and Counselor	-College and Career Readiness Teachers hired	Nov. 2016 – Sept. 2020
O1.2 Complete NYCP College and Career Success Calendar	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers -C & C Committee -DOE Director	-Tribal School -P/W School District -U Idaho Extension Educator -NYCP Committee -NYCP College and Career Readiness Teachers	-Calendar created	Dec. 2016 – Sept. 2020

Activities	Person(s) Responsible	Community Partners	Milestones	Timeline
O1.3 Plan and Implement a College Fair	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers	-P/W School District Counselor -Tribal School Counselor -P/W School District - North Idaho College -Community Colleges of Spokane -University of Idaho -Lewis Clark State College	-College Fair attendance	Jan. 2017 – Sept. 2020
O1.4 Plan and Implement a Career Fair	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers	-Tribal School -P/W School District -Tribal Directors and Managers -P/W School District Counselor -Tribal School Counselor -Tribal Programs -Local Businesses	-Career Fair Attendance	Jan. 2017 – Sept. 2020
O1.5 Plan College Family Visits	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers	-School Principals -University and College Admission Recruiters -P/W School District Counselor -Tribal School Counselor	-Calendar	Jan. 2017 – Sept. 2020

Objective 2: In collaboration with Coeur d'Alene Tribe Benewah Medical/Wellness Center (BMWC), Social Services, and other Tribal programs, Coeur d'Alene Tribal School, Plummer/Worley School District, and community partners, develop a holistic wellness program that encompasses social-emotional, physical, nutrition and culture to prepare youth for school success, college, and career.				
Activities	Person(s) Responsible	Community Partners	Milestones	Timeline
O2.0 Schedule Yearly Well-Being Physicals	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers	-BMWC Physicians/Nurse Practitioners - Youth Coordinator -U of Idaho Extension Educator	-Well-Being Baseline and Annual Measurements	Oct. 2016 – Sept. 2020
O2.1 Create Monthly Indoor/Outdoor Activities Calendar	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers	-BMWC Youth Coordinator -BMWC Reach Grant Manager -TS Athletic Coordinator -PWSD Athletic Coordinator -U of I Ext. Educator	-Calendar of Activities	Oct. 2016 – Sept. 2020
O2.2 Create Individual Workout Plans for Youth	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers	-BMWC Staff	-Individual Plans	Oct. 2016 – Sept. 2020
O2.3 Create Mental Health response Referral System for Accessing Mental Health, Substance Abuse, and Medical Services	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers	-BMC Mental Health -BMC Nurse Practitioner -Mental Health Counselor -TS Administrator -PWSD Administrator -School Counselor	-Attendance	Oct. 2016 – Sept. 2020
O2.4 Schedule Monthly Nutritional Cooking Classes	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers	-BMC Diabetes Prevention Specialist and Staff -U of I Extension Educator	-Menus -Calendar	Oct. 2016 – Sept. 2020

Activities	Person(s) Responsible	Community Partners	Milestones	Timeline
O2.5 Schedule Culture and Native Classes	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers	-CdA Tribe Cultural Specialists -CdA Tribe Artists -CdA Tribe Cultural Specialists	-Art Show	Dec. 2016-Sept. 2020
O2.6 Schedule Diabetes Prevention Classes and/or Activities	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers	-BMC Diabetes Prevention Specialist and Staff -U of I Extension Educator	-Calendar of Activities	Oct. 2016 – Sept. 2020

Objective 3: In collaboration with the Coeur d’Alene Tribal Comprehensive Collaboration committee and other community partners, design a plan to increase school and community engagement and safety to increase youth and family protective factors.

Activities	Person(s) Responsible	Community Partners	Milestones	Timeline
O3.0 Create Contract and process through Legal Department for Mental Health Counselors and Family Engagement Specialists	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers -DOE Director -CdA Tribe Human Resources Director	-Tribal Legal Department	-Contract	Jan. 2017
O3.2 Develop Family Engagement Plan	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers	-Private Family Engagement Specialist -TS Administrator and Staff -PWSD Administrator and Staff -U of I Ext. Educator	-Calendar of Activities	Mar. 2017

Activities	Person(s) Responsible	Community Partners	Milestones	Timeline
O3.3 Create a School and Safety Committee for Creation and Implementation of a Safe Community Plan	-NYCP Curriculum and Resource Specialist -NYCP College and Career Readiness Teachers -DOE Director	-Tribal Police Department -TS Administration and Staff -PWSD Administration and Staff	-Meeting Minutes	Jan. 2017-Sept. 2020

(ii) Procedures for ensuring feedback and assessment toward outcomes

Qualitative and quantitative data will be collected on a monthly basis to improve and fine-tune the project and will be collected from a variety of sources including grades, attendance, behavior, participation, assessment scores, surveys, talking circles, interviews, observations, and other relevant information. Each objective has a comprehensive set of collection tools, data collected from parents, students, teachers, administrators, and partners, and a summarized monthly report for presentation to the Tribal Collaboration Committee for comments and recommendations. The evaluation process will be inclusive of staff and require their input on a regular basis to determine the effectiveness of the project activities and to make programmatic changes in a timely manner.

(iii) Extent to which Tribes and parents of Native children will be involved in developing and implementing activities

Tribal Leaders, Tribal Program Directors, and families were involved in the 20-month needs assessment, analysis conducted in 2014-15. The objectives and strategies in the management plan are recommendations received during the lengthy evaluation. NYCP Family Engagement Specialist will design a Parent and Community Engagement Plan that includes comprehensive training to prepare for meaningful engagement (e.g. home academic support, in-school learning, leadership, volunteering) to engage parents, families, Tribal Leaders, and students in designing activities. They will be invited to teach, volunteer, and participate in the

college visits, career fairs, scholarship nights, college application, finance classes, and the many other activities to prepare students for college and careers.

(iv) Proposed project is designed to build capacity and results beyond period of Federal assistance

The NYCP grant provides the Cd'A Tribe and Cd'A Tribe Department of Education the opportunity to develop a deeper and more meaningful working relationship between the Cd'A Tribal School and Plummer-Worley School District, the parents and families, and teachers and other organizations that will be involved in preparing Native youth for college and careers.

Under the NYCP project, the staff will be able to provide training to teachers, administrators, families, and community members on developing a school community that is based upon mutual respect, strong relationships, shared responsibility and focused attention to students' academic, cultural, personal, social, emotional, physical, and nutritional well-being. The strong school communities approach is building the capacity of the families and the Tribe to interact with the teachers, administrators, and other organizations that builds social capital that is aimed at each student's success beyond the grant period.

f. Quality of project evaluation (5 points)

The NYCP staff will collect qualitative and quantitative data related to objectives on a monthly basis, and prepare and submit a semi-annual report and annual report to the project director over the four years. The monthly report will include numbers of students served, gender, age, attendance, retention rates, grades, grade advancement, participation in college and career activities, mental health, physical and nutritional health activities, enrollment in college and dual credit courses, as well as responses from surveys, talking circles, interviews, and focus groups. The monthly reports support the semi-annual and yearly reports. The data collection will provide the NYCP Director, Curriculum and Resource Specialist and College and Career

Readiness Teachers, schools, families, and community the means to use data for results-based decision-making and continuous improvement. An analysis of unsuccessful solutions or activities, or community and partner support efforts will determine lessons learned and drive modifications/eliminations to ensure continuous improvement. The NYCP will hire Dr. Steve Nelson as the external evaluator. Dr. Nelson was a program planning and policy evaluator for the Education Northwest Regional Laboratory in Portland, Oregon. His expertise is program planning, policy evaluation, and rural and Indian Education. He has extensive experience in evaluating federally funded programs, including American grant programs.

The NYCP Project Director, Curriculum and Resource Specialist, and College and Career Readiness Teachers will work closely with Dr. Nelson in developing an evaluation plan that is comprehensive to ensure the achievement of the overarching goal, and three objectives. The plan will include formative/summative measures (see Table 12). Formative evaluation will occur monthly to determine what changes, if any, need made so that the project stays on track toward achieving its objectives. Summative evaluation performed semi-annually and on an annual basis to provide the cumulative information needed for the end of the year and other reports. Both stages of evaluation include mechanisms to discover unanticipated outcomes in real-time and allow positive programmatic changes.

Table 12: Evaluation Schedule

Overarching Goal												
<i>To create a successful school, college and career program for middle school students in partnership with the Coeur d’Alene Tribal School, Plummer/Worley School District, families, Tribal Leaders, Tribal program staff, community members, and local colleges and universities.</i>												
Key: MR=Monthly Report, SA=Semi-Annual, YE=Yearly												
Objective 1: In partnership with Coeur d’Alene Tribal School, Plummer/Worley School District, Tribal Collaboration Committee, families, Tribal program staff, community members, families, and local colleges and universities create and implement an in school and after school program to increase school, college, and career success.												
Strategy	Evaluation Tool(s)	Times of Year										
		S	O	N	D	J	F	M	A	M	J	J
1. Design and implement a school success program to include intrusive advising, mentoring, after school tutoring, and a prevention/intervention student monitoring system (attendance, grades in core subjects, state test results, behaviors inside and outside school).	A. School Attendance B. Behavior Tracking C. Grades in core subjects D. State Test Scores	MR	MR	MR	MR	SA	MR	MR	MR	MR	MR	YE
2. Create and implement a college preparation program to include college readiness skills (note taking, time management, etc.), college visits, college fair, on-campus summer experiences (HOIST, Upward Bound, WSU Leadership Camp, Na-Ha-Shnee Health Science Camp), PSAT and SAT preparation workshops, 8 in 6 Fast Forward, and Early Completers Programs, and Mastery Advancement Program (MAP).	A. Attendance early release classes B. Attendance on trips C. Attendance in camps and workshops	MR	MR	MR	MR	SA	MR	MR	MR	MR	MR	YE
3. Design and implement a career program to encompass career fairs, job search and soft skills training, a pre-employment program (job applications, résumé writing, mock interviews), summer internships, job shadowing, and business tours.	A. Count of number of applicants B. Participation Count of pre-employment program C. Number of summer internships completed	MR	MR	MR	MR	SA	MR	MR	MR	MR	MR	YE
4. Establish and implement a family engagement plan that welcomes and strengthens parent leadership and advocacy in the school, college, and career success program.	A. Count of parents participating in family engagement plan B. Count of numbers of parents checking Family Link	MR	MR	MR	MR	SA	MR	MR	MR	MR	MR	YE
5. Establish and implement Advanced Learning courses in Math and English.	A. Number of classes added to schedule B. Numbers of students who enroll in Advanced Learning Courses C. Number of students who earn 2.0 or higher in Advanced Learning Classes	MR	MR	MR	MR	SA	MR	MR	MR	MR	MR	YE

Objective 2: In collaboration with Coeur d’Alene Tribe Benewah Medical/Wellness Center (BMWC), Social Services, and other Tribal programs, Coeur d’Alene Tribal School, Plummer/Worley School District, and community partners, develop a holistic wellness program that encompasses social-emotional, physical, nutrition and culture to prepare youth for school success, college, and career.												
Strategy	Evaluation Tool(s)	Times of Year										
		S	O	N	D	J	F	M	A	M	J	J
1. Create and implement a referral response system.	A. Data Monitoring System created	MR	MR	MR	MR	SA	MR	MR	MR	MR	MR	YE
2. Design an afterschool healthy living program in partnership with Tribal mental health service and medical providers, community agencies, and other specialists to support the developing stages of middle school youth in three 8-week sessions to include topics of substance abuse, intergenerational trauma, body image, self-esteem, anger management, dating violence, bullying, and resilience.	A. Afterschool healthy living program created B. Student Enrollment C. Student Attendance	MR	MR	MR	MR	SA	MR	MR	MR	MR	MR	YE
3. Design and implement an afterschool physical fitness program centered on place that encompasses nutritional classes, indoor and outdoor sports, recreation and leisure time activities including Pow Wow Sweat, canoeing, fishing, hiking, basketball, swimming, group exercise, and water exercise classes.	A. Afterschool physical fitness program created B. Student Enrollment C. Student Attendance	MR	MR	MR	MR	SA	MR	MR	MR	MR	MR	YE
4. Design and implement afterschool cultural and creative arts program (painting, drawing, basket weaving, music, dance, drumming).	A. Afterschool creative arts program created B. Student Enrollment C. Student Attendance	MR	MR	MR	MR	SA	MR	MR	MR	MR	MR	YE

Objective 3: In collaboration with the Coeur d'Alene Tribal Comprehensive Collaboration committee Tribal School, Plummer Worley School District, NACTEP, Adult Basic Education, Higher Education and other Tribal and Community partners, design a plan to increase school and community engagement and safety to increase youth and family protective factors.												
Strategy	Evaluation Tool(s)	Times of Year										
		S	O	N	D	J	F	M	A	M	J	J
1. Utilize the State of Idaho's Family Engagement Tool to build a team with school administrators, teachers, staff, and parents to assess the school's current family engagement plan, policies and practices.	A. Family Engagement Team attendance B. Engagement policies and practices document created and approved by school board	MR	MR	MR	MR	SA	MR	MR	MR	MR	MR	YE
2. Develop and implement school and community safety committee to include Police, Social Services, Wellness Center, Medical Center, and other agencies to strengthen youth protective factors (e.g. anti-bullying campaign, block watchers, etc.)	A. School and Community Safety Committee agenda B. Meeting attendance	MR	MR	MR	MR	SA	MR	MR	MR	MR	MR	YE
3. Create a family and community engagement plan that includes multiple communication methods to gain meaningful input participation for student success (e.g. websites, MOUs, community breakfasts, etc.)	A. Family and Community Engagement plan B. Family and Community Engagement survey tool C. Survey results	MR	MR	MR	MR	SA	MR	MR	MR	MR	MR	YE
4. Develop and implement a family strengthening plan that includes education opportunities (college and CTE), parenting classes, financial literacy, college, and career advising, and workforce training opportunities.	A. Family Strengthening Plan B. Family Strengthening Calendar of Events C. Attendance count at Family Strengthening	MR	MR	MR	MR	SA	MR	MR	MR	MR	MR	YE

The NYCP staff and external evaluator will evaluate each of the three objectives, as well as the strategies that support them. To this end, the project will examine both the outcomes (e.g., did student's grades increase? Attendance? Behavior decrease? Did participation in college and career activities increase? Did student enroll in college and dual credit courses? Did retention rates increase? How many families participated in college and career activities? Are student external and internal assets increasing? How many times did the school and community safety committee meet? Is the safety plan working?) and the processes that lead to the outcomes.

Developing models to integrate the successful strategies to improve student outcomes in middle school to ensure college, career readiness, and promote well-being are of vital interest to tribal and other communities. Project findings that successfully transform in-school and out-of-school activities to engage students, families, and community partners will be disseminated at community development and education conferences such as American Educational Research Association (AERA) and American Indigenous Research Association. Articles will be developed and published in journals associated with these professional societies such as the Journal of Research in Rural Education and others. Additionally, the Cd'A DOE will contribute to newsletters, websites, and other venues widely used in the field to disseminate and share the data for wider use in research and evaluation.

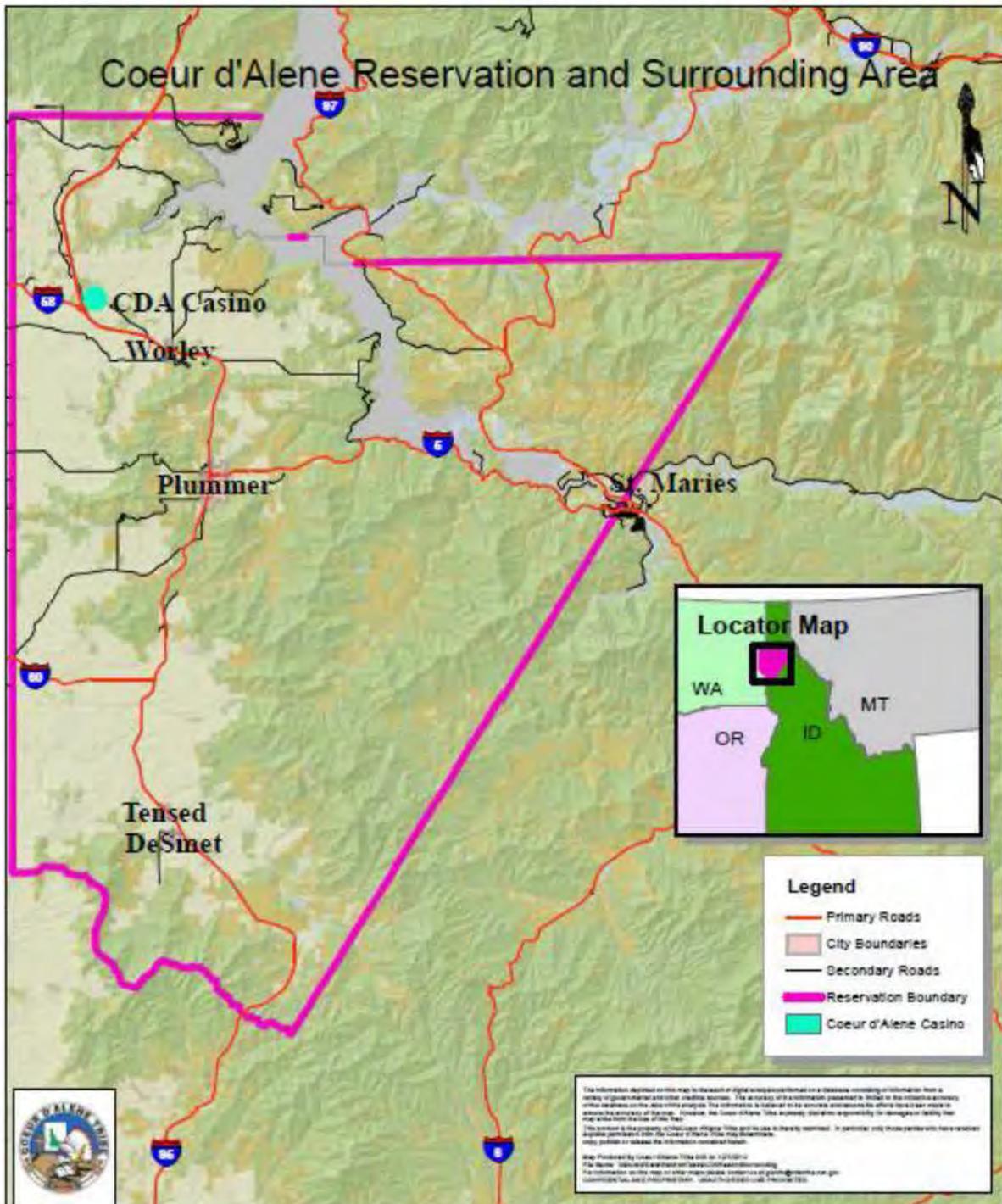
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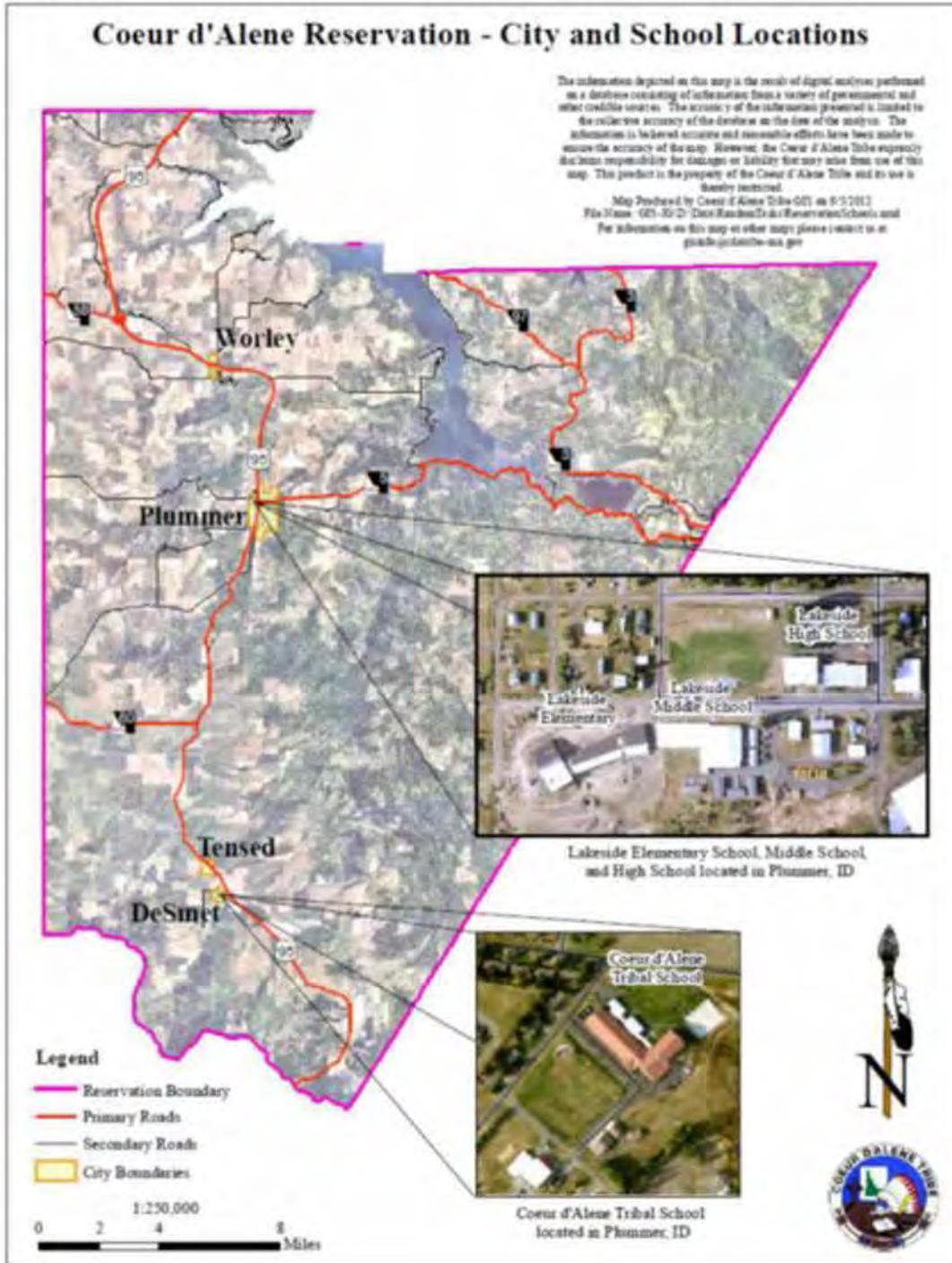
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Defined local geographic area

The Coeur d'Alene Tribe Reservation is located in northern Idaho and encompasses approximately 345,000 acres of the Tribe's original four million acre homeland. The reservation lies mostly within rural Benewah and Kootenai Counties in the Idaho Panhandle.



There are five communities within the reservation boundaries: DeSmet, Tensed, Plummer, Worley, and St. Maries, the Benewah County seat. The students in grades 5-8 to be served by the proposed NYCP project attend two schools: the BIE funded Coeur d'Alene Tribal School (TS) located in DeSmet and the Plummer/ Worley School District #44 (PWSD) in Plummer.



Demonstration of Research Basis

The strong research basis for the proposed native Youth Community Project from the Coeur d'Alene Tribe comes from the Tribe's own research including Comprehensive Tribal Justice Plan, the *Communities That Care Survey*, the community's medical center data, as well as published research of best practices serving at-risk youth.

The project will focus on students in 5th-8th grades in two schools on the Coeur d'Alene Reservation in northern Idaho, the Coeur d'Alene Tribal School, a K-8 Bureau of Indian Education-funded school and the Plummer/Worley School District, a K-12 public school. The emphasis on grades 5-8 is the result of a 20-month comprehensive needs assessment and analysis conducted by the Coeur d'Alene Tribe from May 2014 through December 2015 and data received from the two proposed schools.

Beginning in the spring of 2014 through 2015, the Coeur d'Alene Tribe Department of Education (Cd'AT DOE) Director hired a private consultant to conduct an extensive quantitative and qualitative data collection and analysis of information to determine the effect substance abuse was having on Coeur d'Alene Tribal youth and to prioritize needs. The "at risk" definition comprises multiple related factors of academic failure, delinquency, mental health, dropping out of school and suicide. The primary methods of data collection included interviews, surveys, focus groups, meetings, and other data. The data include in-school barriers and out-of-school barriers to student success.

In spring 2015, the Director of Education gathered additional data from the two proposed Cd'A Tribe NYCP Schools: Cd'A Tribal School and Plummer/Worley School District. In the school year of 2014-2015, the Coeur d'Alene Tribal School (K-8) and Plummer/Worley School District (K-12) and created a data tracker framework for collecting, reviewing, and analyzing

student data including attendance, behavior and coursework performance and/or performance on state assessments for the final quarter of school. The data for both schools demonstrates that there are high numbers of students who are at risk in at least one or more academic areas. By fifth grade, a majority of the students are at-risk in reading and math, core courses essential to college and career success. In addition, after just one semester out of all Native high school freshman students, 50% are deficient in English and 33% are deficient in math, 6% in science, and 60% Social Studies (Cd'ADOE Data, 2016).

In May of 2014, the Tribe hired Advanced Management Strategies to determine the impact drugs and alcohol was having on the Tribal youth and community. Over a 20-month period, the consultant interviewed and gathered data from directors and managers of several key Tribal departments and programs. The departments included Law and Order, consisting of police, probation, courts, and truancy; Social Services who administers STOP Violence, Temporary Aid to Needy Families (TANF), Career Renewal, Indian Child Welfare, Older Americans Program, and the Energy Assistance Program; Benewah Medical/Wellness Center includes Substance Abuse, Mental Health Programs and Tribal Youth Programs; and Department of Education includes the Early Childhood Learning Center (ECLC), Early Head Start, Head Start and Child Care.

Following the data collection phase, Advanced Management Strategies personnel met with Tribal leaders, directors, and managers to analyze the data. The preliminary results illustrate that drugs and alcohol are affecting our most vulnerable: infants, youth, and elders. However, the final report and plan will not be available until May 2016. In addition, the DOE Director engaged Advanced Management Strategies, in collaboration with the Tribal School and Plummer/Worley School District, to conduct a *Communities That Care Youth Pride Survey* in 4-

12 grades in fall of 2015. The results show that our middle school students are most vulnerable. The results document that students begin smoking cigarettes and/or using alcohol, marijuana, or prescription drugs as early as seventh grade. These findings echo the Cd'A Tribe DOE's analysis, which showed that students were not successful in core subjects and were engaging in high-risk behavior. Middle School students are not receiving in-school and out-of-school services and support, which may contribute to engagement in high-risk behaviors. Pride Survey results reflected this, with less than half of middle school students reporting that they felt there were community, family and school opportunities and rewards for prosocial involvement (Coeur d'Alene Reservation Pride Survey 2015). On the other hand, students in Early Head Start, Head Start, grades 1, 2, 3, 4, and 9-12 receive service and support during and after school from formal and informal partners and funds received from the Tribe, state and federal grants (IDG, NACTEP, STEP).

Both schools have one non-Native counselor each who provides academic advising, but neither counselor has training on intergenerational trauma or knowledge of cultural wellness practices. In addition, there is no counseling staff at Benewah Medical Wellness Center, (BMWC) at this time that specializes in child or adolescent psychology.

There is a high demand for counseling services at the BM/WC. According to CEO Gary Leva, "Recent BM/WC 2013 diagnoses show depression is the third highest diagnosis for BM/WC patients, and at any given time there are approximately 30 patients waiting to receive mental health services." To improve mental health services, BMC began integrating primary care with mental health screenings for all patients over 12 years of age in 2015. It is too early to measure the impact of this change.

The BMC also reported in 2013 that Type 2 Diabetes is the fourth most frequent diagnosis and the second and third most common reason for adult patient visits. The unhealthy lifestyle patterns begin before kindergarten as illustrated in the fall 2015 Coeur d'Alene Tribe Early Childhood Center (ECLC) health screenings. The screenings include a nutritional assessment, Body Mass Index (BMI), height, and weight three times a year on approximately 82 children. The fall data shows that 26 children are in the obese category, 19 are overweight, and 46 are in the healthy range while zero is underweight. University of Idaho researchers, Seegmiller, et al. (2010) evaluated children and youth in grades evaluated in grades 1, 3, 5, 7, 9, and 11 attending an Idaho reservation school. The results indicated that over 50% were overweight or obese, compared to 30% of all Idaho children. The study confirms that early signs of poor health begin at a very young age and continue throughout primary, intermediate, middle schools and into adulthood. Seegmiller found the highest rates of obesity among older males and children receiving free or reduced lunch or 100% of the children and youth in both schools.

The academic, mental health and health data illustrate that there are both in- and out-of-school barriers that need to be addressed to prepare middle school students for success in college and careers.

The Cd'A Tribe Department of Education has been involved in school and community transformation efforts beginning in 2006. These efforts center upon the Harvard Family Research Project's Complementary Learning Approach. The approach is rooted in the philosophy that schools cannot do it alone. A school cannot transform without ongoing support by its community and committed partnerships (HFRP, 2007). The Complementary Learning Theory aligns with Tribe's belief, children and youth must have multiple opportunities throughout each year to learn and grow at home, in the community, and in school and college. To meet the needs

of students, the Cd'A Tribe Department of Education has been incrementally instituting comprehensive services to prepare all children for success in school and. The administrators in the two NYCP schools also believe that Complementary Learning is the most promising comprehensive strategy for addressing all of the needs from cradle to college and careers. It is a model that will create systemic change, which intentionally integrates school and non-school supports during and after school throughout each year of the project.

Comprehensive programming includes educational, social, mental, and physical well-being, safe and culturally sensitive schools and neighborhoods, and supportive and engaged families. The NYCP service implementation will be in partnership with families, medical/wellness center, social services, natural resources, other Tribal programs and college and universities.

Biweekly activities are designed for the students' development and integrate the eleven external and internal resources identified by Becker, Krodel, and Tucker (2009) as indispensable for college and career success. In addition, these activities build upon the research on high school dropout prevention by targeting the middle school disengagement process and include academic, social, and behavioral components (National Center for Education Evaluation and Regional Assistance (2008)).

In school and afterschool programs support school work, maintain student interest and enthusiasm, and provide a sense of identification and belonging within the school community (Christenson (2002); Fredericks, Blumenfeld, and Paris (2004); Jessor, Turbin, and Costa (1998)). These resources are complementary to the Tribe's mission and vision.

Evidence of Capacity

The significant strength of the Coeur d'Alene NYCP project is the careful selection of partners and program staff who possess the knowledge, the skills, and the experience to meet the needs of the students as outlined in the management plan. The Department of Education has a long history and experience, which demonstrates the strength of the partnership with the Cd'A Tribal School, Plummer/Worley School District, the Benewah Medical/Wellness Center, and other Tribal Programs, the three Idaho, and two Washington Colleges and Universities in planning and delivering services to youth. Some of these programs and services include career fairs, college visits, career exploration field trips for high school students, Back to the Earth STEM (UI partnership), college credit through Spokane Community College, dual enrollment program with North Idaho College, Water Potato Day, Water Awareness Week, support for educational travel, in-school and afterschool tutoring, and Family Engagement Open House. Each institution has signed formal agreements and collectively support our education pipeline.

The NYCP will be an integral part of the Coeur d'Alene Tribe Department of Education, which includes, Early Childhood Learning Center, JOM, Adult Education, Professional Technical, and Higher Education. DOE has office space for the project staff, computer labs, classroom space, conference rooms, internet and telecommunication access, AV equipment, and office support. Staff will also have access to the Tribe's Wellness Center that includes a gymnasium, weight room and cardio exercise equipment, classroom space, conference rooms, and kitchen. The DOE has strong support from the following Tribal programs including the (1) Finance Department that has a full-time grants management person, Merve Bearcub. Merve has 35 plus years' experience in the finance office, and is responsible for all Tribal grants and contracts for the past 20 plus years. The Director of Education and Merve along with the office

manager will serve as the fiscal agents; (2) Human Resource Department office ensure each department and program adheres to all Tribal Policies and Procedures including hiring practices; (3) Facilities maintain all Tribal buildings and grounds; (4) Technology Center provides the Tribe and reservation communities internet connectivity and media services.

The NYCP students will not only have programming during the school year that meets their unique needs, they will participate in the following summer activities offered collectively by the Department of Education, colleges, the schools, and other Tribal programs. These summer programs, open to all children, include the following: Coeur d'Alene Tribe/Washington State University (WSU) Leadership Camp, operating for 9 years serving 45-55 students annually; Tribal Natural Resources Camp, in existence over 12 years serving 10 students each year; Coeur d' Alene Tribe Rock'n' the Rez Program, 12-year-old program serving 150-200 children each summer. Other Tribal partnerships include Summer Youth Internships, an 8-year old program serving 25-35 students ages 14 -18; Success Center, a 9-year old after school program serving 80-100 students in grades 2-5, focusing on STEM; K-1 Kids afterschool activities, a 10-year old 21st Century Grant program serving primary grades; and Na- Ha-Shnee WSU Summer Camp, a 15-year program for students interested in pursuing health and medical careers. Additional partnerships are available as planning progresses and the need for further expertise arise.

Evidence of Involvement of Indian Tribes and Parents

The NYCP proposal from the Coeur d'Alene Tribe Department of Education has deeply involved Tribes and parents of Native children in the development of the project beginning with the Needs Assessment phase. This involvement will continue throughout the implementation, evaluation, and assessment phases should the Tribe be fortunate enough to receive an award. A majority of students attending both schools are members of the Coeur d'Alene Tribe or other federally recognized tribes. The goal of the project centers on the preparation of middle school students for college and careers. The Native Youth Community Grant (NYCP) program will offer a holistic college and career readiness program using culturally relevant research-based and community-based strategies with measureable objectives. Implementation of the program is a partnership among Tribal programs, families, and community partners, supported by local policies, existing programs, practices, service providers, and funding sources. The parents, guardians, community residents, and the Tribal Collaboration Committee will participate in the decision-making and parents and guardians invited to participate in all college and career activities.

Tribal Leaders, Tribal Program Directors, and families were involved in the 20-month needs assessment, analysis conducted in 2014-15. The objectives and strategies in the management plan are recommendations received during the lengthy evaluation. NYCP Family Engagement Specialist will design a Parent and Community Engagement Plan that includes comprehensive training to prepare for meaningful engagement (e.g. home academic support, in-school learning, leadership, volunteering) to engage parents, families, Tribal leaders, and students in designing activities. Parents and community members will be invited to teach, volunteer, and participate in the college visits, career fairs, scholarship nights, college

application, finance classes, and the many other activities to prepare students for college and careers.

Objective 3 of the overarching goal of career and college readiness states that NYCP staff will work in collaboration with the Coeur d'Alene Tribal Collaboration Committee (TCC) and other community partners to design a plan to increase school and community engagement and safety in order to increase youth and family protective factors. Strategies to accomplish this objective include the development of a family engagement plan for middle school students and the creation of a school and safety committee to create and implement a safe community plan.

The Coeur d'Alene Tribe's Comprehensive Tribal Justice Plan created by the TCC is aligned with the NYCP proposal because of the Committee's recognition of the importance of in-school and afterschool support for middle school students in the prevention, intervention, and wellness of the reservation community, crime reduction, and health and wellness promotion. The support of this Tribal community organization has been vital to this proposal.

Needs Assessment

(1) The greatest barriers in and out of school to college readiness

Beginning in the spring of 2014 through 2015, the Coeur d'Alene Tribe Department of Education (Cd'AT DOE) Director hired a private consultant to conduct an extensive quantitative and qualitative data collection and analysis of information to determine the effect substance abuse was having on Coeur d' Alene Tribal youth and to prioritize needs. The "at risk" definition comprises multiple related factors of academic failure, delinquency, mental health, dropping out of school and suicide. The primary methods of data collection included interviews, surveys, focus groups, meetings, and other data. The data include in-school barriers and out-of-school barriers to student success. In spring 2015, the Director of Education gathered additional data from the two proposed Cd'A Tribe NYCP Schools: Cd'A Tribal School and Plummer/Worley School District.

In-School Barriers: School Academic Indicators of Need

In the school year of 2014-2015, the Coeur d' Alene Tribal School (K-8) and Plummer/Worley School District (K-12) created a data tracker framework for collecting, reviewing, and analyzing student data. The data framework in Tables 1 and 2 includes attendance, behavior and coursework performance and/or performance on state assessments for the final quarter of school. The data for both schools demonstrates that there are high numbers of students who are at risk in at least one or more academic areas. By fifth grade, a majority of the students are at-risk in reading and math, core courses essential to college and career success. In addition, after just one semester out of all Native high school freshman students, 50% are deficient in English and 33% are deficient in math, 6% in science, and 60% Social Studies (Cd'ADOE Data, 2016).

Grade Level	4+ Absences	3+ Office Referrals	Students Below Grade Level in Reading	Students Below Grade Level in Math
Kindergarten	11/13 85%	2/13 15%	6/9 67%	6/9 67%
First Grade	17/19 89%	0/19 0%	10/19 53%	8/19 42%
Second Grade	6/8 75%	3/8 38%	4/8 50%	3/8 38%
Third Grade	8/9 89%	3/9 33%	5/9 56%	4/8 50%
Fourth Grade	14/16 88%	NA	10/15 67%	11/17 65%
Fifth Grade	6/10 60%	4/10 40%	7/9 88%	7/7 100%
Sixth Grade	9/14 64%	NA	8/10 80%	8/10 80%
Seventh Grade	7/8 88%	NA	5/7 71%	5/7 71%
Eighth Grade	4/4 100%	NA	4/4 100%	1/4 25%

* NA - Unavailable

Grade Level	4+ Absences	3+ Office Referrals	Students Below Grade Level in Reading	Students Below Grade Level in Math
Kindergarten	10/25 40%	2/25 8%	6/25 24%	6/25 24%
First Grade	8/26 31%	1/26 4%	16/26 62%	10/26 39%
Second Grade	10/28 36%	2/28 7%	17/28 61%	21/28 75%
Third Grade	9/30 30%	4/30 13%	18/30 60%	26/30 87%
Fourth Grade	4/16 25%	5/16 31%	10/16 63%	16/16 100%
Fifth Grade	11/31 36%	10/31 32%	24/31 77%	23/31 74%
Sixth Grade	8/21 31%	9/21 43%	12/21 57%	14/21 67%
Seventh Grade	4/29 14%	7/29 24%	21/29 72%	21/29 72%
Eighth Grade	7/25 28%	11/25 44%	11/25 44%	15/25 60%
Ninth Grade	4/31 13%	15/31 48%	23/31 74%	19/31 61%
Tenth Grade	8/30 27%	7/30 23%	20/30 67%	19/30 63%
Eleventh Grade	6/23 26%	8/23 35%	15/23 65%	19/23 83%
Twelfth Grade	9/20 45%	1/20 5%	NA	NA

Out-of-school barriers: Mental Health Indicators of Need

In May of 2014, the Tribe hired Advanced Management Strategies to determine the impact drugs and alcohol was having on the Tribal youth and community. Over a 20-month period, the consultant interviewed and gathered data from directors and managers of several key Tribal departments and programs. The departments included Law and Order, consisting of police, probation, courts, and truancy; Social Services who administers STOP Violence, Temporary Aid to Needy Families (TANF), Career Renewal, Indian Child Welfare, Older

Americans Program, and the Energy Assistance Program; Benewah Medical/Wellness Center includes Substance Abuse, Mental Health Programs and Tribal Youth Programs; and Department of Education includes the Early Childhood Learning Center (ECLC), Early Head Start, Head Start and Child Care.

Following the data collection phase, Advanced Management Strategies personnel met with Tribal Leaders, Directors and Managers to analyze the data. The preliminary results illustrate that drugs and alcohol are affecting our most vulnerable: infants, youth, and elders. However, the final report and plan will not be available until May 2016 (see Comprehensive Tribal Justice Plan Overview Attachment C). In addition, the DOE Director engaged Advanced Management Strategies, in collaboration with the Tribal School and Plummer/Worley School District, to conduct a *Communities That Care Youth Pride Survey* in 4-12 grades in fall of 2015. The results show that our middle school students are most vulnerable. The results document that students begin smoking cigarettes and/or using alcohol, marijuana, or prescription drugs as early as seventh grade (Table 3). These findings echo the Cd'A Tribe DOE's analysis, which showed that students were not successful in core subjects and were engaging in high-risk behavior. Middle School students are not receiving in-school and out-of-school services and support, which may contribute to engagement in high-risk behaviors. Pride Survey results reflected this, with less than half of middle school students reporting they felt there were community, family and school opportunities and rewards for prosocial involvement (Coeur d'Alene Reservation Pride Survey 2015). On the other hand, students in Early Head Start, Head Start, grades 1, 2, 3, 4, and 9-12, as illustrated on the education pipeline (Table 7), receive service and support during and after school from formal and informal partners and funds received from the Tribe, state and federal grants (IDG, NACTEP, STEP).

Grade Level	Cigarettes	Alcohol	Marijuana	Prescription	Total average use
Sixth	0	0	0	0	0
Seventh	18.5	18.5	18.5	7.4	15.7
Eighth	8.7	21.7	21.7	8.7	15.2
Ninth	19.2	23.1	19.2	7.7	17.3
Tenth	35.3	52.9	41.2	17.6	36.7
Eleventh	45	47.6	30.0	9.5	33.0
Twelfth	50	62.5	53.3	18.8	46

Both schools have one non-Native counselor each who provides academic advising, but neither counselor has training on intergenerational trauma or knowledge of cultural wellness practices. In addition, there is no counseling staff at Benewah Medical Wellness Center, (BMWC) at this time that specializes in child or adolescent psychology.

There is a high demand for counseling services at the BM/WC. According to CEO Gary Leva, “Recent BM/WC 2013 diagnoses show depression is the 3rd highest diagnosis for BMC/WC patients and at any given time there are approximately 30 patients waiting to receive mental health services.” Table 4 below shows the numbers of Native American youth and adults receiving services at the Benewah Medical Center that have a diagnosed disorder from 08-13.

Year	# of Youth 0-25 yrs.	# of Adult 26-99 yrs.	# of Youth 0-25 yrs. with depression	# of Adult 26-99 yrs. with depression	# of ALL patients diagnosed		
					Alcohol Related Disorders	Tobacco Use Disorder	Other Substance Related Disorders
2008	813	1577	84	522	NA	NA	NA
2009	886	1542	92	546	NA	NA	NA
2010	825	1482	90	527	NA	NA	NA
2011	869	1508	86	544	NA	NA	NA
2012	885	1460	82	507	203	323	149
2013	950	1485	81	492	240	438	201

To improve mental health services, BMC began integrating primary care with mental health screenings for all patients over 12 years of age in 2015. It is too early to measure the impact of this change.

Physical Health Indicators of Need

Lack of physical health is also an indicator of need. The BMC also reported in 2013 that Type 2 Diabetes is the fourth most frequent diagnosis and the second and third most common reason for adult patient visits. The unhealthy lifestyle patterns begin before kindergarten as illustrated in the fall 2015 Coeur d’Alene Tribe Early Childhood Center (ECLC) health screenings. The screenings include a nutritional assessment, Body Mass Index (BMI), height, and weight three times a year on approximately 82 children. The fall data shows that 26 children are in the obese category, 19 are overweight, and 46 are in the healthy range while zero is underweight. A University of Idaho researcher (Paul 2010) evaluated children and youth in grades evaluated in grades 1, 3, 5, 7, 9, and 11 attending an Idaho reservation school. The results indicated that over 50% were overweight or obese, compared to 30% of all Idaho children. The study confirms that early signs of poor health begin at a very young age and continue throughout primary, intermediate, middle schools and into adulthood. Paul found the highest rates of obesity among older males and children receiving free or reduced lunch or 100% of the children and youth in both schools (Tables 5 and 6).

Table 5: Coeur d’Alene Tribal School - USDA National School Lunch Program				
Grade	# of Students	Free	Reduced	Full-Pay
Kindergarten-8	103	100%	0%	0%

Table 6: Plummer/Worley School District - USDA National School Lunch Program				
Grade	# of Students	Free	Reduced	Full-Pay
Kindergarten-12	322	100%	0%	0%

The academic, mental health and health data illustrate that there are both in- and out-of-school barriers that need to be addressed to prepare middle school students for success in college and careers.

(2) Opportunities in the Local Community to Support Native Students

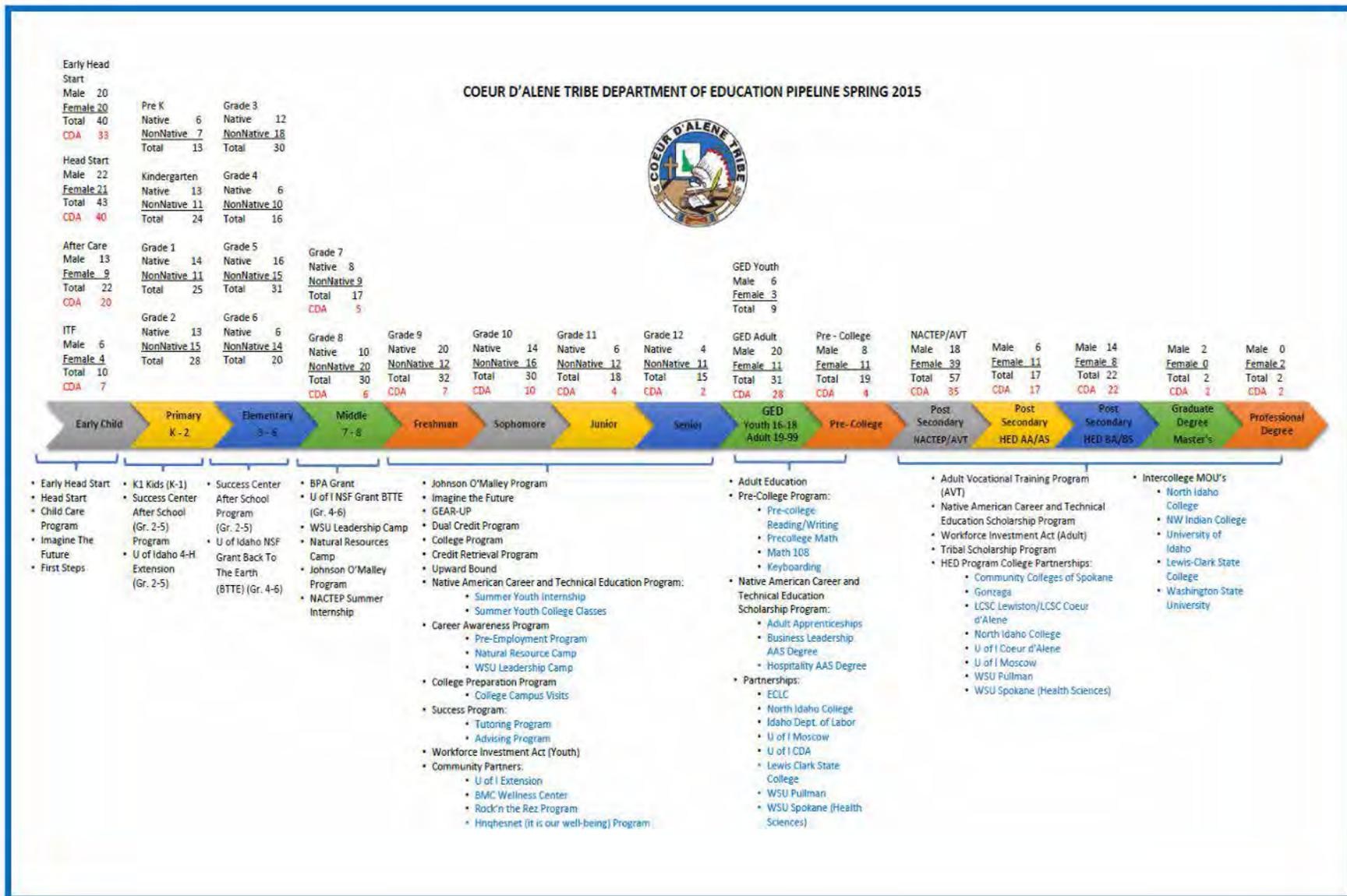
While the students in the two schools clearly have needs; there is also a great deal of hope. The 2014-2015 Cd'A Tribe DOE educational pipeline (Table 7) for prenatal through professional degrees illustrates the local and regional partners and programs supporting the various segments of the pipeline; DOE year end reports demonstrate there is movement along the pipeline and yet gaps in services persist.

The pipeline serves as the Tribe's outcome map, a visual diagram that depicts relationships, and a myriad of strategies and activities to achieve the intended results of college and careers. These results include both short-term and longer-term outcomes. Most importantly, the pipeline illustrates the Tribe's increased willingness to assume the responsibility for transforming the lives of its people who are experiencing negative impacts by intergenerational trauma. To achieve this transformation, the Tribe commits 1.5 million dollars annually towards education helping support our Early Childhood Learning Center, K-1 Kids, Rockin' the Rez summer program, athletics, 2-and 4-year college degrees and graduate school. However, the Tribe is unable to fund fully every segment, resulting in gaps in services as seen in the middle school. The Cd'A Tribe DOE and three higher education partners (University of Idaho, University of Idaho Extension, Washington State University, Spokane Community Colleges) provide summer programming for youth in middle school, including three one-week summer camps, one six-week workforce development experience and two online Spokane Community Colleges courses which eight of the nine middle and high school students enrolled and successfully completed.

The summer programming is possible through four significant grants: Cd'A Tribe Enhancement Grant (Cd'A TEG), Tribal funds, a National Science Foundation ITEST grant, which ended summer of 2015, and the U.S. Department of Education Native American Career and Technical Program (NACTEP).

However, as the Cd'A Tribe DOE data collection and the pipeline show, summer programming is not enough. Students need programming to include educational, physical and nutritional health, and mental health services, and this programming must be relevant to their culture and daily lives. The programs need to be offered throughout the school year and after school for successful entry to college and careers. The NYCP funding would enable the Tribe to serve Tribal students on the Tribe's education pipeline that are currently the most underserved, in partnership with families, school personnel, colleges, universities and other Tribal programs. The overarching goal of the NYCP project is: *to create a successful school, college and career readiness program for middle school students in partnership with the Coeur d'Alene Tribal School, Plummer/Worley School District, families, Tribal Leaders, Tribal program staff, community members, and local colleges and universities.* This goal aligns with the NYCP Demonstration Grant for Indian Children program and the Tribe's mission. The Tribe's mission is to deliver quality, comprehensive and coordinated programs and services in prevention,

Table 7:



intervention, and recovery that prove to reduce crime and promote the health and wellness of the reservation community in the areas of public safety, health, education, and social services (Comprehensive Tribal Justice Plan, 2016).

(3) Existing local policies, programs, practices, service providers, and funding sources

NYCP staff will work in collaboration with all of the Cd'A Tribal programs, families, community partners and the colleges and universities to develop a high-quality comprehensive college and career program for middle school students. The Cd'A NYCP staff will leverage and achieve seamless coordination with existing programs and efforts funded by the Coeur d'Alene Tribe and the schools. This funding includes the Tribe's annual investment in the local schools and youth programs, along with funds the Cd'A Tribe Department of Education receives from the Bureau of Indian Affairs (JOM, HED), US Department of Education (NACTEP), and the Office of Indian Education (STEP, IDG).

The Cd'A NYCP staff will also utilize the formal partnerships with the Idaho State Department of Education, three Idaho colleges who have a Memorandum of Understanding (MOU) with the Tribe: North Idaho College, University of Idaho, and Lewis-Clark State College, and two Washington state colleges and universities with an MOU: Washington State University and Community Colleges of Spokane. The NYCP will also coordinate college events with the Tribe's Higher Education and Career and Technical Education programs. The Department of Education will fully embrace and incorporate NYCP in the department. The program will be included on the DOE website with the program application, monthly activity calendar, and a link to all college and career readiness opportunities available, including the Idaho State Department of Education state aid available to students in grades 7-12 for dual credit courses, Advanced Placement, and college courses offered each summer.

In addition, for students who choose to enter the dual credit program full-time upon their junior year, the community colleges and university partnerships provide support on campus, and each institution has a Native American Center, which includes a Native American director, a building on campus with counselors, tutors, computers, and space for students to gather to socialize and share meals.

The Benewah Medical/Wellness Center (BMWC) is also an essential partner in preparing students to meet the demands of college and careers. It is located in the city of Plummer, a quarter mile from the Plummer/Worley Schools and a 25-minute drive from the Tribal School. Nutritional specialists, mental health and substance abuse counselors, and Wellness Center staff offer monthly classes in which students can participate and BMWC staff and two outside consultants (Resumes, in Other Attachments) will design and offer classes (e.g., yoga, weight training, problem solving, nutrition, motivation/ persistence, relationships, date violence, bullying etc.) that have been designed specifically for NYCP students. NYCP will also integrate programming from the BMWC-led *hnqhesnet* ("It is our wellbeing") program that focuses on revitalizing traditional foods and activities and increasing access to fresh, local foods. The program emphasizes physical activities such as swimming, canoeing, hiking, and Native dance that build on the community's strengths and tradition, and emphasizes values of honor and respect for self and community. NYCP will also have access to the Wellness Center facility that encompasses a gymnasium, swimming pool, weight room and exercise equipment, classroom space, conference rooms, and kitchen for afterschool Qhest Life activities. Tribal School buses deliver students to the Wellness Center every day after school. Each of the schools will also provide office space and classroom space for college and career readiness activities. The Cd'ATDOE also has a newly renovated space for NYCP staff and for hosting youth activities.

Individual or small group mental health counseling is limited due to the long waiting list for mental health services and lack of counselors who specialize in childhood trauma; therefore, mental health counselors from the city of Coeur d' Alene will provide small group and individual sessions as described in the Management Plan section.

Phase three of the Cd'A Tribal Comprehensive Planning process started January 2016. During this period, the Tribal Collaboration Committee (TCC) began to review Tribal policies that affect school success; however, the committee will not make final recommendations to the full seven-member Tribal Council until the comprehensive plan is complete in May 2016.

The NYCP is essential in providing the means for a holistic program that integrates Coeur d'Alene culture, combined with the Cd'A DOE's experience in the community to bring programming and services into alignment and strengthen the partnerships necessary to bring the schools and community together to more effectively prepare youth for success in careers and college.

or question with the above individual. You will receive a reply during normal business hours.

SUPPLEMENTARY INFORMATION: A person or party who wishes to protest against this survey must file a written notice with the Oregon State Director, Bureau of Land Management, stating that they wish to protest. A statement of reasons for a protest may be filed with the notice of protest and must be filed with the Oregon State Director within thirty days after the protest is filed. If a protest against the survey is received prior to the date of official filing, the filing will be stayed pending consideration of the protest. A plat will not be officially filed until the day after all protests have been dismissed or otherwise resolved. Before including your address, phone number, email address, or other personal identifying information in your comment, you should be aware that your entire comment—including your personal identifying information—may be made publicly available at any time. While you can ask us in your comment to withhold your personal identifying information from public review, we cannot guarantee that we will be able to do so.

Mary J.M. Hartel,

*Chief Cadastral Surveyor of Oregon/
Washington.*

[FR Doc. 2015-00413 Filed 1-13-15; 8:45 am]

BILLING CODE 4310-33-P

DEPARTMENT OF THE INTERIOR

Bureau of Land Management

[LLNV952000 L14400000.BJ0000
LXSSF2210000.241A; 13-08807; MO#
4500075689; TAS: 15X1109]

Filing of Plats of Survey; NV

AGENCY: Bureau of Land Management, Interior.

ACTION: Notice.

SUMMARY: The purpose of this notice is to inform the public and interested State and local government officials of the filing of Plats of Survey in Nevada.

DATES: *Effective Dates:* Unless otherwise stated filing is effective at 10:00 a.m. on the dates indicated below.

FOR FURTHER INFORMATION CONTACT:

Michael O. Harmening, Chief, Branch of Geographic Sciences, Bureau of Land Management, Nevada State Office, 1340 Financial Blvd., Reno, NV 89502-7147, phone: 775-861-6490. Persons who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 to contact the above

individual during normal business hours. The FIRS is available 24 hours a day, 7 days a week, to leave a message or question with the above individual. You will receive a reply during normal business hours.

SUPPLEMENTARY INFORMATION:

1. The Plat of Survey of the following described lands was officially filed at the Bureau of Land Management (BLM) Nevada State Office, Reno, Nevada on October 14, 2014:

The plat, in 1 sheet, representing the dependent resurvey of the east boundary, a portion of the west boundary, the north boundary and a portion of the subdivisional lines, Township 26 North, Range 49 East, Mount Diablo Meridian, Nevada, under Group No. 919, was accepted October 10, 2014. This survey was executed to meet certain administrative needs of the Bureau of Land Management.

2. The Plat of Survey of the following described lands was officially filed at the BLM Nevada State Office, Reno, Nevada on December 19, 2014:

The plat, in 2 sheets, representing the dependent resurvey of a portion of the east boundary and a portion of the subdivisional lines, and a metes-and-bounds survey in section 13, Township 15 North, Range 64 East, of the Mount Diablo Meridian, Nevada, under Group No. 927, was accepted December 17, 2014. This survey was executed to meet certain administrative needs of the Bureau of Land Management.

3. The Plat of Survey of the following described lands was officially filed at the BLM Nevada State Office, Reno, Nevada on December 19, 2014:

The plat, in 4 sheets, representing the dependent resurvey of the Third Standard Parallel North through a portion of Range 65 East, a portion of the west boundary and a portion of the subdivisional lines, and the corrective dependent resurvey of a portion of the subdivisional lines, the subdivision of section 7, and metes-and-bounds surveys in sections 3, 7 and 18, Township 15 North, Range 65 East, of the Mount Diablo Meridian, Nevada, under Group No. 927, was accepted December 17, 2014. This survey was executed to meet certain administrative needs of the Bureau of Land Management.

4. The Plat of Survey of the following described lands was officially filed at the BLM Nevada State Office, Reno, Nevada on November 7, 2014:

The plat, in 6 sheets, representing the dependent resurvey of a portion of the south and west boundaries, a portion of the subdivisional lines and a portion of the subdivision of section 18, and a

metes-and-bounds survey of a line 30 feet easterly and parallel with the apparent centerline of a portion of Cave Valley road, through sections 18, 19, 30 and 31, and a metes-and-bounds survey of a line 30 feet southerly and parallel with the apparent centerline of an unimproved dirt road and a portion of the westerly right-of-way line of Highway Nos. 6, 50 and 93, through a portion of section 34, Township 15 North, Range 64 East, of the Mount Diablo Meridian, Nevada, under Group No. 928, was accepted October 31, 2014. This survey was executed to meet certain administrative needs of the Bureau of Land Management to affect the transfer of Federal Lands to the State of Nevada, as directed by Public Law 109-432.

5. The Plat of Survey of the following described lands was officially filed at the BLM Nevada State Office, Reno, Nevada on November 7, 2014:

The plat, in 1 sheet, representing the dependent resurvey of the First Standard Parallel North through a portion of Range 40 East, as portion of the subdivisional lines and a portion of Mineral Survey No. 4414, Township 6 North, Range 40 East, of the Mount Diablo Meridian, Nevada, under Group No. 932, was accepted November 5, 2014. This survey was executed to meet certain administrative needs of the Bureau of Land Management.

The surveys listed above are now the basic record for describing the lands for all authorized purposes. These records have been placed in the open files in the BLM Nevada State Office and are available to the public as a matter of information. Copies of the surveys and related field notes may be furnished to the public upon payment of the appropriate fees.

Dated: January 6, 2015.

Michael O. Harmening,

Chief Cadastral Surveyor, Nevada.

[FR Doc. 2015-00426 Filed 1-13-15; 8:45 am]

BILLING CODE 4310-HC-P

DEPARTMENT OF THE INTERIOR

Bureau of Indian Affairs

[145A2100DD/A0T500000.000000/
AAK3000000]

Indian Entities Recognized and Eligible To Receive Services From the United States Bureau of Indian Affairs

AGENCY: Bureau of Indian Affairs, Interior.

ACTION: Notice.

SUMMARY: This notice publishes the current list of 566 tribal entities

recognized and eligible for funding and services from the Bureau of Indian Affairs by virtue of their status as Indian tribes. The list is updated from the notice published on January 29, 2014 (79 FR 4748).

FOR FURTHER INFORMATION CONTACT: Laurel Iron Cloud, Bureau of Indian Affairs, Division of Tribal Government Services, Mail Stop 4513-MIB, 1849 C Street NW., Washington, DC 20240. Telephone number: (202) 513-7641.

SUPPLEMENTARY INFORMATION: This notice is published pursuant to Section 104 of the Act of November 2, 1994 (Pub. L. 103-454; 108 Stat. 4791, 4792), and in exercise of authority delegated to the Assistant Secretary—Indian Affairs under 25 U.S.C. 2 and 9 and 209 DM 8.

Published below is a list of federally acknowledged tribes in the contiguous 48 states and Alaska.

Amendments to the list include name changes and name corrections. To aid in identifying tribal name changes and corrections, the tribe's previously listed or former name is included in parentheses after the correct current tribal name. We will continue to list the tribe's former or previously listed name for several years before dropping the former or previously listed name from the list.

The listed Indian entities are acknowledged to have the immunities and privileges available to federally recognized Indian tribes by virtue of their government-to-government relationship with the United States as well as the responsibilities, powers, limitations and obligations of such tribes. We have continued the practice of listing the Alaska Native entities separately solely for the purpose of facilitating identification of them and reference to them given the large number of complex Native names.

Dated: January 8, 2015.

Kevin K. Washburn,
Assistant Secretary—Indian Affairs.

INDIAN TRIBAL ENTITIES WITHIN THE CONTIGUOUS 48 STATES RECOGNIZED AND ELIGIBLE TO RECEIVE SERVICES FROM THE UNITED STATES BUREAU OF INDIAN AFFAIRS

Absentee-Shawnee Tribe of Indians of Oklahoma
 Agua Caliente Band of Cahuilla Indians of the Agua Caliente Indian Reservation, California
 Ak Chin Indian Community of the Maricopa (Ak Chin) Indian Reservation, Arizona
 Alabama-Coushatta Tribe of Texas (previously listed as the Alabama-Coushatta Tribes of Texas)

Alabama-Quassarte Tribal Town
 Alturas Indian Rancheria, California
 Apache Tribe of Oklahoma
 Arapaho Tribe of the Wind River Reservation, Wyoming
 Aroostook Band of Micmacs (previously listed as the Aroostook Band of Micmac Indians)
 Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation, Montana
 Augustine Band of Cahuilla Indians, California (previously listed as the Augustine Band of Cahuilla Mission Indians of the Augustine Reservation)
 Bad River Band of the Lake Superior Tribe of Chippewa Indians of the Bad River Reservation, Wisconsin
 Bay Mills Indian Community, Michigan
 Bear River Band of the Rohnerville Rancheria, California
 Berry Creek Rancheria of Maidu Indians of California
 Big Lagoon Rancheria, California
 Big Pine Paiute Tribe of the Owens Valley (previously listed as the Big Pine Band of Owens Valley Paiute Shoshone Indians of the Big Pine Reservation, California)
 Big Sandy Rancheria of Western Mono Indians of California (previously listed as the Big Sandy Rancheria of Mono Indians of California)
 Big Valley Band of Pomo Indians of the Big Valley Rancheria, California
 Bishop Paiute Tribe (previously listed as the Paiute-Shoshone Indians of the Bishop Community of the Bishop Colony, California)
 Blackfeet Tribe of the Blackfeet Indian Reservation of Montana
 Blue Lake Rancheria, California
 Bridgeport Indian Colony (previously listed as the Bridgeport Paiute Indian Colony of California)
 Buena Vista Rancheria of Me-Wuk Indians of California
 Burns Paiute Tribe (previously listed as the Burns Paiute Indian Colony of Oregon)
 Cabazon Band of Mission Indians, California
 Cachil DeHe Band of Wintun Indians of the Colusa Indian Community of the Colusa Rancheria, California
 Caddo Nation of Oklahoma
 Cahto Tribe of the Laytonville Rancheria
 Cahuilla Band of Mission Indians of the Cahuilla Reservation, California
 California Valley Miwok Tribe, California
 Campo Band of Diegueno Mission Indians of the Campo Indian Reservation, California
 Capitan Grande Band of Diegueno Mission Indians of California: (Barona Group of Capitan Grande Band of Mission Indians of the Barona Reservation, California; Viejas (Baron Long) Group of Capitan Grande Band

of Mission Indians of the Viejas Reservation, California)
 Catawba Indian Nation (aka Catawba Tribe of South Carolina)
 Cayuga Nation
 Cedarville Rancheria, California
 Chemehuevi Indian Tribe of the Chemehuevi Reservation, California
 Cher-Ae Heights Indian Community of the Trinidad Rancheria, California
 Cherokee Nation
 Cheyenne and Arapaho Tribes, Oklahoma (previously listed as the Cheyenne-Arapaho Tribes of Oklahoma)
 Cheyenne River Sioux Tribe of the Cheyenne River Reservation, South Dakota
 Chicken Ranch Rancheria of Me-Wuk Indians of California
 Chippewa Cree Indians of the Rocky Boy's Reservation, Montana (previously listed as the Chippewa-Cree Indians of the Rocky Boy's Reservation, Montana)
 Chitimacha Tribe of Louisiana
 Citizen Potawatomi Nation, Oklahoma
 Cloverdale Rancheria of Pomo Indians of California
 Cocopah Tribe of Arizona
 Coeur D'Alene Tribe (previously listed as the Coeur D'Alene Tribe of the Coeur D'Alene Reservation, Idaho)
 Cold Springs Rancheria of Mono Indians of California
 Colorado River Indian Tribes of the Colorado River Indian Reservation, Arizona and California
 Comanche Nation, Oklahoma
 Confederated Salish and Kootenai Tribes of the Flathead Reservation
 Confederated Tribes and Bands of the Yakama Nation
 Confederated Tribes of Siletz Indians of Oregon (previously listed as the Confederated Tribes of the Siletz Reservation)
 Confederated Tribes of the Chehalis Reservation
 Confederated Tribes of the Colville Reservation
 Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians
 Confederated Tribes of the Goshute Reservation, Nevada and Utah
 Confederated Tribes of the Grand Ronde Community of Oregon
 Confederated Tribes of the Umatilla Indian Reservation (previously listed as the Confederated Tribes of the Umatilla Reservation, Oregon)
 Confederated Tribes of the Warm Springs Reservation of Oregon
 Coquille Indian Tribe (previously listed as the Coquille Tribe of Oregon)
 Cortina Indian Rancheria (previously listed as the Cortina Indian Rancheria of Wintun Indians of California)
 Coushatta Tribe of Louisiana

- Cow Creek Band of Umpqua Tribe of Indians (previously listed as the Cow Creek Band of Umpqua Indians of Oregon)
- Cowlitz Indian Tribe
- Coyote Valley Band of Pomo Indians of California
- Crow Creek Sioux Tribe of the Crow Creek Reservation, South Dakota
- Crow Tribe of Montana
- Death Valley Timbi-sha Shoshone Tribe (previously listed as the Death Valley Timbi-Sha Shoshone Band of California)
- Delaware Nation, Oklahoma
- Delaware Tribe of Indians
- Dry Creek Rancheria Band of Pomo Indians, California (previously listed as the Dry Creek Rancheria of Pomo Indians of California)
- Duckwater Shoshone Tribe of the Duckwater Reservation, Nevada
- Eastern Band of Cherokee Indians
- Eastern Shawnee Tribe of Oklahoma
- Elem Indian Colony of Pomo Indians of the Sulphur Bank Rancheria, California
- Elk Valley Rancheria, California
- Ely Shoshone Tribe of Nevada
- Enterprise Rancheria of Maidu Indians of California
- Ewiiaapaayp Band of Kumeyaay Indians, California
- Federated Indians of Graton Rancheria, California
- Flandreau Santee Sioux Tribe of South Dakota
- Forest County Potawatomi Community, Wisconsin
- Fort Belknap Indian Community of the Fort Belknap Reservation of Montana
- Fort Bidwell Indian Community of the Fort Bidwell Reservation of California
- Fort Independence Indian Community of Paiute Indians of the Fort Independence Reservation, California
- Fort McDermitt Paiute and Shoshone Tribes of the Fort McDermitt Indian Reservation, Nevada and Oregon
- Fort McDowell Yavapai Nation, Arizona
- Fort Mojave Indian Tribe of Arizona, California & Nevada
- Fort Sill Apache Tribe of Oklahoma
- Gila River Indian Community of the Gila River Indian Reservation, Arizona
- Grand Traverse Band of Ottawa and Chippewa Indians, Michigan
- Greenville Rancheria (previously listed as the Greenville Rancheria of Maidu Indians of California)
- Grindstone Indian Rancheria of Wintun-Wailaki Indians of California
- Guidiville Rancheria of California
- Habematolel Pomo of Upper Lake, California
- Hannahville Indian Community, Michigan
- Havasupai Tribe of the Havasupai Reservation, Arizona
- Ho-Chunk Nation of Wisconsin
- Hoh Indian Tribe (previously listed as the Hoh Indian Tribe of the Hoh Indian Reservation, Washington)
- Hoopa Valley Tribe, California
- Hopi Tribe of Arizona
- Hopland Band of Pomo Indians, California (formerly Hopland Band of Pomo Indians of the Hopland Rancheria, California)
- Houlton Band of Maliseet Indians
- Hualapai Indian Tribe of the Hualapai Indian Reservation, Arizona
- Iipay Nation of Santa Ysabel, California (previously listed as the Santa Ysabel Band of Diegueno Mission Indians of the Santa Ysabel Reservation)
- Inaja Band of Diegueno Mission Indians of the Inaja and Cosmit Reservation, California
- Ione Band of Miwok Indians of California
- Iowa Tribe of Kansas and Nebraska
- Iowa Tribe of Oklahoma
- Jackson Band of Miwok Indians (previously listed as the Jackson Rancheria of Me-Wuk Indians of California)
- Jamestown S'Klallam Tribe
- Jamul Indian Village of California
- Jena Band of Choctaw Indians
- Jicarilla Apache Nation, New Mexico
- Kaibab Band of Paiute Indians of the Kaibab Indian Reservation, Arizona
- Kalispel Indian Community of the Kalispel Reservation
- Karuk Tribe (previously listed as the Karuk Tribe of California)
- Kashia Band of Pomo Indians of the Stewarts Point Rancheria, California
- Kaw Nation, Oklahoma
- Kewa Pueblo, New Mexico (previously listed as the Pueblo of Santo Domingo)
- Keweenaw Bay Indian Community, Michigan
- Kialagee Tribal Town
- Kickapoo Traditional Tribe of Texas
- Kickapoo Tribe of Indians of the Kickapoo Reservation in Kansas
- Kickapoo Tribe of Oklahoma
- Kiowa Indian Tribe of Oklahoma
- Klamath Tribes
- Koi Nation of Northern California (previously listed as the Lower Lake Rancheria, California)
- Kootenai Tribe of Idaho
- La Jolla Band of Luiseno Indians, California (previously listed as the La Jolla Band of Luiseno Mission Indians of the La Jolla Reservation)
- La Posta Band of Diegueno Mission Indians of the La Posta Indian Reservation, California
- Lac Superior Oreilles Band of Lake Superior Chippewa Indians of Wisconsin
- Lac du Flambeau Band of Lake Superior Chippewa Indians of the Lac du Flambeau Reservation of Wisconsin
- Lac Vieux Desert Band of Lake Superior Chippewa Indians of Michigan
- Las Vegas Tribe of Paiute Indians of the Las Vegas Indian Colony, Nevada
- Little River Band of Ottawa Indians, Michigan
- Little Traverse Bay Bands of Odawa Indians, Michigan
- Lone Pine Paiute-Shoshone Tribe (previously listed as the Paiute-Shoshone Indians of the Lone Pine Community of the Lone Pine Reservation, California)
- Los Coyotes Band of Cahuilla and Cupeno Indians, California (previously listed as the Los Coyotes Band of Cahuilla & Cupeno Indians of the Los Coyotes Reservation)
- Lovelock Paiute Tribe of the Lovelock Indian Colony, Nevada
- Lower Brule Sioux Tribe of the Lower Brule Reservation, South Dakota
- Lower Elwha Tribal Community (previously listed as the Lower Elwha Tribal Community of the Lower Elwha Reservation, Washington)
- Lower Sioux Indian Community in the State of Minnesota
- Lummi Tribe of the Lummi Reservation
- Lytton Rancheria of California
- Makah Indian Tribe of the Makah Indian Reservation
- Manchester Band of Pomo Indians of the Manchester Rancheria, California (previously listed as the Manchester Band of Pomo Indians of the Manchester-Point Arena Rancheria, California)
- Manzanita Band of Diegueno Mission Indians of the Manzanita Reservation, California
- Mashantucket Pequot Indian Tribe (previously listed as the Mashantucket Pequot Tribe of Connecticut)
- Mashpee Wampanoag Tribe (previously listed as the Mashpee Wampanoag Indian Tribal Council, Inc.)
- Match-e-be-nash-she-wish Band of Pottawatomi Indians of Michigan
- Mechoopda Indian Tribe of Chico Rancheria, California
- Menominee Indian Tribe of Wisconsin
- Mesa Grande Band of Diegueno Mission Indians of the Mesa Grande Reservation, California
- Mescalero Apache Tribe of the Mescalero Reservation, New Mexico
- Miami Tribe of Oklahoma Micosaukee Tribe of Indians Middletown Rancheria of Pomo Indians of California
- Minnesota Chippewa Tribe, Minnesota (Six component reservations: Bois Forte Band (Nett Lake); Fond du Lac Band; Grand Portage Band; Leech Lake Band; Mille Lacs Band; White Earth Band)
- Mississippi Band of Choctaw Indians

- Moapa Band of Paiute Indians of the Moapa River Indian Reservation, Nevada
- Mohegan Tribe of Indians of Connecticut (previously listed as Mohegan Indian Tribe of Connecticut)
- Mooretown Rancheria of Maidu Indians of California
- Morongo Band of Mission Indians, California (previously listed as the Morongo Band of Cahuilla Mission Indians of the Morongo Reservation)
- Muckleshoot Indian Tribe (previously listed as the Muckleshoot Indian Tribe of the Muckleshoot Reservation, Washington)
- Narragansett Indian Tribe
- Navajo Nation, Arizona, New Mexico & Utah
- Nez Perce Tribe (previously listed as the Nez Perce Tribe of Idaho)
- Nisqually Indian Tribe (previously listed as the Nisqually Indian Tribe of the Nisqually Reservation, Washington)
- Nooksack Indian Tribe
- Northern Cheyenne Tribe of the Northern Cheyenne Indian Reservation, Montana
- Northfork Rancheria of Mono Indians of California
- Northwestern Band of Shoshoni Nation (previously listed as the Northwestern Band of Shoshoni Nation of Utah (Washakie))
- Nottawaseppi Huron Band of the Potawatomi, Michigan (previously listed as the Huron Potawatomi, Inc.)
- Oglala Sioux Tribe (previously listed as the Oglala Sioux Tribe of the Pine Ridge Reservation, South Dakota)
- Ohkay Owingeh, New Mexico (previously listed as the Pueblo of San Juan)
- Omaha Tribe of Nebraska
- Oneida Nation of New York
- Oneida Tribe of Indians of Wisconsin
- Onondaga Nation
- Otoe-Missouria Tribe of Indians, Oklahoma
- Ottawa Tribe of Oklahoma
- Paiute Indian Tribe of Utah (Cedar Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes) (formerly Paiute Indian Tribe of Utah (Cedar City Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes))
- Paiute-Shoshone Tribe of the Fallon Reservation and Colony, Nevada
- Pala Band of Luiseno Mission Indians of the Pala Reservation, California
- Pascua Yaqui Tribe of Arizona
- Paskenta Band of Nomlaki Indians of California
- Passamaquoddy Tribe
- Pauma Band of Luiseno Mission Indians of the Pauma & Yuima Reservation, California
- Pawnee Nation of Oklahoma
- Pechanga Band of Luiseno Mission Indians of the Pechanga Reservation, California
- Penobscot Nation (previously listed as the Penobscot Tribe of Maine)
- Peoria Tribe of Indians of Oklahoma
- Picayune Rancheria of Chukchansi Indians of California
- Pinoleville Pomo Nation, California (previously listed as the Pinoleville Rancheria of Pomo Indians of California)
- Pit River Tribe, California (includes XL Ranch, Big Bend, Likely, Lookout, Montgomery Creek and Roaring Creek Rancherias)
- Poarch Band of Creeks (previously listed as the Poarch Band of Creek Indians of Alabama)
- Pokagon Band of Potawatomi Indians, Michigan and Indiana
- Ponca Tribe of Indians of Oklahoma
- Ponca Tribe of Nebraska
- Port Gamble S'Klallam Tribe (previously listed as the Port Gamble Band of S'Klallam Indians)
- Potter Valley Tribe, California
- Prairie Band Potawatomi Nation (previously listed as the Prairie Band of Potawatomi Nation, Kansas)
- Prairie Island Indian Community in the State of Minnesota
- Pueblo of Acoma, New Mexico
- Pueblo of Cochiti, New Mexico
- Pueblo of Isleta, New Mexico
- Pueblo of Jemez, New Mexico
- Pueblo of Laguna, New Mexico
- Pueblo of Nambe, New Mexico
- Pueblo of Picuris, New Mexico
- Pueblo of Pojoaque, New Mexico
- Pueblo of San Felipe, New Mexico
- Pueblo of San Ildefonso, New Mexico
- Pueblo of Sandia, New Mexico
- Pueblo of Santa Ana, New Mexico
- Pueblo of Santa Clara, New Mexico
- Pueblo of Taos, New Mexico
- Pueblo of Tesuque, New Mexico
- Pueblo of Zia, New Mexico
- Puyallup Tribe of the Puyallup Reservation
- Pyramid Lake Paiute Tribe of the Pyramid Lake Reservation, Nevada
- Quartz Valley Indian Community of the Quartz Valley Reservation of California
- Quechan Tribe of the Fort Yuma Indian Reservation, California & Arizona
- Quileute Tribe of the Quileute Reservation
- Quinalt Indian Nation (previously listed as the Quinalt Tribe of the Quinalt Reservation, Washington)
- Ramona Band of Cahuilla, California (previously listed as the Ramona Band or Village of Cahuilla Mission Indians of California)
- Red Cliff Band of Lake Superior Chippewa Indians of Wisconsin
- Red Lake Band of Chippewa Indians, Minnesota
- Redding Rancheria, California
- Redwood Valley or Little River Band of Pomo Indians of the Redwood Valley Rancheria California (previously listed as the Redwood Valley Rancheria of Pomo Indians of California)
- Reno-Sparks Indian Colony, Nevada
- Resighini Rancheria, California
- Rincon Band of Luiseno Mission Indians of the Rincon Reservation, California
- Robinson Rancheria (previously listed as the Robinson Rancheria Band of Pomo Indians, California and the Robinson Rancheria of Pomo Indians of California)
- Rosebud Sioux Tribe of the Rosebud Indian Reservation, South Dakota
- Round Valley Indian Tribes, Round Valley Reservation, California (previously listed as the Round Valley Indian Tribes of the Round Valley Reservation, California)
- Sac & Fox Nation of Missouri in Kansas and Nebraska
- Sac & Fox Nation, Oklahoma
- Sac & Fox Tribe of the Mississippi in Iowa
- Saginaw Chippewa Indian Tribe of Michigan
- Saint Regis Mohawk Tribe (previously listed as the St. Regis Band of Mohawk Indians of New York)
- Salt River Pima-Maricopa Indian Community of the Salt River Reservation, Arizona
- Samish Indian Nation (previously listed as the Samish Indian Tribe, Washington)
- San Carlos Apache Tribe of the San Carlos Reservation, Arizona
- San Juan Southern Paiute Tribe of Arizona
- San Manuel Band of Mission Indians, California (previously listed as the San Manuel Band of Serrano Mission Indians of the San Manuel Reservation)
- San Pasqual Band of Diegueno Mission Indians of California
- Santa Rosa Band of Cahuilla Indians, California (previously listed as the Santa Rosa Band of Cahuilla Mission Indians of the Santa Rosa Reservation)
- Santa Rosa Indian Community of the Santa Rosa Rancheria, California
- Santa Ynez Band of Chumash Mission Indians of the Santa Ynez Reservation, California
- Santee Sioux Nation, Nebraska
- Sauk-Suiattle Indian Tribe
- Sault Ste. Marie Tribe of Chippewa Indians, Michigan
- Scotts Valley Band of Pomo Indians of California

- Seminole Tribe of Florida (previously listed as the Seminole Tribe of Florida (Dania, Big Cypress, Brighton, Hollywood & Tampa Reservations))
- Seneca Nation of Indians (previously listed as the Seneca Nation of New York)
- Seneca-Cayuga Nation (previously listed as the Seneca-Cayuga Tribe of Oklahoma)
- Shakopee Mdewakanton Sioux Community of Minnesota
- Shawnee Tribe
- Sherwood Valley Rancheria of Pomo Indians of California
- Shingle Springs Band of Miwok Indians, Shingle Springs Rancheria (Verona Tract), California Shinnecock Indian Nation Shoalwater Bay Indian Tribe of the Shoalwater Bay Indian Reservation (previously listed as the Shoalwater Bay Tribe of the Shoalwater Bay Indian Reservation, Washington)
- Shoshone Tribe of the Wind River Reservation, Wyoming
- Shoshone-Bannock Tribes of the Fort Hall Reservation
- Shoshone-Paiute Tribes of the Duck Valley Reservation, Nevada
- Sisseton-Wahpeton Oyate of the Lake Traverse Reservation, South Dakota
- Skokomish Indian Tribe (previously listed as the Skokomish Indian Tribe of the Skokomish Reservation, Washington)
- Skull Valley Band of Goshute Indians of Utah
- Smith River Rancheria, California
- Snoqualmie Indian Tribe (previously listed as the Snoqualmie Tribe, Washington)
- Soboba Band of Luiseno Indians, California
- Sokaogon Chippewa Community, Wisconsin
- Southern Ute Indian Tribe of the Southern Ute Reservation, Colorado
- Spirit Lake Tribe, North Dakota
- Spokane Tribe of the Spokane Reservation
- Squaxin Island Tribe of the Squaxin Island Reservation
- St. Croix Chippewa Indians of Wisconsin
- Standing Rock Sioux Tribe of North & South Dakota
- Stillaguamish Tribe of Indians of Washington (previously listed as the Stillaguamish Tribe of Washington)
- Stockbridge Munsee Community, Wisconsin
- Summit Lake Paiute Tribe of Nevada
- Suquamish Indian Tribe of the Port Madison Reservation
- Susanville Indian Rancheria, California
- Swinomish Indian Tribal Community (previously listed as the Swinomish Indians of the Swinomish Reservation of Washington)
- Sycuan Band of the Kumeyaay Nation
- Table Mountain Rancheria of California
- Tejon Indian Tribe
- Te-Moak Tribe of Western Shoshone Indians of Nevada (Four constituent bands: Battle Mountain Band; Elko Band; South Fork Band and Wells Band)
- The Chickasaw Nation
- The Choctaw Nation of Oklahoma
- The Modoc Tribe of Oklahoma
- The Muscogee (Creek) Nation
- The Osage Nation (previously listed as the Osage Tribe)
- The Quapaw Tribe of Indians
- The Seminole Nation of Oklahoma
- Thlopthlocco Tribal Town
- Three Affiliated Tribes of the Fort Berthold Reservation, North Dakota
- Tohono O'odham Nation of Arizona
- Tonawanda Band of Seneca (previously listed as the Tonawanda Band of Seneca Indians of New York)
- Tonkawa Tribe of Indians of Oklahoma
- Tonto Apache Tribe of Arizona
- Torres Martinez Desert Cahuilla Indians, California (previously listed as the Torres-Martinez Band of Cahuilla Mission Indians of California)
- Tulalip Tribes of Washington (previously listed as the Tulalip Tribes of the Tulalip Reservation, Washington)
- Tule River Indian Tribe of the Tule River Reservation, California
- Tunica-Biloxi Indian Tribe
- Tuolumne Band of Me-Wuk Indians of the Tuolumne Rancheria of California
- Turtle Mountain Band of Chippewa Indians of North Dakota
- Tuscarora Nation
- Twenty-Nine Palms Band of Mission Indians of California
- United Auburn Indian Community of the Auburn Rancheria of California
- United Keetoowah Band of Cherokee Indians in Oklahoma
- Upper Sioux Community, Minnesota
- Upper Skagit Indian Tribe
- Ute Indian Tribe of the Uintah & Ouray Reservation, Utah
- Ute Mountain Tribe of the Ute Mountain Reservation, Colorado, New Mexico & Utah
- Utu Utu Gwaitu Paiute Tribe of the Benton Paiute Reservation, California
- Walker River Paiute Tribe of the Walker River Reservation, Nevada
- Wampanoag Tribe of Gay Head (Aquinnah)
- Washoe Tribe of Nevada & California (Carson Colony, Dresslerville Colony, Woodfords Community, Stewart Community, & Washoe Ranches)
- White Mountain Apache Tribe of the Fort Apache Reservation, Arizona
- Wichita and Affiliated Tribes (Wichita, Keechi, Waco & Tawakonie), Oklahoma
- Wilton Rancheria, California
- Winnebago Tribe of Nebraska
- Winnemucca Indian Colony of Nevada
- Wiyot Tribe, California (previously listed as the Table Bluff Reservation—Wiyot Tribe)
- Wyandotte Nation
- Yankton Sioux Tribe of South Dakota
- Yavapai-Apache Nation of the Camp Verde Indian Reservation, Arizona
- Yavapai-Prescott Indian Tribe (previously listed as the Yavapai-Prescott Tribe of the Yavapai Reservation, Arizona)
- Yerington Paiute Tribe of the Yerington Colony & Campbell Ranch, Nevada
- Yocha Dehe Wintun Nation, California (previously listed as the Rumsey Indian Rancheria of Wintun Indians of California)
- Yomba Shoshone Tribe of the Yomba Reservation, Nevada
- Ysleta del Sur Pueblo (previously listed as the Ysleta Del Sur Pueblo of Texas)
- Yurok Tribe of the Yurok Reservation, California
- Zuni Tribe of the Zuni Reservation, New Mexico

NATIVE ENTITIES WITHIN THE STATE OF ALASKA RECOGNIZED AND ELIGIBLE TO RECEIVE SERVICES FROM THE UNITED STATES BUREAU OF INDIAN AFFAIRS

- Agdaagux Tribe of King Cove
- Akiachak Native Community
- Akiak Native Community
- Alatna Village
- Algaaciq Native Village (St. Mary's)
- Allakaket Village
- Angeon Community Association
- Anvik Village
- Arctic Village (See Native Village of Venetie Tribal Government)
- Asa'carsarmiut Tribe
- Atkasuk Village (Atkasook)
- Beaver Village
- Birch Creek Tribe
- Central Council of the Tlingit & Haida Indian Tribes
- Chalkyitsik Village
- Cheesh-Na Tribe (previously listed as the Native Village of Chistochina)
- Chevak Native Village
- Chickaloon Native Village
- Chignik Bay Tribal Council (previously listed as the Native Village of Chignik)
- Chignik Lake Village
- Chilkat Indian Village (Klukwan)
- Chilkoot Indian Association (Haines)
- Chinik Eskimo Community (Golovin)
- Chuloonawick Native Village
- Circle Native Community
- Craig Tribal Association (previously listed as the Craig Community Association)
- Curyung Tribal Council
- Douglas Indian Association

Egegik Village
 Eklutna Native Village
 Emmonak Village
 Evansville Village (aka Bettles Field)
 Galena Village (aka Loudon Village)
 Gulkana Village
 Healy Lake Village
 Holy Cross Village
 Hoonah Indian Association
 Hughes Village
 Huslia Village
 Hydaburg Cooperative Association
 Igiugig Village
 Inupiat Community of the Arctic Slope
 Iqurmiut Traditional Council
 Ivanoff Bay Village
 Kaguyak Village
 Kaktovik Village (aka Barter Island)
 Kasigluk Traditional Elders Council
 Kenaitze Indian Tribe
 Ketchikan Indian Corporation
 King Island Native Community
 King Salmon Tribe
 Klawock Cooperative Association
 Knik Tribe Kokhanok
 Village Koyukuk Native
 Village Levelock Village
 Lime Village
 Manley Hot Springs Village
 Manokotak Village
 McGrath
 Native Village
 Mentasta
 Traditional Council
 Metlakatla Indian Community, Annette
 Island Reserve
 Naknek
 Native Village
 Native Village of Afognak
 Native Village of Akhiok
 Native Village of Akutan
 Native Village of Aleknagik
 Native Village of Ambler
 Native Village of Atka
 Native Village of Barrow
 Inupiat
 Traditional Government
 Native Village of Belkofski
 Native Village of Brevig
 Mission
 Native Village of Buckland
 Native Village of Cantwell
 Native Village of Chenega (aka Chanega)
 Native Village of Chignik Lagoon
 Native Village of Chitina
 Native Village of Chuathbaluk (Russian
 Mission, Kuskokwim)
 Native Village of Council
 Native Village of Deering
 Native Village of Diomedea (aka Inalik)
 Native Village of Eagle
 Native Village of Eek
 Native Village of Ekuk
 Native Village of Ekwok (previously
 listed as Ekwok Village)
 Native Village of Elim
 Native Village of Eyak (Cordova)
 Native Village of False Pass
 Native Village of Fort Yukon
 Native Village of Gakona
 Native Village of Gambell
 Native Village of Georgetown
 Native Village of Goodnews Bay
 Native Village of Hamilton
 Native Village of Hooper Bay
 Native Village of Kanatak
 Native Village of Karluk
 Native Village of Kiana
 Native Village of Kipnuk
 Native Village of Kivalina
 Native Village of Kluti Kaah (aka Copper
 Center)
 Native Village of Kobuk
 Native Village of Kongiganak
 Native Village of Kotzebue
 Native Village of Koyuk
 Native Village of Kwigillingok
 Native Village of Kwinhagak (aka
 Quinhagak)
 Native Village of Larsen Bay
 Native Village of Marshall (aka Fortuna
 Ledge)
 Native Village of Mary's Igloo
 Native Village of Mekoryuk
 Native Village of Minto
 Native Village of Nanwalek (aka English
 Bay)
 Native Village of Napaimute
 Native Village of Napakiak
 Native Village of Napaskiak
 Native Village of Nelson Lagoon
 Native Village of Nightmute
 Native Village of Nikolski
 Native Village of Noatak
 Native Village of Nuiqsut (aka Nooiksut)
 Native Village of Nunam Iqua
 (previously listed as the Native
 Village of Sheldon's Point)
 Native Village of Nunapitchuk
 Native Village of Old Harbor (previously
 listed as Village of Old Harbor)
 Native Village of Ouzinkie
 Native Village of Paimiut
 Native Village of Perryville
 Native Village of Pilot Point
 Native Village of Pitka's Point
 Native Village of Point Hope
 Native Village of Point Lay
 Native Village of Port Graham
 Native Village of Port Heiden
 Native Village of Port Lions
 Native Village of Ruby
 Native Village of Saint Michael
 Native Village of Savoonga
 Native Village of Scammon Bay
 Native Village of Selawik
 Native Village of Shaktoolik
 Native Village of Shishmaref
 Native Village of Shungnak
 Native Village of Stevens
 Native Village of Tanacross
 Native Village of Tanana
 Native Village of Tatitlek
 Native Village of Tazlina
 Native Village of Teller
 Native Village of Tetlin
 Native Village of Tuntutuliak
 Native Village of Tununak
 Native Village of Tyonek
 Native Village of Unalakleet
 Native Village of Unga
 Native Village of Venetie Tribal
 Government (Arctic Village and
 Village of Venetie)
 Native Village of Wales
 Native Village of White Mountain
 Nenana Native Association
 New Koliganek Village Council
 New Stuyahok Village
 Newhalen Village
 Newtok Village
 Nikolai Village
 Niinilchik Village
 Nome Eskimo Community
 Nondalton Village
 Noorvik Native Community
 Northway Village
 Nulato Village
 Nunakauyarmiut Tribe
 Organized Village of Grayling (aka
 Holikachuk)
 Organized Village of Kake
 Organized Village of Kasaan
 Organized Village of Kwethluk
 Organized Village of Saxman
 Orutsararmiut Traditional Native
 Council (previously listed as
 Orutsararmiut Native Village (aka
 Bethel))
 Oscarville Traditional Village
 Pauloff Harbor Village
 Pedro Bay Village
 Petersburg Indian Association
 Pilot Station Traditional Village
 Platinum Traditional Village
 Portage Creek Village (aka Ohgksenakale)
 Pribilof Islands Aleut Communities of
 St. Paul & St. George Islands
 Qagan Tayagungin Tribe of Sand Point
 Village
 Qawalangin Tribe of Unalaska
 Rampart Village
 Saint George Island (See Pribilof Islands
 Aleut Communities of St. Paul & St.
 George Islands)
 Saint Paul Island (See Pribilof Islands
 Aleut Communities of St. Paul & St.
 George Islands)
 Seldovia Village Tribe
 Shageluk Native Village
 Sitka Tribe of Alaska
 Skagway Village
 South Naknek Village
 Stebbins Community Association
 Sun'aq Tribe of Kodiak (previously
 listed as the Shoonaq' Tribe of
 Kodiak)
 Takotna Village
 Tangirnaq Native Village (formerly
 Lesnoi Village (aka Woody Island))
 Telida Village
 Traditional Village of Togiak
 Tuluksak Native Community
 Twin Hills Village
 Ugashik Village
 Umkumiut Native Village (previously
 listed as Umkumiute Native Village)
 Village of Alakanuk
 Village of Anaktuvuk Pass
 Village of Aniak
 Village of Atmautluak
 Village of Bill Moore's Slough
 Village of Chefornak

Village of Clarks Point
 Village of Crooked Creek
 Village of Dot Lake
 Village of Iliamna
 Village of Kalskag
 Village of Kaltag
 Village of Kotlik
 Village of Lower Kalskag
 Village of Ohogamiut
 Village of Old Harbor
 Village of Red Devil
 Village of Salamatoff
 Village of Sleetmute
 Village of Solomon
 Village of Stony River
 Village of Venetie (See Native Village of Venetie Tribal Government)
 Village of Wainwright
 Wrangell Cooperative Association
 Yakutat Tlingit Tribe
 Yupit of Andreafski

[FR Doc. 2015-00509 Filed 1-13-15; 8:45 am]

BILLING CODE 4310-4J-P

DEPARTMENT OF THE INTERIOR

Bureau of Land Management

[LLCA930; CACA 032220]

Notice of Application for Withdrawal Extension and Opportunity for Public Meeting, California

AGENCY: Bureau of Land Management, Interior.

ACTION: Notice.

SUMMARY: The United States Forest Service (USFS) has filed an application with the Bureau of Land Management (BLM) requesting that the Secretary of the Interior extend the duration of the withdrawal created by Public Land Order (PLO) No. 7179 for an additional 20-year term. PLO No. 7179 withdrew 45 acres of National Forest System land from location and entry under the United States mining laws, but not from leasing under the mineral leasing laws, to protect the seismic integrity of the University of California—Berkeley Seismic Observatory located in Siskiyou County, California. The withdrawal created by PLO No. 7179 will expire on January 24, 2016, unless extended. This notice provides an opportunity to comment on the withdrawal extension application and to request a public meeting.

DATES: Comments and requests for a public meeting must be received by April 14, 2015.

ADDRESSES: Comments and requests for a public meeting must be sent to the California State Director, Bureau of Land Management, 2800 Cottage Way, W-1928, Sacramento, CA 95814.

FOR FURTHER INFORMATION CONTACT:

Elizabeth Easley, BLM California State Office, 916-978-4673 or David Betz, Klamath National Forest Headquarters, 530-842-6131, during regular business hours: 8:00 a.m. to 4:30 p.m., Monday through Friday, except holidays. Persons who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 to contact the above individual. The FIRS is available 24 hours a day, 7 days a week, to leave a message or question with the above individual. You will receive a reply during normal business hours.

SUPPLEMENTARY INFORMATION: The USFS has filed an application requesting that the Secretary of the Interior extend PLO No. 7179 (61 FR 2137, January 25, 1996), which withdrew 45 acres of land in the Klamath National Forest, Siskiyou County, California, from location and entry under the United States mining laws (30 U.S.C. Ch. 2), but not from leasing under the mineral leasing laws, for an additional 20-year term, subject to valid existing rights. PLO No. 7179 is incorporated herein by reference.

The purpose of the withdrawal is to protect the seismic integrity of a University of California—Berkeley Seismic Observatory.

The use of a right-of-way, interagency agreement, or cooperative agreement would not adequately constrain non-discretionary uses and would not provide adequate protection for the improvements located on the lands.

There are no suitable alternative sites with equal or greater benefit to the government.

No water rights are required to fulfill the purpose of the requested withdrawal extension.

Records relating to the application may be examined by contacting the BLM-California State Office, Public Room at the above address.

For a period until April 14, 2015, all persons who wish to submit comments, suggestions, or objections in connection with the proposed withdrawal extension may present their views in writing to the BLM California State Office at the address listed above. Before including your address, phone number, email address, or other personal identifying information in your comment, you should be aware that your entire comment—including your personal identifying information—may be made publicly available at any time. If you are submitting comments as an individual you may request confidentiality by asking us in your comment to withhold your personal identifying information

from public review; however, we cannot guarantee that we will be able to do so.

Notice is also hereby given that the opportunity for a public meeting is afforded in connection with the withdrawal extension application. All interested parties who desire a public meeting on the withdrawal extension application must submit a written request to BLM California State Office at the address listed above by April 14, 2015. If it is determined that a public meeting will be held, a notice will be published to announce the time and place in the **Federal Register** and a local newspaper at least 30 days before the scheduled date of the meeting.

This withdrawal extension proposal will be processed in accordance with the applicable regulations set forth in 43 CFR 2310.4.

Authority: 43 CFR 2310.3-1.

Sandra McGinnis,

Acting Associate Deputy State Director, Natural Resources.

[FR Doc. 2015-00420 Filed 1-13-15; 8:45 am]

BILLING CODE 4310-40-P

DEPARTMENT OF THE INTERIOR

Bureau of Land Management

[LLNVL01000.L14300000.EU0000
 LXSS122F0000 241A; N-87866; 12-08807;
 MO#4500066682;TAS: 14X5232]

Notice of Realty Action: Competitive Sale of Public Lands (N-87866) in White Pine County, NV

AGENCY: Bureau of Land Management, Interior.

ACTION: Notice.

SUMMARY: The Bureau of Land Management (BLM) proposes to offer by competitive sale, a 38.02-acre parcel of public land in White Pine County, NV, at no less than the appraised fair market value (FMV) of \$135,000. The sale will be subject to the applicable provisions of the Federal Land Policy and Management Act of 1976 (FLPMA), as amended, and applicable BLM land sale regulations.

DATES: Interested parties may submit written comments to the BLM at the address below. The BLM must receive your comments on or before March 2, 2015. The oral auction will be held on April 1, 2015, at 10:00 a.m., Pacific Standard Time at the Ely District Office, 702 North Industrial Way, Ely, NV 89301.

ADDRESSES: Send written comments concerning the proposed sale to the BLM Ely District Office, HC 33 Box

EDUCATION DEPARTMENT
UNITED STATES DEPARTMENT OF EDUCATION
NATIVE YOUTH COMMUNITY PROGRAM
\$2,306,692.00

CDA RESOLUTION 48 (2016)

WHEREAS, the Coeur d'Alene Tribal Council has been empowered to act for and on behalf of the Coeur d'Alene Tribe pursuant to the revised Constitution and Bylaws, adopted by the Coeur d'Alene Tribe by referendum November 10, 1984, and approved by the Secretary of the Interior, Bureau of Indian Affairs, December 21, 1984; and

WHEREAS, the Coeur d'Alene Tribal Council has a responsibility for the Health, Welfare, and Economic Development of the Tribe and its members; and

WHEREAS, the Coeur d'Alene Tribe Department of Education's proposal has as its goal to create a successful school, college and career program for middle school students in partnership with the Coeur d'Alene Tribal School, Plummer/Worley School District, families, Tribal leaders, Tribal program staff, community members, and local colleges and universities through three objectives:

- 1) In partnership with Coeur d'Alene Tribal School, Plummer/Worley School District, Tribal Collaboration Committee, families, Tribal program staff, community members, families, and local colleges and universities create and implement an in-school and afterschool program to increase school, college, and career success; and
- 2) In collaboration with Coeur d'Alene Tribe Benewah Medical/Wellness Center (BMWC), Social Services, and other Tribal programs, Coeur d'Alene Tribal School, Plummer/Worley School District, and community partners, develop a culturallycentered and holistic wellness program that encompasses social-emotional, physical, nutrition to prepare youth for school success, college, and career; and
- 3) In collaboration with the Coeur d'Alene Tribal Collaboration Committee, Tribal School, Plummer Worley School District, NACTEP, Adult Basic Education, Higher Education and other Tribal and Community partners, design a plan to increase school and community engagement and safety to increase youth and family protective factors; and

WHEREAS, the United States Department of Education has funding available for Demonstration Grants for Indian Children; and

NOW, THEREFORE, BE IT RESOLVED, That the Coeur d'Alene Tribal Council hereby approves the Department of Education's request to apply for the attached 2016 Native Youth Community Program from the United States Department of Education for \$576,673 each year for a total \$2,306,692 for four years; and

BE IT FURTHER RESOLVED, That the Coeur d'Alene Tribal Chairman or his designee is authorized to sign all necessary documents related to this request on behalf of the Coeur d'Alene Tribe.

PAGE TWO

EDUCATION DEPARTMENT

UNITED STATES DEPARTMENT OF EDUCATION

NATIVE YOUTH COMMUNITY PROGRAM

\$2,306,692.00

CDA RESOLUTION 48 (2016)

CERTIFICATION

The foregoing resolution was adopted at a meeting of the Coeur d'Alene Tribal Council held at the Tribal Administrative Building, 850 A Street, Plummer, Idaho, on March 10, 2016, with the required quorum present by a vote of 5 FOR 0 AGAINST () ABSTAIN 1 OUT

(b)(6)

CHIEF J. ALLAN, CHAIRMAN DONAL E. SCZENSKI, SECRETARY COEUR D'ALENE TRIBAL COUNCIL COEUR D'ALENE TRIBAL COUNCIL

Addressing the Preference Priorities

Absolute Priority:

The proposed Coeur d'Alene Tribe Indian Education Discretionary Grant for Indian Children will focus on students in 5-8 grades in two schools on the Coeur d'Alene Reservation in northern Idaho, the Coeur d'Alene Tribal School, a K-8 Bureau of Indian Education-funded school and the Plummer/Worley School District, a K-12 public school. The emphasis on grades 5-8 is the result of a 20-month comprehensive needs assessment and analysis conducted by the Coeur d'Alene Tribe from May 2014 through December 2015 and data received from the two proposed schools. A majority of students attending both schools are members of the Coeur d'Alene Tribe or other federal recognized tribes. The goal of the project centers on the preparation of middle school students for college and careers. The Native Youth Community Grant (NYCP) program will offer a holistic college and career readiness program using culturally relevant research-based and community-based strategies with measureable objectives. Implementation of the program is a partnership among Tribal programs, families, and community partners, supported by local policies, existing programs, practices, service providers, and funding sources.

Competitive Preference Priority One

The Coeur d'Alene Tribal School in DeSmet and the Plummer/Worley School District in Plummer, Idaho meet the Small Rural School Achievement (SRSA) or Rural and Low-Income (RLIS) criteria of the SRSA program for fiscal year 2015 as defined by the U.S. Department of Education is that the total number of students in average daily attendance (ADA) at both schools is fewer than 600. In addition, Plummer/Worley School District is located in the town of Plummer, Idaho that has a US Census Bureau locale code of 42.

Competitive Preference Priority Two

The NYCP application is submitted by the Coeur d' Alene Tribe of Idaho, a federally recognized Indian Tribe, as described 34 CFR 75,105 (c) (2) (i). The Tribe was established via Executive Order on November 8, 1873. As such, the Tribe meets the second criteria as an eligible application.

Competitive Preference Priority Three

The Coeur d' Alene Tribe of Idaho received a State Tribal Education Partnership Grant (STEP) in the fall of 2015, PR/Award Number S415A150001.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

Coeur d'Alene Tribe Department of Education
Native Youth Community Project (NYCP)

Agreement Between the Coeur d'Alene Tribe Department of Education (TEA), the Coeur d'Alene Tribal School (TS), a BIE-funded Tribally Controlled School, and Plummer-Worley School District, a Local Educational Agency (LEA)

The Coeur d'Alene Tribe is a federally-recognized Tribe, with a reservation located in north Idaho. Tribal Administration has within its organization, the Department of Education, which is an established Tribal Education Agency (TEA). American Indian/Alaska Native (AI/AN) children attend public schools on the Coeur d'Alene reservation and a Bureau of Indian Education (BIE) Coeur d'Alene Tribal School.

The proposal to be submitted by the Coeur d'Alene Tribe Department of Education to the U.S. Department of Education (U.S. DOE) grant (CFDA number 84.299A) for the Demonstration Grants for Indian Children Program Native Youth Community Projects (NYCP). The Coeur d'Alene Tribal School and Plummer-Worley School District #44, the two school sites located on the Coeur d'Alene Reservation, will collaborate on the NYCP project.

These schools were selected because of the size of their Native American student populations and their location within the Coeur d'Alene Tribe Reservation. The overarching goal of the NYCP project is: ***to create a successful school, college and career program for middle school students in partnership with the Coeur d'Alene Tribal School, Plummer/Worley School District, families, Tribal Leaders, Tribal program staff, community members, and local colleges and universities.*** This goal will be achieved through the following objectives:

1. In partnership with Coeur d'Alene Tribal School, Plummer/Worley School District, Tribal Collaboration Committee, families, Tribal program staff, community members, families, and local colleges and universities create and implement an in-school and afterschool program to increase school, college, and career success.
2. In collaboration with Coeur d'Alene Tribe Benewah Medical/Wellness Center (BMWC), Social Services, and other Tribal programs, Coeur d'Alene Tribal School, Plummer/Worley School District, and community partners develop a culturally centered and holistic wellness program that encompasses social-emotional, physical, nutrition to prepare youth for school success, college, and career.
3. In collaboration with the Coeur d'Alene Tribal Collaboration Committee, Tribal School, Plummer Worley School District, NACTEP, Adult Basic Education, Higher Education and other Tribal and Community partners design a plan to increase school and community engagement and safety to increase youth and family protective factors.

The Coeur d'Alene Tribe Department of Education, Coeur d'Alene Tribal School and

Plummer-Worley School District (LEA) acknowledge that access by the TEA to data on students with signed waivers is important to determine whether the TEA has made substantial progress in achieving the objectives and overarching goal and of the project. In addition, Plummer-Worley School District and Tribal School agree to provide classroom space and scheduling for NYCP activities.

(b)(6)

3/9/14

Tribal Education Agency Representative, Title

Date

(b)(6)

3/9/2014

Coeur d'Alene Tribal School Representative, Title

Date

(b)(6)

3/9/14

Plummer-Worley School District, Title

Date

Christine M. Meyer, Ph.D.

Director, Department of Education

(b)(6)



Qualifications Profile

Education

Doctor of Philosophy in Education, (1989)

University of Idaho, Moscow, Idaho

Masters of Education in Special Education, (1980)

University of Idaho, Moscow, Idaho

Bachelor of Arts, Major: Child Development, Minor: Reading, (1975)

Eastern Washington University, Cheney, WA

Products

Meyer, Christine, Laumatia, Laura. (2010). Developing a Community-Led Education Pipeline. *Journal of Community Engagement and Scholarship*. 3(2), 84-85.

Synergistic Activities

Back to the Earth, NSF STEM/Tribal Culture Education, Member of Evaluation Team
Coeur d'Alene Tribe *Strengthening the Spirit*, STEM Education Program, Director
Coeur d'Alene Early Childhood Learning Center, Director
Idaho State Board of Indian Education Committee, Vice Chairperson

Collaborators & Other Affiliations

Advisory Committee for five universities and colleges with which Coeur d'Alene Tribe has MOUs:

- North Idaho College, Coeur d'Alene, Idaho
- University of Idaho, Moscow, Idaho
- Lewis-Clark State College, Lewiston, Idaho
- Washington State University, Pullman, Washington
- State Board for Early Head Start and Head Start, Director
- Inland Northwest Community Foundation, Committee, Member
- North Idaho Partnership Committee, Member
- North Idaho College Foundation, Member of Board of Directors
- Professional Non-Profit Leadership Council Advisory Council, Member
- Washington State University, Spokane, Washington

Experience Highlights

2006-Present

Coeur d'Alene Tribe Department of Education, Plummer, Idaho

Director of Education

Networking with Colleges, Businesses, and governmental organizations to improve and increase educational opportunities to our tribal members and the communities on the Coeur d'Alene

Reservation. Grant writing to increase funds for workforce development and training programs that will benefit the local community and economy. Participate in State and Local Education Committees to ensure that Idaho's Native American students have a voice in education. Work closely with Colleges and Universities in the Region to ensure that our students and community have improved access to education and training. As director I supervise 13 different grant and tribally funded programs including Tribal Youth Enhancement, Tribal Adult Vocational Training, Tribal Scholarship, Tribal Institute Building Fund, Adult Education, Employee Assistance Program, Higher Education, Johnson O'Malley, Native American Career and Technical Education Program, Indian Demonstration Grant, State and Tribal Education Program, Work Investment Act, and Work Investment Act Youth Program.

2003-2006

Coeur d'Alene Tribal School, DeSmet, Idaho

Elementary Principal

Worked in a school with 85 Native American Students. Responsible for managing evaluating and supervising a staff of 30 employees.

1999-2003

Plummer/Worley Joint School District, Plummer, ID

Reading Specialist

Responsible for assessment, teaching and designing reading and learning standards. Designing and implementing reading programs for high-risk populations. Reading assessment development for grades K-S. Training personnel to assess and monitor growth in reading. Implementing reading intervention plans for high-risk students.

1997- 1999

Paschal Sherman Indian School, Omak, Washington

Special Program Administrator

Responsible for Special Education, Gifted and Talented, Bilingual, and Student & Counseling Services...Supervise 13 professional staff and two paraprofessionals...Work with 180 + preschool through 8th grade Native American students from different tribes.

1994 - 1997

Pierre Indian Learning Center, Pierre, South Dakota

Principal: 1996-1997

Worked in a school with 253 K-8 Native American alternative school students from 15 tribes throughout a three-state area... worked with 55% special education, LD, ED, ADD, ADHD, communication disordered, hearing impaired, and health impaired students... Directed inclusion model and resource room model classrooms...Promoted portfolio assessment... Developed full participation special education teaming process...Created safe learning environment for students... Proposed and implemented academic budget... Instructed teachers classroom management inclusion plan...Organized Literacy Committee

- Designed special reading program for LD students resulting in 2-3 grade levels of average growth per student
- Implemented comprehensive testing of all students resulting in more effective individualized program development for each student
- Streamlined individual Student Education program funding process
- Improved school's image in the community, state and nation
- Responsible for the design, building and installation of new computer lab with 100 computers

1994 - 1997 continued

Teacher Supervisor: 1994-1996

Supervised and evaluated staff, students, and the student teachers...Worked with universities to recruit student teachers...Scheduled in-serviced training and workshops...Trained teachers to write and implement thematic units...Developed and implemented curriculum and academic assessment program...Wrote grants including Title VII and Title IX...Worked with outside consultants, specialists, and therapists....

- Initiated and implemented first annual Young Authors conference
- Increased number of books in the library by 1,500 volumes
- Wrote two large Federal Grants that were funded

1984 – 1996

WHITWORTH COLLEGE – School of Education, Spokane, Washington

Associate Professor

Taught undergraduate and graduate level courses including Assessment and Diagnosis, Exceptional Learners and Mainstreaming, Introduction to Special Education, Introduction to Multicultural Education...Instructed students in lesson planning utilizing integrated curriculum and thematic units...Promoted portfolio assessment... Designed and wrote course descriptions... Worked with colleagues to develop three multicultural courses...Established and placed over 100 students in multicultural settings throughout the world...Served on faculty and search committees...Supervised 8 – 10 student teachers each semester in school settings...Coordinated with principals and superintendents to place student teachers in post conferences, mid-term and final conferences...Wrote letters of recommendation for student teachers and students...Advised 20 freshman students in special advising program...Advised numerous undergraduate students each semester...

- Wrote two grants, in conjunction with college grant writer, to link Whitworth College and the Coeur d'Alene Tribal School
- Taught and consulted on Coeur d'Alene Reservation for 10 Years
- Won award for design and implementation of multicultural program courses.

1975 – 1984

COEUR D'ALENE TRIBAL SCHOOL, DeSmet, Idaho

Chapter I Coordinator/Elementary School/Chapter I Summer Outdoor Teacher & Director/Career Awareness Program Director

Supervised teachers and paraprofessionals in Chapter I program...Promoted parent involvement...taught students in grades 1- 8 Chapter I remedial Math for five years and first grade for three years...Designed and implemented outdoor education program for children in grades 1 - 8...planned, organized, and implemented career awareness workshop for high school students.

- CURRICULUM VITAE -

Elva G. Allan

(b)(6)

AREAS OF INTERST

Latino and American Indian Policy
Education – Student Achievement
Community Development and Family Strengthening
Early Childhood Development

EXPERIENCE: **Qualifications Profile** - qualifying personal experience includes:

Project Management:

- Analyzing existing programs, standards, and regulations, including tribal, state and federal codes and design guidelines.
- Developing and implementing new and revised policies
- Bringing people together in cooperative efforts
- Negotiating innovative approaches to controversial issues
- Prioritizing and delegating workloads

Communication/Liaison:

- Writing grants
- Developing strong relations with constituents
- Coordinating with elected officials, boards, community service providers, lobbyists, interest groups, state officials, tribal governments, environmental groups, and developers
- Preparing briefs and talking points
- Coordinating meetings and hearings

Documentation/Records:

- Interpreting and analyzing legislative proposals
- Tracking information pertinent to needs of constituents
- Researching, monitoring, and interpreting progress of issues
- Maintaining detailed records
- Writing technical reports

Administration/Supervision:

- Supervising personnel
- Training and developing employees
- Participating in appropriations and administering budgets
- Providing assistance to members of the U.S. House of Representatives

EDUCATION

September, 1995/June, 1997 EASTERN WASHINGTON UNIVERSITY, Cheney, Washington
Master's in Public Administration
Master's in Urban and Regional Planning

September, 1990/June, 1995 EASTERN WASHINGTON UNIVERSITY, Cheney, Washington
Bachelor of Arts, Government

EXPERIENCE HIGHLIGHTS

CEO/OWNER

Coeur d'Alene, ID

Advanced Management Strategies

July 2011-Present

- Management Consulting for Tribal and educational organizations in maximizing capacity, organizational effectiveness and overall performance.
- Develop and compile strategic plans for departments and programs to assist in mission achievement.
- Assist organizations in identifying funding sources, partners, and resources for strengthening existing and planned projects.
- Research, analysis and development in areas including: service alignment, organizational policies and procedures, grants and opportunities for collaboration.

POLICY ANALYST/PROJECT MANAGER

Coeur d'Alene Tribe (Plummer, Idaho)

Office of Legal Counsel

January 2006 - June 2009

- Successful in generating over \$850,000 and supervising the reconstruction of the Early Childhood Learning Center, resulting in improved safety and efficiency of classrooms, administrative office space, and playground areas
- Coordinated and implemented three voter engagement programs that produced 350 new registered voters and increased voter turnout to 66% of tribal members and employees

LEGISLATIVE OFFICER

Coeur d'Alene Tribe (Plummer, Idaho)

Office of the Chairman

January 2004 – January 2006

- Key advisor to the Chairman, elected members and executive staff on policy issues and community needs
- Responsible for the development and implementation of the 2004 and 2005 strategic legislative agenda that advanced the policy priorities for the Tribe by successfully advocating against introduced legislation and amendments in the areas of transportation and tobacco taxes
- Instrumental in building networks with federal, state, and local leaders and government agencies effecting enhanced partnerships and sharing of resources in the areas of natural resources, education and law enforcement

CONSULTANT, COMMUNITY DEVELOPMENT PLANNER

Coeur d'Alene Tribe (Plummer, Idaho)

January 2002 – September 2003

- Appointed Acting Administrator for Coeur d'Alene Tribal school and successfully developed and implemented operating policies and procedures, staffing and program year plan, bringing the school back into compliance of state performance standards for the 2003 school year
- Provided technical assistance and was subsequently hired as community development planner in working with community members in the creation of the DeSmet Community Improvement Plan that was adopted and funded; strengthened and developed relationships between local and county planning departments and planning commissions to improve consistency in zoning, building, and land use codes

LEGISLATIVE ADVISOR

U.S. House of Representatives (Washington, DC)

Congressional Hispanic Caucus

July 2000-September 2001

- Provided analysis and recommendations on policy and legislation pertaining to business and development, livable communities, health and labor
- Collaborated with congressional staff, government agencies and interest group representatives to set and advance the agenda for the Congressional Hispanic Caucus

PROGRAM DIRECTOR
Coeur d'Alene Tribe (Plummer, ID)

Coeur d'Alene Tribal Head Start Program
March 1999 – July 2000

- Reorganized and restructured the Head Start Program to improve services and bring program into compliance of federal Head Start Performance Standards and other regulations
- Completed and was funded for a 3-Year Head Start Full Grant, Community Needs Assessment, and Quality Improvement Plan
- Administered three budgets totaling \$450,000 and supervised 11 program staff
- Responsible for the acquisition of two classrooms and additional office space to better meet the needs of the Head Start Program, project totaling \$100,000
Coordinated program operations with federal agency staff, Tribal Council, Policy Council, and various other governance/advisory committees.

LEGISLATIVE ASSISTANT
U.S. House of Representatives (Washington, D.C.)

Office of Congressman Ed Pastor (AZ)
January 1998 - November 1998

- Instrumental in working on behalf of Member to secure over \$40 million in funding through the appropriations process for several University of Arizona and Arizona State University projects
- Initiated changes, on behalf of Member, to the Reauthorization of the Head Start Act of 1998 that resulted in increased services to Migrant Head Start participants
- Responsible for making recommendations and briefing Member on pending legislation in the issue areas of: Education, Agriculture, Interior Appropriations, Native American and judicial issues; handled all communication related to issues

HONORS

Association of Hispanic Leaders - Delegate – Embassy of Spain 2001

Outstanding Congressional Staff Award – National Association of Community Health Centers 2001

Congressional Hispanic Caucus Institute Fellow 1997-1998

Eastern Washington University Planning Department Graduate Fellow
1995-1997

SKILLS

Bilingual (English/Spanish)
Proficient in Microsoft Word, Word Perfect, Excel, Publisher

GRANTS/DOCUMENTS

Coordinated Tribal Assistance Solicitation (CTAS), Department of Justice 2016

Coordinated Tribal Assistance Solicitation (CTAS), Department of Justice 2015

PR/Award # S299A160001

Head Start Continuation Grant, Full Application 1998

Head Start Technical Assistance Grant 1998

Coeur d'Alene Tribe Comprehensive Tribal Justice Plan, 2016

Coeur d'Alene Tribe Early Childhood Learning Center Policies and Procedures, 2015

Coeur d'Alene Tribe Early Childhood Learning Center Community Assessment, 2014

Coeur d'Alene Tribe Personnel Policies and Procedures, 2013

Coeur d'Alene Tribe DeSmet Community Improvement Plan, 2003

Coeur d'Alene Tribal School Operations Manual, 2002

Kids Camp Idaho Policies and Procedures 2014

Balance North Idaho By-Laws 2013

CONFERENCES AND/OR PRESENTATIONS

- | | |
|------|---|
| 2015 | IDAHO INDIAN EDUCATION SUMMIT, Boise, Idaho |
| 2015 | AMERICAN INDIGENOUS RESEARCH ASSOCIATION CONFERENCE,
Pablo, Montana |
| 2004 | TRIBAL/LATINO CAUCUS OF IDAHO - EVENT ORGANIZER,
Boise, Idaho |
| 1995 | NATIONAL ASSOCIATION OF CHICANO/CHICANA STUDIES, Spokane,
Washington
Panelist, "Community Study on Latino Representation", Dr. Gilbert Garcia,
PhD; Jerry Garcia PhD Candidate; Elva G. Allan, Student |

PUBLICATIONS

Subject of:
Yvonne Lopez-Morton, "A Migrant's Daughter"
Northwest Woman, Volume 6, Issue 3
June/July, 2006

RESEARCH PROJECTS

"Unfunded Mandates: A Case Study – Waste Water Treatment Facility
Development in Medical Lake, Washington"
Elva G. Allan, Graduate Thesis, Eastern Washington University, 1997

**Memorandum of Understanding
University of Idaho
President's Native American Advisory Council**

THIS MEMORANDUM OF UNDERSTANDING is entered into by and between the UNIVERSITY OF IDAHO ("University") and the Native American tribal governments signatory below (the "Signatory Tribes").

WHEREAS, the University is a land-grant university whose mission encompasses efforts to reach out to deliver quality education to all citizens of the State of Idaho; and

WHEREAS, the University recognizes and affirms for itself established Federal policies under which Native American tribal governments are treated as distinct legal and political entities, with their own powers of self-governance and self-determination; and

WHEREAS, the University is fortunate to be situated geographically throughout Idaho and amidst many rich native cultures; and

WHEREAS, the University and the Signatory Tribes wish to strengthen the relationships between them, and to improve the quality of educational services and opportunities provided to Native American students at the University and enrich the overall learning environment for all students, faculty and staff;

NOW, THEREFORE, the parties agree as follows:

1. The parties hereto affirm the establishment of the President's Native American Advisory Council.
2. The Council shall be comprised of the following members:
 - a. Designees of each signatory tribe; tribal chairperson or his/her designee;
 - b. The President of the University, or his/her designee;
 - c. The Provost of the University, or his/her designee; and
 - d. The Native American Tribal Liaison of the University, as Staff
3. The Council's mission shall be to promote tribal leadership that fosters unity and cooperation among Native American students, Signatory Tribes, and the University of Idaho. The Council advises the President.

In carrying out its mission, the Council shall perform the following functions:

- a. Provide advice and counsel to strengthen the relationship between the University and the Signatory Tribes;
- b. Assist the University in seeking to strengthen the functions and services it is authorized to provide to Native American communities;
- c. Promote a campus climate conducive to cultural competence and meeting the cultural needs of the Native American community at the University;
- d. Assist the University in its efforts to recruit and retain Native American students and faculty; and
- e. Advise the University on teaching, research and outreach efforts to enrich the learning environment for all students

4. The tribal members of the Council recognize and support the Native American Advisory Board ("Board"), a complimentary organization that provides feedback on development of curriculum, recruitment and retention of Native American students, support services and educational programs that serve the needs of area Native American tribes. The membership of the Board shall include tribal educational leaders, and as further set out in the attached Board Structure document, which may be updated from time to time. Any updates to the Board Structure document will be shared with the Council and appended hereto.
5. The Council shall meet at least twice a year, once at a University of Idaho site, and once rotating among the participating tribal sites.
6. Any signatory may invite other representatives of other tribal governments to the Council. Any such new Signatory party must agree to participate fully in the Council's work as outlined.
7. This Council and its membership and functions may be altered or dissolved at any time upon recommendation of the Council to the University's President.
8. This Memorandum sets out terms for mutual cooperation to improve the University's efforts by providing educational services to Native American populations, and to promote better understanding of Native American issues. No portion of this Memorandum shall be construed to imply that any legal obligations exist among any of the signatories.
9. This Memorandum supersedes previous MOUs between the University of Idaho and the signatory tribes regarding the same subject matter.

(b)(6)			
Chief Allan, Chairman Coeur d'Alene Tribe	Date	Jennifer Porter, Chairperson Kootenai Tribe of Idaho	Date

2-4-07

(b)(6)			
Michael Marchand Chairman Confederated Tribes of the Colville Reservation	Date	Samuel Penney, Chairman Nez Perce Tribe	Date

11-15-07

(b)(6)			
Glen Nenema, Chairman Kalispel Tribe	Date	Rick Sherwood, Chairman Spokane Tribe	Date

5-20-08

(b)(6)

Alonzo Coby, Chairman
Shoshone-Bannock Tribes

6.6.08

Date

(b)(6)

Antone Minthorn, Chairman
Confederated Tribes of the
Umatilla Indian Reservation

4/4/08

Date

(b)(6)

Kyle Prior, Chairman
Shoshone-Paiute Tribes

2.04.07

Date

Lavina Washines, Chairperson
Confederated Tribes of the
Yakama Indian Nation

Date

(b)(6)

Timothy P. White, President
University of Idaho

11.09.07

Date

University of Idaho Native American Advisory Board Structure

Mission Statement: The Native American Advisory Board advises the President and Provost through the Vice Provost for Student Affairs, Vice Provost for Academic Affairs, Director of Diversity and Community, and the Native American Tribal Liaison. The Board serves as a resource and advisor on issues affecting Native American students at all University of Idaho locations. The Board function compliments the role and activities of the President's Native American Advisory Council, and may occasionally meet with this Council.

Goals: To recommend and assist in developing strategies specific to Native American populations as they relate to Goal 1, Objective B, Strategy 6 of the University of Idaho Strategic Plan (see attached). For example, the Board will serve in an advisory capacity for the American Indian Studies Program.

Membership: Participating members will be tribal higher education coordinators (10) or their designee, two or more alumni representatives, five student representatives (chairs of Native American student organizations [4], 1 graduate student) and University officials.

Membership is open to any tribe represented by students at the University of Idaho. Tribes currently represented on the board are the Coeur D'Alene Tribe, Confederated Tribes of the Colville Reservation, Confederated Tribes of the Umatilla Indian Reservation, Kalispel Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, Shoshone-Paiute Tribes, Spokane Tribe, and Confederated Tribes of the Yakama Indian Nation.

Current University officials are:

- Vice Provost, Student Affairs
- Vice Provost, Academic Affairs
- Director, Diversity and Community
- Director (Interim), Office of Multicultural Affairs
- Native American Tribal Liaison
- Coordinator, Multicultural Programs
- Director, TRIO Projects
- Director, Upward Bound
- Director, Clearwater Valley Upward Bound
- Director, Silver Valley Upward Bound
- Director, Upward Bound Math Science
- Director, College Assistance Migrant Program (CAMP)
- Director, Native American Student Center
- Faculty, American Indian Studies Program
- Faculty, Nez Perce Environmental Education Project
- Assistant Director, Multicultural Outreach Coordinator

Meetings: The Board will meet at least once during the fall and spring semesters and more often as necessary. Facilitation of meetings will be on an annual rotating basis with a University official and a participating tribal member. Agenda items will be requested at the close of each meeting, and again two weeks in advance of the next meeting.

Decisions and deliberations will be by consensus of the Board. The University will ensure tribal participation by the use of conference calling or may assist with accommodations as resources allow. All meetings will be open to the public.

Working Subcommittees: The Board may from time to time create working committees to develop more in depth information or proposals for the Board's review and comment. These committees report back to the Board and may not take action independent of the Board's advisory role.

NEXTCLASS TO BEGIN MONDAY OCTOBER 20TH

PRESENTED
BY KOOTENAI
COUNTY
JUSTICE
SERVICES



***P.O.W.E.R. & PIZZA**

***PROVIDING OPTIONS
WITH
EFFECTIVE RESPONSES**

***GROUPS FOR ADOLESCENTS WHO HAVE
BEEN IMPACTED BY FAMILY VIOLENCE***

**GROUPS WILL MEET WEEKLY
for 8 weeks FROM 4:30PM TO
6:00PM
AT CHILDRENS VILLAGE
COEUR D'ALENE, IDAHO.**

**THERE IS NO COST FOR
ATTENDING -HOWEVER A
COMMITMENT TO ATTEND ALL
8 WEEKS IS REQUIRED.**

PIZZA & POP WILL BE SERVED.

**FOR MORE INFORMATION
PLEASE CALL DARCI HAUG AT
446-1934 OR SUE
MANLEY LARSEN AT 777-7930
FOR MORE INFORMATION OR
TO SIGN UP.**

WE WOULD LIKE TO INVITE YOUNG PEOPLE, AGES 11 TO 17,

TO AN 8 SESSION GROUP,

WHERE THEY WILL MEET WITH OTHER KIDS WHO HAVE EXPERIENCED

SOME OF THE SAME DYNAMICS IN THEIR FAMILY.

SOME OF THE GOALS OF THE GROUP INCLUDE:

IDENTIFYING ABUSIVE BEHAVIORS & THE EFFECTS OF VIOLENCE ON
OURSELVES & OTHERS

IDENTIFYING AND PRACTICING NON ABUSIVE BEHAVIORS

IDENTIFYING HEALTHY LIFESTYLES AND RELATIONSHIPS

LEARNING ABOUT SELF ESTEEM, SELF WORTH & EMPOWERMENT

MADE POSSIBLE WITH A GRANT FROM
THE IDAHO COUNCIL ON DOMESTIC
VIOLENCE & DONATIONS FROM
CHILDRENS VILLAGE

FACILITATED BY DARCI HAUG &
SUE MANLEY LARSEN, LSW, LPC

POWER GROUP NEEDS SURVEY

PLEASE RATE THE FOLLOWING LIST (1-10) IN ORDER OF YOUR INTEREST IN THE TOPIC -WITH #1 BEING THE TOPIC YOU MOST WANT OR NEED TO LEARN MORE ABOUT:

- BULLYING**
- SCHOOL VIOLENCE**
- DOMESTIC/FAMILY VIOLENCE**
- SIBLING ABUSE**
- DATING VIOLENCE**
- DEALING WITH ANGER & EMOTIONS**
- RESOURCES THAT MAY HELP ME OR MY FAMILY**
- HOW TO COMMUNICATE BETTER**
- CHILD ABUSE**
- SEXUAL ABUSE**

CURRICULUM OUTLINE FOR P.O.W.E.R. GROUPS

1) WEEK ONE-(Session1) INTRO & GROUP DEVELOPMENT

- INTRODUCTIONS-ACTIVITY/ICE BREAKER
- GROUP PURPOSE AND ROLES OF FACILITATORS AND PARTICIPANTS
- CONFIDENTIALITY ISSUES
- REVIEW & SIGN GROUP RULES
- NEEDS SURVEY
- I CAN'S
- SETTING GOALS
- COMMITMENT TO ATTEND FURTHER GROUPS
- CHECK OUT/CLOSURE

2) WEEK TWO (Session 2 & 3) IDENTIFYING ABUSE/VIOLENCE

- CHECK IN/ICE BREAKER
- REVIEW LAST WEEK, REVIEW RULES AND GOALS
- DEFINITIONS OF ABUSE- IDENTIFY VARIOUS FORMS OF ABUSE-HANDOUTs-A1,A2, &A3
- MTV VIDEO
- TALK ABOUT ABUSE BEING A LEARNED BEHAVIOR
- WHO & WHAT TAUGHT ME VIOLENCE-HANDOUT B
- TALK ABOUT ALTERNATIVES TO BEING ABUSIVE
- CHECK OUT

3) WEEK THREE-(Session 4,5, & 6) "ANGER"

- CHECK IN/ICE BREAKER
- REVIEW LAST WEEK, REVIEW RULES, REVIEW GOALS
- BEGIN AWARENESS OF PAYOFFS AND CONSEQUENCES FOR ABUSIVE BEHAVIOR -HANDOUT-C
- DIFFERENTIATE BETWEEN APPROPRIATE AND INAPPROPRIATE EXPRESSIONS OF ANGER
- ALL FEELINGS ARE OKAY -INCREASE ABILITY TO EXPERIENCE AND LABEL EMOTIONS -HELP PARTICIPANTS FEEL COMFORTABLE EXPRESSING FEELINGS IN GROUP
- TALK ABOUT PHYSICAL SIGNS OF GETTING ANGRY
- ANGER ACTIVITIES-TOOTHPASTE ACITIVITY
- TIMEOUTS-HOW TO AVOID USING ABUSIVE BEHAVIOR-HANDOUT D
- POSITIVE AND NEGATIVE SELF TALK-HANDOUT E
- CHECK OUT

4) WEEK FOUR- "FAMILY VIOLENCE"

- CHECK IN /ICE BREAKER
- REVIEW LAST WEEK, REVIEW RULES AND REVIEW GOALS
- INDEPENDENCE DAY VIDEO
- BEGIN AWARENESS OF POTENTIAL EFFECTS OF WITNESSING DOMESTIC ABUSE
- SHARE PERSONAL EXPERIENCES RELATED TO WITNESSING DOMESTIC ABUSE
- CHILD ABUSE VIDEO

- BEGIN UNDERSTANDING THAT THE DOMESTIC ABUSE IS NOT THEIR FAULT
 - CHECK OUT
- 5) WEEK FIVE-(Session 8 & 9) **“COMMUNICATION”**
- CHECK IN/ICE BREAKER
 - REVIEW LAST WEEK, RULES & GOALS
 - BALLOON ACTIVITY
 - DEFINE DIFFERENT STYLES OF COMMUNICATION-HANDOUT H
 - ROLE PLAYS OF DIFFERENT STYLES OF COMMUNICATION
 - HANDOUT-THE COMMUNICATION STYLES IN MY FAMILY-HANDOUT G
 - CHECK OUT
- 6) WEEK SIX-(Session 10 & 11) **“DATING VIOLENCE”**
- CHECK IN/ICE BREAKER
 - REVIEW LAST WEEK, RULES & GOALS
 - DISCUSS DATING VIOLENCE-HANDOUT I 1.& I 2)
 - LEARN THE EARLY WARNING SIGNS OF ABUSIVE RELATIONSHIPS-HANDOUT J
 - ROUGH LOVE VIDEO
 - LEARN CHARACTERISTICS OF HEALTHY RELATIONSHIPS-HANDOUT K
 - CHECK OUT
- 7) WEEK SEVEN-(Session 12) **“ACCOUNTABILITY”**
- CHECK IN

- REVIEW LAST WEEK, RULES & GOALS
- BULLYING VIDEO

- TAKING OWNERSHIP OF ABUSIVE BEHAVIOR-HANDOUT L
- TIME OUT PLAN I
- IDENTIFY RESOURCES FOR PARTICIPANTS AND FAMILY
- CHECK OUT

8) WEEK EIGHT-(Session 14) **CLOSURE/GRADUATION**

- CHECK IN
- REVIEW THE CONTENTS OF THE GROUP
- REVIEW GOALS-HANDOUT M
- EVALUATIONS OF THE GROUP-WRITTEN AND VERBAL
- SHARE PERSONAL EXPERIENCES
- CLOSING CEREMONY

MEASURE	ACTION	PERSON/S RESPONSIBLE	TARGET DATE	STATUS
PHASE I: DATA COLLECTION AND RESEARCH				
A. Identify Project goals and outcomes.	1. Establish project parameters – phases for conducting the project.	AMS DOE	June 2014	Complete JULY 2014
	2. Identify deliverables and project timeline.	AMS DOE	June 2014	Complete JULY 2014
B. Collect existing data related to substance abuse and crime on the reservation (ie program services, spending and budget, demographics and community assessments).	1. Identify departments, programs, and staff to include in project.	AMS DOE	June 2014	Complete JULY 2014
	2. Collect research material applicable to the project – articles, data collection methods, other grant apps, etc.	AMS	July 2014	Complete AUG 2014
	3. Meet with Finance Dept to discuss funds expended for substance abuse and crime on the reservation from 2009-present, and 1994, if possible.	AMS	July 2014	Ongoing
	4. Collect applicable demographics info from census, state, and Grants Coordinator on rez.	AMS Grants Dept	July 2014	Ongoing
	5. Collect relevant community assessment information – BMWC, ECLC.	AMS BMW Staff	August 2014	Complete Aug 2014
	6. Collect crime and safety information from Rocky Watson	AMS	October 2014	Complete May 2015
C. Management structure of service providers that address substance abuse and crime on reservation.	1. Create Table and/or organizational chart of service providers and contacts list.	AMS	July 2014	Complete July 2014
	2. Identify Planning team and CTAS working group.	AMS DOE	August 2014	Complete May 2015

MEASURE	ACTION	PERSON/S RESPONSIBLE	TARGET DATE	STATUS
D. Current and previous government division services strategic efforts and related spending to address substance abuse and crime on the reservation.	1. Collect information on Strengthening The Spirit Grant	DOE	August 2014	Complete DEC 2014
	2. Collect information on Tribal Youth Programs	AMS Wellness Center	September 2014	Ongoing
	3. Collect information on the BMWC Community Transformation Grant	AMS Wellness Center	October 2014	ongoing
	4. Tribal Council rearranging of services at L&O Dept, Social Services, and BMWC.	AMS	October 2014	Ongoing
E. Generate list of data needed specific to each service provider and conduct interviews/questionnaires.	1. Quantitative & Qualitative Info - Develop core data and qualitative information questionnaires for each service provider to be interviewed.	AMS DOE	July 2014	Complete NOV 2014
	2. Meet with each provider to conduct interviews.	AMS	October 2014	Complete DEC 2014
	3. Develop and execute Youth Survey on substance abuse and crime on the reservation.	Youth Survey Committee	November 2014	Complete FEB 2015
F. Identify data not being collected that would be helpful for service delivery.	1. Develop information on toxic stress and relevance to the project.	AMS	June 2014	Complete AUG 2014
	2. After interviews, begin to identify crucial information not being collected or monitored for addressing the issue.	AMS, DOE, TCC	December 2014	Ongoing
G. Research data collection methods and systems that have been successful in other communities.	1. Identify other grants and surveys similar in content that may be useful.	AMS DOE	July 2014	Complete MAR 2014
	2. Data collection and system models on other reservations	AMS	July 2014	N/A - No info found
H. Review current community or state initiatives that support the plan.	1. State and local initiatives (state programs, local school district or community initiatives). [Communities That Care, Idaho Drug Free Task Force, Kootenai Alliance]	AMS	October 2014	Complete OCT 2014

MEASURE	ACTION	PERSON/S RESPONSIBLE	TARGET DATE	STATUS
I. Research any vision and mission statements and policies and procedures available in each dept/program for program support.	1. Monitor the information being collected through the questionnaire and interviews process.	AMS DOE	October 2014	Complete FEB 2015
	2. Compare and contrast any information collected – is there alignment or are there gaps?	TCC	November 2014	Complete AUG 2015
PHASE II: ANALYSIS AND EVALUATION OF SERVICES ON RESERVATION				
A. Establish 6 week meeting time line with CTAS group to re-view and assess data and research from Phase I.	1. Contact Tribal Collaboration Committee for scheduling.	AMS	June 2014	Complete March – June 2015
	2. Establish meeting dates, times, and location for meetings.	AMS DOE	December 2014	Complete May - June 2015
	3. Assemble data collected and distribute to the members.	AMS TCC	December 2014	Ongoing
B. Presentation of Federal/ State/Local Data and Department/Program Data	1. Present relevant Federal/State/Local Data & Findings	AMS	February 2015	Complete AUG 2015
	2. Staff/TCC member presentations	TCC	February 2015	Complete AUG 2015
C. Assessment of strengths and challenges on the reservation.	3. The physical, facility, and geographic elements of the community.	TCC	February 2015	---
	4. The politics (Tribal, state, and local) that impact the community.	TCC	February 2015	Complete June 2015
	5. The economics of the community.	TCC	February 2015	Complete July 2015
	6. The social environment, including cultural values assets as well as community attitudes about behavioral health and justice issues.	TCC	February 2015	Complete AUG 2015
	7. Share Youth Survey Info	AMS Youth Survey Committee	June 2015	Ongoing

MEASURE	ACTION	PERSON/S RESPONSIBLE	TARGET DATE	STATUS
D. Assessment of strengths and challenges of basic infrastructure/organization of services.	1. Policies, procedures, and protocols that are relevant.	TCC	August 2015	Complete AUG 2015
	2. Overall structure of services and programs including management.	TCC	August 2015	Complete AUG 2015
	3. Fiscal management and accounting structures;	TCC	August 2015	Complete AUG 2015
	4. Personnel management structures, policies, and procedures.	TCC	August 2015	Complete AUG 2015
	5. Inventory of available services and service models being used.	TCC	August 2015	Complete AUG 2015
	6. Previously existing strategic plans that may be specific to a particular area of need/interest.	TCC	August 2015	Complete AUG 2015
E. Assessment of strengths and challenges in the area of resources.	1. Human resources and workforce resources including professionals, volunteers, and other aide in the community.	TCC	August 2015	Complete AUG 2015
	2. Description of the leadership capacity of the community to implement the Plan. Identification both community leaders as well as elected leaders on the reservation.	TCC	August 2015	Complete OCT 2015
	3. Identifying supporters both in and outside of the community who may be able to provide resources and other support to the efforts.	TCC	August 2015	Complete OCT 2015
	4. Funding streams and other financial resources.	TCC	August 2015	Complete OCT 2015
	5. Partners and other potential collaborators.	TCC	August 2015	Complete OCT 2015
F. Assessment of the strengths and challenges in the area of Mission and Vision.	1. Any mandate(s) or other sanctioned authority that will add credibility/accountability to implementing the work of the Plan.	TCC	August 2015	Complete NOV 2015
	2. Overall “spirit” of the Tribal community and level of readiness to engage in the work described in the Plan.	TCC	August 2015	Complete NOV 2015

MEASURE	ACTION	PERSON/S RESPONSIBLE	TARGET DATE	STATUS
	3. A description of the values of the community around behavioral health and justice and how those values are or are not reflected in the services and service structures.	TCC	August 2015	Complete NOV 2015
	4. Overall vision of the Tribe/Tribal community as it relates to the work of the Plan (include formal vision statement where applicable).	TCC	August 2015	Complete NOV 2015
	5. Mission statements of various organizations involved in the work of behavioral health and justice issues	TCC	August 2015	Complete NOV 2015
G. Group evaluation of information gathered in Phases I & II.	1. Identify gaps in services based on data collection findings.	TCC	December 2015	Ongoing
	2. Identify goals and objectives, based off of findings, and identify action steps for Plan.	TCC	March 2016	Ongoing
	3. Identify partnerships and collaboration for improved service delivery and long-term sustainability.	TCC	March 2016	Ongoing
	4. Establish markers for measuring success of proposed plan.	TCC	March 2016	Ongoing
	5. Ascertain budget needs for implementation of recommendations.	TCC	March 2016	Ongoing
PHASE III: DEVELOPMENT OF COMPREHENSIVE/STRATEGIC PLAN				
A. Create first draft of strategic plan with Planning Team.	1. Identify target completion date for first draft.	AMS DOE	April 2016	Ongoing
	2. Planning Team review and feedback.	Planning Team	April 2016	Ongoing
	3. Revision of draft.	AMS	May 2016	Ongoing
B. Present updated draft with CTAS working group and Law and Order Committee.	1. Distribute draft to TCC and L&O Committee.	AMS	May 2016	Ongoing
	2. Set tentative meeting date to review and feedback.	AMS	May 2016	Ongoing
	3. Revise and update draft.	AMS	May 2016	Ongoing

MEASURE	ACTION	PERSON/S RESPONSIBLE	TARGET DATE	STATUS
C. Submit the finalized draft plan to Tribal Council for approval.	1. Present to Tribal Council.	DOE AMS	May 2016	Ongoing
	2. Modify with any changes or additions.	AMS	May 2016	Ongoing
D. Present approved plan to community-at-large and submit to Department of Justice.	1. Schedule tentative date to present to community.	AMS DOE	May 2016	Ongoing
	2. Submit to Department of Justice.	DOE	May 2016	Ongoing
E. Identify next steps for implementation.	---Next Steps---	TCC	May 2016	Ongoing

MEMORANDUM OF UNDERSTANDING

For the cooperative development and delivery of educational services and scholarly endeavors related to Native Americans

THIS MEMORANDUM OF UNDERSTANDING is entered into by and between LEWIS-CLARK STATE COLLEGE (LCSC), NORTH IDAHO COLLEGE (NIC), NORTHWEST INDIAN COLLEGE (NWIC), THE UNIVERSITY OF IDAHO (UI), and WASHINGTON STATE UNIVERSITY (WSU) with reference to the following:

WHEREAS, LCSC, NIC, NWIC, UI, and WSU are committed to delivering the highest quality educational services to the citizens in the States of Washington and Idaho; and

WHEREAS, LCSC, NIC, NWIC, UI, and WSU each have formed special relationships with one or more of the Native American Tribes whose traditional land bases are located in the states of Idaho, Oregon, Montana and Washington; and

WHEREAS, LCSC, NIC, NWIC, UI, and WSU have traditions of successful collaborations with said Native American Tribes who have encouraged cooperation between higher education institutions and efforts related to the Tribes;

NOW THEREFORE, the parties agree as follows:

1. The parties hereby agree to establish a committee, known as the Native American Collaborations Committee (Committee), that will report to the Provosts of LCSC, NIC, NWIC, UI, and WSU.
2. The Committee shall consist of three work groups representing:
 - a. Student Services, including but not limited to, recruitment, retention, and transition;
 - b. Native American Studies; and
 - c. Other programs or services relating to Native American education and outreach.
3. The Committee shall be comprised of the following members:
 - a. The Tribal liaison for each institution or if such a position is not filled the Provost or his/her designee;
 - b. The Dean's of those units offering instruction in Native American Studies or his/her designee;
 - c. The Director of those units that recruit and provide support services to Native American students or his/her designee;
 - d. The Director of those units that have special projects or programs with Native American tribes and/or people.

The Committee may, by consensus, add such other representatives to its roster as may seem to it most advantageous to achieving its mission.

4. The Committee may, by consensus, develop working groups in each of the above named areas and may add such other representatives to its roster as may deem advantageous to achieve its mission.

5. The Committee's mission shall be to strengthen the instruction and scholarship about, and services to Native Americans offered by each institution. In carrying out this mission, the Committee shall perform the following functions:

- a. Enhance existing shared instructional opportunities related to Native Americans;
- b. Establish an organizational framework to serve as key contacts for gathering and sharing information related to higher education efforts involving Native American people and tribes;
- c. Develop long and short term collaborations related to research, instruction, and service related to Native Americans; and
- d. Where appropriate, jointly seek external funding to further support collaborative projects.

6. To ensure that the Committee can fulfill its mission, each institution will provide staff time and resources in support of member participation in Committee meetings and activities. Each institution will retain final control over their own resources and personnel to ensure that such resources are properly utilized as required by State and Federal law.

7. Participation in programs coordinated by the Committee is voluntary. The Committee shall have no power to mandate any action or expenditure by and of the agreeing institutions. Each institution reserves its rights and privileges of academic freedom to determine its own curriculum and other educational characteristics.

8. The Committee shall meet at least twice each academic year, once during each fall and spring semesters. Meetings shall be called pursuant to procedural rules to be adopted by the Committee, and may be open to the public if the Committee so determines.

9. The Committee shall have a chair chosen by its members. The chair shall be appointed for a term of two years. The position of chair will not be filled by a representative of the same agreeing institution for more than two consecutive appointments.

10. The Committee and its functions may be altered or dissolved at any time by majority vote, and LSCS, NIC, NWIC, UI, and/or WSU may dissociate themselves from the Committee at any time should they regard Committee actions as not promoting the best interests and academic freedom of their institution.

11. This MOU imposes no legally binding obligations upon any party hereto. Rather it sets out terms for mutual cooperation and respect to improve the efforts of LCSC, NIC, NWIC, UI, and WSU to provide educational services and scholarship to and about Native Americans.

LEWIS-CLARK STATE COLLEGE

(b)(6)

By:

Dr. Dene Kay Thomas, President

Date

March 24, 2008

NORTH IDAHO COLLEGE

(b)(6)

By:

Dr. Priscilla Bell, President

Date

March 24, 2008

NORTHWEST INDIAN COLLEGE

(b)(6)

By:

Dr. Cheryl Crazy Bull, President

Date

March 24, 2008

THE UNIVERSITY OF IDAHO

(b)(6)

By:

Dr. Timothy P. White, President

Date

March 24, 2008

WASHINGTON STATE UNIVERSITY

(b)(6)

By:

Dr. Elson S. Floyd, President

Date

MARCH 24, 2008

DRAFT 2.4.15

MEMORANDUM OF UNDERSTANDING
for the creation of the
COMMUNITY COLLEGES OF SPOKANE
NATIVE AMERICAN ADVISORY BOARD
TO THE CHANCELLOR AND COLLEGE PRESIDENTS

THIS MEMORANDUM OF UNDERSTANDING IS entered into by and between COMMUNITY COLLEGES OF SPOKANE ("CCS") and the Native American tribal governments signatory below (the "Signatory Tribes"), with reference to the following facts.

and Native Organizations

WHEREAS, CCS is a community college serving eastern Washington whose mission is to develop human potential through quality, relevant and affordable learning opportunities that result in improved social and economic well-being for our students and our state; and

WHEREAS, CCS recognizes and affirms for itself established Federal policies under which Native American tribal governments are treated as distinct legal and political entities, with their own powers of self-governance and self-determination; and

WHEREAS, CCS and the Signatory Tribes wish to create a structure to strengthen the relationships between them, and to improve the quality of educational services and opportunities provided to Native American students at CCS.

I. NOW, THEREFORE, the parties agree as follows:

1. The parties hereto hereby agree to establish a Native American Advisory Board to the Chancellor and Presidents of CCS (the "Board").
2. The Board shall be comprised of the following members:
 - a. The Chancellor of CCS
 - b. The President of Spokane Community College
 - c. The President of Spokane Falls Community College
 - d. The Director of the Native Project
 - e. The Tribal Chairpersons or their designees, whose nations are signatories below.
 - f. The President of the Red Nations Student Association
 - g. The President of the Native American Student Organization
 - h. The Board, by consensus, may add other representatives or advisors, including other educational partners, to its composition when deemed advantageous to achieving its mission. Representatives from SFCC's or SCC's Multicultural Offices may attend.
3. The Board's mission shall be to strengthen the relationship between CCS and the Signatory Tribes at the highest levels, to increase access to and Native American achievements at CCS. In carrying out this mission, the Board shall perform the following functions:

DRAFT 2.4.15

- a. Provide advice and counsel to strengthen the partnership between CCS and the indigenous Native American tribes of the Northwest
 - b. Assist CCS in seeking to strengthen the functions and services authorized for it to provide to Native American Communities, and to assist in facilitating the delivery of those services in areas under the jurisdiction of the Signatory Parties where appropriate
 - c. Promote a campus climate conducive to meeting the cultural needs of the Native American community at CCS
 - d. Review, as appropriate, relevant reports and recommendations from the district and college Equity Committee and CCS administration
 - e. Promote Native American education support programs throughout CCS, to serve the needs of Native American students and the Signatory Tribes and
 - f. Establish such internal procedures and rules as may be most appropriate to assist it in achieving these goals, including appropriate policies and internal structures.
4. The Board's function shall solely be an advisory one to CCS Chancellor and Presidents. It shall have no power to mandate any action or expenditure by CCS, which reserves its rights and privileges of academic freedom to determine its own curriculum and other educational characteristics.
 5. The Board shall meet at least twice a year. Meetings shall be called pursuant to procedural rules to be adopted by the Board.
 6. The Board may add other representatives of other tribal governments to the Board by majority vote. Any such Signatory Party must agree to participate fully in the Board's work as outlined herein.
 7. This Board and its functions may be altered or dissolved at any time by majority vote, except that CCS may dissociate itself from the Board at any time should it regard Board actions as not promoting the best interests of CCS.

II. NOW THEREFORE, Native American Advisory Board further agrees as follows:

1. The parties hereby agree to establish a committee, known as the Native American Committee (Committee) that will report to the Native American Advisory Board.
2. The Committee shall consist of representatives from CCS and Signatory Tribes higher education support services, including but not limited to, recruitment, retention, and transition; and other programs or services relevant to Native American education, outreach and completion.
3. The Committee shall be comprised of the following members:
 - a. The Signatory Tribes education liaison or his/her designee
 - b. The CCS Administrator of those units that recruit and provide support services to Native American tribes and/or people

DRAFT 2.4.15

- c. The CCS Director of those units that have special projects or programs with Native American tribes and/or people
 - d. The Committee may, by consensus, add such other representatives to its roster as may seem to it most advantageous to achieving its charge.
4. The committee's charge shall be to strengthen learning and services to Native Americans. In carrying out this charge, the Committee shall perform the following functions:
 - a. Enhance existing shared educational opportunities related to Native Americans
 - b. Establish an organizational framework to serve as key contacts for gathering and sharing information related to higher education efforts and completion involving Native American people and tribes
 - c. Develop long and short term collaborations related to the higher education achievement of Native Americans and
 - d. Where appropriate, jointly seek external funding to further support collaborative projects.
5. The Committee shall meet at least three times each academic year. Meetings shall be called pursuant to procedural rules to be adopted by the Committee.
6. The Committee shall have a chair chosen by its members. The chair shall be appointed for a term of two years. The position of chair will not be filled by a representative of the same signatory for more than two consecutive appointments.
7. The Committee serves at the pleasure of the respective signatory members of the Native American Advisory Board.
8. This Memorandum imposes no legal obligations upon any party hereto. Rather, it set out terms for mutual cooperation to improve CCS efforts in providing educational services to Native American populations, and to promote better understanding of Native American issues. No portion of this Memorandum shall be construed to imply that any such legal obligations exist among any of the signatories.

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IN WITNESS WHEREOF, the Signatory Parties have executed this Memorandum of Understanding as set forth below.

COMMUNITY COLLEGES OF SPOKANE

By: _____
Christine Johnson, Chancellor 00/00/00

By: _____
Scott Morgan, President, Spokane Community College 00/00/00

By: _____
Janet Gullickson, President, Spokane Falls Community College 00/00/00

COEUR d'ALENE TRIBE

By: _____
X 00/00/00

COLVILLE TRIBE

By: _____
X 00/00/00

KALISPEL TRIBE

By: _____
X 00/00/00

KOOTENAI TRIBE

By: _____
X 00/00/00

NEZ PERCE TRIBE

By: _____
X 00/00/00

SPOKANE TRIBE

By: _____
X 00/00/00

DRAFT 2.4.15

NATIVE AMERICAN PROJECT

By: _____
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Professional Resume

Dr. Steven R. Nelson
Sole Proprietor
The Speelyai Group
PO Box 1960
Battle Ground, WA 98604
(360) 903-4597
Steve.Nelson@speelyai.org

Primary Areas of Expertise

Program planning and policy evaluation
Rural and Indian education

Education

Certificate in Human Subjects Research Compliance, CITI	2012
Ph.D. in Educational Program Evaluation, Ohio State University	1975
M.A. in Educational Development, Ohio State University	1972
B.A.(magna cum laude) in Sociology Western Washington University	1970
A.A. (with honors) in Social Science, Clark College	1968

Professional Experience

The Speelyai Group, Battle Ground, WA

Sole Proprietor

2014-present

Provide independent planning and evaluation services to support the implementation of community development, workforce training, and educational programs benefiting tribal sovereignty and economic self-sufficiency.

Education Northwest, Portland, OR

Administrator, Office of Planning and Outreach

1998-2014

1973-2014

The Office is an administrative unit that provides direction for current and emerging work. Responsibilities include planning and quality assurance activities associated with regional needs assessment, institutional evaluation, and strategic planning for the corporation; coordinating field services, including promising practice collections, inventories of corporate services, policy studies, information services, rural education, comprehensive school reform, and clarification of constituent issues; cultivating regional and national relationships through partnerships, convening, strategic alliances, joint ventures with other agencies, and consultation with members of Congress; serving as the institutional liaison to Committee of the NWREL Board of Directors; and, developing new initiatives and coordination of cross-program activities. Carry out fee for service work in the region. Member of the Education Northwest Executive Cabinet and authorized corporate agent.



Director, Regional Educational Laboratory Program

2003–2010

Oversee the R&D work, budget, and contract performance of REL Northwest in carrying out the five-year program funded by the Institute of Education Sciences

Served as liaison to the national network of regional educational laboratories and point of contact with the Institute for Education Sciences

Director, Rural Education Program

1986–1998

Planned and conducted technical assistance for rural, small schools in the region. Worked with and through school improvement organizations to strengthen the capacity of rural school consortia.

Provided leadership for program staff in setting R&D goals, acquiring resources and assessing efforts. Supported institutional functions of planning, collaboration and evaluation.

Led the ten laboratory rural programs in national initiatives with NCES, OERI, and other sponsors.

Provided evaluation services and support in the region for Native American programs and human service integration efforts.

Directed R&D programs in rural secondary mathematics and science education program and rural comprehensive school health education program.

Served as panelist and advisor to the federal government on standards for NSF rural systemic initiative, OERI center for at-risk youth, REA distance learning and med-link program, NCES large scale data bases, OERI report on condition of education in nation's small, rural schools, and FIE comprehensive school health program.

Senior Associate, Assessment and Evaluation Program

1973–1986

Conducted third party evaluations, accomplishment audits, technical assistance and training for a variety of educational programs in the greater Pacific Northwest and Pacific. Programs primarily consisted of Elementary and Secondary Education Act, Indian Education Act, Higher Education Act, Adult Education Act, Vocational Education Act and state discretionary efforts.

Directly responsible for the planning and conduct of evaluations for 20–30 LEA, tribal or SEA programs annually. Other responsibilities included HHS national study of refugee resettlement and Public Health Service development of national school health program evaluation guidelines.

Ohio State University, Columbus, OH

1972–1973

Research Associate, Research and Evaluation, Center for Vocational and Technical Education

Major responsibility for the evaluation of National Leadership Training Conferences, the provision of technical assistance to Center R&D staff in evaluating programs and coordination of Protection of Human Subject compliance reviews

Northwest Regional Educational Laboratory, Portland, OR
Staff Specialist, Research and Evaluation Division

1970–1972

Provided assistance in the evaluation of special field-based projects and NWREL R&D programs.

Other Professional Activities

Chair, Culturally Based Education for Indigenous Language and Culture: A national forum to establish priorities for future research, November 3, 2013, Rapid City, South Dakota	2013
Member, Technical Working Group, Pacific Regional Educational Laboratory, Honolulu, HI	2012–present
Member, leadership advisory board, National Center for Research on Rural Education, University of Nebraska	2010–2014
Co-Principal Investigator, Focus Groups on the Use of Evidence in K-12 Education Policy and Practice, William T. Grant Foundation	2008–2009
Member, Washington State Parent Information and Resources Center Board of Directors	2007–2011
Chair, Regional Educational Laboratory Director’s Work Group	2005
Member, Governor’s Oregon Literacy Leadership Steering Committee	2004–2009
Member, Editorial Board, Journal of Effective Schools	2001–2009
Member, Regional Educational Laboratory Network Program	2000–2014
Team Leader, Peer Review Panel, All Nations AMP-NSF Program, Salish-Kootenai College	1997–2002
Leader, Regional Educational Laboratory Program, Rural Education Coordinators’ Collaborative	1991–1995
Member, National Rural Education Association, Human Service Integration Task Force	1992–1995
National Center for Education Statistics User’s Group Advisory Panel	1994
Western States School District Data Base (SDDB) Demonstration for NCES	1993
Member, Editorial Advisory Board, U.S. Office of Educational Research and Improvement Report on the Condition of Education in Rural Schools	1991–1994
Member, Editorial Board, ERIC Clearinghouse for Rural Education and Small Schools	1988–2003
Team Leader, Region X Identification, Validation, Dissemination Review Panel	1973–1976

Publications

- Greenough, R. & Nelson, S. (2015), *Recognizing the Variety of Rural Schools*. Peabody Journal of Education, 90 (2), 322-332.
- Nelson, S. (2013). What Counts? A guide to building the capacity of educational policymakers to improve their use of evidence. Portland, Oregon: Education Northwest
- Nelson, S. (2010). Leveraging the unique features of small, rural schools for improvement. *Lessons Learned*, 1(5). Portland, Oregon: Education Northwest.
- Nelson, S.R., Leffler, J.C., & Hansen, B.A. (2009). *Toward a research agenda for understanding and improving the use of research evidence*. Portland, OR: Northwest Regional Educational Laboratory.

- Nelson, S., Greenough, R., & Sage, N. (2009). *Achievement gap patterns of grade 8 American Indian and Alaska Native students in reading and math* (Issues and Answers Report, REL 2009-073). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, REL Northwest.
- Nelson, S. (2004). The promise of scientific evidence for improving educational results. *Curriculum in Context*, 31(1), 24–27. Federal Way, WA: Washington State Association for Supervision and Curriculum Development.
- Nelson, S., & Jarrett-Weeks, D. (2004). As perfect as it gets: In an imperfect world, the purpose of research is not to prove, but to improve. *Northwest Education Magazine*, 9(4), 30–35.
- Barton, R., & Nelson, S. (2003). Challenges and opportunities of NCLB for small, rural, and isolated schools. *Journal for Effective Schools*, 2(2).
- Queitzsch, M., & Nelson, S. (1996–1997). An assessment of priorities and constraints: Curriculum renewal in small rural school districts. *Rural Educator*, 18(2), 17–19, 24.
- Ley, J., Nelson, S., & Belyukova, S. (1996). Congruence of aspirations of rural youth with expectations held by parents and school staff. *Journal of Research in Rural Education*, 12(3), 133–141.
- Nelson, S. (1994). Implications of recent changes in nonmetropolitan America: A discussion of McGranahan, Hobbs, Nachtigal, and Stephens. *Journal of Research in Rural Education*, 10(3), 183–184.
- Nelson, S., & Miller, M. (1990). *Evaluation of the Idaho rural education delivery system: Student pre-calculus achievement and parent sentiment*. Portland, OR: Northwest Regional Educational Laboratory.
- Coburn, J., & Nelson, S. (1989). *Teachers do make a difference: What Indian graduates say about their school experience*. Portland, OR: Northwest Regional Educational Laboratory.
- Coburn, J., & Nelson, S. (1987). *Characteristics of successful Indian students*. Portland, OR: Northwest Regional Educational Laboratory.
- Nelson, S. (1986). *How healthy is your school? Guidelines for evaluating school health promotion*. New York, NY: National Council for Health Education Press.
- Nelson, S., & Pepper, F. (1985). *Effective practices in Indian education: A monograph on effective school administration. Practices in Indian education*. Portland, OR: Northwest Regional Educational Laboratory.
- Nelson, S. (1983). *An evaluation of the Sheridan County School District alternative school schedule, 1982–83*. Portland, OR: Northwest Regional Educational Laboratory.
- Nelson, S. (1970). *Student movement to Washington state colleges: The gravity model*. Unpublished manuscript, Sociology Department, Western Washington State College, Bellingham, WA.

Presentations

- Nelson, S. (2013, November). *Selected Indian Education Funding Streams in the ATNI Region*. Presentation at the Indian Lands Working Group Conference and the Affiliated Tribes of Northwest Indians, Airway Heights, WA.
- Nelson, S., Meyer, C., Albin, K. & Weixel, C. (2011, October) *Tribal education partnerships for economic self-sufficiency*. Paper presented at the annual conference of the National Indian Education Association, Albuquerque, NM.
- Nelson, S. (2011, April). *An image of the truth: Exploring the role of research evidence in educational policy and practice*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Nelson, S. (2010, October). *Policy is power: Indian education policies in five Northwest states*. Paper presented at the annual conference of the National Indian Education Association, San Diego, CA.
- Nelson, S., & Hanfling, S. (2010, April). *Evidence and equity: Using research to support Indian education*. Presentation at the annual conference of the Montana Indian Education Association, Billings, MT.

- Nelson, S., & Mackety, D. (2009, October). *Recent patterns in the achievement gap of American Indian and Alaska Native eighth grade students in meeting state academic standards in reading and mathematics*. Presentation at the annual convention of the National Indian Education Association, Milwaukee, WI.
- Mackety, D., & Nelson, S. (2009, April). *Recent patterns in the achievement gap of American Indian and Alaska Native eighth grade students in meeting state academic standards in reading and mathematics*. Presentation at the conference of the National Partnerships for Indian Education, Norman, OK.
- Nelson, S. (2008, July). *Interagency partnerships for Native American career and technical education*. Presentation at the National Conference on Indian Education, Rapid City, SD.
- Nelson, S. (2007, May). *The role of public education in building global economic capacity of the Northwest*. Presentation at the Pacific Northwest Regional Economic Conference, Richland, WA.
- Nelson, S. (2005, June). *A quantitative snapshot of Native student performance in the Northwest*. Presentation at the Summer Institute for Effective Teaching of American Indian Students, Lewis-Clark State College, Lewiston, ID.
- Nelson, S. (2005, April). *Meeting the scientifically based research requirements of NCLB*. Presentation at the Title I/Special Populations conference of the Idaho Department of Education, Boise, ID.
- Nelson, S. (2004, July). *Learn-Ed Nations Inventory: A school improvement tool*. Presentation at the summer institute of the National Indian School Boards Association, Snowmass, CO.
- Nelson, S. (2004, February). *Challenges and opportunities of the No Child Left Behind Act for small and rural schools*. Presentation at the annual conference of the American Association of School Administrators, San Francisco, CA.
- Nelson, S. (2004, February). *Scientifically based research: The promise of scientific evidence for improving educational results for all children*. Presentation at the annual conference of the Montana Title I, Great Falls, MT.
- Nelson, S. (2003, October). *Challenges and opportunities of the No Child Left Behind Act for small and rural schools*. Presentation at the annual conference of the National Rural Education Association, Kearney, NE.
- Nelson, S. (2003, June). *Learn-Ed Nations Inventory: A school improvement tool*. Presentation at the summer conference of the National Indian Impacted Schools Association, Reno, NV.
- Nelson, S. (2003, April). *Leave No Child Behind Act: Opportunities and challenges for public school partnerships with tribal education*. Presentation at the annual conference of the Oregon Indian Education Association, Grand Ronde, OR.
- Nelson, S. (2003, April). *Scientifically based research: The promise of scientific evidence for improving educational results for all children*. Presentation at the spring conference of the Idaho Title I, Boise, ID.
- Nelson, S. (2003, March). *Scientifically based research: The promise of scientific evidence for improving educational results for all children*. Presentation at the conference of the Washington Association of Educational Grants Managers, Vancouver, WA.
- Nelson, S. (2002, June). *Effective strategies for rural outreach*. Presentation at the annual conference of the National Parent-Teachers Association, San Antonio, TX.
- Nelson, S. (2002, March). *Leave No Child Behind Act: Opportunities and challenges for public school partnerships with tribal education*. Presentation at the annual meeting of the Portland Area Bureau of Indian Affairs, Fife, WA.
- Nelson, S. (2001, June). *Closing the achievement gap: What the research says*. Presentation at the hearing of the Special Task Force of the Washington State School Directors Association, Tukwila, WA.
- Nelson, S. (2001, February). *The superintendent pool: Realities of the Northwest*. Presentation at the annual conference of the American Association of School Administrators, Orlando, FL.



- Nelson, S. (2001, April). *The superintendent pool: Realities of the Northwest*. Presentation at the annual conference of the American Educational Research Association, Seattle, WA.
- Nelson, S. (2000, July). *Educational R&D for the 21st century: Lessons from the Pacific*. Presentation at the annual conference of the Pacific Educators, Koror, Palau.
- Nelson, S. (2000, March). *Whose standards are they anyway? Perspectives of Northwest communities and their implications for schools*. Presentation of the annual conference of the American Association of School Administrators, San Francisco, CA.
- Nelson, S. (1999, January). *Disaggregating data for comprehensive program planning*. Presentation at the annual conference of the Oregon Association of Comprehensive Educators, Seaside, OR.

Professional Affiliations

- National Indian Education Association
- American Indigenous Research Association
- Affiliated Tribes of Northwest Indians

Jud E. Leifheit

(b)(6)

Work History

Jud Leifheit LCSW, 421 E Coeur d'Alene Avenue Suite 1A, Coeur d'Alene, ID 83814

January 1, 2011-Present

Job description: Independent practice doing assessments, treatment and consultations for individuals, couples and families.

Catholic Charities of Idaho, 406 N. 10th Street. Coeur d'Alene, ID. 83814

August 1, 2002 to December 31, 2010; Supervisor Ericka Mendalen

Job description: Regional Director in charge of administration, counseling program, creating and implementing social service programs and Parish Social ministry programs for North / North Central Idaho. Prepare Catholic Charities of Idaho for future accreditation application. Participate on statewide management team, program development team and agency development team. Supervise employees and MSW students.

Catholic Charities of Spokane, P.O. Box 1453 Spokane, Washington 99210

September 15, 2001-June 1, 2002 Supervisor Donna Hanson/Rob McCann

Job description: BSW field practicum (accreditation self-study manual research and development.)

Program Assistant, NIBH Kootenai Medical Center, 2003 Lincoln Way Coeur D'Alene, Idaho 83814-2677 Phone: 666-3891

October 1, 2000-June 1, 2002 Supervisor: Pat Morris

Job description: Responsible for creating and implementing an outcome measures tool, chart audits and various interactions with chemically dependant clients.

Upholster; McKees Upholstery 3655 Government Way Cda, ID. 765-9000

June 15, 2000 October 1, 2001. Supervisor: Glen McKee

Job description: upholster furniture

Manager, United Paint and Coatings E. 19011 Cataldo Spokane, Wa. 99013

June 1997-July 1999

Last Supervisor: Trudy Barrett (208) 777-8236

Responsible for daily operations of retail factory outlet store.

Coordinated efforts to establish and set up this store.

Updated all product codes and pricing in computer data base.

Control of inventory in excess of 100,000 dollars.

Established a means of communications between other store managers and the factory shipping and receiving manager to ensure product availability.

Appointed to help organize tint room for national sales and oversee the work of 2 employees.

Maintain daily and monthly reports for inventory and profit and loss.

Owner, Anastasia's Interiors 304 N. University Spokane, WA. 99206

May 1980-Dec. 1998

Built a successful upholstery business based on quality craftsmanship, customer service, hard work ethic, and a debt free financial plan.

Contracted with several businesses to upholster, repair, or correct manufactured defects.

Communicated the concerns of the customer to the supplier and vice-versa to the satisfaction of both parties. Even the most difficult customers were satisfied.

Fostered a warm friendly environment for employees to work.

Established a great working relationship and good credit with several fabric supply co.

Organized appointments and met with sales representatives and customers.

Designed a showroom and office and developed a customer data base and financial spread sheet on computer. I acquired a loyal customer base with 90% of business in the last years of the business being repeat customers and referrals.

Sergeant, U.S. Air Force

May 1976- May-1980

Promoted from Airman to Sergeant in 4 years.

Outstanding Airman Award.

Honorable discharge/Good conduct medal

Selected twice for early promotions

Appointed Class Leader of class #760716

EDUCATION

Northern Illinois University

1972-1973

Spokane Falls Community College

1979-1980

Associate in Applied Science General Business Spokane Community College

1980-1982

1999 - 2000

North Idaho College AA in general studies with most in Social Work field

2000- 2002

Lewis and Clark College BSW degree magna cum laude

2002-2003

Eastern Washington University MSW degree

Certifications

Certified instructor Teaching Parenting the Positive Discipline Way

Supreme Court of Idaho authorized Domestic Violence Evaluator

Idaho Council on Domestic Violence approved program provider

Community Participation

Member Domestic Violence Coalition

Member Kootenai Alliance for Children and Families

Member Bonner County Alliance for Children and Families

Member Communities that Care

Past Board Member Holy Family Catholic School

Member Knights of Columbus

Member St. Pius Outreach Commission

Volunteer hours with Oasis domestic violence program for victims (30hrs)

Coeur d'Alene Tribe Stop Violence Committee

Past Head Start Policy Council Community Member

City of Coeur d'Alene 10 Year plan to end homelessness

Past FEMA board member

Current Licensure

Idaho State Licensed Clinical Social Worker

PERSONAL INFORMATION

SUSAN ANN MANLEY LARSEN - LSW, LPC

(b)(6)

EDUCATION:

Graduate-Coeur d'Alene High School, 1970
Coeur d'Alene, Idaho 83814

Graduate-1994, Lewis Clark State College, Lewiston, Idaho, Bachelor of Science
Interdisciplinary Degree with Major in Social Work, Minor in Business

Graduate-May 2001, Master's Degree in Education-Counseling & Human Services,
University of Idaho, Moscow, Idaho

LICENSES:

2004 to Present- Licensed Professional Counselor with the State of Idaho
1994 to Present- Licensed Social Worker with the State of Idaho
2000- 2013 Idaho P.O.S.T. Certified Instructor in Domestic Violence

WORK EXPERIENCE:

August 2003 to Present-Self Employed- Solutions & More, Post Falls, Idaho

I facilitate domestic violence treatment groups for women and men through my program "Solutions" in Post Falls, Sandpoint, and Lewiston. Most of the participants are court or CPS ordered to attend. I also did groups 3 times a year for 3 years, approx 2006-2009, for children who have been affected by domestic violence through a grant received by Kootenai County Juvenile Probation,

2004 to Present-Contract Part time Counselor for the Coeur d'Alene Tribe STOP Violence Program . Bernie LaSarte, Program Director

January 2007 to October 2008-Catholic Charities of Idaho, Coeur d'Alene, Counselor/Educator.

This was a 20 hour per week grant position for a Fatherhood Project. I provided individual counseling and help facilitate parenting classes and Other projects as needed. Supervisor-Jud Leifheit, 208-676-1974. This grant expired.

October 2004 to November 2006- Contract Social Worker for Seven Oaks Community Homes.

I did the new client intakes, write social histories and updates. This position was eliminated due to financial issues. Contact person/Supervisor- Steve Silberberger, Administrator 208-773-8890 September 2003 to May

2006-Part Time Contract-Mental health Consultant

North Idaho College Head Start, Harding Family Center, CDA
Supervisor-Raymonde Blake/Beth Ann Fuller 208-666-6755
I provided Mental Health Observations to the 7 Head Start Centers throughout North Idaho. This includes individual classroom observation using a written evaluation tool and then meeting with the classroom staff and principal to provide feedback and allow for debriefing. I also provided staff trainings and parent meetings on various subjects.

April 1994 to May 23, 2003-Program Director-Crime Victim Advocate

Full Time, Salaried Exempt Employee
Post Falls Police Department O.A.S.I.S. Program
(Officers & Advocates Sharing Intervention Services)
101 E. 4th ST
Post Falls, Id. 83854
208-773-1080
Supervisors-

Clifford T. Hayes, Chief of Police
Clay Larkin, Mayor

May 23, 2003 to July 7, 2003-Senior Crime Victim Advocate

Post Falls Police Department O.A.S.I.S. Program

I resigned this position to pursue new opportunities and contract work as a self employed social worker/counselor.

KNOWLEDGE, SKILLS, AND ABILITIES:

Duties as the O.A.S.I.S. (Officers & Advocates Sharing Intervention Services) Program Director and Crime Victim Advocate include; 24 hr per day call out availability to respond to incidents of domestic violence, child abuse, crisis intervention, and other incidents where victim assistance is deemed appropriate by law enforcement officers in two jurisdictions; court advocacy; transportation; medical assistance; resource information and referral; crime victim compensation assistance; legal aid referral; sheltering; crisis shelter management; transitional home management; counseling; school intervention, prevention & presentations; prosecution victim-witness assistance; officer training; knowledge of local, state and national victim advocacy programs, policies, and procedures; community education and public speaking; grant writing; participation on task forces; knowledge and use of state and federal laws; case management; budget procedures and management; program administration and supervision of other 3 advocates, part time personnel, and volunteers.

Accomplishments include setting up the O.A.S.I.S. Program in 1994, after learning about the need and the police chief's desire to start this effort. I

first volunteered as a student, analyzed the problems and needs, researched information and resources, wrote letters and grants, and developed the program and a full time position. O.A.S.I.S. is a model law enforcement program, which is a unique collaborative effort of law enforcement and victim services working directly together along with local and county prosecutors and community agencies. This program works towards ending family and domestic violence and assists all victims of crime and their children. We have the first police department operated crisis shelter in the country and also operate a transitional home for long term clients.

I have been asked to train officers and victim service providers throughout the state in domestic violence-see below. I have also trained other advocates and give presentations on our program with other agencies in Idaho, Washington, Oregon, and California. I have written and received over \$1,000,000 in private, state, and federal grants for this program and received over \$100,000 in private donations. I have also received several awards listed below. I am also trained in Critical Incident Stress Debriefing and Death Notifications.

ADDITIONAL JOB EXPERIENCE:

April 1980 to June 1988-Executive Director

Adoptions In Idaho Adoption Agency
Post Falls, Idaho

Volunteer Position in a non profit 501C3, parent led, adoption agency, Led by a volunteer board of directors. Supervisor's included-Ramona Liesche, Attorney At Law, 1044 Northwest Blvd, Coeur d'Alene, Id 83814, 208-664-1561 and James Mahoney, LCSW, 1220 S. Division, Spokane, WA. 99201, 509-838-2256. You may contact these people. Duties included supervision of licensed social workers in Idaho and Montana, education and screening of prospective adoptive parents, public relations and education, counseling of relinquishing parents, networking with other agencies throughout the World, placement and supervision of children of all ages with various special needs, and fund raising.

1968 to 1994-

Various paid positions including youth center director, banking, retail sales, cashiering, alternative school secretary and aide, and recreation department(s) instructor in Idaho, Minnesota, Colorado, and Okinawa.
Various volunteer experience and positions in public schools & community.

VARIOUS AWARDS AND RECOGNITIONS-details upon request

REFERENCES AVAILABLE UPON REQUEST

BENEWAH MEDICAL CENTER
P.O. Box 388 • PLUMMER, IDAHO 83851
(208) 686-1931



WELLNESS CENTER
P.O. Box 700 • PLUMMER, IDAHO 83851
(208) 686-9355

February 9, 2016

To Whom It May Concern:

The Benewah Medical Wellness Center (BMWC) "*hnqhesnet (it is our well-being)*" program will partner and support the Coeur d'Alene Tribe, Department of Education in their efforts to attain the Native Youth Community Grant (NYCP).

The BMWC received a Center for Disease Control (CDC), Racial and Ethnic Approaches in Community Health (REACH) grant in an effort to drive down chronic diseases within the Coeur d'Alene Reservation. The *hnqhesnet* Project is addressing health disparities on the Coeur d'Alene Reservation by increasing culturally-based opportunities for regular physical activity and increased access to healthy, fresh, local and traditional foods. We would assist Native Youth Community Grant (NYCP) in the development of a holistic wellness program that encompasses social-emotional, physical, nutrition and culture to prepare youth for school success, college, and career. These objectives line up with our community action plan.

One of the objectives in our community action plan is to assist in the design of a plan to increase school and community engagement through Traditional Ecological Knowledge (TEK) if these objectives are met for our community it will increase youth and family protective factors.

We would partner to deliver quality comprehensive and coordinated programs and services in prevention, intervention, and recovery that are proven to reduce crime and promote the health and wellness of the reservation community in the areas of public safety, health, education, and social services. If you have any questions feel free to contact me at (208) 686-9355 ext. 207

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LoVina Louie, hnqhesnet Coordinator

February 25, 2016

U.S. Department of Education
Office of Elementary and Secondary Education
Office of Indian Education
Washington, D.C. 20202-6200

Coeur d'Alene Reservation

402 Annie Antelope Rd., Suite B
PO Box 289
Plummer, ID 83851
Phone: 208-686-1716
Fax: 208-686-8600
Email: ybone@uidaho.edu

To Whom It May Concern:

The University of Idaho Extension, Coeur d' Alene Reservation highly supports and recommends The Native Youth Community Grant (NYCP) project proposal by the Coeur d' Alene Tribe to the Office of Elementary and Secondary Education, Office of Indian Affairs.

Thank you for your time and consideration in supporting The NYCP program. This project is essential to the continual mission to increase school, college, and career success among students on the Coeur d' Alene Reservation. Students on the Coeur d' Alene Reservation will be supported by highly skilled and trained professionals in the areas of physical and mental health, and college and career readiness. The holistic approach will include programming to address social-emotional well-being of the adolescent age students, infuse culturally relevant teaching methods, and hands-on enrichment opportunities. A key component to this project is to engage the community as a whole and bring families in to be active participants in the learning of their children.

The NYCP project has the potential to break through many learning and achievement barriers of students on the Coeur d' Alene Reservation. The partnerships and stakeholders for this project hold a very strong collaboration in an effort to ready youth for what lies beyond high school. As the University of Idaho Extension, Coeur d' Alene Reservation Coordinator I strongly urge you to fund this project.

If you would like to contact me I can be reached at ybone@uidaho.edu or (208) 686-1716.

Best Regards,

(b)(6)

Yolanda M. Bone
University of Idaho Extension
Coeur d' Alene Reservation Coordinator

Plummer-Worley Joint School District No. 44

February 1, 2016

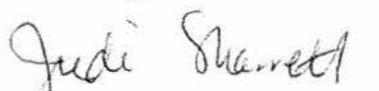
To Whom It May Concern:

As the Superintendent for the Plummer-Worley School District, I am pleased to write this letter of support for the proposed 2016 Native Youth Community Grant for the purpose of creating a school, college, and career program for middle school aged students on the Coeur d'Alene Reservation. The goals are academic and postsecondary success, promotion of Coeur d'Alene Tribal culture, and greater physical and social/emotional wellness. The school district fully supports a program that will engage youth in positive activities to develop and strengthen resiliency with an eye toward avoiding future negative behaviors.

The school district is committed to the development of our students. We would look forward to collaborating with the Coeur d'Alene Tribe Department of Education in a meaningful capacity to support developmentally age-appropriate education programs and activities using culturally enriched strategies. Our students face many risk factors both in and out of school. It is critical we work intentionally as a community to develop protective factors in students. The district already works with the Coeur d'Alene Tribe Department of Education in a collaborative way to help students better prepare themselves to make meaningful transitions throughout their school years.

The Plummer-Worley School District believes it is important to improve the educational success of Native American students as well as to contribute to the overall success of the local community. If won, we will partner with the Tribe in support of this grant in any way we can.

Sincerely,


Judi Sharrett, Superintendent



BENEWAH MEDICAL and WELLNESS CENTER
1100 A Street PO Box 700 1100 A Street
PLUMMER, ID 83851

Phone: (208) 686-9355
Fax: (208) 686-2833

15th of February 2016

The mission of the Coeur d'Alene Tribe Benewah Medical & Wellness Center (BMWC) is to provide primary care, holistic healing, preventive care, and wellness promotion to all members of the community as intended by the Creator.

Our youth plays a key role in healing our community within.

The Native Youth Community Grant (NYCP) program will offer a holistic college and career program using research-based and community-based strategies and measureable objectives. Wellness Center staff will be one resource for the success of this Program. Providing space, after hour resources, staffing, knowledge and experience are just a few areas of support.

Current after school programs will be redefined and new programs implemented to meet the need of all age levels. Staff will support the program coordinator with resources, knowledge and guidance to provide for the youth.

To further meet and back the Tribe's mission to deliver quality comprehensive and coordinated programs and services in prevention, intervention, and recovery that are proven to reduce crime and promote the health and wellness of the reservation community in the areas of public safety, health, education, and social services. The

Wellness Center will offer holistic wellness program to youth and the whole community. Programs will include daily services, regular scheduled sessions and yearly events. Daily services are classes, coaching/teaching and providing the opportunity of work experience. The regular scheduled sessions can be educational and learning experience throughout services from the BMWC. With yearly events we have created a variety of targets throughout the year to motivate, involve and inspire the community.

The trained Wellness Center staff will reach out and offer trainings and classes to increase safety and to teach skills for entry level jobs.

- CPR/FIRST AID
- LIFE GUARD
- WATER SAFETY

Wellness Center staff is consistently looking for improvement and attending trainings, webinars and some staff is developing their skills and knowledge through college education to provide for our youth.

The overarching goal of the NYCP project is to create a successful school, college and career program for middle school students and will be supported by the Wellness Center.

Sincerely,

Kjell Schioberg

Acting Wellness Center Director



Coeur d'Alene Tribal School
30 Moctelme St.
P.O. Box 338
DeSmet, ID 83824
Soaring Like Eagles



2/16/2016

To Whom It May Concern:

I am writing on behalf of the Coeur d' Alene Tribal School in support of Native Youth Community Program. Our students will greatly benefit from programs in our school as well as after school to increase academics, better prepare and educate for college bound students as well as further education on career choices.

Our students welcome holistic approaches to social-emotional, physical, nutritional and cultural ways to assist them currently and in the future. Often times the Tribal School students needs extra assistance in these areas and this would have a positive impact on them in the future and for future generations. Surveys have shown that our students need and deserve more community involvement in their education. A plan on how to reach out and have the community help our students is more that significant as this would truly have an impact on the community, family, and all of our students and future students of the next generation and beyond.

Our students of the Tribal School, the families within the school district, and the entire community would greatly benefit from this partnership and education that would be offered. We are excited to become part of this opportunity as this has the prospect that can affect all of our students, families, community, and future generations. If you have any further questions or comments please don't hesitate to contact me.

Donavon Chase- Superintendent
dchase@tribalschool.org
208-686-5808

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Coeur d'Alene Tribe NYCP Budget Narrative

1. Personnel

The budget for personnel includes five Department of Education employees.

Project Director

The NYCP Grant will pay for 10% of the Project Director's salary for the four years of the grant. The Project Director will oversee the project, Curriculum and Resource Specialist, and Teachers, and will dedicate 10% of her time to the NYCP program during all four years.

NYCP Curriculum and Resource Specialist

The NYCP Curriculum and Resource Specialist will be responsible for working towards meeting the overarching goal of the NYCP grant. This will consist of forming community partnerships in order to create a successful school, college and career program for middle school students. The Curriculum and Resource Specialist will also work towards increasing family engagement by working with parents, school administrators and teachers to create a new family engagement framework. The Curriculum and Resource Specialist will create and manage the monthly calendar which will include all activities for students, families and the community. Other responsibilities will include collecting and analyzing monthly data and working closely with the external evaluator to ensure that the NYCP Grant is meeting its goals and reporting requirements. The Curriculum and Resource Specialist's salary will be 100% funded by the NYCP grant.

NYCP Tribal School College and Career Readiness Teacher

Two full time College and Career Readiness Teachers will be hired for the NYCP grant. The Tribal School Teacher will be responsible for implementing the college and career program at the Coeur d'Alene Tribal School. This teacher will travel to the Coeur d'Alene Tribal School four days a week to design and implement a program to increase college and career readiness. Day five will be utilized as a planning day. The Tribal School Teacher will be 100% funded by the NYCP Grant.

NYCP Plummer/Worley School College and Career Readiness Teacher

The second teacher will work closely with the students at the Plummer Worley Middle School to carry out the college and career readiness program. The Plummer/Worley teacher will work at the school four days a week and the fifth day will be used for planning. The teachers will be 100% funded by the NYCP Grant.

Office Manager

The grant will also fund 10% of the Office Manager's salary for all four years of the grant. The Office Manager provides support to all of the grants and other BIE and tribally funded programs under the Department of Education.

Salaries	Year 1	Year 2	Year 3	Year 4	Total
Project Director	10,074	10,074	10,074	10,074	40,296
NYCP Curriculum and Resource Specialist	63,504	63,504	63,504	63,504	254,016
NYCP Tribal School College and Career Readiness Teacher	51,840	51,840	51,840	51,840	207,360
NYCP Plummer/Worley School College and Career Readiness Teacher	51,840	51,840	51,840	51,840	207,360
Office Manager	3,456	3,456	3,456	3,456	13,824
Total Salaries	180,714	180,714	180,714	180,714	722,856

2. Fringe Benefits

The Curriculum and Resource Specialist and teachers will receive benefits which include SUTA, FICA, PTO (Personal Time Off), medical, dental, vision coverage, life insurance, counseling, holiday pay, 401K, wellness center membership, and short-term disability. These positions are budgeted at 60.43% for full time, full family employees. The Project Director is budgeted at 24.46%, and the Office Manager is budgeted at 39.86%. Fringe will increase by 3% each year.

Fringe	Year 1	Year 2	Year 3	Year 4	Total
Project Director	2,464	2,538	2,614	2,692	10,308
NYCP Curriculum and Resource Specialist	32,941	33,929	34,947	35,994	137,811
NYCP Tribal School College and Career Readiness Teacher	31,329	32,269	33,237	34,234	131,069
NYCP Plummer/Worley School College and Career Readiness Teacher	31,329	32,269	33,237	34,234	131,069
Office Manager	1,377	1,418	1,461	1,505	5,761
Total Salaries	99,440	102,423	105,496	108,659	416,018

3. Travel

Travel for each year of the NYCP grant will include the Director's meetings in Washington DC, presentations at the Indian Education Summit in Boise, Idaho, the American Indigenous Research Association Conference in Pablo, Montana and the NIEA conference. The Project Director and Family Engagement Specialist will attend a National Conference each year. The Family Engagement Specialist will travel to local training as needed. See attached training document for travel costs and narrative.

The Department of Education GSA van will be used by the Tribal School Program Coordinator to travel to the Tribal School four days a week to teach college and career readiness. This is calculated at 30 miles (from Plummer to DeSmet) per day at 0.545 per mile.

Charter bus charges are included in the travel costs. The cost for this is 900.00 per field trip. The budget includes ten field trips per year for college visits and camps to promote college and career readiness.

Travel	Year 1	Year 2	Year 3	Year 4	Total
Project Director	4,322	4,322	4,322	4,322	17,288
NYCP Curriculum and Resource Specialist	4,852	4,852	4,852	4,852	19,408
NYCP Tribal School College and Career Readiness Teacher	3,180	3,180	3,180	3,180	12,720
Plummer/Worley College and Career Readiness Teacher	3,180	3,180	3,180	3,180	12,720
Family Engagement Specialist	4,650	4,650	4,650	4,650	18,600
Field trip buses	9,000	9,000	9,000	9,000	36,000
Local travel GSA van	2,333	2,333	2,333	2,333	9,332
Total Travel	31,517	31,517	31,517	31,517	126,068

4. Equipment

There are no equipment costs for this grant.

5. Supplies

Resource Specialist and Teachers Offices

The Resource Specialist and Teachers will have offices located in the CDA Tribe Department of Education. The budget reflects overall set-up funds for office equipment, furnishings and supplies, desktop computers, cell phones, iPad and subsequent data and internet plans for the Curriculum and Resource Specialist and teachers to carry out NYCP goals and objectives. The budget will also need to pay for a phone line and share costs for a printer/copy/fax machine that will be downstairs in the common area for use across DOE programs. Replacements, software upgrades, and necessary repairs are budgeted for years two, three and four of the grant.

Office Supplies

Supply costs will be allocated as needed to accommodate office supplies and materials for the program.

Supplies will also be purchased for the students and the afterschool healthy living program and family engagement activities. These will include school supplies and craft supplies to be used in the creative arts program. Snacks will also be furnished for the after school program and family engagement activities that reflect the suggestions from the nutritional classes.

Supplies	Year 1	Year 2	Year 3	Year 4	Total
Furnishings - 3 Desks	6,000	500	500	500	7,500
Computers - 3 laptops	5,895	500	500	500	7,395
3-iPads	4,050	1,350	1,350	1,350	8,100
1 Speaker Phone - VOIP	207	0	0	0	207
Office phone charges/year	920	920	920	920	3,680
2 Cell phones w/plans	2,400	2,000	2,000	2,000	8,400
Data plans/phone, iPads	1,443	1,443	1,443	1,443	5,772
Shared copier expenses	600	600	600	600	2,400
Office supplies-paper etc.	3,000	3,000	3,000	3,000	12,000
Shredding svc. shared	200	200	200	200	800
Classroom supplies for afterschool/family engagement programs	7,532	8,000	8,000	5,000	28,532
Total supplies	32,247	18,513	18,513	15,513	84,786

6. Contractual

Mental Health Consultants

Two Mental Health Consultants will provide counseling and support for students on a part time basis. These Consultants will work towards achieving Objective Two of the program by working with the Benewah Medical/Wellness Center and other community agencies to develop a holistic wellness program. The consultants will work on the four strategies included in Objective Two which include mental health, physical fitness, nutrition, and creativity. They will develop an afterschool program to support middle school youth and cover topics such as resilience, substance abuse, body image and intergenerational trauma. The consultants will work at both the Coeur d'Alene Tribal School and the Plummer Worley School District. The Consultants that have been selected are Jud Leifheit and Sue Manley-Larsen. Their resumes are attached.

Family Engagement Specialist

A Family Engagement Specialist, Ms. Elva Allan will be hired for the NYCP grant. Ms. Allan will create, implement, and monitor effectiveness of the Family Engagement Plan. Ms. Allan will be responsible to build relationships with families in the Plummer/Worley School District and at the Tribal School. This Specialist will prepare and deliver workshops and coordinate and conduct trainings to empower families to be effective partners in the education of their children. Ms. Allan's resume is attached.

Mentor Artists Playwrights Project

The NYCP program will allow us to hire the Mentor Artists Playwrights Project directed by Thomas Kellogg to travel to the Coeur d'Alene reservation. This creative program consists of a series of workshops which the students will participate in. These arts based literacy workshops are designed to bring out the students unique voices and develop their writing and speaking skills. The student's presentations are then performed by professional actors in an event seen by their families and the community.

Community Experts

Experts will be hired from the local community in order to achieve Objectives two and three. These experts will teach students various activities during the afterschool healthy living program. Some examples are: A nutritionist will teach cooking classes to students. Physical fitness instructors will coach students in activities and teach team building skills. Cultural Curriculum Experts will teach language, beading, and basket weaving. A financial planner will

teach financial literacy. These instructors will come in twice weekly during the school year and will be hired as sub-contractors.

External Evaluator

The External evaluator will provide on-site monitoring of the NYCP program two times per year for two days each visit. The goal of the external evaluator is to ensure that the NYCP program is meeting its goals, objectives, outcomes and grant guidelines in a timely, efficient and effective manner. The External evaluator's visit will result in the completion of required grant reports. We have selected Steve Nelson of Speelyai Group to act in this capacity. This is based upon our experience with Steve evaluating three of our grants over the past six years. These costs include on-site evaluation, travel and per diem.

Contractual	Year 1	Year 2	Year 3	Year 4	Total
Mental Health Consultant	12,000	12,000	12,000	12,000	48,000
Mental Health Consultant	7,200	7,200	7,200	7,200	28,800
Family Engagement Specialist	62,400	62,400	62,400	62,400	249,600
Mentor Artists Playwrights Project	20,000	20,000	20,000	20,000	80,000
Community Experts	5,000	5,000	5,678	5,000	20,678
External Evaluator	8,792	8,792	8,792	8,792	35,168
Total Contractual	115,392	115,392	116,070	115,392	462,246

7. Construction

There are no construction costs for this grant.

8. Other

In order to meet Objective 1 of the grant field trips will be funded for college visits which will enable the students to visit local campuses and preview programs that are offered. These will include field trips for grades 5 through 8 to North Idaho College, Lewis Clark State College, University of Idaho, Washington State University, Gonzaga, Whitworth, Spokane Community College, and Spokane Falls Community College. The costs will include meals for the students and transportation to and from the colleges by chartered bus. College T-shirts will be purchased for one field trip for each grade per year.

Summer and winter day camps will be held at a mountain lodge nearby. The Palouse Divide Lodge is a mountain-top lodge with spectacular views located on a ridge dividing the Palouse farming country from the timber growing area of Benewah County. This will allow the

manager and coordinator to work with students on the cultural and creative facets of the program. Summer activities will include craft projects such as basket weaving, drumming and nature hikes. In the winter the students can build and use snowshoes.

Outdoor day camps will be held to provide students the opportunity to experience the beauty of their reservation. The Trail of the Coeur d'Alenes will be utilized as well as Lake Coeur d'Alene. This activity will combine local cultural history with physical fitness and offer a sense of connection to the homeland.

Students will also have the opportunity to attend summer leadership camp at Washington State University and Na-Ha-Shnee Health Science Camp which is held in Spokane, Washington. Students who have been accepted into the Upward Bound Program will attend a six week college simulation program on the University of Idaho campus during the summer. This program is broken down into three components – community, University of Idaho and a study tour.

Both a Tribal Career Fair and a College Fair will be held at Lakeside High School which all of the students will attend. The students will meet with local employers and representatives from colleges in an informal setting to learn more about job opportunities that are available. Parents will also be encouraged to attend. Costs for this will include meals for the students, parents and presenters.

Other costs include a portion of the GSA Van which is leased by the Department of Education. The NYCP coordinator will use it to travel to the Tribal School weekly. This will cover 16% of the van lease for the year. Postage costs are also shared by the Department of Education Programs. Advertising costs will be incurred during year one of the grant and will be budgeted for all four years. Background checks will be required for all new employees and will be budgeted for all four years.

Funds will be allocated for the Family Engagement Specialist and Project Director to attend trainings that are relevant to the Family Engagement objective of the NYCP grant. These trainings will focus on Early Childhood Adversity and Toxic Stress which teaches a trauma informed approach to learning. This will benefit children, families and the local community.

Other	Year 1	Year 2	Year 3	Year 4	Total
Field trip meals, t-shirts	3,834	3,834	3,834	3,834	15,336
Camp costs	4,800	6,551	3,800	4,800	19,951

Postage	200	200	200	200	800
Advertising	500	500	500	500	2,000
Background Checks	200	200	200	200	800
GSA Van	500	500	500	500	2,000
Career Fair	1,500	1,500	1,500	1,500	6,000
College Fair	1,500	1,500	1,500	1,500	6,000
Snacks for after school program and cooking classes	4,000	4,000	3,000	2,515	13,515
Family Engagement Training	4,000	4,000	4,000	4,000	16,000
Total Other	21,034	22,785	19,034	19,549	82,402

9. Total Direct Costs (Sum of 1-8)

Direct Costs
1,894,376

10. Indirect Charges

The Coeur d'Alene Tribe has a current Indirect Cost Rate of 57.04% which is based on salaries only. See attached documentation.

Total Indirect Costs
412,316

11. Training Stipends

There are no training stipends costs for this grant.

12. Total Costs (Sum 9-11 Direct and Indirect Costs)

Direct	Indirect	Total costs
1,894,376	412,316	2,306,692

Budget Summary

Title	Total
1. Personnel	722,856
2. Fringe Benefits	416,018
3. Travel	126,068
4. Equipment	0
5. Supplies	84,786
6. Contractual	462,246
7. Construction	0
8. Other	82,402
9. Total Direct Costs Lines (1-8)	1,894,376
10. Indirect Costs	412,316
11. Training Stipends	0
12. Total Costs (lines 9-11)	2,306,692

NYCP Director's Orientation – Washington D.C.					
# of staff	# of Days	Flight	Hotel	Per Diem	Transportation
2	3	700.00 p/person x 2 staff members = \$1400.00	205.00 p/person x 3 nights = 615.00 2 staff members = 1230.00	69.00 p/person x 3 days = 207.00 2 staff members = 414.00	150.00 p/person 2 staff members = 300.00
Total Trip for 2 staff members: \$3344.00		Narrative: NYCP Director's orientation is a mandatory training and includes Project Director and NYCP Curriculum and Resource Specialist.			
Indian Education Summit – Boise, Idaho					
# of staff	# of Days	Flight	Hotel	Per Diem	Transportation
3 Registration – 75.00 per person	2	436.00 p/person 3 staff members = \$1308.00	152.00 p/person x 2 days = \$304.00 3 staff members = \$912.00	69.00 p/person x 2 days = \$138.00 3 staff members = \$414.00	100.00 p/person 3 staff members = \$300.00
Total Trip for 3 staff members = \$3159		Narrative: The Annual Indian Education Summit brings together our LEA, Tribal School, SDE, TEA and other Educator's around the state of Idaho to share in best practices in Indigenous Education. This will be a space in which the NYCP goals and objectives can be shared to promote awareness, feedback, and collaboration between all Idaho educators.			
Salish Kootenai American Indigenous Research Association Conference (AIRA) – Pablo, Montana					
# of staff	# of Days	Flight	Hotel	Per Diem	Transportation
3 Registration – 200.00 per person	2 nights, 3 days	N/A	108.00 p/person x 2 nights = \$216.00 3 staff members = \$648.00	59.00 p/person x 3 days = \$177.00 3 staff members = \$531.00	GSA van mileage – 0.545 X 422 miles = 230.00
Total Trip for 3 staff members = \$2010.00		Narrative: The NYCP Curriculum and Resource Specialist and the two Teachers will attend the AIRA conference in October 2016. The conference title for 2016 is "Research from the Field: Application of Indigenous Methodologies and Methods". At this conference Information is gained through relationship — with people in a specific Place, with the culture of Place as understood through our own cultures, with the source of the research data, and with the person who knows or tells the story that provides information. This is an informative conference for educators of Indigenous students.			

National Indian Education Association (NIEA)– Reno, NV					
# of staff	# of Days	Flight	Hotel	Per Diem	Transportation
3 staff Registration Fee: \$200.00 p/person = 600.00 Total Trip for 3 staff members = \$4371.00	3 days, 2 nights	441.00 p/person 3 staff members = 1323.00	217.00 p/person x 2 nights = \$434.00 3 staff members = \$1302.00	94.00 p/day x 3 days = \$282.00 3 staff members = 846.00	100.00 p/person 3 staff members = \$300.00
Narrative: Building Education Nations by Engaging Families, Educators, & Leaders and showcase creative and innovative practices that engage and improve academic success. This convention will support the family engagement and college and career readiness efforts of the NYCP program. Our focus will be the following strands: Family Engagement and College and Career Readiness					
NHSA 2016 Parent and Family Engagement Conference					
# of staff	# of Days	Flight	Hotel	Per Diem	Transportation
2 staff Registration Fee: \$525.00 p/person = 1050.00 Total Trip for 2 staff members = \$5300.00	4 days, 3 nights	1073.00 p/person 2 staff members = 2146.00	200.00 p/person x 3 nights = \$600.00 2 staff members = \$1200.00	88.00 p/day x 4 days = \$352.00 2 staff members = 704.00	100.00 p/person 2 staff members = \$200.00
Narrative: This conference focuses on how communities, parents, families, and program staff can best partner to promote both parent and family engagement and children's learning and development. Attendees at this conference include parents, parent leaders, governing board members, and agency staff engaged in family engagement services, agency leadership and community partners.					
Regional Travel Family Engagement Specialist and Project Director					
The travel budget includes additional funding for regional travel amounting to \$2000.00. The Family Engagement Specialist and Project Director will travel to conferences held locally which focus on parent and family engagement.					

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

1. Project Director:

Prefix: Dr.	First Name: Christine	Middle Name:	Last Name: Meyer	Suffix:
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Address:

Street1:	PO Box 408
Street2:	
City:	Plummer
County:	Benewah
State:	ID: Idaho
Zip Code:	83851
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
208-686-5013	208-686-5804

Email Address:
cmeyer@cdatribe-nsn.gov

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:

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

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

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Coeur d'Alene Tribe

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	180,714.00	180,714.00	180,714.00	180,714.00	0.00	722,856.00
2. Fringe Benefits	99,440.00	102,423.00	105,496.00	108,659.00	0.00	416,018.00
3. Travel	31,517.00	31,517.00	31,517.00	31,517.00	0.00	126,068.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	32,247.00	18,513.00	18,513.00	15,513.00	0.00	84,786.00
6. Contractual	115,392.00	115,392.00	116,070.00	115,392.00	0.00	462,246.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	21,034.00	22,785.00	19,034.00	19,549.00	0.00	82,402.00
9. Total Direct Costs (lines 1-8)	480,344.00	471,344.00	471,344.00	471,344.00	0.00	1,894,376.00
10. Indirect Costs*	103,079.00	103,079.00	103,079.00	103,079.00	0.00	412,316.00
11. Training Stipends						
12. Total Costs (lines 9-11)	583,423.00	574,423.00	574,423.00	574,423.00	0.00	2,306,692.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2015 To: 09/30/2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Interior

The Indirect Cost Rate is 57.04%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

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

PR/Award # S299A160001

Name of Institution/Organization Coeur d'Alene Tribe	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	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524