

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 # S299A160003

Grants.gov Tracking#: GRANT12169603

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

Closing Date: May 31, 2016

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/20/2016"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

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

* a. Legal Name: <input type="text" value="The Chickasaw Nation"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="731374986"/>	* c. Organizational DUNS: <input type="text" value="0708483610000"/>

d. Address:

* Street1: <input type="text" value="520 E. Arlington, Box 1548"/>
Street2: <input type="text"/>
* City: <input type="text" value="Ada"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="OK: Oklahoma"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="74821-1548"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Lynne"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Chatfield"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director"/>
--

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

* Telephone Number: <input type="text" value="580-421-7712"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="Lynne.Chatfield@chickasaw.net"/>

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

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

13. Competition Identification Number:

84-299A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Demonstration Grants for Indian Children Program of the Chickasaw Nation: Native Youth Community Projects (NYCP)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="3,993,330.00"/>
* 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="3,993,330.00"/>

*** 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

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Thomas John</p>	<p>TITLE</p> <p>Undersecretary of Community Services</p>
<p>APPLICANT ORGANIZATION</p> <p>The Chickasaw Nation</p>	<p>DATE SUBMITTED</p> <p>05/20/2016</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
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4. Name and Address of Reporting Entity:
 Prime SubAwardee
* Name: The Chickasaw Nation
* Street 1: 520 E. Arlington, Box 1548 Street 2:
* City: Ada State: OK: Oklahoma Zip: 74821-1548
Congressional District, if known: 2, 4

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

6. * Federal Department/Agency: U.S Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299
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8. Federal Action Number, if known: 	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:
Prefix: Mr. * First Name: Pete Middle Name:
* Last Name: Kirkham Suffix:
* Street 1: Red Maple Consulting Street 2: 6929 Conservation Drive
* City: Springfield State: VA: Virginia Zip: 22153

b. Individual Performing Services (including address if different from No. 10a)
Prefix: * First Name: N/A Middle Name:
* Last Name: N/A Suffix:
* Street 1: Street 2:
* City: State: Zip:

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

* Signature: Thomas John
* Name: Prefix: Mr. * First Name: Thomas Middle Name:
* Last Name: John Suffix:
Title: Undersecretary of Community Services Telephone No.: 580-559-0995 Date: 05/20/2016

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

PR/Award # S299A160003

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.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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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 The Chickasaw Nation	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Thomas Middle Name:
* Last Name: John	Suffix:
* Title: Undersecretary of Community Services	
* SIGNATURE: Thomas John	* DATE: 05/20/2016

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:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

Due to the restriction in the new federal State-Tribal Education Partnership (STEP) Grant prohibiting the use of funds in providing direct educational services to AI/AN youth, NYCP Grant funds are needed to provide wrap-around educational and family services for AI/AN youth. With assistance from NYCP Grant funds, The Chickasaw Nation Department of Education would continue to provide the direct wrap-around educational and family services (tutoring in reading for kindergarten through 3rd grade levels, math and reading tutoring for 6th through 8th grade levels ,counseling needs for youth and families entering junior high school and high school, tutoring in core subject areas and credit recovery to meet established goals) with a goal of increasing the number of AI/AN youth graduating high school in the targeted community with advanced knowledge and skill levels for college and career readiness. Grant funds will also be used to provide family intervention services outside what is already provided through the LEAs, as well as assist with school programs to help stabilize school climate issues affecting AI/AN youth. Finally, college and career readiness for high school students in the areas of ACT, PSAT, AP courses, concurrent college enrollment, standard college and vocational admissions assistance and career guidance will also be provided.

Located in south-central Oklahoma, the Chickasaw Nation is a federally-recognized American Indian (AI) tribe with an established Tribal Education Agency (TEA). There are a total of 65 school districts within the TEA tribal boundaries of the Chickasaw Nation 7,648 square miles jurisdictional territory. The proposed project will be implemented solely within the Chickasaw Nation's tribal boundaries and will focus on Native American students enrolled in the

14 school districts located within Carter and Pontotoc Counties, which contain the highest Native American enrollment of all the counties in Chickasaw Nation's tribal boundaries.

In addition, the STEP Pilot Program's referral system (information acquired from teachers, administrators, counselors, Indian education coordinators and parents/guardians) identified specific social, cultural and educational barriers that plague AI/AN students within the Chickasaw Nation's tribal jurisdiction, including absences due to lack of transportation to school, utilities being disconnected, bullying due to appearance, undiagnosed hearing and vision conditions, juvenile delinquency as a result of substance abuse and a lack of parental involvement. The TEA will coordinate with local programs within Pontotoc County, as well as entities within Carter County to provide enhanced educational opportunities and counseling, as well as promote the development of strategies to address the identified barriers to educational success.

The NYCP grant program staff will attend Impact Aid, Title VII and JOM parent committee meetings to discuss the NYCP grant program; all of which benefit Indian children and will reach the greatest number of parents of AI/AN students. Parents/Guardians will be contacted regarding these meetings by means of phone calls, texts, emails, and fliers sent home with their student. Parents will be involved in developing parent/student activities and extra-curricular activities to implement. The TEA consortium and NYCP staff members will also attend partnering LEA school board meetings and hold periodic cultural events in an effort to reach more community members through discussion about the NYCP grant program.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

The Indian Education Demonstration Grants Program

The Chickasaw Nation

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Application Narrative

Need for Project 1

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..... Description of Defined Geographic Area

.....Needs Assessment

..... Signed Partnership Agreement

..... Evidence of Capacity

.....Evidence of Involvement of Indian Tribes and Parents

..... Demonstration of Research Basis

.....Description of Continuing Activities

..... Individual Resumes or Job Descriptions

.....Community Stakeholders Letters of Support

..... Indirect Cost Rate Agreement

NEED FOR PROJECT (15 points)

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

The information obtained as a result of the State Tribal Education Partnership (STEP) Pilot Program has been instrumental in determining the academic needs of public school age American Indian/Alaska Native (AI/AN) students. Through working closely with participating Local Education Agencies (LEAs) in implementing the STEP Pilot Program, a Memorandum of Understanding was agreed upon; as a result, consequential and individualized student information is now accessible. This circumstance is noteworthy, because otherwise that information would be denied by Family Educational Rights and Privacy Act (FERPA) guidelines.

From a macro perspective, there is a clear gap in high school educational achievement between AI/AN students and students of other racial groups. An overall statistics that captures this phenomenon, is that according to the Oklahoma State Department of Education (OSDE), 32 percent of American Indian students from the graduating class of 2013 dropped out of school between grades 9-12, while the state average for all races was only 24.3 percent.

Solutions for these depressing existential outcomes need to be found, but first, the causalities must be identified. Therefore, the Chickasaw Nation (CN) Johnson O'Malley (JOM) program developed a needs assessment report. The report is a comprised compilation of: direct interaction with and input from school administrators, as well as definitive problems identified during JOM committee meetings. Cumulatively, the needs assessment recommends direct services to AI/AN students that complement the existing educational framework. The expectation is to combat the barriers AI/AN students face and in turn promote individual

development. Specific examples of the direct services recommended are: assistance directing students to supplementary materials for reading and math, one-on-one tutoring services, intervention services, family educational engagement activities, emphasis on and assistance with college application as well as scholarship opportunities, subsidization of testing fees, applicable tribal education, extra-curricular activities, and finally assistance with the financial burden that accompanies graduation.

In addition, the STEP Pilot program's referral system (information acquired from teachers, administrators, counselors, Indian education coordinators and parents/guardians) identified specific social, cultural, and educational barriers that plague AI/AN students with the Chickasaw Nation's tribal jurisdiction. Examples of those barriers include: absences due to lack of transportation to school, utilities being disconnected, bullying due to appearance, undiagnosed hearing and vision conditions, juvenile delinquency as a result of substance abuse and a lack of parental involvement.

In the past, STEP Pilot specialists used a hands-on approach to not only connect, but actively assist AI/AN students and families to the needed services. However, through the evolution of the STEP program, the hands-on approach has been discontinued, consequently leaving a void in the system. However, this void could be filled, allowing the services to once again be provided with applicable NYCP funding.

The Chickasaw Nation's NYCP will work with partners in two counties within its tribal boundaries: Carter and Pontotoc County. These counties have relatively large populations of AI/AN students that are in need of the planned services. According to the Oklahoma State Department of Education, a brief comparative analysis of the target population is as follows:

- AI/AN students comprise 13.4 percent of the student population in Carter County, while AI/AN students comprise 15 percent of the student population in the State of Oklahoma.

- The rate of free, or reduced lunch rates for AI/AN students in Carter County is 65 percent, while that rate is 62 percent for the State of Oklahoma.
- The poverty rate in Carter County is 11.6 percent, while it is 17 percent for the State of Oklahoma.
- The percentage of adults possessing a college degree in Carter County is 15 percent, while it is 23 percent for the State of Oklahoma.
- AI/AN students comprise 34.5 percent of the student population in Pontotoc County, while AI/AN students comprise 15 percent of the student population in the State of Oklahoma.
- The rate of free, or reduced lunch rates for AI/AN students in Pontotoc County is 64.5 percent, while that rate is 62 percent for the State of Oklahoma.
- The poverty rate in Pontotoc County is 20 percent, while it is 17 percent for the State of Oklahoma.
- The percentage of adults possessing a college degree in Pontotoc County is 24 percent, while it is 23 percent for the State of Oklahoma.

Additionally, according to the 2014 KIDS Count Data Center Report, 2,767 AI/AN individuals under the age of 18 lived in Pontotoc County; comprising 30.6 percent of the total population under 18 years of age. 2,070 AI/AN individuals under the age of 18 lived in Carter County; comprising 16.6 percent of the total population under 18 years of age. The per capita income in Pontotoc County was lower than the state average of \$38,502, at \$35,130. However, despite the income difference, the unemployment rate was consistent with the state ratio at 5 percent. Moreover, the ratios of TANF recipients and child poverty were relatively the same. The per capita income of Carter County was \$38,577, with an unemployment rate of 5.1 percent. Interestingly, the dropout rate of Carter and Pontotoc Counties was lower than the state average: 6.9 percent compared to 7.0 and 8.7 percent respectively. But unfortunately, the Oklahoma Needs Assessment Survey claims that the use of marijuana, prescription medication, and other illicit drugs were rising, while the abuse of alcohol remains high in both counties.

While the statistics for Carter and Pontotoc Counties are not shocking when relatively compared to that of the state of Oklahoma, it is important to note the limitations of data and

research available. Generally, American Indians and Alaskan Natives are in lower socioeconomic classes, and as a result face many institutional and social barriers. Consequently, on average, AI/AN students perform at lower levels and have less educational attainment than their peers. Therefore, it is likely that the target population of AI/AN students are not at the levels consistent with the state of Oklahoma or Pontotoc County, and are in need of the proposed services.

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

Initially, both the STEP program, and JOM program, perceived the educational maladies that generally plague AI/AN students. Through this, they employed strategies within their means to identify the barriers in order to eventually combat them. The data collected by the STEP staff was based on opinion surveys completed by parents/guardians, AI/AN students, school administrators, teachers and Indian Education Directors. Interviews with administrators and faculty from the school districts were also used as a conduit for determining school and student needs. The data, and interviews, provide indication suggesting that the greatest barriers to educational success for AI/AN youth are: absenteeism, juvenile delinquency, substance abuse and the lack of parental involvement. These barriers can be addressed through the use of existing Chickasaw Nation tribal services, partnerships and community stakeholder resources.

2) Opportunities in the local community to support Indian students:

The Tribal Education Entity (TEA) will coordinate with local programs (located within Pontotoc County) established at East Central University, the Pontotoc County Truancy Program, the Pontotoc County Drug Court and the Pontotoc Technology Center. The TEA will also coordinate with entities within Carter County: the Southern Oklahoma Technology Center and

the University Center of Southern Oklahoma. This collaboration will provide enhanced educational opportunities and counseling, as well as promote the development of strategies to address the identified barriers to educational success. An exemplary relationship is one between local and county law enforcement agencies and the Chickasaw Nation. In conjunction, they help younger AI/AN citizens overcome problems associated with alcohol and drug addiction. This is done, by assisting individuals with completion of voluntary and required intervention or rehabilitation programs.

Each partnering entity has its own operating budget and independent funding sources in place. All of which are specifically designed to assist with coordinating efforts in support of developing strategies to address the barriers to educational success. The additional NYCP funding will allow for the partners to broaden their focus on AI/AN students and their well-being.

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

In an effort to see the Chickasaw Nation's NYCP Project come to fruition, the TEA will work with tribal agencies, the Pontotoc Technology Center, East Central University and community partners, to coordinate services for AI/AN students attending the designated schools. Along with the collaborative services, the Chickasaw Nation alone provides a plethora of programs and services that can be utilized. One such example, is the *Hinoshi' Chokma (Good Paths)* program, which is designed to assist youth in identifying, planning and overcoming barriers to succeed. In the same spirit, the *Chickasaw Children's Village* focuses on providing Native American children with the an opportunity for social, spiritual and personal development, all through professional guidance in a safe, nurturing environment that emphasizes educational

needs. Another illustration, is *Chikcahsa Pehlichik Iki* (Creating Chickasaw Leaders), a 12-month program that develops leadership skills and provides participants with cultural knowledge. Alternatively, *Aalhakoffichi* (A Place for Healing) serves Native Americans in need of support and recovery services that target mental health issues, substance abuse and familial issues. Lastly, is *Camp Yaakni' Inaalhpisaat Chokma* (The Nation's Laws are Good), where Native American youth are educated about the operations of the Judicial Branch. In this program, participants meet tribal justices, judges, Lighthouse Police officers, Peacemakers and court staff. By doing so, students witness first-hand how the District Court, Supreme Court and Peacemaking Courts work. **For the entire list of Chickasaw Nation tribal services available to all CN citizens and other Native American students and families with other tribal affiliations, please see the attached documents in the appendix.*

The TEA program and service staff reaches out to other tribal nations to seek services for AI/AN students. The programs in place are tribal funded. Any additional direct services needed by outside agencies would be an accrued cost that would be supplemented by NYCP grant funds.

With this access to services, and through direct referrals from parents, school administrators, teachers, and Indian education counselors, the CN NYCP Project Coordinator, Cultural and Family Engagement Specialist, Academic and Career Advisors and School Social Workers will be able to assist in the development of strategies to provide enhanced educational/family services, as well as make recommendations that would benefit students in need of further services.

QUALITY OF THE PROJECT DESIGN (30 points)

(i) The extent to which the project is focused on a defined local geographic area.

Located in Oklahoma, the Chickasaw Nation is a federally-recognized American Indian (AI) tribe with an established Tribal Education Agency (TEA). There are a total of 65 school districts within the TEA tribal boundaries the Chickasaw Nation.

The proposed project would be implemented solely within the Chickasaw Nation's tribal boundaries. This area is located in south-central Oklahoma, and encompasses all or parts of the following 13 counties: Pontotoc, Grady, Carter, Garvin, Johnston, Murray, Love, Marshall, Coal, Bryan, McClain, Stephens and Jefferson. Specifically, the project will focus on Native American students enrolled in the 14 school districts located within Carter and Pontotoc Counties, which contain the highest Native American enrollment of all the counties in Chickasaw Nation's tribal boundaries.

(ii) The extent to which the proposed project is based on scientific research, or an existing program that has been modified to be culturally appropriate for Indian students.

The need for services directed toward AI/AN students has been identified by the STEP Pilot program through involvement with partnering school districts, community awareness functions and numerous training opportunities. STEP was created to meet the cultural and academic needs of American Indian students. The NYCP funding would allow for the TEA, LEAs and community resource partners to effectively serve identified AI/AN students within Chickasaw Nation tribal boundaries who are in need of direct services, including educational and non-educational, ranging from targeted academic tutoring and counseling, to coordinating assistance with tribal and community programs for students and their families. All partnering LEAs participate in the Johnson O'Malley program and the needs assessments have been reviewed. These identified needs coincide with the needs identified by the STEP Pilot project.

The following figure is the Chickasaw Nation's NYCP Logic Model based on the needs assessments and strong theory of best practices for Native American student achievement:

CN NYCP Logic Model

Assumptions: Problems/Barriers are identified:

- Absenteeism and Truancy
- Low Family Engagement
- Disciplinary Infractions
- Low Self-Esteem
- Low Cultural Awareness
- High Poverty

Inputs:

- TEA
- LEAs
- Family Unit
- Community Partners
- Supporting Resources Entities

Activities:

- Cultural Enhancement
- Tutoring
- Family Engagement Best Practices
- College and Career Awareness
- Counseling and Leadership

Outputs:

- Monthly Culturally Relevant Presentations and Activities
- Daily Variety of Tutoring Services
- Frequent Family Communications and Activities
- One College and Career Visit/Semester
- One ACT Workshop Annually
- One SAT Workshop Annually
- Ongoing Counseling Services as Needed
- Increased AP Enrollment

Outcomes:

- Increased Levels of Self-Worth and Identity
- Increased Academic Achievement
- Decreased Dropout Rates, Increased Family Engagement
- Increased College and Career Awareness

- Increased Graduation Rates
- Reduced numbers of Disciplinary Infractions
- Increased ACT Performance and Increased SAT Performance

Impact:

- Foster the development of Native American, producing students that have increased levels of readiness for college and career.

This logic model is based on Kellogg’s Logic Model which breaks down the entire project into key components. The Chickasaw Nation’s NYCP logic model begins with **assumptions**, these are the identified barriers to AI/AN success derived from the JOM and LEA’s needs analysis, as well as the data collected from the STEP Program. The assumptions, are the problems or issues that the CN NYCP will focus on reducing in order to help increase the college and career readiness of the AI/AN students of Pontotoc and Carter County, Oklahoma. The **inputs** describe all of the stakeholders, resources, and partners that will be comprehensively involved in the CN NYCP. All entities listed as an input will contribute to the planning, implementation, maintenance, and evaluation of the project. The components on the **activities** list have been selected as the best means to achieving the overarching CN NYCP goal. The **outputs** describe the expected direct results from the activities, such as the number of classes and workshops that will take place, or the frequency of meetings to be expected. The **outcomes** describe the expected changes in AI/AN behavior, knowledge and/or skills. The desired results are expected to be quantifiable, and subsequently measured by the end of the first year. The **impact** of the CN NYCP project is to increase college and career readiness of the AI/AN students of Pontotoc and Carter County, Oklahoma. This logic model also depicts the need for program analytics and evaluation in order to make necessary adjustments for continued student achievement.

Based on evidence from scientific research, the curriculum and methodologies implemented by the Chickasaw Nation's NYCP will achieve its goal of increasing the College and Career Readiness of American Indian students in Pontotoc County, Oklahoma. Below are the *Methodologies, Curriculum, and Research* that are the driving components of the Chickasaw Nation's NYCP project:

- **Leadership** – CN NYCP Leadership Counsel. According to Hodel, 2005, the students involved in leadership activities had an attendance rate of 96 percent compared to 89 percent of those not participating; the experimental group raised their average GPA from 2.1 to 2.4 in one year, while the control group's (no participation) average GPA decreased from 2.4 to 2.3. The following is a list of scientific research; further suggesting that participation in a leadership program leads to increased levels of academic and social achievement:
 - Barnhardt (1994), Cleary and Peacock (1998), Davis (1992), Gage and Robinson (1984), Greene and Forster (2003), Kouzes, J. M., and Posner, B. Z. (2007), McInerney and McInerney (2000), McInerney and Swisher (1995), Omizo, Omizo, and Kitaoka (1998), Rindone (1988) and Wilson (1983).
- **Tutoring** - A variety of tutoring methodologies such as: Peer, Foster Grandparent (Chickasaw Nation), Contracted, JOM, Community resources and Computer based programs will be implemented, controlled and monitored. The CN NYCP staff feels strongly about implementing the use of Khan Academy as a tool for increasing math skills, as well as SAT prep. Khan Academy is a free internet provided software that allows a coach (staff member, parent/guardian or tutor) to follow student progress. Khan Academy is accessible on any platform as long as there is internet access. Two computer software programs aimed at increasing reading skills are PebblesGo and Ticket to Read. A study performed by Chabot College from Fall 2007 through Fall

2009 that depicts the success rate of those receiving tutoring services in English at an 82 percent while the success rate for students not receiving tutoring services in English at an 71 percent. The following scientific research suggests that AI/AN students involved in any form of various methodologies of tutoring leads to increased levels of academic and social achievement:

- Brown (1993), McLaughlin, Williams, Cady, and Bement (1982), Yagi (1985)

➤ **Cultural Enhancement Activities** (Includes Language Immersion) – Many studies have been performed regarding the benefits of AI/AN students undergoing cultural enhancement activities including, but not limited to, the immersion of native languages. A study by the Kamehameha Schools Research & Evaluation in 2010, reports that students involved in culturally relevant content are more trusting of others (71 percent) compared to those not involved in cultural content level of trust in others (53 percent). 87.9 percent of the students expect to graduate compared to 73.5 percent for those with no cultural participation. Finally, the study indicated the students involved in cultural activities are 77.6 percent able to use their learned cultural skills in the community, compared to 40 percent who do not participate. The CN NYCP have based their cultural enhancement component on the following scientific research:

- Barnhardt (1990), Indians Nation at Risk Task Force Report (1991), Lipka and McCarty (1994), Prucha (2000), Smith, Leake, and Kamekona (1998), Stiles (1997), White House Conference on Indian Education (1992), and Yagi (1985).

➤ **Counseling and Behavioral Health Services** – Along with the counseling and behavioral health services provided by the Chickasaw Nation and community resources partners, the CN NYCP will employ two school social workers to provide

additional support to the AN/AN students in need. Results from five studies of a counseling program (SSS) involving 1,279 students in grades 4, 5, 6, 8, and 9; 50 school counselors, and 39 schools consistently found significant increases in math and reading on standardized achievement tests (Brigman & Campbell, 2003; Brigman et al., 2007; Campbell & Brigman, 2005; Leon, Villares, Brigman, Webb, & Peluso, 2010; Webb et al., 2005). It has been suggested by the following scientific research sources, that students undergoing stress at home or school perform better after receiving counseling services:

- Lapan, Gysbers, and Petroski (2001), Schatzberg and Nemeroff (2009), Steen, Sam; Henfield, Malik S.; Booker, Beverly – Journal for Specialists in Group Work, 2014, Winston and Quinby (2009)
- **College and Career Awareness Activities** – The CN NYCP will include many activities geared towards increasing the awareness of the AI/AN students as to the opportunities for various careers that are available to them, as well as the variety of colleges and each's available programs. It has been reasonably demonstrated (by the research studies listed below) that being exposed to college and career choices increases the overall awareness of AI/AN students and ignites their interests about their future and what is possible:
 - Bailey (2009), Bureau of Labor Statistics (2012), Carnevale, Smith, and Strohl (2010), U.S. Department of Education (2012)
- **Family Engagement Best Practices** – The CN NYCP will emphasize family engagement by including parents/guardians in every aspect of the program, from participating in cultural activities such as stick-ball and stomp dances, to helping design the actual CN NYCP program. The family unit will play an integral role in the programmatic adjustments that may need to be implemented. Research from Raising Student Achievement, 2006, states that children in grades k-3 whose

parents participate in school activities have high quality work habits, task orientation, better classroom performance, higher classroom participation, and monitor their own work. The following scientific research also suggests that strong family engagement enhances the overall performance of AI/AN students:

- o Barnhardt (1994), Davis (1992), Huffman, Sill, and Brokenleg (1996), Kamehameha Early Education Program (1974), Leveque (1994), Macias (1987), Medearis (1996), Rindone (1988), Swisher and Deyhle (1989), Willetto (1999), and Wilson (1983).

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

The vision of this project is to develop, test and demonstrate the effectiveness of services and programs in order to increase the college and career readiness of AI/AN students. This vision has been determined by the Chickasaw Nation (TEA), along with partnered Local Education Agencies (LEAs), those partners include the school districts of: Allen, Ada, Ardmore, Byng, Dickson, Fox, Healdton, Latta, Lone Grove, Plainview, Roff, Springer, Stonewall, and Vanoss; as well as East Central University, Pontotoc Technology Center, University Center of Southern Oklahoma and the Oklahoma Southern Technology Center. The total student enrollment for the above listed rural LEAs is approximately 15,206 students, with 4,307 students identified as AI/AN, comprising 28.3 percent of the total enrolled population.

The table below displays the highlights of the CN NYCP’s goals, objectives, and outcomes:

CN NYCP Goals, Objectives and Outcomes
Goal #1: Increase College and Career Awareness
Objective #1: 100 percent of the eighth (8 th) and tenth (10 th) grade students will complete an interest inventory annually. The interest inventory is a survey tool used to measure student’s interests and compare them to the interests of those working in various occupations. By

establishing the student's interests, a college and career map will be created, detailing the skills, college, or technical skills required for their interested career path. With college and careers on their minds and mapped out, student awareness will be highly increased. These will be performed every year, for the 48 month award period. **Measure:** *ACT Career 101 data results.* **Evaluation:** *TEA and LEA staff analyzes, evaluates and discusses results with students and parents/guardians.*

Objective #2: 100 percent of the eleventh (11th) grade students will visit one college campus, as well as engage in a workplace tour by the end of year one. This will be performed annually for the 48 month award period. **Measure:** *Annual CN NYCP Fulfillment Survey for student and parent/guardian.* **Evaluation:** *TEA and LEA staff analyzes, evaluates and discusses results with students and parents/guardians.*

Objective #3: 100 percent of the students in grades seventh (7th) through twelfth (12th) will participate in one college and one career fair each semester, by the fourth (4th) month of program startup. Ongoing throughout the 48 month award period. **Measure:** *Annual CN NYCP student and parent/guardian survey.* **Evaluation:** *TEA and LEA staff analyzes, evaluates and discusses results with students and parents/guardians.*

Objective #4: One female and one male of each LEA's junior class (selected by the CN NYCP Committee) will participate in the NYCP Leadership Committee (total count of 28 students); divided into one committee for each county. The student committee will meet bi-weekly for program collaboration, sharing ideas & concerns. Another achievement of the student committee is to help determine the end of year incentive based culturally and educationally relevant trip. The student committee is for the junior class only, therefore, 100 percent turnover will be required yearly for the 48 month award period. **Measure:** *Annual CN NYCP Fulfillment student and parent/guardian survey.* **Evaluation:** *TEA and LEA staff analyzes, evaluates and discusses results with students and parents/guardians.*

Outcome #1: Admission rates into accredited colleges and technical schools will increase by 10 percent by the end of year one (1). Thereafter, increasing an additional 20 to 30 percent by the end of the 48 month award period. **Evidence:** *College and technical admission records.*

Outcome #2: Communications and relationships between students, parents/guardians, TEA and LEA staff will increase as a direct result from the CN NYCP inclusion of all stakeholders

in the activities listed in the objectives. **Evidence:** *Annual CN NYCP Fulfillment Survey and CN NYCP Event Questionnaire.*

Goal #2: Lower Dropout Rates

Objective #1: 100 percent of the students will participate in cultural awareness activities throughout the school year, each year of the 48 month award period. **Measure:** *Annual CN NYCP student and parent/guardian survey.* **Evaluation:** *TEA and LEA staff analyzes, evaluates and discusses results with students and parents/guardians.*

Objective #2: 100 percent of the students in grades first (1st) through twelfth (12th) identified as “at-risk” for academic failure, will receive tutoring services provided by the LEA’s, community, and/or the TEA. Students will increase a minimum of one letter grade by the end of each school year in the subject area in which they are receiving intervention. Tutoring will be performed annually as needed for all school years of the 48 month award period. **Measure:** *Pre tutoring grade report data and post tutoring grade report data.* **Evaluation:** *TEA and LEA staff analyzes, evaluates and discusses results with students and parents/guardians.*

Objective #3: After being counseled by the CN NYCP Intervention Specialists, Community Social Services and/or other tribal behavioral and health services, students with attendance infractions, suspensions, disciplinary referrals and Teen Court cases will decrease by 5 percent in year one (1), and will decrease an additional 10 percent in years two (2) though four (4), or until the rate is less than 5 percent. **Measure:** *LEA performance data collected annually.* **Evaluation:** *TEA and LEA staff analyzes, evaluates and discusses results with students and parents/guardians.*

Objective #4: All identified “at-risk” AI/AN students in grades seventh (7th) through twelfth (12th) will take the Rosenberg Self-Esteem pre-test by the third month of startup and the post-test by May. This measure will be conducted annually for the for the 48 month award period. **Measure:** *On-line results from the Rosenberg website.* **Evaluation:** *TEA and LEA staff analyzes, evaluates and discusses results with students and parents/guardians.*

Outcome #1: Graduation rates of Native American students will increase by 10 percent by the end of year one (1); increasing 20 to 30 percent by the end of the 48 month award period. **Evidence:** *LEA’s annual reporting data.*

Outcome #2: Dropout rates will decrease by at least 5 percent by the end of year one (1); dropping an additional 1 percent each year for the remaining 48 month award period.

Evidence: *LEA's annual reporting data*

Goal #3: Increased Academic Achievement for "At-Risk" AI/AN Youth

Objective #1: 100 percent of the identified "at-risk" students in first (1st) through eighth (8th) grade will participate in an accelerated reading program (Voyager Reading Program or reading program already in place) for each school year of the 48 month award period. Students will increase reading achievement scores by 5 percent in year one (1) (compared to previous year results), increasing 10 percent for years two (2) through four (4) or until 90 percent reach proficiency. **Measure:** *Voyager user data report and LEA's annual performance data.*

Evaluation: *TEA and LEA staff analyzes, evaluates and discusses results with students and parents/guardians.* **Incentive:** *Increased math performance connected to the use of Khan Academy will be awarded as part of the Good Grades Program.*

Objective #2: 100 percent of the identified "at-risk" students in second (2nd) through twelfth (12th) grade will participate in Khan Academy for math enhancement. Students will increase math achievement scores by 5 percent in year one (1), increasing 10 percent for years two (2) through four (4) or until 90 percent reach proficiency. **Measure:** *Khan Academy user data reports, and LEA's annual performance data.* **Evaluation:** *TEA and LEA staff analyzes, evaluates and discusses results with students and parents/guardians.* **Incentive:** *Increased math performance connected to the use of Khan Academy will be awarded as part of the Good Grades Program.*

Objective #3: 100 percent of the second (2nd) through twelfth (12th) grade students identified as "at-risk" for academic failure will receive tutoring services provided by the LEA's, Community and/or the TEA. Students will increase a minimum of one letter grade for each subject receiving intervention in by the end of each school year for each year of the 48 month award period. Tutoring will be performed annually as needed for all school years of the 48 month award period. **Measure:** *Pre tutoring grade report data and post tutoring grade report data.* **Evaluation:** *TEA and LEA staff analyzes, evaluates and discusses results with students and parents/guardians.* **Incentive:** *Increased academic performance connected to the use of tutoring services will be awarded as part of the Good Grades Program.*

Objective #4: 100 percent of the AI/AN students identified as "at-risk", will undergo a health screening in order to identify undiagnosed vision, and/or hearing deficiencies. **Measure:** *Data from screening tests.* **Evaluation:** *Screening tests will be discussed with parents/guardians and*

TEA and LEA staff. If a deficiency is discovered, the team will move forward with corrective measures.

Outcome #1: Student grades in reading and math will increase by one (1) letter grade by the end of year one (1). Subsequently, 100 percent of the students participating will achieve a score of 85 percent or better in reading and math by the end of years two (2) through four (4).

Evidence: Grade reports, and standardized test results data.

Outcome #2: Student's that receive health related services will have the opportunity to increase their academic abilities, thus, increasing their academic performance; a noted improvement in composite score is expected to be a direct result. This is substantiated by research provided from Dunkle M.C. and Nash M.A, 1991, in which they state that health-related factors can lead to underperformance at school.

Evidence: Grade reports, CN NYCP Fulfillment Survey data.

Goal #4: Preparation for ACT and SAT

Objective#1: Each LEA will allow for, and schedule ACT Preparatory Workshops (Chad Cargill) for students in tenth (10th) grade. This will take place by the sixth (6th) month of startup. *Measure: Attendance sheet, Student survey. Evaluation: Annual CN NYCP Fulfillment surveys will be completed by students, parents/guardians, LEA staff, and community partners; data will be analyzed and evaluated by TEA staff and CN NYCP Advisory Committee.*

Objective #2: Students will participate in ACT and SAT practice testing, by the fifth (5th) month of startup. This is incentive based participation, rewarded with culturally relevant field trips and an end of year trip. This will be ongoing annually for the 48 month award period. *Measure: OKCIS and Khan Academy user data tracking. Evaluation: Annual CN NYCP Fulfillment Surveys will be completed by students, parents/guardians, LEA staff and community partners. ACT and/or SAT test results data will be analyzed and evaluated by TEA staff and CN NYCP Advisory Committee.*

Outcome #1: Students will be better prepared and motivated to take the ACT or SAT college admissions test. *Evidence: ACT and/or SAT test results data, Annual CN NYCP Fulfillment Surveys*

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

The project design is appropriate, in that it aims directly at the readiness of Native American students for college and impending careers. As a result, a number of issues are being addressed that negatively affect the performance, both academically and socially, of AI/AN students. By implementing the methodologies that have been shown to have positive results, the Chickasaw Nation's NYCP program addresses the identified needs of the target population.

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

The coordination of efforts between all partners will be essential to maximizing the effectiveness of the project. Strategies developed through collaboration with community stakeholders to address the educational barriers will be implemented in an effort to reduce dropout rates and help AI/AN students be more prepared for college or pursuing a career after graduation.

The increase in students dropping out of school is a community issue and all community stakeholders should be involved in developing strategies to provide solutions. Collaborating with higher education institutions, technology centers, truancy programs as well as drug and alcohol awareness programs, will maximize the implementation of various approaches. As a result, the plethora of barriers can be individually, or collectively resolved in order to decrease the drop-out rate of AI/AN students. One example of an appropriate partner, is the Pontotoc County drug court system. This system has been active since 1997, and has been a crucial and successful service for Pontotoc County. Student referrals from the CN STEP program have worked directly with the drug court in ways to help them recover physically, emotionally, and academically. The

drug court has seen fit for student's to be placed into supportive programs rather than deteriorate in juvenile detention. Unfortunately, 46 percent of the drug court population are AI/AN individuals. Therefore, the TEA will work with established community stakeholders such as the drug court system, in regards to reducing substance abuse rates in AI/AN students and families as well as other barriers that hinder students from becoming college and career ready.

QUALITY OF PROJECT PERSONNEL (10 points)

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

Lynne Chatfield will oversee the TEA team as the project director. Lynne is a citizen of the Chickasaw Nation and a current employee, with 35 years of experience in the field of education and 10 years of experience in tribal and federal budget management. Ms. Chatfield will devote 25 percent of her time to the oversight of TEA objectives, budgeting and reporting for the NYCP grant. The project director is paid through tribal funding and will not be included in the NYCP grant budget.

(ii) The qualifications, including relevant training and experience of key personnel.

Serving as the primary applicant, the NYCP project team for the Chickasaw Nation Division of Education will include a project director, project coordinator, two academic and career advisors, one cultural and family engagement specialist and two TEA social workers. All of the Chickasaw Nation NYCP project team members will possess a minimum of a bachelor's degree, and all project personnel will have passed a background investigation as per LEA, SEA and TEA requirements. It is the intention, to the greatest of the CN NYCP program's ability, to adhere to section 7(b) of the Indian Self-Determination and Education Assistance Act in observing preference to Native Americans for the administering of this grant.

Upon hiring, the project coordinator shall have a minimum of five (5) years of experience in the field of education. In addition, experience working with a federally funded program is preferred. The coordinator will provide technical assistance, training, support and supervision to the NYCP staff as well as monitoring compliance and reporting directly to the project director. The coordinator will work with the partnering LEAs and community stakeholders throughout the course of the grant period in an effort to identify unresolved or emergent barriers to educational success for AI/AN students and facilitate the implementation of strategies to improve the standing of students and their families. The coordinator will devote 100 percent of their time to directing, monitoring, and other administrative CN NYCP activities for grant compliance. The project coordinator's salary will be included in the NYCP grant budget. *The program coordinator's job description is available for review in the attachments.*

Upon hiring, the academic and career advisors shall have a minimum of two (2) years of experience in education. The advisors will work closely with LEA staff in identifying at-risk AI/AN students and implementing intervention strategies set forth by the CN NYCP project design. The advisors will monitor the students' academic progress and assist in career related activities. The advisors will be assigned to participating LEAs and perform tasks to reduce educational barriers for at-risk students. They will also work closely with the LEAs and serve as liaisons between the school and the families of at-risk students. The advisors will spend 80 percent of their time on site with the students; the remaining 20 percent will be spent in the office completing program managerial duties. The advisors will be funded completely with CN NYCP funds. *The academic and career advisor's job description is available for review in the attachments.*

Upon hiring, the cultural and family engagement specialists shall have a minimum of two (2) years of experience in education and/or a related field. This specialist will be responsible for seeking out cultural event opportunities for presentations and interaction. The specialists will work closely with all the LEAs in organizing cultural activities. The specialists will spend a great amount of time advocating for family engagement, while ensuring CN NYCP events are being planned, organized and performed. The specialists will spend 50 percent of their time on site with the students, 30 percent in the field advocating for increased family engagement and the remaining 20 percent will be spent in the office completing program managerial duties. The specialist will be funded completely with CN NYCP funds. *The Cultural and Family Engagement Specialist's job description is available for review in the attachments.*

Upon hiring, the TEA social workers must have at least two (2) years of experience in the field of education or social work. The TEA social workers will address the psychological and social well-being of students. To accomplish this, they will provide information, as well as direct counseling, all while helping AI/AN students, parents and school staff work together to solve problems or provide referrals to applicable resources. Through one-on-one classroom or school-wide sessions, school social workers will address issues relevant to the student population they serve, such as: school attendance, illegal drug or alcohol dangers, teen pregnancy and adjustment to the social setting of the school. Also, assistance will be provided to teachers and administrators in dealing with behavioral or attitudinal issues through interaction with students to find the causes of their distress. The social worker will support AI/AN students and their parent/guardian during IEP (Individual Education Plan) meetings. The social worker will spend 80 percent of their time on site with the students; the remaining 20 percent will be spent in the office completing program managerial duties. The social workers will be funded completely with

CN NYCP monies. *The TEA social worker's job description is available for review in the attachments.*

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

The Chickasaw Nation Division of Education is recognized as a Tribal Education Agency and has set forth as such to improve the overall quality of life to its citizens. For over the past ten years the TEA has successfully implemented, monitored and maintained the following programs that demonstrate the capacity to improve educational outcomes of AI/AN students: tutoring reimbursement, honor club, high school equivalency testing, high school credit recovery and career services. All TEA programs are managed and evaluated effectively, justifying their validity and appropriateness in assisting AI/AN students.

ADEQUACY OF RESOURCES (10 points)

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

The NYCP program staff will reach out to a number of agencies to coordinate services for AI/AN students attending the LEA partnering schools. Some inter-tribal programs include health services, vocational rehabilitation, educational services, family preservation and strong family development, culture and humanities, transportation services, social services and youth services. Each of these departments serve all AI/AN individuals. The CN NYCP staff will reach out to other tribal nations to seek services for students according to their tribal membership/citizenship. In addition to these tribal agencies, community stakeholders will be utilized. Stakeholders have pledged their support for the project and agree that the CN NYCP

will improve the educational opportunities and achievement of school-age AI/AN students and families. *Letters of support are attached for reference.*

In addition to documented stakeholders and tribal agencies, several community agencies (who are frequently utilized in the STEP project) could be available to increase the educational opportunities of AI/AN students, by offering services to those students and families on a case-by-case basis. These agencies include: Multi-County Counseling Services, state vocational rehabilitation, county systems of care, Oklahoma Healthcare Authority/SoonerCare, universities, trade schools and the Oklahoma State Department of Health. These agencies provide an extra layer of care that can be utilized in order to ensure the project objective is met. For Fiscal Year 2015, these community and state-based programs received 77 referrals combined throughout the STEP project, along with 489 inter-tribal referrals and 203 referrals to other tribal agencies. The STEP program is in its first year of a 48 month award-ship, but the second time to be awarded the grant overall.

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

The TEA has numerous educational programs designed specifically for Chickasaw citizens. However, many AI/AN students attending the partnering LEAs are affiliated with other tribal entities and may not be able to receive adequate services since they live outside their tribal boundaries. The NYCP funds will assist in providing services to all AI/AN students, regardless of tribal affiliation, too ensure they are not neglected due to arbitrary conditions. Such services will include behavioral health counseling, as well as individual educational tutoring, which will identify further needs, increase the student's confidence and, in turn, raise the percentage of AI/AN students graduating from high school and prepared for college or careers. The result of

funding, will vastly expand the number of individuals served, as of the 4,307 AI/AN students enrolled in the rural partnering LEAs, roughly only 50 percent are affiliated with the Chickasaw Nation, while 50 percent are affiliated with other tribes.

QUALITY OF MANAGEMENT PLAN (30 points)

- (i) **The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks. *This sub-category is answered within the Time/Task Plan Table below.***
- (ii) **The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. *This sub-category is answered within the Time/Task Plan Table below.***

Chickasaw Nation NYCP Time/Task Plan			
Goal: To provide a comprehensive approach to Career and College readiness for American Indian students residing in the Chickasaw Nation Tribal Boundaries			
A: General Startup			
<u>Activities/Tasks</u>	<u>Responsible Party</u>	<u>Timeline</u>	<u>Milestones/Deliverables</u>
Meetings to promote program participation with LEAs, community stakeholders and tribal agencies; JOM parent committee meetings.	TEA Project Director, Coordinator and all staff.	Within 15 days of startup, monthly for the 48 month award period.	Meeting’s minutes will be documented by TEA and LEA’s staff; Increased awareness of all parties regarding educational barriers faced by AI/AN students and the purpose of NYCP will be discussed; Parent’s needs assessment, in the form of surveys, will be collected, analyzed and evaluated.
Startup activities: Hiring staff, finalizing contracted services and background	TEA Project Director and Manager and LEA Administrators.	Within 30 days of startup.	Background checks will be performed on staff hired to work with youth, received data will be evaluated by the

checks for all new hires.			TEA Project Director and Manager.
The NYCP Advisory Committee will be created consisting of TEA, LEAs, and Community partners. Meetings will be conducted to develop strategies to reduce barriers to educational success along with assisting AI/AN students to increase college and career readiness.	TEA Project Director, Coordinator, LEAs Administrators and Community Partners Administrators.	Within the first 30 days, and then quarterly for the 48 month award period.	Meeting's minutes will be documented by TEA, LEAs, and Community partners; Implement strategies within the LEAs and communities that are designed to reduce barriers to educational success and introduce opportunities and activities designed to enhance educational programs in the LEAs to increase college and career readiness.
Program orientation for TEA and LEA staff, standard operating procedures, rules and regulations, goals and objectives and milestones and review of job descriptions.	TEA Project Director, Coordinator and LEA Administrator for LEA staff.	Within 30 days of startup.	One day program orientation to be completed for a thorough understanding of the project.
TEA with LEAs: Place CN NYCP staff into schools, identification of teachers to be trained, development of plan to include staff training into the school calendar and technical workshops.	TEA Project Director, Coordinator, and LEA Administration.	Within the first 30 days NYCP Education and Intervention specialists will be on site at the schools on a weekly basis throughout the school year; estimated at 10 months per year for a total of 40 months of the	Placement of education and intervention specialists on site at the partnering LEAs beginning October 1 st , 2016. Professional development training and technical assistance will be ongoing.

		48 month award period.	
TEA with LEAs: Training in areas of multi-cultural activities and professional development provided to the LEAs for AI/AN learning styles and barriers to educational success.	TEA Project Coordinator and staff.	Within 30 days of startup, bi-monthly thereafter for the remaining 48 month award period.	Feedback and survey forms from training participants on training effectiveness will be analyzed and evaluated as to follow and create best practices for AI/AN student success.
Attend two day post award meeting in Washington D.C. to receive TA on management plan and review rules and regulations that govern the grant.	Project Director, Coordinator, LEA Administrator, and OSDE Native American Education Director.	Within 2 weeks of notification.	Travel and other arrangements completed after Grantor agency sets date.
TEA will monitor individual student records for grades, truancy, behavioral issues and absenteeism as well as court records for juvenile delinquency issues.	TEA Project Manager and coordinator, education and intervention specialists.	Within 30 days of startup and then monthly for the remainder of the 48 month award period.	Data collected from student progress reports, report cards, attendance reports, as well as pertinent court reports, will provide statistical evidence of progress, or weak areas needing to be focused on more intently.
Report on NYCP grant activity as per the ED 524 Grant Performance Report/APR.	TEA Project Director, and Manager working With TEA and LEA staff to collect data.	As required by the USDE from the Grantees, the LEAs and the community stakeholders.	Feedback and data from all parties regarding the effectiveness of intervention strategies.
Meet with each partner to review the partnership agreement and begin its execution.	TEA Project Director, manager, LEA partners and Community partners.	Within two weeks of the post award meeting in Washington D.C.	Nine meetings with documented notes.

Establish a calendar for regularly scheduled staff meetings.	TEA Project Director and Manager.	Within 30 days of startup.	Calendar posted and online.
B: Goal 1: The AI/AN student population in Pontotoc and Carter Counties, Oklahoma, will have a heightened awareness about college and careers.			
<u>Activities/Tasks</u>	<u>Responsible Party</u>	<u>Timeline</u>	<u>Milestones/Deliverables</u>
AI/AN students will explore careers according to their interests profile provided by the Oklahoma Career Information System.	TEA Academic and Career Advisors, TEA Cultural and Family Engagement Specialist, TEA Social Workers and LEA staff.	By the third month of startup; performed annually for the 48 month award period.	User data provided by the OCIS, Student opinion surveys.
Student targeting and data collection.	TEA and LEA staff.	Within 30 days of startup.	Through early warning detection systems in place at LEAs, students will be targeted for placement in the CN NYCP program.
Implementation of the CN NYCP program within all LEAs, logistics for interventions to be set within each LEA, Program activities to begin.	TEA Project Director and Manager, LEAs Administration and staff.	By month two of each year.	Sign in sheets documenting each session, student feedback to be collected, analyze and evaluated.
Parent/Guardian influence meeting; building relationships, gaining trust, receiving valuable input, and collaborating.	TEA and LEA staff.	Two (2) meetings per school year, held by the second month of each semester; each year	Minutes of meetings documented; data to be collected in the form of surveys and conversations; data will be analyzed and evaluated for thorough understanding of parent/guardian needs, concerns and opinions
The Rosenberg Self-Esteem Pre-Test will be administered to 7 th -12 th graders.	TEA and LEA staff.	Within month two of startup each year, within the	Pretest completed, data collected, analyzed and evaluated; a measurement tool to help staff understand their

		first week of each student's participation in the program.	students and design individual performance plans.
Eight (8) one (1) class period time culturally relevant presentations will be provided.	TEA Manager and staff; LEA staff.	Within month two of startup, and then monthly thereafter; each year.	Activities completed, student feedback received, analyzed and evaluated.
Eight (8) one (1) class period time career presentations will be provided.	TEA Manager and staff; LEA staff.	Within month two of startup and then monthly thereafter; each year.	Activities completed, student feedback received, analyzed and evaluated.
Service leadership activities to commence; peer tutoring; peer mentorship; community involvement afterschool projects.	TEA Manager and staff; LEA staff.	Within month two of start-up and then weekly throughout the school year, each year.	Sign-in sheets, subjects taught, names receiving the service; student feedback received, analyzed and evaluated.
Two (2) business/industry tours will be given; parents/guardians are invited to attend.	TEA Manager and staff; LEA staff.	One (1) per semester, by the third (3 rd) month each semester; each year.	Activities completed, sign-in sheets collected, students and parents/guardians feedback received, analyzed and evaluated based surveys.
Two culturally rich trips will be taken: The Chickasaw Nation's Cultural Center and to the American Indian Historical Museum; parents/guardians	TEA Manager and staff; LEA staff.	One (1) each semester, by the third (3 rd) month each semester the first year. Trips to vary each remaining	Activities completed, sign-in sheets collected, students and parents/guardians feedback received, analyzed and evaluated based surveys

are invited to attend.		year of the 48 month award period but remaining culturally relevant	
Rachel's Challenge will be presented to all school districts, for all students.	TEA Manager and staff; LEA Administrators and staff.	Within month four; each year.	A short reflection essay will be collected from students in the CN NYCP program; CN NYCP student meeting will be held to discuss their experience, thought, and feelings about Rachel's Challenge, data will be analyzed and evaluated. Students will supply input and create a community based project relating to Rachel's Challenge.
Rosenberg Self-Esteem Post Test will be administered at the end of the year.	TEA and LEA's staff.	May of each year for the 48 month award period.	Completed post-test; data will be compared and contrasted to pre-test data, analyzed and evaluated.
Graduation and dropout data will be collected.	TEA and LEA staff.	End of the school year; each year	LEA data reports to be collected, analyzed and evaluated.
Identified "at-risk" students will be targeted for counseling services via the Chickasaw Nation, community and other tribal resources.	TEA Coordinator, School Social Workers and LEA staff.	By the second (2 nd) month of startup, as needed for the remainder of the 48 month award period.	Documented intervention will be collected, parents/guardians communicated with, ongoing behavioral data will be monitored, analyzed and evaluated.
Meetings to review progress of objectives; adjustments to be made accordingly.	TEA and LEA staff.	Mid and end of school year; each year.	Meeting minutes will be recorded by TEA and LEA staff; all collected data including that from Parent and Student input

			will result in adjustments in program design if needed.
C. Goal 2: Lower the Dropout Rates			
<u>Activities/Tasks</u>	<u>Responsible Party</u>	<u>Timeline</u>	<u>Milestones/Deliverables</u>
College and career interest inventories will be completed.	CN NYCP Academic Career Advisors and LEA staff.	Within month one of startup.	Completed inventories will be completed, analyzed and evaluated, students will discuss results and create lists of college and business visits of interest to them.
ACT and general test preparation workshops to be provided.	TEA Project Coordinator, Academic Advisors and LEA staff.	Quarterly for the 48 month award period.	Practice tests to be collected and scored for analysis and evaluation; student feedback will be collected from oral discussion regarding the workshop and its value to them.
Accelerated academic tutoring and mentorship will be applied.	TEA Program Coordinator, Academic Advisors and LEA staff.	By month 2 of startup, continued weekly for the duration of the 48 month award period (during school months).	Weekly data sheets to be compiled with dates, times, names, subjects focus and notes regarding progress or weak areas.
Two (2) college campus tours will be taken; parents/guardians will be invited to attend.	TEA Program Coordinator, Cultural and Family Engagement Specialist, Academic Advisors and Social Workers.	One (1) tour per semester; within the first 3 months of each semester; by month 3 of startup; each year (tours will vary based on student input and interest).	Sign-in sheets, students and parent/guardian notes on pros and cons of each tour and students and parent/guardians notes of available college programs and what interests them; all collected, analyzed and evaluated.
Parents/guardians and students "Night Out"; An evening focusing on college and career opportunities; FAFSA application assistance	TEA Coordinator, Family Engagement Specialists, Academic and Career Advisors	Twice per academic year (December and April), for the entire 48 month award period.	Sign-in sheets, any and all notes and students and parents/guardians surveys, will all be collected, analyzed and evaluated.

will be available; a night for open discussions about the program with a focus on parent/guardian and student input and ownership.	and Social Workers and LEA staff.		
Parent/Guardian meeting will take place to assist them in applying for Oklahoma Promise. This will be for all AI/AN students in eighth through tenth (8 th – 10 th) grade.	TEA Coordinator, Family Engagement Specialists, Academic and Career Advisors, Social Workers and LEA staff.	By the end of the fifth (5 th) month of every year.	Data will be collected regarding the number of students enrolled in the Oklahoma Promise Program.
Student data collection.	TEA Manager, Coordinator, Academic and Career Advisors and LEA staff.	By the end of June each school year for the 48 month award period.	College, technology/trade school admission and job placement data will be collected for analysis and evaluation.
Identified “at-risk” students will be targeted for counseling services via the Chickasaw Nation, community, and other tribal resources.	TEA Coordinator, School Social Workers, LEA staff.	By the second (2 nd) month of startup, as needed for the remainder of the 48 month award period.	Documented intervention will be collected, parents/guardians communicated with, ongoing behavioral data will be monitored, analyzed and evaluated.
D: Goal 3: Increase Academic Achievement			
A plethora of tutoring opportunities and methodologies will be available during and after school; at school, home and Chickasaw provided locations.	TEA Manager, Coordinator, Academic and Career Advisors and LEA staff.	By the second (2) month of startup, weekly for the duration of the 48 month award period; school months (main focus); summer school months as needed.	Time/log sheets, student grade data collected prior to services rendered, student grade data analyzed and evaluated for the duration of each school year.
Student and parent input/opinion, questions and/or concerns will be consistently collected,	TEA Coordinator, Cultural and Family Engagement Specialist, Academic and	By month three of startup; Monthly for the duration of the	Oral conversation will be noted, surveys collected.

analyzed and evaluated for proper programmatic adjustments.	Career Advisors, School Social Workers and LEA staff.	48 month award period.	
Participation in Khan Academy will be closely monitored for success in math; available at home, school or at a Chickasaw Nation facility; summer use will be incentive based.	TEA Coordinator, Academic and Career Advisors and LEA staff.	By the second (2 nd) month of startup, weekly for the duration of the 48 month award period.	Online tracking results will be collected and closely monitored; results will be analyzed and evaluated; student and parent/guardian feedback will be collected in the form of oral opinions and surveyed results.
Participation in Voyager, Odyssey or an alternative reading programs will be closely monitored; available at home, school or at a Chickasaw Nation facility; summer use will be incentive based.	TEA Coordinator, Academic and Career Advisors and LEA staff.	By the second (2 nd) month of startup, weekly for the duration of the 48 month award period.	Online tracking results will be collected and closely monitored; results will be analyzed and evaluated; student and parent/guardian feedback will be collected in the form of oral opinions and surveyed results.
Identified "at-risk" students will be targeted for counseling services via the Chickasaw Nation, community, and other tribal resources.	TEA Coordinator, School Social Workers and LEA staff.	By the second (2 nd) month of startup, as needed for the remainder of the 48 month award period.	Documented intervention will be collected, parents/guardians communicated with, ongoing behavioral data will be monitored, analyzed and evaluated.
E: Goal #4: Increase ACT and SAT Test Preparation			
Chad Cargill ACT workshops will be provided for all 10 th grade students.	TEA Coordinator, TEA Academic and Career Advisors and LEA Staff.	By the 6 th month of startup, by the sixth (6 th) month of each school year for the 48 month award period.	Attendance sheets, Student opinion surveys and ACT test results data.
SAT Interested Students will participate in Khan	TEA Academic and Career Advisor and LEA Staff.	By the third (3 rd) month of startup, ongoing for the	Participation tracking via Khan Academy, Student opinion survey,

Academy's SAT preparatory course.		48 month award period.	SAT test results data
Students will take ACT and/or SAT practice tests by having access to the Oklahoma Career Information system.	TEA Academic and Career Advisors and LEA staff.	By the fifth (5 th) month of startup, ongoing for the 48 month award period.	User participation data from the OCIS, Student opinion surveys and ACT/SAT test results data.

To ensure compliance, the Division of Project Development and Review will oversee and verify that the stipulations put forth are upheld throughout the award term. The Division is comprised of a team of specialized and dedicated individuals, which will provide assistance and consistently be reviewing specified performance measurables and financial reports.

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

The NYCP grant program staff will attend Impact Aid, Title VII and JOM parent committee meetings to discuss the NYCP grant program; these meetings are specifically for the benefit of Indian children and will reach the greatest number of parents of AI/AN students. Parents/Guardians will be contacted regarding these meetings by means of phone calls, texts, emails, and fliers sent home with their student. In order to increase parental involvement, parents will be involved in developing parent/student activities and extra-curricular activities to implement as identified in the JOM needs assessment. As a strategy to increase family engagement, food and drink will always be provided. The CN NYCP Advisory Committee will consider incentives based items to increase family participation, such as, gas cards, or gift certificates.

The TEA consortium and NYCP staff members will also attend partnering LEA school board meetings and hold periodic dinners and cultural events in an effort to reach more

community members through discussion about the NYCP grant program. All training materials and sign in sheets will be maintained in order to monitor participation, gauge feedback and ensure project success.

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

By working with the community partners and networking, it is intended that more support will be available to carry the CN NYCP program into the future without the support of Federal assistance. It is also important to note that because we are working to better the lives of our Native youth, those same youth will in-turn, be contributing members of our society. The youth that we help today, will be here for the Native youth tomorrow. That is how the CN NYCP program is building capacity and producing results.

QUALITY OF THE PROJECT EVALUATION (5 points)

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

The CN NYCP program evaluation plan has several components. **Component 1:** Self-evaluations are formative and summative in nature, and will provide qualitative and quantitative data. Analyzable data will come from many sources, including: student grade reports, attendance records, disciplinary records, NYCP Fulfillment Surveys (from students, parents/guardians and teachers) and reports from the Incentive Program. **Component 2:** Annually, the NYCP Advisory Committee will meet to review the state of the entire program and the various ancillary projects. In doing so, the cumulative data will allow the Committee to develop new ideas and implement progressive changes in order to achieve higher returns on investment. **Component 3:** Additionally, a qualified third party arbiter will be procured. The arbiter will specifically produce

annual program evaluations as well as county needs assessments for the third and fourth years of the program. These oversights will provide unbiased accountability, and provide developmental insight that internal parties can overlook or intentionally ignore.

The table below represents the Chickasaw Nation’s NYCP Evaluation Plan:

Project Outcomes	Performance Measures	Method/Instrumentation	Timeline
The project must be repeatable; Advisory Committee meetings to review strategies, adjustments made as necessary	All goals and objectives met at the end of the year and total project. These may change over time	Documentation of advisory committee meetings regarding problem solving and strategies for maximum program success	Quarterly (formative data), Annually (summative data)
Goal #1: Increasing college and career awareness	College and Career tech admission rates will increase by 5 percent; increases an additional 3-5 percent annually	College and Career tech admission data from LEA reports; CN NYCP Fulfillment Survey	Annually, by the end of June of each year of the 48 month award period
Goal #2: Lower dropout rates	Dropout rates decrease by 3-5 percent annually; Graduation rates increase by 3-5 percent annually	Raw data from LEAs; CN NYCP Fulfillment Survey	Annually, by the end of June of each year of the 48 month award period
Goal #3: Increase academic achievement	Reading and math achievement scores will rise by 5 percent annually	LEAs data (report cards); CN NYCP Fulfillment Survey	Monthly by month two of startup; Annually, by the end of June of each year of the 48 month award period
Goal #4: Increase ACT and/or SAT test preparation	Test scores will increase by 3-5 percent	LEAs test report data; CN NYCP Fulfillment Survey	Annually, by the end of June of each year of the 48 month award period
GPRA – four (4) goals being met	100 percent of the goals being met each year	Quantitative and Qualitative analysis reported of all four (4) goals	Yearly and at the end of the 48 month award period

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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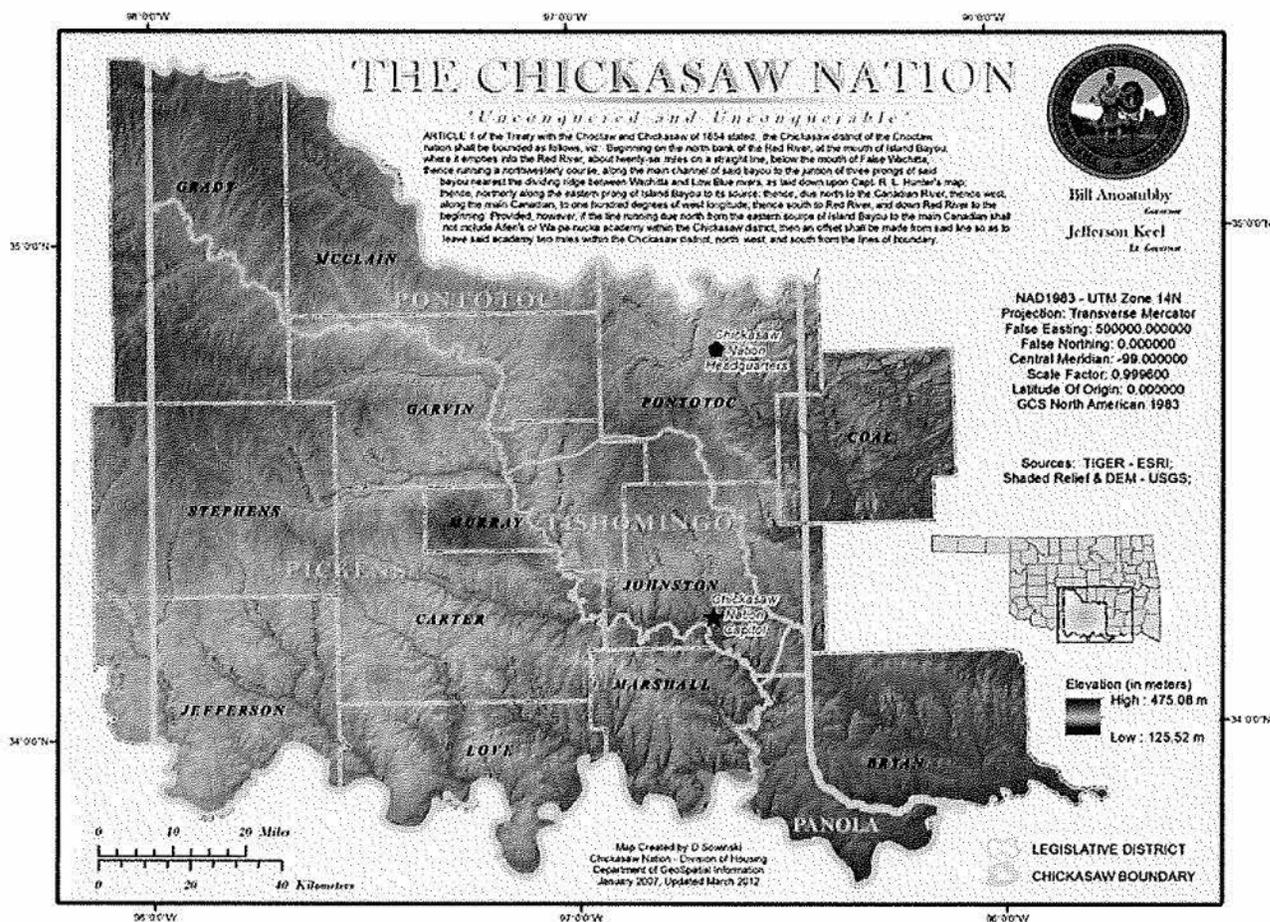
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Geographic Area The Chickasaw Nation

The Chickasaw Nation is a federally-recognized Indian tribe located in south-central Oklahoma. The Chickasaw Nation serves Chickasaw citizens, as well as other Native Americans and is a good neighbor to the non-Native community. According to the Chickasaw Nation Tribal Registrar, the Chickasaw Nation's current total tribal population is 59,873. The Chickasaw Nation's jurisdictional territory includes 7,648 square miles in rural, south-central Oklahoma and encompasses all or parts of the following 13 counties: Bryan, Carter, Coal, Garvin, Grady, Jefferson, Johnston, Love, Marshall, McClain, Murray, Pontotoc and Stephens.



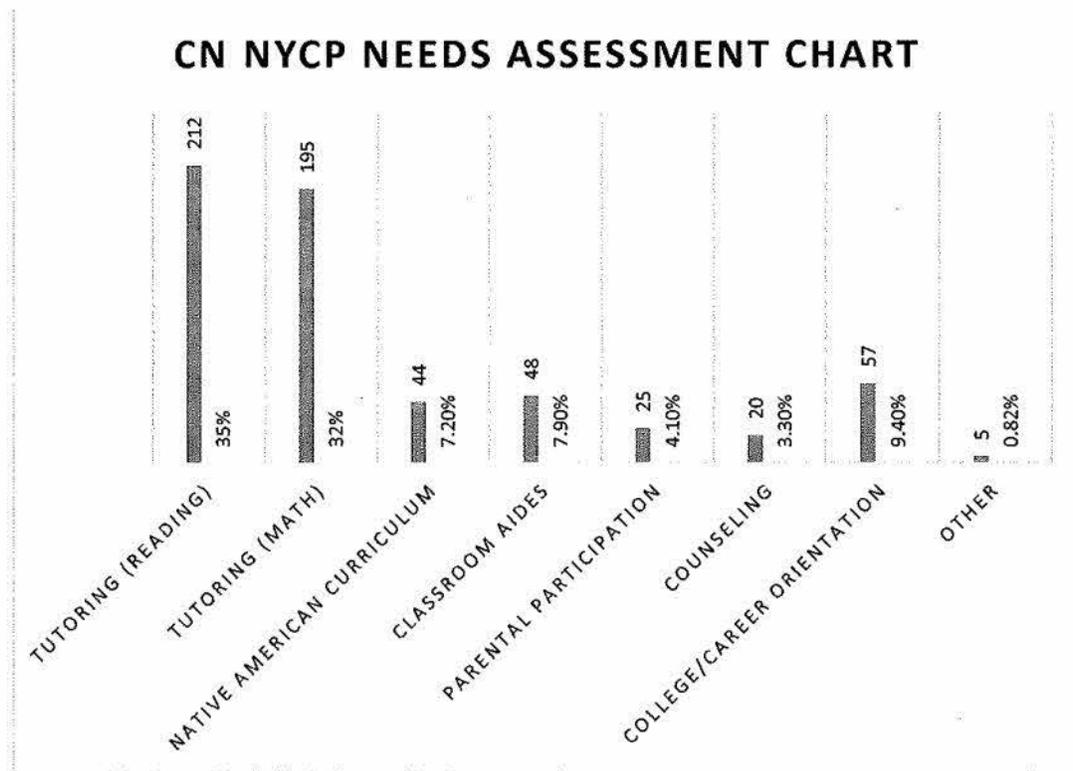


Chickasaw Nation NYCP Needs Assessment

All data is based on current Johnson O'Malley Needs Assessments from contracted JOM LEAs (directly from parent committees), and from the Chickasaw Nation's STEP (State and Tribal Education Partnership) program.

What do you feel is the most important needs of the Native American students?

- Tutoring (Math Focus)
- Tutoring (Reading Focus)
- Native Cultural Curriculum
- Classroom Aides (Technology and/or Teacher support)
- Parental Participation
- Counseling and/or Health Related Services
- Other Suggestions



THE CHICKASAW NATION DIVISION OF EDUCATION

NATIVE YOUTH COMMUNITY PROJECT

PARTNERSHIP AGREEMENT

This Partnership Agreement (“Agreement”) is entered into by and between **CHICKASAW NATION DIVISION OF EDUCATION** (hereinafter referred to as the Tribal Education Agency or TEA), a division of the Chickasaw Nation, a federally recognized and sovereign Indian nation, and Ada School District, Allen School District, Byng School District, Latta School District, Roff School District, Stonewall School District, Vanoss School District, Ardmore School District, Dickson School District, Fox School District, Healdton School District, Lone Grove School District, Plainview School District and Springer School District (hereinafter referred to as the Local Education Agencies or LEAs) and East Central University, Pontotoc Technology Center, the University Center of Southern Oklahoma, and the Southern Oklahoma Technology Center (hereinafter referred to as Community Partners) and will commence on October 1, 2016.

A. VISION (PURPOSE)

The goal of the Chickasaw Nation Native Youth Community Project (hereinafter referred to as NYCP) is to develop, test and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of preschool, elementary and secondary American Indian/Alaskan Native (AI/AN) students. The TEA and LEAs have identified common educational barriers affecting AI/AN youth and have identified programs and services that would benefit AI/AN youth in the areas of specialized educational assistance, counseling services and other areas of support for existing public school programs. The goal for the NYCP is to bring together and coordinate community resources in support of public school programs with the efforts focusing on providing enhanced educational opportunities leading to college preparation and career readiness for AI/AN youth within the respective communities by providing direct TEA and other community services for identified at-risk AI/AN youth and their families.

The LEAs and the community partners in this agreement recognize the distinct and unique cultural identity of American Indians/Alaskan Natives and are committed to the preservation of cultural integrity; and in recognizing tribal sovereignty, supports the direct role of the TEA in the education of AI/AN children within the TEA’s tribal boundaries.

B. RESPONSIBILITIES

1. The objectives in which all partners agree to in this agreement and to which they will work together to achieve for the Native Youth Community Project (NYCP) are:
 - ✓ Increase college and career awareness and readiness for all AI/AN youth;

- ✓ Identify all at-risk AI/AN youth within the community;
 - ✓ Develop a communitywide referral system in requesting TEA assistance in locating programs and services benefiting the needs of at-risk AI/AN youth; and
 - ✓ Increase the number of AI/AN youth who graduate high school and are accepted into college, career technical programs or apprenticeships after graduation.
2. In recognition that each partner has distinct and direct service capabilities in meeting the educational needs of AI/AN youth, the partners will foster communication with one another through active participation in an established NYCP Advisory Committee (hereinafter referred to as "the committee") consisting of one representative from each partner and work together in completing the defined goals of this project. The committee will be a standing committee with the NYCP Program Coordinator for the TEA acting as the primary chairperson as long as this agreement is in place. The committee will meet regularly, no less than monthly, in person or by call-in conferencing, in the beginning of this NYCP project and will meet no less than quarterly thereafter. Other community resource entities, identified after the start of this project, may be recommended by the committee to be added as resource members to the advisory committee.
 3. Partners to this agreement will seek to build effective working relationships between other community resources to enhance AI/AN student performance.
 4. The NYCP Advisory Committee will conduct a comprehensive program assessment, no less than every two years, through an independent third party, to evaluate the program's effectiveness for the duration of this project.
 5. The Chickasaw Nation Division of Education is the primary applicant, funding and reporting agency for the administration of the NYCP Grant and will have the final authority in the funding of activities and services pursuant to this project.
 6. All partners to this agreement stipulate and agree that they shall not in any shape, form or fashion whatsoever, make any disparaging remarks of any sort or otherwise communicate any disparaging information about the Chickasaw Nation or the Chickasaw Nation's employees, officer or agents in their professional capacities herein to any third party, including but not limited to statements on social or any other media. Further, all partners to this agreement agree to take no action of any nature which is intended, or would reasonably be expected, to harm the Chickasaw Nation or its reputation or which would reflect or reasonably lead to unfavorable publicity to the Chickasaw Nation.

C. SUSTAINABILITY

As a long term goal, the TEA, LEAs and community partners will continue to seek ways to sustain and maintain efforts of this project through continued interagency collaboration.

D. GROWTH OF NYCP

In order to fully realize the vision of this project, the TEA has identified two initial geographical areas within tribal boundaries to establish initial NYCP services. The selection criteria for the initial established geographic areas were:

- The LEAs and community partners, in the identified initial geographical areas, were fully receptive in working together, in a combined community effort, to receive or provide assistance in meeting the identified educational needs for AI/AN youth within the respective communities;
- The areas identified have a large number of AI/AN youth referred to tribal and community resources to assist with problems of truancy, counseling, substance abuse, juvenile delinquency issues and educational needs;
- The initial geographical areas, Pontotoc and Carter counties in the state of Oklahoma, have several distinct school districts serving a large number of AI/AN youth; and
- Each of the geographical areas have local access to college or career technical centers and partnering with these programs are advantageous in the advisement, implementation and success of the Native Youth Community Project.

E. FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The NYCP staff, who are employed through the Chickasaw Nation Division of Education, are highly skilled and certified and will provide assistance to each LEA partner in the identification of all at-risk AI/AN youth within the respective school districts. The LEA partners agree to recognize the TEA as an authorized agent for their respective school districts and grant permission to the TEA to access AI/AN student educational records as outlined in *Title 34 Part 99 FERPA Subpart D §99.3*. The TEA will ensure compliance with the Family Educational Rights and Privacy Act (FERPA) and corresponding federal regulations. Continued access to AI/AN student educational records through the duration of this project will ensure the NYCP objectives are being met and will reinforce the trusting relationships that have been established by demonstrating and recognizing mutual competencies in addressing academic needs and increased performance for AI/AN students.

F. USAGE OF FUNDS

NYCP funding will not be used to replace any form of tribal program funding. The TEA will continue to provide services for tribally affiliated Chickasaw youth through tribally funded programs. NYCP funding will be used to establish similar educational assistance programs and services for other tribally affiliated AI/AN youth. It is the goal of the Chickasaw Nation Tribal Education Agency for all AI/AN youth to succeed.

G. NON-WAIVERS

Nothing contained in this Partnership Agreement shall be construed to waive the sovereign rights of the Chickasaw Nation, a federally recognized sovereign Indian tribe, or its officers, employees or agents.

PARTIES TO THIS AGREEMENT IN PONTOTOC COUNTY, OKLAHOMA

This Agreement is subject to change pursuant to NYCP grant regulations or as deemed necessary by the Chickasaw Nation Division of Education.

IN WITNESS WHEREOF, the parties hereto have read and agreed to this document which shall become effective October 1st, 2016 per grant requirements.

FOR THE CHICKASAW NATION DIVISION OF EDUCATION:

(b)(6) 5/13/16
Danny Wells, Executive Officer Date

FOR ADA SCHOOL DISTRICT:

Mike Anderson 4/29/2016
Mike Anderson, Superintendent Date

FOR THE STONEWALL PUBLIC SCHOOL DISTRICT:

Kevin A. Flowers 4-27-16
Kevin Flowers, Superintendent Date

FOR THE ALLEN PUBLIC SCHOOL DISTRICT:

Robert (Bob) Gragg 4-29-16
Robert Gragg, Superintendent Date

FOR VANOSS SCHOOL DISTRICT:

Marjana Sharp 5-2-16
Marjana Sharp, Superintendent Date

FOR THE BYNG PUBLIC SCHOOL DISTRICT:

Todd Crabtree 7/28/2016
Todd Crabtree, Superintendent Date

FOR EAST CENTRAL UNIVERSITY:

(b)(6) 5-11-16
John R. Hargrave, President Date

FOR LATTA SCHOOL DISTRICT:

Cliff Johnson 5/3/2016
Cliff Johnson, Superintendent Date

FOR THE PONTOTOC TECHNOLOGY CENTER:

David Lassiter 4-28-16
David Lassiter, Superintendent Date

FOR ROFF SCHOOL DISTRICT:

Scott Morgan 4/28/2016
Scott Morgan, Superintendent Date

PARTIES TO THIS AGREEMENT IN CARTER COUNTY, OKLAHOMA

This Agreement is subject to change pursuant to NYCP grant regulations or as deemed necessary by the Chickasaw Nation Division of Education.

IN WITNESS WHEREOF, the parties hereto have read and agreed to this document which shall become effective October 1st, 2016 per grant requirements.

FOR THE CHICKASAW NATION DIVISION OF EDUCATION:

(b)(6)

Danny [redacted], Executive Officer

5/13/16
Date

FOR ARDMORE PUBLIC SCHOOL DISTRICT:

Nathaniel Bates 5/4/16
Nathaniel Bates, Superintendent Date

FOR PLAINVIEW PUBLIC SCHOOL DISTRICT:

Kari Stricker 5/5/16
Kari Stricker, Superintendent Date

FOR THE DICKSON PUBLIC SCHOOL DISTRICT:

Larry Case 5-4-16
Larry Case, Superintendent Date

FOR SPRINGER SCHOOL DISTRICT:

Cynthia Hunter 5-4-16
Cynthia Hunter, Superintendent Date

FOR THE FOX PUBLIC SCHOOL DISTRICT:

Brent Phelps 5/4/16
Brent Phelps, Superintendent Date

FOR THE UNIVERSITY CENTER FOR SOUTHERN OKLAHOMA:

(b)(6) 5-3-2016
Steven C. Mills, President/CEO Date

FOR HEALDTON SCHOOL DISTRICT:

Terry Shaw 5-5-16
Terry Shaw, Superintendent Date

FOR THE SOUTHERN OKLAHOMA TECHNOLOGY CENTER:

David Powell 5-5-16
David Powell, Superintendent Date

FOR LONE GROVE SCHOOL DISTRICT:

Meri Jayne Miller 5-11-2016
Meri Jayne Miller, Superintendent Date

Evidence of Capacity

The Chickasaw Nation

The Chickasaw Nation Division of Education is recognized as a Tribal Education Agency and has set forth as such to improve the overall quality of life to its citizens. Over the past ten years, the TEA has successfully implemented, monitored and maintained the following programs that demonstrate the capacity to improve educational outcomes of AI/AN students: tutoring reimbursement, honor club, high school equivalency testing, high school credit recovery and career services. All TEA programs are managed and evaluated effectively, justifying their validity and appropriateness in assisting AI/AN students.

Evidence of Involvement of Indian Tribes and Parents

The Chickasaw Nation

The NYCP Grant Program Staff will attend Impact Aid, Title VII and JOM parent committee meetings, all of which are specifically for the benefit of Indian children and will reach the greatest number of parents of AI/AN students to discuss the NYCP grant. Parents/Guardians will be contacted regarding these meetings by means of phone calls, texts, emails and fliers sent home with their student. In order to increase parental involvement, parents will be involved in developing parent/student activities and extra-curricular activities to implement and will always be provided with refreshments at all meetings. The CN NYCP Advisory Committee will also consider incentives based items to increase family participation, such as gas cards or gift certificates.

The TEA consortium and NYCP staff members will also attend partnering LEA school board meetings and hold periodic dinners and cultural events in an effort to reach more community members involvement in the NYCP Grant Program. All training materials and sign in sheets will be maintained in order to monitor participation, gauge feedback and ensure project success.

The need for services directed toward AI/AN students has been identified by the STEP Pilot Program through involvement with partnering school districts, community awareness functions and numerous training opportunities. STEP was created to meet the cultural and academic needs of American Indian students and funding would allow for the TEA, LEAs and community resource partners to effectively serve identified AI/AN students within Chickasaw Nation tribal boundaries who are in need of direct services, including educational and non-educational, ranging from targeted academic tutoring and counseling, to coordinating assistance with tribal and community programs for students and their families. All partnering LEAs participate in the Johnson O'Malley Program and the needs assessments have been reviewed. These identified needs coincide with the needs identified by the STEP Pilot Project.

The following figure is the Chickasaw Nation's NYCP Logic Model based on the needs assessments and strong theory of best practices for Native American student achievement:

CN NYCP Logic Model

Assumptions: Problems/Barriers are identified:

- Absenteeism and Truancy
- Low Family Engagement
- Disciplinary Infractions
- Low Self-Esteem
- Low Cultural Awareness
- High Poverty

Inputs:

- TEA
- LEAs

- Family Unit
- Community Partners
- Supporting Resources Entities

Activities:

- Cultural Enhancement
- Tutoring
- Family Engagement Best Practices
- College and Career Awareness
- Counseling and Leadership

Outputs:

- Monthly Culturally Relevant Presentations and Activities
- Daily Variety of Tutoring Services
- Frequent Family Communications and Activities
- One College and Career Visit/Semester
- One ACT Workshop Annually
- One SAT Workshop Annually
- Ongoing Counseling Services as Needed
- Increased AP Enrollment

Outcomes:

- Increased Levels of Self-Worth and Identity
- Increased Academic Achievement
- Decreased Dropout Rates, Increased Family Engagement
- Increased College and Career Awareness
- Increased Graduation Rates
- Reduced numbers of Disciplinary Infractions
- Increased ACT Performance and Increased SAT Performance

Impact: Foster the development of Native American, producing students that have increased levels of readiness for college and career.

This logic model is based on Kellogg's Logic Model which breaks down the entire project into key components. The Chickasaw Nation's NYCP logic model begins with **assumptions** or identified barriers to AI/AN success derived from the JOM and LEA's needs analysis, as well as the data collected from the STEP Program and are the problems or issues that the CN NYCP will focus on reducing in order to help increase the college and career readiness of the AI/AN students of Pontotoc and Carter County, Oklahoma. The **inputs** describe all of the stakeholders, resources and partners that will be comprehensively involved in the CN NYCP. All entities listed as an input will contribute to the planning, implementation, maintenance and evaluation of the project. The components on the **activities** list have been selected as the best means to achieving the overarching CN NYCP goal. The **outputs** describe the expected direct results from the activities, such as the number of classes and workshops that will take place or the frequency of meetings to be expected. The **outcomes** describe the expected changes in AI/AN behavior, knowledge and/or skills. The desired results are expected to be quantifiable, and subsequently measured by the end of the first year. The **impact** of the CN NYCP project is to increase college and career readiness of the AI/AN students of Pontotoc and Carter County, Oklahoma. This logic model also depicts the need for program analytics and evaluation in order to make necessary adjustments for continued student achievement.

Based on evidence from scientific research, the curriculum and methodologies implemented by the Chickasaw Nation's NYCP will achieve its goal of increasing the College and Career Readiness of American Indian students in Pontotoc County, Oklahoma. Below are the *Methodologies, Curriculum and Research* that are the driving components of the Chickasaw Nation's NYCP project:

- **Leadership** – CN NYCP Leadership Counsel. According to Hodel, 2005, the students involved in leadership activities had an attendance rate of 96 percent compared to 89 percent of those not participating; the experimental group raised their average GPA from 2.1 to 2.4 in one year, while the control group's (no participation) average GPA decreased from 2.4 to 2.3.
- **Tutoring** - A variety of tutoring methodologies such as Peer, Foster Grandparent (Chickasaw Nation), Contracted, JOM, Community resources and Computer based programs will be implemented, controlled and monitored. The CN NYCP staff feels strongly about implementing the use of Khan Academy as a tool for increasing math skills, as well as SAT prep. Khan Academy is a free internet provided software that allows a coach (staff member, parent/guardian or tutor) to follow student progress and is accessible on any platform as long as there is internet access. Two computer software programs aimed at increasing reading skills are PebblesGo and Ticket to Read. A study performed by Chabot College from Fall 2007 through Fall 2009 depicted the success rate of those receiving tutoring services in English at 82 percent while the success rate for students not receiving tutoring services in English at 71 percent.
- **Cultural Enhancement Activities** (Includes Language Immersion) – Many studies have been performed regarding the benefits of AI/AN students undergoing cultural enhancement activities including, but not limited to, the immersion of native languages. A study by the Kamehameha Schools Research & Evaluation in 2010 reports that students involved in culturally relevant content are more trusting of others (71 percent) compared to those not involved in cultural content level of trust in others

(53 percent). 87.9 percent of the students expect to graduate compared to 73.5 percent for those with no cultural participation. Finally, the study indicated the students involved in cultural activities are 77.6 percent able to use their learned cultural skills in the community compared to 40 percent who do not participate.

➤ **Counseling and Behavioral Health Services** – Along with the counseling and behavioral health services provided by the Chickasaw Nation and community resources partners, the CN NYCP will employ two school social workers to provide additional support to the AN/AN students in need. Results from five studies of a counseling program (SSS) involving 1,279 students in grades 4, 5, 6, 8, and 9; 50 school counselors and 39 schools consistently found significant increases in math and reading on standardized achievement tests (Brigman & Campbell, 2003; Brigman et al., 2007; Campbell & Brigman, 2005; Leon, Villares, Brigman, Webb, & Peluso, 2010; Webb et al., 2005).

- **College and Career Awareness Activities** – The CN NYCP will include many activities geared towards increasing the awareness of the AI/AN students as to the opportunities for various careers that are available to them, as well as the variety of colleges and each's available programs. It has been reasonably demonstrated (Bailey (2009), Bureau of Labor Statistics (2012), Carnevale, Smith, and Strohl (2010), U.S. Department of Education (2012) that being exposed to college and career choices increases the overall awareness of AI/AN students and ignites their interests about their future and what is possible.

- **Family Engagement Best Practices** – The CN NYCP will emphasize family engagement by including parents/guardians in every aspect of the program, from participating in cultural activities such as stick-ball and stomp dances, to helping design the actual CN NYCP program. The family unit will play an integral role in the programmatic adjustments that may need to be implemented. Research from Raising Student Achievement, 2006, states that children in grades k-3 whose parents participate in school activities have high quality work habits, task orientation, better classroom performance, higher classroom participation and monitor their own work.

Continuing Activities

The Chickasaw Nation NYCP program will maintain the partnerships with the LEAs and community stakeholders while continuing to network within the community for added services and support. Naturally, this program will expand to serve other school districts within CN tribal boundaries.

With the community in mind, it is intended for the vision of the CN NYCP program to be shared and supported both financially and functionally. Through the successful implementation, operation, and management of the CN NYCP program, all community stakeholders will be provided with evidence that suggests the program works and should continue.

Finally, the CN NYCP program strives to demonstrate its effectiveness in aiding AI/AN students to be better prepared for college and careers, and will advocate to become fully supported, financially and functionally, exclusively by the Chickasaw Nation.

BEN J. WHITE

(b)(6)

WORK EXPERIENCE

CHICKASAW NATION, ADA, OK

STEP Program Coordinator, Jan 2016 – Present

- Responsible for the day to day management of the STEP Program which provides "wrap-around" services to identified "at-risk" AI/AN youth. Manage two education specialists under direct supervision and lead them in providing help to Native youth and their families. Responsible for writing contracts for Curriculum Intervention Specialists while maintaining the program's budget. Successful in creating relationships with public school administrators, as well as high level Indian Education administrators such as Mr. Dwight Pickering at the Oklahoma State Department of Education.

BYNG PUBLIC SCHOOLS, ADA, OK

Science Teacher, Aug 2010 – Dec 2015

- Prepare and deliver lectures to high school students on topics such as ACT Prep, Anatomy and Physiology, Biology, Botany, Environmental Science, Forensic Science and Zoology.
- Prepare materials for laboratory activities and course materials such as syllabi, homework assignments and handouts.
- Evaluate and grade students' class work, laboratory work, assignments and papers.
- Maintain student attendance records, grades and other required records.
- Supervise students' laboratory work.
- Compile, administer and grade examinations or assign this work to others.
- Keep abreast of developments in the field by reading current literature, talking with colleagues and participating in professional conferences.
- Initiate, facilitate and moderate classroom discussions.
- Assist students who need extra help with their coursework outside of class.

COALGATE PUBLIC SCHOOLS, COALGATE, OK

Science Teacher, Aug 2000 – Aug 2010

- Prepare and deliver lectures to high school students on topics such as Anatomy and Physiology, Biology, Botany, Environmental Science, Forensic Science and Zoology.
- Prepare materials for laboratory activities and course materials such as syllabi, homework assignments and handouts.
- Evaluate and grade students' class work, laboratory work, assignments and papers.
- Maintain student attendance records, grades and other required records.
- Supervise students' laboratory work.

- Compile, administer and grade examinations or assign this work to others.
- Keep abreast of developments in the field by reading current literature, talking with colleagues and participating in professional conferences.
- Initiate, facilitate and moderate classroom discussions.
- Assist students who need extra help with their coursework outside of class.
- Conduct research in a particular field of knowledge and publish findings in professional journals, books or electronic media.
- Plan, evaluate and revise curricula, course content and course materials and methods of instruction.

EDUCATION SHAWNEE HIGH SCHOOL, SHAWNEE, OK
High School Diploma, May 1989

NORTHEASTERN STATE UNIVERSITY, TAHLEQUAH, OK
Environmental Management, May 1994

SOUTHERN NAZARENE UNIVERSITY, BETHANY, OK
Education Administration, December 2007

**ADDITIONAL
SKILLS**

- Microsoft Office products proficient
- Budgeting
- Contract Writing
- Grant Writing
- Certified Driver's License
- School bus route driver for 10+ years
- High school football coach for 7 years
- 20+ years in a leadership role
- Excellent communication skills; written, verbal and physical
- Excellent team member
- Management experience gained while employed with Lowes Home Improvement and Coke-Cola Bottling

REFERENCES

Available Upon Request

Lynne Chatfield

Education

- East Central University Ada, OK
- ◆ 1992, Post Graduate Counseling for LPC
 - ◆ 1990, State Certified Vocational Business and Home Economics Teacher
 - ◆ 1983, M.Ed., State Certified School Counselor K-12
 - ◆ 1980, B.S. Ed., State Certified Secondary Education Teacher with emphasis in Mathematics and Computer Science

Byng School, 1975, HS Graduate Ada, OK

Professional Experience

- 2009-Present Chickasaw Nation, Division of Education Ada, OK
Director, Office of Supportive Programs
- ◆ Department and Program Planning and Budgeting
 - ◆ Department and Program Statistical Reporting
 - ◆ Direct and assist managers in the following programs:
 - Tribally-funded-
 - Adult Learning Program
 - Chickasaw Honor Club
 - Student Tutoring Reimbursement
 - High School Equivalency (HSE) Testing Center
 - Science, Technology, and Math (STM) Program
 - Federally funded -
 - Johnson O'Malley
 - State-Tribal Education Pilot (STEP)
 - ◆ Develop and Maintain program policies and procedure manuals
 - ◆ Lead management staff
 - ◆ Seek funding to expand existing services and establish new services
 - ◆ Coordinate with federal, state and local agencies

- 2005-2009 Chickasaw Nation, Division of Education Ada, OK
Manager, Adult Learning Program
- ◆ Program Planning and Budgeting
 - ◆ Program Statistical Reporting
 - ◆ Develop and Maintain program policies and procedure manuals
 - ◆ Manage program staff positions
 - ◆ Seek funding to expand existing services and establish new services
 - ◆ Coordinate with state and local literacy and educational agencies

- 2003-2005 Chickasaw Nation Ada, OK
Program Developer-IT Business Solutions/RPMS Team
- ◆ Provides technical support to all users for all RPMS packages
 - ◆ Performs data exports for RPMS to IHS
 - ◆ Maintains and distributes user manuals for all RPMS applications as new versions are released.
 - ◆ Assists with policy and procedure development
 - ◆ Performs error checking and system integrity for specific RPMS applications
 - ◆ Project Planning and Budgeting

<p>1999-2002 Sasakawa Public School Teacher/School Counselor ◆ Vocational FACS ◆ Business and Computer Applications ◆ K-12 Counselor ◆ Testing Coordinator ◆ Sophomore Class Sponsor</p>	Sasakawa, OK
<p>1998-1999 Wapanucka Public School School Counselor ◆ K-12 Counselor ◆ Gifted and Talented Coordinator ◆ Testing Coordinator ◆ School-to-Work Coordinator ◆ Alternative Education Coordinator</p>	Wapanucka, OK
<p>1995-1998 Chickasaw Nation Health System Systems Analyst – IT Department ◆ Manage Computer Operations for Hospital and Clinic Sites ◆ Video-Conferencing ◆ Implement Technology for Telemedicine ◆ Network Administration ◆ Repair and Maintain Computer Equipment ◆ User Support for RPMS and all Network Applications</p>	Ada, OK
<p>1991-1994 East Central University Educational Opportunity Center Counselor ◆ Administer Aptitude and Career Assessments ◆ Career Guidance ◆ Post Secondary Educational Placement ◆ Financial Aid and ACT Counseling ◆ GED and Academic tutoring and Placement Counseling</p>	Ada, OK
<p>1986-1995 Pontotoc Technology Center Instructor, Part-time ◆ Computer Education ◆ Business Education ◆ Mathematics</p>	Ada, OK
<p>1984-1991 C & H Tool Co., Inc. Office Manager/Bookkeeper ◆ Accounts Payable ◆ Accounts Receivable ◆ Payroll ◆ General Ledger ◆ Oil/Gas-Joint Interest Billing ◆ Secretarial Duties ◆ Manage Office Staff ◆ Administer Network and Computerized Accounting Software</p>	Ada, OK
<p>1981-1984 McLish Public School Teacher ◆ Mathematics, 7-12 grades ◆ Computer Science, Basic Programming ◆ Cheerleading Sponsor ◆ Jr./Sr. Class Sponsor</p>	Fittstown, OK

Woodrow Wilson

(b)(6)

EDUCATION

Masters Degree in Language, Literacy, and Sociocultural Studies

May 2013

(Concentration in American Indian Education)

The University of New Mexico

Albuquerque, New Mexico

Bachelor of Science in Elementary Education

May 2008

Haskell Indian Nations University

Kansas Elementary Teaching Licensure K-8

Lawrence, Kansas

Associate Degree-Social Work

December 2004

Haskell Indian Nations University

Lawrence, Kansas

QUALIFICATION HIGHLIGHTS

- Program oversight, development, and planning
- Supervisory Experience
- Oklahoma State Teaching Licensure K-8
- Advisement, Support and Counseling focusing on the needs of Native American youth, communities and tribes
- Experience in providing, coordinating, and supervising the facilitation of educational and social services within tribal communities, colleges, and families
- Working knowledge of Microsoft Office Word, Excel, Publisher and PowerPoint
- Knowledgeable of the diversity existing amongst Indigenous tribes and communities
- Knowledge of attending, teaching, and facilitation of services and education within a tribal college, reservation school, and public school setting
- Relevant education and experience in working, serving, and benefiting tribal communities

WORK EXPERIENCE

Indian Education Program Director

July 2014 - Present

McLoud Public Schools, McLoud, Oklahoma

- Responsible for overall program development and accountability
- Coordinates outreach events, which promote culture, education, and student/family involvement
- Tracks and maintains student records/confidentiality for over five hundred Native American students PK-12
- Responsible for the supervision of the Title VII staff and ELL student population
- Maintains effective communication and planning with all administrators/staff/surrounding tribes
- Makes active efforts to increase Native American student graduation rates
- Maintains development of Title VII budget and annual planning

- Establishes services, and partnerships with tribes, outside agencies, and colleges/universities
- Provides program services that cater to the needs/desires of the Indigenous community
- Development and implementation of Tribal language classes

Enrollment and Placement Officer/Sociology Instructor

August 2013 – July 2014

Southwestern Indian Polytechnic Institute, Bureau of Indian Education, Albuquerque, New Mexico

- Tribal college instructor – Introduction to Sociology incorporating Indigenous perspective, syllabus development, Indigenous pedagogical practice, full inclusion of culturally relevant materials, presentations, and discussion, research design and practice
- Tribal college recruitment responsible for outreach to Native American students in both reservation/tribal and public schools
- Planning of yearly budget and expenditures
- Transition program development, development of student education plan sheet, responsible for advising, educating, and encouraging students to continuing transitioning through their student-life cycle, ensuring students are provided with resources to make informed decisions regarding transfers, employment, and enrollment, Coordinator of the first annual Fall graduate recognition dinner, transition fair outreach coordinator
- Retention program/project specialist provides constant communication while serving as a resource to students who encounter thoughts of leaving, dropping/stopping out and establishing a plan and line of communication to track and assist students, workshop presenter/coordinator, new student orientation presenter/organizer

Quality Assurance Program Analyst

June 2009 – July 2011

Cherokee Nation Indian Child Welfare, Tahlequah, Oklahoma

- Policy and Procedural Development
- Mediation and Group Conferencing
- Program Evaluation/Assessment
- Unit Mapping
- Cultural Resource
- Indian Child Welfare Act Advocacy
- Investigation/Confidentiality
- Recruitment/Retention of Native American Foster Care Families.

6th Grade Instructor

August 2008 – May 2009

To'hajiilee Community School, To'hajiilee, New Mexico (Navajo Indian Reservation)

- Program/Curriculum planning, Development and implementation of New Mexico Public Education Elementary Benchmark and Standards
- Inclusion of culturally relevant pedagogy and technology
- Familiarity with IEP conferencing/accommodations
- Differentiated instruction and accommodations of all learning styles and cultures

Upward Bound Counselor

June 2007 – August 2007

Haskell Indian Nations University, Lawrence, Kansas

- Program planning assistantship responsible for choosing appropriate activities, relevant motivational/cultural speakers/presenters
- Academic Advisement
- College/Career application process and completion counseling
- Coordination-Special Needs

- Responsible for supervision of approximately 40 students, safety and overall wellbeing of Native Youth
- Culturally relevant event planning (Upward Bound Powwow)

Adult Education Educator/Early Childhood Instructor

November 2005 – July 2006

Family and Child Education Program – BIA, To'hajiilee Community School, To'hajiilee, New Mexico (Navajo Indian Reservation)

- Curriculum and Program Planning for adult GED students
- Daily Instruction for Adult GED students
- Facilitation of early childhood students and parent education
- Collaborative instruction between parents, students, school, and community, Monthly event planning, Transportation for parents and students, Assessment and Observation.

Child Welfare Specialist

January 2005 – July 2005

The Shelter Inc., Lawrence, Kansas

- Administering of Medications
- Behavior Logs
- Suicide Prevention
- Crisis Intervention
- Conduction of Group Therapy
- Transportation of residents
- Oversight of resident Individual Education Plans (IEP's)

Camp Counselor

Summer 2003, 2012, 2013

Indian Youth of America, Prescott, Arizona and Custer, South Dakota

- Youth Supervision
- Workshop development
- Workshop facilitator
- Cultural Resource – Tribal Games

COMMUNITY ENGAGEMENT

Emmaus Indian Baptist Church

July 2015-Present

Associate Pastor
McLoud, Oklahoma

Karis Ministries

September 2014-July 2015

Associate Pastor
Tecumseh, Oklahoma

Albuquerque Indian Baptist Mission

January 2012-February 2013

Senior Youth Pastor/Assistant Missions Director
Albuquerque, New Mexico

INTERNSHIP EXPERIENCE

The University of New Mexico

January 2012-December 2012

Educational Internship-American Indian Education
Walatowa High Charter School, Jemez Pueblo Indian Reservation

HONORS AND AWARDS

- Awarded distinction upon completion of graduate program requirements
- American Indian Graduate Center Fellowship recipient
- Golden Key International Honour Society Member
- Three time recipient of the President's Honor Roll

Woodrow Wilson

(b)(6)

REFERENCES

Hettie Charboneau

Cherokee Nation Indian Child Welfare Program Mgr.

(b)(6)

Brandon Kemble

Senior Pastor – All Nations Mission Center

(b)(6)

Lamarita Vicente

Vocational Rehab Specialist

(b)(6)

Elayne Costello

(FACE) Program Director

(b)(6)

Dr. Vincent Werito

Associate Professor UNM

(b)(6)

Doran Smith

McLoud Public Schools Superintendent

(b)(6)



Chickasaw Nation

Job Description

DIVISION: Division of Education

DEPT\PROGRAM: Office of Supportive Programs\Native Youth Community Project NYCP

JOB TITLE: Academic and Career Advisor, NYCP

POSITION CONTROL:

GENERAL DEFINITION:

Assists students in exploring careers, evaluating academic abilities and setting goals. Prepares advising materials such as student information, advising guides and recruitment materials. Presents academic information to orientation groups and potential students and parents. Interprets placement test scores, advises students of course placement and works with student to develop an educational plan based on placement, academic and life goals and career aspirations. The Advisor monitors student progress of academically deficient students requiring ongoing contact with student and instructors

SUPERVISION RECEIVED:

Work is performed under the supervision of the NYCP Coordinator and the indirect supervision of the Director of Office of Supportive Programs.

SUPERVISION EXERCISED:

No supervision is currently exercised.

EXAMPLE OF DUTIES:

1. Assesses the student's stage of development (academic, career and personal) and promotes student growth by determining suitable developmental tasks; assists student in establishing realistic and attainable academic and career goals.
2. Advises students on academic, career and personal issues; identifies the educational and career options appropriate for each student and assists with the analysis of each option, including possible outcomes and their implications; sets up an action plan for the student to explore alternative careers and related majors.
3. Monitors academic progress of students; analyzes progress reports from instructors; identifies current and potential needs or problem areas (e.g., study skills, tutoring) and refers students to appropriate resources for assistance.

4. Maintains student files and records; documents all pertinent student information; updates computerized information system regarding changes to student status.
5. Checks various forms for accuracy such as grade checks, overload petitions, curriculum changes; assists students in their completion.
6. Assists students with admission and registration/provides guidance in course selection in keeping with the student's interests, values and abilities.
7. Knowledge of community resources accessible to the students.
8. Provides educational guidance and assistance for students by planning schedules, recommending courses and determining appropriate education solutions for different types of students.
9. Provides case management to students who do not meet local educational requirements; also provide assistance for at-risk students.
10. Analyzes student retention data, extracts meaningful information and works with students who are at-risk or facing barriers inhibiting their academic success.
11. Follow through and track the advancement of students.
12. Performs other duties of a similar nature or level.

PHYSICAL DEMANDS:

Work includes some walking, standing, bending and light lifting.

KNOWLEDGE, SKILLS AND ABILITIES:

Has an understanding of Native American culture and tribal programs. Is an exemplary role model for Chickasaw citizens. Has ability to organize and manage projects served through Education Services Department. Must be able to communicate effectively with the Native American community and the general public. Maintain effective working relationships and coordinate program services with other agencies and departments serving mutual clients. Must possess strong understanding of a variety of computer software systems. Must be able to work under minimal supervision.

EDUCATION AND EXPERIENCE:

Bachelor's Degree in Education, Counseling or field related to area of assignment AND one year academic advising experience; OR, Any equivalent combination of experience and/or education from which comparable knowledge, skills and abilities have been achieved.

LICENSES AND CERTIFICATES:

Must have a valid Oklahoma state motor vehicle license with good driving record and a state teaching certificate. Must pass a background investigation in keeping with P.L. 101-630, the Tribal Child Care Act.



Chickasaw Nation

Job Description

DIVISION: Division of Education

DEPT/PROGRAM: Office of Supportive Programs\Native Youth Community Project NYCP

JOB TITLE: Cultural and Family Engagement Specialist, NYCP

POSITION CONTROL:

GENERAL DEFINITION:

The Cultural and Family Engagement Specialist will assure an outstanding relationship with the Native American programs and the partnering school districts. The engagement specialist will provide services to promote the development and implementation of cultural and family assistance for Native American clients. The specialist will promote and enhance the overall cultural and family mission by providing services that strengthen home, school and community partnerships and address barriers to learning and achievement. The engagement specialist is responsible for planning, developing organizing and implementing all facets of community and school engagement.

SUPERVISION RECEIVED:

Work is performed under the supervision of the NYCP Coordinator and the indirect supervision of the Director of Office of Supportive Programs.

SUPERVISION EXERCISED:

No supervision is currently exercised.

EXAMPLE OF DUTIES:

1. Must have knowledge of Native American traditions, history and culture for preservation and educational purposes.
2. Provide cultural activities and performances for the students, families and schools.
3. Introduce and educate the students and partnering schools on the different Native American services that are available for the families to use throughout the state.
4. Communicate the upcoming news and activities to the schools for their Native American students and families.

5. Establishes and provides information to the Native American community as it relates to the fields of academic achievement and culturally specific education.
6. Establish a good communication with each partnering schools and the Indian Educators.
7. Able to preserve and educate the students, schools and families of the Native American culture and history.
8. Works with LEAs and community partners to coordinate cultural enrichment activities for AI/AN youth and families.
9. Works with LEAs and community partners to coordinate field trips for career exploration, campus visits and other educational enrichment opportunities for AI/AN youth.
10. Works with Academic Career Advisors in coordinating AI/AN student and family education in the areas of post-secondary school admissions, applying for FAFSA, ACT/SAT testing and scholarship search processes.
11. Provide workshops, classes, groups and activities for parents at their local school(s) and/or districts on a regular basis.
12. Responsible for all other miscellaneous duties as assigned through the chain of command.

PHYSICAL DEMANDS:

Work includes some walking, standing, bending and light lifting.

KNOWLEDGE, SKILLS AND ABILITIES:

Has an understanding of Native American culture and tribal programs. Exemplary role model for Chickasaw citizens. Has ability to organize and manage projects served through Education Services Department. Must be able to communicate effectively with the Native American community and the general public. Maintain effective working relationships and coordinate program services with other agencies and departments serving mutual clients. Must possess strong understanding of a variety of computer software systems. Must be able to work under minimal supervision.

EDUCATION AND EXPERIENCE:

Minimum qualifications are a Bachelor's Degree or higher in an education or social service related field with at least two (2) year's work experience working with children and families.

LICENSES AND CERTIFICATES:

Must have a valid Oklahoma state motor vehicle license with good driving record and a state teaching certificate. Must pass a background investigation in keeping with P.L. 101-630, the Tribal Child Care Act.



Chickasaw Nation

Job Description

DIVISION: Division of Education

DEPARTMENT: Office of Supportive Programs\Native Youth Community Project
NYCP

JOB TITLE: TEA Social Worker, NYCP

POSITION CONTROL #:

GENERAL DEFINITION:

The TEA Social Worker will address the psychological and social well-being of the Native American students, ranging from elementary to high school students. The TEA Social Worker will promote and enhance the overall academic mission by providing services that strengthen home, school and community partnerships and address barriers to learning and achievement. The TEA Social Worker will contribute to the development of a healthy, safe and caring environment. Such an environment is achieved by advancing the understanding of the emotional and social development of children and the influences of family, community and cultural differences on student success along with the implementation of effective intervention strategies.

SUPERVISION RECEIVED:

Work is performed under the supervision of the NYCP Coordinator and the indirect supervision of the Director of Office of Supportive Programs.

SUPERVISION EXERCISED:

No supervision is currently exercised.

EXAMPLE OF DUTIES:

1. Be familiar with resources of the Chickasaw Nation, other tribes and the surrounding communities.

2. Acts as a liaison between the professional resource and the client/family.
3. Provide follow-up and monitor clientele.
4. Develops long-term and short-term intervention plans consistent with curriculum, students' needs, strengths, diversity and life experiences and social and emotional factors.
5. Uses a variety of appropriate formal and informal tools and techniques including observations and interviews to evaluate the progress and performance of students and families.
6. Promotes family support of students' learning experience within the context of multicultural understanding and competencies.
7. Provides services to students in ways that build upon individual strengths and offers students maximum opportunities to participate in the planning and direction of their own learning experience.
8. Develops and provides training and educational programs that address the goals and mission of the educational institution.
9. Promotes services to students and their families within the context of multicultural understanding and competence that enhances families' support of students learning experiences.
10. Assists students and their families in gaining access to formal and informal community resources.
11. Utilizes research and technologies to assist students, families, schools and communities.
12. Consults on such issues as attendance, diversity, mental health, behavior management, delinquency, crisis intervention, homelessness, child abuse, neglect and the importance of confidentiality.
13. Initiates and supports activities to overcome institutional barriers and gaps in services as leaders and members of interdisciplinary teams with the unique contribution of bringing the home, school and community perspective to the interdisciplinary process.

PHYSICAL DEMANDS:

Work is mostly sedentary, with some walking, standing and bending.

KNOWLEDGE, SKILLS AND ABILITIES:

Must be thoroughly knowledgeable in the social work field (experience in working with Native American is preferable). Must possess counseling skills and have a thorough understanding of confidentiality issues. Must be an exemplary role model for children and parents. Must be able to effectively communicate with children, parents, school administrators, tribal social service agencies, violence prevention agencies, CPS agencies and other tribal and government agencies. Must be able to relate well to staff. Must be able to accurately evaluate the special needs of each child /family and provide appropriate treatment or referrals. Must treat all customers, clients and staff in a respectful manner.

EDUCATION AND EXPERIENCE:

Minimum qualifications are a Bachelor's Degree or higher in an education or social service related field with at least two (2) year's work experience working with children and families. Skills in educational counseling, social services and social work, preferred.

LICENSES AND CERTIFICATES:

Must have a valid Oklahoma state motor vehicle license with good driving record and a state teaching certificate. Must pass a background investigation in keeping with P.L. 101-630, the Tribal Child Care Act.



Chickasaw Nation

Job Description

DIVISION: Division of Education

DEPT/PROGRAM: Office of Supportive Programs\ Native Youth Community Project (NYCP)

JOB TITLE: Office of Supportive Programs NYCP Program Coordinator

POSITION CONTROL:

GENERAL DEFINITION:

The Coordinator will assist and advise the Program Director in areas of the Native Youth Community Project programs and services. The Coordinator will provide leadership and services to promote the development and implementation of the NYCP program, providing technical assistance, monitoring and compliance reporting. The Coordinator will perform other related duties as required.

SUPERVISION RECEIVED:

Will work with considerable independence and latitude in accomplishing assignments, but under the direct supervision of the Program Director of Supportive Programs.

SUPERVISION EXERCISED: Supervision of NYCP program staff will be exercised.

EXAMPLE OF DUTIES:

1. Coordinate the planning and development of the NYCP Program for the Department of Office of Supportive Programs.
2. Assist the Program Director in the preparation of evaluations and reports with regard to the NYCP Program.
3. Assist with maintaining records and preparing requested reports for the overall function of the NYCP Program.
4. Assists the Program Director in adhering to all program policies or funding agency regulations as required for the function of the NYCP Program.

5. Provide telephone consultation and technical assistance training to school administrators regarding the NYCP Program.
6. Under the guidance of the Program Director, coordinate with local education agencies in meeting NYCP Program goals and objectives.
7. Responsible for all other miscellaneous duties as assigned and following the line of support.

PHYSICAL DEMANDS:

Work is mostly sedentary, with some walking, standing and bending.

KNOWLEDGE, SKILLS AND ABILITIES:

Understanding of Native American culture and tribal programs. Exemplary role model for citizens. Ability to organize and manage service delivery and budgets. Must be able to communicate effectively with the Native American community and the general public and maintain effective working relationships with tribal/school personnel. Must possess strong understanding of teaching procedures and curriculum development. Possess strong skills in modern office procedures and business etiquette. Must be computer literate and be familiar with office equipment. Travel within the Chickasaw Nation to public education sites will be required. Must have a good understanding of a variety of computer software systems. Must be able to work under minimal supervision. A GSA vehicle will be provided.

EDUCATION AND EXPERIENCE:

Minimum qualifications are a Bachelor's Degree or higher in an education or social service related field with at least five (5) year's work experience working with children and families.

LICENSES AND CERTIFICATES:

Must have a valid Oklahoma state motor vehicle license with good driving record. Must pass a background investigation in keeping with P.L. 101-630, the Tribal Child Care Act.



May 16, 2016

Ms. Lynne Chatfield
Director, Office of Supportive Programs
Chickasaw Nation Division of Education
300 Rosedale Road
Ada, OK. 74820

Dear Ms. Chatfield:

The Ardmore Chamber of Commerce is pleased to offer this letter of support for the Chickasaw Nation Division of Education's comprehensive, community based projects to assist American Indian/Alaskan Native (AI/AN) students become college and career ready. One of these projects is the Native Youth Community Project grant which has been created to assist in the elimination of barriers faced by AI/AN youth as they pursue college and career readiness.

The Chickasaw Nation Education Division effort will not only benefit the Springer Public Schools, but other schools in the area that it serves within the boundaries of the Chickasaw Nation. The Ardmore Chamber considers the Chickasaw Nation a valued partner in its activities that improve the opportunities for all of its youth. The Chamber supports the goals of the Chickasaw Nation Education Division and its collaborations to encourage a community approach to providing academic, social and other support services for AI/AN students and family members.

Sincerely,

(b)(6)

Mita A. Bates
President
Ardmore Chamber of Commerce

Partners In Education

PIE

Mission: Education success through community collaboration
Vision: Building minds and lives together cradle to career



May 13, 2016

Ms. Lynne Chatfield
Director, Office of Supportive Programs
Chickasaw Nation Division of Education
300 Rosedale Road
Ada, OK 74820

Dear Ms. Chatfield:

Partners In Education, a project of the Ardmore Chamber of Commerce Foundation, is truly honored to offer support to the Chickasaw Nation Division of Education as they pursue the Native Youth Community Project (NYCP) Grant, whose focus is to eliminate and prevent barriers American Indian/Alaskan Native youth face while becoming college and career ready.

Partners In Education works to help all children, cradle to career, become college and career ready. We are excited to partner with the Chickasaw Nation on this exciting endeavor.

Sincerely,

(b)(6)

Sara Orellana
Partnership Director
Partners In Education

PONTOTOC COUNTY DRUG COURT
310 S. Townsend Annex 5, ADA, OKLAHOMA 74820
Phone: (580) 332-9587 Fax: (580) 421-7703

April 26, 2016

Ms. Lynne Chatfield
Director, Office of Supportive Programs
Chickasaw Nation Division of Education
300 Rosedale Road
Ada, OK 74820

Dear Ms. Chatfield:

The Pontotoc County Drug Court is honored to offer support to the Chickasaw Nation Division of Education's community-driven, comprehensive projects to help American Indian/Alaskan Native (AI/AN) children become college and career ready. One such project is the Native Youth Community Project (NYCP) grant, which has been created to help eliminate barriers faced by AI/AN youth as they pursue college and career readiness.

The Chickasaw Nation Education Division not only benefits Pontotoc County but also provides educational services to other surrounding counties within the boundaries of the Chickasaw Nation. Pontotoc County Drug Court fully supports the goals and objectives of the Chickasaw Nation Education Division and its collaborations to encourage a community-wide approach to providing academic, social, and other support services for AI/AN students and family members.

(b)(6)

Mr. Calvin Prince, Administrator
Pontotoc County Drug Court

PO Box 99 • Ada, OK 74820
Phones (580) 332-9587, Fax (580) 421-7703
PR/Award # S299A160003



CHRIS L. ROSS
DISTRICT ATTORNEY

TWENTY-SECOND DISTRICT ATTORNEY DISTRICT
STATE OF OKLAHOMA
PONTOTOC, SEMINOLE AND HUGHES COUNTIES

SEMINOLE COUNTY
PAUL S. SMITH
Assistant District Attorney
CHRIS G. ANDERSON
Assistant District Attorney
DANDICE M. IRBY
Assistant District Attorney

Child Support Office
CLAY E. PETTIS
Assistant District Attorney
KAY L. HARGRAVE
Assistant District Attorney

HUGHES COUNTY
TRISHA D. SMITH
Assistant District Attorney

PONTOTOC COUNTY
JAMES E. TILLISON
Assistant District Attorney
JOHN W. HUBBARD
Assistant District Attorney
MATTHEW B. WELDE
Assistant District Attorney

May 2, 2016

Ms. Lynne Chaifield
Director, Office of Supportive Programs
Chickasaw Nation Division of Education
300 Rosedale Road
Ada, OK 74820

Dear Ms. Chaifield:

The Pontotoc County Truancy Court Program is honored to offer support to the Chickasaw Nation Division of Education as they pursue the Native Youth Community Project (NYCP) Grant, which has been created to eliminate barriers American Indian/Alaskan Native youth face while becoming college and career ready.

Our program supports and understands the purposes, activities, and outcomes of the project which will, in turn, improve educational opportunities and achievement of public school-age Native American students.

(b)(6)

John W. Hubbard
Assistant District Attorney,
District 22, Pontotoc County

PONTOTOC COUNTY COURTHOUSE
P.O. BOX 146
ADA, OKLAHOMA 74820
1-800-332-6941
RESTITUTION OFFICE: 1-800-822-0278
FAX: 1-800-332-7393

SEMINOLE COUNTY COURTHOUSE
P.O. BOX 1300
WEWOKA, OKLAHOMA 74884
1-405-257-3389 / FAX: 1-405-257-6903
VICTIM SERVICES OFFICE: 1-405-257-3349
BOGUS CHECK OFFICE: 1-405-257-3313
CHILD SUPPORT OFFICE: 1-800-522-2922
WEWOKA OFFICE FAX: 1-405-257-7847
APR/Award # S299A16003

HUGHES COUNTY COURTHOUSE
P.O. BOX 320
HOLDENVILLE, OKLAHOMA 74848
1-405-375-5452
FAX: 1-405-375-6230

**Indian Organizations
Indirect Cost Negotiation Agreement**

EIN: 73-1374986

Organization:

The Chickasaw Nation
P.O. Box 1548
Ada, OK 74821-1548

Date: August 24, 2015

Report No(s) : 15-A-1050

Filing Ref.:
Last Negotiation Agreement
dated May 14, 2014

The indirect cost rate contained herein is for use on grants, contracts, and other agreements with the Federal Government to which Public Law 93-638 and 2 CFR Part 200 apply for fiscal years beginning on or after December 26, 2014 subject to the limitations contained in 25 CFR 900 and Section II.A. of this agreement. Applicable OMB Circulars and the regulations at 2 CFR 225 will continue to apply to federal funds awarded prior to December 26, 2014. The rate was negotiated by the U.S. Department of the Interior, Interior Business Center, and the subject organization in accordance with the authority contained in applicable regulations.

Section I: Rate

Type	Effective Period		Rate*	Locations	Applicable To
	From	To			
Fixed Carryforward	10/01/14	09/30/15	20.20%	All	All Programs

*Base: Total direct costs, less capital expenditures and passthrough funds. Passthrough funds are normally defined as payments to participants, stipends to eligible recipients, subcontracts and subgrants, all of which normally require minimal administrative effort.

Treatment of fringe benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs; fringe benefits applicable to indirect salaries and wages are treated as indirect costs.

Section II: General

Page 1 of 3

A. Limitations: Use of the rate(s) contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rate(s) agreed to herein is predicated upon these conditions: (1) no costs other than those incurred by the subject organization were included in its indirect cost rate proposal, (2) all such costs are the legal obligations of the grantee/contractor, (3) similar types of costs have been accorded consistent treatment, and (4) the same costs that have been treated as indirect costs have not been claimed as direct costs (for example, supplies can be charged directly to a program or activity as long as these costs are not part of the supply costs included in the indirect cost pool for central administration).

B. Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based will be compensated for in a subsequent negotiation.

C. Changes: The rate(s) contained in this agreement are based on the organizational structure and the accounting system in effect at the time the proposal was submitted. Changes in organizational structure, or changes in the method of accounting for costs that affect the amount of reimbursement resulting from use of the rate(s) in this agreement, require the prior approval of the cognizant agency. Failure to obtain such approval may result in subsequent audit disallowance.

D. Rate Type:

1. Fixed Carryforward Rate: The fixed carryforward rate is based on an estimate of costs that will be incurred during the period for which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to the rate for a future period, if necessary, to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

2. Provisional/Final Rate: Within six (6) months after year end, a final indirect cost rate proposal must be submitted based on actual costs. Billings and charges to contracts and grants must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.

3. Predetermined Rate: A predetermined rate is an indirect cost rate applicable to a specified current or future period, usually the organization's fiscal year. The rate is based on an estimate of the costs to be incurred during the period. A predetermined rate is not subject to adjustment. (Because of legal constraints, predetermined rates are not permitted for Federal contracts; they may, however, be used for grants or cooperative agreements.)

4. Rate Extension: Only final and predetermined rates may be eligible for consideration of rate extensions. Requests for rate extensions of a current rate will be reviewed on a case-by-case basis. If an extension is granted, the non-Federal entity may not request a rate review until the extension period ends. In the last year of a rate extension period, the non-Federal entity must submit a new rate proposal for the next fiscal period.

E. Agency Notification: Copies of this document may be provided to other federal offices as a means of notifying them of the agreement contained herein.

F. Record Keeping: Organizations must maintain accounting records that demonstrate that each type of cost has been treated consistently either as a direct cost or an indirect cost. Records pertaining to the costs of program administration, such as salaries, travel, and related costs, should be kept on an annual basis.

G. Reimbursement Ceilings: Grantee/contractor program agreements providing for ceilings on indirect cost rates or reimbursement amounts are subject to the ceilings stipulated in the contract or grant agreements. If the ceiling rate is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

H. Use of Other Rates: If any federal programs are reimbursing indirect costs to this grantee/contractor by a measure other than the approved rate(s) in this agreement, the grantee/contractor should credit such costs to the affected programs, and the approved rate(s) should be used to identify the maximum amount of indirect cost allocable to these programs.

I. Other:

1. The purpose of an indirect cost rate is to facilitate the allocation and billing of indirect costs. Approval of the indirect cost rate does not mean that an organization can recover more than the actual costs of a particular program or activity.

2. Programs received or initiated by the organization subsequent to the negotiation of this agreement are subject to the approved indirect cost rate(s) if the programs receive administrative support from the indirect cost pool. It should be noted that this could result in an adjustment to a future rate.

3. Each Indian tribal government desiring reimbursement of indirect costs must submit its indirect cost proposal to our office within six (6) months after the close of the Tribe's fiscal year, unless an exception is approved.

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization:

By the Cognizant Federal Government Agency:

The Chickasaw Nation
Tribal Government

U.S. Department of the Interior
Interior Business Center

(b)(6) [Redacted Signature]

(b)(6) [Redacted Signature]

Signature
Bill Anoatubby
Name (Type or Print)

Signature
Deborah A. Moberly
Name

Governor
Title

Office Chief
Office of Indirect Cost Services
Title

AUG 21 2015
Date

AUG 24 2015
Date
Negotiated by Stacy Frost
Telephone (916) 566-7002

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

NYCP Grant Budget Narratives

Year 1

1. Personnel - \$279,197

One TEA project director (25% FTE NYCP; 100% tribally funded) monitoring and compliance reporting to the executive officer for the Chickasaw Nation Division of Education and grants management for the United States Department of Education (ED).

One project coordinator (100% FTE NYCP; 100% federally funded) to provide complete oversight of NYCP project objectives; to coordinate and chair on-going meetings with the NYCP advisory committee consisting of a member representative from each LEA and community partner in an effort to identify new educational barriers of AI/AN youth and to implement new strategies as needed in assisting AI/AN youth and their families; monitoring and compliance reporting to the TEA project director.

Two TEA school social workers (100% FTE NYCP; 100% federally funded): works with academic advisors, school personnel, and parents/guardians of AI/AN youth to coordinate and implement intervention services for AI/AN youth when services needed are outside the scope of the LEA; works closely with the academic career advisors and the community resources as a liaison for the AI/AN youth and families; will provide data collection and follow-up reporting on students referred to outside community resources for intervention services. Reports directly to the NYCP project coordinator.

Two academic career advisors (100% FTE NYCP; 100% federally funded): will work with TEA social workers and LEA school personnel to identify at-risk AI/AN youth; will coordinate and implement career and academic services for AI/AN youth; will provide on-going

data collection and progress checks on identified at-risk AI/AN youth. Reports directly to the NYCP project coordinator.

One cultural and family engagement specialist (100% FTE NYCP; 100% federally funded): works with LEAs and community partners to coordinate cultural enrichment activities for AI/AN youth and families; works with LEAs and community partners to coordinate field trips for career exploration, campus visits and other educational enrichment opportunities for AI/AN youth ; works with academic career advisors in coordinating AI/AN student and family education in the areas of post-secondary school admissions, applying for FAFSA, ACT/SAT testing and scholarship search processes. Reports directly to the NYCP project coordinator.

POSITION/JOB DESCRIPTION	TOTAL ANNUAL HOURS	NYCP FTE
TEA Project director-100% Tribally funded	2080	25% (520 hrs)
NYCP Project Coordinator-100% Federally funded	2080	100% (2080 hrs)
NYCP Social Worker #1-100% Federally funded	2080	100% (2080 hrs)
NYCP Social Worker #2 -100% Federally funded	2080	100% (2080 hrs)
NYCP Academic Career Advisor #1-100% Federally funded	2080	100% (2080 hrs)
NYCP Academic Career Advisor #2-100% Federally funded	2080	100% (2080 hrs)
NYCP Cultural & Family Engagement Specialist-100% Federally funded	2080	100% (2080 hrs)

See attached document- Salary, Fringe Benefits, and Health Insurance breakdown of expenses.

2. Fringe Benefits - \$213,216

- Includes standard Chickasaw Nation Employee Fringe Benefits at 5% of annual salary for 401K retirement plan per employee for six FTEs funded at 100% NYCP federal funding.
- Health insurance at a monthly rate of \$2,467 calculated for six FTEs funded at 100% federal funding.

- Payroll taxes to include FICA at 7.65% per employee's annual salary and SUTA at \$197 per employee per year for six FTEs funded at 100% federal funding.

3. Travel/Training - \$17,020

- Travel for four representatives from the NYCP advisory committee, to include NYCP project director, NYCP project coordinator and 2 LEA representatives to attend the NYCP project director's meeting in Washington DC: (lodging and per diem \$248 x 4 nights= \$992 + \$850 RT air x 4 people = \$7,368).
- Training costs for two NYCP school social workers to attend two in-state counseling outreach trainings for professional development certification, two trainings during the summer: (\$157 lodging & per diem x 2 nights = \$314 + estimated \$250 conference fee/training costs x 2 people x 2 state trainings = \$2,256).
- Travel and training costs for two NYCP staff to attend the state Johnson O'Malley conference and training workshops on Indian education topics (usually held in April in Tulsa, OK): (lodging and per diem \$157 x 4 nights = \$628 + \$250 conference registration x 2 people = \$1,756).
- Travel and training costs for four NYCP staff and six LEA representatives to attend the Oklahoma Indian Education Summit and training on Indian Education topics and culturally relevant teaching and curriculum, held in the summer in Oklahoma City, OK: (lodging and per diem \$157 x 2 nights = \$314 + \$250 conference registration x 10 people = \$5,640).

4. Equipment- \$0

5. Supplies - \$21,550

- Annual cost of office supplies to include copy paper, ink cartridges, staples, paper clips, ink pens, binders, file folders and other miscellaneous office supplies (6 staff x 12 months x \$200= \$14,400).
- Computer equipment for three NYCP staff that will be placed in a vacant office space owned by the TEA in Carter County: 3 computers x \$900 = \$2,700; 3 monitors x \$200 = \$600; 3 desktop printers x \$150 = \$450; Total computer equipment = \$3,750.
- Office furniture for Carter County office: 2 desks x \$900 = \$1,800; 2 office chairs x \$150 = \$300; 4 guests chairs x \$50 = \$200; Total office furniture = \$2,300.
- Two Cisco networked office phones at \$550 each for Carter county office: \$1,100.

6. Contractual – \$25,000

- Estimated cost for a professional consultant to develop a comprehensive annual program evaluation and to develop a comprehensive community needs assessment for the NYCP program = \$25,000.

7. Construction- \$0

8. Other –\$330,234

- Communications (6 FTE cell phones x \$55/month x 12 months)- \$3,960.
- License/Fees and staff background checks (6 FTEs x \$250 each) = \$1,500.
- GSA vehicle lease (includes mileage expense for gas) for four vehicles for NYCP staff to make school and community resource visits five days a week to the 14 partnering LEAs; Carter county school districts cover 834 square miles and Pontotoc county school districts cover 725 square miles: (4 GSAs x \$550/month x 12 months)=\$26,400.
- **Direct Program Student Services - \$298,374**

The Chickasaw Nation TEA has exceptional educational programs in place to provide services to Chickasaw tribally affiliated youth in 1st -12th grades. The NYCP funds will assist in providing the same services to other AI/AN tribally affiliated youth within the partnering LEAs. Direct services will include areas of behavioral health counseling, individual educational tutoring, grade and perfect attendance student incentives, special school supplies, ACT/SAT testing fees and college and vocational tours which will increase the percent of all AI/AN youth graduating from high school and be more prepared for college and career readiness. *Using JOM tribal affiliation student counts and LEA enrollment for the school year 2015-2016, for the purpose of estimating the grant budget, there are 4,304 AI/AN youth enrolled in 1st-12th grades at the 14 partnering LEAs. Each year, as students move up a grade level, new cohorts of students will be served based on activities sponsored for the specific grade levels.* It is estimated that 50% of the 4,304 students are Chickasaw tribally affiliated in which educational assistance services will be paid through the Chickasaw Nation tribally funded programs already in place. The NYCP funds will be used to provide similar programs and services for the remaining 50% (2,152) other AI/AN tribally affiliated youth, in the areas listed below. Total direct services to students, identified below, are estimated to cost approximately \$138 per AI/AN other tribally affiliated youth to better prepare each for college and career readiness.

- ✓ Special school supplies (examples: graphing calculators, audio/visual devices, magnifiers, organization binders, specialty paper and project boards for school projects, science fair supply costs) for other AI/AN tribally affiliated youth that are not covered under other Indian Education programs within partnering

LEAs (estimate of need is based on existing TEA programs and services that provide special school supplies to Chickasaw youth in 1st-12th grades.) (25% of the 2,152 other AI/AN youth (538) x average cost of \$30 student allowance) = \$16,140.

- ✓ Health, wellness and medical needs for 1st-12th grade other AI/AN students: to include eyeglass repair, hearing aid replacement, nutritional assistance, special clothing needs, lice treatment for the family and other health and wellness needs hindering education or affecting school attendance. Health related costs: 15% of the 2,152 other AI/AN youth (323) x average cost of \$100 student allowance = \$32,300.
- ✓ Counseling Services: Based on national statistics of bullying, substance abuse and suicide among Native youth, along with TEA programs and services statistics serving the needs of Chickasaw youth and LEA needs data analysis, AI/AN students in 1st-12th grade need behavioral health counseling services to help reduce the educational barriers of truancy, absenteeism, substance abuse and behavioral issues in the classroom which all relate to low student educational achievement. During year 1, it is estimated 35% of the 2,152 other AI/AN youth will need an initial counseling assessment by a licensed professional counselor and 20% of these students will need on-going extended counseling. The TEA family services division and other identified county mental health service resources have agreed to accept referrals from the NYCP project for AI/AN youth and families with the initial counseling assessment at no charge and additional counseling sessions at a set rate of \$50

per hour for AI/AN youth and families. Based on consult with mental health professionals, of the 35% of 2152 other AI/AN youth estimated to be referred for an initial counseling assessment, 20% of these are estimated to need continued counseling sessions past the initial assessment and on average six one hour counseling sessions throughout the year will be needed. The estimated cost for these extended counseling services: 35% of 2,152 = 753 other AI/AN youth x 20% needing extended counseling = 150 AI/AN youth x 6 one hour counseling sessions x \$50 = \$45,000.

- ✓ Curriculum Specialist: Based on the cost of current TEA tutoring assistance programs for Chickasaw youth and LEA needs data analysis, it is estimated that 75% of the 2,152 other AI/AN tribally affiliated youth (1,614) will need tutoring assistance within the home and in after school and summer programs during year 1. Curriculum specialists will be provided for group and individual tutoring for at-risk AI/AN youth in the areas of mathematics and reading in grades 1st- 6th to assist with homework. Total estimated cost for student tutoring: 12 curriculum specialist x \$25 per hour x 150 hours per school year = \$45,000.
- ✓ Good Grade incentives for As and Bs: Grade incentives will be provided to 2nd -12th grade other tribally affiliated AI/AN students at the 14 partnering LEAs. Incentives provided will be items, such as, supplemental educational workbooks (\$5) that make learning fun, STEM related learning materials and building kits (\$15), Native American arts and crafts kits (\$10) and culturally relevant reading books (\$10) which encourage AI/AN youth to read for

pleasure. Youth are no different than adults when it comes to rewards; some youth are motivated by educational rewards and some are more motivated by recreational type of rewards. The total number of AI/AN students in 2nd – 12th grades is 3,469 with 50% (1,735) being other AI/AN tribally affiliated youth. Based on TEA Chickasaw Honor Club program statistics and data collected from the LEAs, it is estimated that 10% (173) of the 1,735 other AI/AN tribally affiliated youth will earn all A's and 34% (590) will earn A's and B's during the first year of the NYCP program. Good grade incentives will be provided 4 times per school year (every 9 week grading period). Estimated cost for good grade incentives is:

- 173 AI/AN students will earn all A's and will be rewarded incentives valued at \$25 x 4 times per school year = \$17,300.
 - 590 AI/AN students will earn A's and B's and will be rewarded incentives valued at \$10 x 4 times per school year = \$23,600.
 - Total cost for good grade incentives for Year 1 is \$40,900.
- ✓ Perfect Attendance incentives: Good grade incentives influence higher grade achievement and higher self-esteem; perfect attendance incentives are found to reduce absences and truancy rates. The incentives provided will be the same as those found for the good grade incentives. Based on TEA Chickasaw honor club and perfect attendance program statistics and LEA data analysis, the total number of AI/AN students in 5th-12th grades at the 14 partnering LEAs is 2,437 students with 50% (1,219) being other tribal affiliation. It is estimated 15% (183) of the 1,219 other AI/AN students will achieve perfect

attendance in December and again in May. Estimated cost for perfect attendance incentives is: 183 AI/AN students x incentives valued at \$25 x 2 times per school year = \$9,150.

- ✓ Annual access fee for an unlimited number of users per LEA site for Oklahoma Career Information Systems (OKCIS) to be available to 6th-12th grade AI/AN students. The Oklahoma Career Information System (OKCIS) is an Internet-based delivery system for accurate, comprehensive, current, and relevant occupational, post-secondary school and financial aid information. OKCIS contains the latest national, Oklahoma and local labor market data and projections. OKCIS is designed to support lifelong career exploration, and career planning and decision-making through easy to use, straightforward search and sorting utilities, and an online portfolio for saving information from all system components. Academic Career Advisors will assist and provide AI/AN students with an individual user login that will allow each student free access to an interest inventory and other career planning information. AI/AN students who participate in the OKCIS career exploration activities and complete set objectives each year, will be taken on field trips to visit businesses and industries within the state and the community in the areas of high interest. As assigned administrators for the OKCIS NYCP group, the NYCP Academic Career Advisors can monitor individual AI/AN student usage and student task completions online. Annual cost for use of the OKCIS access is \$150 x 14 LEA school districts = \$2,100.

- ✓ Annual access fee for unlimited users for Career Ready 101 online skills building systems. AI/AN students in 6th-12th grade who participate in the career exploration activities and complete set objectives in Career Ready 101 will be taken on career field trips and/or college campus tours. The NYCP academic advisors will be able to track individual student usage and task completions similar to OKCIS. Annual cost for the Career Ready 101 access for unlimited number of users is $\$1,500 \times 14$ LEA school districts = \$21,000.
- ✓ Career Exploration field trips: It is estimated that seven career field tours targeting 8th (329) and 10th (295) graders at the 14 participating LEAs will be coordinated each year. Cost of each field trip for a six hour day for 100 AI/AN students each field trip x lunch meal and afternoon snack per student at \$10 = \$1,000 student meal cost + estimated mileage costs for Chickasaw Nation Charter bus ($\$3.45$ fuel cost x 200 miles) = \$1,490. Estimated total cost for each field trip is $\$1,000$ (100 student meals) + \$690 (mileage cost each trip) = $\$1,690 \times 14$ student career exploration field trips = \$23,660.
- ✓ College Campus field trips: It is estimated that seven college field trips targeting 9th (329) and 11th (268) graders at the 14 participating LEAs will be coordinated each year based on specific occupational areas of interest. Cost of each career field trip for a six hour day for 100 AI/AN students each field trip x lunch meal and afternoon snack per student at \$10 = \$1,000 student meal cost + estimated mileage costs for Chickasaw Nation charter bus ($\$3.45$ fuel cost x 200 miles) = \$1,690. Estimated total cost for each field trip is

$\$1,000$ (100 student meals) + $\$690$ (mileage cost) = $\$1,690 \times 14$ student college campus field trips = $\$23,660$.

- ✓ Cultural and Family Engagement Activities: Based on the Chickasaw Nation's cultural center activities, it is estimated two cultural activities will be coordinated at each of the 14 LEAs during year 1 for a total of 28 cultural activities coordinated with an estimated 150 students and family members participating at each LEA activity making 4,200 (150 students x 28 activities) dream catchers, small drums, or other cultural make-and-take items per year. Total cost for cultural and family engagement activities: 4,200 items x $\$5$ supply costs per item = $\$21,000$.
- ✓ ACT Preparation Workshops: The ACT online prep system will be made available for other AI/AN in 9th – 12th grades at the 14 partnering LEAs provided at a cost $\$32$ for test and score results. Total cost for the ACT Online Prep for 577 other AI/AN students (50% of total 1,154 9th-12th graders) x $\$32$ for test and score results = $\$18,464$.

9. Total Direct Costs - $\$886,217$

10. Indirect Costs (20.20%)- $\$113,694$

The Chickasaw Nation TEA does not charge indirect costs rates on contractual expenses and expenses related to direct services to students. Direct Cost amount used to calculate IDC was $\$562,843$.

11. Total Budget- $\$999,911$

NYCP Grant Budget Narratives

Year 2

1. Personnel - \$289,175

One TEA project director (25% FTE NYCP; 100% tribally funded) monitoring and compliance reporting to the executive officer for the Chickasaw Nation Division of Education and grants management for the United States Department of Education (ED).

One project coordinator (100% FTE NYCP; 100% federally funded) to provide complete oversight of NYCP project objectives; to coordinate and chair on-going meetings with the NYCP advisory committee consisting of a member representative from each LEA and community partner in an effort to identify new educational barriers of AI/AN youth and to implement new strategies as needed in assisting AI/AN youth and their families; monitoring and compliance reporting to the TEA project director.

Two TEA school social workers (100% FTE NYCP; 100% federally funded): works with academic advisors, school personnel, and parents/guardians of AI/AN youth to coordinate and implement intervention services for AI/AN youth when services needed are outside the scope of the LEA; works closely with the academic career advisors and the community resources as a liaison for the AI/AN youth and families; will provide data collection and follow-up reporting on students referred to outside community resources for intervention services. Reports directly to the NYCP project coordinator.

Two academic career advisors (100% FTE NYCP; 100% federally funded): will work with TEA social workers and LEA school personnel to identify at-risk AI/AN youth; will coordinate and implement career and academic services for AI/AN youth; will provide on-going

data collection and progress checks on identified at-risk AI/AN youth. Reports directly to the NYCP project coordinator.

One cultural and family engagement specialist (100% FTE NYCP; 100% federally funded): works with LEAs and community partners to coordinate cultural enrichment activities for AI/AN youth and families; works LEAs and community partners to coordinate field trips for career exploration, campus visits and other educational enrichment opportunities for AI/AN youth; works with academic career advisors in coordinating AI/AN student and family education in the areas of post-secondary school admissions, applying for FAFSA, ACT/SAT testing and scholarship search processes. Reports directly to the NYCP project coordinator.

POSITION/JOB DESCRIPTION	TOTAL ANNUAL HOURS	NYCP FTE
TEA Project director-100% Tribally funded	2080	25% (520 hrs)
NYCP Project Coordinator-100% Federally funded	2080	100% (2080 hrs)
NYCP Social Worker #1-100% Federally funded	2080	100% (2080 hrs)
NYCP Social Worker #2 -100% Federally funded	2080	100% (2080 hrs)
NYCP Academic Career Advisor #1-100% Federally funded	2080	100% (2080 hrs)
NYCP Academic Career Advisor #2-100% Federally funded	2080	100% (2080 hrs)
NYCP Cultural & Family Engagement Specialist-100% Federally funded	2080	100% (2080 hrs)

See attached document- Salary, Fringe Benefits, and Health Insurance breakdown of expenses.

2. Fringe Benefits - \$214,432

- Includes standard Chickasaw Nation Employee Fringe Benefits at 5% of annual salary for 401K retirement plan per employee for six FTEs funded at 100% NYCP federal funding.
- Health insurance at a monthly rate of \$2,467 calculated for six FTEs funded at 100% federal funding.

- Payroll taxes to include FICA at 7.65% per employee's annual salary and SUTA at \$197 per employee per year for six FTEs funded at 100% federal funding.

3. Travel/Training - \$9,060

- Travel for four representatives from the NYCP advisory committee, to include NYCP Project Director, NYCP Project coordinator and 2 LEA representatives to attend the NYCP project director's meeting in Washington DC: (lodging and per diem $\$248 \times 4$ nights = $\$992 + \850 RT air $\times 4$ people = $\$7,368$).
- Travel and training costs for 3 NYCP staff to attend the Oklahoma Indian Education Summit and training on Indian Education topics and culturally relevant teaching and curriculum, held in the summer in Oklahoma City, OK: (lodging and per diem $\$157 \times 2$ nights = $\$314 + \250 conference registration $\times 3$ people = $\$1,692$).

4. Equipment- \$0

5. Supplies - \$18,450

- Annual cost of office supplies to include copy paper, ink cartridges, staples, paper clips, ink pens, binders, file folders, travel totes for staff when making weekly school visits and other miscellaneous office supplies (6 staff $\times 12$ months $\times \$250 = \$18,000$).
- Five drawer locking file cabinet for Carter county office - $\$450$.

6. Contractual – \$10,000

- Estimated cost for a professional consultant to conduct a comprehensive annual program evaluation and annual report for the NYCP program objectives within the 14 partnering LEAs = ($\$600 \times 14$ LEA sites = $\$8,400 + \$1,600$ comprehensive reporting = $\$10,000$).

7. Construction- \$0

8. Other –\$345,371

- Communications (6 FTE cell phones x \$55/month x 12 months) - \$3,960.
- License/Fees and staff background checks (3 FTEs x \$150 each) = \$450.
- GSA vehicle lease (includes mileage expense for gas) for four vehicles for NYCP staff to make school and community resource visits five days a week to the 14 partnering LEAs; Carter county school districts cover 834 square miles and Pontotoc county school districts cover 725 square miles: (4 GSAs x \$550/month x 12 months)=\$26,400.
- **Direct Program Student Services - \$314,561**

The Chickasaw Nation TEA has exceptional educational programs in place to provide services to Chickasaw tribally affiliated youth in 1st -12th grades. The NYCP funds will assist in providing the same services to other AI/AN tribally affiliated youth within the partnering LEAs. Direct services will include areas of behavioral health counseling, individual educational tutoring, grade and perfect attendance student incentives, special school supplies, ACT/SAT testing fees and college and vocational tours which will increase the percent of all AI/AN youth graduating from high school and be more prepared for college and career readiness. *Using JOM tribal affiliation student counts and LEA enrollment for the school year 2015-2016, for the purpose of estimating the grant budget, there are 4,304 AI/AN youth enrolled in 1st-12th grades at the 14 partnering LEAs. Each year, as students move up a grade level, new cohorts of students will be served based on activities sponsored for the specific grade levels.* It is estimated that 50% of the 4,304 students are Chickasaw tribally affiliated in which educational assistance services will be paid through the Chickasaw Nation tribally funded programs already in place. The NYCP funds will be used to provide similar programs & services for the remaining 50% (2,152) other AI/AN tribally affiliated youth, in the areas

listed below. Total direct services to students, identified below, are estimated to cost approximately \$146 per AI/AN other tribally affiliated youth to better prepare each for college and career readiness.

- ✓ Special school supplies (examples: graphing calculators, audio/visual devices, magnifiers, organization binders, specialty paper and project boards for school projects, science fair supply costs) for other AI/AN tribally affiliated youth that are not covered under other Indian Education programs within partnering LEAs (estimate of need is based on existing TEA programs and services that provide special school supplies to Chickasaw youth in 1st-12th grades.) (25% of the 2,152 other AI/AN youth (538) x average cost of \$30 student allowance) = \$16,140.
- ✓ Health, wellness, and medical needs for 1st-12th grade other AI/AN students: to include eyeglass repair, hearing aid replacement, nutritional assistance, special clothing needs, lice treatment for the family and other health and wellness needs hindering education or affecting school attendance. Health related costs: 10% of the 2,152 other AI/AN youth (215) x average cost of \$100 student allowance = \$21,500.
- ✓ Counseling Services: Based on national statistics of bullying, substance abuse and suicide among Native youth along with TEA programs and services statistics serving the needs of Chickasaw youth and LEA needs data analysis, AI/AN students in 1st-12th grade need behavioral health counseling services to help reduce the educational barriers of truancy, absenteeism, substance abuse and behavioral issues in the classroom which all relate to low student

educational achievement. During year 2, it is estimated 30% of the 2,152 other AI/AN youth will need an initial counseling assessment by a licensed professional counselor and 20% of these students will need on-going extended counseling. The TEA family services division and other identified county mental health service resources have agreed to accept referrals from the NYCP project for AI/AN youth and families with the initial counseling assessment at no charge and additional counseling sessions at a set rate of \$50 per hour for AI/AN youth and families. Based on consult with mental health professionals, of the 30% of 2152 other AI/AN youth estimated to be referred for an initial counseling assessment, 20% of these are estimated to need continued counseling sessions past the initial assessment and on average six one hour counseling sessions throughout the year will be needed. The estimated cost for these extended counseling services: $30\% \text{ of } 2,152 = 646$ other AI/AN youth $\times 20\% \text{ needing extended counseling} = 129$ AI/AN youth $\times 6$ one hour counseling sessions $\times \$50 = \$38,700$.

- ✓ Curriculum Specialist: Based on the cost of current TEA tutoring assistance programs for Chickasaw youth and LEA needs data analysis, it is estimated that 65% of the 2,152 other AI/AN tribally affiliated youth (1,399) will need tutoring assistance within the home and in after school and summer programs during year 2. Curriculum specialists will be provided for group and individual tutoring for at-risk AI/AN youth in the areas of mathematics and reading in grades 1st- 6th to assist with homework. Total estimated cost for

student tutoring: 10 curriculum specialist x \$25 per hour x 150 hours per school year = \$37,500.

- ✓ Good Grade incentives for As and Bs: Grade incentives will be provided to 2nd -12th grade other tribally affiliated AI/AN students at the 14 partnering LEAs. Incentives provided will be items, such as, supplemental educational workbooks (\$5) that make learning fun, STEM related learning materials and building kits (\$15), Native American arts and crafts kits (\$10) and culturally relevant reading books (\$10) which encourage AI/AN youth to read. Youth are no different than adults when it comes to rewards; some youth are motivated by educational rewards and some are more motivated by recreational type of rewards. The total number of AI/AN students in 2nd – 12th grades is 3,469 with 50% (1,735) being other AI/AN tribally affiliated youth. Based on TEA Chickasaw Honor Club program statistics and data collected from the LEAs, it is estimated that 15% (260) of the 1,735 other AI/AN tribally affiliated youth will earn all A's and 39% (677) will earn A's and B's during the first year of the NYCP program. Good grade incentives will be provided 4 times per school year (every 9 week grading period). Estimated cost for good grade incentives is:

- 260 AI/AN students will earn all A's and will be rewarded incentives valued at \$25 x 4 times per school year = \$26,000.
- 677 AI/AN students will earn A's and B's and will be rewarded incentives valued at \$10 x 4 times per school year = \$27,080.
- Total cost for good grade incentives for Year 2 is \$53,080.

- ✓ Perfect Attendance incentives: Good grade incentives influence higher grade achievement and higher self-esteem; perfect attendance incentives are found to reduce absences and truancy rates. The incentives provided will be the same as those found for the good grade incentives. Based on TEA Chickasaw honor club and perfect attendance program statistics and LEA data analysis, the total number of AI/AN students in 5th-12th grades at the 14 partnering LEAs is 2,437 students with 50% (1,219) being other tribal affiliation. It is estimated 20% (244) of the 1,219 other AI/AN students will achieve perfect attendance in December and again in May. Estimated cost for perfect attendance incentives is: 244 AI/AN students x incentives valued at \$25 x 2 times per school year = \$12,200.
- ✓ Annual access fee for an unlimited number of users per LEA site for Oklahoma Career Information Systems (OKCIS) to be available to 6th -12th grade AI/AN students. The Oklahoma Career Information System (OKCIS) is an Internet-based delivery system for accurate, comprehensive, current, and relevant occupational, post-secondary school and financial aid information. OKCIS contains the latest national, Oklahoma and local labor market data and projections. OKCIS is designed to support lifelong career exploration, and career planning and decision-making through easy to use, straightforward search and sorting utilities, and an online portfolio for saving information from all system components. Academic Career Advisors will assist and provide AI/AN students with an individual user login that will allow each student free access to an interest inventory and other career planning

information. AI/AN students who participate in the OKCIS career exploration activities and complete set objectives each year, will be taken on field trips to visit businesses and industries within the state and the community in the areas of high interest. As assigned administrators for the OKCIS NYCP group, the NYCP Academic Career Advisors can monitor individual AI/AN student usage and student task completions online. Annual cost for use of the OKCIS access is $\$150 \times 14$ LEA school districts = $\$2,100$.

- ✓ Annual access fee for unlimited users for Career Ready 101 online skills building systems. AI/AN students in 6th-12th grade who participate in the career exploration activities and complete set objectives in Career Ready 101 will be taken on career field trips and/or college campus tours. The NYCP Academic Advisors will be able to track individual student usage and task completions similar to OKCIS. Annual cost for the Career Ready 101 access for unlimited number of users is $\$1,500 \times 14$ LEA school districts = $\$21,000$.
- ✓ Career Exploration field trips: It is estimated that seven career field tours targeting 8th (329) and 10th (295) graders at the 14 participating LEAs will be coordinated each year. Cost of each field trip for a six hour day for 100 AI/AN students each field trip x lunch meal and afternoon snack per student at $\$10 = \$1,000$ student meal cost + estimated mileage costs for Chickasaw Nation Charter bus ($\$3.45$ fuel cost x 200 miles) = $\$1,490$. Estimated total cost for each field trip is $\$1,000$ (100 student meals) + $\$690$ (mileage cost each trip) = $\$1,690 \times 14$ student career exploration field trips = $\$23,660$.

- ✓ College Campus field trips: It is estimated that seven college field trips targeting 9th (329) and 11th (268) graders at the 14 participating LEAs will be coordinated each year based on specific occupational areas of interest. Cost of each career field trip for a six hour day for 100 AI/AN students each field trip x lunch meal and afternoon snack per student at \$10 = \$1,000 student meal cost + estimated mileage costs for Chickasaw Nation charter bus (\$3.45 fuel cost x 200 miles) = \$1,690. Estimated total cost for each field trip is \$1,000 (100 student meals) + \$690 (mileage cost) = \$1,690 x 14 student college campus field trips = \$23,660.
- ✓ AI/AN Student Leadership Trip – A group of 28 AI/AN students in 10th -11th grades will have the opportunity to apply for a student leadership trip to the Unity Conference out-of-state estimated to be held in June to July. Two AI/AN students from each of the 14 LEA applicants will be selected by the NYCP Advisory Committee based on a student application process which will include an achievement portfolio and an essay on “My Life After I Graduate from High School.” Estimated cost of Leadership trip: lodging and per diem \$248 for 34 travelers (28 students and 6 adult chaperones) x 7 nights (2 travel days by charter bus included) = \$8,432 + \$8,625 Round trip mileage (cost for Chickasaw Nation Charter bus to travel an estimated 2,500 miles x \$3.45 fuel costs) + \$8,500 (34 conference registrations @ \$250 each) = \$25,557.
- ✓ Cultural and Family Engagement Activities: Based on the Chickasaw Nation’s cultural center activities, it is estimated two cultural activities will be coordinated at each of the 14 LEAs each school year for a total of 28 cultural

activities coordinated with an estimated 150 students/family members participating at each LEA activity making 4,200 (150 students x 28 activities) dream catchers, small drums, or other cultural make and take items per year. Total cost for cultural and family engagement activities: 4,200 items x \$5 supply costs per item = \$21,000.

- ✓ ACT Preparation Workshops: The ACT online prep system will be made available for other AI/AN 9th – 12th graders (577) at the 14 partnering LEAs provided at a cost \$32 for test and score results. Total cost for the ACT Online Prep for 577 other AI/AN students x \$32 for test and score results = \$18,464.

9. Total Direct Costs - \$886,488

10. Indirect Costs (20.20%)- \$113,509

The Chickasaw Nation TEA does not charge indirect costs rates on contractual expenses and expenses related to direct services to students. Direct Cost amount used to calculate IDC was \$561,927.

11. Total Budget- \$999,997

NYCP Grant Budget Narratives

Year 3

1. Personnel - \$299,295

One TEA project director (25% FTE NYCP; 100% tribally funded) monitoring and compliance reporting to the executive officer for the Chickasaw Nation Division of Education and grants management for the United States Department of Education (ED).

One project coordinator (100% FTE NYCP; 100% federally funded) to provide complete oversight of NYCP project objectives; to coordinate and chair on-going meetings with the NYCP advisory committee consisting of a member representative from each LEA and community partner in an effort to identify new educational barriers of AI/AN youth and to implement new strategies as needed in assisting AI/AN youth and their families; monitoring and compliance reporting to the TEA project director.

Two TEA school social workers (100% FTE NYCP; 100% federally funded): works with academic advisors, school personnel, and parents/guardians of AI/AN youth to coordinate and implement intervention services for AI/AN youth when services needed are outside the scope of the LEA; works closely with the academic career advisors and the community resources as a liaison for the AI/AN youth and families; will provide data collection and follow-up reporting on students referred to outside community resources for intervention services. Reports directly to the NYCP project coordinator.

Two academic career advisors (100% FTE NYCP; 100% federally funded): will work with TEA social workers and LEA school personnel to identify at-risk AI/AN youth; will coordinate and implement career and academic services for AI/AN youth; will provide on-going

data collection and progress checks on identified at-risk AI/AN youth. Reports directly to the NYCP project coordinator.

One cultural and family engagement specialist (100% FTE NYCP; 100% federally funded): works with LEAs and community partners to coordinate cultural enrichment activities for AI/AN youth and families; works LEAs and community partners to coordinate field trips for career exploration, campus visits and other educational enrichment opportunities for AI/AN youth ; works with academic career advisors in coordinating AI/AN student and family education in the areas of post-secondary school admissions, applying for FAFSA, ACT/SAT testing and scholarship search processes. Reports directly to the NYCP project coordinator.

POSITION/JOB DESCRIPTION	TOTAL ANNUAL HOURS	NYCP FTE
TEA Project director-100% Tribally funded	2080	25% (520 hrs)
NYCP Project Coordinator-100% Federally funded	2080	100% (2080 hrs)
NYCP Social Worker #1-100% Federally funded	2080	100% (2080 hrs)
NYCP Social Worker #2 -100% Federally funded	2080	100% (2080 hrs)
NYCP Academic Career Advisor #1-100% Federally funded	2080	100% (2080 hrs)
NYCP Academic Career Advisor #2-100% Federally funded	2080	100% (2080 hrs)
NYCP Cultural & Family Engagement Specialist-100% Federally funded	2080	100% (2080 hrs)

See attached document- Salary, Fringe Benefits, and Health Insurance breakdown of expenses.

2. Fringe Benefits - \$215,667

- Includes standard Chickasaw Nation Employee Fringe Benefits at 5% of annual salary for 401K retirement plan per employee for six FTEs funded at 100% NYCP federal funding.
- Health insurance at a monthly rate of \$2,467 calculated for six FTEs funded at 100% federal funding.

- Payroll taxes to include FICA at 7.65% per employee's annual salary and SUTA at \$197 per employee per year for six FTEs funded at 100% federal funding.

3. Travel/Training - \$14,554

- Travel for four representatives from the NYCP advisory committee, to include NYCP Project Director, NYCP Project coordinator and 2 LEA representatives to attend the NYCP project director's meeting in Washington DC: (lodging and per diem \$248 x 4 nights= \$992 + \$850 RT air x 4 people = \$7,368).
- Travel and training costs for 4 NYCP staff to attend the Oklahoma Indian Education Summit and training on Indian Education topics and culturally relevant teaching and curriculum, held in the summer: (lodging and per diem \$157 x 2 nights = \$314 + \$250 conference registration x 4 people = \$2,256).
- Travel and training costs for two NYCP staff to attend out-of-state National Indian Education Association (NIEA) conference and trainings for professional development: (\$248 lodging & per diem x 5 nights = \$1,240 + estimated \$375 conference fee/training costs + \$850 R/T air = \$2,465 x 2 people = \$4,930).

4. Equipment- \$0

5. Supplies - \$14,400

- Annual cost of office supplies to include copy paper, ink cartridges, staples, paper clips, ink pens, binders, file folders, and other miscellaneous office supplies (6 staff x 12 months x \$200= \$14,400).

6. Contractual – \$10,000

- Estimated cost for a professional consultant to conduct a comprehensive annual needs assessment and report for the NYCP program objectives within the community and LEAs = (\$600 x 14 LEA sites = \$8,400 + \$1,600 comprehensive report cost = \$10,000).

7. Construction- \$0

8. Other –\$329,811

- Communications (6 FTE cell phones x \$55/month x 12 months)- \$3,960.
- License/Fees and staff background checks (3 FTEs x \$150 each) = \$450.
- GSA vehicle lease (includes mileage expense for gas) for four vehicles for NYCP staff to make school and community resource visits five days a week to the 14 partnering LEAs; Carter county school districts cover 834 square miles and Pontotoc county school districts cover 725 square miles: (4 GSAs x \$550/month x 12 months)=\$26,400.
- **Direct Program Student Services - \$299,001**

The Chickasaw Nation TEA has exceptional educational programs in place to provide services to Chickasaw tribally affiliated youth in 1st -12th grades. The NYCP funds will assist in providing the same services to other AI/AN tribally affiliated youth within the partnering LEAs. Direct services will include areas of behavioral health counseling, individual educational tutoring, grade and perfect attendance student incentives, special school supplies, ACT/SAT testing fees and college and vocational tours which will increase the percent of all AI/AN youth graduating from high school and be more prepared for college and career readiness. *Using JOM tribal affiliation student counts and LEA enrollment for the school year 2015-2016, for the purpose of estimating the grant budget, there are 4,304 AI/AN youth enrolled in 1st-12th grades at the 14 partnering LEAs. Each year, as students move up a grade level, new cohorts of*

students will be served based on activities sponsored for the specific grade levels. It is estimated that 50% of the 4,304 students are Chickasaw tribally affiliated in which educational assistance services will be paid through the Chickasaw Nation tribally funded programs already in place. The NYCP funds will be used to provide similar programs & services for the remaining 50% (2,152) other AI/AN tribally affiliated youth, in the areas listed below. Total direct services to students, identified below, are estimated to cost approximately \$138 per AI/AN other tribally affiliated youth to better prepare each for college and career readiness.

- ✓ Special school supplies (examples: calculators, audio/visual devices, magnifiers, organization binders, specialty paper and project boards for school projects, science fair supply costs) for other AI/AN tribally affiliated youth that are not covered under other Indian Education programs within partnering LEAs (estimate of need is based on existing TEA programs and services that provide special school supplies to Chickasaw youth in 1st-12th grades.) (15% of the 2,152 other AI/AN youth (323) x average cost of \$30 student allowance) = \$9,690.
- ✓ Health, wellness and medical needs for 1st-12th grade other AI/AN students: to include eyeglass repair, hearing aid replacement, nutritional assistance, clothing needs, lice treatment for the family and other health and wellness needs hindering education or affecting school attendance. Estimated health related costs: 10% of the 2,152 other AI/AN youth (215) x average cost of \$100 student allowance = \$21,500.

- ✓ **Counseling Services:** Based on national statistics of bullying, substance abuse and suicide along with TEA programs and services statistics serving the needs of Chickasaw youth and LEA needs data analysis, AI/AN students in 1st-12th grade need behavioral health counseling services to help reduce the educational barriers of truancy, absenteeism, substance abuse and behavioral issues in the classroom which all relate to low student educational achievement. During year 3, it is estimated 30% of the 2,152 other AI/AN youth will need an initial counseling assessment by a licensed professional counselor and 20% of these students will need on-going extended counseling. The TEA family services division and other identified county mental health service resources have agreed to accept referrals from the NYCP project for AI/AN youth and families with the initial counseling assessment at no charge and additional counseling sessions at a set rate of \$50 per hour for AI/AN youth and families. Based on consult with mental health professionals, of the 25% of 2,152 other AI/AN youth estimated to be referred for an initial counseling assessment, 20% of these are estimated to need continued counseling sessions past the initial assessment and on average six one hour counseling sessions throughout the year will be needed. The estimated cost for these extended counseling services: $25\% \text{ of } 2,152 = 538 \text{ other AI/AN youth} \times 20\% \text{ needing extended counseling} = 108 \text{ AI/AN youth} \times 6 \text{ one hour counseling sessions} \times \$50 = \$32,400$.
- ✓ **Curriculum Specialist:** Based on cost of the current TEA tutoring assistance programs for Chickasaw youth and LEA needs data analysis it is estimated

that 55% of the 2,152 other AI/AN tribally affiliated youth (1,184) will need tutoring assistance within the home and in after school and summer programs during year 3. Curriculum specialists will be provided for group and individual tutoring for at-risk AI/AN youth in the areas of mathematics and reading in grades 1st- 6th to assist with homework. Total estimated cost for student tutoring: 8 curriculum specialist x \$25 per hour x 150 hours per school year = \$30,000.

- ✓ Good Grade incentives for As and Bs: Grade incentives will be provided to 2nd -12th grade other tribally affiliated AI/AN students at the 14 partnering LEAs. Incentives provided will be items, such as, supplemental educational workbooks (\$5) that make learning fun, STEM related learning materials and building kits (\$15), Native American arts and crafts kits (\$10) and culturally relevant reading books (\$10) which encourage AI/AN youth to read. Youth are no different than adults when it comes to rewards; some youth are motivated by educational rewards and some are more motivated by recreational type of rewards. The total number of AI/AN students in 2nd – 12th grades is 3,469 with 50% (1,735) being other AI/AN tribally affiliated youth. Based on TEA Chickasaw honor club program statistics and data collected from the LEAs, it is estimated that 20% (347) of the 1,735 other AI/AN tribally affiliated youth will earn all A's and 44% (763) will earn A's and B's during the first year of the NYCP program. Good grade incentives will be provided 4 times per school year (every 9 week grading period). Estimated cost for good grade incentives is:

- 347 AI/AN students will earn all A's and will be rewarded incentives valued at $\$25 \times 4$ times per school year = \$34,700.
 - 763 AI/AN students will earn A's and B's and will be rewarded incentives valued at $\$10 \times 4$ times per school year = \$30,520.
 - Total cost for good grade incentives for Year 3 is \$65,220.
- ✓ Perfect Attendance incentives: Good grade incentives influence higher grade achievement and perfect attendance incentives are found to reduce absences and truancy rates. The incentives provided will be the same as those found for the good grade incentives. Based on TEA Chickasaw honor club and perfect attendance program statistics and LEA data analysis, the total number of AI/AN students in 5th-12th grades at the 14 partnering LEAs is 2,437 students with 50% (1,219) being other tribal affiliation. It is estimated 25% (305) of the 1,219 other AI/AN students will achieve perfect attendance in December and again in May. Estimated cost for perfect attendance incentives is: 305 AI/AN students x incentives valued at $\$25 \times 2$ times per school year = \$15,250.
- ✓ Annual access fee for an unlimited number of users for Oklahoma Career Information Systems (OKCIS) to be available to 6th -12th grade AI/AN students. The Oklahoma Career Information System (OKCIS) is an Internet-based delivery system for accurate, comprehensive, current, and relevant occupational, post-secondary school and financial aid information. OKCIS contains the latest national, Oklahoma and local labor market data and projections. OKCIS is designed to support lifelong career exploration, and

career planning and decision-making through easy to use, straightforward search and sorting utilities and an online portfolio for saving information from all system components. Academic Career Advisors will assist and provide AI/AN students with an individual user login that will allow each student free access to an interest inventory and other career planning information. AI/AN students who participate in the OKCIS career exploration activities and complete set objectives each year, will be taken on field trips to visit businesses and industries within the state and the community in the areas of high interest. As assigned administrators for the OKCIS NYCP group, the NYCP Academic Career Advisors can monitor individual AI/AN student usage and student task completions online. Annual cost for use of the OKCIS access is $\$150 \times 14$ LEA school districts = \$2,100.

- ✓ Annual access fee for unlimited users for Career Ready 101 online skills building systems. AI/AN students in 6th-12th grade who participate in the career exploration activities and complete set objectives in Career Ready 101 will be taken on field trips and college campus tours. The NYCP Academic Advisors will be able to track individual student usage and task completions similar to OKCIS. Annual cost for the Career Ready 101 access for unlimited number of users is $\$1,500 \times 14$ LEA school districts = \$21,000.
- ✓ Career Exploration field trips: It is estimated that seven career field tours targeting 8th (329) and 10th (295) graders at the 14 participating LEAs will be coordinated each year. Cost of each field trip for a six hour day for 100 AI/AN students each field trip x lunch meal and afternoon snack per student at

$\$10 = \$1,000$ student meal cost + estimated mileage costs for Chickasaw Nation Charter bus ($\$3.45$ fuel cost x 200 miles) = $\$1,490$. Estimated total cost for each field trip is $\$1,000$ (100 student meals) + $\$690$ (mileage cost each trip) = $\$1,690$ x 14 student career exploration field trips = $\$23,660$.

- ✓ College Campus field trips: It is estimated that seven college field trips targeting 9th (329) and 11th (268) graders at the 14 participating LEAs will be coordinated each year based on specific occupational areas of interest. Cost of each career field trip for a six hour day for 100 AI/AN students each field trip x lunch meal and afternoon snack per student at $\$10 = \$1,000$ student meal cost + estimated mileage costs for Chickasaw Nation Charter bus ($\$3.45$ fuel cost x 200 miles) = $\$1,690$. Estimated total cost for each field trip is $\$1,000$ (100 student meals) + $\$690$ (mileage cost) = $\$1,690$ x 14 student college campus field trips = $\$23,660$.
- ✓ AI/AN Student Leadership Trip – A group of 28 AI/AN students in 10th -11th grades will have the opportunity to apply for a student leadership trip to the Unity Conference out-of-state estimated to be held in June to July. Two AI/AN students from each of the 14 LEA applicants will be selected by the NYCP Advisory Committee based on a student application process which will include an achievement portfolio and an essay on “My Life After I Graduate from High School.” Estimated cost of Leadership trip: lodging and per diem $\$248$ for 34 travelers (28 students and 6 adult chaperones) x 7 nights (2 travel days by charter bus included) = $\$8,432$ + $\$8,625$ Round trip mileage (cost for

Chickasaw Nation Charter bus to travel an estimated 2,500 miles x \$3.45 fuel costs) + \$8,500 (34 conference registrations @ \$250 each) = \$25,557.

- ✓ Cultural and Family Engagement Activities: For year 3 of this project, it is estimated one cultural activity will be coordinated at each of the 14 LEAs each school year for a total of 14 cultural activities coordinated with an estimated 150 students/family members participating at each LEA activity making 2,100 (150 students x 14 activities) dream catchers, small drums, or other cultural make and take items per year. Total cost for cultural and family engagement activities: 2,100 items x \$5 supply costs per item = \$10,500.
- ✓ ACT Preparation Workshops: The ACT online prep system will be made available for other AI/AN 9th – 12th graders (577) at the 14 partnering LEAs provided at a cost \$32 for test and score results. Total cost for the ACT Online Prep for 577 other AI/AN students x \$32 for test and score results = \$18,464.

9. Total Direct Costs - \$883,727

10. Indirect Costs (20.20%)- \$116,095

The Chickasaw Nation TEA does not charge indirect costs rates on contractual expenses and expenses related to direct services to students. Direct Cost amount used to calculate IDC was \$574,726.

11. Total Budget- \$999,822

NYCP Grant Budget Narratives

Year 4

1. Personnel - \$309,771

One TEA project director (25% FTE NYCP; 100% tribally funded) monitoring and compliance reporting to the executive officer for the Chickasaw Nation Division of Education and grants management for the United States Department of Education (ED).

One project coordinator (100% FTE NYCP; 100% federally funded) to provide complete oversight of NYCP project objectives; to coordinate and chair on-going meetings with the NYCP advisory committee consisting of a member representative from each LEA and community partner in an effort to identify new educational barriers of AI/AN youth and to implement new strategies as needed in assisting AI/AN youth and their families; monitoring and compliance reporting to the TEA project director.

Two TEA school social workers (100% FTE NYCP; 100% federally funded): works with academic advisors, school personnel, and parents/guardians of AI/AN youth to coordinate and implement intervention services for AI/AN youth when services needed are outside the scope of the LEA; works closely with the academic career advisors and the community resources as a liaison for the AI/AN youth and families; will provide data collection and follow-up reporting on students referred to outside community resources for intervention services. Reports directly to the NYCP project coordinator.

Two academic career advisors (100% FTE NYCP; 100% federally funded): will work with TEA social workers and LEA school personnel to identify at-risk AI/AN youth; will coordinate and implement career and academic services for AI/AN youth; will provide on-going

data collection and progress checks on identified at-risk AI/AN youth. Reports directly to the NYCP project coordinator.

One cultural and family engagement specialist (100% FTE NYCP; 100% federally funded): works with LEAs and community partners to coordinate cultural enrichment activities for AI/AN youth and families; works LEAs and community partners to coordinate field trips for career exploration, campus visits and other educational enrichment opportunities for AI/AN youth ; works with academic career advisors in coordinating AI/AN student and family education in the areas of post-secondary school admissions, applying for FAFSA, ACT/SAT testing and scholarship search processes. Reports directly to the NYCP project coordinator.

POSITION/JOB DESCRIPTION	TOTAL ANNUAL HOURS	NYCP FTE
TEA Project director-100% Tribally funded	2080	25% (520 hrs)
NYCP Project Coordinator-100% Federally funded	2080	100% (2080 hrs)
NYCP Social Worker #1-100% Federally funded	2080	100% (2080 hrs)
NYCP Social Worker #2 -100% Federally funded	2080	100% (2080 hrs)
NYCP Academic Career Advisor #1-100% Federally funded	2080	100% (2080 hrs)
NYCP Academic Career Advisor #2-100% Federally funded	2080	100% (2080 hrs)
NYCP Cultural & Family Engagement Specialist-100% Federally funded	2080	100% (2080 hrs)

See attached document- Salary, Fringe Benefits, and Health Insurance breakdown of expenses.

2. Fringe Benefits - \$216,944

- Includes standard Chickasaw Nation Employee Fringe Benefits at 5% of annual salary for 401K retirement plan per employee for six FTEs funded at 100% NYCP federal funding.
- Health insurance at a monthly rate of \$2,467 calculated for six FTEs funded at 100% federal funding.

- Payroll taxes to include FICA at 7.65% per employee's annual salary and SUTA at \$197 per employee per year for six FTEs funded at 100% federal funding.

3. Travel/Training - \$5,140

- Travel and training costs for 2 NYCP staff and 4 LEA teachers to attend the Oklahoma Indian Education Summit and training on Indian Education topics and culturally relevant teaching and curriculum, held in the summer: (lodging and per diem $\$157 \times 2 \text{ nights} = \$314 + \$250 \text{ conference registration} \times 6 \text{ people} = \$3,384$).
- Travel and training costs for two NYCP staff to attend the state Johnson O'Malley conference and training workshops on Indian education topics (usually held in April in Tulsa, OK): (lodging and per diem $\$157 \times 4 \text{ nights} = \$628 + \$250 \text{ conference registration} \times 2 \text{ people} = \$1,756$).

4. Equipment- \$0

5. Supplies - \$10,800

- Annual cost of office supplies to include copy paper, ink cartridges, staples, paper clips, ink pens, binders, file folders, and other miscellaneous office supplies (6 staff x 12 months x \$150= \$10,800).

6. Contractual – \$25,000

- Estimated cost for a professional consultant to conduct a comprehensive annual program evaluation and final four year report for the NYCP program: \$25,000

7. Construction- \$0

8. Other –\$316,551

- Communications (6 FTE cell phones x \$55/month x 12 months)- \$3,960.

- GSA vehicle lease (includes mileage expense for gas) for four vehicles for NYCP staff to make school and community resource visits five days a week to the 14 partnering LEAs; Carter county school districts cover 834 square miles and Pontotoc county school districts cover 725 square miles: (4 GSAs x \$550/month x 12 months)=\$26,400.
- **Direct Program Student Services - \$286,191**

The Chickasaw Nation TEA has exceptional educational programs in place to provide services to Chickasaw tribally affiliated youth in 1st -12th grades. The NYCP funds will assist in providing the same services to other AI/AN tribally affiliated youth within the partnering LEAs. Direct services will include areas of behavioral health counseling, individual educational tutoring, grade and perfect attendance student incentives, special school supplies, ACT/SAT testing fees and college and vocational tours which will increase the percent of all AI/AN youth graduating from high school and be more prepared for college and career readiness. *Using JOM tribal affiliation student counts and LEA enrollment for the school year 2015-2016, for the purpose of estimating the grant budget, there are 4,304 AI/AN youth enrolled in 1st-12th grades at the 14 partnering LEAs. Each year, as students move up a grade level, new cohorts of students will be served based on activities sponsored for the specific grade levels.* It is estimated that 50% of the 4,304 students are Chickasaw tribally affiliated in which educational assistance services will be paid through the Chickasaw Nation tribally funded programs. The NYCP funds will be used to provide similar programs & services for the remaining 50% (2,152) other AI/AN tribally affiliated youth, in the areas listed below. Total direct services to students, identified below, are estimated to cost approximately

\$132 per AI/AN other tribally affiliated youth to better prepare each for college and career readiness.

- ✓ Special school supplies (examples: graphing calculators, audio/visual devices, magnifiers, organization binders, specialty paper and project boards for school projects, science fair supply costs) for other AI/AN tribally affiliated youth that are not covered under other Indian Education programs within partnering LEAs (estimate of need is based on existing TEA programs and services that provide special school supplies to Chickasaw youth in 1st-12th grades.) (10% of the 2,152 other AI/AN youth (215) x average cost of \$30 student allowance) = \$6,450.
- ✓ Health, wellness, and medical needs for 1st-12th grade other AI/AN students: to include eyeglass repair, hearing aid replacement, nutritional assistance, special clothing needs, lice treatment for the family and other health and wellness needs hindering education or affecting school attendance. Estimated health related costs for year 4: 5% of the 2,152 other AI/AN youth (108) x average cost of \$100 student allowance = \$10,800.
- ✓ Counseling Services: Based on national statistics of bullying, substance abuse and suicide among Native youth along with TEA programs and services statistics serving the needs of Chickasaw youth and LEA needs data analysis, AI/AN students in 1st-12th grade need behavioral health counseling services to help reduce the educational barriers of truancy, absenteeism, substance abuse and behavioral issues in the classroom which all relate to low student educational achievement. In year 4, it is estimated 20% of the 2,152 other

AI/AN youth will need an initial counseling assessment by a licensed professional counselor. The TEA family services division and other identified county mental health service resources, with licensed professional counselors, have agreed to accept referrals from the NYCP project for AI/AN youth and families with the initial counseling assessment at no charge and additional counseling sessions at a set rate of \$50 per hour for AI/AN youth and families. Of the 20% of 2152 other AI/AN youth estimated to be referred for an initial counseling assessment, 20% (based on program information from TEA family services division and county mental health resources) will need continued counseling sessions past the initial assessment which it is estimated at six one hour counseling sessions for youth and family per year for extended counseling. The estimated cost for these extended counseling services: 20% of 2,152 = 430 other AI/AN youth x 20% needing extended counseling = 86 AI/AN youth x 6 one hour counseling sessions x \$50 = \$25,800.

- ✓ Curriculum Specialist: Based on the cost of current TEA tutoring assistance programs for Chickasaw youth and LEA needs data analysis, it is estimated that 45% of the 2,152 other AI/AN tribally affiliated youth (968) will need tutoring assistance within the home and in after school and summer programs for year 4. Curriculum specialists will be contracted during the 4th year and peer and volunteer tutoring within each of the 14 partnering LEAs will be established to provide individual tutoring for at-risk AI/AN youth in the areas of mathematics and reading in grades 1st-12th. Estimated cost for individual

tutoring: 6 contracted curriculum specialist x \$25 per hour x 150 hours per school year = \$22,500.

- ✓ Good Grade incentives for As and Bs: Grade incentives will be provided to 2nd -12th grade other tribally affiliated AI/AN students at the 14 partnering LEAs. Incentives provided will be items, such as, supplemental educational workbooks (\$5) that make learning fun, STEM related learning materials and building kits (\$15), Native American arts and crafts kits (\$10) and culturally relevant reading books (\$10) which encourage AI/AN youth to read. Youth are no different than adults when it comes to rewards; some youth are motivated by educational rewards and some are more motivated by recreational type of rewards. The total number of AI/AN students in 2nd – 12th grades is 3,469 with 50% (1,735) being other AI/AN tribally affiliated youth. Based on TEA Chickasaw Honor Club program statistics and data collected from the LEAs, it is estimated that 25% (434) of the 1,735 other AI/AN tribally affiliated youth will earn all A's and 49% (850) will earn A's and B's during the first year of the NYCP program. Good grade incentives will be provided 4 times per school year (every 9 week grading period). Estimated cost for good grade incentives is:

- 434 AI/AN students will earn all A's and will be rewarded incentives valued at \$25 x 4 times per school year = \$43,400.
- 850 AI/AN students will earn A's and B's and will be rewarded incentives valued at \$10 x 4 times per school year = \$34,000.
- Total cost for good grade incentives for Year 4 is \$77,400.

✓ Perfect Attendance incentives: Good grade incentives influence higher grade achievement and higher self-esteem; perfect attendance incentives are found to reduce absences and truancy rates. The incentives provided will be the same as those found for the good grade incentives. Based on TEA Chickasaw honor club and perfect attendance program statistics and LEA data analysis, the total number of AI/AN students in 5th-12th grades at the 14 partnering LEAs is 2,437 students with 50% (1,219) being other tribal affiliation. It is estimated 30% (366) of the 1,219 other AI/AN students will achieve perfect attendance in December and again in May. Estimated cost for perfect attendance incentives is: 366 AI/AN students x incentives valued at \$25 x 2 times per school year = \$18,300.

✓ Annual access fee for an unlimited number of users per LEA site for Oklahoma Career Information Systems (OKCIS) to be available to 6th -12th grade AI/AN students. The Oklahoma Career Information System (OKCIS) is an Internet-based delivery system for accurate, comprehensive, current, and relevant occupational, post-secondary school and financial aid information. OKCIS contains the latest national, Oklahoma and local labor market data and projections. OKCIS is designed to support lifelong career exploration, and career planning and decision-making through easy to use, straightforward search and sorting utilities, and an online portfolio for saving information from all system components. Academic Career Advisors will assist and provide AI/AN students with an individual user login that will allow each student free access to an interest inventory and other career planning

information. AI/AN students who participate in the OKCIS career exploration activities and complete set objectives each year, will be taken on field trips to visit businesses and industries within the state and the community in the areas of high interest. As assigned administrators for the OKCIS NYCP group, the NYCP Academic Career Advisors can monitor individual AI/AN student usage and student task completions online. Annual cost for use of the OKCIS access is $\$150 \times 14$ LEA school districts = $\$2,100$.

- ✓ Annual access fee for unlimited users for Career Ready 101 online skills building systems. AI/AN students in 6th-12th grade who participate in the career exploration activities and complete set objectives in Career Ready 101 will be taken on career field trips and/or college campus tours. The NYCP Academic Advisors will be able to track individual student usage and task completions similar to OKCIS. Annual cost for the Career Ready 101 access for unlimited number of users is $\$1,500 \times 14$ LEA school districts = $\$21,000$.
- ✓ Career Exploration field trips: It is estimated that seven career field tours targeting 8th (329) and 10th (295) graders at the 14 participating LEAs will be coordinated each year. Cost of each field trip for a six hour day for 100 AI/AN students each field trip x lunch meal and afternoon snack per student at $\$10 = \$1,000$ student meal cost + estimated mileage costs for Chickasaw Nation Charter bus ($\$3.45$ fuel cost x 200 miles) = $\$1,490$. Estimated total cost for each field trip is $\$1,000$ (100 student meals) + $\$690$ (mileage cost each trip) = $\$1,690 \times 14$ student career exploration field trips = $\$23,660$.

- ✓ College Campus field trips: It is estimated that seven college field trips targeting 9th (329) and 11th (268) graders at the 14 participating LEAs will be coordinated each year based on specific occupational areas of interest. Cost of each career field trip for a six hour day for 100 AI/AN students each field trip x lunch meal and afternoon snack per student at \$10 = \$1,000 student meal cost + estimated mileage costs for Chickasaw Nation Charter bus (\$3.45 fuel cost x 200 miles) = \$1,690. Estimated total cost for each field trip is \$1,000 (100 student meals) + \$690 (mileage cost) = \$1,690 x 14 student college campus field trips = \$23,660.
- ✓ AI/AN Student Leadership Trip – A group of 28 AI/AN students in 10th -11th grades will have the opportunity to apply for a student leadership trip to the Unity Conference out-of-state estimated to be held in June to July. Two AI/AN students from each of the 14 LEA applicants will be selected by the NYCP Advisory Committee based on a student application process which will include an achievement portfolio and an essay on “My Life After I Graduate from High School.” Estimated cost of Leadership trip: lodging and per diem \$248 for 34 travelers (28 students and 6 adult chaperones) x 7 nights (2 travel days by charter bus included) = \$8,432 + \$8,625 Round trip mileage (cost for Chickasaw Nation Charter bus to travel an estimated 2,500 miles x \$3.45 fuel costs) + \$8,500 (34 conference registrations @ \$250 each) = \$25,557.
- ✓ Cultural and Family Engagement Activities: Based on the Chickasaw Nation’s cultural center activities, it is estimated one cultural activity will be coordinated at each of the 14 LEAs each school year for a total of 14 cultural

activities coordinated with an estimated 150 students/family members participating at each LEA activity making 2,100 (150 students x 14 activities) dream catchers, small drums, or other cultural make and take items per year. Total cost for cultural and family engagement activities: 2,100 items x \$5 supply costs per item = \$10,500.

- ✓ ACT Preparation Workshops: The ACT online prep system will be made available for other AI/AN 9th – 12th graders (577) at the 14 partnering LEAs provided at a cost \$32 for test and score results. Total cost for the ACT Online Prep for 577 other AI/AN students x \$32 for test and score results = \$18,464.

9. Total Direct Costs - \$884,206

10. Indirect Costs (20.20%)- \$115,749

The Chickasaw Nation TEA does not charge indirect costs rates on contractual expenses and expenses related to direct services to students. Direct Cost amount used to calculate IDC was \$573,015.

11. Total Budget- \$999,955

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

1. Project Director:

Prefix: Ms.	First Name: Lynne	Middle Name:	Last Name: Chatfield	Suffix:
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Address:

Street1:	300 Rosedale Road
Street2:	
City:	Ada
County:	Pontotoc
State:	OK: Oklahoma
Zip Code:	74820
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
580-421-7712	

Email Address:
Lynne.Chatfield@chickasaw.net

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

The Chickasaw Nation

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	279,197.00	289,175.00	299,295.00	309,771.00	0.00	1,177,438.00
2. Fringe Benefits	213,216.00	214,432.00	215,667.00	216,944.00	0.00	860,259.00
3. Travel	17,020.00	9,060.00	13,140.00	1,128.00	0.00	40,348.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	20,950.00	14,400.00	14,400.00	14,400.00	0.00	64,150.00
6. Contractual	25,000.00	10,000.00	10,000.00	25,000.00	0.00	70,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	280,194.00	295,331.00	279,771.00	266,511.00	0.00	1,121,807.00
9. Total Direct Costs (lines 1-8)	835,577.00	832,398.00	832,273.00	833,754.00	0.00	3,334,002.00
10. Indirect Costs*	163,737.00	166,124.00	166,099.00	163,368.00	0.00	659,328.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	999,314.00	998,522.00	998,372.00	997,122.00	0.00	3,993,330.00

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(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 # S299A160003

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	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)

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