

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 # S299A160031

Grants.gov Tracking#: GRANT12174692

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.).

Non Responsive

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="05/27/2016"/> | 4. Applicant Identifier: <input type="text"/> |
|--|--|

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

| | |
|---|---|
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="730717979"/> | * c. Organizational DUNS: <input type="text" value="0807358060000"/> |
|---|---|

d. Address:

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

e. Organizational Unit:

| | |
|---|--|
| Department Name: <input type="text" value="Career Development"/> | Division Name: <input type="text"/> |
|---|--|

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

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

Organizational Affiliation:

| | |
|---|---|
| * Telephone Number: <input type="text" value="(580) 920-2260"/> | Fax Number: <input type="text" value="(580) 916-3853"/> |
|---|---|

* Email:

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:**

2016 Choctaw Nation of Oklahoma, Project Impact

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

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

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

| | |
|---------------------|---|
| * a. Federal | <input type="text" value="329,042.00"/> |
| * 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="329,042.00"/> |

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?** a. This application was made available to the State under the Executive Order 12372 Process for review on b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes No

If "Yes", provide explanation and attach

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

 ** I AGREE

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

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

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>Gary Batton</p> | <p>TITLE</p> <p>Chief</p> |
| <p>APPLICANT ORGANIZATION</p> <p>Choctaw Nation of Oklahoma</p> | <p>DATE SUBMITTED</p> <p>05/27/2016</p> |

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

| | | |
|---|--|--|
| 1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance | 2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | 3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change |
| 4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Choctaw Nation of Oklahoma * Street 1: PO Box 1210 Street 2: _____ * City: Durant State: OK: Oklahoma Zip: 74701 Congressional District, if known: 002 | | |
| 5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: | | |
| 6. * Federal Department/Agency: Department of Education | 7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299 | |
| 8. Federal Action Number, if known: _____ | 9. Award Amount, if known: \$ _____ | |
| 10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name: No lobbying will be conducted. Middle Name _____ * Last Name: No lobbying will be conducted. Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____ | | |
| b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name: No lobbying will be conducted. Middle Name _____ * Last Name: No lobbying will be conducted. 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: Gary Batton * Name: Prefix _____ * First Name: No lobbying will be conducted. Middle Name _____ * Last Name: No lobbying will be conducted. Suffix _____ Title: _____ Telephone No.: _____ Date: 05/27/2016 | | |
| Federal Use Only: | | Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97) |

PR/Award # S299A160031

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.

2016_NYCP_CNO_Project_Impact_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment



Section 427 General Education Provisions Act (GEPA)

The Choctaw Nation Native Youth Community Project complies with the Section 427 General Education Provisions Act (GEPA), by ensuring equitable access to and participation of all 6th through 12th grade students attending Talihina Public Schools. Ensuring equal access to services for all students regardless of gender, race, national origin, color, or disability is a fundamental standard of *Project Impact*. Access to facilities, transportation, curriculum materials, cultural activities, field trips, and enrichment activities will all be designed and conducted to ensure equitable access to, and participation in, the program for students, teachers, and other staff with special needs.

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 <input style="width: 90%;" type="text" value="Choctaw Nation of Oklahoma"/> | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: <input style="width: 50px;" type="text" value="Mr."/> | * First Name: <input style="width: 200px;" type="text" value="Gary"/> Middle Name: <input style="width: 150px;" type="text"/> |
| * Last Name: <input style="width: 300px;" type="text" value="Batton"/> | Suffix: <input style="width: 80px;" type="text"/> |
| * Title: <input style="width: 250px;" type="text" value="Chief"/> | |
| * SIGNATURE: <input style="width: 300px;" type="text" value="Gary Batton"/> | * DATE: <input style="width: 150px;" type="text" value="05/27/2016"/> |

Abstract

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

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

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

You may now Close the Form

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

* Attachment:



Project Abstract

The Choctaw Nation of Oklahoma (Choctaw Nation or Nation) will implement *Project Impact*, an intensive four-year college and career counseling program intent on serving approximately 175 Native American junior high and high school students each year in partnership with Talihina Public Schools which qualifies for the Small Rural, School Achievement Program.¹ The Choctaw Nation is applying as an eligible, federally recognized tribe for FY 2016 Indian Education



Figure 1: Location of the Choctaw Nation of Oklahoma

Discretionary Grants Programs – Demonstration Grants for Indian Children Program under the absolute priority Native Youth Community Projects. This project is informed by existing need, data analysis, and best practices proven to improve college and career readiness outcomes for Native American students.

By analyzing educational data sources, evidence collected through an in-depth focus group and a Johnson O'Malley Needs Assessment, the Choctaw Nation found that Native American students at Talihina Public Schools are in need of math and science remediation, high school counseling services for college and career exploration, encouragement to attend school to graduate, guardian involvement, and confidence. To overcome barriers, *Project Impact* will achieve the following goals: 1) Improve the academic performance of Native American students at Talihina High School; 2) Improve the graduation rate of Native American students at Talihina

¹ U.S. Department of Education, FY2015 Small Rural School Achievement Program Eligibility.



High School; and 3) Increase college and career readiness of Native American students at Talihina High School and Talihina Junior High.

To improve college and career readiness, project personnel will offer a career exploration elective course at Talihina High School for 9th through 12th grade students. Throughout the four-year period, activities to support project goals will be administered in the classroom, during field trips and other special events, and by developing the Native American leader through junior high and high school summer camps. Students will be recruited through orientation events and flyer announcements with the assistance of Talihina Public Schools staff.

Additionally, *Project Impact* intends to take advantage of all local resources to increase college and career readiness of Native American students at Talihina Public Schools. Kiamichi Technology Centers, Carl Albert State College, and Oklahoma State University – Institute of Technology have committed human resources and use of facilities to assist with project implementation. Each entity is eager to share college and career guidance via campus tours, speaking engagements, and summer leadership camps. In addition, local businessmen and community leaders have committed to speaking at engagements and offering project support when necessary.

Not only does Career Development intend to utilize existing partnerships with local postsecondary entities, but additional Choctaw Nation departments are committed to providing leadership through mentorships, career guidance and exploration through job fairs, and cultural instruction to improve Native American student self-efficacy.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)



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| B. Quality of Project Design (30 points) | 8 |
| C. Quality of Project Personnel (10 points)..... | 17 |
| D. Adequacy of Resources (10 points)..... | 21 |
| E. Quality of Management Plan (30 points) | 24 |
| F. Quality of the Project Evaluation (5 points)..... | 31 |
| G. Competitive Priority One (2 points)..... | 32 |
| H. Competitive Priority Two (4 points)..... | 33 |
| I. Competitive Priority Three (4 points) | 33 |



A. Need for Project (15 points)

(i) The extent to which the project is informed by evidence...

The Choctaw Nation of Oklahoma (Choctaw Nation or Nation) will implement *Project Impact*, an intensive four-year college and career counseling program intent on serving

approximately 175 Native American junior high and high school students each year in partnership with

Talihina Public Schools which qualifies for the Small

Rural, School Achievement Program.¹ The Choctaw

Nation is applying as an eligible, federally recognized

tribe for FY 2016 Indian Education Discretionary Grants Programs – Demonstration Grants for

Indian Children Program under the absolute priority Native Youth Community Projects. This

project is informed by existing need, data analysis, and best practices proven to improve college

and career readiness outcomes for Native American students.

Students living within the Choctaw Nation Territory experience many barriers to their readiness for college and careers both in- and out-of-school. To determine the appropriate site for

Project Impact, Choctaw Nation education leadership utilized a two part process: 1. *Initial Site*

Selection - assessed student needs within all 85 Territory school districts through data analysis of

Oklahoma educational data and U.S. Census socio-economic data and 2. *Site Verification* - lead

an in-depth focus group with parents and teachers of Talihina Public Schools and evaluated the

2016 Johnson O'Malley (a Bureau of Indian Education program) Needs Assessment to solidify

project scope and inform the basis of need for the proposed project.



Figure 1: Location of the Choctaw Nation of Oklahoma

¹ U.S. Department of Education, FY2015 Small Rural School Achievement Program Eligibility.



Initial Site Selection - The Choctaw Nation examined all 85 Territory school districts to establish which students were in greatest need of additional educational support and services. All

| FY 2013/2014 Oklahoma Public School District Graduation Rates ² | | FY 2015/2016 Oklahoma Public School Site Enrollment Totals ³ | | | | | |
|--|------------------------|---|----------------------------------|----------------------|------------------------------|--|----------------------------------|
| District | 4 Year Graduation Rate | Total Student Population | Total Native American Population | Native American Rate | Total High School Population | Native American High School Population | High School Native American Rate |
| Pittsburg | 48% | 162 | 71 | 44% | 40 | 17 | 43% |
| Talihina | 58% | 616 | 353 | 57% | 202 | 100 | 50% |
| Arkoma | 67% | 398 | 10 | 3% | 116 | 6 | 5% |

Table 1: 2013/2014 Graduation Rates, 2015/2016 Enrollment

Schools, with a 58% graduation rate and the largest Native American student population, is an ideal location to ensure adequate sampling potential for demonstrating project effectiveness. In

analyzed sources of data supported Talihina as an ideal *Project Impact* site.

The Oklahoma Public School District 4-Year 2014 Graduation Rates Report shows three Territory school districts below the 70% threshold: Arkoma, Talihina, and

Pittsburg. Talihina Public

² Oklahoma State Department of Education. Oklahoma Public School Graduation Rates FY 2013/2014. Retrieved from <http://sde.ok.gov/sde/documents/2015-09-25/oklahoma-public-school-graduation-rates>.

<http://sde.ok.gov/sde/documents/2015-09-25/oklahoma-public-school-graduation-rates>

³ Oklahoma State Department of Education. Oklahoma Public School Statewide Enrollment Totals FY 2015/2016. Retrieved from http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/FY15-16_ENROLLMENT_Oklahoma_Public_Schools_STATE-TOTALS__by_Grade_wEthnicity%26Gender_v2015-12-18.xls



addition, the substantial Native American population (57%) provides an adequate audience for a Native Youth Community Project focusing on college and career readiness.

Severe social, educational, and economic barriers face Talihina students. The average property valuation per student is \$10,409, four times less than the Oklahoma state average. The majority of Talihina students (55%) live in single-parent homes with an average household income of \$35,665, which is \$25,000 less than the state average. More than 80% of students qualify for free or reduced lunches due to a 34% poverty rate which is twice the state average.⁴

Student achievement levels at Talihina High School are also indicative of students facing educational challenges. According to 2014-2015 Oklahoma State Department of Education standardized assessments, Talihina High School achieved a **D+** (68/100 pts) and Talihina Junior High received an **F** (58/100 pts) for student performance, with obvious weaknesses in the areas of mathematics and science.⁵ In 2014, students taking the ACT achieved an average composite score of 17.5 which is 3.5 points lower than the national average.⁶ A Johnson O'Malley Needs Assessment also indicated that Talihina Public Schools should use federal funds for math and science improvement, school supplies, and career counseling/higher education orientations.⁷ As stated by a parent in response to how funds should be allocated, "Educating and preparing the

⁴ Oklahoma State Department of Education. Office of Educational Quality and Accountability. 2014 School Profiles. Talihina High School (9-12).

⁵ Oklahoma State Department of Education. A-F Report Card Grading System. 2014-2015 Report Card Talihina High School and Talihina Junior High School.

⁶ ACT, Inc. 2014 ACT National and State Scores. Retrieved <http://forms.act.org/newsroom/data/2014/trends.html>.

⁷ Johnson O'Malley Needs Assessment 2016, Talihina JOM Coordinator, Ms. Imogene Bugos.



kids for their next grade level is crucial to their success...and the High School students need to know they have options for higher education after high school.”

(1) The greatest barriers...

Site Verification – Native Americans at Talihina Public Schools experience severe in- and out-of-school barriers that affect college and career readiness. Teachers and parents with Native American students in the Talihina school district expressed their opinions concerning these barriers during a focus group meeting held on April 26, 2016 (See Appendices).

Lack of Educational Funding: The focus group agreed that the greatest *in-school* barrier was severe underfunding. Due to tremendous budget cuts, most Oklahoma school districts struggle to provide quality educational experiences for their students. Oklahoma ranks 1st in the nation for rendering the deepest budgetary cuts from 2008 to 2016 with a 24.2% decrease in funding per student.⁸ The Talihina Junior High/High School Counselor struggles to provide personal, one-on-one career and college counseling for high school students due to an increased work load as the district’s Testing Coordinator. Even worse, testing mandates require more time from teachers and staff without additional compensation and encroach upon their ability to teach arts, humanities, career exploration, and life skill courses.

Talihina Public Schools Superintendent Mr. Jason Lockhart has expressed his support for this project as it gives Native American students a chance to explore options beyond the community. He believes this project will lessen the negative impact of an approximate \$280,000

⁸ Michael Leachman, Nick Albares, Kathleen Masterson, et al., “Most States Have Cut School Funding, and Some Continue Cutting,” Center on Budget and Policy Priorities, January 25, 2016.



FY 2016-2017 budget cut. Since his tenure, Talihina Public Schools has experienced a decrease in funds from \$6.2 million to \$5.3 million, and cuts are expected to continue.⁹

Native Culture within the American Education System: “[Native] students, whether they live in urban centers or on reservations, have not succeeded in American schools, whose values and purpose are culturally incongruent with their cultures.”¹⁰ Native American students attending Talihina Public Schools are naturally humble, reserved, and quiet. Teachers indicate that their Native American students do not openly volunteer to speak in front of classes, but when challenged to complete group project presentations, perform at optimal levels. A lack of confidence plagues many Native Americans, and teachers suggest that additional classes such as speech and humanities providing historic context for Native American behavior would create opportunities for self-realization in order to gain skills needed for college and careers. Teachers also reported that Native American students face varying degrees of discrimination and rarely advocate for themselves due to, what is perceived as, cultural behavior.

Lack of Guardian Involvement: Talihina Public School staff mentioned a lack of guardian involvement, which deeply correlates to existing community, economic, and social barriers. Many Native American student households are single-parent or grandparents raising grandchildren. As a result, the parent/teacher conference attendance rate is 47%, which is 25%

⁹ Anna Mayer, “Oklahoma public education to face major budget cut by end of June,” *The Oklahoma Daily*, May 9, 2016, available at http://www.oudaily.com/news/oklahoma-public-education-to-face-major-budget-cut-by-end/article_c3bc74f2-14a3-11e6-af9f-b3beb4c67e07.html.

¹⁰ Suzanne Benally, “Serving American Indian Students, Participation in Accelerated Learning Opportunities,” Western Interstate Commission for Higher Education, April, 2004.



less than the state average.¹¹ Teachers asserted that some Native American parents are uncomfortable asking the school for help, and some are unaware of available resources for student's success perhaps due to their own

lack of educational attainment. Only 15% of Talihina community members have a college degree, while 22% have less than a 12th grade

“I didn’t graduate high school, and I turned out alright.”

education.¹² Talihina teachers report that parents have expressed low expectations for their children, stating, “I didn’t graduate high school, and I turned out alright.” Furthermore, some parents have been overheard discouraging their students to achieve success.

Attendance and Poverty: Significant apathy for school attendance exists, especially among high school students that frequently stay home to care for younger siblings during the day while parents work. Talihina Public Schools staff reports an increasing number of students combating parental addiction to drugs, alcohol, and prescription drugs, which leads to lack of food at home, homes without water and electricity, and an overall bleak outlook on life.

Rurality: Due to its rurality, the Talihina community lacks available resources; the nearest Wal-Mart is an hour away. Community members laughed as they asserted, “We have to drive over a mountain to get anywhere” (See Figure 2). Teachers remark that most Native American students have not ventured outside Talihina and are unaware of the immense possibilities that exist beyond the rural community.

¹¹ Oklahoma State Department of Education. Office of Educational Quality and Accountability. 2014 School Profiles. Talihina High School (9-12).

¹² Ibid.



(2) Opportunities in the local community to support Indian students...

Many initiatives developed by the Choctaw Nation Education Department support and contribute to the educational success of all students throughout southeastern Oklahoma. All Talihina Public School students have the opportunity to participate in the Choctaw Nation Youth Advisory Board (YAB), an organization that facilitates community servant leadership. Choctaw Nation High School Student Services (HSSS) provides ACT workshops, ACT testing fee reimbursement, college prep study guides, and counseling services to students who are Choctaw Nation tribal members (47% of Talihina Public Schools students). The Choctaw Nation Higher Education Program provides scholarships to high school-aged tribal members concurrently enrolled in college courses to help fund the purchase of books and supplies.

Kiamichi Technology Centers (KTC) has facilities conveniently located in southeastern Oklahoma to provide educational opportunities for every person, no matter what stage in their education process. KTC – Talihina offers the following postsecondary programs: Business Administration & Information Technology, Criminal Justice, Environmental and Spatial Technology (EAST), Emergency Medical Services, Health Science, and Practical Nursing.

Carl Albert State College (CASC), located 40 miles from Talihina Public Schools, offers affordable, accessible education that fosters student success. Since 1933, CASC has provided educational opportunities that are responsive to the needs of the area while enabling students to achieve their goals and ambitions.

Oklahoma State University – Institute of Technology (OSU-IT), located in Okmulgee (a two hour drive from Talihina) offers two technical degrees: an Associate in Applied Science and a Bachelor of Technology. Degrees can be obtained in automotive technologies, culinary arts, engineering, nursing & health, visual communications, and many more.



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

Project Impact intends to take advantage of all local resources to increase college and career readiness of Native American students at Talihina Public Schools. KTC, CASC, and OSU—IT have committed human resources and use of facilities to assist with project implementation (See Letters of Support in Appendices). Each entity is eager to share college and career guidance via campus tours, speaking engagements, and summer leadership camps. In addition, local businessmen and community leaders have committed to speaking at engagements and offering project support when necessary.

Not only does Career Development intend to utilize existing partnerships with local postsecondary entities, but additional Choctaw Nation departments are committed to providing leadership through mentorships, career guidance and exploration through job fairs, and cultural instruction to improve Native American student self-efficacy (See Table 2).

In order to succeed in school, student's basic needs must be met first. *Project Impact* will take a holistic approach to social service delivery by referring Native American families to organizations, such as Choctaw Nation Health and Behavioral Health Services, the Choctaw Nation Housing Authority, WIC, and other Choctaw Nation social programs, so that basic needs are met. *Project Impact* is committed to strengthening home and school influences within the disadvantaged Talihina community.¹³

¹³ A.J. Egalite. "How Family Background Influences Student Achievement: Can Schools Narrow the Gap?" Education Next, (2) 70.



B. Quality of Project Design (30 points)

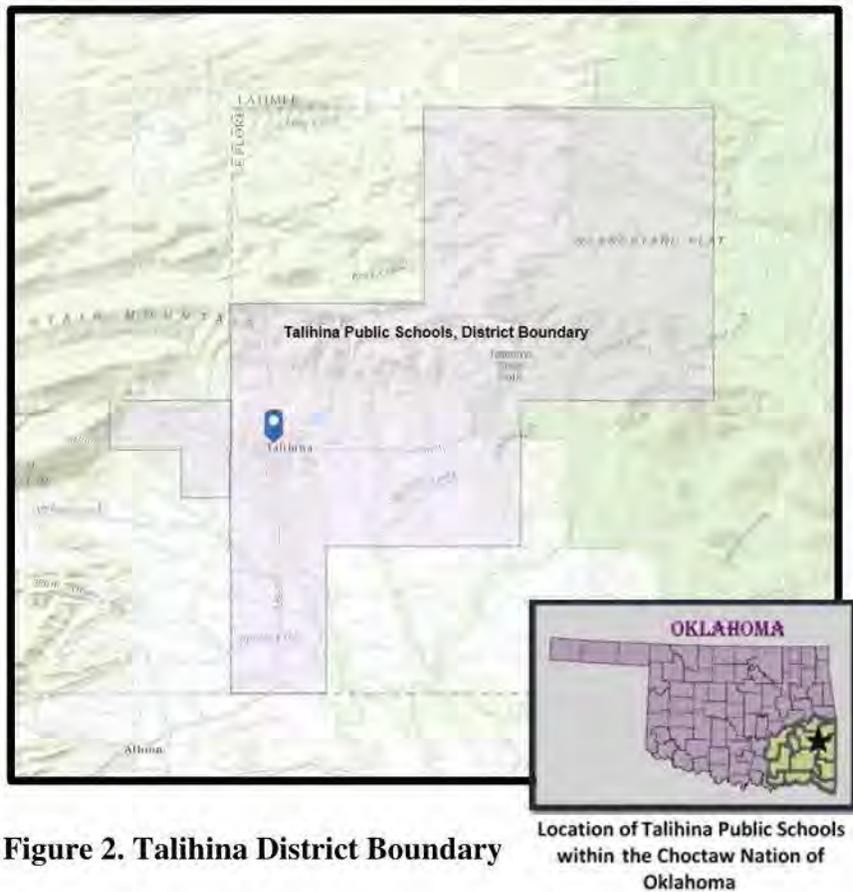
By analyzing educational data sources, evidence collected through an in-depth focus group and a Johnson O'Malley Needs Assessment, the Nation found that Native students at Talihina Public Schools are in need of math and science remediation, high school counseling services for college and career exploration, encouragement to attend school to graduate, guardian involvement, and confidence. To overcome barriers, *Project Impact* will achieve the following goals: 1) Improve the academic performance of Native students at Talihina High School; 2) Improve the graduation rate of Native students at Talihina High School; and 3) Increase college and career readiness of Native students at Talihina High School and Talihina Junior High.

To improve college and career readiness, project personnel will offer a career exploration elective course at Talihina High School for 9th through 12th grade students. Throughout the four-year project period, *Project Impact* will administer activities to accomplish project goals, such as field trips and special events, and by developing the Native American leader through junior high and high school summer camps. Students will be recruited through orientation events and flyer announcements with the assistance of Talihina Public Schools staff.

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

Project Impact will serve Talihina Native American students. Enrollment totals for the school district, located in the upper northeast region of the Choctaw Nation of Oklahoma, indicate a total student population of 616, of which 57% are Native American.¹⁴

¹⁴ Oklahoma State Department of Education. Oklahoma Public School Statewide Enrollment Totals FY 2015/2016. Retrieved from http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/FY15-16_ENROLLMENT_Oklahoma_Public_Schools_STATE-TOTALS__by_Grade_wEthnicity%26Gender_v2015-12-18.xls.



(ii) The extent to which the proposed project is based on scientific research...

The Choctaw Nation will use several curriculums to address Talihina Native student needs. The Nation will employ the Oklahoma Career Guide, ACT's Career Ready 101[®] and WorkKeys[®] Assessments, and virtual job shadowing

to improve graduation rates, ACT test scores, math and science performances, and students' overall self-confidence with clearly defined paths beyond high school. Each program will be supplemented with cultural teachings from community elders and Native Choctaw Nation employees as they share their personal experiences with education and their chosen career paths.

The Oklahoma Career Guide (OCG) within Oklahoma's CareerTech System is a statewide career system supported by the Oklahoma Department of Career and Technology Education and provided at no cost to Oklahoma public schools. Enrolled OCG students develop individual career plans, establish online portfolios, locate scholarships, set career goals, and create resumes and cover letters to apply for jobs. Oklahoma CareerTech System graduates are



reported to add more than \$3.5 billion annually to the state’s economy.¹⁵ Also, OCG vocationally trained workers have higher labor force participation rates and experience lower rates of unemployment than workers with only a high school diploma.¹⁶

In coordination with the OCG, Choctaw Nation Career Development will utilize ACT Career Ready 101[®] training modules to improve skills in the areas of applied mathematics, reading for information, locating information, workplace observation, teamwork, applied technology, writing, listening, and business writing. High school juniors and seniors will measure their Applied Mathematics, Reading for Information, and Locating Information skills with ACT WorkKeys[®] Assessments and have the opportunity to earn a Career Readiness Certificate (CRC) that is recognized by over 100 Oklahoma employers as a way of verifying an



Figure 3. WorkKeys[®]

individual’s work skills prior to employment. Students who earn OKCRCs will increase their desirability for future part-time or summer employment or internship opportunities (See Figure 3). ACT WorkKeys[®] Assessments were created following the U.S. Department of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) Report in 1991.¹⁷ Since that

¹⁵ Oklahoma Career Tech. “Key Messages (FY15).” Retrieved from <https://www.okcareertech.org/brand-center/resources/careertech-key-messages>, May 16, 2016.

¹⁶ Ibid.

¹⁷ Wayne Camara, et.al. ACT Research Report. “Beyond Academics: A Holistic Framework for Enhancing Education and Workplace Success.” 2015.



time, it has maintained an impressive history of success throughout the country. In North Carolina, 94% of students with a CRC are employed, in military service, or pursuing postsecondary education or training.¹⁸

As students improve their skills, they will have the opportunity to explore career opportunities through virtual job shadowing, a program accessible via computer, tablet or smart phone, making job shadowing a fun experience. This digital tool will address Talihina rurality barriers by providing students with highly-engaging, three to four minute videos that capture a day in the life of healthcare workers, automotive technicians, and others. Virtual job shadowing offers a focused, intentional path for college and career training through field observation.

These curriculums will be supplemented with cultural instruction suited to address the needs of Native students attending Talihina Public Schools. Throughout the four-year project, project personnel will incorporate Native American culture, history, and values into weekly lesson plans to increase self-confidence through reflection. Historically, Choctaw people have practiced innovative agriculture providing sustenance for their community. Choctaw Nation Agriculture will make presentations at local farms to educate the next generation of food producers which is essential for indigenous communities.¹⁹

Students will be advised and mentored by Native elders and Choctaw Nation employees as they develop portfolios detailing their college and career exploration. Elders have an important role in transmitting culture identity, which will make them ideal educators, leaders and

¹⁸ ACT, Inc. "North Carolina Uses Work to get CTE Students 'Future Ready'". Retrieved from http://www.act.org/content/dam/act/unsecured/documents/5249_WK_North_Carolina.pdf, May 16, 2016.

¹⁹ "Seeds of Native Health, A Campaign for Indigenous Nutrition," Semi-annual report, October 2015-March 2016.



role models for youth empowerment.²⁰ Students will develop confidence as they explore college, career-tech, and career options and discover the path to successfully achieve their dreams.

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

The Choctaw Nation plans to implement *Project Impact* at Talihina Public Schools to increase the college and career readiness of Native students attending school in 6th through 12th grades. Three goals with related objectives and measureable outcomes have been created to ensure Native American student success prior to and beyond high school graduation.

Goal 1: Improve the academic performance of Native Americans at Talihina High School.

Objective 1.1: Students will use ACT Career Ready 101[®] training modules to increase student competencies in Applied Mathematics, Locating Information, and Reading for Information.

Objective 1.2: Students will attend ACT counseling workshops and have the opportunity to take the ACT several times throughout high school to create test taking confidence.

Outcome 1.1: Native student performance will improve in Applied Mathematics as measured by levels 3-7 defined by National Career Readiness Assessment (throughout the 4-year project).

Outcome 1.2: Native student performance will improve in Locating Information as measured by levels 3-6 defined by National Career Readiness Assessment (throughout the 4-year project).

Outcome 1.3: Native student performance will improve in Reading for Information as measured by levels 3-7 defined by National Career Readiness Assessment (throughout the 4-year project).

Outcome 1.4: Native American student overall ACT composite scores and test taking confidence over the four-year project period will increase.

²⁰ Sally Newman and Alan Hatton-Yeo, Beth Johnson Foundation. "Integrational Learning and the Contributions of Older People," *Ageing Horizons*, (8) 31-39.



Goal 2: Improve the graduation rate of Native Americans at Talihina High School.

Objective 2.1: *Project Impact* will evaluate individual Native American student performance with the following WorkKeys® Cognitive Assessments: Applied Technology, Business Writing, and Listening for Understanding. Additionally, *Project Impact* will evaluate individual Native American student performance with the following WorkKeys® Non-Cognitive Assessments: ACT Interest Inventory, Work Values Inventory, and the Talent Assessment.

Objective 2.2: Students will use Oklahoma Career Guide's Kuder Navigator explore college and career topics through individualized plans that outline the necessary steps for goal achievement.

Outcome 2.1: Student will use assessment results to inform individual plans for aspirations.

Outcome 2.2: Native American students will meet with Career & Technology Education Counselor, Academic Enhancement Instructor, and mentors to aid in the implementation of individualized plans for student goals and aspirations.

Outcome 2.3: Increase in the graduation rate of Native students from Talihina High School.

Outcome 2.4: Increase the number of Native Talihina High School students entering postsecondary education and/or careers.

Goal 3: Increase college and career readiness of Native American students at Talihina High School and Talihina Junior High.

Objective 3.1: Native American storytellers, including elders, business leaders, and community members, will share personal accounts of their life journey through classroom presentations, mentorships, and field trips to job sites.

Objective 3.2: Project personnel will provide guidance to Native students as they undergo ACT WorkKeys® Assessments to obtain Oklahoma Career Readiness Certificates, job shadowing or internship opportunities, college visits, and leadership camps and workshops to improve skills.



Outcome 3.1: Increase in Native student confidence annually as evaluated by student surveys.

Outcome 3.2: Increase in Native students who apply for jobs, postsecondary education, and/or scholarships.

Outcome 3.3: Increase in Native students who receive an Okla. Career Readiness Certificate.

Outcome 3.4: Improved Native student employability as demonstrated through the receipt of a Platinum, Gold, Silver, or Bronze Oklahoma Career Readiness Certificates.

(iv) The extent to which the design of the proposed project is appropriate to...

By analyzing educational data sources, evidence collected through an in-depth focus group and a Johnson O'Malley Needs Assessment, the Choctaw Nation found that Native American students at Talihina Public Schools are in need of math and science remediation, high school counseling services for college and career exploration, encouragement to attend school to graduate, guardian involvement, and confidence.

To improve the academic performance of Native American students (Goal 1), *Project Impact* will hire an Academic Enhancement Instructor to utilize ACT Career Ready 101[®] modules which provide performance feedback to indicate a need for math and science tutoring. School supplies will be provided to enhance science and math studies. ACT workshops will provide test-taking guidance to increase confidence and comfort levels, which will lead to improved ACT and Oklahoma State Department of Education assessment scores, and in turn improve students' readiness for postsecondary educational attainment. In addition, Native elders and collegiate peers will share personal stories with students and guardians to encourage success.

To improve Native American graduation rates (Goal 2), *Project Impact* will hire a Career and Technology Education Counselor to assist students as they create individualized graduation plans to earn *Project Impact* points for achieving tiers of success. Project personnel will provide



ACT preparation and testing coordination; FAFSA, college, and job application training; referral services to ensure basic needs are met; financial literacy lessons, and scholarship opportunity announcements. In addition, students will be assigned Native American mentors to encourage graduation and success beyond high school. Native historians will provide context for Native American behaviors to overcome existing barriers for improved student success.

To improve Native American college and career readiness confidence (Goal 3), project personnel will provide counseling to students and guardians to offer support and highlight available resources for chosen paths. Students will explore careers and create portfolios through virtual job shadowing and Kuder Navigator. Juniors and seniors will take WorkKeys® Assessments to improve skill and increase employability. Students will acquire summer job and internship opportunities to explore careers and increase work confidence. Native American Choctaw Nation employees will share their educational and career experiences. Student service learning projects, taking place each semester, will foster giving back, which is congruent with collectivist Native American community norms. Finally, end of year awards assemblies will celebrate student success and hard work to further increase individual confidence.

Throughout the four-year project, Native American culture will be shared and celebrated to improve student confidence and self-reliance. Storytellers will share trials and success during orientations, yearly assemblies, classroom presentations, and one-on-one mentoring.

(v) The extent to which the services to be provided by the proposed project involve...

The Nation has developed partnerships with many institutions that share *Project Impact's* mission and commitment to Native Talihina students as evidenced through letters of support (See Appendices). Throughout its nine year history, Career Development has created, and continues to maintain, exceptional relationships with higher education and career technology institutions.



Collaborative efforts focus on quality of life improvements for citizens living in the Choctaw Nation Territory.

Oklahoma State University – Institute of Technology, Kiamichi Technology Centers, and Carl Albert State College have committed to providing campus tours for Native American students, access to classrooms for leadership camps, short-term training, career exploration modules, and additional career counseling services. Academic advisors will provide college and career guidance, so that students can explore program and financial opportunities offered at each location. Research suggests that offering disadvantaged households “with cultural capital through field trips, family reading programs, tutoring, and other experiences can help students obtain the cultural capital their wealthier counterparts already have.”²¹ Through these experiences, *Project Impact* aims to level the playing field for Native American students in their quest for high school graduation and a path beyond.

C. Quality of Project Personnel (10 points)

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

Project Impact is modeled after well-established college and career counseling services provided by Choctaw Nation Career Development. Under coordinated Choctaw Nation and Career Development administration, the program will utilize current key support policies, staffing, and management procedures. Senior Director of Choctaw Nation Career Development, Dr. Ken English, is responsible for oversight of all Career Development programs and staff. Ms. Robin Counce, Director of Career Development, has more than 20 years of experience providing

²¹ Nancy Barile. “Parent and Family Engagement in Low Income High Schools.” Scholastic, August 3, 2010.



instruction and career counseling services to students. David Billy, Career Development Career and Technology Education Counselor, will be a valuable mentor for newly hired personnel.

Ms. Counce has served as Director of Choctaw Nation Career Development since 2007.

She holds a Bachelor’s Degree in Business Administration and a Master’s in Education Administration and is currently pursuing a Master of Science in Native American Leadership from Southeastern Oklahoma State University. In addition, Ms. Counce holds an Oklahoma teaching license and is a Global Career Development Facilitator and Instructor. Her experience as a high school teacher, advisor, curriculum developer, career counselor, and manager provides the ideal qualifications for overseeing *Project Impact* and guiding its success.

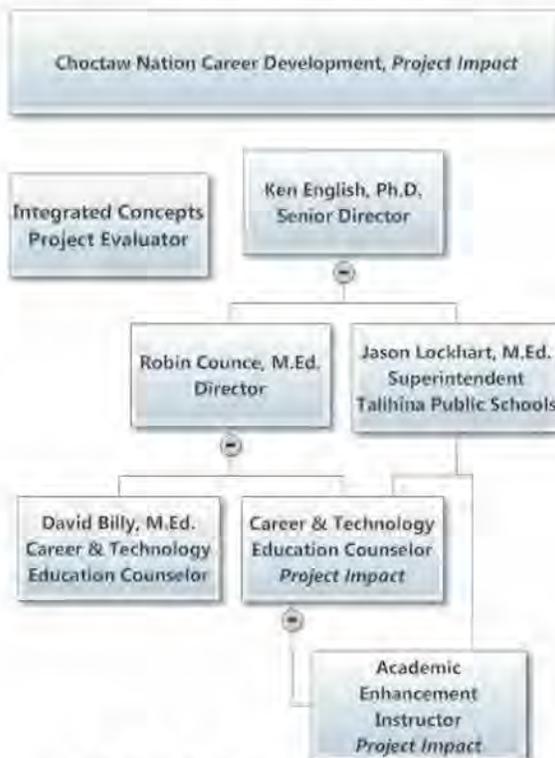


Figure 4. Career Development Organizational Chart

Mr. David Billy has served as a Career and Technology Education Counselor with the Choctaw Nation since 2014. With 15 years’ experience as a classroom teacher and an advanced degree in Public School Administration, Mr. Billy brings a wealth of knowledge to *Project Impact*. With an office in Talihina, his proximity and existing relationships with school personnel create a perfect situation for Mr. Billy to provide guidance and direction for the newly hired Career and Technology Education Counselor and Academic Enhancement Instructor.



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

Dr. English, Ms. Counce, and Mr. Billy will form a panel to hire two positions for *Project Impact*, a Career and Technology Education Counselor and Academic Enhancement Instructor. Career Development will comply with Choctaw Nation hiring policies by giving preference to Native American applicants.

Selection of project personnel will be based on (a) their understanding of and ability to relate to the target population, (b) past experience in and/or aptitude for career and college counseling, (c) experience in public school education, (d) experience with program coordination, (e) proven attention to detail, and (f) willingness to work collaboratively to improve student outcomes. Minimum qualifications for the Academic Enhancement Instructor include a Bachelor's Degree with experience in public school education, preferably with math or reading credentials, and strong communication, customer service, and technology skills. To serve as an effective project manager, the Career and Technology Education Counselor should meet the minimum requirement of holding a Master's degree in guidance counseling, career and technology education, or a related field. Job descriptions for the Career and Technology Education Counselor and Academic Enhancement Instructor, as well as resumes for Ms. Counce and Mr. Billy, can be located in the Appendices.

Once project personnel have been selected, each individual will attend new-hire orientation introducing Choctaw Nation and Talihina Public School policies and procedures. Project personnel will attend additional trainings in which a comprehensive presentation of services for which Native American students and their guardians can qualify, ensuring that the community's needs are satisfied beyond the educational mission of *Project Impact*.



(iii) The extent to which the applicant, or one of its partners, demonstrates capacity to...

Choctaw Nation Career Development provides a wide array of career guidance services, workforce skills development, academic skills enhancement, and financial education that enables Choctaw Nation to obtain required career certifications needed to advance individuals in their existing careers and contribute to personal financial security, healthy lifestyles, and the enhancement of the regional, state, and national economy. Counselors provide life and work skills training, and guidance in obtaining a job, writing a resume, and completing applications.

Career Development provides tribal members (18 and older) direct financial assistance for tuition, fees, and books for enrolled in training programs and employment assistance for those seeking career training and certification. Since 2007, more than 6,000 tribal members have completed Career Development career training and certification. Career Development employs a proven model of career counseling using highly qualified staff (counselors must have a minimum Master's Degree in counseling, education, or education administration), comprehensive career services, and assistance to help tribal members reach their career goals. Upon completion of the program, participants can expect their annual salaries to increase by nearly \$14,000 on average.

Career Development also maintains a strong relationship with two- and four-year institutions such as Paris Junior College, Grayson County College, Murray State College, Carl Albert State College, Oklahoma State University, and University of Oklahoma. Career Counselors assist Native students with navigating college entrance applications and financial aid resources as they advance their career plans. Career Development has received multiple grants from the Department of Health and Human Services Office of Administration for Native Americans and the Office of Minority Health. Accounting and reporting requirements are consistently met with success through exceptional oversight by program leadership.



D. Adequacy of Resources (10 points)

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

The Choctaw Nation of Oklahoma and Talihina Public Schools are committed to providing relevant support to *Project Impact*, demonstrated through the signed Memorandum of Agreement (See Appendices). Each partner has willingly dedicated resources and time to create a positive environment centered upon college and career exploration for Native American students attending Talihina Public Schools. Collaboration and open communication will be key to successful implementation and administration of the project, and with both organizations committed to the project, intended goals and objectives will be accomplished.

The Choctaw Tribal Council has authorized the receipt of grant funds for the proposed project (See Tribal Council Bill in Appendices). The Choctaw Nation will devote adequate resources for accomplishing project goals and activities. Available resources (See Table 2) from within the Choctaw Nation will provide leadership through mentorships, career guidance and exploration through job fairs, and cultural instruction to improve Native confidence.



| Choctaw Nation of Oklahoma, Departmental Support for <i>Project Impact</i> | |
|---|--|
| Agriculture | Agribusiness Tour of Winding Stair Ranch (sustainable Native farming, wildlife management, ranching), internships, mentorships, job fair |
| Commerce | Presentation at job fairs, mentorships, intro to small business development |
| Administration | Public service, political organizations, tribal policy, speaker, mentorships |
| Artist Registry | Speakers include artists, sculptors, and potters to provide cultural context for careers in Native American artistry |
| Tourism | Advisors, speakers at job fairs to provide overview of tourism industry |
| Asset Building | Matched savings accounts for qualifying students, introduction to financial planning for education, homeownership, and small businesses |
| Health Care | Health care facilities tour, health care industry, guest speakers, internships |
| Public Relations | Audio/visual technology and social/print media job fairs, mentorships |
| Service | Hotel hospitality, culinary arts, management, tour of Pocola resort |
| High School Student Services | ACT reimbursement for qualifying students, counselors to provide college and career guidance, mentorships |
| Higher Education | Scholarships for qualifying dual-credit students, guest speakers to provide direction for college application processes, mentorships |
| Tribal Police | Guest speaker at job fairs about public servitude and law, mentorships |
| Language | Choctaw Language teaching, history and Native culture, mentorships |
| WIOA | Program credit for summer leadership camps attendance, support services for qualifying students, advisors |

Table 2. Demonstrated Commitment of the Choctaw Nation of Oklahoma



In addition to these services, the Choctaw Nation has agreed to serve as the grantee to provide overall project implementation, coordinate all project activities, and comply with federal reporting requirements. Choctaw Nation will recruit and hire 2.0 FTE to work as project personnel and will cooperate with Talihina Public Schools to ensure these individuals are compliant with local policies and procedures. The Nation will provide a culturally-enhanced, college and career exploration course for high school students and summer leadership camps for 6th through 12th grade students to increase college and career readiness.

Talihina Public Schools agreed to provide on-site classrooms for career exploration courses, appropriate space for special events, professional development and oversight for two project personnel, field trip transportation, and access to data for federal reporting purposes.

Talihina Superintendent, Mr. Lockhart is committed to providing Native students a chance to explore possibilities beyond the rural community. He believes that this project will lessen the negative impact of the \$280,000 FY 2016-2017 budget cut. Since his tenure, Talihina Public Schools has experienced a decrease in school funds from \$6.2 million to \$5.3 million.

(ii) The extent to which the costs are reasonable in relation to the number of persons...

The Choctaw Nation Native Youth Community Project will be implemented at Talihina Public Schools and will be offered to approximately 175 Native American students at the junior high and high school each year. To maximize IMPACT, this project will demonstrate effectiveness of focused attention and concentrated resources to improve college and career readiness for Native American students served through this program. Over the course of the project, approximately 260 students will have the opportunity to participate. Overall, *Project Impact* will create a lasting impression upon guardians, teachers, Talihina community members,



the entire Choctaw Nation, and other generations to follow, ensuring Native American students are prepared for college and careers and perhaps eliminating the cycle of poverty.

The project budget provides high quality educational programming designed to serve Native students in an isolated, rural area. Career Development employs an intensive model of career counseling using highly qualified staff (Career and Technology Education Counselors must have a minimum Master's Degree in counseling, education, or education administration) to help individuals achieve their career goals. To ensure success, project personnel must be well qualified and engaging. Adequate budgetary resources are allocated to key personnel, who will drive program implementation and exhibit leadership in achieving program outcomes.

The cost to procure programmatic offerings such as school supplies, curriculum, field trips, leadership camps, and awards assemblies is approximately \$960 per student per year. With personnel and indirect costs, the implementation cost of the program is approximately \$1,700 per student per year. Considering Oklahoma ranked 48th in the U.S. for 2012-2013 per pupil spending (\$3,000 less than the U.S. average)²², Talihina Native students are in desperate need of this project. The potential economic payoff for this project is significant as students who receive high school diplomas enjoy incomes at 58% above those without one. Students with associate degrees earn 30% more than those with a high school diploma only.²³ The increased chances of students pursuing additional postsecondary education provides even greater economic returns.

²² U.S. Census Bureau. *Public Education Finances: 2013*. Economic Reimbursable Surveys Division Reports. G13-ASPEF, U.S. Government Printing Office, Washington, DC, June 2015.

²³ Mark C. Snead, Ph.D., Oklahoma Department of Career and Technology Education. "The Economic Contribution of CareerTech to the Oklahoma Economy: Cost-Benefit Analysis of Career Majors (FY11)," March 2013.



The project design aligns effective and fiscally reasonable yearly objectives that will positively impact Native American students as they explore college and career opportunities. *Project Impact* will significantly influence Native American student achievement and is a sound investment for improving college and career readiness.

E. Quality of Management Plan (30 points)

(i) The adequacy of the management plan to achieve the objectives...

Under coordinated Choctaw Nation and Career Development administration (See Figure 4), *Project Impact* will utilize current key support policies, staffing, and management procedures. Senior Director of Choctaw Nation Career Development, Dr. Ken English, is responsible for oversight of all Career Development programs and staff. Ms. Robin Counce, Director of Career Development, has more than 20 years of experience providing instruction and career counseling services to students. David Billy, Career Development Career and Technology Education Counselor, will be a valuable mentor for newly hired *Project Impact* personnel.

The four-year project will be managed by the Choctaw Nation to ensure its success. An implementation timeline (See Figure 5) has been created to guarantee quarterly progress, and Career Development personnel will provide oversight and direction when necessary.



Project Impact, Four-Year Implementation Timeline

| Project Activity Milestones | Responsible | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | |
|---|---|--------|---|---|---|--------|---|---|---|--------|---|---|---|--------|---|---|---|
| | | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Hire Project Personnel | Robin Counce | | | | | | | | | | | | | | | | |
| Conduct Kickoff Meeting and Personnel Orientation | Robin Counce & Grants Office | | | | | | | | | | | | | | | | |
| Arrange High School Schedule to Include <i>Project Impact</i> | Project Personnel & Talihina Super. | | | | | | | | | | | | | | | | |
| Identify Assessment Measures & Construct Data Protocols | Project Evaluator | | | | | | | | | | | | | | | | |
| Train Project Personnel on Data Instruments & Protocols | Project Evaluator | | | | | | | | | | | | | | | | |
| Order Computer Labs/Curriculum and all Supplies | Project Personnel | | | | | | | | | | | | | | | | |
| Attend Talihina Teacher In-service, Teacher's Meetings, and Professional Development | Project Personnel | | | | | | | | | | | | | | | | |
| Provide Training for Career Ready 101®, ACT WorkKeys®, and Project Implementation for Personnel | Robin Counce, David Billy & Rhonda Mize | | | | | | | | | | | | | | | | |
| Attend Choctaw Nation New Hire Orientation | Project Personnel | | | | | | | | | | | | | | | | |
| Coordinate Orientation for Students and Parents | Project Personnel | | | | | | | | | | | | | | | | |
| Provide Career Ready 101® Curriculum | Project Personnel | | | | | | | | | | | | | | | | |



| | | |
|---|-------------------|-----------|
| Provide ACT/WorkKeys® Prep for Students | Project Personnel | Grey |
| Provide Financial Literacy for Students | Project Personnel | Orange |
| Provide Career Clusters Exploration for Students | Project Personnel | Blue |
| Coordinate Career Activity – Field Trips | Project Personnel | Dark Blue |
| Coordinate Career Activity – College Visits | Project Personnel | Dark Grey |
| Coordinate Career Activity – Industry Speaker | Project Personnel | Green |
| Coordinate College and Industry Showcase for Students | Project Personnel | Blue |
| Coordinate Native Culture Components for Students | Project Personnel | Yellow |
| Coordinate and Supervise Service Learning Projects | Project Personnel | Grey |
| Coordinate End of the Year Awards Assembly | Project Personnel | Orange |
| Event Coordination for all Summer Camps | Project Personnel | Blue |
| Coordinate Leadership Camps | Project Personnel | Dark Blue |
| Coordinate Career Exploration Camps | Project Personnel | Dark Grey |
| Coordinate HS Boot Camp for 9 th Graders | Project Personnel | Green |
| Provide ACT Soft Skills Training for Students | Project Personnel | Blue |
| Coordinate Job Shadowing Experience for Students | Project Personnel | Yellow |



During the initial startup phase, or Quarter 1 of Year 1, Career Development will hire project personnel, provide curriculum and orientation training, order necessary office and classroom supplies, and work with Talihina Public Schools to establish a new mobile computer lab, recruit students, and arrange the master schedule to offer a career exploration course. Project evaluators will meet with all key personnel to create data collection instruments and obtain baseline measurements in which to measure future success.

Project Impact will be fully implemented during the second semester of the 2016-2017 school year. Students and guardians will attend an orientation event learn more about the program and community partners, including KTC, CASC, OSU-IT, and various Choctaw Nation social and education departments. Project personnel will provide ongoing counseling services to parents and guardians during annual orientations to encourage continued involvement.

Native students enrolled in the career exploration elective course will experience intensive career counseling coupled with proven curriculum (See Quality of Project Design) to increase academic achievement and improve college and career readiness. Project personnel will arrange Native storytelling, including elders, businessmen, and community leaders, classroom presentations and special speaking events to encourage Native American success. Project personnel will coordinate field trips to colleges and job fair expos, community service learning projects, and partnerships to assist Native American students attending Talihina Public Schools.

Each summer, leadership camps will feature culturally-enhanced programming to include Native American speakers and activities including stickball, beading, flute making and playing, and social dancing. Students will gain financial literacy, resume building and job interviewing skills, health education, and job training experience. Additionally, project personnel will connect juniors and seniors to job shadowing, internship opportunities, and summer job placements.



Project Impact personnel will host an end of year awards assembly for all high school participants, their guardians, Talihina teachers, and other key individuals who have contributed to the program's success. Students who have successfully earned enough *Project Impact* points will receive completion stipends to reward their hard work and success. A senior showcase will announce each participant's plans beyond high school and scholarships they've received to increase program-wide confidence and inspire younger students to achieve their goals.

(ii) The extent to which the methods of evaluation will provide performance feedback...

Quarterly check-in meetings will be held by Ms. Robin Counce and include Talihina Superintendent, Mr. David Billy, and project personnel to assess success and provide guidance. Project evaluation measurements will be collected at various times throughout the year (See Project Evaluation Methods in Appendices) to ensure annual and final federal reporting requirements are met and provide a basis for replicability beyond the federal grant period.

Continuous data collection will provide quarterly student performance measurements and provide guidance for project design adjustments. Annual student performance reports and surveys will be used to evaluate project success, and with evidence-based success, programmatic design will be shared with other tribes and educational organizations during National conferences to help others improve Native American college and career readiness.

(iii) The extent to which Indian tribes and parents of Indian children...

Teachers and parents in the Talihina school district openly expressed opinions during a focus group meeting held on April 26, 2016. Participating teachers were Native American and/or teach Native American students at Talihina Public Schools (See Appendices). Existing barriers to Native American success were shared and discussed, and ultimately, solutions to these barriers



were the driving force of project design. All participants expressed their willingness to provide annual feedback on the effectiveness of *Project Impact*.

Throughout the four-year project period, project personnel will meet with individual Native American high school students and their guardians on a regular basis to discuss student goals, whether it be career, career-tech, or college, so that a plan of action can be created to ensure success for everyone involved. Through these meetings and administered surveys (including Johnson O'Malley Needs Assessments), guardians will provide feedback and assist project personnel by shaping and guiding *Project Impact*.

(iv) The extent to which the proposed project is designed to build capacity...

The Nation is confident that *Project Impact* data will show dramatic improvements in student college and career readiness over the four-year period. This data will be used to seek additional external funding and to justify the allocation of tribal funds to continue the effort.

There is great potential for continued support of the project after federal funding ends. The Choctaw Nation is committed to providing quality educational programs to ensure college and career readiness of Native American students within its Territory. With proven results, the Choctaw Nation will strongly consider expanding *Project Impact* to other school districts.

F. Quality of the Project Evaluation

(i) The extent to which the evaluation will provide guidance about effective strategies...

Through a competitive bid process, the Choctaw Nation has chosen Integrated Concepts, Inc. (ICI) to provide independent project evaluation services if the project is funded. ICI has provided extensive evaluation support for numerous federal and state grant-funded projects from various agencies such as the Department of Justice, Office of Postsecondary Education, Victims



of Crime Act State Programs, and the USDA. ICI also has experience in writing, managing, and evaluating DoE TRiO grant applications and programs which were operated in Cherokee, Creek, and Osage tribal communities.

ICI will conduct independent, ongoing evaluation of *Project Impact* to assess program success. Baseline data will be collected in which student performance will be measured. Various types of data will be collected from the following: student performance metrics (GPA, ACT, etc.), surveys (student, guardian, teacher, partners, etc.), student participation (field trips, college visits, camps, job shadowing, internships, etc.), and certifications received (Platinum, Gold, Silver, Bronze level Career Readiness Certificates). Evaluation tools will be created in Q1 of Year 1 to provide direction for accurately measuring program success, and methods for data collection will be evaluated annually to ensure accurate measurements are recorded.

The comprehensive evaluation plan for *Project Impact* (See Project Evaluation Methods in Appendices) summarizes tasks to be completed, types of data to be collected, timeframes for data collection, methods and instruments of collection, and task alignment with overall project goals. Continuous data collection will produce quantitative results for evaluating accomplishment of program objectives. Annual student performance reports and surveys will be used to evaluate project success, and with evidence-based success, programmatic design will be shared with other tribes and educational organizations during National conferences to help others improve Native American college and career readiness.



G. Competitive Priority One (2 points)

The Choctaw Nation has partnered with Talihina Public Schools which is eligible for competitive priority one under the Small Rural School Achievement designation.²⁴

H. Competitive Priority Two (4 points)

The Choctaw Nation of Oklahoma is a “non-reservation” based American Indian Tribe federally recognized by the United States Secretary of the Interior (See Federal Register in Appendices).²⁵

The Choctaw Nation of Oklahoma is the lead applicant for the proposed Native Youth Community Project, *Project Impact*, affecting Native American students attending Talihina Public Schools located within Le Flore County, Oklahoma.

I. Competitive Priority Three (4 points)

(a) Designed to serve a local community within a federally designated Promise Zone.

In 2014, the Choctaw Nation of Oklahoma received designation as the first Tribal *Promise Zone* (See HUD Form 50153 in Appendices).

²⁴ U.S. Department of Education, FY2015 Small Rural School Achievement Program Eligibility.

²⁵ 2016 Federal Register. Federally-recognized Tribes.

Other Attachment File(s)

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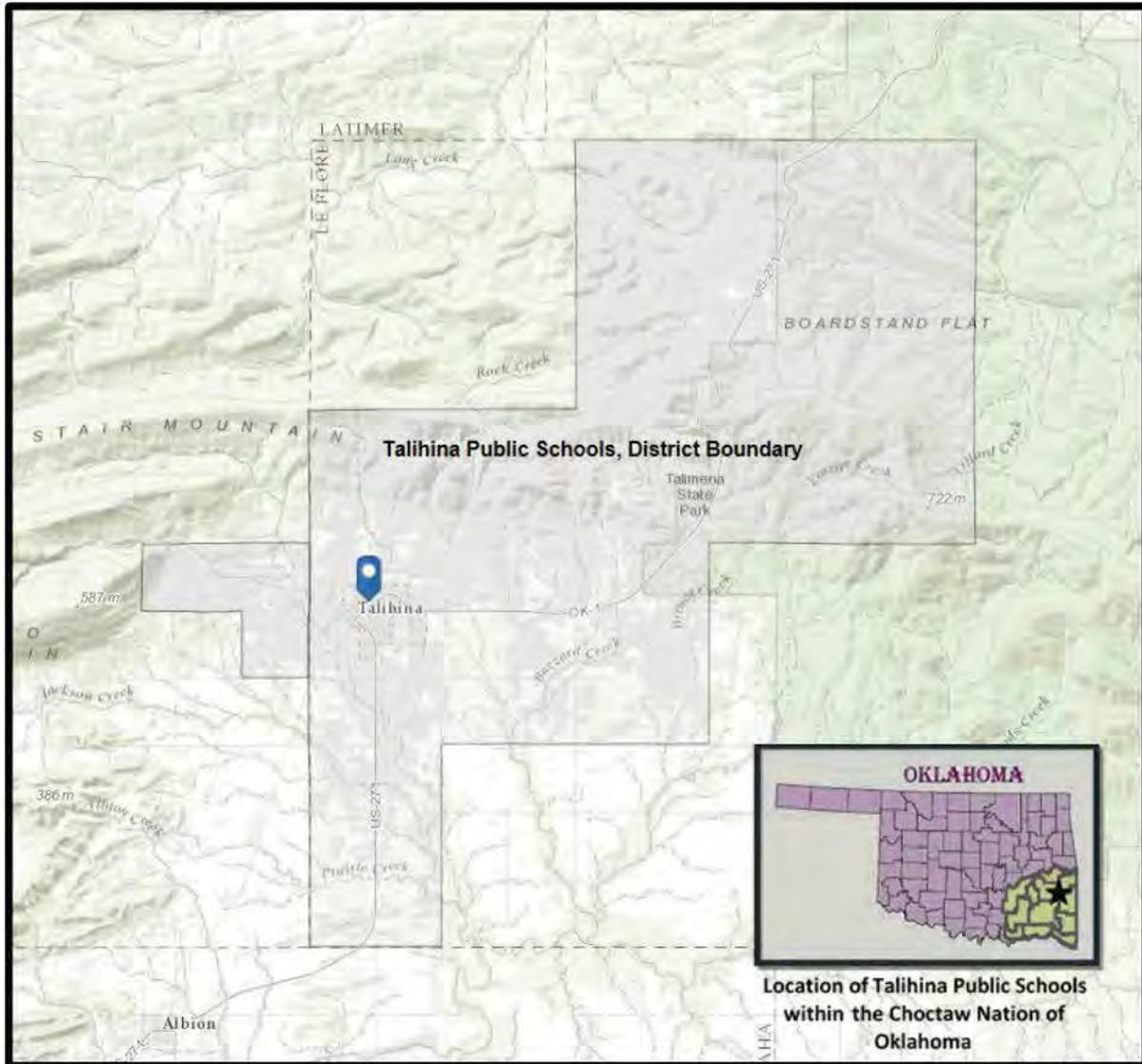
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Defined Geographic Area to be Served

Project Impact intends to serve the Native population of Talihina Public Schools, located in the upper northeast region of the Choctaw Nation of Oklahoma. Enrollment totals for the school district indicate a total student population of 616, of which 57% are Native American.¹



¹ Oklahoma State Department of Education. Oklahoma Public School Statewide Enrollment Totals FY 2015/2016. Retrieved from http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/FY15-16_ENROLLMENT_Oklahoma_Public_Schools_STATE-TOTALS__by_Grade_wEthnicity%26Gender_v2015-12-18.xls



Needs Assessment of other Data Analysis

Analysis of educational data provided through the State of Oklahoma, socio-economic data collected through the U.S. Census, a 2016 Johnson O'Malley Needs Assessment, and collective input from parents and teachers of the Talihina community provide the basis of need for the proposed project.

- Focus Group Meeting Notes, April 26, 2016
- Johnson O'Malley Needs Assessment, Results

| Native Youth Community Project, Project Impact Office of Indian Education Demonstration Grants for Indian Children Program Focus Group Meeting April 26, 2016 at Talihina High School |
|--|
| Greatest In-School Barriers to the readiness of local Indian students for college and careers |
| Lack of school funds Lack of school personnel to provide career/college counseling, guidance Not enough time due to testing mandates Native students lack confidence in school to advocate for themselves (culturally submissive) Non-Native students express dissatisfaction/hatred toward Choctaw students that receive benefits |
| Greatest Out-of-School Barriers to the readiness of local Indian students for college and careers |
| Lack of parental involvement due to grandparents raising grandchildren and single-parent homes Addiction (alcohol, drugs, gambling) Parental apathy for school attendance Lack of resources Low income Native parents are unable to provide guidance for career or college options, are not comfortable reaching out to the school, and some do not want their children to do better |
| Opportunities in the local community to support Indian students |
| Choctaw Nation of Oklahoma Kiamichi Technology Center Choctaw Nation Youth Advisory Board Local businesses that provide scholarships Opportunities are limited |
| Cultural Needs/Desires of local Indian students |
| History of the tribe, historical education Cultural behaviors, why Natives are predominantly quiet Art, beadwork, basket making, social dancing Cultural classes are taught during Choctaw I and Choctaw II each week through distance learning Students are becoming more involved in stickball, play at lunch |
| Types of curriculum/assistance/programs do Indian students need in Talihina? |
| Financial literacy, is not taught beyond 7 th grade Humanities courses Career Exploration Life skills (budgeting, balancing a checkbook, addressing an envelope, time management, study skills, etc.) Peer mentors, Native students attending college |
| Describe the community of Talihina. |
| Close-knit Christian Rural, secluded Impoverished Sports are important, community of 800 people will pack a football stadium with 5,000 people Two types of people, those that can't wait to leave and those that stay forever An hour to nearest Wal-Mart Must travel over a mountain to go anywhere Students are not exposed to much beyond the community of Talihina Teachers are committed to their students, love to help them succeed |

2016 Johnson O'Malley Needs Assessment Talihina Public Schools

1. Please check below any needs that should be provided through your school JOM program to Native American students.

| | | | | | | | |
|----------|-----------------------------------|--------------------------|------------------------------|-----------------|--|----------------------------|--------------------------|
| Tutoring | Indian Cultural Programs/Language | Math/Science Improvement | Reading/Language Improvement | School Supplies | Career Counseling or High Ed Orientation | Educational Support (List) | Other Suggestions (List) |
| 10 | 5 | 14 | 9 | 14 | 12 | 4 | 4 |

Educational Support:

ACT fees, Payment for Classes

Other Suggestions:

After School Program, Calculus, Physics for high school students wanting to have higher learning

2. Select your choice of three most important needs listed above.

| | | | | | | |
|----------|-----------------------------------|--------------------------|------------------------------|-----------------|--|----------------------------|
| Tutoring | Indian Cultural Programs/Language | Math/Science Improvement | Reading/Language Improvement | School Supplies | Career Counseling or High Ed Orientation | Educational Support (List) |
| 8 | 3 | 10 | 4 | 12 | 7 | 5 |

| | | |
|---|------------------------------|-------|
| 1 | School Supplies | 1.583 |
| 2 | Math/Science Improvement | 2.1 |
| 3 | Tutoring | 2.125 |
| 4 | Career Counseling | 2.43 |
| 5 | Educational Support | 2.2 |
| 6 | Reading/Language Improvement | 1.5 |
| 7 | Indian Culture Programs | 2 |

3. How do you think JOM funds could be used to meet the above needs?

| |
|---|
| They could be used to pay tutors, and buy the supplies |
| Funds could be allocated to improve the schools educational resources as well as overall improvement throughout the school |
| Hire qualified people to meet these educational needs |
| It could help with financial needs and other need to benefit us. |
| They could pay someone to tutor. |
| They can pay someone to tutor us. |
| Everyone needs all the help that they can get whenever it comes to school stuff |
| School supplies |
| School supplies and tutoring after school or before school maybe on Saturday |
| Could be used to provide services for children. |
| It could be used to buy the things needed that are listed above. |
| 1. Have students fill out a form listing items they will need, to see how much it will cost. 2. Have the option of these classes. 3. Have hands on with students and job fairs. |
| Pay for tutoring or culture program |
| I feel its extremely important for the kids to be prepared for the school year. School supplies when school starts is very important! Educating & preparing the kids for their next grade level is crucial to their success. The kids should have tutoring available in Elementary & JH/HS. And the HS students need to know they have options for higher education after high school. Our JOM has the capability to provide awards & incentives for doing good in school as well as providing cultural enrichment. |

4. Please check the category that best describes you.

| Parent/Guardian | Student | JOM Staff | Teacher | School Admin |
|-----------------|---------|-----------|---------|--------------|
| 7 | 10 | | | |



Memorandum of Agreement

The Choctaw Nation Native Youth Community Project, *Project Impact*, is submitted as a partnership between the Choctaw Nation of Oklahoma (the lead applicant) and Talihina Public Schools, a local education agency. A signed Memorandum of Agreement identifies the responsibilities of each partner throughout the four year project period.

Memorandum of Agreement (MOA)
Between
The Choctaw Nation of Oklahoma
And
Talihina Public Schools
For

2016 Indian Education Demonstration Grants Program: Native Youth Community Project

Purpose: Talihina Public Schools enters into this Agreement with The Choctaw Nation of Oklahoma to seek funding for and, if funded, to implement *Project Impact*, an initiative to improve college and career readiness for Native students attending Talihina Public Schools. The Parties committed to this project include:

- The Choctaw Nation of Oklahoma
- Talihina Public Schools

The Parties will collectively support *Project Impact* as it aims to prepare Native students attending Talihina Junior High and Talihina High School for college and careers. *Project Impact* will utilize the Oklahoma Career Guide (OCG), an Internet-based delivery system for accurate, comprehensive, current, and relevant occupational, post-secondary school and financial aid information. OCG 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. Throughout the four year project, the curriculum will be shaped and modified to incorporate Native American culture, history, and values to increase self-confidence through reflection.

Agreements: The Parties agree to the following roles, duties, and responsibilities:

Talihina Public Schools will:

- Allow access for the *Project Impact* Career and Technology Education Counselor and Academic Enhancement Instructor to work with junior high and high school students attending Talihina Public Schools.
- Provide any professional development trainings for project personnel.
- Provide oversight for project personnel to ensure satisfactory compliance with school regulations, guaranteeing proper behavior and expectations of each employee.
- Provide an on-site classroom for career exploration courses each semester at the high school and a workspace for project personnel.
- Provide busses for transportation to and from field trips necessary for the project.
- Assist with recruiting junior high students from Talihina to participate in summer camp activities.
- Provide space for summer camp and out-of-school activities as necessary.

- Provide data to the *Project Impact* Career and Technology Education Counselor, Academic Enhancement Instructor, and Project Evaluator so that they may comply with grant reporting requirements.

The Choctaw Nation of Oklahoma will:

- Serve as the grantee to provide overall project implementation, management, and fiscal accountability; coordinate and implement project activities and recruiting; and comply with Federal grant recording requirements.
- Recruit, train, and hire a Career and Technology Education Counselor (1.0 FTE) and Academic Enhancement Instructor (1.0 FTE) to work as project personnel and ensure participation in professional development opportunities as required by Talihina Public Schools.
- Cooperate with Talihina Superintendent to ensure project personnel are adhering to school policies and procedures, and will act immediately, in the event that improper behaviors have been reported, to rectify the situation in a manner that is agreed upon by both Parties.
- Provide culturally-enhanced programming to address Native student needs to improve self-confidence as they explore college and career pathways.
- Provide fuel and driver costs for field trips necessary for the project.
- Provide all necessary supplies for *Project Impact*, include a mobile computer lab featuring 20 laptop computers.
- Confidentially maintain all student data to comply with Federal grant recording requirements.
- Advertise to recruit students and inform parents of the services provided through *Project Impact*.

Liability:

Each Party shall indemnify, defend against and hold the other harmless for any claims, lawsuits, or liability of any kind arising out of losses, damages, injury, or death to persons or property occurring during the course of or as a result of activity performed pursuant to this MOA.

Confidentiality:

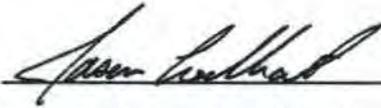
The Parties agree to protect the privacy of the confidential personally identifiable information contained in the student data such as, but not limited to, names, addresses, telephone numbers, dates of birth, test scores, and any other information provided by the students in strictest confidence in accordance with the applicable requirements of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CR Part 99), the Federal law that protects the privacy of student education records.

Term and Termination Agreement:

This MOA will remain in effect from the date of the award (estimated October 1, 2016) through the end of the four year grant project period (estimated September 30, 2016). If no grant award

is made by the U.S. Department of Education for *Project Impact*, the agreement will be terminated upon notice of funding decision. The term may be extended upon written mutual consent of the Parties. Either Party may terminate this agreement without cause upon written notice to the other Party.

Signatures:

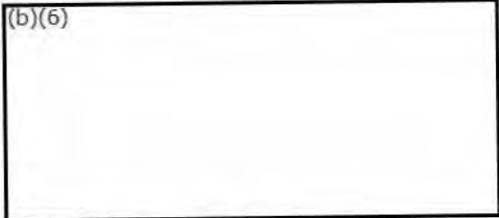


Jason Lockhart, Superintendent
Talihina Public Schools

5/12/16

Date

(b)(6)



Robin Counce, Director
Choctaw Nation of Oklahoma

5/20/2014

Date



Letters of Support

- Peggy Lukas, Choctaw Registered Artist
- Shelley D. Free, Superintendent, Kiamichi Technology Centers
- Bill R. Path, Ed.D, President, Oklahoma State University—Institute of Technology
- Sherry Harlin, Senior Vice President, REI Oklahoma

May 9, 2016

Chief Gary Batton
Choctaw Nation of Oklahoma
P.O. Box 1210
Durant, OK 74702

Chief Batton,

I am honored to give my support to Choctaw Nation Career Development and Talihina Public School in their effort to raise the graduation rate for Native American students through *Project Impact*. As a Native American artist I recognize the importance of increasing cultural awareness among our youth. This gives them a sense of community that can help them achieve their education and career goals.

I am excited to partner with the Choctaw Nation Career Development as it pursues the NYPC, Demonstration Grant for Indian Children, by performing classroom demonstrations using Native American Art.

It is my hope that these student gain the necessary skills for self-sufficiency so they may live healthy, productive lives.

Sincerely,

(b)(6)

Peggy Lukas
Choctaw Registered Artist



May 5, 2016

Chief Gary Batton
Choctaw Nation of Oklahoma
P.O. Box 1210
Durant, OK 74702

Chief Batton,

Kiamichi Technology Center believes in providing the greatest educational opportunities for every person, no matter what stage in their educational process. This is why KTC whole-heartedly supports the Choctaw Nation's Native Youth Community Project, *Project Impact*. KTC staff looks forward to working with the Choctaw Nation Career Development Program as it has demonstrated incredible success providing career counseling services for tribal members over 18 years of age, and we are confident that throughout the four-year project period our partnership will overwhelmingly change the lives of the Native students attending Talihina Public Schools.

Drawing from the resources within the community of Talihina, Oklahoma, The Choctaw Nation Career Development Program has asked KTC to provide the following services to support *Project Impact*:

- Career exploration
- Short-term training
- Access to training classrooms
- KTC Counselor involvement

By providing services that support college and career path exploration, KTC is committed to the four-year project as it aims to increase the knowledge and confidence of the Native students attending Talihina Public Schools through educational experiences.

Sincerely,

A handwritten signature in black ink that reads "Shelley D. Free". The signature is written in a cursive, flowing style.

Shelley D. Free
Superintendent

PO Box 548
Wilburton, OK 74578
(918) 465-2323 Fax: (918) 465-3666
Oklahoma Career Tech System



INSTITUTE OF TECHNOLOGY

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Fax 918.293.4644
www.osuit.edu
bpath@okstate.edu

May 4, 2016

Chief Gary Batton
Choctaw Nation of Oklahoma
P.O. Box 1210
Durant, OK 74702

Chief Batton:

Oklahoma State University Institute of Technology (OSUIT) strongly supports *Project Impact*, a program developed by Choctaw Nation Career Development and Talihina Public Schools, to support Native students by providing college and career readiness initiatives designed to increase high school graduation rates.

Talihina has a significant Native population (58%) attending its public schools, and research suggests Native American students are more likely to drop out than their non-Native peers. In 2014, Talihina High School reported that more than 40% of the 2010 cohort did not graduate high school. In addition, extreme state budget cuts to Oklahoma public education means that schools like Talihina will struggle to provide quality educational programming that prepares students for college and careers.

It is with great honor that we commit to the Native students that attend Talihina Public Schools. OSUIT is committed to providing campus tours, access to classrooms for leadership camps, and academic advisors. At OSUIT, education is our priority, and this *Project Impact* partnership creates an amazing opportunity to increase Talihina high school graduation rates through culturally-appropriate, college and career readiness programming.

I am pleased to offer our participation and commitment to this project, and appreciate the Nation's community involvement within the Talihina community.

Sincerely,

(b)(6)

Bill R. Path, Ed.D.
President



REI OKLAHOMA

May 3, 2016

Chief Gary Batton
Choctaw Nation of Oklahoma
P.O. Box 1210
Durant, OK 74702

Chief Batton,

REI Oklahoma works with partners across the state to create opportunities and provide resources to individuals, business, and entrepreneurs. By providing technical assistance and training, REI Oklahoma is committed to positively impacting businesses and communities in Oklahoma.

REI Oklahoma is excited to partner with the Choctaw Nation Career Development as it pursues the NYPC, Demonstration Grant for Indian Children. With three decades of experience, REI Oklahoma has committed to providing unique, minority-owned entrepreneurship training to Native students attending *Project Impact* seminars. In addition, financial counseling will be offered to young Natives interested in establishing their own business.

We are pleased to offer our support of this four year project to encourage high school graduation and to promote a college or career path for the students attending Talihina Public Schools. It is our hope that these student gain the necessary skills for self-sufficiency so they may live healthy, productive lives.

(b)(6)

Sherry Harlin
Senior Vice President



Evidence of Capacity

The Choctaw Nation has extensive organizational capacity relative to the project and is exceptionally well qualified to carry out the proposed activities in a responsible and effective manner. The Tribe has the resources, experience, and qualified personnel needed to make this project successful. The Nation implements a wide variety of federal multi-year grants including several up to \$3,000,000 in size and with an extensive scope of experience working with multiple federal agencies including the Department of Health and Human Services, Administration for Native Americans, the Department of Justice, the Department of Education, Indian Health and Human Services, and numerous other agencies.

The Choctaw Nation Finance Department is responsible for financial implementation of grants. A separate account and identification business code is established for the management of each grant project. The Tribe performs an annual audit in accordance with Government Auditing Standards. The audit includes an analysis of the Schedule of Expenditures of Federal Awards as required by U.S. Office of Management and Budget. The Choctaw Nation complies with 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.

The Choctaw Nation Internal Audit Department provides an independent, objective assurance and consulting activity designed to add value and improve the operations of each division of the CNO. Internal Audit reports are conducted in accordance to the Institute of Internal Auditors guidelines. The internal audit process brings a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and the governance process.



Evidence of Involvement of Indian Parents

The following document provides evidence of parental involvement in planning and providing feedback for culturally-appropriate programming aligned to the community's needs. All participants, aside from the twelfth grade students, indicated their willingness to participate in yearly evaluation meetings. *Project Impact* is committed to providing services that improve graduation rates and college and career readiness of Native students attending Talihina Public Schools.



Demonstration of Research Basis

The Choctaw Nation will use several curriculums to address the needs of Native students attending Talihina Public Schools. The Nation will employ the Oklahoma Career Guide, ACT's Career Ready 101[®] and WorkKeys[®] Assessments, and Virtual Job Shadow to improve graduation rates, ACT test scores, math and science performances, and students' overall self-confidence with clearly defined paths beyond high school. Each of these programs will be supplemented with cultural teachings from community elders and Native Choctaw Nation employees as they share their personal experiences with education and their chosen career path.

The Oklahoma Career Guide (OCG) within Oklahoma's CareerTech System, is a statewide career system supported by the Oklahoma Department of Career and Technology Education provided at no cost for Oklahoma public schools. Students are able to develop individual career plans, online portfolios, locate scholarships, set career goals, and create resumes and cover letters. As a result of this curriculum, Oklahoma CareerTech System graduates add more than \$3.5 billion annually to the state's economy.² Also, vocationally trained workers have higher labor force participation rates and experience lower rates of unemployment than workers with only a high school diploma.³

In coordination with the OCG, Career Development will utilize ACT Career Ready 101[®] training modules to improve skills in the areas of applied mathematics, reading for information, locating information, workplace observation, teamwork, applied technology, writing, listening, and business writing. High school juniors and seniors will measure their Applied Mathematics, Reading for Information, and Locating Information skills with ACT WorkKeys[®] Assessments

² Oklahoma Career Tech. "Key Messages (FY15)." Retrieved from <https://www.okcareertech.org/brand-center/resources/careertech-key-messages>, May 16, 2016.

³ Ibid.



and have an opportunity to earn a Career Readiness Certificate (CRC) that is recognized by over 100 Oklahoma employers as a way of verifying an individual's work skills prior to employment. Consequently, students earning an OKCRC increase their ability to find part-time or summer jobs, as well as internships, which lead to other job opportunities. ACT WorkKeys® Assessments were created as a result of the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) report in 1991⁴, and it has delivered great results in states throughout America. In North Carolina, 94% of students with a CRC are employed, in military service, or pursuing postsecondary education or training.⁵

As students improve their skills, they will have the opportunity to explore career opportunities through virtual job shadowing, resources that can be accessed on any computer, tablet or smart phone, making job shadowing a fun, digital experience. This tool serves to address the rurality barriers plaguing the Talihina community by providing Native students with highly-engaging, three to four minute videos that capture a day in the life of healthcare workers, automotive technicians, and many more. Virtual job shadowing offers a focused, intentional path for college and career training through field observation.

These curriculums will be supplemented with cultural instruction suited to address the needs of Native students attending Talihina Public Schools. Throughout the four year project, project personnel will incorporate Native American culture, history, and values into their weekly lesson plans to increase self-confidence through reflection. Students will be advised and mentored by Native elders and Native employees of the Choctaw Nation as they develop

⁴ Wayne Camara, et.al. ACT Research Report. "Beyond Academics: A Holistic Framework for Enhancing Education and Workplace Success." 2015.

⁵ ACT, Inc. "North Carolina Uses Work to get CTE Students 'Future Ready'". Retrieved from http://www.act.org/content/dam/act/unsecured/documents/5249_WK_North_Carolina.pdf, May 16, 2016.



individual portfolios detailing their college and career exploration. Elders have an important role in transmitting culture identity so it is essential that they act as educators, leaders and role models to empower youth.⁶ Students will develop confidence as they explore college, career-tech, and career options and discover the path for successfully achieving their dreams.

⁶ Sally Newman and Alan Hatton-Yeo, Beth Johnson Foundation. "Integrational Learning and the Contributions of Older People," *Ageing Horizons*, (8) 31-39.



Description of Continuing Activities

The project has been designed to leverage as many available assets within the Talihina community, as well as the Choctaw Nation of Oklahoma, to create a conservative implementation budget. After the project period, the results of the project will be shared with other tribes and school districts seeking evidence-based solutions to improve graduation rates, college entrance, and career readiness. In the event that public or private funding cannot be secured to cover the costs of salaries, fringe benefits, supplies, and other budgeted items, funds will be requested from the Choctaw Nation Tribal Council to continue *Project Impact* at Talihina and other school districts in need of educational intervention.



Individual Resumes

- Robin Counce, *Director*, Choctaw Nation Career Development
- David Billy, *Counselor*, Choctaw Nation Career Development

Robin E. Counce, M.Ed., GCDF, GDCF-I

(b)(6)

Education:

Southeastern Oklahoma State University, Durant, OK

M.S. Education Administration – 2000

B.S. Business Administration – 1988

Minor: Accounting

Candidate: M.S. Native American Leadership

Southeastern Oklahoma State University

University of Central Oklahoma – Edmond, OK

Career and Technical Education Endorsement – 1999

| | |
|---|-----------------|
| Oklahoma Teaching License: Marketing Education | 1994 to Present |
| GCDF Global Career Development Facilitator | 2008 to Present |
| GCDF – I Global Career Development Facilitator Instructor | 2014 to Present |

Work Experience:

Choctaw Nation of Oklahoma - Durant, OK 2007 to Present

Director – Career Development Program

Responsibilities:

- Provides occupational information, guidance services, individual and group counseling for the planning and development of career and education plans.
- Conducts and compiles annual follow-up studies and organizational reports.
- Disseminates information about career and technology education programs.
- Counsels clients in matters relating to career and technology education.
- Assists the Senior Director with the supervision of the Career Development Centers and staff.
- Assists the Senior Director with the selection of Career Counselors.
- Coordinates the selection of career guidance materials.
- Assists the Senior Director with the selection of computer equipment needs for Career Development Centers.
- Coordinates training activities for career counselors.
- Assists with the operation of the Academic Enhancement Centers as well as assisting the Senior Director with selection of teachers for the Academic Enhancement Centers.
- Assists the Academic Enhancement Center teachers with the selection of instruction materials.
- Coordinates the development and implementation of a marketing plan for the Career Development Program.
- Assists the Senior Director with research activities.
- Assists the Senior Director with planning staff development activities for program participants.

- Coordinates job placement activities for program participants.
- Coordinates career guidance activities with the State Department of Career and Technology Education and area career technology education providers.
- Assists clients with applications for financial assistance and admission applications to training institutions.
- Maintains good communication with vocational rehabilitation and vocational development programs.
- Perform other Duties as assigned by the Senior Director.

Oklahoma Department of Career and Technology Education – Stillwater, OK 2005-2007
Marketing Education Program Manager/Oklahoma DECA State Advisor

Responsibilities:

- Office Administration
- Program and Technical Assistance to instructors and administrators statewide.
- Curriculum development
- Accreditation of new and existing Marketing and Business Education programs
- Develop Business and Industry partnerships.
- Develop statewide internships and cooperative agreements with Higher Education
- Identify and deliver innovative professional development.
- Project Manager for two student conferences for 2,000 plus students while serving as their State DECA Advisor
- Maintain operating budgets for Marketing Education and its Student organization: DECA

Durant Public Schools – Durant, OK 1994-2005
Durant High School Marketing and Management Instructor/DECA Advisor

Responsibilities:

- Development of challenging supplemental curriculum for 11th and 12th grade students
- Oversee work site learning of approximately 100 students per year.
- Serve as local DECA Chapter Advisor
- Managing budgets
- Develop community-wide support of the Marketing Education program at Durant High School

Honors and Professional Affiliations:

- President’s Honor Roll – Southeastern Oklahoma State University
- Dean’s Honor Roll – University of Central Oklahoma
- OKACTE Outstanding Educator of the Year – Marketing Education 2005 & 2006
- OKACTE Outstanding New Teacher of the Year – Marketing Education 2003
- Durant High School Teacher of the Year 1996 & 1999
- Winn Dixie’s National DECA Advisor of the Year 1998
- Member, ACTE and OKACTE 20 years
- Member, Oklahoma Marketing Education Teachers (OMET) 20 years
- Member – Oklahoma State Advisor 14 years
- NCDA 7 years
- NAWDP 4 years

David L. Billy

(b)(6)

Career Counselor Choctaw Nation Career Development August 2014– Present

—As a Career Counselor I work with clients in helping them identify their particular career interests and goals. I also, working with the client, locate facilities and institutions that will provide them the education or technical training needed to pursue their preferred career choice. I then, through our Career Development Program, provide funding resources that will enable the client to receive the needed education and training.

Classroom Teacher Poteau Public School August 1999-May 2014

August 1999—May 2004

3rd grade classroom teacher, Poteau Upper Elementary

—Responsible for the planning and instruction of each subject area daily, maintaining effective classroom management, communicating with parents, and collaborating with teachers to plan, instruct, monitor, and assess individual student achievement.

August 2004—May 2009, and August 2010—May 2011

5th grade classroom teacher, Poteau Upper Elementary

—Duties were the same as 3rd grade classroom teacher. Additional duties included 5th grade teacher representative on science and social studies textbook committee, and teacher representative on school safety committee.

August 2009—May 2010, and August 2011—May 2014

4th grade classroom teacher, Poteau Upper Elementary

—Duties were the same as 3rd and 5th grade classroom teacher. In addition I served as the 4th grade teacher representative on the math textbook committee and as the Poteau Upper Elementary faculty representative to the district textbook committee.

Education

1993—1996 Carl Albert State College Poteau, Oklahoma

Associate of Arts , Elementary Education

Outstanding Student in Social Sciences

Who's Who Among Students in American Junior Colleges

1997—1999 Arkansas Tech University Russellville, Arkansas

Bachelor of Science

Graduated MAGNA CUM LAUDE

Endorsement in Social Sciences

2008—2010 East Central University Ada, Oklahoma

M.Ed., Public School Administration, Elementary Principal

September 2016

GCDF—Global Career Development Facilitator

Committee Assignments

3rd grade social Studies 2000

5th grade science 2004

Oklahoma State Department of Education Science CRT test review 2004

5th grade social studies 2005

Poteau Upper Elementary Safety Committee 2006

4th grade math 2010

Poteau Upper Elementary Faculty Representative to District Math Textbook Committee
2010

Superintendent's Advisory Committee 2013-2014

Poteau Upper Elementary School Climate Committee 2012-2014

Student Teachers Supervised

Jamie Reaves 2005

Britt Reaves 2006



Project Personnel, Job Descriptions

- Career and Technology Education Counselor
- Academic Enhancement Instructor



Choctaw Nation of Oklahoma

Job Description Form

Counselor, Career and Technology Education

Organization: Member Services
Reports to: Senior Director, Career Development
Revised: 2/17/2016

FLSA Class: Exempt, professional
Pay Grade: 015
Job Type: ED8A11

Approvals [Gained in the sequence indicated]:

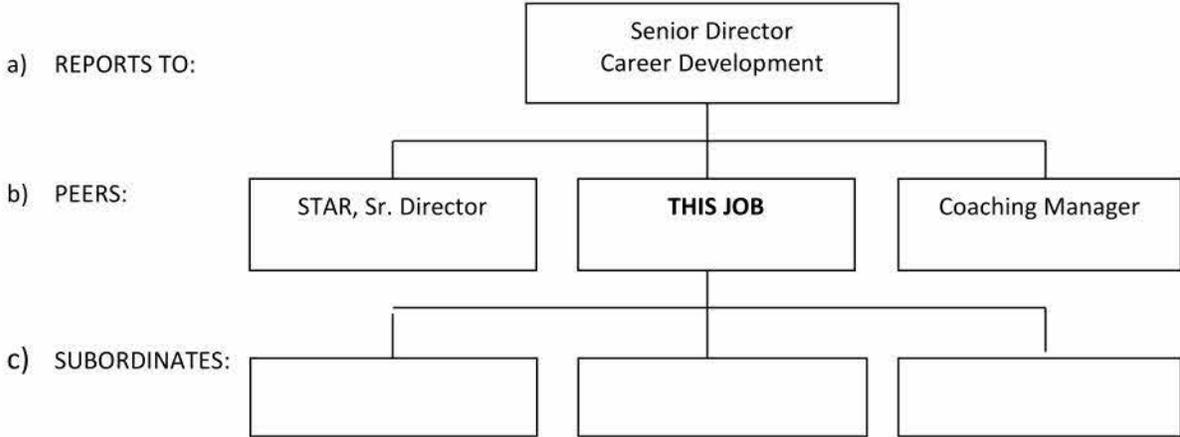
| | | | |
|------------------------------------|---------------|----------------------------------|---------------|
| (1) _____ COMPENSATION DIRECTOR | _____ DATE | (2) _____ DEPARTMENT DIRECTOR | _____ DATE |
| (3) _____ EXECUTIVE DIRECTOR | _____ DATE | (4) _____ ASSISTANT CHIEF | _____ DATE |

Job Summary: Provide a comprehensive array of career guidance and employment services to tribal members that qualify for the Career Development program.

Primary Tasks:

1. Provide occupational information, guidance services, individual and group counseling for planning and development of career and education plans.
2. Conduct and compile annual follow up studies and organizational reports.
3. Disseminate information about career and technology education programs.
4. Counsel clients in matters related to career and technology education.
5. Coordinate the selection of career guidance materials and assist with job placement activities for program participants.
6. Assist the Academic Enhancement Center teachers with the selection of instructional materials.
7. Assist the development and implementation of a marketing plan for the Career Development Program.
8. Coordinate career guidance activities with the State Department of Career and Technology Education and area career and technology education providers.
9. Assist clients with applications for financial assistance and admission applications to training institutions.
10. Performs other duties as assigned.

Reporting Relationships:



Required Education, Skills, and Experience:

MINIMUM

- Masters’ degree in guidance counseling or career and technology education related field
- Valid counseling license and teaching credential
- Strong working knowledge of available financial aid for student training and education
- Excellent customer service, organizational, written, and communication skills
- Ability to work as part of a matrix team with little supervision
- Discreet handling of confidential information
- Exemplary knowledge of Microsoft Office suite
- Knowledge of counseling procedures, student appraisal and career development
- Proven ability to market to tribal members and develop vendor relationships
- 5+ years of relevant experience

TARGET

- Masters’ degree and 30+ graduate hours in guidance counseling or career and technology education related field
- Valid counseling license and teaching credential
- Strong working knowledge of available financial aid for student training and education
- Excellent customer service, organizational, written, and communication skills
- Ability to work as part of a matrix team with little supervision
- Discreet handling of confidential information
- Exemplary knowledge of Microsoft Office suite
- Knowledge of counseling procedures, student appraisal and career development
- Proven ability to market to tribal members and develop vendor relationships
- 10+ years of relevant experience



Choctaw Nation of Oklahoma

Job Description Form

Academic Enhancement Instructor

Organization: Member Services
Reports to: Senior Director, Career Development
Revised: 4/21/2016

FLSA Class: Exempt, professional
Pay Grade: 012
Job Type: ED8A12

Approvals [Gained in the sequence indicated]:

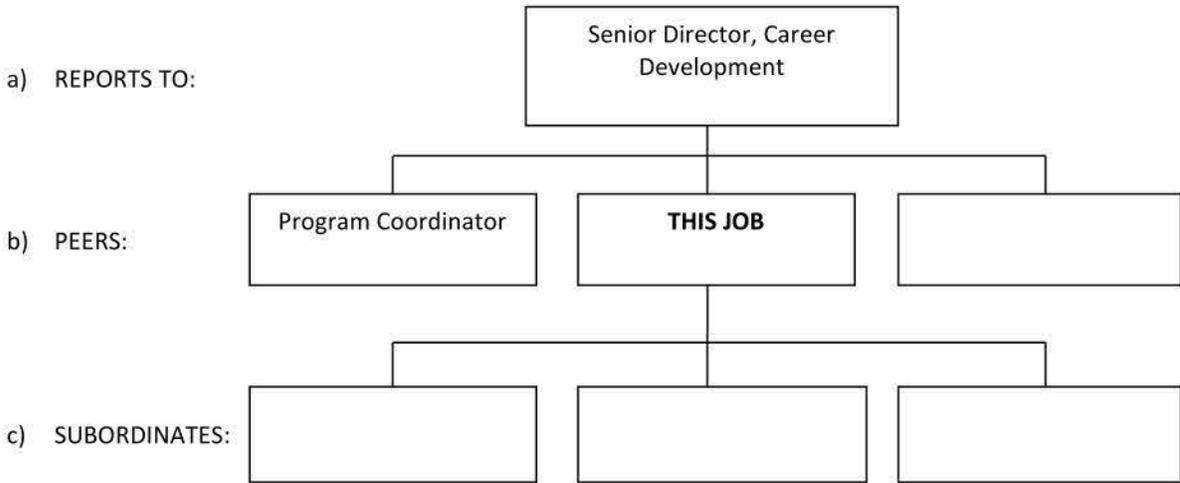
| | | | |
|------------------------------------|---------------|----------------------------------|---------------|
| (1) _____ COMPENSATION DIRECTOR | _____ DATE | (2) _____ DEPARTMENT DIRECTOR | _____ DATE |
| (3) _____ EXECUTIVE DIRECTOR | _____ DATE | (4) _____ ASSISTANT CHIEF | _____ DATE |

Job Purpose or Objective(s): Provide extensive assistance with academic skill building and employment seeking skills to help Tribal Members to reach their potential in the job market so that they can be self-sustaining & successful in their endeavors.

Primary Tasks:

1. Prepare and submit reports and other documentation as required by the Director
2. Develop and maintain professional communications with economic development representatives in order to maintain awareness of workforce issues affecting client training and employment opportunities.
3. Assist in designing short and long-range educational goals for career specific academic proficiency. Provide academic and workplace readiness classes which enhance skills in the areas of employment applications, resume development, interview skills, and appropriate job behavior
4. Provide individualized skill building curriculum aligned with academic goals for clients according to individual career paths.
5. Develop curriculum and instructional materials utilizing input from representation of business and industrial groups.
6. Monitor and tutor clients in areas including workplace readiness, communication skills and math.
7. Coach clients in preparation for job interviews, employment application completion and resume development.
8. Maintain the KeyTrain System and provide reports to administrators, counselors, training facilities as needed.
9. Monitor client academic progress in KeyTrain curriculum.
10. Perform other duties as may be assigned.

Reporting Relationships:



Required Education, Skills and Experience:

MINIMUM

- Bachelors’ Degree in education or career and technology education
- CTE certification or secondary education certification
- Good customer service, organizational, written, and communication skills
- Independent thinking and exercise of good judgment
- Ability to organize and prioritize work
- Ability to quickly adapt to changing priorities
- Ability to work as part of a matrixed team with little supervision
- Discreet handling of confidential information
- Working knowledge of Microsoft Office suite
- Working knowledge of ACT career guidance products
- Knowledge of Work Ready Region requirements
- 3 years’ experience in classroom teaching field

TARGET

- Masters’ degree in education or career and technology education
- Possess positive work skills and be able to effectively relate to high school students and adults
- CTE certification or secondary certification and professional workforce credentials
- Excellent customer service, organizational, written, and communication skills
- Independent thinking and exercise of good judgment
- Ability to organize and prioritize work
- Ability to quickly adapt to changing priorities
- Discreet handling of confidential information
- Exemplary knowledge of Microsoft Office suite
- Strong knowledge and extensive experience with ACT career guidance products
- 5+ years of relevant experience



Documentation of Indian Organization

The following Federal Register notice published the list of tribal entities recognized and eligible for funding and services from the Bureau of Indian Affairs by virtue of their status as Indian tribes including the Choctaw Nation of Oklahoma.

SUPPLEMENTARY INFORMATION: In accordance with the December 12, 1988 court order in *National Coalition for the Homeless v. Veterans Administration*, No. 88–2503–OG (D.D.C.), HUD publishes a Notice, on a weekly basis, identifying unutilized, underutilized, excess and surplus Federal buildings and real property that HUD has reviewed for suitability for use to assist the homeless. Today's Notice is for the purpose of announcing that no additional properties have been determined suitable or unsuitable this week.

Dated: January 21, 2016.

Brian P. Fitzmaurice,

*Director, Division of Community Assistance,
Office of Special Needs Assistance Programs.*

[FR Doc. 2016–01513 Filed 1–28–16; 8:45 am]

BILLING CODE 4210–67–P

DEPARTMENT OF THE INTERIOR

Bureau of Indian Affairs

[167 A2100DD/AAKC001030/
A0A501010.999900]

Renewal of Agency Information Collection for Tribal Self-Governance Program

AGENCY: Bureau of Indian Affairs,
Interior.

ACTION: Notice of submission to OMB.

SUMMARY: In compliance with the Paperwork Reduction Act of 1995, the Bureau of Indian Affairs (BIA) is submitting to the Office of Management and Budget (OMB) a request for approval for the collection of information for Tribal Self-Governance Program authorized by OMB Control Number 1076–0143. This information collection expires January 31, 2016.

DATES: Interested persons are invited to submit comments on or before February 29, 2016.

ADDRESSES: You may submit comments on the information collection to the Desk Officer for the Department of the Interior at the Office of Management and Budget, by facsimile to (202) 395–5806 or you may send an email to: *OIRA_Submission@omb.eop.gov*. Please send a copy of your comments to: Sharee M. Freeman, Director, Office of Self-Governance, 1951 Constitution Avenue NW., Mail Stop 355–G SIB, Washington, DC 20240; telephone: (202) 219–0240, email: *Sharee.Freeman@bia.gov*. Please be sure to include the applicable OMB Control Number in the subject of your comment.

FOR FURTHER INFORMATION CONTACT:
Sharee Freeman, (202) 219–0240. You

may review the information collection request online at <http://www.reginfo.gov>. Follow the instructions to review Department of the Interior collections under review by OMB.

SUPPLEMENTARY INFORMATION:

I. Abstract

The Office of Self-Governance is seeking renewal of the approval for information collection Tribal Self-Governance Program, as required by the Paperwork Reduction Act of 1995. The information collected will be used to establish requirements for entry into the pool of qualified applicants for Self-Governance and to meet reporting requirements of the Tribal Self-Governance Act.

II. Request for Comments

On October 27, 2015, BIA published a notice announcing the renewal of this information collection and provided a 60-day comment period in the **Federal Register** (80 FR 65796). There were no comments received in response to this notice.

The BIA requests your comments on this collection concerning: (1) The necessity of this information collection for the proper performance of the functions of the agency, including whether the information will have practical utility; (2) The accuracy of the agency's estimate of the burden (hours and cost) of the collection of information, including the validity of the methodology and assumptions used; (3) Ways we could enhance the quality, utility, and clarity of the information to be collected; and (4) Ways we could minimize the burden of the collection of the information on the respondents.

Please note that an agency may not conduct or sponsor, and an individual need not respond to, a collection of information unless it has a valid OMB Control Number.

It is our policy to make all comments available to the public for review at the location listed in the **ADDRESSES** section. Before including your address, phone number, email address or other personal identifying information in your comment, you should be aware that your entire comment—including your personal identifying information—may be made publicly available at any time. While you can ask us in your comment to withhold your personal identifying information from public review, we cannot guarantee that we will be able to do so.

III. Data

OMB Control Number: 1076–0143.

Title: Tribal Self-Governance program, 25 CFR part 1000.

Brief Description of Collection: The Self-Governance program is authorized by the Tribal Self-Governance Act of 1994, Public Law 103–413 (the Act), as amended. Indian Tribes interested in entering into Self-Governance must submit certain information as required by the Act. In addition, those Tribes and Tribal consortia that have entered into Self-Governance funding agreements will be requested to submit certain information as described in 25 CFR part 1000. This information will be used to justify a budget request submission on their behalf and to comport with section 405 of the Act that calls for the Secretary to submit an annual report to the Congress.

Type of Review: Extension without change of currently approved collection.

Respondents: Federally recognized Indian Tribes and Tribal consortia participating in or wishing to enter into Tribal Self-Governance.

Number of Respondents: 75.

Number of Responses: 84.

Frequency of Response: On occasion or annually.

Obligation to Respond: Responses are required to obtain or retain a benefit or are voluntary, depending upon the part of the program being addressed.

Estimated Time per Response:

Completion times vary from 30 minutes to 400 hours, with an average of approximately 43 hours.

Estimated Total Annual Hour Burden: 4,443 hours.

Estimated Total Annual Non-Hour Dollar Cost: \$10,500.

Elizabeth K. Appel,

Director, Office of Regulatory Affairs and Collaborative Action—Indian Affairs.

[FR Doc. 2016–01700 Filed 1–28–16; 8:45 am]

BILLING CODE 4337–15–P

DEPARTMENT OF THE INTERIOR

Bureau of Indian Affairs

[167 A2100DD/AAKC001030/
A0A501010.999900]

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

AGENCY: Bureau of Indian Affairs,
Interior.

ACTION: Notice.

SUMMARY: This notice publishes the current list of 566 Tribal entities recognized and eligible for funding and services from the Bureau of Indian Affairs (BIA) by virtue of their status as Indian Tribes. The list is updated from

the notice published on January 14, 2015.

FOR FURTHER INFORMATION CONTACT:

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

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

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

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

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

Dated: January 27, 2016.

Lawrence S. Roberts,

Acting Assistant Secretary—Indian Affairs.

Indian Tribal Entities Within the Contiguous 48 States Recognized and Eligible To Receive Services From The United States Bureau of Indian Affairs

Absentee-Shawnee Tribe of Indians of Oklahoma
 Agua Caliente Band of Cahuilla Indians of the Agua Caliente Indian Reservation, California
 Ak-Chin Indian Community (previously listed as the Ak Chin Indian Community of the Maricopa (Ak Chin) Indian Reservation, Arizona)
 Alabama-Coushatta Tribe of Texas (previously listed as the Alabama-Coushatta Tribes of Texas)
 Alabama-Quassarte Tribal Town
 Alturas Indian Rancheria, California
 Apache Tribe of Oklahoma
 Arapaho Tribe of the Wind River Reservation, Wyoming

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

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

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

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

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

Native Entities Within the State of Alaska Recognized and Eligible To Receive Services From the United States Bureau of Indian Affairs

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

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

Village of Atmautluak
 Village of Bill Moore's Slough
 Village of Chefornak
 Village of Clarks Point
 Village of Crooked Creek
 Village of Dot Lake
 Village of Iliamna
 Village of Kalskag
 Village of Kaltag
 Village of Kotlik
 Village of Lower Kalskag
 Village of Ohogamiut
 Village of Red Devil
 Village of Salamattoff
 Village of Sleetmute
 Village of Solomon
 Village of Stony River
 Village of Venetie (See Native Village of Venetie Tribal Government)
 Village of Wainwright
 Wrangell Cooperative Association
 Yakutat Tlingit Tribe
 Yupiit of Andreafski

[FR Doc. 2016-01769 Filed 1-28-16; 8:45 am]

BILLING CODE 4337-15-P

DEPARTMENT OF JUSTICE

[OMB Number 1125-0007]

Agency Information Collection Activities; Proposed eCollection; eComments Requested; Immigration Practitioner Complaint Form

AGENCY: Executive Office for Immigration Review, Department of Justice

ACTION: 60-Day notice.

SUMMARY: The Department of Justice (DOJ), Executive Office for Immigration Review, will be submitting the following information collection request to the Office of Management and Budget (OMB) for review and approval in accordance with the Paperwork Reduction Act of 1995.

DATES: Comments are encouraged and will be accepted for 60 days until March 29, 2016.

FOR FURTHER INFORMATION CONTACT: If you have additional comments especially on the estimated public burden or associated response time, suggestions, or need a copy of the proposed information collection instrument with instructions or additional information, please contact Jean King, General Counsel, Executive Office for Immigration Review, U.S. Department of Justice, Suite 2600, 5107 Leesburg Pike, Falls Church, Virginia 22041; telephone: (703) 305-0470.

SUPPLEMENTARY INFORMATION: Written comments and suggestions from the public and affected agencies concerning the proposed collection of information

are encouraged. Your comments should address one or more of the following four points:

—Evaluate whether the proposed collection of information is necessary for the proper performance of the functions of the Executive Office for Immigration Review, including whether the information will have practical utility;

—Evaluate the accuracy of the agency's estimate of the burden of the proposed collection of information, including the validity of the methodology and assumptions used;

—Evaluate whether and if so how the quality, utility, and clarity of the information to be collected can be enhanced; and

—Minimize the burden of the collection of information on those who are to respond, including through the use of appropriate automated, electronic, mechanical, or other technological collection techniques or other forms of information technology, e.g., permitting electronic submission of responses.

Overview of This Information Collection

1. *Type of Information Collection:* Extension Without Change of a Currently Approved Collection.

2. *The Title of the Form/Collection:* Immigration Practitioner Complaint Form.

3. *The agency form number, if any, and the applicable component of the Department sponsoring the collection:* Form EOIR-44. The applicable component within the Department of Justice is the Office of General Counsel, Executive Office for Immigration Review.

4. *Affected public who will be asked or required to respond, as well as a brief abstract:* Primary: Individuals who wish to file a complaint against an immigration practitioner authorized to appear before the Board of Immigration Appeals and the immigration courts. Abstract: The information on this form will be used to determine whether the Office of the General Counsel of the Executive Office for Immigration Review should conduct a preliminary disciplinary inquiry, request additional information from the complainant, refer the matter to a state bar disciplinary authority or other law enforcement agency, or take no further action.

5. *An estimate of the total number of respondents and the amount of time estimated for an average respondent to respond:* It is estimated that 200 respondents will complete the form annually, with an average of 2 hours per response.

6. *An estimate of the total public burden (in hours) associated with the collection:* The estimated public burden associated with this collection is 400 hours. It is estimated that respondents will take 2 hours to complete the form. The burden hours for collecting respondent data sum to 400 hours (200 respondents × 2 hours = 400 hours).

If additional information is required contact: Jerri Murray, Department Clearance Officer, United States Department of Justice, Justice Management Division, Policy and Planning Staff, Two Constitution Square, 145 N Street NE., 3E.405B, Washington, DC 20530.

Dated: January 25, 2016.

Jerri Murray,

Department Clearance Officer for PRA, U.S. Department of Justice.

[FR Doc. 2016-01692 Filed 1-28-16; 8:45 am]

BILLING CODE 4410-30-P

NATIONAL SCIENCE FOUNDATION

Sunshine Act Meetings; National Science Board

The National Science Board, pursuant to NSF regulations (45 CFR part 614), the National Science Foundation Act, as amended, (42 U.S.C. 1862n-5), and the Government in the Sunshine Act (5 U.S.C. 552b), hereby gives notice of the scheduling of meetings for the transaction of National Science Board business as follows:

DATE AND TIME: February 2, 2016 from 8:00 a.m. to 5:10 p.m., and February 3, 2016 from 8:50 a.m. to 1:30 p.m. EST.

PLACE: These meetings will be held at the National Science Foundation, 4201 Wilson Blvd., Room 1235, Arlington, VA 22230. All visitors must contact the Board Office (call 703-292-7000 or send an email to nationalsciencebrd@nsf.gov) at least 24 hours prior to the meeting and provide your name and organizational affiliation. Visitors must report to the NSF visitors desk in the lobby of the 9th and N. Stuart Street entrance to receive a visitor's badge.

WEBCAST INFORMATION: Public meetings and public portions of meetings will be webcast. To view the meetings, go to <http://www.tvworldwide.com/events/nsf/160202/> and follow the instructions.

UPDATES: Please refer to the National Science Board Web site for additional information. Meeting information and schedule updates (time, place, subject matter or status of meeting) may be found at <http://www.nsf.gov/nsb/meetings/notices.jsp>.

AGENCY CONTACT: Ron Campbell, jrcampbe@nsf.gov, 703-292-7000.



Tribal Council Bill

The Choctaw Nation Career Development Program has a long history of delivering outstanding services to tribal members, and as such, the Tribal Council of the Choctaw Nation approved this application in the following Council Bill.

TO APPROVE APPLICATION FOR THE DEMONSTRATION GRANTS FOR INDIAN CHILDREN PROGRAM

IN THE TRIBAL COUNCIL OF THE CHOCTAW NATION

ANTHONY DILLARD INTRODUCED THE FOLLOWING COUNCIL BILL

A COUNCIL BILL

TO APPROVE application to the United States Department of Education for the Demonstration Grants for Indian Children Program.

WHEREAS, the Choctaw Nation of Oklahoma realizes the need to improve educational opportunities and achievement of preschool, elementary, and secondary Native American students, and

WHEREAS, funds from the United States Department of Education will assist the Choctaw Nation in providing opportunities for students in grades 6th through 12th grades in the Leflore/Latimer County area with career exploration, job shadowing and internships, ACT preparation, Career Readiness Certification, financial literacy, youth IDAs and career coaching.

THEREFORE BE IT ENACTED by the Tribal Council of the Choctaw Nation of Oklahoma that this Act be cited as approval to make application to the United States Department of Education for the Demonstration Grants for Indian Children Program.

CERTIFICATION

I, the undersigned, as speaker of the Tribal Council of the Choctaw Nation of Oklahoma, do hereby certify that the Tribal Council is composed of twelve (12) seats. Eight (8) members must be present to constitute a quorum. I further certify that twelve (12) members answered roll call and that a quorum was present at the Regular Session of the Tribal Council at Tuskahoma, Oklahoma on May 14, 2016. I further certify that the foregoing Council Bill CB- 92 -16 was adopted at such meeting by the affirmative vote of twelve (12) members, zero (0) negative votes, and zero (0) abstaining.

(b)(6)

Anthony Dillard, Secretary
Choctaw Nation Tribal Council

(b)(6)

Thomas Williston, Speaker
Choctaw Nation Tribal Council

(b)(6)

Gary Battor, Chief
Choctaw Nation of Oklahoma

Date 5/20/16



Promise Zone Eligibility

The Choctaw Nation of Oklahoma Promise Zone Initiative indicated support for and approval of this application in the following Promise Zone Certification Form.

Certification of Consistency with Promise Zone Goals and Implementation

I certify that the proposed activities/projects in this application are consistent with the goals of the Promise Zones and the revitalization strategies detailed in my Promise Zone application.

(Type or clearly print the following information)

Applicant Name: Chief Batton, Choctaw Nation of Oklahoma

Name of the Federal Program to which the applicant is applying:
U.S. Department of Education, Demonstration Grants for Indian Children

Name of the Promise Zone Designated Community
The Choctaw Nation of Oklahoma

The proposed project meets the following geographic criteria (please select one):

- The proposed project is solely within Promise Zone boundaries
- The proposed project includes the entire Promise Zone boundary and other communities
- The proposed project includes a portion of the Promise Zone boundary
- The proposed project is outside of the Promise Zone boundaries, but specific and definable services or benefits will be delivered within the Promise Zone or to Promise Zone residents

Please note that projects which substantially and directly benefit Promise Zone residents but which are not within the boundaries of the Promise Zone may be considered. Agencies will make clear the acceptable definition of substantially and directly beneficial in the program's award and funding announcement.

I further certify that:

- (1) The applicant is engaged in activities, that in consultation with the Promise Zone designee, further the purposes of the Promise Zones initiative; and
- (2) The applicant's proposed activities either directly reflect the goals of the Promise Zone or will result in the delivery of services that are consistent with the goals of the Promise Zones initiative; and
- (3) The applicant has committed to maintain an on-going relationship with the Promise Zone designee for the purposes of being part of the implementation processes in the designated area.

Name of the Promise Zone Official authorized to certify the project meets the above criteria to receive bonus points: Sara-Jane Smallwood

Title: Promise Zone Coordinator

Organization: Choctaw Nation of Oklahoma

Signature: (b)(6)

Date (mm/dd/yyyy) April 4, 2016



Indirect Cost Rate Agreement

The following document represents the negotiated fixed carryforward indirect cost rate between U. S. Department of the Interior and the Choctaw Nation of Oklahoma as 29.35% from 10/01/15 to 09/30/16.



United States Department of the Interior

INTERIOR BUSINESS CENTER

Indirect Cost Services
2180 Harvard Street, Suite 430
Sacramento, CA 95815



January 12, 2016

Mr. Ryan Garner, Executive Finance Officer
Choctaw Nation of Oklahoma
P.O. Drawer 1210
Durant, OK 74702-1210

Dear Mr. Garner:

Enclosed is the signed original Negotiated Indirect Cost Rate Agreement that was processed by our office. If you have any questions concerning this agreement, please refer to the signature page for the name and contact number of the negotiator.

As a recipient of federal funds, the regulations require you to maintain a current indirect cost rate agreement. For provisional/final indirect cost rates, Indirect Cost Proposals should be submitted on an annual basis, and they are due within six (6) months after the close of your fiscal year. For predetermined rates and approved rate extensions, proposals are due in our office six (6) months prior to the expiration of your current rate agreement. Please note that proposals are processed on a first-in, first-out basis.

Common fiscal year end dates and proposal due dates are listed below:

Table with 2 columns: Fiscal Year End Date and Proposal Due Date. Rows include September 30th, December 31st, June 30th and March 31st, June 30th, December 31st.

Please visit our website for guidance and updates on submitting future indirect cost proposals. The website includes helpful tools such as a completeness checklist, indirect cost and lobbying certificates, sample proposals, Excel worksheet templates, and links to other websites.

(b)(6)

Deborah A. Moberly
Office Chief

Enclosure

- cc: Self-Determination Specialist, Eastern Oklahoma Regional Office, Bureau of Indian Affairs
cc: Director, Self-Determination Services, Indian Health Services, HQE
cc: Compact Negotiator, Office of Self Governance, North West Field Office, BIA

Ref: J:\Native Americans\Eastern Oklahoma (Muskogee MU)\Choctaw Nation of Oklahoma (Chocc331) (105)\FY 2016\Choc.Issue.Itr.16.docx

Phone: (916) 566-7111
Fax: (916)566-7110

Website: http://www.doi.gov/ibc/services/finance/Indirect-Cost-Services
Email: ICS@ibc.doi.gov

**Indian Organizations
Indirect Cost Negotiation Agreement**

EIN: 73-0717979

Organization:

Choctaw Nation of Oklahoma
P.O. Drawer 1210
Durant, OK 74702-1210

Date: January 12, 2016

Report No(s): 16-A-0272(16C)

Filing Ref.:

Last Negotiation Agreement
dated November 18, 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 | 10/01/15 | 09/30/16 | 29.35% | 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.

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:

Choctaw Nation of Oklahoma

U.S. Department of the Interior
Interior Business Center

(b)(6)

(b)(6)

Signature
Ryan Garner
Name (Type or Print)

Signature
Deborah A. Moberly
Name

Executive Finance Officer
Title

Office Chief
Office of Indirect Cost Services
Title

1/14/16
Date

JAN 12 2016
Date
Negotiated by Stacy Frost
Telephone (916) 566-7002



Bid for Independent Evaluation Services

Through a competitive bid process, the Choctaw Nation chose Integrated Concepts, Inc. (ICI) to provide independent project evaluation services should the proposal be funded. A quote from ICI has been included to justify the budget request for independent evaluation services.



11 May 2016

Dara McCoy
Director the Office of Grants Coordination
dmccoy@choctawnation.com
Choctaw Nation of Oklahoma

RE: PROPOSAL TO PROVIDE PROFESSIONAL PROJECT EVALUATION SERVICES FOR INDIAN EDUCATION DEMONSTRATION GRANTS PROGRAM, A NATIVE YOUTH COMMUNITY PROJECT (NYCP) CFDA 84.299A

Dear Ms. McCoy:

Please accept our proposal to provide professional consultant services for the proposed Choctaw Nation Project Evaluation Services for Indian Education Demonstration Grants Program, a Native Youth Community Project (NYCP) CFDA 84.299A. Integrated Concepts, Inc. (ICI) is a women-owned, small business incorporated in the State of Oklahoma and certified through the Women's Business Enterprise National Council. Our firm was formed through collaboration between diverse professionals with the same goal in mind: The more people work in a cooperative manner, the more successful they will be! The impetus for ICI was the pervasive need of not-for-profits, educational institutions, governmental agencies, and business entities for improved communication and collaboration.

The ICI professionals possess extensive professional education and training in evaluation and data analysis, as evidenced by our attached résumés both individual and corporate. The writing samples provided include a community assessment for which ICI professionals designed and administered surveys, conducted focus groups, researched and incorporated relevant third party data, aggregated data, analyzed data, and finally designed and disseminated the final report. Additionally, a sample project-specific summary which was created for a substance abuse prevention coalition is included.

The references provided include former staff member, **Rhonda Cox**, who worked with ICI professionals from 2006-2008 when we were Executive and Program Directors for Office of Postsecondary Education TRiO Upward Bound, Educational Talent Search, Upward Bound-Math and Science, Educational Opportunity Center, and Student Support Services programs. In our respective positions, Ms. Pricer and I were responsible for the day-to-day operation and annual evaluation of the programs in compliance with the federal Education Department General Administrative Regulations. **Chuck Willoughby**, Business and Marketing Relations Manager for Robert M. Kerr Food & Agricultural Products Center at Oklahoma State University, has worked with ICI on two USDA Value-Added Grant Programs for which ICI provided monthly reporting, evaluation, and compliance checks for grantee, John's Farm (2010-Present). **Sandra Thompson**, VOCA Program Monitor for the Oklahoma District Attorneys Council, has worked with the ICI

professionals since 2010 as they have created, supported, and evaluated Coordinated Community Response Teams throughout the State of Oklahoma.

The owners of ICI are both *attorneys* and have both passed federal background checks. Mr. Heffley, the other ICI professional who will work on this project, is a certified secondary school administrator and teacher and will successfully pass a federal background check as administered by Choctaw Nation Law Enforcement personnel.

ICI professionals are very proficient in the *grant writing/evaluation process* as evidenced by creation, funding, management, and/or evaluation of numerous federal and state grant-funded projects from various agencies such as Department of Justice, Office of Postsecondary Education, Victims of Crime Act State Programs, and USDA. The ICI Team maintains master project calendars to assure *availability* within the required project timeframes for all of our clients and projects. As stated above, I have *experience/success in writing, managing, and evaluating DoE TRiO grant applications and programs*. Ms. Pricer also has experience in creation of data bases to assure program compliance and in implementation and evaluation of TRiO programs which were operated within the Cherokee, Creek, and Osage tribal jurisdictions. As certified secondary educators, Mr. Heffley and I have hands-on knowledge of program development and implementation processes for secondary school systems within Oklahoma. Additionally, all ICI professionals have both *cultural knowledge and experience* working with tribal entities, data collection, management, and analysis. Each ICI team member is well versed in the collection and evaluation of data and federal grant reporting requirements. ICI's experience encompasses local, state, tribal, and federal **evaluation services**. Ms. Hukill has served as a federal grant peer review panelist and chair since 2000 for the Office on Violence Against Women, Indian Health Services, Office of Head Start, Office of Justice Programs, and the Office of Postsecondary Education. Additionally, Ms. Hukill holds a Certification in Native American Law from the University of Tulsa and is well-versed in working within tribal communities. With over 25 years' experience, Ms. Pricer excels in data collection, analysis, aggregation, and dissemination, as well as facilitation and team building. Ms. Hukill and Ms. Pricer have overseen the management of numerous grant-funded projects and were responsible for meeting all reporting requirements.

ICI is currently under contract with the Choctaw Nation to provide strategic planning for the Tribal Justice System and to provide grant writing services for the Farmers' Market Promotion Program project. The attached budget break-down details all proposed consulting services in compliance with the Evaluator Scope of Proposal. In summary, ICI will provide approximately **1,600 direct service hours** over the four-year project period for a fee of \$89,438 plus lodging for approximately 25 nights per year per Choctaw Nation Travel Policies and Procedures. ICI will be responsible for travel mileage and per diem with no charge to the Nation. We look forward to serving the Choctaw Nation and supporting your efforts to strengthen the Talihina Public Schools. Thank you in advance for your time and consideration of this proposal.

Respectfully,

(b)(6)

Sheree L. Hukill, JD
Managing Partner

40491 North 3944 Road
Skiatook, Oklahoma 74070

www.iconceptsync.com

918-629-9742

**Integrated Concepts Proposal for Evaluator Services for the Choctaw Nation Department of Education,
Office of Indian Education Native Youth Community Projects, Demonstration Grants for Indian Children
Project Impact**

| Services Provided by ICI Professionals | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | TOTAL |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| ICI services are budgeted at \$56.25 per hour which is in compliance with the \$450 per day consultant rate and well below the allowable \$650 per day consultant rate. Our regular consulting fee is \$100 per hour for non-grant-funded projects. | | | | | |
| Evaluation | | | | | |
| A. Assist in program development: | | | | | |
| 1. Meet with CN Program Director and Grants Department during initial startup of grant –funded program as needed (Process Check/State-of-the-Project Report Out for Years 2-4) | \$900 | \$675 | \$675 | \$675 | \$2,925 |
| 2. Participate in Kick-off Meeting & consequent program conference calls (Outcomes and Results Meeting Annually for Years 2-4) | \$1,350 | \$1,350 | \$1,350 | \$1,350 | \$5,400 |
| 3. Collaborate with program staff to develop and review as necessary the needs assessments documents | \$3,375 | \$2,250 | \$2,250 | \$2,250 | \$10,125 |
| 4. Collaborate with program staff to research, develop and review as necessary the Performance Measures for the program (Goals, Objectives, Activities, and Benchmarks) to create program assessment tools | \$1,800 | \$900 | \$900 | \$900 | \$4,500 |
| 5. Assist the program staff in: | | | | | |
| a. Creating and/or research instruments for program data collection | \$2,250 | \$900 | \$450 | \$450 | \$4,050 |
| b. Researching and assisting with the data collection process | \$2,700 | \$1,350 | \$1,350 | \$1,350 | \$6,750 |
| c. Directing, attending and/or presenting staff training around need assessment activities | \$1,800 | \$1,800 | \$1,800 | \$1,800 | \$7,200 |
| A. Assist department in grant implementation: | | | | | |
| 1. Prepare and/or review reports for Federal Program to create high quality Performance/ Progress Reports to share with CNO executives and Choctaw Tribal Council | \$1,350 | \$1,350 | \$1,350 | \$1,350 | \$5,400 |
| 2. Meet with staff as necessary to provide thorough understanding of the data collection process | \$1,688 | \$1,350 | \$1,350 | \$1,350 | \$5,738 |
| 3. Research Instruments of High Quality Evidence Based for the purpose of data collection measures | \$2,250 | \$450 | \$450 | \$450 | \$3,600 |
| 4. If necessary, participate in webinars and conference calls with Federal Program Staff and Technical Assistance team | \$900 | \$900 | \$900 | \$900 | \$3,600 |
| B. Leads evaluation process including: | | | | | |
| 1. Development of Evaluation Plan to meet all guidelines set forth by the RFP | \$2,250 | \$225 | \$225 | \$225 | \$2,925 |
| 2. Collecting accurate data from Project Impact and additional CNO programs to adequately assess program success | \$2,250 | \$1,125 | \$1,125 | \$1,125 | \$5,625 |
| 3. Analyzing data received from the Project Program for conformance to Performance Measures and acceptable evaluation strategies | \$2,025 | \$2,025 | \$2,025 | \$2,025 | \$8,100 |
| 4. Providing accurate and complete evaluation reports annually to the Project Program and/or the Federal Office of Grant Award | \$3,375 | \$3,375 | \$3,375 | \$3,375 | \$13,500 |
| TOTALS | \$30,263 | \$20,025 | \$19,575 | \$19,575 | \$89,438 |
| <i>Travel Expenses: ICI will cover mileage and per diem that will not be charged to the grant-funded project. When budgeting, the Choctaw Nation will include lodging expenses for 25 nights per year in accordance with the Nation's travel policy.</i> | | | | | |



Project Evaluation Methods

The following evaluation plan for *Project Impact* summarizes tasks to be completed, types of data to be collected, timeframes in which data should be collected, data collection methods and instruments, and how the tasks align with overall project goals.

| EVALUATION PLAN, <i>PROJECT IMPACT</i> | | | | | |
|--|--|----------------------------------|-----------------------------------|---|---------------|
| TASK | TYPES OF DATA TO BE COLLECTED | DATA COLLECTION TIMEFRAME | METHODS OF COLLECTION | DATA GATHERING INSTRUMENTS / TIMEFRAME | GOAL |
| Hire Academic Enhancement Instructor | Not Applicable | Months 1 - 2 | Not Applicable | Not Applicable | Goals 1, 2, 3 |
| Hire Career & Technology Education Counselor | Not Applicable | Months 1 - 2 | Not Applicable | Not Applicable | Goals 1, 2, 3 |
| Provide School Supplies for Math/Science Studies | Not Applicable | Ongoing | Not Applicable | Not Applicable | Goals 1, 2, 3 |
| Provide Tutoring for Native American Students as Needed | Number of Students, Number of Hours, Subjects | Ongoing | Data Sheet (Student Name Omitted) | Tutoring Information Sheet | Goals 1, 2, 3 |
| Provide Mentoring for Native American Students as Needed | Number of Students, Number of Hours, Topics | Ongoing | Data Sheet (Student Name Omitted) | Mentoring Information Sheet | Goals 1, 2, 3 |
| Provide Assistance with FAFSA, College, and Job Applications for Native American Students as Needed | Number of Students, Type of Service | Ongoing | Data Sheet (Student Name Omitted) | College Assistance Information Sheet | Goal 3 |
| Discuss career/college planning with guardians of Native American Students as Needed | Number of Students, Number of Referrals, Agency Type/Service | Ongoing | Data Sheet (Student Name Omitted) | Guardian Session Information Sheet | Goal 3 |

| | | | | | |
|---|--|--------------|--|--|---------------|
| Facilitate Educational Institution Tours | Number of Students, Number of Educational Institutions | Ongoing | Data Sheet (Student Name Omitted) | Tour Information Sheet | Goals 2, 3 |
| Provide Referrals for Native American Students as Needed | Number of Students, Number of Referrals, Agency Type/Service | Ongoing | Data Sheet (Student Name Omitted) | Referral Information Sheet | Goals 1, 2, 3 |
| Develop Data Gathering Instruments for External Data | Baseline and Ongoing Collection / Analysis | Months 1 - 2 | Best Practice Modeling | Research | Goals 1, 2, 3 |
| Develop Evaluation Tracking Database | Baseline and Ongoing Collection / Analysis | Months 1 - 3 | Surveys, File Reviews, Data Imports | Access Database with Excel Base | Goals 1, 2, 3 |
| Gather Baseline Data (Internal and External Resources) | Salaries: Native American students with a high school diploma and Native American students without a high school diploma | Months 2 - 4 | Work with School Administration and Career Counselor | Anonymous, aggregate data; Import data into Evaluation Tracking Database | Goals 2, 3 |
| | Graduation Rate: Native Americans over the last 5 years | | | | Goal 2 |
| | Graduation Rate: Non-Native Americans over the last 5 years | | | | Goal 2 |
| | GPA: Native Americans over the last 5 years | | | | Goal 1 |

| | | | | | |
|--------------------------------|--|----------------------------|-------------|--|---------------|
| | GPA: Non-Native Americans over the last 5 years | | | | Goal 1 |
| | ACT Scores: College Bound Native Americans for the last 5 years | | | | Goal 3 |
| | ACT Scores: College Bound Non-Native Americans for the last 5 years | | | | Goal 3 |
| Facilitate Focus Groups | Native American student perceptions of career "goals" | Ongoing: Annually in March | Focus Group | Anonymous, aggregate data; Review outcomes with Project Impact Staff | Goal 3 |
| | Native American student perceptions of education "goals" | Ongoing: Annually in March | Focus Group | Anonymous, aggregate data; Review outcomes with Project Impact Staff | Goals 1, 2, 3 |
| | Guardian/Parent perceptions of their Native American student's career "goals" | Ongoing: Annually in March | Focus Group | Anonymous, aggregate data; Review outcomes with Project Impact Staff | Goal 3 |
| | Guardian/Parent perceptions of their Native American student's educational "goals" | Ongoing: Annually in March | Focus Group | Anonymous, aggregate data; Review outcomes with Project Impact Staff | Goals 1, 2, 3 |

| | | | | | |
|---------------------------|---|-----------------------------|---------------------------------|--|---------------|
| | Teachers/Career Counselors/School Administration/Staff perceptions of their Native American students' career "goals" | Ongoing: Annually in March | Focus Group | Anonymous, aggregate data; Review outcomes with Project Impact Staff | Goal 3 |
| | Teachers/Career Counselors/School Administration/Staff perceptions of their Native American students' educational "goals" | Ongoing: Annually in March | Focus Group | Anonymous, aggregate data; Review outcomes with Project Impact Staff | Goals 1, 2, 3 |
| | Youth Serving Agency perceptions regarding Native American students' "goal setting" abilities | Ongoing: Annually in August | Focus Group | Anonymous, aggregate data; Review outcomes with Project Impact Staff | Goal 3 |
| | Youth Serving Agency perceptions regarding Native American students' "future plans" and needs | Ongoing: Annually in August | Focus Group | Anonymous, aggregate data; Review outcomes with Project Impact Staff | Goals 1, 2, 3 |
| Gather Annual Data | Track truancy rates (Grades 6th - 12th) | Ongoing | Work with School Administration | | Goals 1, 2 |

| | | | | | |
|--|---|------------------------------|---|--|---------------|
| | Track number of job shadowing opportunities by student (Virtual and Real) | Ongoing | Work with Teachers/Career Counselors/ Mentors | | Goals 2, 3 |
| | Track number of internships | Ongoing | Work with Teachers/Career Counselors/ Mentors | | Goals 2, 3 |
| | Track number of students participating in campus tours | Ongoing | Work with Teachers/Career Counselors/ Mentors | | Goals 2, 3 |
| | Survey: How likely are you to graduate?; How important is it for you to graduate?; What do you plan to do after you leave school?; How much money do you think you will earn a year after you leave school? | October of Each Project Year | Work with School Administration and Career Counselor; Identify a class for each grade to administer the survey; Survey 6th - 12th graders | HIPAA Compliant Survey Monkey "Survey" to gather anonymous/ag gregate date | Goals 1, 2, 3 |
| | Track number of presentations (Business Professionals , Elders, Artists, etc.) | Ongoing | Work with School Administration | | Goals 1, 2, 3 |

| | | | | | |
|--|---|-------------------------------|---|--|---------------|
| | "Rapid Feedback" after each presentation (What was the most important thing you heard? On a scale of 1 to 5, how interested were you in the topic?) | Day of Each Presentation | Work with School Administration | | Goals 1, 2, 3 |
| | Survey for Counselor Perceptions | May of Each Project Year | Work with Teachers/Career Counselors/ Mentors | | Goals 1, 2, 3 |
| | Review the Johnson O'Malley Needs Assessment Results | February of Each Project Year | Work with School Administration | | Goals 1, 2, 3 |
| | PROJECT: Number of Native Americans receiving referrals to service providers (Mental health, Substance Abuse,) | Ongoing | Work with Teachers/Career Counselors/ Mentors | | Goals 1, 2, 3 |
| | PROJECT: Track number of Native Americans participating in ACT 101 Readiness vs. OKCRC Scores | Ongoing | Work with Teachers/Career Counselors/ Mentors | | Goal 3 |

| | | | | | |
|--|---|---------------------------|---|--|---------------|
| | PROJECT: Track tutoring hours by student; compare to overall GPA progress | Ongoing | Work with Teachers/Career Counselors/ Mentors | | Goals 1, 2, 3 |
| | PROJECT: Track mentoring hours by student; compare to overall GPA progress | Ongoing | Work with Teachers/Career Counselors/ Mentors | | Goals 1, 2, 3 |
| | PROJECT: Track number of individualized plans (Completed and Monitored) for Native American Students | Ongoing | Work with Teachers/Career Counselors/ Mentors | | Goals 1, 2, 3 |
| | PROJECT: Track Graduation Rates | May of Each Project Year | Work with School Administration | | Goal 2 |
| | PROJECT: Track post-high school "Placement" | June of Each Project Year | Work with Teachers/Career Counselors/ Mentors | | Goal 3 |
| | PROJECT: Track Overall GPA for Native Americans | | Work with School Administration | | Goals 1, 3 |
| | PROJECT: Track number of WorkKeys Assessments; | | Work with Teachers/Career Counselors/ Mentors | | Goals 2, 3 |

| | | | | | |
|---|---|-------------------|---|--|---------------|
| | Completion Rate | | | | |
| | PROJECT: Track OKCRC Rates (Platinum, Gold, Silver, Bronze) | | Work with Teachers/Career Counselors/ Mentors | | Goal 3 |
| | PROJECT: Track salaries for high school graduates | | Work with Teachers/Career Counselors/ Mentors | | Goals 2, 3 |
| Analyze Data Results for Project Trends | Analyze trends for all data points | Months 12, 24, 36 | Work with Teachers/Career Counselors/ Mentors | | Goals 1, 2, 3 |
| | Compare School Report Card for four project years (Junior/Mid High and High School) | | Work with Teachers/Career Counselors/ Mentors | | Goals 1, 2, 3 |
| | | | | | |
| DATA ANALYSIS PROCEDURES | Integrated Concepts professionals will perform the data analysis using survey, focus group, and in-person research gathering using an aggregated approach by age, ethnicity, and gender. WorkKeys® results for each student will be tracked to ascertain improvement of applied workplace skills measured by assessment systems such as WorkKeys®, including applied mathematics, reading for information, and writing skills. Comparisons will be determined using baseline data gathered during Year 1 of Project Impact. | | | | |
| OUTCOMES AND RESULTS REPORTING TIMEFRAME | Baseline hypotheses will be available in Month 12. Outcomes and results for Years 1 - 4 will be ready for distribution within two months of the end of each school year. | | | | |
| MONITORING OF PROGRESS USING | A bi-monthly review of internal and third-party data will be performed to monitor the progress of Project Impact. The individual portfolio/plans will be reviewed monthly to insure Native students are actively developing and monitoring their plans. Process checks will be performed with | | | | |

| | |
|--|---|
| INFORMATION COLLECTED | stakeholders on a regular basis to insure Project Impact successfully achieves its four goals. |
| REPORTING METHODS FOR TALIHINA AND ROLLOUT PROCEDURES/ STRATEGIES FOR REPLICATION (Additional Sites) | Although not specifically requested, a Strategies for Replication document may be prepared in Months 45 - 48. |
| <i>All data needs, instruments, reporting, and timelines are subject to change based on Choctaw Nation kick-off meeting and requirements established by the Choctaw Nation's IRB, Project Director, and Grants Management Staff.</i> | |

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)



Budget Narrative

The Choctaw Nation Native Youth Community Project will be implemented at Talihina Public Schools and will be offered to approximately 175 Native American students at the junior high and high school each year. Native American student enrollment for the four-year project has been estimated based upon 2015-2016 Oklahoma Public Schools Site Enrollment Totals provided by the Oklahoma State Department of Education. With varying activities suited to each grade level, approximately 260 students are eligible to receive services from the project throughout its four-year duration.

Personnel Budget

| Position | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---|-----------------|------------------|------------------|------------------|----------------|
| Career and Technology Education Counselor | \$50,416 | \$57,063 | \$59,203 | \$61,423 | \$228,105 |
| Academic Enhancement Instructor | \$41,250 | \$46,688 | \$48,439 | \$50,255 | \$186,632 |
| Total Cost | \$91,666 | \$103,751 | \$107,642 | \$111,678 | 414,737 |

Personnel: The Choctaw Nation aims to hire the highest quality staff to work in Choctaw Career and Technical Education so they can truly assist economically and educationally challenged Native Americans to overcome their often dire backgrounds. Year 1 salary is figured at 11 months to allow time to hire qualified professionals.



Career and Technology Education Counselor: One full-time counselor will assist students with a full range of career guidance and counseling services: including utilizing assessment instruments to help students identify career areas they are interested in; utilizing assessment instruments to determine the academic readiness for potential students to succeed in training programs and making referrals to remedial services for students who need assistance; and assisting students with obtaining financial aid. The counselor will monitor student progress including attendance, grades, and certificate attainment. When students are nearing completion of *Project Impact*, the counselor will provide assistance with internships, resume preparation, interview skills, and information about job opportunities. The counselor will serve as project manager to oversee the complete implementation of *Project Impact*. The counselor will be required to hold a Master's degree in guidance counseling, career and technology education, or a related field, and for those qualifications, an annual salary of \$55,000 will be paid with a 3.75% annual increase to account for a cost of living adjustment.

Academic Enhancement Instructor: The instructor is required for successful implementation of *Project Impact*. The instructor will teach a career exploration course at Talihina Public Schools using a number of curriculum instruments, coordinate field trips and other special events, and work directly with students to encourage academic success. Qualifications include a Bachelor's Degree with experience in public school education, preferably with math or reading credentials, and strong communication, customer service, and technology skills. The annual salary of the instructor will be \$45,000 with an annual 3.75% salary increase to account for cost of living adjustments.



Fringe Benefits Budget

| Position | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---|-----------------|-----------------|-----------------|-----------------|------------------|
| Career and Technology Education Counselor | \$18,290 | \$20,616 | \$21,365 | \$22,142 | \$82,414 |
| Academic Enhancement Teacher | \$15,082 | \$16,985 | \$17,598 | \$18,233 | \$67,897 |
| Total Cost | \$33,372 | \$37,601 | \$38,963 | \$40,375 | \$150,311 |

The fringe benefits rate of 35% will be paid for each full time employee based on the salaries listed in the Personnel Budget. This rate includes employer’s FICA/Medicare, workman’s compensation, unemployment compensation, retirement, and disability insurance. In addition each full time employee will receive a lump sum merit grant totaling \$644 each year.

Travel Budget

| Description | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---|----------------|-----------------|-----------------|----------------|-----------------|
| Annual OIE Demonstration Grants Meeting – Washington, DC | \$7,325 | \$7,325 | \$7,325 | \$0 | \$21,975 |
| ODCTE Summer Conference – OKC, OK | \$1,195 | \$1,195 | \$1,195 | \$0 | \$3,585 |
| <i>Project Impact Meetings with Career Development – Durant, OK</i> | \$696 | \$696 | \$696 | \$696 | \$2,784 |
| National Career Clusters Training – Winter Conference – Location Varies | \$0 | \$3,080 | \$3,080 | \$3,080 | \$9,240 |
| Total Cost | \$9,216 | \$12,296 | \$12,296 | \$3,776 | \$37,584 |



Travel:

Annual OIE Demonstration Grants Meeting – Washington, DC: Project personnel, Ms. Robin Counce, and a Talihina Public School representative will attend the National Office of Indian Education conference in Washington D.C. in Years 1, 2, and 3. Costs for each of those years are: Mileage to/from airport for two cars (\$359) + r/t airfare ($\620×4) + lodging ($\$260 \times 3 \text{ nights} \times 4$) + per diem ($\$69 \times 3.5 \text{ days} \times 4$) + taxi ($\$60 \times 4 \text{ days}$) + airport parking for two cars ($\$40/\text{day} \times 4 \text{ days}$) = \$7,325 per trip, or approximately \$1,831 per person.

ODCTE Summer Conference – Oklahoma City, Oklahoma: Project personnel will travel to the Oklahoma Department of Career and Technology Education Summer Conference in Oklahoma City, Oklahoma during Years 1, 2, and 3 to learn innovative technical and instructional skills. Costs for each year are: Mileage to/from conference (\$196) + lodging ($\$112 \times 2 \text{ nights} \times 2$) + per diem ($\$74 \times 2 \text{ days} \times 2$) + registration ($\100×2) + parking costs (\$55) = \$1,195 per trip, or approximately \$598 per person.

Project Impact Meetings with Career Development – Durant, Oklahoma: Project Personnel will attend Career Development staff meetings in Durant, Oklahoma when school is not in session. Mileage is equivalent to: $(116 \text{ r/t miles} \times \$.54/\text{mile} \times 6 \text{ trips}) = \696 per year.

National Career Clusters Training – Winter Conference – Location Varies: Project Personnel will attend the National Career Clusters Winter Conference during Years 2, 3, and 4 to increase knowledge of curriculum design for creating individual student plans of study for a complete range of career options. Estimated costs for each conferences are: Mileage to/from airport (\$196) + r/t airfare ($\475×2) + lodging ($\$112 \times 4 \text{ nights} \times 2$) + per diem ($\$74 \times 3.5 \text{ days} \times 2$) + registration ($\100×2) + taxi ($\$60 \times 4 \text{ days}$) + airport parking ($\$20 \times 4 \text{ days}$) = \$3,080 per trip, or \$1,540 per person.



Equipment Budget

There are equipment costs.

Supplies Budget

| Supplies | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| Curriculum | \$12,675 | \$12,675 | \$12,675 | \$12,675 | \$50,700 |
| Classroom, Student and Project Personnel Supplies | \$6,890 | \$6,890 | \$6,890 | \$4,890 | \$25,560 |
| Cell Phone, Project Personnel | \$400 | \$0 | \$0 | \$0 | \$400 |
| Computer Accessories, Project Personnel | \$660 | \$0 | \$0 | \$0 | \$660 |
| Total Cost | \$20,625 | \$19,565 | \$19,565 | \$17,565 | \$77,320 |

Supplies:

Curriculum: Project personnel will utilize Oklahoma Career Guide (state sponsored), obtain ACT Career Ready 101[®] and WorkKeys[®] Assessments licensing (\$2,850/year) and virtual job shadowing licensing (\$800/year) as the base curriculum for *Project Impact*. Additional classroom textbooks and consumable workbooks will be purchased to enrich students' career exploration and include: School to Careers (\$75 x 20) + Discovering Careers 6th -8th Grades (\$65 x 25) + Soft Skills Training (\$40 x 20) + Payday: A Personal Finance Simulation (\$120 x 20) + It's Your Money DVD (\$50 x 2) + Job Shadowing Workbook (\$20 x 20) + What Color is Your Parachute? (\$20 x 20) + How to Talk to Anyone (\$20 x 10) + Steal the Show (\$20 x 20) + Personalized Portfolio (\$20 x 50) = \$8,465/year. Total curriculum costs are \$12,675/year when adding in yearly licensing costs (\$3,650).



Classroom Supplies: Office supplies for project personnel will be purchased each year; however, the Year 4 budget compensates for managed resources and fewer months of classroom coursework. Supplies include printer paper, printer toner, binders, file folders, desk organization tools, etc. Given that more than 80% of students qualify for free and reduced lunches, school supplies (pens, pencils, notebooks, folders, paper, calculators, etc.) will be purchased each semester to ensure student success. Supply costs have been estimated at approximately \$530 per month during the four-year project period.

Cell Phone and Computer Accessories: Project personnel will be provided a cell phone (\$200 x 2), a mobile hot spot to combat rural connectivity issues (\$0 with monthly plan), and accessories for laptop computers (\$265 Microsoft license + \$65 laptop case x 2) for a total cost of \$1,060 during Year 1.

Contractual Budget

| Description | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---|-----------------|-----------------|-----------------|-----------------|------------------|
| Integrated Concepts, Inc. Project Evaluator | \$32,488 | \$22,250 | \$21,800 | \$21,800 | \$98,338 |
| Cultural Instructors | \$3,600 | \$3,600 | \$3,600 | \$3,600 | \$14,400 |
| Talihina Public School, Field Trip Bus Driver, Use of Bus | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$40,000 |
| Business Cards | \$120 | \$0 | \$0 | \$0 | \$120 |
| Advertising, Banners | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$8,000 |
| Guest Speakers at Summer Camps | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$12,000 |
| Total Cost | \$51,208 | \$40,850 | \$40,400 | \$40,400 | \$172,858 |



Integrated Concepts, Inc. Project Evaluator: Through a competitive bid process, the Choctaw Nation has chosen Integrated Concepts, Inc. (ICI) to provide independent project evaluation services if the project is funded. ICI has provided extensive evaluation support for numerous federal and state grant-funded projects from various agencies such as the Department of Justice, Office of Postsecondary Education, Victims of Crime Act State Programs, and the USDA. ICI also has experience in writing, managing, and evaluating DoE TRiO grant applications and programs, which were operated in Cherokee, Creek, and Osage tribal communities. The evaluator will (a) assist in program development; (b) assist with grant implementation; and (c) lead evaluation processes including: developing an evaluation plan to meet federal guidelines, collecting accurate data from *Project Impact*, analyzing data, and providing accurate and complete evaluation reports. A quote for service has been included in the Appendices, and an additional \$2,225 has been added each year (\$89 x 25 nights) for lodging.

Cultural Instructors: Native elders, artists, potters, dancers, etc., who are vital to the project's success, will provide 18 days of cultural instruction throughout the year to improve Native American students' confidence. Services have been estimated at \$25 an hour for eight hours, or \$200 each day.

Talihina Public School, Field Trip Bus Driver, and Use of Bus: Choctaw Nation will utilize Talihina Public School busses for field trips necessary to the project's goals as confirmed by the MOA (See Appendices). In addition, a bus driver will be hired at an hourly minimum wage. Choctaw Nation will contract with Talihina Public Schools to reimburse bus use (including fuel costs) and driver costs up to \$10,000 per year.

Business Cards: Project personnel will purchase business cards from a contracted print shop during Year 1.



Advertising: Project personnel will purchase banners and other promotional materials from a contracted print shop to encourage student participation.

Guest Speakers at Summer Camps: Motivational speakers will be hired to speak at summer camps to inspire Native American students to achieve their goals. Costs are estimated at \$1,000 for each appearance for each of the three camps.

Other

| Description | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|--|---------------|---------------|---------------|---------------|--------------|
| Client Services, Talihina Public Schools | \$39,442 | \$0 | \$0 | \$0 | \$39,442 |
| Stipend, Talihina High School Counselor | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$8,000 |
| Substitute Teacher, Talihina Schools Reimbursement | \$650 | \$650 | \$650 | \$650 | \$2,600 |
| Stipend, Talihina Teacher | \$1,350 | \$1,350 | \$1,350 | \$1,350 | \$5,400 |
| Incentives, <i>Project Impact</i> Points | \$6,250 | \$6,250 | \$6,250 | \$6,250 | \$25,000 |
| Field Trip Meals and Snacks | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$12,000 |
| Student T-Shirts for Field Trips | \$2,625 | \$2,625 | \$2,625 | \$2,625 | \$10,500 |
| <i>Project Impact</i> Orientation | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$12,000 |
| Year End Awards Assembly | \$4,000 | \$4,000 | \$4,000 | \$4,000 | \$16,000 |
| Summer Leadership Camps | \$4,000 | \$4,000 | \$4,000 | \$4,000 | \$16,000 |
| Project Personnel Laptop Computer | \$2,280 | \$0 | \$0 | \$0 | \$2,280 |



2016 Choctaw Nation of Oklahoma Native Youth Community Project, *Project Impact*

| | | | | | |
|------------------------------------|----------|----------|----------|----------|-----------|
| Project Personnel Cellular Service | \$1,408 | \$1,535 | \$1,535 | \$1,535 | \$6,013 |
| Project Personnel Wi-Fi Service | \$890 | \$971 | \$971 | \$971 | \$3,803 |
| Total Cost | \$70,895 | \$29,381 | \$29,381 | \$29,381 | \$159,038 |

Client Services, Talihina Public Schools: Grant funds will be used to establish a mobile computer lab at Talihina Public Schools. The lab will consist of laptop computers (\$1,059 x 20), additional RAM (\$336 x 20), Microsoft Office licenses (\$265 x 20), and cases (\$34 x 20) which equals \$36,660. In addition, grant funds will purchase color printers (\$555 x 2), filing cabinets (\$240 x 2), and office desks (\$611 x 2) to provide initial set up of the career exploration classroom. Upon completion of the project, these items will stay to benefit the students at Talihina Public Schools.

Stipend, Talihina High School Counselor: The Choctaw Nation will provide an annual \$2,000 stipend to the Talihina High School Counselor, as a reimbursement to Talihina Public Schools, for assistance in obtaining student data to satisfy federal reporting requirements. Additionally, the counselor will assist project personnel in recruiting, creating the master schedule, and ensuring students receive credit for the career exploration course.

Substitute Teacher, Talihina Schools Reimbursement: In the event that project personnel are unable to deliver instruction to students, a substitute teacher will be hired by Talihina Public Schools at a rate of \$65 each day. Ten days (\$650 per year) have been budgeted to cover absences.

Stipend, Talihina Teacher: A certified high school teacher will be given a stipend for attending summer leadership camps to assist project personnel and project partners as they interact with



2016 Choctaw Nation of Oklahoma Native Youth Community Project, *Project Impact*

students. The teacher will earn \$150 per day for nine days for a total of \$1,350 each year and will be issued as a reimbursement to Talihina Public Schools.

Incentives, *Project Impact* Points: Native American students will have the opportunity to earn *Project Impact* points to obtain completion and achievement incentives. Costs have been estimated to provide the following incentives each year (\$25 x 25 freshmen, \$50 x 25 sophomores, \$75 x 25 juniors, and \$100 x 25 seniors) for a total of \$6,250 per project year.

Field Trip Meals and Snacks: More than 80% of Talihina students qualify for free and reduced lunch, so it is important to feed students on field trips that last more than four hours. Meals and/or snacks will be provided at an estimated rate (\$5 per student x 40 students x 15 trips) which equals \$3,000 per year.

Student T-Shirts for Field Trips: Approximately 175 Native American students qualify for *Project Impact*, and each student will be provided a T-shirt to wear during field trips or other special events. Costs have been estimated at \$15 per shirt for a total of \$2,625 per year.

Project Impact Orientation: Students and their guardians will be invited to attend a *Project Impact* orientation to bolster community involvement, to assure parents of their roles, and to provide an overview of services they may qualify for as a Native American family. Native elders will speak to encourage student success and a boxed dinner will be provided for those in attendance. Talihina Public Schools will provide an appropriate space for the event. Costs for the event have been estimated at \$3,000 to cover eating utensils, table covers, decorations, napkins, and food for approximately 300 attendees.

Year End Awards Assembly: Students will be rewarded for their success at an annual end of year awards assembly. Native elders will speak and share stories of success to encourage academic



2016 Choctaw Nation of Oklahoma Native Youth Community Project, *Project Impact*

growth beyond high school. Costs for this event have been estimated at \$4,000 to cover eating utensils, table covers, decorations, napkins, and food for approximately 300 attendees.

Summer Leadership Camps: A two day Career Exploration Camp will be held during the summer for Native American students entering sixth through eighth grades. Supplies and a boxed lunch will be provided both days at an estimated cost of \$1200. A one day Freshman Boot Camp will be conducted to build Native American student confidence as they transition to high school at an estimated cost of \$400. Incoming sophomores, juniors, and seniors will attend two day Leadership Camps at a cost of \$800 for each grade level.

Project Personnel Laptop Computer: Project personnel will purchase two laptop computers to use during *Project Impact*. Laptops are projected to cost \$1,140 each for a total of \$2,280.

Project Personnel Cellular Service: Mobile cell phone service will be provided to project personnel at a cost of \$64 per month per phone for a total of \$1,535 per year. Year 1 service has been calculated at 11 months to allow time to hire project personnel.

Project Personnel Wi-Fi Service: Project personnel will be provided a mobile hot spot device and service is expected to cost of \$40 per month per device for a total of \$971 per year. Year 1 service has been calculated at 11 months to allow time to hire project personnel.



Total Direct Costs

| Description | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|--------------------------|------------------|------------------|------------------|------------------|--------------------|
| Personnel | \$91,666 | \$103,751 | \$107,642 | \$111,678 | 414,737 |
| Fringe Benefits | \$33,372 | \$37,601 | \$38,963 | \$40,375 | \$150,311 |
| Travel | \$9,216 | \$12,296 | \$12,296 | \$3,776 | \$37,584 |
| Equipment | \$0 | \$0 | \$0 | \$0 | \$0 |
| Supplies | \$20,625 | \$19,565 | \$19,565 | \$17,565 | \$77,320 |
| Contractual | \$51,208 | \$40,850 | \$40,400 | \$40,400 | \$172,858 |
| Construction | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other | \$70,895 | \$29,381 | \$29,381 | \$29,381 | \$159,038 |
| Total Direct Cost | \$276,982 | \$243,444 | \$248,247 | \$243,175 | \$1,011,848 |

Indirect Costs

Indirect costs will be charged at the federally-approved Choctaw Nation indirect cost rate of 29.35% of direct costs less contracts/consultants, and direct services to participants (i.e., the first seven line items under Other). Indirect Costs will be used to support operational costs and overhead, which will enable or support the project. The Choctaw Nation has enclosed a copy of its current indirect cost rate (See Appendices).

Total Costs

| Description | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|--------------------|------------------|------------------|------------------|------------------|--------------------|
| Total Direct Cost | \$276,982 | \$243,444 | \$248,247 | \$243,175 | \$1,011,848 |
| Indirect Costs | \$52,060 | \$57,568 | \$59,110 | \$57,621 | \$226,359 |
| Total Costs | \$329,042 | \$301,012 | \$307,357 | \$300,796 | \$1,238,207 |

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

1. Project Director:

| | | | | |
|-----------------|----------------------|--------------|----------------------|---------|
| Prefix: Mrs. | First Name: Robin | Middle Name: | Last Name: Counce | Suffix: |
|-----------------|----------------------|--------------|----------------------|---------|

Address:

| | |
|-----------|--------------------|
| Street1: | PO Box 1210 |
| Street2: | |
| City: | Durant |
| County: | |
| State: | OK: Oklahoma |
| Zip Code: | 74701-3610 |
| Country: | USA: UNITED STATES |

| | |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| (580) 920-2260 | (580) 916-3853 |

Email Address:
rcounce@choctawnation.com

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 |
|--|----------------|-------------------|-----------------|

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

Choctaw Nation of Oklahoma

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 | 91,666.00 | 103,751.00 | 107,642.00 | 111,678.00 | 0.00 | 414,737.00 |
| 2. Fringe Benefits | 33,372.00 | 37,601.00 | 38,963.00 | 40,375.00 | 0.00 | 150,311.00 |
| 3. Travel | 9,216.00 | 12,296.00 | 12,296.00 | 3,776.00 | 0.00 | 37,584.00 |
| 4. Equipment | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5. Supplies | 20,625.00 | 19,565.00 | 19,565.00 | 17,565.00 | 0.00 | 77,320.00 |
| 6. Contractual | 51,208.00 | 40,850.00 | 40,400.00 | 40,400.00 | 0.00 | 172,858.00 |
| 7. Construction | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 8. Other | 70,895.00 | 29,381.00 | 29,381.00 | 29,381.00 | 0.00 | 159,038.00 |
| 9. Total Direct Costs (lines 1-8) | 276,982.00 | 243,444.00 | 248,247.00 | 243,175.00 | 0.00 | 1,011,848.00 |
| 10. Indirect Costs* | 52,060.00 | 57,568.00 | 59,110.00 | 57,621.00 | 0.00 | 226,359.00 |
| 11. Training Stipends | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 12. Total Costs (lines 9-11) | 329,042.00 | 301,012.00 | 307,357.00 | 300,796.00 | 0.00 | 1,238,207.00 |

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 29.35%.

(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 # S299A160031

| | | |
|--|---|--|
| Name of Institution/Organization Choctaw Nation of Oklahoma | 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 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 | | | | | | |
| 2. Fringe Benefits | | | | | | |
| 3. Travel | | | | | | |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | | | | | | |
| 9. Total Direct Costs (lines 1-8) | | | | | | |
| 10. Indirect Costs | | | | | | |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | | | | | | |

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524