

**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 # S299A160055**

**Grants.gov Tracking#: GRANT12175314**

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

Closing Date: May 31, 2016

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/31/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Sabine Parish School Board"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="72-6001175"/>	* c. Organizational DUNS: <input type="text" value="1592742080000"/>

**d. Address:**

* Street1: <input type="text" value="695 Peterson Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Many"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="LA: Louisiana"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="71449-2647"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Curriculum &amp; Instruction"/>	Division Name: <input type="text" value="Office of Federal Programs"/>
--	--

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

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Debra"/>
Middle Name: <input type="text" value="S"/>	
* Last Name: <input type="text" value="Lee"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Director"/>	

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

* Telephone Number: <input type="text" value="318-256-9228 ext. 237"/>	Fax Number: <input type="text" value="318-256-0169"/>
--	---

* Email: <input type="text" value="debra@sabine.k12.la.us"/>
--

**Application for Federal Assistance SF-424**

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

G: Independent School District

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:**

Sabine Parish Promising Futures NYCP Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

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

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

Add Attachment

Delete Attachment

View Attachment

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

* a. Federal	<input type="text" value="2,999,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,999,000.00"/>

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

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

 \*\* I AGREE

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

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>  <input type="text" value="Debra Lee"/>	<b>TITLE</b>  <input type="text" value="Superintendent of Schools"/>
<b>APPLICANT ORGANIZATION</b>  <input type="text" value="Sabine Parish School Board"/>	<b>DATE SUBMITTED</b>  <input type="text" value="05/31/2016"/>

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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="n/a"/> * Street 1: <input type="text" value="n/a"/> Street 2: <input type="text"/> * City: <input type="text" value="n/a"/> State: <input type="text"/> Zip: <input type="text"/> Congressional District, if known: <input type="text"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> <input type="text" value="n/a"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Indian Education -- Special Programs for Indian Children"/> CFDA Number, if applicable: <input type="text" value="84.299"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
<b>11.</b> 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. <b>* Signature:</b> <input type="text" value="Debra Lee"/> <b>* Name:</b> Prefix: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> <b>Title:</b> <input type="text"/> <b>Telephone No.:</b> <input type="text"/> <b>Date:</b> <input type="text" value="05/31/2016"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160055

**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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

	Add Attachment	Delete Attachment	View Attachment
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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

#### \* APPLICANT'S ORGANIZATION

Sabine Parish School Board

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. \* First Name: Sara Middle Name: Peace

\* Last Name: Ebarb Suffix: Ed.D

\* Title: Superintendent of Schools

\* SIGNATURE: Debra Lee

\* DATE: 05/31/2016

## 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**

**Purpose and Expected Outcomes of the Project:** *Promising Futures NYCP Project* represents the partnership between the Sabine Parish School Board and the Choctaw-Apache Tribe of Ebarb. The overall outcomes of the project are to increase the career and college readiness of American Indian students in grades 4-12 in rural Louisiana. Outcomes include improved academic achievement and readiness, informed career planning (e.g., based on interests), leveraging technology to boost communication, collaboration, creativity, and critical thinking, and building the capacity of the partners to maintain this College and Career Readiness culture.

**Defined Local Geographical Area Served by the Project:** We will be serving approximately 722 Indian students in grades 4<sup>th</sup>-12<sup>th</sup> in Sabine Parish, Louisiana. The project is located in rural west central Louisiana. Deemed the worst flooding in the state since 1948, the disastrous floods of 2015 and 2016 brought not only high waters but destruction and heart break and continues to have a deep and devastating impact on families living in Sabine Parish. Sabine Parish was declared a federal disaster area, one of the thirty-seven named within Louisiana.

**Barriers and Opportunities Addressed by the Project:** A needs assessment and analysis of data sources determined the greatest barriers both in and out of school and include 1) area demographics, 2) limited cultural awareness, 3) appropriate homework environments, 4) access to computer and technology for learning, 5) low student academic engagement and opportunities for active learning, and, 6) lack of systematic effort to improve preparation for college, career, and leadership. Common barriers to Indian student academic achievement and career aspirations include adverse socioeconomic factors, limited access to high quality teachers and instruction, and low levels of family and community involvement.

**Community Based Strategies and Measurable Objectives of the Project:** Strategies include focusing on academic skills, college/career readiness topics, tutoring, college/career fairs, dual

enrollment courses, financial planning for college, leveraging of technology, and a variety of cultural events. **Goal 1:** Increased Student Achievement of participating Indian students in Grades 4-12 to be College and Career Ready. **Objective 1.1** – To increase the percentage of Native American students in grades 4-8 grade who meet or exceed proficiency on the State common core assessment by 10% each year of the project as measured by state assessment data. **Objective 1.2** – To increase the percentage of high school Native American students who meet or exceed proficiency on State reading assessment by 10% each year of the project as measured by the Louisiana End of Course Exam (EOC). **Goal 2:** Increased informed College and Career Planning with Indian students in Grades 4-12. **Objective 2.1** - ACT Aspire scores for Indian students who participate will increase by 10% annually. **Objective 2.2** - ACT Engage predictions of Indian students participating to graduate high school and who will earn at least a 2.0 GPA in high school will increase by 10% annually. **Objective 2.3** - 80% of Indian students participating will have ACT Aspire, Engage, & Profile informed plans. **Objective 2.4** - 80% of Indian students will create an account with the ACT Profile system. **Goal 3:** To build a College and Career Readiness Culture so that everyone, especially educators, community, students, and families ALL believe that Indian students are capable of success in College and Career. **Objective 3.1:** In year-end parent surveys, 85% of respondents will report increased knowledge of: Benefits of attending college, how to support students in choosing appropriate college, and how to apply to college. **Objective 3.2:** In year-end surveys, the number of Indian students who enroll in career and/or college pathway will increase 10% each year of the project, **Objective 3.3:** In year-end surveys, the number of students who indicate they have taken steps to prepare for career and college will increase 10% each year of the project.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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**Promising Futures Native Youth Community Project**

*A partnership between the Choctaw-Apache Tribe of Ebarb and the Sabine Parish School Board*

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## **Absolute priority and Competitive Preference Priorities**

Our proposed Sabine Parish School District NYCP Initiative “*Promising Futures NYCP Project*” addresses the Absolute Priority as well as **Competitive Preference Priorities 1, 2 and 3.**

First, the initiative addresses the **Absolute Priority** in that our project is centered on the goal of ensuring that Indian students are prepared for college and careers and informed by evidence along with promising strategies that are supported by evidence of strong theory. Our project involves a unique yet traditionally Native approach to engage Native youth, their families, and their tribal communities to be active participants in this process. Community is the key to developing a career ready and college-bound culture among our Native youth. Additionally, our project qualifies for: **Competitive Preference Priority 1: Rural LEA (2 points):** Sabine Parish School District is a rural LEA eligible for the Rural Low Income Schools (RLIS) Program. **Competitive Preference Priority 2: Lead Partner is an Indian tribe (4 points):** The lead partner for the project is the Choctaw-Apache Tribe of Ebarb; and **Competitive Preference Priority 3: Title VII Indian Education grant recipient (4 points).**

### **A. Need for project 15 Points:**

#### **i. Extent to which the project is informed by evidence:**

The Sabine Parish School District serves over 4400 students all in rural settings. The schools are School Wide Title I schools with 53% of student population being Native American and face many barriers to success. Sabine Parish School Board, the Choctaw-Apache Tribe, and community partners have provided added insights into the barriers to college and career readiness in guiding the development of this proposal to address the needs of Indian students in Grades 4-12. We will serve approximately 722 of the 994 Native American students within the district. This collaborative project titled *Promising Futures NYCP* will put students on track for college and career success.

A needs assessment was completed by the partners to identify key barriers to its students' readiness for college and careers. To complete the needs assessment, the district reached out to the Choctaw-Apache Tribe, parents, teachers, and other stakeholders to form a committee. The committee compiled and analyzed data that includes, but is not limited to, Louisiana Education Assessment Program (LEAP) state tests scores, EOC state test scores, ACT scores, percentage of students enrolled in advanced coursework, attendance rates, graduation rates, drop-out rates, and first-year college freshman data. *A Needs Assessment and Analysis of Data Sources* determined the greatest barriers both in and out of school and include 1) area demographics, 2) limited cultural awareness, 3) appropriate homework environments, 4) access to computer and technology for learning, 5) low student academic engagement and opportunities for active learning, and, 6) lack of systematic effort to improve preparation for college, career, and leadership.

Although 100% of Sabine's students indicate future post-secondary plans for technical or university studies, their performance indicates a lack of readiness. Data consistently reveals these findings across multiple cohorts of students. Explore and PLAN data show alarming statistics that reveal large portions of students are not meeting college and career readiness benchmarks. For American Indian students, in particular, the multiple cohorts of data show a lack of readiness in mathematics, reading, and science. In some cases, the English benchmark is also a concern but this is not a common factor across all cohorts of students. For the cohort of students entering the 8<sup>th</sup> grade in 2013-14, Explore scores showed a lack of college readiness for large portions of the student population. Twenty-five percent of students fell short of the English benchmark, 65% failed to meet the math benchmark, 73% failed to meet the reading readiness benchmark, and 75% failed to meet the science benchmark. The same cohort of students retested Explore in the 9<sup>th</sup> grade, school year 2014-15. Although slight gains were made in reference to the English readiness

factor (from 40% below level to 36%), locally our students were outperformed by the national average and regressed in math.

ACT reports reveal a need to increase College and Career Readiness among Indian students. This need is supported by the ACT College and Career Readiness Benchmarks. These College and Career Readiness ACT benchmarks were derived from subject area test data they represent the level of achievement required for student to have a 50% chance of obtaining a “B” or higher and predicted to have about a 75% chance of obtaining a C or higher in corresponding credit-bearing first year college courses. Based on nationally stratified sample, the ACT Benchmarks are median course placement values for these institutions and represent a typical set of expectations. ACT College Readiness Benchmarks were revised fir the 2013 graduating class reporting. The ACT is scored on a 1-36 scale. We conducted a personalized look at the Indian student’s academic performance regarding Indian students in our district for the purpose of this proposal. Table I reflects the percentages over time of those youth meeting college and career readiness benchmarks for each subject area.

<i>Table I. College Readiness &amp; the Impact of Rigor</i>				
<i>Percent of Students Meeting ACT College Readiness Benchmark Scores</i>				
<b>Graduating Class of 2015</b>				
	English	Mathematics	Science	All Four
American Indian	75%	35%	25%	10%
All Students	68%	35%	23%	12%

As 10<sup>th</sup> graders in 2015-16, our students made slight improvements but far too many are still falling short of college and career readiness standards. What’s more, when analyzing the data based upon ethnicity, our American Indian population, on average, has failed to meet the college readiness score required at each of their respective grade levels (see Table 2). American Indian students are failing to meet adequate standards in mathematics, reading, and science.

School Year	% Below English Benchmark	% Below Math Benchmark	% Below Reading Benchmark	% Below Science Benchmark
2013-14 8 <sup>th</sup> Explore	40%	75%	73%	74%
2014-15 9 <sup>th</sup> Explore	36%	81%	66%	72%
2015-16 10 <sup>th</sup> PLAN	35%	75%	65%	67%

For the cohort of students entering the 9<sup>th</sup> grade in 2013-14, Explore scores showed a lack of college readiness for large portions of the student population as shown in Table 3 below. Forty percent of students fell short of the English benchmark, 75% failed to meet the math benchmark, 69% failed to meet the reading readiness benchmark, and 82% failed to meet the science benchmark.

Required Benchmark Score	2013-14 8 <sup>th</sup> Explore	2014-15 9 <sup>th</sup> Explore	2015-16 10 <sup>th</sup> PLAN
English 13	English 13.6		
Math 17	Math 14.2		
Reading 16	Reading 14.2		
Science 18	Science 16.1		
English 14		English 15.3	
Math 18		Math 15.5	
Reading 17		Reading 15.3	
Science 19		Science 17.6	
English 15			English 16
Math 19			Math 16.9
Reading 18			Reading 16.8
Science 20			Science 18.1

As 10<sup>th</sup> graders in 2014-15, our students made slight improvements but far too many are still falling short of college and career readiness standards. What's more, when analyzing the data based upon ethnicity, our American Indian population, on average, has failed to meet the college readiness score required at each of their respective grade levels (Tables 4.0 and 4.1). American Indian students are failing to meet adequate standards in mathematics, reading, and science.

School Year	English	Math	Reading	Science
2013-14 9 <sup>th</sup> Explore	40%	75%	69%	82%
2014-15 10 <sup>th</sup> PLAN	30%	75%	62%	66%

Required Benchmark Score	2013-14 9 <sup>th</sup> Explore	2014-15 10 <sup>th</sup> PLAN
English 14	English 15.6	
Math 18	Math 16.2	
Reading 17	Reading 15.5	
Science 19	Science 16.7	
English 15		English 16.3
Math 19		Math 16.9
Reading 18		Reading 16.5
Science 20		Science 18.7

For the cohort of students entering the 8<sup>th</sup> grade in 2014-15, Explore scores showed a lack of college readiness for large portions of the student population. Forty percent of students fell short of the English benchmark, 77% failed to meet the math benchmark, 69% failed to meet the reading readiness benchmark, and 83% failed to meet the science benchmark (Table 5). For this particular cohort of students, our American Indian population failed to meet the readiness standards in math, reading, and science.

School Year	English	Math	Reading	Science
<b>2014-15 8<sup>th</sup> Explore</b>	40%	77%	69%	69%

Required Benchmark Score	Average Performance of American Indian Students 2014-15 8 <sup>th</sup> Explore
English 13	English 13.6
Math 17	Math 13.4
Reading 16	Reading 13.5
Science 18	Science 15.3

All of these data indicate that readiness for and even access to post-secondary education is significantly lacking for Indian students in our district. The situation is intensified by the lack of family support and engagement specifically targeted toward academic achievement and post-secondary goals. This is attributed primarily to low rates of parental education and little family understanding of the college-going process. Members of the *Promising Futures NYCP Project* believe that academic readiness is just one of several factors that contribute to College and Career Readiness, with other factors including academic behaviors of students and informed career planning (e.g., based on interests). Together, these elements define a clear picture of Indian student readiness for college and career readiness. Research and studies have also shown that the earlier children learn that they can go to college, the better prepared they are to pursue college & career opportunities (Symonds et. al., 2011). Grade 4 students will enter the *Promising Futures NYCP Project* and will remain in the program through Grade 9 to support the transition to high school, then through grade 12 to support the transition to college or career success. However we will serve each group of Indian students in each grade 4<sup>th</sup> -12 each year of the project.

**Barriers to Indian Student College and Career Readiness.** *Promising Futures NYCP Project* needs assessment and analysis of data sources has provided insights into the barriers to college and career readiness in guiding the development of this proposal to address the needs of Indian students in grades 4-12. The greatest barriers both in and out of school and include 1) area demographics, 2) limited cultural awareness, 3) appropriate homework environments, 4) access to computer and technology for learning and collaboration, 5) low student academic engagement and opportunities for active learning, and, 6) lack of systematic effort to improve preparation for college, career, and leadership.

Common barriers to Indian student academic achievement and career aspirations include adverse socioeconomic factors, limited access to high quality teachers and instruction, and low levels of family and community involvement. These factors are exacerbated by high risk factors including lack of dedicated support services that cultivate a climate and culture of college and career readiness within the school and tribal community. The lack of dedicated college and career readiness services and staff is of primary interest to be addressed in this *Promising Futures NYCP Project*.

**ii. Opportunities and Existing Efforts to Support Indian Students.** The *Promising Futures NYCP Project* builds on tribal opportunities and existing efforts by providing some valuable tools, professional development, and staff to impact the college and career readiness culture.

Greatest Barriers In and Out of School	Strengths	Opportunities for Local Community Support
<ul style="list-style-type: none"> <li>• Limited student engagement &amp; family/parental involvement</li> <li>• Community poverty &amp; intergenerational poverty</li> <li>• Limited engagement of tribal leaders &amp; elders in the schools</li> <li>• Technology is limited and rudimentary</li> <li>• Academic proficiency of students is low as compared to state</li> <li>• Assignments are low level, no creativity, rigor and relevance absent</li> <li>• ACT projection, College and Career Ready Assessment predict low success;</li> </ul>	<ul style="list-style-type: none"> <li>• The Tribe &amp; members of the community strongly support high quality, rigorous education &amp; recognize the significance, potential and opportunity for success of students educationally and economically.</li> <li>• The Tribe has a daily presence in the school &amp; offers many services such as tutoring, cultural awareness, mentoring as well as scholarship opportunities.</li> <li>• Tribal community has many retired American Indian educators and mentors</li> <li>• District has a track record of progressive leadership &amp; implementation of successful programs and grants.</li> <li>• The District has many technology leaders on staff to support technology and the Google Classroom</li> <li>• Opportunities for Credit Recovery</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a low cost “technology infrastructure” and adopt digital tools to improve the 4C’s (communication, collaboration, creativity, critical thinking.) for the purpose of promoting college and career readiness</li> <li>• Implement strategy for continuous improvement</li> <li>• Create professional development offerings for teachers</li> <li>• Expose student to career options</li> <li>• Promote greater engagement and collaboration among</li> </ul>

Lack of participation in dual enrollment courses due to lack of funding and low ACT scores.	services for students • Collaboration among the PAC, Tribe and the District with Title VII Indian Education Programs	parents, community members and the schools.
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**iii. Existing Local Programs, Practices, Funding Sources and Service Providers.**

*Promising Futures NYCP Project* will build upon: 1) SPSD existing ACT Quality Core curriculum by expanding course work offerings, 2) SPSD’s existing partnership with the Louisiana Technical College and Northwestern State University by expanding dual enrollment opportunities, 3) The Louisiana Department of Education’s (LDEs) High School Student Planning Guidebook which provides information on state policies, statewide programs, and access to tools that help individual educators achieve goals with their students and 4) LDE’s New Jump Start Opportunities to develop workplace skills and maximize student engagement.

The Sabine Parish School District’s vision is to assure that student have access to a free and appropriate education and acquire a quality education to assure they graduate from the schools system and postsecondary institutions. The greatest factor in both the growth of our state’s economy and the ability of our high school graduates to become productive citizens will be the skills with which young people are equipped. While most jobs do not require a four-year college degree, high-growth, high-wage jobs in Louisiana almost always require education right after high school. A high school’s most important role is to help students attain the knowledge and capabilities that make possible adult opportunities. Postsecondary education provides expansive opportunities across a wide range of career paths and interests. Regardless of the area of study, completion of even some college makes a person more likely to secure a job with a living wage. With the expansion over the last decade of the Louisiana Community and Technical College

System (LCTCS), the merit-based Taylor Opportunity Program for Students (TOPS), the need-based GO Grant, the Early Start dual enrollment program, and other initiatives are designed to increase college access. Currently the district implements a Journey's to Careers course for all 7<sup>th</sup> grade students and all 8<sup>th</sup> grade students complete Individual Graduation Plans (IGPs).

However during the first two years of high schools, students focus on building on the knowledge and skills they gained in previous grades. Every 9th and 10th grade student will take core academic classes to work towards a diploma. Following the student's 10th grade year, a student may choose to work toward a Jump Start TOPS Tech Pathway or pursue the TOPS University Pathway. Students may choose both pathways. Decisions are made with counseling and guidance, based on the student's interests, capabilities, and ambitions.

A variety of federal funds, Title I, Title II, REAP, and Title VII Indian Education provides partial funding for academic coaches, paraprofessionals, intervention materials, technology, and professional development opportunities.

***Community Linkages:*** Barton and Coley (2009) noted that to address the persistent achievement gap between children in low income, minority communities and children in mainstream, middle-class communities, we know that “both school experiences and home and early life experiences are important.: A two-pronged approach to the problem involves creating high-quality, culturally responsive, educational programming in collaboration with community partners to design engaging opportunities for both students and parents. Given this, parents, elders, and community members with strong linkages to the Native American communities will be brought into the classrooms to tell stories, pass down oral history, share traditional art and culture, etc.

Rehabilitation Services of Northwest Louisiana (NWLA) addresses the mental health needs of student through prevention and intervention services for substance abuse and anger management counseling in school, after school, and in homes.

The Choctaw-Apache Tribe of Ebarb provides four \$500 scholarships each year. Efforts begun 20 years ago to teach young people the Tribe's cultural history are still going strong with the Rising Sun Youth Group. The Tribe holds several community events throughout the year including powwows in the spring and fall, demonstration day students, and the only Native American arts festival in Louisiana. Recently, the Choctaw-Apaches formed a coalition with three other area tribes; Four Winds, Caddo Adai and Clifton Choctaw to gain a greater voice for their people.

Four multi-year grant programs can be incorporated into this project. The first is a two year Innovative Approaches to Literacy aimed at promoting early literacy for young children, motivating older children to read, and increasing student achievement by using school libraries as partners to improve literacy, distributing free books to children and their families, and offering high-quality literacy activities, the second is a 21<sup>st</sup> Century Community Learning Center grant is a five-year grant focusing on increasing student learning and enrichment in core curriculum in extended-day activities, thirdly is our Title VII Indian Education grant program that focuses on increasing student learning, cultural activities, and teacher professional development, and the fourth is the Striving Readers Comprehensive Literacy grant which is a five-year grant focused on increasing literacy in children birth to grade 12.

**B. Quality of Project Design (30 points)    Defined Local Geographic Area (3 points)**

It is important to know who we are, the type of communities which currently exist, and the external factors which affect living and learning within Sabine Parish. Deemed the worst flooding in the state since 1948, the disastrous floods of 2015 and 2016 brought not only high waters but destruction and heart break and continues to have a deep and devastating impact on families living



in Sabine Parish. Torrential rains and flash flooding as well as rivers exceeding their banks caused loss of homes, personal belongings including children’s books, vehicles, and in some cases loss of life. The most recent flooding was in March 2016. Sabine Parish was declared a federal disaster area, one of the thirty-seven named within Louisiana.

The Choctaw-Apache Tribe consists of approximately 5,648 enrolled tribal members; all of which live in the very tight-knit tribal community in rural Sabine Parish, Louisiana. The school district serves 994 American Indian students, but only 722 are targeted for services based on this proposal. In the mid 1960’s, Louisiana and Texas created the Toledo Bend Reservoir, which forced the Choctaw-Apache people from their land along the Sabine River. The states claimed 180,000 acres of the ancestral land to create the reservoir. Regional statistics reflect the overwhelming poverty that exists in the area. This is particularly true for the geographic location of the tribal community, which is 100% rural with a poverty rate of 21%. According to the U.S. Census Bureau, the jobless rate is 7.0%, up from 4.3% two years ago; average poverty rate for children ages 5-12 is 25%. In 2015 the percentage of children from families below the poverty line

was 27.3%; 19% of residents over age 25 having less than a high school diploma; 78% having less than a Bachelor's Degree; 11.7% of births to teenagers, cohort dropout rate of 12.5%; graduation rate of 79%; 22% of persons in Sabine Parish are without health insurance; and the percentage of families with no one working is 24.2% which places Sabine at the top among surrounding parishes. Negative demographics often result in poor academic performance (Belkins, 2010), and Sabine Parish students reflect that finding. American Indian students have the highest high school dropout rates, the lowest academic performance rates, and the lowest college admission and retention rates in the nation (American Council on Education, 2002; Benally, 2004; Stein, 1999). In our parish, 70 percent of the student population qualifies for free/reduced lunches. The parish level of educational attainment less than high school is 20.6%. The most recent dropout rate stands at 5.4%. The average attendance rate for students in grades 8-12 is 94.5% and the overall retention rate of students in grade 8 and 9 stands at 10.8%. The percentage of targeted students suspended and/or expelled stands at a staggering 10.7%. The district's average ACT composite score is 19.0%. Just 12% of targeted students rated mastery or advanced in English Language Arts; in mathematics, 13% were mastery or advanced. Recent Algebra I End-of-Course tests revealed that 33% of our students "need improvement".

As evidenced by a 21% poverty rate, a number of socio-economic barriers, standardized test scores, and educational attainment and college retention rates that rank among the worst in the state, American Indian youth in Sabine Parish are in urgent need of an intervention.

**Research-Based and Proven Practices.** ACT (2008) in the research report called *The Forgotten Middle: Ensuring that All Students are on Target for College and Career Readiness before High School* shared that more than 80% of eighth-graders are not on track to be ready for college-level work by the time they graduate from high school. The report also stated that, "The

process of preparing students to make successful transitions from middle school to high school is just as important as the process of preparing them to make successful transitions from high school to postsecondary education" (p. 40).

**To encourage Native students to attend college, the project will offer a variety of activities.**

Teachers and counselors will work with students to explore college options, complete financial aid forms, and pursue scholarships. College partners will be invited to present workshops and address issues such as: financial aid, course selection, college selection, and student services. College partners offer dual enrollment courses locally for high schools students and the funding requested in this NYCP proposal will support student enrollment in these courses. Students will be encouraged to participate in these dual enrollment courses which will provide an early start in their postsecondary training. **ACT Engage**. ACT Engage is the academic behavior component of ACT's College and Career Readiness System. By measuring motivation, social engagement and self-regulation, ACT Engage assessments will help *Promising Futures NYCP Project* partners evaluate Indian students' self-reported psychosocial attributes, determine their levels of risk, and identify interventions to help them succeed academically. ACT has tested over 14,000 students at 48. postsecondary institutions using ENGAGE College and tracked these students through their college careers (ACT, 20 15a, b).

Based on this and other research, ACT has examined the extent to which the individual Engage Grades 6-9 scale scores and behavioral information items/scales differentiate students who failed one or more courses from those who did not, by calculating the differences between Engage Grades 6-9 and behavioral information scores of students who passed all of their courses (i.e., had zero course failures), those who failed one class, and those who failed two or more classes (each expressed as an effect size). ACT found that Engage Grades 6-9 and behavioral information had

moderate effect sizes for differentiating students who failed one class (range of  $d = .09$  to  $.79$ , median =  $.34$ ) and strong effect sizes for differentiating students who failed two or more classes (range of  $d = .30$  to  $1.28$ , median =  $.57$  {Equivalent to 7 months of school growth}). This provides evidence of the utility of Engage Grades 6-9 for identifying students who may be at risk of failing classes and thus more likely to drop out of school. **ACT Aspire**. The ACT Aspire assessment system is a curriculum-and standards-based college and career readiness tool that was designed with the end users in mind, and is fully aligned to the ACT college entrance examination including the four content areas of Reading, English, Mathematics, and Science. Designed for easy interpretation by students, parents, and educators, ACT Aspire measures student progress toward college and career readiness as defined by ACT's pioneering research, data, standards, and benchmarks. ACT Aspire is designed not only to measure the skills and knowledge needed for college and career success that students have acquired at the early high school level, but the degree to which they are progressing to develop these skills in earlier grades as well. ACT Aspire is the only assessment system that can provide data to track student progress toward college and career readiness in this project from Grade 4 to early high school. To achieve this, ACT has developed two sets of Readiness Benchmarks: ACT College Readiness Benchmarks and ACT Readiness Benchmarks

ACT College Readiness Benchmarks are empirically designed achievement targets affiliated with (or derived from) The ACT test that are indicative of student success in actual introductory-level, credit-bearing, first-year college courses. Meeting an ACT College Readiness benchmark score in a particular subject area indicates that the student has a reasonable chance for success (defined as a 75% chance of receiving a grade of 'C' or a 50% chance of receiving a grade of 'B ') in the corresponding first-year college course .

ACT Readiness Benchmarks were derived from the ACT College Readiness Benchmarks. These Benchmarks are designed to indicate progress TOWARD college readiness by the time a student takes The ACT test. With Benchmarks established for each subject (English, Mathematics, Reading, Science, and Writing) at each grade from Grade 6 to the Early High School assessment, The ACT Readiness Benchmarks enable educators, parents, and students to monitor progress toward the skills and knowledge needed for success throughout a student's academic career. ACT Aspire is the only assessment system spanning the grades that has such direct empirical evidence for benchmarks at each grade across a nationally representative population.

**Academic/Instructional Coaching:** Even the best seminars for teachers are not enough to ensure that good ideas translate into good practice. Embedded coaching allows for differentiation and real-time application; and 5) Professional Learning Communities (PLCs): An internal review of PLCs found a need for a more structured and intentional lesson planning process college and career readiness. *Promising Futures NYCP Project* will use PLCs to create a coherent structure of focused, collaborative learning through lesson study. Additional training will be provided to teachers in the use of Google Apps for Education (GAPE) tools to promote the 4C's (communication, collaboration, creativity, critical thinking.) These "differentiated" PD sessions will support teachers in high-poverty rural classrooms in establishing a low cost "technology infrastructure" and adopting digital tools to improve the 4C's. Sessions will also address basic apps technology, digital workflow and instructional techniques. Instructional coaches with expertise in tech pedagogical knowledge related to literacy will offer on-site support to teachers as they adopt this approach. A great deal of research has focused on the question of what makes professional development more effective in changing and improving instructional practices in the classroom. From this work, we know that providing a series of workshops and seminars fails to adequately

support teacher learning (Lieberman, 1996). There are two primary advantages of on-going professional development. First, it helps establish district commitment to and expectations for instructional improvement. Secondly, on-going professional development affords teachers multiple opportunities to learn and practice implementing new skills. Research done by Showers et al. (1987) found that, for complex models of teaching, teachers require approximately 25 implementation episodes in order to fully incorporate the new skill into their regular classroom practice. They should also have multiple opportunities to discuss content, student conceptions and misconceptions of that content and ways in which student knowledge may be assessed both formatively and summatively (Garet, 2001; Sandholtz, 2001; Corcoran, 1995). Lastly, professional development should provide teachers with modeling and coaching opportunities (Ertmer, 2005; Ertmer, 1999; Marx et al., 1997; McLaughlin, 1990; Showers et al., 1987). **ACT Profile.** ACT Profile is a career and college planning platform designed to provide valuable, personalized insights to help students discover and explore personally relevant career and educational options. It essentially combines online career interest, abilities, and values inventories, as well as innovative tools to explore an extensive database of information on occupations, college majors, and postsecondary institutions. Students, counselors, educators and parents can connect within this online community to assist with career and educational planning. ACT Profile is designed to help students navigate some of the most critical tasks needed for future work satisfaction and success. The career inventories promote work-relevant self-knowledge and provide a focus for educational and career exploration. ACT Profile provides extensive information on college majors, colleges, and occupations, including multiple filters that students can use to personalize and target their exploration experience. The exploration of personally relevant educational and career options, in turn, promotes discovery of good-fit choices and career decidedness. Research indicates that

students who set career goals are more likely to engage in meaningful planning around those goals.

**Leveraging Technology to improve instructional practices and professional development:**

Our project will improve overall instructional practice and professional development by implementing Google Apps for Education (GAFE) to boost communication, collaboration, creativity, and critical thinking. Google Apps for Education, also known as GAFE, is a suite of free productivity tools designed to increase collaboration within the classroom by allowing users to create, share, and edit files in real-time. It creates an environment where everyone is working on the same page that is automatically stored in the cloud and is compatible with a variety of operating systems such as Windows, iOS, and Android to name a few. The adoption of digital tools to manage courses will result in college and career readiness instruction that is personalized to student needs, boosts student engagement, improves academics, and promotes digital literacy. With the increasing use of digital tools in education and the workplace, students need to know and understand how to use these tools appropriately in order to ensure college and career readiness. Through Google Apps for Education or GAFE, students have the opportunity to access a District-provided solution for file storage that is accessible outside of the school building. Digital Literacy based on ISTE standards for students, concentrates on developing, through the use of technology, skills in “personal productivity, creativity, critical thinking, and collaboration” in order to prepare students “to be lifelong learners and contributing members of a global society.” With the integration of educational technology in school curriculum, students not only navigate through the educational timeline with knowledge of technology, but also how to use it, which translates to more success in the workforce. The literature on Native American leadership often discusses leadership as a lacking resource in Indian communities without detailing what leadership looks like and the constraints on Native American leadership in their daily role. The intersection of Native

American leadership and technology is a missing area of investigation in the literature. In an educational context Anderson and Dexter (2000) found “technology leadership has a significant and positive correlation with each of the dependent variable” which includes: integration of technology in teaching; network and Internet utilization; and student use of application tools (p. 15).

### **Measurable Goal, Objectives, and Outcomes (7 points)**

The goals, objectives, and outcomes are attainable in that they can be reasonably achieved within the 48 month project period. The *Promising Futures NYCP Project* goal is to increase College and Career Readiness for grade 4-12 participating Indian students through improved academic readiness, informed career planning (e.g., based on interests), leveraging technology to boost communication, collaboration, creativity, and critical thinking, and building the capacity of the partners to maintain this College and Career Readiness culture. **Goal 1:** Increased Student

Achievement of participating Indian students in Grades 4-12 to be College and Career Ready.

**Objective 1.1** – To increase the percentage of Native American students in grades 4-8 grade who meet or exceed proficiency on the State common core assessment by 10% each year of the project as measured by state assessment data. **Objective 1.2** – To increase the percentage of high school Native American students who meet or exceed proficiency on State reading assessment by 10% each year of the project as measured by the Louisiana End of Course Exam (EOC).

**Goal 2:** Increased informed College and Career Planning with Indian students in Grades 4-12.

**Objective 2.1** - ACT Aspire scores for Indian students who participate will increase by 10% annually. **Objective 2.2** - ACT Engage predictions of Indian students participating to graduate high school and who will earn at least a 2.0 GPA in high school will increase by 10% annually.

**Objective 2.3** - 80% of Indian students participating will have ACT Aspire, Engage, & Profile informed plans. **Objective 2.4** - 80% of Indian students will create an account with the ACT Profile system. **Goal 3:** To build a College and Career Readiness Culture so that everyone, especially educators, community, students, and families ALL believe that Indian students are capable of success in College and Career. **Objective 3.1:** In year-end parent surveys, 85% of respondents will report increased knowledge of: Benefits of attending college, how to support students in choosing appropriate college, and how to apply to college. **Objective 3.2:** In year-end surveys, the number of Indian students who enroll in career and/or college pathway will increase 10% each year of the project, **Objective 3.3:** In year-end surveys, the number of students who indicate they have taken steps to prepare for career and college will increase 10% each year of the project.

### **Design Appropriate and Successful to Address College & Career Readiness**

*Promising Futures NYCP* will not only focus on the traditional view of college readiness, which focuses on academic readiness in math, science, social studies and English, but also focus on partnerships and programs that used broader definitions of college readiness, in particular those designed to increase “college knowledge.”

Teachers, graduation coaches, and academic coaches will work with students to explore college options, complete financial aid forms, and pursue scholarships. College partners will be invited to present workshops and address issues such as: financial aid, course selection, college selection, and student services. College partners offer dual enrollment courses locally for high schools students and have funding to support student enrollment in these courses. Students will be encouraged to participate in these dual enrollment courses which will provide an early start in their postsecondary training.

While college readiness may be an issue for a range of students, there is reason for particular concern for students in the “academic middle.” These students are likely to graduate high school intending to go to college but are at higher risk of being placed into developmental education upon enrollment (Kirst & Venezia, 2001). Many have difficulty obtaining adequate support in selecting the right college, applying for admission and financial aid, and preparing themselves for the transition into college (Kirst & Venezia, 2001). Promising Futures will also focus on partnerships and programs that serve American Indian students at risk of entering college underprepared.

The Promising Futures NYCP Project design coincides with the Institute of Education Sciences (IES) Practice Guide, *Helping Students Navigate the Path to College*). This guide was designed to help districts develop practices to increase access to higher education and it describes how to implement five recommendations that can help students prepare for and transition to college, and indicates the research evidence demonstrating the effectiveness of each recommended practice. The table below shows how the Practice guide and the Louisiana High School Planning Guidebook mirror the *Promising Futures NYCP Project* objectives.

<b>IES Practice Guide Recommendations</b>	<b>Louisiana High School Planning Guidebook</b>	<b>Promising Futures NYCP Project Design</b>
Offer courses and curricula that prepare students for college level work, and ensure that students understand what constitutes a college-ready curriculum by 9 <sup>th</sup> grade.	<p>Focusing 9th and 10th grade students mastering a set of foundational academic skills in core subjects instead of committing them to a single graduation path too early in high school, before they have had the chance to explore and discover their true interests.</p> <p>Developing basic and advanced college and workplace skills in the 11th and 12th grades to prepare students for college and career</p>	<p><u>Increase Academic Achievement</u> – Indian students will acquire information needed to be successful as a middle, high school, and post-secondary student and career professional. These skills include research-based indicators for College and Career Readiness: goal setting, persistence, motivation, help seeking and</p>

	success, and ensure they are competitive in any workplace or academic environment.	time management, test taking skills, collaborative learning, and math and reading supports.
Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified.	Planning for struggling students through Individual Graduation Plan guidance and providing high school courses necessary to complete fundamental freshman course requirements	
Engage and assist students in completing critical steps for college entry.	Counseling and supporting student access to graduation pathways they discover are right for them, utilizing assessments, data, new sources of funding, the Supplemental Course Academy, and the Statewide Counselor Assistance Center	<u>Increase College and Career Planning</u> Empower Indian students and families with family-focused planning, supports, and financial aid knowledge through advising, academic planning, career counseling, and tribal workshops.
Increase families' financial awareness, and help students apply for financial aid.	Parent and family meetings focuses on financing college.	
Surround students with adults and peers who build and support their college-going aspirations.	Jump Start is the state's new graduation pathway for Louisiana's students. Postsecondary institutions, business, and industry will form partnerships with LEAs to work collaboratively in providing career courses and workplace experiences for high school students. The Jump Start vision: students of all interests and capabilities will graduate high school by earning credentials that provide new opportunities for a successful adulthood for all students.	<u>Build a College and Career Readiness Culture</u> – District leadership in the context of education policy, practices, community, and processes will support College and Career Readiness through strategies and

vi. **The extent to which the services to be provided involve collaboration....**

The involvement of the partners is not simply an enrichment program. Rather, each partner will be responsible for part of a comprehensive plan to prepare students for college and career. This collaboration will address all barriers to Native American students in preparing for success at high school and beyond.

The effectiveness of this project will be facilitated by the *Promising Futures NYCP* Project Advisory Committee. This committee will meet quarterly to plan activities, review events, and ensure that the activities are aligned with measurable outcomes. Although the lead applicant, Sabine Parish School District at times will mainly enable the involvement of outside entities. This district and the *Promising Futures NYCP* Advisory Committee including representatives of the Choctaw-Apache Tribe and Indian Parent Committee will be responsible for reporting and all functions necessary for management and coordination of activities to meet project and grant requirements. Our partners define a college-ready Indian student as able to enter postsecondary education without the need for remedial coursework. A career-ready Indian student is one who effectively navigates pathways that connect education and employment to secure a desired career. Our project is expected to achieve the goal that all Grade 4-12 Indian students will improve college and career readiness as defined by successful transition into high school and a plan that addresses College and Career Readiness that are locally informed.

The *Promising Futures NYCP* Project includes partnerships with one tribe, one parent committee, two non-profits, and one private company working across our rural parish. Key local level stakeholders will include: tribal education leaders, school and district administrators. Program coordinators, Indian youth support staff, core curriculum teachers, and families, parents, and grades 4-12 Indian students.

These entities will provide support and assistance in enhancing the services available to project participants. Support to be provided includes, but is not limited to, educational resources and academic offerings (to include dual credit), guidance to support evaluation, referral to community services, provision of community services, project promotion, participant recruitment, and other services to address the educational, social, and economic issues that may hinder participants in their pursuit of academic success.

**E. Quality of Project Personnel (10 points)**

**1. encourages applications from groups that have traditionally been underrepresented...**

Equal access and treatment in compliance with ACT 427 of GEPA is ensured by participation of a diverse cultural, racial, and gender representation among school and community entities serving children and families in the project. SPSD prides itself on its ability to ensure that all its students, teachers, administrators, support staff, and parents have equal treatment and access to quality instructional methods, programs, and materials. Because the underlying purpose of this proposed project is to increase College and Career Readiness for grade 4-12 participating Indian students through improved academic readiness, informed career planning (e.g. based on interest), and building the capacity of the partners to maintain this College and Career Readiness culture, all eligible students and teachers from the targeted high-needs schools identified in this proposal, including those who are members of groups that have traditionally been under-represented, will be especially encouraged to participate regardless of their race, color, national origin, gender, age, or disability.

**Project Director: (.25 FTE):** Debra Lee is Director of Federal Programs, Curriculum and Instruction in the District. Responsibilities include directing all day-to day activities and all program oversight associated with *Promising Futures NYCP*. Coordinate with external activities

and programs that support the goals of the project. Administer procurement of services, supplies and materials to support the project, supervise the project coordinator and reporting of program outcomes to district and community stakeholders and the U.S. Department of Education. No funds requested for this position. *Vita attached.* Project Coordinator: (1 FTE) 12 month position: The project director will have the primary purpose of ensuring the continued viability and presence of the PMNYCP by complying with and abiding by all federally mandated requirements of the program. These also include the assurance of collected data by the evaluator of the GPRS performance measures. Grant compliance and meeting stipulated goals, objectives and outcomes, is a primary function of this position. Equally important is maintaining the partnership between the tribal stakeholders, local education authorities, families, and communities served. *Full job description attached.* **Academic Coaches (10 @ .25 FTE each)** Five of the ten are members of the Choctaw-Apache Tribe: Responsible for overall implementation of the project. Assist in the management of the project design at the school levels; ensure project activities at the school levels are completed in a timely manner. This position will be charged with promoting CCR project activities via emails, promotional materials, presentations at community events, outreach to community partners etc. Responsibilities will include coordination with training to support teachers and daily coaching and modeling of research-based literacy strategies and support technology for project teachers and students. Funding requested at .25% each. Title I and Title II funds will be leveraged to fulfill salary. *Full job description attached.* **Technology Director: (.10 FTE) 12-month position:** Ms. Melissa Flowers will provide support to teachers and school administrators in the areas of technology integration and usage in all subjects especially literacy. She will work closely with stakeholders to increase technology resources. No funds requested for this position. *Vita attached.* **Google Classroom Teacher/School Technology Coordinator (.25**

**FTE) 9-month position:** Mr. Dewey Eaves will be responsible for all GAFE training, Google Classroom training and follow up at school sites. No funds requested. *Vita attached.* **Education Specialist (2):** Kristy Rivers Brumley and Bridget Martinez Corley have experience working with students in educational settings and have excellent knowledge of college admissions and scholarship requirements and academic standards. Both are members of the Choctaw-Apache Tribe and have experience working in an Indian education programs. They will work with teachers, counselors, and administrators and all community partners to fully plan, implement and assist with the project. No funds requested. *Vitas attached.* **External Evaluator:** Michelle Morris, Ed.D., of Northwestern State University, will serve as the external evaluator for the project. She specializes in student assessment and has experience in program evaluation including collecting, coding, and analyzing data. Funds are requested for this service. *Vita attached.*

**F. Adequacy of Resources.** (10 points)

**(i) The relevance and demonstrated commitment of each partner...**

The partnership agreement (located in the appendix) details how the partnership operates and includes the signatures of representatives of each agency. All community representatives have agreed to serve on the *Promising Futures NYCP* Advisory Committee that will meet quarterly to evaluate project activities.

The main partner, the Choctaw-Apache Tribe of Ebarb, has a long history of collaboration with the school and community on improving services to youth. The Choctaw-Apache Tribe and the Indian Parent Committee also collaborate regularly with the school to meet the needs of Native American students.

The SPSD will support the *Promising Futures NYCP* initiative through: 1) Time commitment of all LEA staff that impact college and career readiness; 2) Usage of facilities,

equipment, and office space and furnishings for *Promising Futures NYCP* staff; and, 3) The district will monitor financial expenditures, provide resources for monitoring and evaluation, and comply with federal regulations. The Sabine Parish School District will leverage its organizational resources to maximize the impact of the project by hosting community outreach and assisting in organizing and leading cultural events, and serving as a lead for disseminating new and information related to project activities and events. The district has committed to updating wireless Internet connections and other interconnectivity needs for ACT Aspire, Engage, and Profile tools as well as providing teachers with iPads for professional development and collaboration purposes.

**ii. The extent to which the costs are reasonable to the number of persons served...**

The budget for *Promising Futures NYCP* is not only sensible, but is economical and sufficient to fulfill the goals of the project. Requests for funds to supplement and support (not supplant) existing budgets for innovative initiatives heightens the possibility of sustainability following grant funding—and, allows for a reasonableness of cost associated with the accomplishment of Objectives 1.0-3.0. Approximately 1,500 students, parents, teachers, and staff will be served by this project each year, resulting in a per-participant cost of only \$334-\$560 per participant per year over four years or an average of \$1999 per year per participant. Compared to the lifetime cost to our nation for one high school dropout, estimated at \$260,000 (Alliance for Excellent Education, 2007), our investment is clearly more cost effective. In addition, extensive consortium support will ensure successful implementation and sustainability of the promising practices to emerge from the project. Given the anticipated outcomes previously described and the high likelihood these outcomes will be attained, this investment is reasonable, prudent and cost-effective.

**E. Quality of the Management Plan (30 points)**

**i. Adequacy of the management plan (14 points)**

All project personnel have clearly defined roles and responsibilities and specific, measurable timelines for accomplishing project tasks. Outcomes and evaluation will ensure the project is completed on time and within budget. The following project timeline identifies key activities and milestones, staff responsible for their implementation, and the timeline for their completion. All partners have contributed to the planning and writing of this proposal and are committed to improving Indian students’ college and career readiness in grade 4-12 in this district. We believe this project will serve as advancement in providing resources and activities to make that improvement. *Promising Futures NYCP* will ensure objectives are met on time and within budget by designating responsible personnel to complete activities required for successful implementation as shown below.

Activities	Responsible Staff	Milestones	Timeline
<b>1. Start Up Personnel Hire Named Staff</b>	Superintendent Project Director	Project Coordinator and other identified staff hired	Immediately upon notification
<b>Hire Additional Staff</b>	Educational Specialists Academic Coaches Tech Coordinator	Advertisement of project coordinator position, interviews scheduled, person hired	Within 30 days of startup
<b>Provide initial training for all staff</b>			Within 60 days of startup
<b>2. Start Up Supplies</b>	Project Director NYCP Advisory Committee	Purchase 100% of year 1 supplies and software	Within 30 days of start up
<b>3. Professional Development</b>	Project Director Project Coordinator Educational Specialists Academic Coaches Grad Coaches Tech Coordinator	Survey of teachers on training GAFE/Google training ACT training sessions	Jan. 2017  Training within 60 days of startup; multi-day training and Aug. of each year

<b>4. College &amp; Career Fairs</b>	Project Director Tribal Representative Community Partners Louisiana Tech College Northwestern State Uni.	Implement programs into in instruction	Fall and spring
<b>5. Travel Component</b>	Project Director Project Coordinator Tribal Rep  Project Director Bus Driver, AC, ES	Attend two-day training in Washington D.C. Travel to Tribal Center, colleges, businesses, and career techs	Annually (Nov. in first year)  Weekly during school year
<b>Coordinate tutoring &amp; intervention services</b>	Project Coordinator Teachers Academic Coaches Grad Coaches	Students participating as evidenced by sign in sheets	Within 60 days of startup and Aug. of each year
<b>Family Financial literacy workshops – FASFA, Scholarships Education</b>	PC, P, TR, AC, T, GC	Sign in sheets, agendas, parent & student surveys	Workshops 3 times a year
<b>6. Curriculum <u>Implementation</u></b>  <b>Weekly PLC meetings</b>	Project Director Project Coordinator Teachers Academic Coaches Grad Coaches Principals	PLC meeting schedule completed <u>and</u> ACT Aspire and Engage implementation Fall and Spring  100% participation in professional development	Within 30 days of startup and Aug. of each year      Sign-in sheet analysis after each training
<b>7. <u>Extended Day Component</u></b>	Project Coordinator Classroom Teachers Native American Afterschool tutors	After school tutoring startup PLC collaboration between teachers and tutors	Within 30 days of startup  Monthly
<b>8. Academic Success Component</b>  <b>screening of students regular analysis of objective data</b>	Project Coordinator Grad Coaches Academic Coaches Project Director NYCP Advisory Committee	Monitoring of achievement data  Implementation of technology Google Classroom  Cohort students put	Within 30 days of startup  DYB committee monthly analysis  Within 30 days of startup

		on individualized plans	Annually
<b>9. Program Publicity</b>	Project Director Project Coordinator NYCP Advisory Committee Parent/Community Liaison Tribal Rep	Webpage constructed to highlight project  100% of parents informed about the project	Within 30 days of startup <hr/> Within 90 days of startup
<b>10. NYCP Advisory Committee Component</b>	Project Director Project Coordinator NYCP Advisory Committee Tribal Rep.	Monthly reports compiled from meetings	Oct. 2015 and monthly through grant Teacher, Parent, student surveys

**i. Extent the evaluation will provide performance feedback (3 points)**

An Advisory Committee will be formed to ensure feedback and continuous improvement in the operation of *Promising Futures NYCP* is adequately managed throughout the entire grant period. The Advisory Committee will include approximately twelve members by year 2: project staff, district superintendent, principals, teachers, parent representatives, tribal representatives, and other interested community members. Members will meet quarterly to: review data; provide input in design or re-design of activities; and make recommendations for future activities. They will review district and project-level data to determine program effectiveness at the student, school, and program level. All *Promising Futures* partners will be invited to Advisory Committee meetings to keep them informed of project initiatives. The project evaluation plan includes a formative evaluation that will be presented to the parents, partners, and the school board quarterly. The Project Director will also present updates on the program during regular school board meetings and Indian Parent Advisory Committee meetings. These open meetings will provide an opportunity

for feedback from all stakeholders. Project staff will use all feedback to make improvements in the strategies and activities of the project. The most frequent method of feedback and review will be through the quarterly advisory committee meetings and the weekly PLC events. All performance measures will be reviewed regularly to guide the staff in decision making for improvements.

Evaluation data will be used to improve and fine-tune the project and will be collected from a variety of sources including: the records at each school, middle and high school core curriculum grades and assessments and other relevant information. A comprehensive set of collection tools will be developed for each objective, both qualitative and quantitative data such as participant, parent, and staff surveys; observational forms recording student behavior and skills; progress measures on academic achievement toward high school preparation for middle school students and high school students for post-secondary education. The evaluation process will be very inclusive of staff and require their input on a regular basis to determine the effectiveness of the project activities and to make programmatic changes in a timely and proactive manner.

**ii. Extent of involvement by Indian tribes and parents of Indian children are involved** (10 points) The Choctaw-Apache Tribe of Ebarb has been integral in the planning of activities for this project. It has used its successful involvement in the school's current afterschool and literacy grants to serve as a framework of how contribute to this project. The Professional Learning Communities (PLC's) meetings will include input form Native American teachers, who will focus on the cultural aspects of education. The project will have a comprehensive inclusion of Native American culture and education. The Tribal Council will bring in elder speakers to classes to share the culture and history of the tribe. Research shows that gaining knowledge and appreciation of their own culture increases students' interest in school and thereby their academic achievement (Helms, 2010).

Parents serving on the 21<sup>st</sup> Century Community Learning Center advisory board have been consulted about proposed project activities. Parents have been able to provide feedback through the project partners, school board meetings, parent informational meetings, and through the district and school websites. Teachers (unless serving on the Indian Parent Committee) will mainly provide insight through PLC's. Once a semester, project staff will host a parent night. Parent nights will be open to the community and provide information on financial planning for college, career planning, and academic assistance. At the high school level several strategies will be employed to assist students with improved academic performance, graduation rates, and interest in enrollment in postsecondary educational opportunities.

**vi. Extent to which the project is designed to build capacity (3 points)**

Support for the *Promising Futures NYCP Project* is evidenced by the extensive resources pledged by SPSB to ensure its success. SPSB has donated physical space for the project staff, access to computer labs and technology staff, internet and telecommunications access, secretarial support, cafeteria and gymnasium space for project events, curriculum, miscellaneous supplies and materials, A V equipment, office equipment, etc. Facilities are completely handicapped accessible with curb cuts in the sidewalks, adjacent handicapped parking, wide hallways and doorways, and accessible restrooms. A key strength of the *Promising Future NYCP Project* is the careful consideration given to sustainability. The project was developed with the idea that this effort would be a permanent fixture in the District. The Partners have identified and committed key resources to support the project after federal funding ends. Both the Native-centered educational opportunities and High School Pathways programs will continue using Title I, II and Title VII Indian Education funds, as well as district general fund, and continued in-kind support from the participating schools (classroom space, office space, meeting space, community rooms with

computer equipment and telecommunications access, furniture, equipment, etc.) The professional development programs will be continued using Title I, II and Title VII Indian Education funds, and in-kind support from partnering organizations. Extensive partner support will ensure successful implementation and sustainability of the promising practices to emerge from the project.

**(f) Quality of the Project Evaluation (5 points)**

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

The evaluation plan for *Promising Futures NYCP* will determine if benchmarks and project outcomes are achieved by monitoring implementation throughout the four-year grant period. Both formative and summative assessment data will be analyzed to gauge the progress and success of the project. Formative assessment data will be collected from the beginning of the grant period, used to provide performance feedback, and permit periodic assessment of progress toward achieving the objectives. Summative assessment data will be analyzed to gauge the project's impact on teaching, student achievement, and support to Native American students. Summative assessment data will also provide guidance for instructional and assessment strategies suitable for replication beyond the grant period to help future students.

Michelle Morris, Ed.D., of Northwestern State University, will serve as the external evaluator for the project. She specializes in student assessment and has experience in program evaluation including collecting, coding, and analyzing data. Funds are requested for this service.

Evaluation Methodology for Goal 1:

Two objectives make up the first goal to increase student achievement and College and Career Readiness of Native American students in grades 4-12. Objective 1.1 focuses on grades 4-8 by calculating the percentage of Native American students who meet or exceed proficiency on the

state common core assessment on an annual basis. Objective 1.2 focuses on grades 9-12 by calculating the percentage of Native American students who meet or exceed proficiency on the Louisiana End of Course (EOC) exams on an annual basis. Percentages calculated for both objectives will be compared to baseline data from the year prior to the grant and will continue to be calculated and monitored annually to determine progress toward the objectives of 10% of Native American students meeting or exceeding proficiency on the summative assessments. Percentages from the Native American student population will also be compared to percentages of all students taking the state common core assessments and EOC exams each year to monitor if the results are comparable or if instructional interventions are needed.

#### Evaluation Methodology for Goal 2:

Goal 2 consists of four objectives designed to help Native American students become more informed about College and Career Readiness through three assessment instruments: ACT Aspire, ACT Engage, and ACT Profile. Collectively, these three instruments provide qualitative and quantitative data to students to help them with college or career planning. Objective 2.1 will be evaluated by determining the growth of scores from Native American students who complete the ACT Aspire assessment. The instrument is administered twice each academic year in grades 6-10, allowing multiple comparisons of summative data from the assessment to monitor growth toward 10% annual improvement in scores among Native American students. Similarly, Objective 2.2 will monitor 10% annual growth of Native American students who complete the ACT Engage assessment, graduate from high school, and have at least a 2.0 GPA. As part of evaluating this objective, descriptive statistics will be collected from the ACT Engage assessment, Native American students' graduation rates, and their GPAs. Additionally, ACT Engage is administered once in grades 6-9 and once in grades 10-12. The multiple data collection points will allow for a

longitudinal analysis of stability or shifts in a college or career focus in Native American students who complete both administrations of the assessment.

Objective 2.3 will monitor growth toward having at least 80% of Native American students complete all three ACT assessment instruments and having informed plans on file for anticipated entry into colleges or careers. This objective will be measured with the help of school personnel to tally the number of Native American students with informed plans created each year. Objective 2.4 will be evaluated by calculating if at least 80% of Native American students create an account with the ACT Profile system. This objective will be measured through self-reports from students who indicate that they created an account with the ACT system. Additionally, follow-up strategies will be analyzed with help from school personnel to evaluate approaches used to increase Native American student's registration with the ACT Profile system.

#### Evaluation Methodology for Goal 3:

Goal 3 consists of three objectives to increase a culture supportive of College and Career Readiness among multiple school partners, including parents of Native American students. All three objectives use survey instruments to collect data about supporting Native American students in their decisions to attend colleges or enter careers after high school. Objective 3.1 includes a survey of parents of Native American students to determine their beliefs in the benefits of college, how to support their children in selecting a college, and how to help their children apply for college. Survey data will be aggregated to determine the average level of parental support in each category on the survey. These averages will be compared to the goal score of 85%. Follow-up measures will be explored and implemented each subsequent year to help parents in areas where averages fall below 85%.

Objective 3.2 will be measured with annual, self-reported surveys from Native American students. Results from the survey will be used to determine if there is at least 10% growth in the number of graduating Native American students who enroll in college each year. Objective 3.3 will also use annual, self-reported surveys to indicate the number of Native American students who take steps to prepare for college or career pathways. Data will be calculated to monitor a 10% growth each year in students meeting this objective.

Data Analysis:

Project evaluation will begin with the start of the *Promising Futures NYCP* project by evaluating baseline data to shape the development of services to project participants and survey instruments. Periodic program evaluation will be embedded throughout the four-year project to collect data for each objective and monitor progress towards meeting the project's goals. Results will be used to make any needed modifications to teaching, learning, and support strategies for Native American students. In addition to periodic assessment, annual reports and outcomes will be provided to the grant administrator, which include an analysis of each objective and an overall evaluation of the project. Annual reports will also provide accountability information about the success of the *Promising Futures NYCP* project and strategies for replication at other schools in the region serving Native American student populations. Recommendations will be made for any needed changes in program services for long-term sustainability of the project.

## Other Attachment File(s)

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## Partnership Agreement

The partnership was created in preparation for the project. This agreement reinforces the partners' commitment to improving Native American students' preparation for college and career and outlines the roles and responsibilities for each entity for the purpose of collaboration for Indian Children Demonstration Program.

### I. GOALS & COMMITMENT

- a. The primary goal of this Agreement is to outline the roles and responsibilities of members of the partners tasked with supporting the development of the Indian Children Demonstration Program to help guide decisions and create comprehensive, coordinated opportunities for the program serving the children of Sabine Parish.

### II. ROLES & RESPONSIBILITIES

- a. The partners are intended collectively to have the capacity and experience to carry out the proposed activities in ways that lead to meaningful outcomes. While the lead applicant holds fiscal and administrative responsibility for regular interaction with the primary granting agency (the Department of Education), this does not restrict the partners from collectively developing a structure that reflects the diversity of its partners and allows for maximum participation in strategy development and decision –making. Thus, roles, inherent in the Partnership are as follows:
  - i. The Lead Applicant for this Project is the Sabine Parish School Board. The district and Indian Parent Committee (including representatives of the Choctaw-Apache Tribe) will be responsible for reporting and all functions necessary for management and coordination of activities to meet project and grant requirements.
  - ii. The Lead Partner for this Project will be the Choctaw-Apache Tribe. The tribe will have representatives on the Project Advisory Team. It will continue to share resources and services available to Indian students in Sabine Parish . It will host many activities that can educate students about the Choctaw-Apache heritage including Indian Education Day and Pow Wow.
  - iii. The Second Partner for the Project will be Rehabilitation Services of NWLA. This counseling service is located in Sabine Parish and will provide school based behavioral services throughout Sabine Parish Schools and students.
  - vi. The third partner for the Project will be the Title VII Indian Parent Advisory Committee. The PAC will share resources and services available to Indian students as well as conduct public hearings, sharing of data, consult with District on development operation and evaluation and serve as advisory to the District. The PAC will also assist in parent/family outreach.

vi. Other participating organizations for this partnership include, but are not limited to, the following

1. Northeastern State University will offer a variety of services that will positively influence Indian student, ranging from a college and career days to preparing for college and dual enrollment courses.
2. Louisiana Technical College will incorporate its career development program into this project, as well as provide guidance for the school in creating skill-building activities, dual enrollment courses, and host a college and career day.

b. Representatives of each partner agency will collectively serve as the Project advisory Committee. To facilitate the coordinated efforts of all partners, the advisory committee will meet regularly to plan, review and modify project activities. The expectations of the *Promising Futures NYCP* Project Advisory Committee are to:

- i. Assist the District in identifying key policy questions pertaining to the students of Sabine Parish that arise during the program implementation.
- ii. Assist the District in identifying potential sources of support for implementation and sustaining activities beyond federal funding.
- iii. Assist the District in conducting outreach to the community to ensure that the plan developed reflects the needs and desires of the community.
- iv. Attend key meetings to guide the planning process and facilitate public input.
- v. Ensure that all activities are aligned with project goals and ultimate outcome of preparing students for college and career.
- vi. Ensure that all activities have a community-based component.

### **III. EXPECTED BENEFITS AND CONTRIBUTIONS FOR MEMBERS**

a. Specific Contributions of Participants

- i. sharing explicit knowledge to benefit the people of the Choctaw-Apache Tribe
- ii. Identifying barriers and opportunities for improvement in student improvement
- iii. Identifying policy change that would remove barriers

b. Benefits to Be Expected for Participants

- i. Sharing knowledge will increase the potential for all participants to be well-informed and work in coordination with one another to maximize positive impact.

### **IV. SIGNATORIES TO THE AGREEMENT**

a. A list of current signatories to this Agreement, as well as original signed copies from each signatory, will be maintained by program staff. The list of current signatories will be available upon request to anyone, and copies of signed Agreements will be available upon written request.

**V. SIGNATURE AND AUTHORIZATION**

a. By signing on the attached signature sheet immediately following, I indicate that I have authority to sign on behalf of the organization I am representing, and the intend of that entity to be a signatory of this Agreement.

**AGREEMENT TO SERVE AS APARTNER TO THIS PROMISING FUTURES NATIVE YOUTH COMMUNITY PROJECT**

I hereby sign on behave of the entity indicated on the date indicated below.

(b)(6)  
[Redacted Signature]

May 24, 2016

Signature

Date

Amelia Procell Rivers

Printed Name

Choctaw Apache Tribe of Ebarb

Organization/Program/Activity

I hereby sign on behave of the entity indicated on the date indicated below.

(b)(6)  
[Redacted Signature]

05-25-2016

Signature

Date

Kenneth M. Ebarb

Printed Name

Indian Parent Advisory Committee

Organization/Program/Activity

I hereby sign on behave of the entity indicated on the date indicated below.

(b)(6)  
[Redacted Signature]

5-25-16

Signature

Date

Debbie M<sup>c</sup> Daniel

Printed Name

Rehabilitation Services of NWLA

Organization/Program/Activity

I hereby sign on behalf of the entity indicated on the date indicated below.

(b)(6)

Signature

5/26/16  
Date

Barry G. Gross

Printed Name

NWLTC - Sabine Valley

Organization/Program/Activity

May 23, 2016

Dear Superintendent Ebarb,

Thank you for considering our entity as a partner for the *Promising Futures Native Youth Community Project*. We are happy to be part of the project that will positively impact so many students.

The Choctaw-Apache Tribal Center is the premier cultural center for Choctaw-Apache tribal history, culture, and the arts. We host many activities that can educate students about the Choctaw-Apache Heritage. We will be happy to offer tours and education events at our center, and we also welcome the opportunity to present cultural enrichment to students, parents and community members.

Each year, we host Education Days that focus on providing enrichment activities for Choctaw-Apache history, heritage, and culture. Each spring we welcome students to Indian Education Day and Pow Wow, an educational event where participants can play culturally significant games, watch an authentic powwow, and have hands-on experience with Choctaw-Apache arts, among other activities and demonstrations. This fall members of the Tribe will visit schools to give one-on-one instruction to children in art forms like pottery and basketry or the demonstration of traditional games like blowgun shoots.

We are excited to be the lead partner with the Sabine Parish School Board for this important opportunity and look forward to lending our expertise in Choctaw-Apache cultural enrichment programming. Thank you for the opportunity to be a part of your program.

Thank You,

(b)(6)

Thomas Rivers – Chairperson, Tribal Chief

May 5, 2016

RE: Demonstration Grants for Indian Children Program  
United States Department of Education

To Whom It May Concern:

The Indian Parent Advisory Committee is pleased to support and participate in the 2016 Demonstration Grant for Indian Children Program centered on the goal of ensuring that Indian students are prepared for college and careers by promoting partnerships in American Indian and Alaska Native tribal communities. We firmly believe the number and proportion of high-needs American Indian students who are academically prepared for and enroll in college or other postsecondary education and training will improve thus improving the improving the graduation rate for American Indian students.

*Promising Futures NCYP Project* is a key component of the future of the Sabine Parish School District as we strive to deliver innovative educational programming and equitability of educational opportunities to improve American Indian student college and career readiness through partnerships.

This important partnership will allow us to share resources and bring important content services and opportunities to our students, teachers and community members. Rural areas such as ours struggle to keep pace with our more urban peers due to lack of resources and our geographical isolation.

The Indian Parent Advisory Committee looks forward to making education in the Sabine Parish School District as interesting and relevant as it can possibly be to increase student achievement and better prepare our students for success in school and in their future careers.

Sincerely

(b)(6)

Kenneth Ewart, Chairperson  
Sabine Parish Indian Parent Advisory Committee

# Memorandum of Understanding

Between

Sabine Parish School Board  
And  
Rehabilitation Services of Northwest Louisiana

This Memorandum of Understanding (MOU) establishes an agreement between Sabine Parish School Board and Rehabilitation Services of Northwest Louisiana.

## PURPOSE

Together, the parties enter into this Memorandum of Understanding to mutually promote a behavioral health program including therapeutic interventions and services associated with mental health, as directed by Sabine Parish School Board officials. The primary focus of the Program shall be on the development of the whole child including skill development and overall behavior modification in an effort to improve performance in social settings, prevent occurrences of "acting out" class failure, incidents of suspension and expulsion, while improving academic outcomes.

## SCOPE

The therapeutic approach will include a supportive, therapeutic relationship between RMS providers, children and family/caregivers that addresses and/or implements specific interventions outlined in the child-centered plan that is developed for each individual. These shall include, but are not limited to, any of the following:

- Behavioral Health Assessments
- Traditional Therapeutic modalities... Individual/group/family counseling
- Social and other therapeutically relevant Skill Development
- Adaptive Skill Training
- Related Positive Behavior support activities and reinforcements,
- Enhancement of Communication and Problem-solving skills
- Behavior/symptom Interventions/Management
- Monitoring of psychiatric symptoms including those associated with attention deficit and hyperactivity disorder, oppositional defiance disorder and self management of symptoms/behaviors, including anger management
- Family support, including training of family/caregivers and others who have a legitimate role in addressing the needs of the child,
- If required, medication management under the direction of a staff psychiatrist

The program and services provide interventions in the context of a treatment milieu. Programs and services are designed to achieve functional gains, be developmentally appropriate, culturally

relevant and sensitive; child and family centered and focus on improving school performance and success. The outcomes and therapeutic goals of our services are defined and documented on an individual basis pertinent to the child and his/her family. The Child and Support Team, are those persons relevant to the child's successful achievement of service goals including, but not limited to, family members, mentors, school personnel and members of the community who may provide support, structure, and services for the child. Services may be rendered on a group or individual basis. Rehabilitation Services of Northwest Louisiana shall comply with State mandates as it pertains to practitioner credentials required to perform specific services. Minimally, staff must have a Bachelor's degree in social science and at least 5 years of related experience to provide direct services. Staff members without licensure shall render services under the direction of a licensed practitioner. Those services shall include assessments, case management, individual or group counseling/therapy. Licensed practitioners shall include: Psychiatrists, Psychologists, Nurses, Social Workers, Therapists/Counselors. Non-Licensed Staff shall be referred to as Mental Health Professionals (Master's degree) or Specialists (Bachelor's degree). ALL staff and volunteers are mandated to undergo an FBI background investigation (including fingerprinting) and submit to random drug screening.

Behavioral-based programs, therapeutic treatment and services are designed to improve functional skills, treat disease state symptoms and modify inappropriate behavior. Functional skills shall include, but are not limited to:

- Functioning in a mainstream educational setting;
- Maintaining appropriate role functioning in community settings.
- Maintaining residence with a family or community based non-institutional setting (i.e. foster home, therapeutic home, residential treatment, etc.)

### **TERMS AND CONDITIONS**

All students K through 12<sup>th</sup> grade are eligible to participate in this program and receive services, as referred by Sabine Parish School Board Officials. Early education students may be referred on an individual basis.

Programs and services offered on Sabine Parish School Board premises are solely at the discretion of the Sabine Parish School Board, but shall include all services required by appropriate regulatory authority.

Sabine Parish School Board officials shall recommend participating schools. All programs and services and the administration thereof (from intake through feedback and reporting) shall be coordinated with local school officials and/or delegates of the Superintendent of Sabine Parish School Board.

While Sabine Parish School Board shall provide access to its facilities for the delivery of programs and services at no cost to Rehabilitation Services of Northwest Louisiana, Rehabilitation Services of Northwest Louisiana shall render programs and services at no additional expense to the Sabine Parish School Board. Medicaid (or private insurances) may be billed for individual services

rendered to its recipients or policyholders, as authorized by the insuring party and the recipient of such services.

### CONTRACT PERIOD

The term of this MOU is for a period of one year through June 30, 2016. This agreement shall be subject to the termination provision conveyed below, and may be extended upon mutual written agreement of both parties.

Either organization may terminate this MOU upon (30) days written notice without penalties or liabilities.

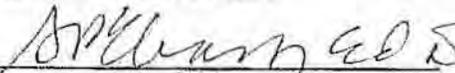
### INSURANCE

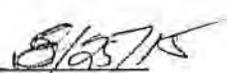
Rehabilitation Services of Northwest Louisiana agrees to maintain liability insurance to protect Rehabilitation Services of Northwest Louisiana personnel, contractors or volunteers from claims, which may arise out of or result from the delivery of programs and services. General Liability coverage will have a limit of not less than 1 million per occurrence and 6 million aggregate.

Rehabilitation Services of Northwest Louisiana further agrees to indemnify and hold harmless Sabine Parish School Board against any losses or claims resulting from injuries or damages caused by Rehabilitation Services of Northwest Louisiana personnel, contractors or volunteers in the normal scope of providing programs or services.

### AUTHORIZATION

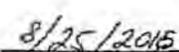
Sabine Parish School Board

  
\_\_\_\_\_  
Sarah P. Ebarb, Ed.D., Superintendent

  
\_\_\_\_\_  
Date

Rehabilitation Services of Northwest Louisiana

(b)(6)  
\_\_\_\_\_  
Christopher Q. Mudd, COO

  
\_\_\_\_\_  
Date

Proposal Between Sabine Parish School Board and Rehabilitation Services of  
Northwest Louisiana

**About Rehabilitation Services of Louisiana**

Rehabilitation Services of Northwest Louisiana is an outpatient provider of Behavioral Health services with offices in Caddo and Sabine Parishes. Services provided include Community Psychiatric Supportive Treatment, Psychosocial Rehabilitation, Psychotherapy, Medication Management, Crisis Stabilization, and Independent Living/Skills building (a detailed description is attached). Rehabilitation Services currently provides services out of its Many office to over 100 clients in the Sabine Parish School System. Furthermore, services are provided in every school in the parish.

**Proposal**

Rehabilitation Services is proposing to provide school based behavioral services throughout the Sabine Parish School System.



## Memorandum of Understanding

BETWEEN  
SABINE PARISH SCHOOL BOARD  
AND  
NORTHWEST LOUISIANA TECHNICAL COLLEGE – SABINE VALLEY CAMPUS  
DUAL ENROLLMENT/ARTICULATION AGREEMENT  
2015-2016

### INTENT

This dual enrollment/articulation agreement is intended to provide expanded technical education opportunities to students by developing the means by which high school students can begin a program of study at a post-secondary institution. Articulation, by definition, refers to courses that receive articulated or dual enrollment college credit. The major goal of articulation is to reduce duplication of instruction between programs that are similar in content, thereby reducing the time, effort, and financial obligation of students as they strive toward their occupational goal.

This Memorandum of Understanding (MOU) is between Northwest Louisiana Technical College (NWLTC) – Sabine Valley Campus and Sabine Parish School Board. The MOU outlines the rights and responsibilities of each partner for the success of the program. Secondary and Post-Secondary Instructors and administrators have reached an agreement concerning the shared curriculum for each course listed in the attached crosswalk and the secondary partner agrees to adhere to the required secondary AND post-secondary curriculums. In addition, all partners agree to participate in curriculum planning sessions a minimum of every two years.

### RESPONSIBILITIES OF THE COLLEGE AND CAREER TRANSITION

#### COORDINATOR (CCTC)

- Promote each program by providing notification of program(s) to educators, administrators, parents and students
- Assist in coordination of program(s) between secondary and postsecondary partners
- Assist in program(s) design to ensure that students are prepared for entry into the program
- Facilitate career guidance activities within Sabine Parish School Board which provide information on career opportunities, financial aid, and postsecondary options
- Foster relationships by promoting collaboration among instructors and administrators at both NWLTC-Sabine Valley Campus and Sabine Parish schools.

#### RESPONSIBILITIES OF Sabine Parish School Board

- Require students to complete the NWLTC Dual Enrollment form as mandated by the State of Louisiana
- Abide by the NWLTC course outlines and syllabus for each course listed on the attached crosswalk

- Administer courses which lead to Industry Based Certification (IBC) with fidelity and complete and maintain all necessary documentation for credentialing dually enrolled students
- Follow NWLTC-Sabine Valley Campus grading scale for dually enrolled students
- Maintain active contact with appropriate NWLTC-Sabine Valley Campus subject matter experts, administration, and CCTC
- Provide credentialed instruction staff that is qualified to determine competency completion
- Notify NWLTC of any change in credentialed instruction staff of dually enrolled courses
- Administer assessments to document competency completion through-out the semester
- Maintain attendance records, grade sheets, and IBC assessment records
- Submit requested forms in a timely manner

#### **RESPONSIBILITIES OF NWLTC- SABINE VALLEY CAMPUS**

- Implement enrollment standards and/or requirements including testing, if needed
- Implement data systems to identify and enroll the high school student
- Provide post-secondary transcript processing
- Issue to students at the end of the academic year if completed, TCA (Technical Competency Area) or CTS (Certificate of Technical Studies)
- Set faculty standards and credentials required for teaching coursework for college credit courses
- NWLTC reserves the right to require instructors to complete a competency assessment in the area of instruction for dually enrolled courses with NWLTC
- Provide student services that are the same or comparable, where practicable, to the full-time student enrolled in NWLTC- Sabine Valley Campus
- Maintain contact with Sabine Parish School instructors and administration
- NWLTC will reimburse Sabine Parish School Board in the amount of \$8000.00 through a Cooperative Endeavor Agreement for individualized college and financial aid counseling for seniors through Career Compass or other college/career professional service

#### **FINANCIAL OBLIGATIONS OF SABINE PARISH SCHOOL BOARD**

##### **Dual Enrollment Students Remaining on High School Campus**

- Tuition will be waived by NWLTC-Sabine Valley Campus
- Fees will be the responsibility of Sabine Parish School Board– See attachment for fee breakdown. These students are only charged ERP fees.
- Books will be the responsibility of Sabine Parish School Board or the student
- Materials and Supplies will be the primary responsibility of Sabine Parish School Board or the student

##### **Dual Enrollment Students Attending NWLTC Campus**

- Tuition will be waived by NWLTC- Sabine Valley Campus

- ✓ Fees will be paid by Sabine Parish School Board– See attachment for fee breakdown
- ✓ Books will be the responsibility of the student
- ✓ Materials and Supplies will be the primary responsibility of the student

**Reimbursement for Instruction**

- ✓ Sabine Parish School System agrees to reimburse NWLTC for one-half the salary and benefits of designated instructor teaching secondary students in the amount of \$23,000.00. Reimbursement will be on a quarterly basis as billed by NWLTC.

**AGREEMENT**

The signature of each representative indicates that the institution acknowledges and agrees with the information set forth in this MOU.

(b)(6)

Campus Dean  
NWLTC – Sabine Valley

8-17-2015  
Date

[Signature]  
Superintendent or Designee  
Sabine Parish School Board

8-17-2015  
Date

(b)(6)

College/Career Transition Coordinator  
Region 7 South

8-17-2015  
Date

## Indirect Cost Rate Acknowledgement Form

I acknowledge receipt of the 2015-2016 Restricted Indirect Cost Rate and agree that this rate will be used in recovering indirect costs from federal programs.

Sabine Parish School District

LEA Name

7.5069%

Indirect Cost rate

*[Handwritten Signature]*

Signature of Superintendent or District Designee

4/23/15

Date Signed

Superintendent

Title

Louisiana Department of Education Three Year Average and 3% Discount Indirect Cost Rate for Fiscal Year 2015-2016:

	2013-2014 (Adjustments) (11/12 AFR Data)	2014-2015 (12/13 AFR Data)	2015-2016 (13/14 AFR Data)	Three Year Average	Average w/ 3% Discount
Sabine Parish School District	7.0436%	8.0423%	8.1314%	7.7391%	7.5069%

Return signed form by **Friday, April 24, 2015** to:

Louisiana Department of Education  
 Division of Education Finance  
 Attn: Monique Livious  
 PO Box 94064, Ste 5-264  
 Baton Rouge, LA 70804-9064  
 FAX (225) 342-3744  
 or e-mail to [Monique.Livious2@La.gov](mailto:Monique.Livious2@La.gov)

## 2014 Census Poverty Data by Local Educational Agency

NAME OF STATE: LOUISIANA

State	State Code	LEA Code	Name of Local Educational Agency (LEA)	Ages 5-17 Poverty	Ages 5-17 Population	Ages 5-17 Poverty Percentage	Total Population	Less than 20,000 Total Population
LA	22	2200030	Acadia Parish School District	3,023	12,247	24.68%	62,486	No
LA	22	2200060	Allen Parish School District	953	4,214	22.62%	25,713	No
LA	22	2200090	Ascension Parish School District	3,761	23,935	15.71%	117,029	No
LA	22	2200120	Assumption Parish School District	982	3,968	24.75%	23,034	No
LA	22	2200150	Avoyelles Parish School District	2,291	7,087	32.33%	41,145	No
LA	22	2200040	Baker City School District	739	2,870	25.75%	14,048	Yes
LA	22	2200180	Beauregard Parish School District	1,346	6,553	20.54%	36,198	No
LA	22	2200210	Bienville Parish School District	779	2,337	33.33%	13,885	Yes
LA	22	2200240	Bogalusa City School District	974	2,174	44.80%	12,003	Yes
LA	22	2200270	Bossier Parish School District	4,293	22,349	19.21%	125,064	No
LA	22	2200300	Caddo Parish School District	14,380	43,114	33.35%	252,603	No
LA	22	2200330	Calcasieu Parish School District	8,025	35,692	22.48%	197,204	No
LA	22	2200360	Caldwell Parish School District	447	1,669	26.78%	9,894	Yes
LA	22	2200390	Cameron Parish School District	177	1,191	14.86%	6,679	Yes
LA	22	2200420	Catahoula Parish School District	504	1,650	30.55%	10,151	Yes
LA	22	2206840	Central Community School District	658	4,796	13.72%	28,737	No
LA	22	2200450	Claiborne Parish School District	772	2,160	35.74%	16,412	Yes
LA	22	2200480	Concordia Parish School District	1,375	3,699	37.17%	20,466	No
LA	22	2200510	De Soto Parish School District	1,479	4,891	30.24%	27,142	No
LA	22	2200540	East Baton Rouge Parish School District	15,267	60,615	25.19%	381,715	No
LA	22	2200570	East Carroll Parish School District	688	1,302	52.84%	7,487	Yes
LA	22	2200600	East Feliciana Parish School District	658	2,799	23.51%	19,813	Yes
LA	22	2200630	Evangeline Parish School District	1,817	6,441	28.21%	33,700	No
LA	22	2200660	Franklin Parish School District	1,458	3,772	38.65%	20,441	No
LA	22	2200690	Grant Parish School District	824	3,572	23.07%	22,384	No
LA	22	2200720	Iberia Parish School District	3,838	14,399	26.65%	73,913	No
LA	22	2200750	Iberville Parish School District	1,533	5,196	29.50%	33,327	No
LA	22	2200780	Jackson Parish School District	803	2,664	30.14%	15,994	Yes
LA	22	2200810	Jefferson Davis Parish School District	1,484	5,898	25.16%	31,477	No
LA	22	2200840	Jefferson Parish School District	16,573	68,076	24.34%	435,716	No
LA	22	2200960	La Salle Parish School District	479	2,534	18.90%	14,839	Yes
LA	22	2200870	Lafayette Parish School District	7,451	40,216	18.53%	235,644	No
LA	22	2200900	Lafourche Parish School District	4,282	16,943	25.27%	98,020	No
LA	22	2200990	Lincoln Parish School District	1,855	6,803	27.27%	47,617	No
LA	22	2201020	Livingston Parish School District	3,881	26,538	14.62%	135,751	No
LA	22	2201050	Madison Parish School District	997	2,004	49.75%	11,843	Yes
LA	22	2201080	Monroe City School District	4,352	9,354	46.53%	49,987	No
LA	22	2201110	Morehouse Parish School District	1,995	4,649	42.91%	26,760	No
LA	22	2201140	Natchitoches Parish School District	2,299	6,763	33.99%	39,166	No
LA	22	2201170	Orleans Parish School District	22,807	55,078	41.41%	384,320	No
LA	22	2201200	Ouachita Parish School District	5,300	19,536	27.13%	106,338	No
LA	22	2201230	Plaquemines Parish School District	844	4,548	18.56%	23,447	No
LA	22	2201260	Pointe Coupee Parish School District	964	3,754	25.68%	22,406	No
LA	22	2201290	Rapides Parish School District	6,042	24,406	24.76%	132,488	No
LA	22	2201320	Red River Parish School District	486	1,529	31.79%	8,669	Yes
LA	22	2201350	Richland Parish School District	1,273	3,743	34.01%	20,740	No
LA	22	2201380	Sabine Parish School District	1,069	4,250	25.15%	24,199	No
LA	22	2201410	St. Bernard Parish School District	2,195	8,370	26.22%	44,409	No
LA	22	2201440	St. Charles Parish School District	1,599	10,135	15.78%	52,745	No
LA	22	2201470	St. Helena Parish School District	594	1,773	33.50%	10,619	Yes
LA	22	2201500	St. James Parish School District	863	3,785	22.80%	21,638	No
LA	22	2201530	St. John the Baptist Parish School District	2,274	8,136	27.95%	43,745	No
LA	22	2201560	St. Landry Parish School District	5,621	16,134	34.84%	83,709	No
LA	22	2201590	St. Martin Parish School District	2,412	9,765	24.70%	53,315	No
LA	22	2201620	St. Mary Parish School District	2,605	9,457	27.55%	53,162	No
LA	22	2201650	St. Tammany Parish School District	6,177	46,041	13.42%	245,829	No
LA	22	2201680	Tangipahoa Parish School District	6,701	22,387	29.93%	127,049	No

LEAs ELIGIBLE for the 2015 Rural Low Income Schools (RLIS) Program  
Louisiana School Districts

NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale codes of schools in the LEA	Average Daily Attendance	Percentage of children from families below poverty line	Does LEA meet low-income poverty requirement?	Alternate Poverty Data Provided by State	Does each school in LEA have locale code of 6, 7, or 8?	FY 2014 Title II, Part A allocation amount	FY 2014 Title II, Part D formula allocation amount - PLEASE LEAVE BLANK	FY 2014 Title IV, Part A allocation amount - PLEASE LEAVE BLANK	FY 2014 Title V allocation amount - PLEASE LEAVE BLANK	RLIS eligible
1	2	3	4	5	6	7	8	11	13	14	13A	15	16	17	18	19	21
2200060	002	ALLEN PARISH	P.O. Drawer C	Oberlin	70655	(337) 639-4311	6,7	4,080.23	24.90	YES		YES	\$254,347				RLIS
2200120	004	ASSUMPTION PARISH	4901 Highway 308	Napoleonville	70390	(985) 369-7251	6,7	3,574.08	22.59	YES		YES	\$289,775				RLIS
2200150	005	AVOYELLES PARISH	221 Tunica Drive West	Marksville	71351	(318) 253-5982	6,7	5,395.83	29.32	YES		YES	\$552,758				RLIS
2200180	006	BEAUREGARD PARISH	P.O. Drawer 938	DeRidder	70634	(337) 463-5551	6,7	5,650.85	20.35	YES		YES	\$302,975				RLIS
2200210	007	BIENVILLE PARISH	P.O. Box 418	Arcadia	71001	(318) 263-9416	6,7	2,113.15	31.07	YES		YES	\$208,041				RLIS
2200360	011	CALDWELL PARISH	P.O. Box 1019	Columbia	71418	(318) 649-2689	7	1,554.72	30.19	YES		YES	\$129,064				RLIS
2200420	013	CATAHOULA PARISH	P.O. Box 290	Harrisonburg	71340	(318) 744-5727	7	1,353.56	29.33	YES		YES	\$157,212				RLIS
2200240	066	CITY OF BOGALUSA SCHOOL DISTRICT	1705 Sullivan Drive	Bogalusa	70427	(985) 281-2115	6	1,792.82	42.54	YES		YES	\$247,923				RLIS
2200450	014	CLAIBORNE PARISH	P.O. Box 600	Homer	71040	(318) 927-3502	6,7	1,619.93	40.20	YES		YES	\$221,339				RLIS
2200480	015	CONCORDIA PARISH	P.O. Box 950	Vidalia	71373	(318) 336-4226	6,7	3,299.15	40.76	YES		YES	\$318,037				RLIS
2200570	018	EAST CARROLL PARISH	P.O. Box 792	Lake Providence	71254	(318) 559-2222	6	1,030.24	56.29	YES		YES	\$228,594				RLIS
2200600	019	EAST FELICIANA PARISH	P.O. Box 397	Clinton	70722	(225) 683-8277	8	1,871.20	27.34	YES		YES	\$231,855				RLIS
2200630	020	EVANGELINE PARISH	1123 Te Mamou Road	Ville Platte	70586	(337) 363-6651	6,7	5,630.08	33.08	YES		YES	\$530,798				RLIS
2200660	021	FRANKLIN PARISH	7293 Prairie Road	Winnsboro	71295	(318) 435-9046	6,7	2,856.88	42.48	YES		YES	\$366,926				RLIS
2200690	022	GRANT PARISH	P.O. Box 208	Colfax	71417	(318) 627-3274	8	2,918.87	26.01	YES		YES	\$226,667				RLIS
2200780	025	JACKSON PARISH	P.O. Box 705	Jonesboro	71251	(318) 259-4456	6,7	2,170.41	28.27	YES		YES	\$11,986				RLIS
2200810	027	JEFFERSON DAVIS PARISH	P.O. Box 640	Jennings	70546	(337) 824-1834	6,7	5,541.14	21.80	YES		YES	\$388,115				RLIS
2200960	030	LASALLE PARISH	P.O. Drawer 90	Jena	71342	(318) 992-2161	6,7	2,462.81	21.72	YES		YES	\$140,028				RLIS
2200990	031	LINCOLN PARISH	410 South Farmerville Street	Ruston	71270	(318) 255-1430	6,7	6,206.86	30.21	YES		YES	\$424,326				RLIS
2201050	033	MADISON PARISH	P.O. Box 1620	Talulaha	71284	(318) 574-3616	6,7	1,372.52	53.49	YES		YES	\$263,874				RLIS
2201110	034	MOREHOUSE PARISH	P.O. Box 872	Bastrop	71221	(318) 281-5784	6,7	4,185.60	38.84	YES		YES	\$473,442				RLIS
2201140	035	NATCHITOCHE PARISH	P.O. Box 16	Natchitoches	71458	(318) 352-2358	6,7	6,283.91	32.77	YES		YES	\$541,040				RLIS
2201320	041	RED RIVER PARISH	P.O. Box 1369	Coushatta	71019	(318) 932-4081	7	1,413.80	34.40	YES		YES	\$154,748				RLIS
2201350	042	RICHLAND PARISH	P.O. Box 599	Rayville	71269	(318) 728-5064	6,7	3,090.51	37.32	YES		YES	\$318,659				RLIS
2201380	043	SABINE PARISH	P.O. Box 1079	Many	71449	(318) 256-9228	6,7	4,105.05	27.31	YES		YES	\$285,302				RLIS
2201470	046	ST. HELENA PARISH	P.O. Box 540	Greensburg	70441	(225) 222-4244	8	731.37	37.92	YES		YES	\$75,503				RLIS
2201560	049	ST. LANDRY PARISH	P.O. Box 310	Opelousas	70571	(337) 948-3657	6,7	14,011.94	38.67	YES		YES	\$1,279,095				RLIS
2201620	051	ST. MARY PARISH	P.O. Box 170	Centerville	70522	(337) 836-9661	6,7	8,670.78	26.73	YES		YES	\$738,757				RLIS
2201630	058	VERNON PARISH	201 Belview Road	Leesville	71446	(337) 239-3401	6,7	8,956.42	21.82	YES		YES	\$494,071				RLIS
2201860	059	WASHINGTON PARISH	P.O. Box 587	Franklinton	70438	(985) 839-3436	6,7	5,064.26	30.16	YES		YES	\$386,994				RLIS
2201950	062	WEST CARROLL PARISH	314 East Main Street	Oak Grove	71263	(318) 428-2378	7	2,067.59	31.79	YES		YES	\$174,354				RLIS
2202110	064	WINN PARISH	P.O. Box 430	Winnfield	71483	(318) 628-6936	6,7	2,331.27	32.63	YES		YES	\$204,533				RLIS

# Curriculum Vitae

Debra S. Lee

(b)(6)

<b>Education</b>	Northwestern State University 2004 Masters Plus 30 1998 M.Ed., Educational Technology 1995 B.A., Elementary Education
<b>Career Experiences</b>	2007-Present Adjunct Faculty Member, Northwestern State University, Natchitoches, LA. 2006-Present Director Federal Programs, Sabine Parish School Board, Many, LA 2004-Present Director of Curriculum & Instruction, Sabine Parish School Board, Many, LA 2002-2004 Title I Coordinator, Sabine Parish School Board, Many, LA 2000-2002 Instructional Strategy Coordinator, Sabine Parish School Board, Many, LA 1995-2001 Public School Teacher, Technology Coordinator, Florien High School, Florien, LA., Sabine Parish
<b>Licensures, Certifications and Areas of Expertise</b>	Louisiana State Department of Education: Teaching Certificate A 058670 Elementary Grades 1-8 Supervisor of Instruction Educational Technology Leader & Facilitator Computer Literacy Supervisor of Student Teaching LATAAP Trainer for Assessors and Mentors in 2003-04 National Board Certified Teacher of Social Studies 2003-2013 Ruby Payne: Framework for Understanding Poverty Trainer Certification Instructional Coaching Institute: Summer & Fall 2007 TOT Coaching for Classroom Management: Fall 2008 TOT Decision Making for Results TOT Data Teams TOT EDC Center for Online Professional Education: Facilitating & Implementing Online Professional Development Specialist Training Course: Summer 2007 Content Literacy Strategies: Summer 2008 DIBELS & DIBELS Next ISTEEP Advanced Literacy Assessment Kagan Structures and SIM Strategies Professional Learning Communities Handwriting Without Tears The Write Tools Read Naturally READ 180 and Scholastic Reading Inventory Universal Designs for Learning Literacy Workstations, Debbie Diller School Improvement Leader Louisiana COMPASS Response to Intervention TOT LETRS, Modules 1-3, 7-9 Designing & Using Common Core Formative Assessments

**Interests**

Member of Louisiana Association of School Executives  
Member of Louisiana Association of Computer Using Educators (LaCUE)  
Member of ISTE  
Integrating Technology Professional Development (InTech) K-8  
Member of Louisiana Middle School Association  
Louisiana Staff Development Council  
Member ASCD  
Member National Association of Secondary School Principals  
Member National Association of Professional Women  
Member Louisiana Reading Association  
Member International Reading Association  
Louisiana Teacher Leader

**Selected Grants**

School Tech: Louisiana Department of Education  
Fund for Improvement of Education  
21<sup>st</sup> Century Community Learning Centers  
Rural Utilities Services Distance Learning Grant (Project Director)  
Math Science Partnership Grant  
Striving Readers Comprehensive Literacy Grant (Project Director 2011-Present)  
Innovative Approaches to Literacy: Sabine Literacy Legacy (Project Director 2014-2016)

SABINE PARISH SCHOOL BOARD  
JOB DESCRIPTION

TITLE: \*School-based Literacy Integration Specialist

QUALIFICATIONS:

- Valid Louisiana teaching certificate
- Master's degree and five years of professional experience
- Reading specialist certification (or actively seeking certification)

REPORTS TO: Director of Federal Programs, SRCL Program Director, Superintendent

SUPERVISES: Students

KNOWLEDGE/SKILLS:

1. Demonstrated prior success in improving student achievement
2. Knowledge and expertise in instruction and intervention strategies to increase literacy and language development
3. Ability to interpret and use student assessment data to inform instruction
4. Knowledge and expertise in Louisiana's Response to Intervention (three-tier) model
5. Ability to conduct presentations and job-embedded professional development
6. Knowledge and expertise in working collaboratively with teachers and staff to improve practice
7. Ability to promote student motivation and engagement in learning
8. Knowledge and expertise in classroom management
9. Knowledge of assistive and other technologies to facilitate instruction and monitor student progress
10. Knowledge of the principles of Universal Design for Learning to support diverse learning needs

**I. PERFORMANCE RESPONSIBILITIES:**

1. Assist with administering screening and progress monitoring assessments
2. Lead grade-level, vertical, and/or departmental teams in analyzing assessment data and student work to develop plans for improving literacy
3. Assist staff with planning and delivery of literacy strategies in all subjects and throughout the day
4. Assist staff with implementing challenging and rigorous curriculum aligned with the common core state standards and/or early learning guidelines
5. Provide on-going support for staff by teaching, observing, and modeling the use of appropriate literacy strategies in all subjects
6. Providing timely feedback to staff (e.g., paraprofessionals) during post-observation conferences on lesson effectiveness
7. Assist staff with using data to determine appropriate intervention and instructional support

- 8. Assist staff in developing instruction designed to improve students' literacy and language skills, including writing, speaking, and listening
- 9. Assist school/site administrator with integration and coordination of policies, practices, and funding across federal, state and local programs
- 10. Keep school/site administrator informed of and involved in all literacy improvement efforts
- 11. Meet at least monthly with the district literacy leader, non-profit early childhood education director, non-profit community-based agency liaison, and other literacy integration specialists to ensure continuous alignment of literacy efforts
- 12. Gather data, compile information, and prepare reports to share with district literacy coordinator, coordinators of non-profit partnerships, and LDOE literacy staff on program implementation and progress toward achieving literacy goals
- 13. Maintain a weekly activity log to document and reflect on accomplishments
- 14. Performs any other duties assigned by the Superintendent.

II. PROFESSIONAL DEVELOPMENT

- A. Professional Growth Plan developed and carried out in timelines
  - 1. Professional Growth Plan enhanced job performance
  - 2. Self-Evaluation completed

III. PROFESSIONALISM

- A. Adheres to federal, state, system and school policies and regulations
  - 1. Fosters positive relationships with students, public and school personnel
  - 2. Shows loyalty to school programs and willingness to work with others
  - 3. Adheres to channels of authority

Nine (9) month position plus up to ten (10) additional work days compensated by Title II funds.

Reviewed and Agreed to: \_\_\_\_\_  
Signature Date

\*Note: The Superintendent will appropriately place literacy integration specialists in schools/settings based on their qualifications and cluster characteristics. Based on the job description from Louisiana's Literacy Is For Everyone (LIFE) Promise.

## MELISSA LEE FLOWERS

### PROFILE

I currently serve Sabine Parish Schools as the Director of Technology and Student Information Systems. Prior to becoming a district administrator, I served as a district Curriculum, Instruction, and Assessment Facilitator, working directly with school administration and staff to improve classroom instruction. I have also served at the school-level as an Instructional Technology Facilitator/Coach, school librarian, and classroom teacher for middle school and high school.

### AREAS OF EXPERTISE

DIBELS and DIBELS NEXT, TOT	Instructional Coaching: University of Kansas
Ruby Payne Poverty Workshops, TOT	Instructional Facilitator: SDE Model
Whole Faculty Study Groups, TOT	STEEP Data Systems
Universal Designs for Learning, TOT	Kagan Structures and SIM Strategies
BRAZO Literacy Strategies	LETRS, Modules 1-3, 7-9
Read Naturally / READ 180	Positive Behavior Systems
Literacy Workstations, Debbie Diller	JPAMS and SIS Coordinator
Handwriting Without Tears	The Write Tools
Educational Technology (variety of skills and training)	EAGLE (Louisiana Test prep Database)
Technology Infrastructure	Curriculum Design and Assessment
Dyslexia	School Improvement
Louisiana Compass (CIS/CVR)	Writing Test Items: State EOC Team
RTI: Response to Intervention	Online Learning Facilitator

### EDUCATION

Master's Degree +30 Graduate Hours, Educational Leadership, Northwestern State University, 2004  
M. ED., Educational Technology, Northwestern State University, 2003  
B.A., Education, Northwestern State University, 1997

### CERTIFICATIONS

Educational Technology Leader, Grade(s): K-12, 8/12/2008  
Provisional Elementary School Principal, Grade(s):1-8, 8/12/2008  
Provisional Principal, Grade(s): K-12, 8/12/2008  
Educational Technology Facilitator, Grade(s): K-12, 8/12/2008  
Parish/City School Supervisor of Instruction, Grade(s):1-12, 2/10/2006  
Supervisor of Student Teaching, Grade(s):1-12, 1/28/2005  
School Librarian, Grade(s): K-12, 8/11/2003  
Computer Literacy, Grade(s):1-12, 12/24/2002  
Mild/Moderate (1-12), Grade(s):1-12, 2/19/1998  
Elementary Grades, Grade(s):1-8, 2/19/1998

## EMPLOYMENT HISTORY

Director of Technology, and SIS, District Office	2012-Present
Supervisor of Secondary Education, CTE, Technology, and SIS, District Office	2011-2012
Supervisor of Title I, Secondary Education, and Technology, District Office	2008-2011
Curriculum, Instruction, & Assessment Coordinator, District Office	2005-2008
Instructional Technology Facilitator/Coach, Many Junior High School	2002-2005
School Librarian, Many Junior High School	2000-2002
Teacher, Many Junior High School	1998-2000
Teacher, Negreet High School	1997-1998
Louisiana Department of Education: Contract Worker	
Online Learning Facilitator: Reading and Literacy Courses	2007-2008

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# Melyssa Snelling

## *Education*

2008, Master's Degree Plus 30 Graduate Hours, Supervision and Administration, Northwestern State University

1995, M. ED, Elementary Education, Northwestern State University

1988, B.A., Education, Northwestern State University

## *Certifications*

Parish/City School Supervisor of Instruction, *Grades 1-12, 7/30/2008*

PK-3, *11/19/2007*

Reading Specialist , *Grades 1-12, 9/13/2006*

Computer Literacy, *Grades 1-12, 8/21/2001*

Supervisor of Student Teaching, *Grades 1-12, 8/21/2001*

Elementary Grades 1-8, *4/17/1990*

Art, *Grades K-12, 6/20/1988*

National Board Certified Teacher, Middle Childhood Generalist, *2002-2022*

CPR/First Aid Certified, *2015-2016*

## *Areas of Expertise*

Early Childhood Professional Development

Pre-K CLASS Reliable Observer

K-3 CLASS Reliable Observer

Louisiana Comprehensive Curriculum – ELA Grade 3 Writer

Positive Behavior Intervention Support – Early Childhood 5 Kindnesses

Handwriting Without Tears

Curriculum, Design, and Assessment—Grades PK—3

Parental Involvement Trainer – Literacy

Grant Writing

BRAZO Literacy Strategies

ECERS-R Trainer

Elementary Education - Grades K-8

LETRS

Sabine Parish School Board  
P.O. Box 1079  
695 Peterson Street  
Many, Louisiana 71449

(b)(6)

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# Melyssa Snelling

## *Employment History*

Director of Early/Elementary Education PK –3, Effective July 1, 2016  
Director of Preschool Programs and Administrator of Many Preschool Center, 2011-Present  
Supervisor of Preschool Programs and Administrator of Many Preschool Center, 2008-2011  
Curriculum, Instruction, & Assessment Coordinator, District Office 2006-2008  
Teacher, Pelican All Saints High School 2005-2006  
Teacher, Converse High School 1988-2005  
Louisiana State Department of Education Curriculum Writer, Grade 3 ELA, 2004-2007

## *Professional Organizations*

National Association for the Education of Young Children, NAEYC  
Louisiana of Early Childhood Association, LAECA  
Louisiana Head Start Association, LHSA

## *Presentations (Within the Past 3 years)*

Head Start Governance Training, Sabine Parish School Board, March 2015  
COMPASS –CLASS Conversion n a Nutshell, Many Preschool Center, August 2015  
Region VI PBIS Renewal Day, Early Childhood PBIS, November 2015  
Parental Involvement Improving Literacy, LAECA Conference, Alexandria, October 2013, 2014, 2015  
Universal Preschool Teacher Orientation, Curriculum, and Assessment, Many, August 2013, 2014, 2015  
Preschool 101, Sabine Parish Aspiring Leaders Workshop, April 2014  
CLASS –Concept Development, Many Preschool Center, February 2014  
Louisiana State Collaboration for Early Childhood, Many Preschool Center, April 2013

## Honors & Credentials

- 2013 Louisiana Regional High School Teacher of the Year
- 2008 & 2012 ZHS Most Beloved Teacher
- Cum Laude Graduate
- Phi Kappa Phi Honor Society
- ISTE Member
- LACUE Member
- Google Certified Educator

## References

**Chad Crow,**  
**Principal**  
Negreet High School  
PO Box 14  
Negreet, La 71460  
  
318-256-2349

**Bradley McLaren,**  
**Principal**  
Zwolle High School  
649 Championship Dr.  
Zwolle, La 71486  
  
318-645-6104

**Melissa Flowers,**  
**Technology Supervisor**  
Sabine Parish Schools  
695 Peterson Street  
Many, La 71449  
  
318-256-9228 ex252

# Dewey G. Eaves Jr.

(b)(6)

eavesd@sabine.k12.la.us

## CERTIFIED SECONDARY SCIENCE TEACHER (7-12)

I am a dedicated high school science teacher. I Offer a proven track record of commended performance teaching high school science, with a passion for education and a commitment to optimizing student and school success.

## Education

NORTHWESTERN STATE UNIVERSITY — Natchitoches, La

- Bachelor of Science Secondary Education with Minor in Biology *Cum Laude*
- Master of Education in Educational Technology Leadership; 4.0 GPA
- Louisiana Teacher Certification In Secondary Science (2004)
- Biological Science (2004)
- Chemistry (added 2008)
- Educational Technology Facilitator (added 2015)
- Educational Technology Leader (added 2015)
- Online Educator (added 2015)
- Computer Literacy (added 2015)

## Job Related Experience

SABINE PARISH: Zwolle High School; Zwolle, La

**High School Teacher (Biology, Chemistry, & Physics)** 8/07 to Present

- Instructs classes of up to 30 10<sup>th</sup>, 11<sup>th</sup>, & 12<sup>th</sup> graders, with emphasis on hands-on learning, while still encouraging diligent study and note-taking skills. School leader in the implementation of technology in the classroom.
- Volunteers as the sponsor for the ZHS Student Against Destructive Decisions (SADD) chapter, Quiz Bowl Coach, & co-sponsor of Beta
- 2015 dropped Physics and added Biology II

**Technology Coordinator** 8/15 to present

- Works as the head chairperson on the School Improvement Team, which is a committee that gauges the success of the school and nominates, as well as implements, new strategies that will further the achievement of the school
- Troubleshoot, implement, train, and recommend technology use in the classroom

**Technology Trainer** 8/15 to present

- Present trainings on web-design, software integration, best practices, and strategies involved in educational technology at school, local, district, regional, and international level

SABINE PARISH:

**Private Tutor**, 1/03 to present

- Provides one-on-one tutoring to my own students, students from other high schools, as well as collegiate students in the fields of: Biology, Chemistry, Physics, Algebra, Calculus, Trigonometry, & Anatomy & Physiology.

NATCHITOCHEES PARISH: Natchitoches Central High School; Natchitoches, La

**Student Teacher (Intern)**, 1/04 to 5/04

- Interned under Ms. Patricia Beaudion in the subject of biology. In this 5A school system I was faced with many differing socioeconomic, cultural, and educational backgrounds. This served me well, because it provided the groundwork for the success of my classroom management skills. Ms. Beaudion was able to model for me how any teacher can have complete control of any classroom, and this has been a key to my success in my own classroom

## Other Experience

Big Star Supermarkets 05/99 to 08/07

**Assistant Store Supervisor**, 04/04 to 08/07

- Managed a crew of up to 50 different employees. Duties included dictating jobs to employees, scheduling of employees, pricing of all grocery merchandise, daily banking transactions, computer tech support, maintaining price control database, documenting a weekly inventory of merchandise, designing in-store advertisements, and overseeing all activities in the store

# KRISTY L. BRUMLEY, NBCT, ED.S.

(b)(6)

## PROFESSIONAL PROFILE

Currently possesses Louisiana Principal, Ed Leader Level 2, Supervisor of Instruction, Early Childhood, and Elementary Education certification. NBCT recognized as 2008 Mansfield Elem, DeSoto Parish, and Louisiana Region VII Elementary Teacher of the Year. Driven by a sincere desire to ensure the educability and academic success of all students. Practices analytical, creative, and critical thinking to ensure judicious and fair decision making. Maintains a positive rapport with all stakeholders. Knowledgeable of educational technology integration, elementary and secondary curriculum facilitation, TAP School processes, and integration of the Common Core State Standards to enhance classroom teaching and learning. Educational leadership practices driven by the Interstate School Leaders Licensure Consortium Standards.

- **Decision Making:** Implements substantial content and pedagogical knowledge in order to choose the most effective option or alternative to facilitate student learning
- **Problem Solving:** Uses higher-order thinking skills and systematic, data-driven approaches to gathering information in order to make an educated decision or support a change
- **Responsibility Taking:** Accepts ownership and responsibility for personal decisions; takes pride in participating in professional growth and development in order to become a life-long learner

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## EDUCATION

Northcentral University, Prescott Valley, AZ

**Educational Specialist with Concentration in Instructional Leadership, December 2015**

Northwestern State University & Louisiana Tech University

**Masters+30 (Education Courses), 2007-08**

Northwestern State University, Natchitoches, LA

**Master of Education Degree with Concentration in Educational Leadership, Dec. 2007 \*4.00 GPA**

Northwestern State University, Natchitoches, LA

**Bachelor of Arts Degree in Elementary Education, May 1998 \*Cum Laude Graduate**

## SUPERVISORY EXPERIENCE

### Supervisor of Secondary Education

Sabine Parish School Board

July 2013 – Present

## ADMINISTRATIVE EXPERIENCE

### Logansport High School Assistant Principal

DeSoto Parish School Board

2011 – 2013

#### Administrative Leadership

- **Completed DeSoto Parish Operation LEAD, December 2012**
- School Building Level Committee Chair
- TAP School Leadership Team

### ADMINISTRATIVE EXPERIENCE CONT.

**Mansfield Elementary PK-5 Division Assistant Principal of Curriculum & Instruction**  
DeSoto Parish School Board  
2008 – 2011

#### Administrative Leadership

- **Completed Louisiana Leadership Induction Program (LELI)**
- School Building Level Committee Chair
- School Leadership & Improvement Team
- School Testing Coordinator
- Behavioral Education Plan Admin Member
- Staff Development & Training: AIE Consulting Firm, 2009-2010
- Staff Development & Training: JBHM Consulting Firm, 2008-2009

### TEACHING EXPERIENCE

**DeSoto Parish School Board**  
Mansfield Elementary 3-5 Division: 2005 – 2008

#### Teacher Leadership

- **Recognized as the 2008 Region VII, DeSoto Parish, and Mansfield Elementary Teacher of the Year**
- Served as the 2007-08 4<sup>th</sup> Grade Department Chair
- **2008 & 2007 Louisiana Educator Excellence Honoree**
- School Improvement Team, 2007-08
- PBIS Team, 2007-08
- Science Fair Coordinator, 2007-08
- SBLC Committee, 2007-08
- LaTaap Mentor, 2007-08
- Recognized as MES 3-5 Division's DeLitter DeSoto Coordinator, 2006
- **Achieved National Board Certification, *Middle Childhood Generalist*, 2006**

#### Sabine Parish School Board

Zwolle Elementary School/Zwolle Intermediate School: 1998 – 2005

#### Teacher Leadership

- **Comprehensive Curriculum Leader, ELA & Reading Essentials, 2<sup>nd</sup> Grade Curriculum, 2005**
- School-Wide Positive Behavior Support Training, 2004
- School Improvement Team, 2004-05
- GLE Curriculum Coordinator/Developer, Subjects: ELA, Math, Science, & SS, 2<sup>nd</sup> Grade Curriculum, 2003-04
- **LACUE Outstanding Technology Lesson Plan Award Recipient (Overall Elementary Division), 2001**

### PROFESSIONAL AFFILIATIONS

- PHI KAPPA PHI, Oldest, Largest, and Most Selective National Honor Society for All Academic Disciplines
- DELTA KAPPA GAMMA, Professional Honorary Society of Women Educators
- KAPPA DELTA PI, International Education Honor Society
- Louisiana Association of Principals
- National Association of School Principals
- National Reading Association
- National Educators Association & Louisiana Association of Educators

**BRIDGET CORLEY, M.Ed.**

**PROFILE**

*My current position at Sabine Parish School Schools is Elementary Supervisor. I have served in this capacity since July of 2009. My duties involve advising teaching and administrative staff in elementary curriculum and instruction, conducting and participating in workshops that promote the intellectual, social, and physical welfare of children, and monitoring local, state, and federal provisions. Prior to this position, I worked in the district as a K-12 itinerate Gifted Education teacher, Curriculum Coordinator, Technology Facilitator, as part of a SchoolTech Grant, Kindergarten, First Grade, and Fourth Grade Teacher. As a classroom teacher, I planned and designed developmentally appropriate lessons in all subject areas for students, using a variety of instructional methods including cooperative learning, learning centers, and multi-sensory and engaging strategies. I also planned for and provided individualized instruction and modifications as needed. In my role as teacher, I always actively participated in school building level meetings, IEP meetings, faculty meetings, whole-faculty study groups, and grade-level meetings. I have and will always be committed to providing students with an education that encourages them to reach their greatest academic potential in a classroom and school that is safe, supportive, and nurturing.*

**AREAS OF EXPERTISE**

<i>LETRS for Early Childhood Educators, TOT</i>	<i>Project Read Phonology, TOT</i>
<i>SIM Strategies</i>	<i>BRAZO Literacy Strategies</i>
<i>Read 180</i>	<i>Read Naturally</i>
<i>Whole Faculty Study Groups (LINCS)</i>	<i>Universal Designs for Learning</i>
<i>Instructional Coaching, University of Kansas</i>	<i>DIBELS Next, TOT</i>
<i>Instructional Coaching, Alabama Model</i>	<i>STEEP Data Systems</i>
<i>Kagan Strategies</i>	<i>Bridges Out of Poverty, TOT</i>
<i>The Write Tools</i>	<i>EAGLE</i>
<i>Using Literacy Workstations, Debbie Diller</i>	<i>Positive Behavior Supports</i>
<i>LETRS, Modules 1-3, 7,9</i>	<i>Use Data for Reading, Jan Hasbrouck</i>

**EDUCATION**

<i>Plus 30 Graduate Hours</i>	<i>Educational Leadership, Northwestern State University, May 2009</i>
<i>Masters in Education</i>	<i>Educational Technology, Northwestern State University, May 2004</i>
<i>Bachelors in Education</i>	<i>Elementary Education, Northwestern State University, December 1994</i>

## CERTIFICATIONS

<i>Kindergarten</i>	<i>Elementary Grades 1-8</i>
<i>Supervisor of Instruction</i>	<i>Supervision of Student Teachers</i>
<i>Computer Literacy</i>	<i>Academically Gifted</i>
<i>LaTAAP Mentor</i>	<i>LaTAAP Assessor</i>

## EMPLOYMENT HISTORY

### Sabine Parish Schools:

<i>Supervisor of Federal Programs and Elementary Curriculum</i>	<i>2010-Present</i>
<i>Gifted Education Teacher, Florien &amp; Negreet High Schools</i>	<i>2008-2010</i>
<i>Curriculum, Instruction, &amp; Assessment, Sabine Parish Schools</i>	<i>2005-2008</i>
<i>SchoolTech Facilitator, Florien Elementary &amp; High School, Florien, LA</i>	<i>2003-2005</i>
<i>Elementary Teacher, Florien Elementary School, Florien, LA</i>	<i>1996-2003</i>
<i>Elementary Teacher, Converse High School, Converse, LA</i>	<i>1994-1996</i>

## SELECTED PUBLICATIONS

*N/A*

## SELECTED PRESENTATIONS AND WORKSHOPS

<i>DIBELS, 6<sup>th</sup> Edition</i>	<i>DIBELS Next</i>
<i>Project Read, Phonology</i>	<i>The RTI Process</i>
<i>LETRS for Early Childhood Educators</i>	<i>The Wrap on Reading</i>
<i>Bridges Out of Poverty</i>	<i>Leap into Learning</i>
<i>HEART (Help Educate As a Reading Tutor)</i>	<i>What You Need to Know About Reading</i>
<i>Beginning and Advanced Decoding</i>	

# Michelle Morris, Ed.D.

## Contact Information

Northwestern State University of Louisiana  
Gallaspy Family College of Education and Human Development  
Teacher Education Center  
Pod B, Room 109  
Natchitoches, LA 71497  
Office: (318) 357-4252  
Fax: (318) 357-6275  
paulselm@nsula.edu

## Educational Background

- Ed. D.** Educational Psychology, May 2005  
Areas of Emphasis: Instructional Communication, Classroom Assessment, Brain-based Learning, Child Development  
West Virginia University, Morgantown  
Dissertation: Classroom Justice as a Predictor of Students' Perceptions of Empowerment and Emotional Response
- M. A.** Communication Studies, May 2002  
Areas of Emphasis: Instructional Communication, Assessment, Higher Education Administration  
Texas State University, San Marcos  
Thesis: Interpersonal Communication Motives: A Communibiological Perspective
- B. A.** Secondary Education in Communication Studies, May 2000  
Minor: Secondary Education in History  
Texas State University, San Marcos
- Teaching Certification** Texas Educator Certificate in History and Speech Communications (Grades 6-12) updated through 6/30/2021

## Employment History

- August 2011-Present Northwestern State University of Louisiana  
Associate Professor
- 2005-July 2011 Northwestern State University of Louisiana  
Assistant Professor
- 2003-2005 Fairmont State University, West Virginia  
Instructor

2002-2005	West Virginia University Instructor and Basic Course Director/Steward for Communication Disabilities in Children, Organizational Communication, Communication in the Classroom, Interpersonal Communication, and Rhetorical Communication
2000-2002	Texas State University at San Marcos Graduate Teaching Assistant and Basic Course Administrative Assistant
1997-2002	Instructor for the American Red Cross Corporate Program, Houston Taught certification safety courses in businesses

## Teaching

### Courses Taught at Northwestern State University

- EPSY 2020: Introduction to Child and Adolescent Psychology
- EPSY 3000: Educational Psychology and Student Assessment
- EPSY 3010: Child and Adolescent Psychology
- EPSY 3020: Development in Early Childhood and Elementary School
- EPSY 3030: Development in Middle School and High School
- EPSY 4400: Statistics for Psychology and Education
- EPSY 4420: Evaluation and Reporting in Education
- EPSY 5370: Behavioral Management and Modification
- EPSY 5400: Introductory Statistics for Education
- EPSY 5420: Advanced Educational Assessment
- EPSY 5480: Dynamics of Developing Learners
- EPSY 5490: Educational Psychology Applied to Teaching
- EPSY 5520: Analysis of the Individual
- EDUC 5010: Educational Research and Evaluation
- EDUC 5840: Research Based Decision-Making in Education
- EDUC 5890: Field Study Proposal
- EDUC 5970: Thesis Proposal
- EDUC 5980: Thesis Defense
- SPED 4360: Methods of Classroom Management

### Teaching Awards

- Selected as **Who's Who Among America's Teachers and Educators**, 2007
- **Excellence in Teaching** (2002 & 2004). Given by the Instructional and Developmental Communication Division of the International Communication Association

Scholarship
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**Note: Some publications/papers are under my maiden name of Paulsel.**

**Publications (reverse chronological order)**

Morris, M. (2016, Spring). A teacher education program's approach for finding the "value" in value-added results [Abstract]. *Research Issues in Contemporary Education, 1*, 84-85.

Morris, M. (2016, Spring). Examining the organizational health of PK-12 schools from teachers' perspectives. *Research Issues in Contemporary Education, 1*, 13-21.

Morris, M. (2013). Implementing the National Educational Technology Standards for Teachers (NETS-T) in a teacher preparation assessment course. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 3992-3994). Chesapeake, VA: AACE.

Morris, M., McAlister, K., Sanson, J. & Poehl, T. (2012). An examination of teacher education candidates' self-reported dispositions in online verses face-to-face classes. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 2000-2006). Chesapeake, VA: AACE.

Morris, M., & Schweiger, M. (2012). A model for using reflective teaching in a K-16 partnership. In L. Rougeou (ed.) *Powerful Conversations: K-16 Writing and Inquiry Partnerships*. A National Writing Project at Northwestern State University (pp. 33-43). ISBN: 978-1-105-50668-0

Morris, M. (2010). Examining the effects of students' perceptions of classroom justice on their emotional responses in the classroom. *Proceedings of the International Technology, Education, and Development Conference*, 3503-3508. ISBN: 978-84-613-5538-9

Morris, M. (2010). Service-learning as an instructional strategy for pre-service teachers. *Proceedings of the International Technology, Education, and Development Conference*, 3481-3484. ISBN: 978-84-613-5538-9

Morris, M., Perkins, G., Wellman, N. & Wellman, W. (2010). Using rubrics in online graduate courses. In D. Gibson & B. Dodge (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 201-207). Chesapeake, VA: AACE.

Morris, M. (2008). Students' perceptions of classroom justice in online courses using audiovisual instructional materials. *Proceedings of the Society for Information Technology and Teacher Education Conference*, 1013-1016.

Morris, M. (2008). Teacher and graduate teaching assistant socialization: A review of literature and critique. *Proceedings of the 6<sup>th</sup> Annual Hawaii International Conference on Education*, 3610-3624.

Morris, M., Clark, L. J., & McAlister, K. W. (2008). A model for incorporating undergraduate research

into a teacher education program. *Proceedings of the 6<sup>th</sup> Annual Hawaii International Conference on Education*, 4103-4113.

- Morris, M., & Park, S. (2008). Animated pedagogical agents: A review of literature and direction for future research. *TCEA Educational Technology Research Symposium*, 2, 95-103.
- Paulsel, M. L., McCroskey, J. C., & Richmond, V. P. (2006). Perceptions of health care professionals' credibility as a predictor of patients' satisfaction with their medical care and physician. *Communication Research Reports*, 23, 69-76.
- Mottet, T. P., Beebe, S. A., Raffeld, P. C., & Paulsel, M. L. (2005). The effects of student responsiveness on teachers granting power to students and essay evaluation. *Communication Quarterly*, 53, 421-436.
- Paulsel, M. L., & Chory-Assad, R. M. (2005). Perceptions of instructor interactional justice as a predictor of student resistance. *Communication Research Reports*, 22, 283-291.
- Paulsel, M. L., Chory-Assad, R. M., & Dunleavy, K. N. (2005). The relationship between student perceptions of instructor power and classroom justice. *Communication Research Reports*, 22, 207-215.
- Paulsel, M. L., Richmond, V. P., McCroskey, J. C., & Cayanus, J. L. (2005). The relationships of perceived health professionals' communication traits and credibility with perceived patient confidentiality. *Communication Research Reports*, 22, 129-142.
- Chory-Assad, R. M., & Paulsel, M. L. (2004). Antisocial classroom communication: Instructor influence and interactional justice as predictors of student aggression. *Communication Quarterly*, 52, 98-114.
- Chory-Assad, R. M., & Paulsel, M. L. (2004). Classroom justice: Student aggression and resistance as reactions to perceived unfairness. *Communication Education*, 53, 253-273.
- Mottet, T. P., Beebe, S. A., Raffeld, P. C., & Paulsel, M. L. (2004). The effects of student verbal and nonverbal responsiveness on teachers' liking of students and willingness to comply with student requests. *Communication Quarterly*, 52, 27-38.
- Paulsel, M. L. (2004). Using behavior alteration techniques to manage student behavior. *Communication Teacher*, 18, 44-48.
- Paulsel, M. L., & Chory-Assad, R. M. (2004). The relationships among instructors' antisocial behavior alteration techniques and student resistance. *Communication Reports*, 17, 103-112.
- Paulsel, M. L., & Mottet, T. P. (2004). Interpersonal communication motives: A communibiological perspective. *Communication Quarterly*, 52, 182-195.

### **Books/Manuals**

- Paulsel, M. L. (2004). *Instructor's manual with teaching tool for the companion website for Beebe,*

*Beebe, and Ivy's Communication: Principles for a Lifetime (2<sup>nd</sup> ed.)*. New York: Allyn and Bacon.

### **Miscellaneous Publications: Reprints**

Reprint of article in the instructional supplement accompanying *The Art of Public Speaking* (9<sup>th</sup> ed.) by S. E. Lucas, published by McGraw-Hill. The citation for the original article is: Paulsel, M. L. (2004). Using behavior alteration techniques to manage student behavior. *Communication Teacher, 18*, 44-48.

### **Professional Presentations (reverse chronological order)**

Morris, M. (2013, March). Implementing the National Educational Technology Standards for Teachers (NETS-T) in a teacher preparation assessment course. Paper presented at Society for Information Technology and Teacher Education International Conference, New Orleans.

Floyd, A., & Morris, M. (2013, November). The Effects of Response-to-Intervention on Student Achievement. Paper presented at the National Communication Association 2013 Conference, Washington, D.C.

Morris, M. (2013, November). Highlighting the Connections between K-12 and Colleges/Universities. Panel presented at the National Communication Association 2013 Conference, Washington, D.C.

Morris, M., & Poehl, T. (2013, April). A Step in the Right Directions: A Gardening and Exercise Service-Learning Project. Presentation at the ULS 2013 Academic Summit, Monroe.

Morris, M. (2012, November). Down main street USA: The implications of the new speaking and listening standards in the common core state standards. Presentation at the annual meeting of the National Communication Association, Orlando.

Morris, M., McAlister, K., Sanson, J., & Poehl, T. (2012, March). An examination of teacher education candidates' self-reported dispositions and characteristics in online versus traditional classes. Paper presented at Society for Information Technology and Teacher Education International Conference, Austin.

Morris, M., Poehl, T. (2012, April). Portion distortion: A nutrition awareness service-learning project. A presentation at the annual University of Louisiana Academic Summit: Lake Charles, LA.

Bock, T., & Morris, M. (2011, November). Examining positive behavior intervention strategies in response to disruptive communication in an elementary school. Presentation at the annual meeting of the National Communication Association, New Orleans, LA

Carr, M., & Morris, M. (2011, November). Using direct instruction as an instructional strategy in elementary school: a descriptive analysis of students' progress. Presentation at the annual meeting of the National Communication Association, New Orleans, LA.

McAlister, K., & Morris, M. (2011, March). Service learning partnership between university and

school districts. Presentation at the annual meeting of the Louisiana Education Research Association, Lafayette, LA.

Morris, M. (2011, September). School gardens. Presentation at the Keep Louisiana Beautiful Conference in Natchitoches, LA.

Morris M. (2011, April). A model for using reflective teaching in a K-16 partnership. Presentation at the 24<sup>th</sup> annual NSU Research Day, Natchitoches, LA.

Morris, M., McAlister, K., & Mason, J. (2011, March). Little hands building big gardens. Presentation at the 6<sup>th</sup> annual ULS Serves Service-Learning Conference, Grambling, LA.

Morris, M., Perkins, G., Wellman, N., & Wellman, W. (2010, April). *Using rubrics in online graduate courses*. Paper presented at the 21<sup>st</sup> International Conference of the Society for Information Technology and Teacher Education, San Diego, CA.

Morris, M. (2010, March). *Service-learning as an instructional strategy for pre-service teachers*. Paper presented at the International Technology, Education, and Development Conference, Valencia, Spain.

Morris, M. (2010, March). *Examining the effects of students' perceptions of classroom justice on their emotional responses in the classroom*. Paper presented at the International Technology, Education, and Development Conference, Valencia, Spain.

Bock, T., Wellman, N., Morris, M., & Wellman, W. (2010, March). *Modern discipline techniques in a traditional educational realm*. Paper presented at the annual meeting of the Louisiana Education Research Association, Lafayette, LA.

Carr, M., & Morris, M. (2010, March). *A descriptive analysis of direct instruction data*. Paper presented at the annual meeting of the Louisiana Education Research Association, Lafayette, LA.

Morris, M., & Morris, Q. (2009, December). *Using brain-based teaching strategies in life science classes*. Presentation at the 2009 Professional Development Conference of the Texas Association for the Gifted and Talented, Houston, TX.

Morris, M. (2009, November). *Brain-based strategies for teaching students about wildlife*. Presentation at the 2009 Conference for the Advancement of Science Teaching, Galveston, TX.

Morris, M., Biscoe, R., Packer, J., & Roberson, A. (2009, August). *A CASA Christmas: Future teachers serving central Louisiana's disadvantaged youth*. Presentation at the ULS Serves Annual Service-Learning Conference, Baton Rouge, LA.

Morris, Q., & Morris, M. (2009, March). *An exhibit and explanation of alligators and furbearing animals in Louisiana*. Presentation at New Orleans Zoo Earth Fest 2009, New Orleans, LA.

Batiste, L., & Morris, M. (2009, January). *Perceptions of administrators, teachers, and students for a content mastery tutoring lab*. Presentation at the 28<sup>th</sup> Louisiana Super Conference on Special Education, Lafayette, LA.

- Morris, M., Clark, L., & McAlister, K. (2008, November). *Implementing undergraduate research assignments into a teacher education program based on current literature*. Paper presented at the Phi Delta Kappa International Summit, San Antonio, TX.
- Morris, M. (2008, October). *An introduction to free internet resources for teachers*. Presentation at the annual Region 4 Technology Applications Conference, Houston, TX.
- Paulsel, M. L., Cayanus, J. L., McCroskey, J. C., & Richmond, V. P. (2008, May). *Perceptions of health care professionals' credibility as a predictor of perceived patient confidentiality*. Paper presented at the annual meeting of the Eastern Communication Association, Pittsburgh, PA.
- Morris, M. (2008, March). *Students' perceptions of classroom justice in online courses using audiovisual instructional materials*. Paper presented at the Society for Information Technology and Teacher Education Conference, Las Vegas, NV.
- Morris, M. (2008, March). *Teacher and graduate assistant socialization*. Paper presented at Northwestern State University's 21<sup>st</sup> Annual Research Day, Natchitoches, LA.
- Morris, M., & Park, S. (2008, February). *Animated pedagogical agents: A review of literature and direction for future research*. Paper presented at the annual TCEA Educational Technology Research Symposium, Austin, TX.
- McAlister, K., Clark, L., Hanson, B., Morris, M., Hanson, T. (2008, January). *Meeting the challenges for undergraduate and graduate pre-service teacher candidates: A pro-active approach to address licensure PRAXIS exams*. Panel presented at the Hawaii International Conference on Education, Honolulu, HI.
- Morris, M. (2008, January). *Teacher and graduate teaching assistant socialization: A review of literature and critique*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
- Morris, M., Clark, L. J., & McAlister, K. W. (2008, January). *A model for incorporating undergraduate research into a teacher education program*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
- Morris, M., Perkins, G., & Pichon, H. (2008, January). *Empowering children with exceptionalities: Short-term and long-term implications of bullying*. Presentation at the Louisiana Council for Exceptional Children Conference Super Conference 27, Lafayette, LA.
- Morris, M. (2007, October). *Alternative strategies to stop students' misbehavior in the classroom*. Presentation at the annual ARKLATEX middle school conference in Bossier City, LA.
- Morris, M. (2007, April). *Using emotional response theory to explain students' perceptions of empowerment*. Paper presented at the annual Northwestern State University Research Day, Natchitoches, LA.
- Paulsel, M. L. (2006, November). *The effects of classroom justice on students' emotional response*.

Paper presented at the 2006 annual meeting of the National Communication Association, San Antonio, TX.

Paulsel, M. (2006, April). Behavior alteration techniques, student resistance, and student misbehavior: A review of literature and critique. Paper presented at the annual Northwestern State University Research Day, Natchitoches, LA.

Paulsel, M. L. (2006, April). *The relationship between students' emotional response and perceptions of empowerment*. Paper presented at the 2006 annual meeting of the Eastern Communication Association, Philadelphia, PA.

Paulsel, M. L., McCroskey, J. C., & Richmond, V. P. (2005, November). *Credibility as a predictor of patients' satisfaction with their medical care and physician*. Paper presented at the 2005 annual meeting of the National Communication Association, Boston, MA.

Paulsel, M. L., Chory-Assad, R. M., & Dunleavy, K. N. (2005, April). *Student perceptions of instructor power as a predictor of classroom justice*. Paper presented at the annual meeting of the Eastern Communication Association, Pittsburgh, PA. A top paper in Instructional Practices Interest Group.

Paulsel, M. L. (2005, April). Title on Program: *Student Participation Theory*. Title Change on Paper: *A theory of student participation in the classroom*. Paper presented as part of a panel at the annual meeting of the Eastern Communication Association, Pittsburgh, PA.

Paulsel, M. L. and others. (2005, April). *Communicating greater expectations: West Virginia University women scholars working together*. Served on a panel at the annual meeting of the Eastern Communication Association, Pittsburgh, PA.

Paulsel, M. L., Richmond, V. P., McCroskey, J. C., & Cayanus, J. L. (2005, April). *The relationships of perceived health professionals' communication traits and credibility with perceived patient confidentiality*. Paper presented at the annual meeting of the Eastern Communication Association, Pittsburgh, PA. A top paper in the Health Communication Interest Group.

Mottet, T. P., Beebe, S. A., Raffeld, P. C., & Paulsel, M. L. (2004, November). *Effects of student responsiveness on teachers' yielding power to students and their evaluation of student essays*. Paper presented at the annual meeting of the National Communication Association, Chicago, IL. Top Four Paper in the Instructional Development Division.

Paulsel, M. L., McCroskey, J. C., & Richmond, V. P. (2004, November). *Nonverbal immediacy and socio-communicative style as predictors of physician, nurse, and support staff's credibility*. Paper presented at the annual meeting of the National Communication Association, Chicago, IL.

Chory-Assad, R. M., & Paulsel, M. L. (2004, May). *Antisocial classroom communication: Instructor influence and interactional justice as predictors of student aggression*. Paper presented at the annual meeting of the International Communication Association, New Orleans, LA. Top Three Paper in Instructional and Developmental Communication Division.

Paulsel, M. L. (2004, May). *The relationship between instructor self-disclosure, relevance, clarity,*

*narratives and students' perceptions of instructor power*. Paper presented at the annual meeting of the International Communication Association, New Orleans, LA. Top Three Student Paper in Instructional and Developmental Communication Division.

- Paulsel, M. L. (2004, April). *The effects of nonverbal immediacy and sensitivity on college students' attitudes toward sex*. Paper presented at the annual meeting of the Eastern Communication Association, Boston, MA. Top paper in Nonverbal Communication Interest Group.
- Paulsel, M. L. & Cayanus, J. L. (2004, April). *The relationship between college students' attitudes toward sex and their socio-communicative orientation, cognitive flexibility, and touch avoidance*. Paper presented at the annual meeting of the Eastern Communication Association, Boston, MA.
- Paulsel, M. L., & Chory-Assad, R. M. (2004, April). Title on Program: *The effects of antisocial behavior alteration techniques on student resistance and perceptions of justice*. Title change on paper: *The relationships among instructors' antisocial behavior alteration techniques and student resistance*. Paper presented at the annual meeting of the Eastern Communication Association, Boston, MA. Top Paper in Instructional Practices Interest Group.
- Paulsel, M. L., & Chory-Assad, R. M. (2004, April). *Classroom justice: Perceptions of interactional justice as a predictor of student resistance*. Paper presented at the annual meeting of the Central States Communication Association, Cleveland, OH. Top Four Paper in Communication Education Interest Group.
- Mottet, T. P., Beebe, S. A., Raffeld, P. C., & Paulsel, M. L. (2003, November). *Teachers' preferential treatment of students: The effects of student communication behaviors on teachers' liking of students and teachers' willingness to comply with student requests*. Paper presented at the annual meeting of the National Communication Association, Miami, FL. Top Four Paper in Instructional Development Division.
- Paulsel, M. L., & Dohanos, A. D. (2003, November). *Classroom apprehension and adaptability: A review of literature and extension*. Poster session presented at the annual meeting of the National Communication Association, Miami, FL.
- Paulsel, M. L., & Mottet, T. P. (2003, November). *Interpersonal communication motives: A communibiological perspective*. Paper presented at the annual meeting of the National Communication Association, Miami, FL.
- Chory-Assad, R. M., & Paulsel, M. L. (2003, May). *Classroom justice: Student aggression and resistance as reactions to perceived unfairness*. Paper presented at the annual meeting of the International Communication Association, San Diego, CA. Top Three Paper in the Instructional and Development Division.
- Paulsel, M. L. & Myers, S. A. (2003, April). *The relationship between students' classroom apprehension about participation and fear of negative evaluation*. Paper presented at the annual meeting of the Eastern Communication Association, Washington, D. C.
- Paulsel, M. L., & Terrazas, V. A. (2002, November). *The effects of teacher immediacy, use of behavior*

*alteration techniques, and misbehavior on students' perceptions of teacher power.* Paper presented at the annual meeting of the National Communication Association, New Orleans, LA.

Paulsel, M. L. (2002, April). *An update of empirical research examining student resistance.* Paper presented at the annual meeting of the Eastern Communication Association, New York, NY.

Paulsel, M. L. (2002, February). *Communication competence: Mediated by motivation.* Paper presented at the annual University of Oklahoma Sooner Communication Conference, Norman, OK.

Paulsel, M. L. (2002, November). *Communiobiology: A review of literature.* Poster session presented at the annual meeting of the National Communication Association, New Orleans, LA.

Paulsel, M. L. (2002, November). *The shoe maze: Communication in action, interaction, and transaction.* Classroom activity presented at the annual meeting of the National Communication Association, New Orleans, LA.

Drake, S., Schlosser, T., Longtin, K. J., Paulsel, M. L., & others. (2002, November). *Basic course teacher training programs in action: The trainee's perspective.* Served on a panel at the annual meeting of the National Communication Association, New Orleans, LA.

Terrazas, V. A., & Paulsel, M. L. (2002, February). *A content analysis of Communication Monographs.* Paper presented at the annual University of Oklahoma Sooner Communication Conference, Norman, OK.

Paulsel, M. L. (2001, November). *An application of fantasy theme criticism and symbolic convergence theory to the little red book.* Paper presented at annual meeting of the National Communication Association, Atlanta, GA.

Mottet, T. P., Paulsel, M. L., Medlock, A., Terrazas, V. A. (2001, August). *From inside a research project: What's "really" going on in your classroom?* Workshop presented at the annual conference of the International Alliance of Teaching Scholars Lilly Conference on College Teaching, San Marcos, TX.

Paulsel, M. L. (2000, October). *The relationship between teachers' use of affinity-seeking behavior and temperament.* Paper presented at annual University of Oklahoma Sooner Communication Conference, Norman, OK.

### Research Award

Awarded the Milton Dickens Award for Exemplary Empirical Research by the Western States Communication Association, 2008

<b>Grants</b>			
<b>Grant Title or Type of Funding</b>	<b>Funding Source</b>	<b>Amount (Not including Match)</b>	<b>Date</b>
Morris, M. (PI)	Louisiana Serve Commission	\$1000	Awarded Spring 2013
Morris, M. (PI)	Thomas E. Stewart Endowed Professorship	\$6204	Awarded October 2013
Morris, M. (PI)	Steeg Endowment	\$6,569	Awarded October 2012
Poehl, T., & Morris, M. (Co-PIs)	UnitedHealth	\$1000	Awarded December 2012
Fontcuberta, M., (PI) & Morris, M.	State Farm	\$1500	Awarded Summer 2012
Morris, M. (PI)	Master Gardener Association of Natchitoches	\$250	Awarded Summer 2012
Morris, M. (PI)	International Paper: Life of the Forrest poster sets	\$100	Awarded January 11, 2012
Morris, M. (PI)	Rand Institute	\$100	Awarded August 30, 2012
Morris, M. (PI)	Chase Endowment	4,197.00	Awarded October 2011
Portion Distortion. Morris, M. (Co-PI) & Poehl, T. (Co-PI).	Youth Serve America: UnitedHealth HEROES	1,000.00	Awarded December 2011
Online Application for Instructional Materials. Morris, M.	Ayn Rand Institute	150.00	Awarded December 2011
Little Hands Building Big Gardens. Morris, M. (PI) & McAlister, K. (Co-PI); Mason, J. & Nagel, P. (Contributors)	Louisiana Serves Commission in the Office of the Lieutenant Governor	15,000.00	Awarded December 2010
Designing, Implementing, and Assessing Online Courses in Alternate Certification Programs. Gentry, V. (PI); McFerrin, K., Park, S., Morris, M., Rhymes, M., & Duchardt, B. (Contributors)	BoR Supporting Electronic Learning and Essential Campus Transitions (SELECT) Grants Program	50,846.00	Awarded Spring 2009
SREB Module Training in Support of the Core Conditions and Indicators of Program Redesign. Gentry, V. & Wellman, N. (PI's); Wellman, W. & Morris, M. (Contributors)	BOR	5,000.00	Awarded Fall 2009
A CASA Christmas project: Future teachers serving central Louisiana's	ULS Serves Grant Program	\$5009.80	Awarded December 2008

disadvantaged youth. Morris, M. (PI), Biscoe, R. (Co-PI)			
Research grant check awarded to accompany the Milton Dickens Award for Exemplary Research	Western States Communication Association	\$75	Awarded February 2008
Incorporating Audiovisual Instructional Materials into Online Graduate Courses in the College of Education	Dan and Lilly Chase Endowed Professorship	\$4,586	Awarded August 2007
Improving Our Schools: Preservice and Inservice Teacher Retention	NSU Enrichment Fund Internal Grants Program	\$3,500	Awarded October 2007
Dissertation research grant	College of Human Resources and Education, West Virginia University	\$800	Awarded Fall 2004
Research support for a Top Student Paper	Instructional and Developmental Communication Division of the International Communication Association	\$150	Awarded May 2004
Podcasting and Delivering Online Reading Courses to Teachers in Rural Louisiana.	BoR Supporting Electronic Learning and Essential Campus Transitions (SELECT) Grants Program		Not Funded
Transition-to-Teaching	Department of Education		Not Funded

### Professional Development

- NCATE Accreditation, Accountability and Quality Conference, 2007, 2009, 2012, &2014
- Louisiana BOE Educational Leadership Institute, 2007
- Institutional Review Board (IRB) Administrator 101 training conference, 2007
- Grants 101: Professional Grant Proposal Writing Workshop, 2007
- SREB Training: Certified in Organizing the Learning Environment, 2006

### Service

#### Service to University

- IRB Chair, 2007-2008 & 2013-present
- Faculty Senator, 2008-2011
- Member of NSU Graduate Faculty, 2006-present
- Member of the Intellectual Properties Committee, 2012-present
- Member of the NSU Graduate Council, 2011-2013
- Member of the Faculty Senate, Fall 2008-Summer 2010
- Member of the Program Elimination Appeals Committee, 2010
- Member of the University wide Statistics Course Committee, 2010

- Member of IRB Committee, 2006-2007 academic year
- Northwestern Express Faculty Sponsor, 2006-2007

### **Service to the College of Education and Human Development**

- Chair of NCATE Standard 1 (Initial Certification Programs)
- Member of the NCATE Accreditation Steering Committee
- Member of the NCATE Conceptual Framework Committee
- Member of NCATE Standard 2 Committee
- Member of the Undergraduate Curriculum Committee
- Member of the Admissions and Retention Committee

### **Service to Discipline**

Paper reviewer for the Instructional Development Division of the National Communication Association, 2013

Paper reviewer, 2010-present for Strand III (Envisioning Accountable and Substantive Change) and Strand IV (Evidence-Based Teaching) of AACTE Annual Meetings

Member of the Nominating Committee of the Instructional Development Division of the National Communication Association, 2012-2013

Member of AACTE, 2008-present

Member of the National Communication Association, 2000-present

Member of the Academic Advisory Board for Annual Editions of Adolescent Psychology, 2010-present

### **Service to Community**

- Certified as a Master Gardener, 2010-present
- Certified as a Court Appointed Special Advocate (CASA) Volunteer, 2007-present
- Volunteer for the Cane River Girl's Home, 2006-2007

### **Service-Learning Projects**

- Operation Christmas Child, 2012-present
- Toys for Tots, 2012-present
- Staples for Students, 2011
- St. Mary's School Garden Project, 2014-2015
- Elementary Lab School Garden Project, 2013-present
- L.P. Vaughn School Garden Project, 2011-2013
- Parks School Garden Project, 2011
- NSU Middle Lab School Garden Project, 2011 & 2016
- CASA Christmas Project, 2009

## Essential Duties and Responsibilities of a Graduation Coach

The coach's primary responsibility is to serve all students, as well as to identify at-risk students and help them succeed in school by keeping them on track academically and provide early intervention services before they consider dropping out. The coaches identify, recruit and engage parents and concerned adults, organizations and government agencies to serve in a variety of ancillary roles.

*A High School Graduation Coach shall work to improve the graduation rate of the assigned school. The following are a list of recommendations for an LEA to use as a foundation for a job description:*

1. Is placed in all high schools.
2. Is in this position full-time.
3. Is a certified teacher or counselor with three or more years of work experience in a school setting.
4. Is located on the school site.
5. Cannot service more than one school.
6. Provide services to all students, yet identifies students with the greatest risk of dropping out based on the following:
  - a. Participating in the Career Diploma pathway
  - b. Overage
  - c. Behind appropriate grade level
  - d. Score below proficiency level on state tests
  - e. Excessive absences
  - f. Behavior
  - g. 9<sup>th</sup> graders
  - h. 12<sup>th</sup> graders
7. Creates an individual graduation/ career plan with each student.
8. Has access to student records; behavior records, records of teacher conferences, parental records, transcripts, etc.
9. Creates a profile on each student to include transcript, report cards, class schedule, IGP, 504 Plan or IEP, conference logs, and all pertinent contact information.
10. Works in collaboration with, not in the place of, the school's administration, teachers, parents/guardians, and/or school counselors.
11. Reviews the grades and attendance of all students by the end of each grading period.
12. Meets with students, parents, teachers, school counselors, and/or administrators to seek solutions to problems found in #11.
13. Conferences with students and parents at the end of the 10<sup>th</sup> grade year to determine diploma track.
14. Collaborates with feeder school/schools.
15. Provides and promotes research-based interventions such as:
  - Academic remediation
  - Credit/Grade recovery
  - Teachers-As-Advisors
  - Faculty Friend Program
  - Extracurricular involvement
  - Peer tutoring
  - Extra help sessions
  - Attendance monitoring
  - Significant adult mentor
16. Refers students to the appropriate school officials and/or community services if they are in need of outside services.
17. Conducts exit interview with a student and parents/guardians prior to the student dropping out of school. (Include record of interview in student profile.)
18. Is required to submit quarterly reports based on DOE indicators to school administration. Copy made available to CO staff.

Review and Agreed To: \_\_\_\_\_ Date: \_\_\_\_\_

## Instructional Coach Job Description

### Description and Goals:

The Instructional Coach will support all school staff in the site implementation of the district reading and math plans and programs. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

**Supervises:** none

**Reports to:** Site Principal, Director of Federal Programs, and Superintendent

### Qualifications:

- A minimum of 5 years teaching experience
- Master's Degree in Education preferred but not required.
- Experience in presenting professional development to teachers.
- Experience in a leadership role working with other teachers.
- Evidence of effectiveness in communications.

### Duties and Responsibilities:

#### Teacher Support—Instructional coach will:

- Engage teachers in effective teaching, assessment, observation, and reflection
- Work collaboratively among the school faculty with a focus on teachers' communities of practice
- Provide on-going, sustained, practice-based support for teachers to improve their teaching of reading and mathematics content knowledge
- Model lessons and provide assistance, at least 80% of the day, to implement and sustain effective instructional strategies grounded in scientifically-based research
- Assist faculty in implementing an effective reading and math intervention program
- Assist faculty and staff in implementing the district's universal screening programs for reading and math, i.e. DIBELS, Children's Progress, iSTEOP.
- Assist classroom teachers in implementing challenging and rigorous curriculum based on the Louisiana Content Standards and the Grade-Level Expectations i.e. Houghton Mifflin Reading, Handwriting Without Tears, and DEEP Math curriculum.
- Incorporate literacy strategies across the curriculum (all content areas K-12)

#### Professional Development for Teachers and Administrators—Instructional coach will:

- Build literacy and numeracy capacity among faculty and administrators
- Redeliver professional development to teachers to build reading and mathematics content knowledge and skills focused on improving student achievement and enhancing the instructional practices of teachers
- Provide program/intervention-specific professional development and ongoing support to build reading and mathematics content knowledge for all who are providing interventions
- Provide whole group instruction on appropriate research based literacy strategies and teaching literacy across the curriculum (comprehension, vocabulary, writing across the curriculum, motivation and engagement, word identification and fluency).

#### Data Collection and Analysis—Instructional coach will:

- Conduct periodic classroom observations, as needed to ensure implementation
- Interpret and use data to make instructional decisions and as responses to intervention (RTI)
- Use student work and assessment results as rationales and evidence to determine effectiveness of the literacy and mathematics program
- Facilitate bi-weekly study groups to include the principal, faculty, and possibly the district literacy representative, focused on lesson studies, examining student work, and using student data to make decisions

**Personal Growth—Instructional coach will:**

- Participate in all ongoing professional development activities as scheduled by the LDOE as well as district-and school-wide professional growth opportunities
- Engage in systematic personal growth
- Keep abreast of current researched-based literacy and numeracy practices
- Ask for help and resources when needed

**Programmatic Reports:**

- Maintain a weekly activity log (Coach's Log), summarizing and reflecting upon the activities accomplished each week
- Submit monthly summaries of school-wide literacy and numeracy activities, including participation by faculty and administration, and formative assessment results by grade

**Terms of Employment:** Nine (9) months

**EVALUATION:** Performance in this position will be evaluated at least once annually in accordance with Board Policy.

**REVIEWED AND AGREED TO:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

9 months

TITLE: Instructional Technology Facilitator

QUALIFICATIONS: B.A. or B. S. Degree; Louisiana Teaching Certificate, 3 years in Sabine Parish

REPORTS TO: Superintendent's designee  
(Principal, Director of Technology)

SUPERVISES: None

**Special Requirements:**

- Demonstrates research based teaching practices in the classroom
- Demonstrates successful utilization of technology in the classroom to facilitate learning
- Comprehends and learns complex tasks
- Schedules and performs multiple tasks
- Possesses technological skills and work experience which include:  
operating systems, hardware, application software  
(word processing, database, spreadsheet, presentation, instructional, etc.), communications (internet, e-mail, etc.),  
multimedia (TV, CD ROM, VCR, audio, camera, projection devices, etc.)
- Willing to work a flexible schedule in which some work will be required before and after school hours
- Demonstrates strong communication skills
- Demonstrates strong problem solving skills and ability to think logically
- Possesses InTech training

**Areas of Emphasis:**  
Grades 4-8

**PERFORMANCE RESPONSIBILITIES:**

*Curriculum and Technology Instruction*

1. Identifies strengths and weaknesses of teachers, develops a workable plan, and participates in planning sessions with teachers to integrate technology and implement strategies
2. Demonstrates and models effective research based teaching practices in the classroom (classroom management; pacing of instruction, cooperative learning, use of technology components, and "How People Learn")
3. Assists teachers in the development and implementation of lesson plans that incorporate students' individual differences, "hands-on" learning activities, and technology components based on the Principles of Learning
4. Assists teachers to coordinate, monitor, and evaluate the process of students in relation to standards and benchmarks to include technology
5. Assist in the effective use of instructional technology to support new-teacher learning and mentor/new teacher interactions
6. Assists teachers in the alignment of teaching and assessments with LEAP 21 requirements (constructed response, rubric scoring, writing components)
7. Communicates to the principal that the curriculum being taught is consistent throughout the school

8. Establishes a communications system that allows teachers to effectively communicate within the teaching community. Support grade level meetings.
9. Assists in the development and implementation of a school-wide writing program

### *Professional Responsibilities*

10. Assists in the assessment, creation, planning, delivery and follow-up of staff development
11. Assists principal in analyzing school system programs and work processes to recommend potential opportunities for the application of technologies (ALS, AR, etc.)
12. Helps administrators, teachers, and staff utilize technology to accomplish administrative tasks in their jobs (Internet, e-mail, test data)
13. Serves as a liaison between the school (administrators, strategist, teachers, and staff) and external support services (TLC, Region VI and software companies)
14. Assists in the development of the school improvement plan
15. No administrative duties will be assigned which are unrelated to instructional objectives
16. Additional duties may be assigned by the immediate supervisor

### I. PROFESSIONAL DEVELOPMENT

- a. Professional Growth Plan developed and carried out in timelines
- b. Professional Growth Plan enhanced job performance
- c. Self-evaluation completed
- d. Coordinates an evaluation process to determine the effectiveness of the program

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### PROFESSIONALISM

- a. Adheres to federal, state, system and school policies and regulations
  1. Conforms to the regular time schedule for arriving at school and leaving school
  2. Is on the job at all times except in the case of personal emergency, sickness, or as released for business by the superintendent, federal programs director, or the principal. In the event that he/she has to be absent, the principal and federal programs director should be notified.
- b. Fosters positive relationships with school staff and parents; reports school and student progress
- c. Shows loyalty to district and school programs and willingness to work with others
- d. Adheres to channels of authority

Term of Employment: Nine (9) Months

Reviewed and agreed to: \_\_\_\_\_ Date: \_\_\_\_\_

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

**Promising Futures Native Youth Community Project**

*A partnership between the Choctaw-Apache Tribe of Ebarb and the Sabine Parish School Board*

**1. Personnel: Total: \$962,336.**

**Year 1 = 237,525.      Year 2 = 239,551.      Year 3 = \$214,597.      Year 4 = \$243,663.**

Promising Futures will fund one full time 12 month Project Coordinator at 100%. Ten Academic Coaches will be funded at 25 % and will devote 50% of their time to the project. Title I and Title II funds will pay the other 75% of salaries. Funds will also be used to compensate ten technology facilitators for project work and professional development conducted before and after the school day . All other personnel (graduation coaches, project director, education specialists, tutors, etc) for this project will be funded by leveraging other funding sources such as Title I, Title II, Indian Education, REAP, 21<sup>st</sup> CCLC and IAL. Funds will also cover professional development stipends for 40 teachers per year to attend 25 hours of professional development related to the project.

**2. Fringe Benefits: Total: \$408,165.27**

**Year 1 = 100,668.19      Year 2 = \$101,577.41.      Year 3 = \$102,496.18      Year 4 = \$103,423.49**

Fringe benefit percentages of all personnel included under Personnel .

**3. Travel: Total \$16,000.**

**Year 1 = 5,000      Year 2 = 5,000      Year 3 = \$5,000      Year 4 = \$1,000**

Travel included local travel to and from project sites, and cultural events, etc. Out of state travel is included for the PD and the PC to attend annual project conferences in Washington D.C. for years 1-3. All travel is figured using the IRS travel rates.

**4. Equipment: Total: \$955,140.**

**Year 1 = 318,380.      Year 2 = 318,380.      Year 3 = \$318.380.      Year 4 = 0**

Equipment to provide access to ACT Aspire, Engage, and Profile, intervention programs, surveys, and to access to digital content, including books in order to motivate students to read and provide

extended assistance to parents and students and to implement GAFE and the 4C's.

In Years 1-3 the following will be purchased. Year 4: No technology purchased

- Nine iPad Sets (Set = \$20,520 includes 30 iPad Pro, cart, printer). = \$184,680.
- Seven laptop sets (Set = \$19,100 includes 30 laptops, cart, printer). = \$133,700.

**5. Supplies: Total: \$208,962.21**

**Year 1 = 52,189.46      Year 2 = 52,253.79.      Year 3 = \$52,242.06      Year 4 = \$52,276.90**

The need for essential, consumable supplies are necessary for the implementation and delivery of project activities. Supplies include office, mailing and marketing supplies and other items deemed necessary. Gasoline for buses to take students to project related events is requested at \$1000 Per project year.

- Headphones 480 purchased over 4 years = 480 x \$18 each = \$8640
- Gasoline for buses to transport students to college & career days/fairs \$1000 x 4 yrs=\$4000.
- Google Classroom teacher certification exams \$10 x 40 teachers = \$400 x 4 yrs= \$1600.
- ACT Aspire grades 4-10 = \$33,234 x 4 years = \$132,936.
- ACT Engage Grades 6-9= \$3482 x 4 years= \$13,928.
- Dual Enrollment/CTE textbooks for students=\$3,500 per yr x 4 yrs=\$14,000.
- Miscellaneous supplies necessary for project implementation = \$1933.46-\$2020.90 per year over 4 years.

**6. Contractual: Total = \$34,984.92**

**Year 1 = \$8746.23      Year 2 = \$8746.23      Year 3 = \$8746.23      Year 4 = \$8746.23**

One external evaluator to evaluate the program for 4 years @ \$8,746.23 per year

**7. Construction**      Not applicable.

**8. Other: Total: \$204,000. Tuition for Indian students for dual enrollment courses**



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

**1. Project Director:**

Prefix: Mrs.	First Name: Debra	Middle Name: S	Last Name: Lee	Suffix:
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Address:

Street1:	695 Peterson Street
Street2:	
City:	Many
County:	Sabine
State:	LA: Louisiana
Zip Code:	71449-2647
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
318-256-9228 ext 237	318-256-0169

Email Address:  
debra@sabine.k12.la.us

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
 Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?  
 Yes  No

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

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

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Sabine Parish School Board

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	237,525.00	239,551.00	241,597.00	243,663.00		962,336.00
2. Fringe Benefits	100,668.19	101,577.41	102,496.18	103,423.49		408,165.27
3. Travel	5,000.00	5,000.00	5,000.00	1,000.00		16,000.00
4. Equipment	318,380.00	318,380.00	318,380.00			955,140.00
5. Supplies	52,189.46	52,253.79	52,242.06	52,276.90		208,962.21
6. Contractual	8,746.23	8,746.23	8,746.23	8,746.23		34,984.92
7. Construction						
8. Other	45,000.00	49,000.00	53,000.00	57,000.00		204,000.00
9. Total Direct Costs (lines 1-8)	767,508.88	774,508.43	781,461.47	466,109.62		2,789,588.40
10. Indirect Costs*	57,616.12	58,141.57	58,663.53	34,990.38		209,411.60
11. Training Stipends						
12. Total Costs (lines 9-11)	825,125.00	832,650.00	840,125.00	501,100.00		2,999,000.00

**\*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: 07/01/2015 To: 06/30/2016 (mm/dd/yyyy)

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

The Indirect Cost Rate is 7.50%.

(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 # S299A160055

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

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

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