

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 # S299A160065

Grants.gov Tracking#: GRANT12175526

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"/>
--	---

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="14-2001428"/>	* c. Organizational DUNS: <input type="text" value="8004319130000"/>
--	---

d. Address:

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

e. Organizational Unit:

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

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

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

Organizational Affiliation:

* Telephone Number: <input type="text" value="508-477-0208 x149"/>	Fax Number: <input type="text" value="508-681-0277"/>
--	---

* Email:

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

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

13. Competition Identification Number:

84-299A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Máyuhtyãók: Building Pathways for Tribal Youth

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="231,123.00"/>
* 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="231,123.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Danielle Hill</p>	<p>TITLE</p> <p>Senior Planner</p>
<p>APPLICANT ORGANIZATION</p> <p>Mashpee Wampanoag Tribe</p>	<p>DATE SUBMITTED</p> <p>05/31/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Mashpee Wampanoag Tribe * Street 1: 483 Great Neck Road South Street 2: _____ * City: Mashpee State: MA: Massachusetts Zip: 02649 Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known: 	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name Not Applicable Middle Name _____ * Last Name Not Applicable Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name Not Applicable Middle Name _____ * Last Name Not Applicable Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Danielle Hill * Name: Prefix _____ * First Name Danielle Middle Name _____ * Last Name Hill Suffix _____ Title: _____ Telephone No.: _____ Date: 05/31/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160065

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

	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 Mashpee Wampanoag Tribe	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Danielle"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Hill"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Senior Planner"/>	
* SIGNATURE: <input type="text" value="Danielle Hill"/>	* DATE: <input type="text" value="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
Mashpee Wampanoag Tribe- Education Department
Mâyuhtyâôk: Building Pathways for Tribal Youth Program
CFDA: 84.299A

The goal of the Mâyuhtyâôk Program is to increase the readiness of Mashpee Wampanoag tribal youth for both college and long-term careers.

Based on a series of both quantitative and qualitative community-based needs assessments, there were four barriers and related opportunities for support that emerged as shown in the table below:

Barrier	Opportunity for Support
Poor academic performance in reading, writing and math	Provide academic support to youth to improve grades and performance in stated subject areas.
Limited experience in basic life skills	Teach basic life skills (money management, time management, food planning, etc.) so youth feel confident living on their own.
Little to no understanding of the college or career planning process	Expose youth to the process of planning for and applying to college. Expose youth to career possibilities through mentorships and internships.
Limited Wampanoag traditional and cultural knowledge	Teach youth selected cultural practices including hunting, fishing, and Wôpanâak language.

To support the program goal and address both the barriers and the opportunities, the Education Department of the Mashpee Wampanoag Tribe, a federally-recognized Indian Tribe and the lead tribal agency for the program (TEA), is partnering with two local Education agencies (LEAs), namely the Mashpee School District and the Barnstable School District, the towns with the highest percentage of Mashpee Wampanoag Youth, to support the program implementation. The Mâyuhtyâôk Program will serve Mashpee Wampanoag Tribal youth who are located geographically in Barnstable County, located on Cape Cod in Southeastern Massachusetts.

The four objectives to be met through the Mâyuhtyâôk Program are as follows:

- 1) Over the 48-month grant period, improve the academic performance of Tribal youth in reading, writing and math. Specifically:
 - a. Increase grades and SAT scores by up to 75% compared to the baseline
 - b. Increase the overall graduation rates to 90% or better compared to the baseline
 - c. Reduce the overall drop-out rate to 10% or lower compared to the baseline.
- 2) Over the 48-month grant period, improve the ‘life skills’ of Tribal youth as follows:
 - a. Increased financial literacy assessed by pre- and post- training surveys
 - b. Ability to use Intuit MINT as a money management tool
 - c. Ability to plan and prepare meals assessed by pre- and post- training surveys
 - d. Ability to set goals, accomplish tasks and manage personal time assessed by pre- and post-training surveys
- 3) Over the 48-month grant period, increase the percentage of Tribal youth who apply to and are accepted to college as well as partake in internships with the following specific metrics:
 - a. Increase the rate of seniors applying to and being accepted to attend 4-year colleges to 95% or better compared to baseline.
 - b. Increase the number of tribal youth with internships to 50% or better compared to the baseline.
- 4) Over the 48-month grant period, increase the Wampanoag cultural knowledge base of Tribal youth as follows:
 - a. Completion of fishing and hunting for sustenance workshops including completion of a gun safety course. Increased knowledge base will be assessed by pre- and post- training surveys.
 - b. Partake in *Wôpanâak* (Wampanoag language) courses to meet academic language requirements and, thus, increase *Wôpanâak* proficiency to intermediate levels and better compared to baseline. Increased knowledge base will be assessed by ACTFL (American Council on the Teaching of Foreign Languages) proficiency scales administered by *Wôpanâak* language teachers.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Proposal Submission to:

**U.S. Department of Education
Office of Elementary and Secondary Education
Office of Indian Education**

From the:

Mashpee Wampanoag Tribe

DUNS #: 80-0431913

CCR #: 4TV17

EIN #: 14-2001428

Indian Education Demonstration Grants Program
CFDA: 84.299A

Mâyuhthyâôk: Building Pathways for Tribal Youth

Mashpee Wampanoag Tribe Native Youth Community Project

Submission Date: May 31, 2016



483 Great Neck Road South
Mashpee, MA 02649
info@mwtribe.com
www.mashpeewampanoagtribe.com
508-477-0208 (tel)
508-477-1218 (fax)

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I. Need for Project

a. Background and History of the Mashpee Wampanoag Tribe

Located in Barnstable County on Cape Cod, Massachusetts, the Mashpee Wampanoag Tribe (MWT) is one of just four remaining tribes within the Wampanoag Nation. At its peak, the Nation included 69 tribal communities however, with first contact with European traders in the early 1600's, came disease that eradicated nearly 2/3's of the population. Several years later, in the mid-1600s, more European colonizers began arriving to the Massachusetts Bay area and began impacting how Wampanoag people lived their lives. English missionaries coerced Wampanoag people into "praying town" communities where residents were subject to the newly formed Massachusetts government and were required to obey the law of the colony. Mashpee Wampanoag families had an education forced upon them that both prohibited the practice of their traditional Wampanoag ways and mandated the acceptance of Christianity and English ways (Salisbury, 1992). From this point on, Wampanoag people were no longer able to learn what was important to them, nor were they able to learn it in ways that made sense to their worldview. To protect what modicum of family and community they could from the dictates of English overseers, they began to adopt an English lifestyle. This meant that Wampanoag people had to: learn the English language (having been prohibited to speak their own language); dress and act like their colonizers, including cutting their hair and living in English-style, square houses; restructure their families in a way that placed the man as the ultimate head of the household and the sole family member with any power; change their religion; and leave behind their self-sustaining life to learn the trades of the English.



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The struggle to negotiate this dual consciousness as Wampanoag people—trying to reconcile the way they were taught for millennia by their families with the way they were being molded by colonizers—has resulted in a confused identity that has carried through the generations that followed. Today, nearly 350 years later, this confusion manifests itself in many ways including through how individuals learn. In the Wampanoag way, people learn experientially—by observation and by practice— as opposed to being told information; In addition, Wampanoag people believe in a societal structure that aims for the collective success of the group rather than a competitive, meritocratic, capitalist structure. This mismatch between the traditional Wampanoag teachings and the preferred teachings in, now, modern American society marginalizes Wampanoag people. It has not only removed them from control of their own lives in their own homeland but has also left them struggling to learn in a style that often directly contradicts the methods and values used and taught to them at home.

Tragically, the negative consequences experienced by young Wampanoag people in the 1600s continue to be felt by young Wampanoag people of today. This is due not only to the teaching practices that persist to this day but also because the hegemony experienced by the ancestors of today's Native youth is still felt within them contemporarily as a form of historical trauma. Indeed, because of the attempts at cultural genocide, many adult members of the tribe have been educationally disadvantaged, underserved, or both, resulting in their inability to provide their own children with needed academic support. This, in turn, often contributes to their children's own lack of interest in achievement at school. Furthermore, discriminatory practices pervade many classrooms in the local schools—including disproportionate suspension and disciplinary rates—contributing to higher instances of Wampanoag children experiencing low self-esteem and poor school performance. Even for those Wampanoag children who are



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high academic achievers, many of the teachers and counselors within the school district have either very low academic expectations of them or automatically assume that they are academically inferior, simply by virtue of their Native background.

The following are specific examples of some of these pervasive attitudes:

- One student was told to apply to “easier” colleges because her counselor did not think she would get in to the more academically rigorous schools on her list. This was in spite of her being an honor roll student who was also an athlete, tutored younger students in the elementary school, and held various leadership roles in the school.
- Wampanoag students with high academic performance are often placed in special education classes even though their grades do not warrant it. When the mother of one of these students questioned the teacher’s actions, she was told that her daughter was placed there to help the less academically astute students, in essence, inappropriately being assigned the responsibility of the teacher.

To exacerbate this situation further, Wampanoag children also lack role models in the public schools they attend. Within the past 30 years, in the Mashpee School District, which has the most Mashpee Wampanoag students, there have been only two Wampanoag faculty members in the local schools and, currently, there are none whatsoever.

Over the past years, while several academic programs have been implemented to mitigate the problems experienced by Mashpee Wampanoag youth in the schools they attend, what we have come to realize as a community is that we need to offer a holistic approach to the educational issues that Mashpee Wampanoag children face. The necessary actions to improve Wampanoag school experiences must take into account the many contributors to Wampanoag children’s educational issues as well as do so under the guidance and action of the Wampanoag



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community itself. To that end, we are pleased to submit this grant application to the Office of Indian Education for a community-developed project that serves our native youth. Thank you for your kind consideration.

b. Absolute Priority

The Absolute Priority for this Native Youth Community Project, as defined by 34 CFR 263.20, is met by the partnership of the Mashpee Wampanoag Tribe, a federally-recognized tribe located in Southeastern Massachusetts, and two local school districts, specifically the Mashpee School District and the Barnstable School District, located respectively in the towns of Mashpee and Barnstable in Massachusetts. The partnership agreement for these three partners can be found in Attachment A.

c. Competitive Preference Priority

This application for the MWT Native Youth Community Project also meets Competitive Preference Priority Two in that, for the purposes of the administration of this grant application, the Mashpee Wampanoag Tribe will be the lead partner.

d. Need Assessments

In developing this Native Youth Community Project, the Mashpee Wampanoag Tribe (MWT) was informed by a number of needs assessments, both qualitative and quantitative, in shaping the program outlined in this grant application. It is the aggregation of data gathered from all assessments, the resultant understanding of the barriers that Mashpee Wampanoag youth face in being prepared for college and career, and the prioritization of the opportunities that were garnered from the assessments that ultimately formed the foundation for our program design. Those assessments and their findings are described herein. Please refer to Attachment B for supporting information of the needs assessment and the data analysis.



I. Qualitative Assessments

a. Nitana Hicks Greendeer Doctoral Thesis

MWT’s Education Department Director, Dr. Nitana Hicks Greendeer completed and successfully defended her doctoral dissertation to the Lynch School of Education at Boston College in December 2014. Her thesis was entitled “*Nuweetanuhkôshânushhômun Numukayuhsunônak - We Are Working Together for Our Youth: Securing Educational Success for Mashpee Wampanoag Youth through Community Collaboration.*” Framed by Tribal Critical Race Theory (see Attachment C for a description of the research basis for this and all the research conducted to support the needs assessment), her thesis describes the participation of several Mashpee Wampanoag community members — all but one of whom were parents — in a series of twelve focus groups over four months that began in July 2013 and continued through October 2013 (see Attachment D for the composition by gender and age of the focus group participants and the meeting notes as evidence of involvement of Indian parents). The goal of the focus groups was to answer two questions: “What are the values that we as Mashpee Wampanoag people expect each other to uphold?” and “What knowledge is necessary to live as a healthy, successful Mashpee Wampanoag person?” The goal of these questions was to define the collective expectations for Tribal youth, and to strategize how the participants, as representatives of the Tribal community, could help youth to meet those expectations. This research project was an act of self-determination for the participants and truly a community effort in that the participants were the primary designers of the research and they determined the proposed course of action resulting from their discussions. Furthermore, the community members used cultural values that they themselves identified to frame the educational needs of Tribal youth in order to contribute to the process of developing a plan to serve Tribal students.



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The outcome of this research was the compilation of a list of skills they felt were necessary to the health and success of Tribal youth separated into categories of “life skills,” “academic skills” and “traditional skills.” Within these broad categories, there were several skill areas that from which the framework for the college- and career-readiness program would be structured emerged (see Attachment B, Item 1 for the full listing).

b. Indian Education Parent Meeting on 5/10/2016

In anticipation of submitting this grant application, parent members, including the executive committee of officers for the Mashpee Public Schools Title VII Indian Education Program, and the Indian Education Committee student representative met on May 10, 2016 to specifically discuss their perspectives about the college- and career-readiness of their children. (See Attachment B, Item 2 for the sign in sheet for that meeting. One non-tribal parent participated in the discussion as well.) All parents agreed that in assessing any barriers or opportunities, their efforts should focus on middle- and high school students (7-12th grade)... that this age group would be the one most likely to be positively impacted as they were the ones who they felt had the most need. The discussion among the parents lasted approximately two hours and the key barriers to college- and career-readiness that emerged were as follows:

- 1) **Proficiency in the fundamentals: reading, writing and math.** Parents expressed concern that many Tribal youth were struggling with reading, writing, and math. They felt that, if their children did not have a strong foundational knowledge within these topics, they would not be well prepared to go onto college.
- 2) **Fear of leaving home and the safety of community/Uncertainty of what to expect at college.** Several parents expressed the feeling that, because the Mashpee Wampanoag are such a close-knit community, and that this is the only place many of our youth have ever



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known, that leaving home is a very intimidating experience. In fact, in the last year alone, several seniors who had gone off to college ended up coming home due to feelings of homesickness and loneliness. A couple of parents reinforced this by saying, *“College is a scary, lonely place.”* and *“No kid wants to be the only one who goes off to school. It can be very alienating.”*

- 3) **Lack of understanding of potential career paths.** Parents felt that there wasn’t a formal process for exposing their children to the myriad of career possibilities that one could pursue...nor was there a means for training their children in career building skills like résumé development, interviewing, professional attire, and workplace demeanor.
- 4) **Need for basic life skills.** Parents also expressed concern about their children being able to manage on their own in the areas of time management, money management, and basic household skills like laundry, cooking, etc.

As a result of this conversation with parents in the Mashpee Wampanoag community, they expressed the following potential opportunities to support Tribal youth:

- i) **Academic Tutoring:** As needed by students, they felt this could be accomplished through either peer tutors or tutors provided by Tribe.
- ii) **Development of College Prep Program:** They suggested a series of planned events to expose students (and parents) to college life including: a) MW Tribe-sponsored college visits; b) Mentor programs that pair Tribal high school students with Tribal college students to answer questions, shadow during college classes, go on weekend visits, understand the role of the college guidance counselor, etc.; c) Seminars on applying to college, including the importance of the personal essay, preparing for the interview, application submission



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processes, etc. and; 4) Seminars on affording college including pursuing financial aid, filling out the FAFSA (Free Application for Federal Student Aid) and scholarship opportunities.

iii) **Career Mentoring:** Partnering with local businesses and the Tribal government to expose youth to potential career paths.

c. **Online Survey**

Also in anticipation of submitting this grant application, the MWT Education Department developed a six-question online survey using the Survey Monkey tool (See Attachment B, Item 3 for a copy of the survey questions.) The survey went to 237 individuals and 23 responded for a 10% response rate. Detailed narrative and a compilation of the results can be found in Attachment B, Item 4.

2. **Quantitative Assessments**

To complement our qualitative assessments in the previous section, we also queried our two LEA partners, the Mashpee School District and the Barnstable School District for the quantitative performance metrics of Wampanoag students within their schools. Specifically, the Mashpee School District shared performance metrics on the SAT scores, dropout rates, and post-high school plans of Wampanoag students. In the area of SAT scores Wampanoag Students performed, in aggregate, 13%, below that of the total student population in all subject areas. For high school seniors, 50% planned to attend a 4-year college and 25% a 2-year college with 25% either going into the workforce or unknown. Finally, the overall drop-out rate for Mashpee students, grades 9 – 12, in 2014 and 2015, was 25%. These metrics quantitatively show the current barriers to college- and career-readiness but indicate an opportunity for future support. (Please see Attachment B, Item 5 for more detailed information about Mashpee School District Performance Metrics).



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Within the Barnstable School District, the statistics from somewhat limited compared to those from Mashpee. In fact, it is important to note that, one of the challenges in developing services for tribal youth has been the lack of access to reliable and consistent data in forming a baseline of understanding about their academic performance. It is for that reason that a vital component of the Partnership Agreement between the TEA and the LEAs is the tracking, compilation and sharing of data about Tribal students within their school systems.

That being said, the performance statistics from Barnstable that we were able to obtain indicated similar academic deficiencies as those from Mashpee. Graduation rates among seniors were only 50% compared to 87% or higher in the total school population. And, except for in 2015, dropout rates for native students in grades 9 through 12 were between 6%-12.5% compared to between 1.5% - 2.4% of the total student population. (Please see Attachment B, Item 6 for more detailed information about

Mashpee School District Performance Metrics).

II. Project Design

a. Geographic Area to be Served

This Native Youth Community Project will target Mashpee Wampanoag Tribal youth who live in Barnstable County in Cape Cod, Massachusetts. Specifically, we are focusing our efforts in Mashpee and Barnstable, those towns with the highest population of

Grade Level	School Level	Age	Mashpee & Barnstable
Kindergarten		5	8
1st grade	Elementary	6	8
2nd grade	Elementary	7	4
3rd grade	Elementary	8	11
4th grade	Elementary	9	4
5th grade	Elementary	10	14
6th grade	Middle	11	9
7th grade	Middle	12	7
8th grade	Middle	13	7
9th grade	High School	14	13
10th grade	High School	15	4
11th grade	High School	16	8
12th grade	High School	17	9
			106
Elementary			41
Middle			23
High School			34

Mashpee Wampanoag Tribal Enrollment Department Data, May 2016



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Tribal youth. The total count of school-aged youth in these two towns is 106, the distribution by age and grade level as shown to the right. These counts will form the basis for all calculations regarding budget calculations. See Attachment E for a full description of the defined geographic area to be served.

b. Serving the Needs of Tribal Youth through a Research-based Approach

Based on the data obtained in the aforementioned assessments, the following barriers and corresponding opportunities consistently emerged as areas of importance in preparing tribal youth to be college and career-ready.

Barrier	Opportunity for Support
Poor academic performance in reading, writing and math	Provide academic support to youth to improve grades and performance in stated subject areas.
Limited experience in basic life skills	Teach basic life skills (money management, time management, food planning, etc.) so youth feel confident living on their own.
Little to no understanding of the college or career planning process	Expose youth to the process of planning for and applying to college. Expose youth to career possibilities through mentorships and internships.
Limited Wampanoag traditional and cultural knowledge	Teach youth selected cultural practices including hunting, fishing, and Wôpanâak language.

Based on the evidence gathered in our needs assessments, the MWT Education Department, in partnership with the Mashpee and Barnstable School Districts and supported by a myriad of



additional community partners, felt empowered to develop **Mâyuhtyâôk: Building Pathways for Tribal Youth**: a program which we describe in more detail in the following section.

c. Mâyuhtyâôk Program Goals, Objectives, and Expected Outcomes

The Mashpee Wampanoag Tribe’s Education Department will partner with the Mashpee and Barnstable School Districts to develop Mâyuhtyâôk Program, a Native Youth Community Project whose **goal is to increase the readiness of Mashpee Wampanoag tribal youth for both college and long-term careers**. Based on the community-based assessments described in Section I.d, the Mâyuhtyâôk Program will address the following four objectives as part of this overriding goal.

Objective One: Improving Academic Performance

A specific challenge facing Mashpee Wampanoag youth is their underperformance compared to that of the total school population in the fundamental areas of Reading, Writing, and Math. As such, our objective over the course of the 48-month period is to improve the academic performance of tribal youth in these subject areas to, at minimum, meet that of the overall student population and, to every extent possible, exceed those metrics. A baseline of performance will be assessed at the outset of the project by obtaining the grades of middle and high school Tribal youth in the Mashpee and Barnstable schools in these key subject areas. Improvement over time will be determined by examining grades for each trimester’s reporting period for 7th through 12th grade students as well as the PSAT and SAT scores for 11th and 12th graders respectively. A critical component for the ongoing evaluation of student performance during the course of the project will be transmission of both student grades and SAT scores from the LEAs to the TEA. To that end, data sharing is a key component that has been incorporated into the partnership agreement. Of course, as mandated by the Family Educational Rights and



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Privacy Act (FERPA), any educational data that specifically identifies a student will require permission by the student's parents.

To support Tribal youth in improving their academic performance, we will employ a two-pronged approach. The first approach is working with the LEAs, both of whom have Title VII Indian Education program funds that are to be used for increasing academic and career readiness. Working collaboratively, the MWT Education Department Director and the Superintendents of the Mashpee and Barnstable school districts will provide homework help and supplemental academic support in these subject areas. For the Mashpee schools, this support is offered during the school day and after school. In the Barnstable schools, it is offered on an as-needed basis by appointment with designated Barnstable school tutors. It was determined that because these services are already offered as part of the Title VII Indian Education program, it wasn't necessary to include them in the Partnership Agreement. The second approach is that the MWT-ED will grow the pool of tutors with expertise in the aforementioned subject areas and provide them to students whose family requests tutoring services (there is currently a small # of available tutors who can provide services at the outset of the grant period). In an effort to support Indian preference in our hiring practices, as well as to increase the comfort level of those students requiring tutors, we will, to every extent possible, contract primarily with members of the Mashpee Wampanoag tribal community and other Wampanoag communities and tribes to serve as tutors. Tutor recruitment will be accomplished through a variety of means including e-mail blasts, the tribal newsletter, postcard mailings, and both printed and broadcast announcements available at the Mashpee Wampanoag Tribal Community and Government Center (MWT-CGC). Prior to being selected as part of the tutor pool, candidates will be appropriately vetted using the following evaluation steps: 1) Testing to ensure a solid knowledge



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base in the subject matter; 2) Criminal Offender Record Information (CORI) background checks to ensure that individuals are safe to work with youth; 3) Available times for providing tutoring services; 4) Thorough reference checks and drug testing per the MWT human resource policies. The venue for tutoring will be in the Education Department at the MWT-CGC which has space available for one-on-one tutoring sessions.

Then, similar to the process for recruiting tutors, the MWT-ED will regularly promote the availability of tutors to the community as needed through e-mail blasts, the tribal newsletter, postcard mailings, and both printed and broadcast announcements available at the Mashpee Wampanoag Tribal Community and Government Center (MWT-CGC). The Mâyuhtyâôk Program Manager will manage the ongoing logistics required for implementing the tutoring program. This will include student-tutor matching, scheduling, payment processing, and the provision of teaching materials and curriculum as needed to support both the students and the tutors.

Ongoing performance evaluation will be vital in ensuring the success of this program. Families and students will have the opportunity to assess the efficacy of their tutors through regular evaluations, timing for which would be tied to the schools' trimester reporting periods. Additionally, working together with the LEA's the MWT-ED will track grade performance of the tutored students to determine progress over time.

Expected Outcomes and Measurement Tool-Increasing Academic Performance Objective:

Expected Outcome over 48-month Period	Measurement Tool
Increase in grades and SAT scores by up to 75% for Wampanoag children	Evaluation of individual and/or aggregated student grades and PSAT and SAT scores



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Increase the overall Graduation Rates to 90% or better	Evaluation of Senior matriculation rates at the participating LEAs
Reduce the overall drop-out rates to 10% or lower	Evaluation of Grades 9-12 drop-out rates at the participating LEAs

Objective Two: Instilling Life Skills

A common message that emerged from the various needs assessments was the need for Tribal youth to be prepared to go out into the world armed with the necessary skills to manage life on their own. The life skills that were consistently cited included: money management, time-management, and self-care (cooking, shopping, laundry, etc.).

To address these “Life Skill” areas, over the course of the 48-month period, the Mâyuhtyâôk Program Manager will annually present workshops to help train youth, ages 12-17 in these areas with the objective of significantly increasing their knowledge base. The planned topic areas are described below:

Teaching Financial Literacy to Native Youth: We will take advantage of a financial management course offered by First Nations Development Institute (FNDI). This 1.5 day financial education course is a fun-filled experiential approach to money management. Youth are given a lump sum in fake money and, through simulation exercises, are taught how to create a budget, make informed spending decisions, as well as learn about the opportunities for saving and investing. In Year One of the program, we expect to have a trainer come to our site to implement this program but, because FNDI has kits for in-house implementation, we will purchase the kit for implementing the course in subsequent years. As stated by Sarah Dewees, Senior Director of Research, Policy, & Asset Building Program at FNDI, “We have 10 years of



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experience working with tribal youth in this area. We know what works and what engages youth and we know this course works well.”

Introduction to MINT: To complement the formal training provided, the Mâyuhthyâôk Program Manager will also work with Tribal youth in downloading the MINT tool to their phones and offering tutorials in its usage. MINT is a free application offered by Intuit that allows users to see account and card balances, track transactions, see bills and categorize spending. Plus, for those individuals that have bank accounts, we can help them to link the MINT application to their accounts so that they can get real time updates.

Meal Planning, Food Shopping and Food Preparation: This workshop will be delivered annually by tribal-chef Jade Galvin. Jade has been providing food preparation and catering services to the tribal community and has successfully supported the management of her family’s catering company, Sly Fox Den for half a decade. Her course will include meal planning, food shopping, and food preparation and will focus, in particular, on nutritious foods traditionally prepared by Mashpee Wampanoag people. In fact, if the timing of the hunting course (described later on in this narrative) works out to coincide with this workshop, Jade can use meat obtained during the hunting expeditions for her food preparation training). Please see Attachment F for Jade’s letter of commitment and an overview of her workshop series.

Time Management: The Mâyuhthyâôk Program Manager will outsource the time management seminars to one of the most highly respected goal planning and time management organizations in the world, Franklin Covey. For our youth audience, we anticipate using their online webinar ‘Time Management Fundamentals: Powered by The 5 Choices to Extraordinary Productivity.’ This 4-hour course will help the participants set goals, plan activities to meet goals, prioritize and accomplish daily tasks within selected timeframes and avoid unnecessary distractions. Our



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expectation is to offer this webinar to students based on interest and their own timing. This webinar is offered at least twice monthly. See Attachment G, Item 1 for an overview of the webinar.

Expected Outcomes and Measurement Tools for the Increasing Life Skills Objective

Expected Outcomes over 48-month Period	Measurement Tool
Increased financial literacy	<ul style="list-style-type: none"> • Pre-and post-parent surveys about their perception of their child’s money management skills. • Pre-and post- student surveys querying knowledge and level of confidence on money management topics.
Ability to use MINT as a money management tool	<ul style="list-style-type: none"> • Pre-and post- student surveys • Instructor evaluation
Ability to plan and prepare meals	<ul style="list-style-type: none"> • Pre-and post- student surveys querying knowledge and level of confidence on meal planning and preparation • Instructor evaluation
Ability to set goals, accomplish tasks and manage personal time	<ul style="list-style-type: none"> • Pre-and post- student surveys querying knowledge and level of confidence • Certificate of completion



Objective Three: College and Career Planning

Our needs assessments also indicated the desire for support in exposing Tribal youth to their options for college and future careers. The specific areas of requested support cited by parents and community members were in college counseling, attendance at college fairs, college visits, preparation of college applications, and career mentoring. To meet this need, over the course of the 48-month grant period, the Mâyuytyâôk Program will increase the percentage of tribal youth who apply to and are accepted to college as well as partake in internships. The Mâyuytyâôk Program Manager will not only draw from internal staff resources but also work collaboratively with the LEAs and their college and career counselors, outside support vendors, and the community to meet these two needs.

College Planning

As part of the implementation of the Mâyuytyâôk Program, MWT-ED will be hiring a full time staff person, the Mâyuytyâôk Program Manager, to manage and administer the program on a full time basis. One of the prerequisites for this staff person will be expertise in college counseling. By having an internal resource to meet this need, our youth will have full-time access to an individual who can provide guidance as needed in our youth's college planning, research and application process. In addition to practicing Indian Preference in the hiring of this individual, we will also seek someone who has strong pre-existing knowledge of and relationships with college admission officers across the country. A copy of the job description for this position can be found in Attachment H. We expect to hire this individual by Month 3.

To further support the college readiness of tribal youth, we will partner with College Horizons and AlterNATIVE Education, two college preparatory organizations specifically serving Native American youth.



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College Horizons is a pre-college program for Native American, Alaska Native and Native Hawaiian sophomores and juniors. Each summer, students work with college admissions officers, college counselors, essay specialists, and other educators in a college admissions workshop focused on understanding the college admissions/application process. Over the course of the six-day program, students will have the opportunity to meet several college admissions staff; write their college essays; receive test-taking strategies and resources from experts on the ACT & SAT; receive tips and strategies on the application process; get advice on how to succeed in college as a Native students; and meet and connect with over 100 other Native youth from around the country. College Horizons provides an excellent opportunity for Tribal youth to travel on their own, visit a college campus, and experience life in the dorms, classrooms, computer labs, and in the athletic center. College Horizons requires an application so the Mâyutyâôk Program Manager will support all interested tribal youth not only in registering and completing their application but the MWT-ED will also subsidize the \$470 cost of the program as well as travel to the program venue (which varies) each year.

The second organization, one with whom we will contract to support the increase college-readiness, is AlterNATIVE Education. This is a peer-education and mentorship initiative whose mission is to “engage with Native communities in Indigenous studies; empower Native youth as active community members; and encourage Native students to aspire to higher education.” Through a week-long program held in the summer, the program highlights how a college education is crucial in order to be an agent of change in Indian Country. The program is taught by college students from Columbia University who represent Native nations and non-Native allies. The MWT-ED has already contracted with this program, which is open to students in



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Grades 7-12 and will be held for the first time in August of 2016. (See Attachment G, Item 2 for an overview of the weeklong curriculum).

To further meet the college planning objective, we will partner with community members in two ways. First, the Mâyutyâôk Program Manager will compile a roster of Mashpee Wampanoag youth who are currently college students. Using a short survey, we will ascertain which current undergraduates would be willing to host high schoolers for weekend visits and/or serve as peer leaders and mentors for Tribal youth interested in their college or university. The Mâyutyâôk Program Manager will use this roster of current undergraduates to match pre-college students with current undergrads. After all, who better to ask those burning questions like “how is the food on campus” or “what are the best dorms to live in?” than a current student. Also for those pre-college students who obtain permission from parents, we will also encourage weekend college visits with current college undergrads. Transportation to local campuses (Massachusetts has a plethora of excellent colleges) will be accomplished with the use of the MWT-ED tribal vans. Per diems will be provided to students and stipends to undergrads in support of this aspect of the program.

In addition to creating a roster of current undergrads, the Mâyutyâôk Program Manager will also develop a database of MW tribal community members who have completed college. The database will include each individual’s name, the college or university they attended, their degree, their major, the year of graduation and their willingness to either discuss their college experience with interested students or to lead students on college visits.

As part of this ‘College Match Program’ the Mâyutyâôk Program Manager will host twice yearly ‘meet and greet’ sessions to provide an open forum during which Tribal youth and



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their parents can ask general questions, address concerns, meet community members who are alumni of colleges, etc. These sessions will include food to encourage participation.

Career Planning

As part of the Mâyuyhtyâôk Program, we are excited to implement a career-planning component for our youth as they prepare for their futures as well as complement the efforts of the Mashpee School District in their ‘School-to-Career’ program and the Barnstable School District’s Career Development Program.

In particular, the needs assessments indicated a desire for career mentoring to help youth figure out what career paths are available to them. Although there aren’t formal statistics that indicate the rate of tribal youth that have had career-focused internships, we surmise based on anecdotal feedback that the rate is very low, less than 10%. To that end, we will once again turn to the community for support. First, we have approached the Mashpee Chamber of Commerce (MCOC) as a point-of-entry to the more than 320 local businesses that are both Chamber members and located in the Mashpee area. We felt that they would be an optimal partner in promoting the opportunity for Tribal youth to serve as interns in these businesses. This partnership is further strengthened by the fact that the Mashpee School District’s also has a relationship with the MCOC in supporting student internships. The range of potential internship opportunity is quite broad as the registered members of the Chamber of Commerce include businesses in industries such as healthcare, legal services, hospitality, banking, food service, and retail, to name a few. To promote this component of the program, at the beginning of each school year, the MCOC will ask members for internship opportunities within their businesses, either throughout the school or during the summer months. The internship stipends for the youth would then be paid for by the TEA. This creates great community collaboration in that our



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youth are exposed to a myriad of business types while local businesses are able to get support for their businesses through internships. (The MCOC letter of commitment can be found in Attachment F.) Secondly, we will work with the MWT’s TERO (Tribal Employment Rights Office) Department who has compiled a database of two dozen tribally owned and operated businesses that are able to provide goods and services to the tribe. Similar to the process with the Mashpee Chamber of Commerce, we will work with TERO Department to query businesses about internship opportunities and match interested businesses with tribal youth. Finally, we will work with the departments within our own Tribal operations (Natural Resources, Public Works, Youth Department, Finance, Shellfish Farm, Indian Health Services etc.) to develop internship opportunities for Tribal youth. For all scenarios, we will ensure that the internship structure supports the requirements for the LEAs to issue school credit. For example, the Barnstable School District requires that students participate in a 20-hour employment prep training, that the internships span 10 hours per week, and that the students present work plans to the school as part of the process for obtaining academic credit. We will ensure that our tribal youth duly meet these LEA requirements as part of their career planning process.

Expected Outcomes & Measurement Tools for the College and Career Planning Objective

Expected Outcomes over 48-month Period	Measurement Tool
Increase the rate of Seniors applying to and being accepted to attend 4-year colleges to 95% or better	Data provided by LEAs on college application rates of tribal youth
Increase the number of tribal youth with internships to 50% or better.	Data provided by LEAs on internship credits earned.



Objective Four: Increasing Wampanoag Cultural Knowledge Base

The last area of importance that was determined from the quantitative needs assessment was that parents felt that inculcating their children in traditional Wampanoag practices was not only a critical component of “Being Wampanoag” but that, through culture, the entire community is uplifted by an increased sense of tribal pride and cohesion. Furthermore, as posited in Ms. Greendeer’s doctoral dissertation, “for Mashpee Wampanoag people, much of our connection to our heritage is a connection to place. Some connect to our heritage by using the land for sustenance; others use it to practice ceremony; others use knowledge of it to understand language and culture; others fight to preserve it through political alliances or land conservation.” Her dissertation also indicated that the focus group participants felt that, in parallel with securing a cultural foundation, “becoming educated and earning a degree are desired outcomes and a source of pride for the community.. [with education being something that] we all agreed was a goal for our youth and a positive thing that is...celebrated.” Ultimately, the hope for parents was that “educational success and...striving for cultural knowledge and pride through education could help bolster positive educational experiences and outcomes in the long run” for their children.

Through parental discussions, the two most important cultural areas they felt would give children a connection to home as they went out into the world were:

- Knowledge of traditional hunting and fishing practices for sustenance — as well as expressions of self-sufficiency, self-determination and connection to the land and community.
- Having youth learn their ancestral language of *Wôpanâak*. For the Wampanoag community in particular, this is an extraordinary opportunity. The language had not been spoken for over 150 years but, through the work of the *Wôpanâak* Language Reclamation Project



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(WLRP.org), a new generation of speakers is being developed and bringing the language as a means of expression back to the community. Parents recognize that the cultural importance of this cannot be underestimated. Furthermore, research has shown that Native American children who learn their language perform better in school, experience improved self-esteem and are more likely to work to strengthen their tribal communities, leading to economic, social, and cultural benefits for their tribal nation as a whole.

That said the Mâyutyâôk Program will provide classes in hunting, gun safety, and fishing (including clamming and lobstering) to Tribal youth throughout the year based on the seasonality of those activities. For hunting classes, in particular, we are especially interested in attracting young boys to participate. Several parents suggested that the cachet of being able to obtain a firearms license in order to hunt for food sustenance often proves a strong deterrent for young men to stay out of trouble. Leading the hunting and fishing classes will be an individual from the Tribal community, Tony Perry, who has a high level of expertise. He has agreed to support the Mâyutyâôk Program and his letter of commitment, which includes his curriculum, can be found in Attachment F. Included in his training will be a course on gun safety offered by the Massachusetts Hunter Education Program, a division of the Massachusetts Division of Environmental Affairs. This course is required of first-time hunters prior to obtaining a rifle permit.

For language support, we are turning to the staff of the Wôpanâak Language Reclamation Project (WLRP) and to the LEAs. Although WLRP offers a multitude of community language classes, it has been a challenge for youth to attend, particularly since classes are held in the evening and youth have limited transportation. To mitigate this scheduling challenge, MWT-ED will work with the language teachers at WLRP and the LEAs to introduce Wôpanâak (the



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Wampanoag Language) into school curriculums as a language option for which Tribal youth can earn their language credit. The opportunity to add this language curriculum option is included as a component of the Partnership Agreement between the TEA and LEAs and can be found in Attachment A. WLRP’s letter of commitment can be found in Appendix F.

Expected Outcomes & Measurement Tools for the Cultural Knowledge

Expected Outcomes over 48-month period	Measurement Tools
Completion of Gun Safety Courses	Certificate of Completion
Completion of Fishing and Hunting Workshop	<ul style="list-style-type: none"> • Instructor observation and evaluation • Certificate of Completion
Increased Proficiency in Wôpanâak	Language proficiency evaluations by WLRP language teachers

d. Partnership Structure

As described in the previous section, in addition to the TEA and the LEAs, the Mâyutyâôk Program will be relying on a number of community partners to deliver the program. The table below graphically shows how each of the four objective areas will be served by the partners and community members. As mentioned, the Partnership Agreement can be found in Attachment A and letters of commitment from various community members can be found in Attachment F. Managing and overseeing all aspects of the Mâyutyâôk Program implementation will be the MWT Education Department who serves as the Lead Agency.



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Academic	Life Skills	College & Career Planning	Wampanoag Culture
MWT Education Department, Nitana Greendeer and the Mâyuytyâôk Program Manager			
Mashpee School District, Patricia DeBoer and Lindsay Kett	First Nation Development Fund (Financial Training)	College Horizons	Hunting & Fishing Expert, Tony Perry
Barnstable School District, Bill Butler and Kristen Harmon	Sly Fox Den/Jade Galvin ((Food Planning and Preparation)	AlterNATIVE Education	Wôpanâak Language Reclamation Project, Jennifer Weston
Contract Tutors (various)	Franklin Covey Time Management Webinars	MWT Community Members: college undergrads and alumni	
		Mashpee Chamber of Commerce/M. Palumbo	

III. Project Personnel

Nitana Hicks Greendeer (Director of the Education Department, MWT)

Ms. Greendeer, who holds a PhD in Curriculum Design and Instruction from Boston College, has recently joined the MWT’s Education Department as Director, but her work prior to this position has followed a natural progression that ultimately led to this role. Specifically, she was



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previously the Curriculum Director at the Wôpanâak Language Reclamation Project where she directed a 4-person teaching team in writing comprehensive project-based school curricula encompassing thousands of daily lesson plans focused on the traditional practices of Wampanoag peoples. In this role, Ms. Greendeer also coordinated outreach to cultural practitioners throughout the Wampanoag Nation, and worked with elementary, secondary, and university level educators to develop a feedback loop for the writing team to fine tune and continue to enrich the daily plans. These documents now form the basis for WLRP's programming. In her role as Education Director, Ms. Greendeer's overriding objective is to support the academic advancement of tribal members from early childhood through post-graduate through a myriad of programs and services. Ms. Greendeer will devote 15% of her time to the Mâyutyâôk Program over the 48-month period but anticipates a higher percentage in Year 1 until a program manager is hired. Her resume can be found in Attachment H.

To Be Hired (Mâyutyâôk Program Manager, MWT)

To support this program within the MWT's Education Department, a new position will be created to manage all aspect of the program implementation. A job description for this position can be found in Attachment H. The individual, once hired, will devote 100% of his or her time to this program.

Patricia DeBoer, Superintendent, Mashpee School District

Ms. DeBoer, a duly licensed educational professional, has served students in the Mashpee Public School system for thirteen years in both teaching and administrative roles. She was recently promoted from Assistant Superintendent to Superintendent of the school district and has made a significant impact in fostering collaborations with the Tribal community, in particular through the Title VII Indian Education Program. Ms. DeBoer holds a Masters of Education from Lesley



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University and an MBA from Western New England College. Her resume can be found in Attachment H. Ms. DeBoer has demonstrated her and the school districts commitment to this project through her signature on the Partnership Agreement found in Attachment A.

Kristen Harmon, Assistant Superintendent Barnstable School District

Kristen has served in the Barnstable School District for over two decades, most recently having been selected as the Assistant Superintendent. Prior to this role, her academic focus was on STEM curricula, particularly in math where she encouraged her students to attain high levels of math aptitude. As Assistant Superintendent, she supports all school operations including student achievement, data analysis as a driver for curriculum development, and community partnerships. Her resume can be found in Attachment H and her signature on the Partnership Agreement.

Jennifer Weston (Director, Wôpanâak Language Reclamation Project)

Ms. Weston brings two decades of experience working with tribal community programs focusing on Indigenous languages and education, and has served as the Wôpanâak Language Reclamation Project's Director since 2013. Prior to WLRP, she previously managed the Endangered Languages Program for the nonprofit Cultural Survival, Inc., where she built a network of 350+ tribal language programs. Jennifer will ensure the availability of language teachers to support the teaching of Wôpanâak as a language option in the local school districts. A copy of her resume can be found in Attachment H and her letter of commitment in Attachment F.

Tony Perry, Mashpee Wampanoag Tribal Hunting and Fishing Expert

Mr. Perry has been hunting and fishing on Cape Cod, his ancestral homeland, for his entire life – over 40 years. He is one of the leading practitioners in this traditional area of food sustenance within the tribal community. He has high levels of expertise in the behavior and patterns of both wildlife and marine species indigenous to Cape Cod as well as over four decades of knowledge



about the environment and the waterways in and around the Cape. He is a strong proponent of hunting and fishing responsibly for sustenance purposes. Over the years he has taught dozens of tribal youth hunting and fishing techniques and is excited to be a part of this program. A copy of his resume can be found in Attachment H.

Jade Galvin, Sly Fox Den Catering

Ms. Galvin has been supporting all aspects of the Sly Fox Den Catering business for a decade but has been cooking, under the tutelage of her mother since the time she was a very young girl. In her role, she manages menu development, procurement of supplies, food purchasing, food preparation, pricing and budgeting. She is considered one of the best caterers within the tribal community whose wares are often requested at tribal events. .

IV. Project Resources

As demonstrated in the Partnership Structure shown in Section II.d, there are a myriad of partners, most of them community based, who have demonstrated their commitment to ensuring the success of the Mâyuhthyâôk Program. The following tables shows the relevance and demonstrated commitment of each partner in the implementation and the success of the program

LEAD AGENCY		
Partner	Commitment	Relevance to Success
MWT Education Department Nitana Hicks Greendeer, Director	Leading Staff member within the lead agency. Signatory on Partnership Agreement.	Provides full oversight to entire program.
MWT Education Department Mâyuhthyâôk_Program Director	Staff member fully dedicated to program implementation	Manages and coordinates all aspects of the program



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IMPROVING ACADEMIC PERFORMANCE		
Partner	Commitment	Relevance to Success
<p>Mashpee School District</p> <p>Patricia DeBoer, Superintendent</p>	<p>Signatory on Partnership Agreement</p>	<p>Support in ensuring the three key areas of Partnership Agreement: Tribal youth performance data sharing, Wôpanâak language option, and internship academic credit.</p>
<p>Mashpee School District</p> <p>Lindsay Kett, College and Career Counselor (supporting Patricia DeBoer)</p>	<p>Email dated 5/26/2016, Ms. Kett states, “It would be my pleasure to work with you and continue to encourage all students to be college and career ready!”</p>	<p>Support in the areas of college- and career- readiness.</p>
<p>Barnstable School District</p> <p>Kristen Harmon Assistant Superintendent</p>	<p>Signatory on Partnership Agreement</p>	<p>Support in ensuring the three key areas of Partnership Agreement: Tribal youth performance data sharing, Wôpanâak language option, and internship academic credit.</p>



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Tutor Base	Commitment to be demonstrated through signed Tutor Agreement	Tutoring in academic subjects with the objective improving academic performance.
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INSTILLING LIFE SKILLS		
Partner	Commitment	Relevance to Success
First Nations Development Institute	Demonstrated commitment to serving Indian Youth through a range of financial education programs.	Empowering tribal youth in their daily lives by instilling money management skills.
Sly Fox Den Catering, Jade Galvin	Commitment to delivering training in nutritious food planning and preparation.	Empowering tribal youth by instilling an understanding of nutrition and self-care through healthy eating.
Franklin Covey	32-year track record of improving productivity through planning and time management.	Empowering tribal youth by instilling time management techniques and principles that they can use throughout their lives.



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COLLEGE & CAREER PLANNING		
Partner	Commitment	Relevance to Success
College Horizons	Demonstrated commitment to increasing the number of Native American youth who attend college. Since their founding in 1998, they have served 2,800 native youth, with a 99% admittance rate and an 85% graduation rate from a 4-year college.	Provision of tools (essay writing, college application support, college fairs, etc.) to support college-readiness.
AlterNATIVE	Demonstrated commitment to serving Indian Youth through peer education and college mentorship.	Engagement, empowerment and encouragement of Native students to use college education as a means for positive change.
Mashpee Wampanoag Tribal Community Current Undergrads and College Alumni	Commitment to be demonstrated by opting into the roster of tribal grads and undergrads.	Community-based resource for Tribal youth to serve as role models and mentors on the path to college.
Mashpee Chamber of Commerce/Mary Lou Palumbo	Letter of commitment in supporting career-readiness provided in Attachment F	Serves as conduit for connecting Tribal youth with internship opportunities.



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WAMPANOAG CULTURAL TRAINING		
Partner	Commitment	Relevance to Success
Tony Perry	Letter of commitment in supporting traditionally-based hunting and fishing provided in Attachment F	Empowers youth with traditional Wampanoag skills that will contribute to their self-sustenance.
Wôpanâak Language Reclamation Project, Jennifer Weston	Letter of commitment in supporting the delivery of Wôpanâak language services to meet academic language requirements is provided in Attachment F	Empowers youth with the ability to learn their ancestral language, inherent in which is the cultural underpinning of who they are and their place in the world as Wampanoag people.

V. Management Plan

a. Implementation

As described in Section II.d, several partners have committed to the implementation of the Mâyuytyâôk Program. In order to achieve the four objectives described in this proposal, the Gantt chart provided in Attachment I details the roles, responsibilities, timelines and milestones for accomplishing the program tasks. Please refer to the Gantt for all information related to the program implementation.



b. Performance Feedback

Section VI of this grant application, supported by Attachment L, provides detailed explanations of the program performance feedback and evaluation process for each of the objective areas detailed herein. Specifically, for each of the objective areas, we provide information on the following key performance areas: Baseline Performance Data, the Expected Outcomes, the Data to be Collected, the Timing of the Data Collection, the Data Collection Methodology, the Data Analysis Approach, the Distribution of Findings to Key Stakeholders, and the Impact of Data in Monitoring Progress. Please refer to Section VI and Attachment L for more information.

c. Involvement of Tribal Leadership and Families

The Tribal Community, including Tribal leaders and parents of Tribal youth, have been intimately involved in the development of the proposed activities outlined in the program design and will play a key role in providing recommendations for program modifications, if needed, based on the ongoing program evaluation process.

First, tribal leadership supported the development of this program as indicated in Tribal Resolution 2016-RES-041 (see Attachment J) which states that, “the Mashpee Wampanoag Education Department is considered an authorized Tribal Educational Agency (TEA) under the direction of Tribal Council and has been granted the authority to act on behalf of, administer and manage activities pertaining to the Education needs of the Tribe under *Mashpee Wampanoag Tribal Education Department 2009-ORD-006*.” Further, as described in particular in the qualitative needs assessments, tribal parents were the main drivers of the program structure through both the focus groups held in support of N. Greendeer’s dissertation and in the parent meeting held on May 10, 2016. Throughout the program, both Tribal parents and Tribal leadership will be presented with findings in regular ongoing intervals (see Section VI and



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Attachment L for details about the timing of the data collection and the distribution of findings to key stakeholders) with the opportunity to, based on said findings, make recommendations for further program development, modification or both.

d. Capacity Building

Through the 48-month grant period, our expectation is that our knowledge base in implementing the program to increase the college- and career-readiness of our tribal youth will be cumulative in nature. Through an ongoing process of program implementation, collection of performance data, and data analysis, we will naturally employ a continuous improvement strategy that will be honed and perfected over time. Additionally to support the capacity of this program beyond the period of Federal financial assistance, the tribe has recently won Land Into Trust which has opened up doors for economic development activities as part of our tribal sovereignty. Over the next few years, we will be developing tribally run businesses that will support a host of tribal programs including the Mâyutyâôk Program. A description of the continuing activities for the program can be found in Attachment K.

VI. Program Evaluation Process

In addition to the initial needs assessments, findings from which formed the basis for the Mâyutyâôk Program design, ongoing evaluations across all four of the objective areas will be performed to ensure that progress is being made against our overall goal of increasing college and career-readiness for tribal youth. For all areas, a data-driven approach will be employed and thoughtful data analysis, which will be shared among the tribal leadership, the LEAs, the partners, the parents and the participants, will inform any modifications to the program design.



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To that end, the ongoing evaluation of this program will be accomplished through a series of methodologies described initially in Section II.c and recapped in detail in Attachment L. For each of the objective areas in the Attachment, we are including the following information:

- Baseline Performance Data
- Expected Outcomes
- Data to be Collected
- Timing of Data Collection
- Data Collection Methodology
- Data Analysis Approach
- Distribution of Findings to Key Stakeholders
- Impact of Data Monitoring Progress

Other Attachment File(s)

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Attachment A
Signed Partnership Agreement

Partnership Agreement

I. Partners

THIS PARTNERSHIP AGREEMENT is made this 27th day of May 2016, by and between the following partner agencies:

Agency Type	Agency Description
Tribal Education Agency (TEA)	Mashpee Wampanoag Tribe Education Department
Local Education Agency (LEA)	Mashpee, MA School District
Local Education Agency (LEA)	Barnstable, MA School District

Within the Mashpee and Barnstable School Districts, the following schools and grades will specifically participate in the ***Mâyuhtyâôk*: Building Pathways for Tribal Youth Program**.

Mashpee School District	Barnstable School District
Mashpee Middle-High School (Grades 7– 12) 500 Old Barnstable Road Mashpee, MA 02649	Barnstable High School (Grades 8 – 12) 744 West Main Street Barnstable, MA 02601

II. Nature of Agreement

The three aforementioned agencies will work together with the goal of increasing the college- and career-readiness of Mashpee Wampanoag youth. Specifically, there are three areas in which the partners agree to meet this goal. They are as follows:

- 1) All agencies will implement mutually agreed upon inter-agency data collection processes and procedures and begin sharing performance data about Mashpee Wampanoag students to help inform future program design. Some of the performance statistics may include grades; standardized test scores; AP, PSAT and SAT scores; IEP (individual education plans) goals, if applicable; attendance records; and discipline records.
- 2) All agencies will work together to ensure that *Wôpanâak*, the Wampanoag tribal language, is an option for meeting the state-mandated language requirement in both middle and high school.
- 3) All agencies will work together to ensure that student internships offered as part of the grant are eligible for academic credit.

III. Privacy of Student Data

- 1) All parties acknowledge that access to tribal student data by the TEA is critical in their ability to build capacity and make progress toward the goal stated in Item II.

- 2) All parties agree that all data sharing will comply with the Family Educational Rights and Privacy Act, or FERPA, where personally identifiable information from students' education records will not be disclosed without parental consent.

IN WITNESS THEREOF, the Partners have executed this Agreement as of the day and year first above written.

Partner Signatures:

(b)(6) _____ 5/27/16
Date
Nitana Greendeer, Education Department Director
Mashpee Wampanoag Tribe

 _____ 5/27/16
Date
Patricia DeBoer, Superintendent
Mashpee, MA School District

 _____ 5/27/16
Date
Kristen Harmon, Assistant Superintendent
Barnstable, MA School District

Attachment B

Supporting Information for the Needs Assessment and the Data Analysis

Item 1: Listing of Skill Areas Developed by Indian
Parents for Tribal Youth

Item 2: Sign In Sheet: May 10, 2016 Meeting

Item 3: On-Line Survey Questions

Item 4: Compilation of Results and Narrative for On-line
Survey

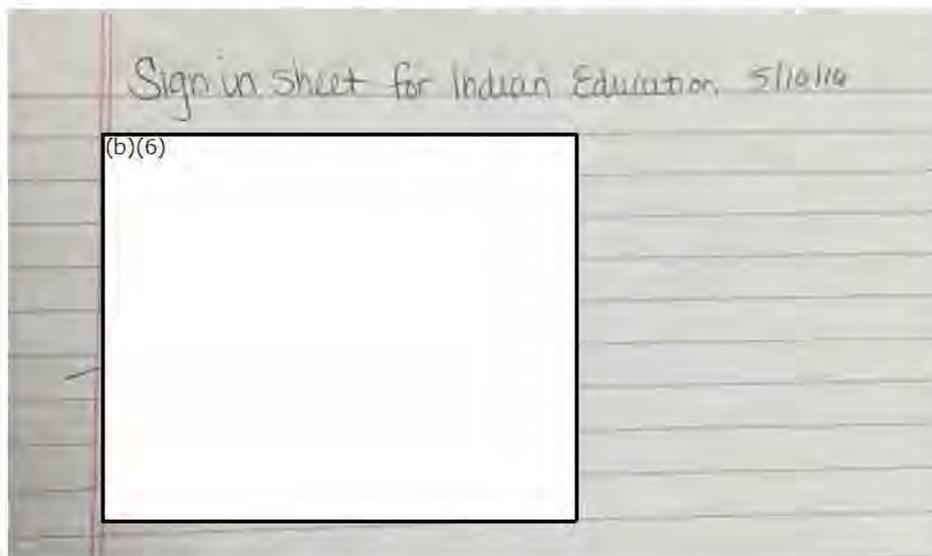
Item 5: Mashpee School District Performance Metrics

Item 6: Barnstable School District Performance Metrics

Item 1: Listing of skills Tribal parents felt were necessary to the health and success of Tribal youth (from Nitana Hicks Greendeer's Dissertation)

Life Skills	Academic Skills	Traditional Skills
Understanding finances	Reading	Sewing, beading, etc.
Career planning	Computer skills	Singing dancing
Health and wellness:		Hunting, fishing, planting
Nutrition		Food preparation (cleaning, butchering, cooking both traditional and contemporary foods)
Exercise		
Swimming and water safety (fresh and salt water)		
Self-advocacy		
Self-care (laundry, housekeeping, etc.)	Medicine and ceremony	

Item 2: Sign In Sheet for May 10, 2016 Indian Parent Meeting



Item 3: Survey Monkey Questionnaire to Tribal Parents

Overview

The Mashpee Wampanoag Tribe's Education Department is pursuing a grant with the federal Office of Indian Education. The goal of the grant is to improve the college and career readiness of our youth and help equip them with the skills for long-term success. To ensure that we fully consider the desires of our community, we hope that you can take the time to fill out this short 6-question survey, especially if you have children or grandchildren in middle or high school. If you don't have middle or high school-aged children, feel free to answer by considering our tribal youth in general. Thank you for your opinion and input!

1. In what areas and from whom do you feel your child/grandchild needs the most support during their school years so that he/she will be well prepared for college? (Check all that apply)

	From School	From Home	From Tribal Programs	Not Sure
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life Skills (money management, time management, self-care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traditional Skills (hunting, fishing, planting, crafts, language, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Skills (self-esteem, building healthy relationships, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

2. As a parent/grandparent/guardian, in what areas could you be supported to help your child/grandchild attend college? (choose all that apply)

- Homework help/Tutoring
- Help in pursuing scholarship funding
- Help in filling out the FAFSA (Free Application for Federal Student Aid)
- Helping my child with college applications
- Preparing my child/grandchild to live away from home
- Guidance on which colleges to pursue based on my child/grandchild's interests and career goals
- Helping with college visits

Other (please specify)

3. What academic and career goals do you have for your children or grandchildren for after high school?

4. What academic and career goals do your children or grandchildren have for themselves for after high school?

5. What, if anything, do you think is missing from our children's education?

6. In your opinion, how can we best support our children during their K-12 school years so that they can go off to college, if they so choose?

Item 4: Compiled answers and analysis of the Online Parent Survey

Question 1: “In what areas and from whom (school, home or tribe) do you feel your child/grandchild needs the most support during their school years so that he/she will be well prepared for college?” For the three academic areas defined (reading, writing, and math), 100% of the respondents felt that the onus was on the school to provide support in this area with secondary support coming from home. In the area of traditional skills, 90.5% of respondents felt that the tribe should be responsible for instilling youth with these skills with secondary support coming from at home. One respondent’s comment was, *“I would like to see the tribe take more of a responsible role in assisting with the teaching of our traditional ways to our young people. We have many people in the tribe who would love to pass their knowledge on to our younger generations, we just need the outlet for that to happen. Tribal resources for supplies and compensation to tribal elders would make this concept of “Bridging the traditional gap” more of a valued notion.”* In the area of life/social skills, 95% of the respondents felt that this responsibility lay with the family.

Question 2: “As a parent/grandparent/guardian, in what areas could you be supported to help your child/grandchild attend college? The top answer at 91% was ‘support in pursuing scholarship funding.’ The second highest response, at 86%, was ‘guidance on which colleges to pursue based on their child’s interests and career goals.’ Finally, tied at third at 62% each was ‘helping my child with college applications’ and ‘preparing my child to live away from home’

The remaining queries were all posed as open-ended questions so that community feedback would be unscripted and from the heart. For each question, however, common themes consistently emerged as important.

Question 3: “What academic and career goals do you have for your children or grandchildren for after high school?” 53% of the respondents stated that their goal was to have their child pursue college and 33% indicated that ensuring that their child was happy and healthy was of the most importance.

Question 4: “What academic and career goals do your children or grandchildren have for themselves for after high school?” Interestingly enough, 67% expected to go onto college, a higher rate than expressed by parents.

Question 5: “What, if anything, do you think is missing from our children's education?” It was in response to this question that the top rated answer at 33% was cultural programming. Respondents included native language, tribal history and spiritual grounding as specific areas in which their children could get training and support. The next two important areas, both at 22% were life skills (i.e. time management, money management, self-care, emotional support) and school support, specifically working collaboratively with the school administration to understand children’s needs and ensuring that academics teach critical thinking.

Question 6: “In your opinion, how can we best support our children during their K-12 school years so that they can go off to college, if they so choose?” Generally, all respondents felt that as parents and as a community we should simply be giving our youth encouragement and positive reinforcement (as one parent said, “*Continued support that they too can do whatever they want to do if they are willing to work hard to achieve their own goals.*”). This sentiment notwithstanding, the top three categories that emerged were college planning (35%) career planning (20%) and life skills (15%).

Item 5: Mashpee School District Native Student Performance Metrics

As shown in the table below, the SAT scores were in the area of critical reading, math, and writing. From 2013 to 2015, although Tribal students saw an improvement between 2013 and 2015 in their reading and math scores compared to the overall scores of the student population, they still, nonetheless, performed, in aggregate, 13%, below that of the total student population in all subject areas.

SAT Scores	Class of 2013				Class of 2014				Class of 2015			
	Avg. Score	Mashpee Wampanoag Students	Score Var.	% Var.	Avg. Score	Mashpee Wampanoag Students	Score Var.	% Var.	Avg. Score	Mashpee Wampanoag Students	Score Var.	% Var.
Critical Reading (CR)	480	370	-110	-22.92%	479	435	-44	-9.19%	494	454	-40	-8.10%
Math (M)	500	412	-88	-17.60%	485	431	-54	-11.13%	509	458	-51	-10.02%
Writing (W)	465	393	-72	-15.48%	464	431	-33	-7.11%	484	414	-70	-14.46%
All Subjects Combined	482	392	-90	-18.69%	476	432	-44	-9.17%	496	442	-54	-10.83%
Overall difference in scores against total student population	-12.90%											

During 2013-2015, between 75-80% of Tribal youth indicated their aspiration to attend college (either 2-year or 4-year) as shown in the table on the following page. Yet, this leaves up to 25% of total Tribal youth dropping out of school before they graduate compared to overall average dropout rates of 3% or lower.

Future Plans - Seniors	2013	% of Total	2014	% of Total	2015	% of Total
4-Year College	4	50%	4	33%	4	50%
2 Year College	2	25%	6	50%	2	25%
Undecided	2	25%				
Employment			2	17%	2	25%
	8		12		8	
Drop Out Rates	Class of 2013		Class of 2014		Class of 2015	
	Average	Native	Average	Native	Average	Native
	3%	0%	2.80%	25%	1.40%	25%

Item 6: Barnstable School District Native Student Performance Metrics

That being said, the performance statistics from Barnstable that we were able to obtain indicated similar academic deficiencies as those from Mashpee. Graduation rates among seniors were only 50% compared to 87% or higher in the total school population as shown on the following tables:

Graduation Rates		
Graduation % of Seniors	2012	2013
Native Students	50.00%	50.00%
All	90.60%	87.30%

And, except for in 2015, dropout rates for native students in grades 9 through 12 were significantly higher than that of the total student population.

Dropout Rate				
Drop Out % of Students (9-12)	2012	2013	2014	2015
Native Students	12.50%	5.90%	11.10%	0.00%
All	1.50%	1.90%	2.40%	1.70%

Attachment C

Demonstration of Research Basis

Item 1: Tribal Critical Race Theory

Item 2: Parent Meeting

Item 3: On-Line Survey

Item 4: Mashpee and Barnstable Student Performance
Metrics

Item 1. N. Greendeer Doctoral Dissertation

Ms. Greendeer's Dissertation employed Tribal Critical Race Theory (or TribalCrit) as the research basis. TribalCrit takes into account the nuanced epistemologies across time, place and Tribe that are specific to different Native people. It's important to note that the recognition of Native communities' differences —across geographical location, language, religion, social structure, or any other defining characteristic— sets this theory apart from others that make generic assumptions about the sameness of all Native communities. Thus it is important to gather the people of the community in order to ascertain the best practices for teaching our youth in order to co-create a vision and plan for the future that is decolonized.

According to Tribal Critical Race Theory, 'theory' is synonymous with personal narrative, lived experiences, and community story. It is important to point out the discrepancy in the way these terms are usually used in order to give value to knowledge. The words *story* and *narrative* do not carry weight in academia like the word *theory*, but they are in fact exactly that. Theory comes from the people's lived experiences; theory is based on community stories and personal narratives.

As it relates to the proposed research, understanding the history of the community and the personal accounts of community members as theories allow us to take their suggestions for Wampanoag education as the application of that theory into practice. Another tenet of TribalCrit, and also deeply relevant to the research project described here, maintains that research conducted in Tribal communities must necessarily be driven by the needs and wants of the community itself, rather than a project put upon them by an outsider. This belief is echoed in Sandy Grande's theory of Red Pedagogy (2004), which asserts that a theoretical framework that is not grounded in Indigenous knowledge is insufficient for any Indigenous educational project. For a project to be conceived in an academic, university setting, without the deep involvement of the community makes it impossible to fully serve the goal of self-determination.

Item 2. Parent Meeting

The Parent Meeting held on May 10, 2016 relied on qualitative personal experiences gathered from observing both their own children and youth within the tribe as the research basis for determining the barriers and the opportunities for college and career-readiness.

Item 3. Online Survey

The research basis for the online survey used sampling to extrapolate opinion across all Mashpee Wampanoag parents. In this case, we were able to obtain a 10% sample. We used a mixture of both multiple choice and open-ended questions to obtain data that would help inform program design.

Item 4. Mashpee and Barnstable Student Performance Reports

Both school districts used quantitative reports output from their Student Information Management Systems and used comparative data analysis between the overall student population and that of Native students. The comparative data helped to formulate the hypotheses that Native students are facing barriers to performance and are in need of support to raise their achievement levels.

Attachment D

Evidence of Involvement of Indian Parents

Item 1: Listing of focus group participants and meeting notes as evidence of involvement of Indian Parents

Item 2: Sign in Sheet for Indian Parent Meeting

N. Greendeer Focus Group Composition

Name	Gender	Age
R. Pocknett	Female	40's
N Hicks	Female	32
R. Mills	Female	60+
D. Banks	Female	32
D. Pocknett	Male	19
T. Perry	Male	45

July 16, 2013 2nd mtg.

Boston
College

Valma - Mondays better
Bebe - Tuesdays not good
Darius - not Tuesdays

due
date
drop
dead
line

Troy - give schedule
Doug Pochnett - not Tuesdays

is
Jan
2014!
for
Vitana's
doctoral
written
work.

Attending:

- Domonique Banks
- Attaguin Mills
- Keesha Green
- Tony Perry Sr
- Vitana Hicks
- + me

Rules

Reminders

Tony that day
Attaguin that day

Mondays
Attaguin
Tony
Dom
Keesha
fine
fine

Dom / Keesha
text The day before

August 26, 2013

Dess mtg.

Tony, Nitana & I

(Dinner out of town -
Keleha no show
Attaquin " "
Rhonda " "
Emma Jo " "

Last mtg recap:

TPerry: Hunting & fishing so
wamp card
central to our
culture. better awareness

DBanks: water / the pond
central to all of her life

R Pochelet: Quahog Snell

N Hicks: baseball - wamps talented ^{in many} area.
more skills to organized
sports; strengthen sports
'doing' hands on activities
can take us anywhere
everywhere

*
? What are the values that we as
Mashpee Wampanoag people expect
each other to uphold?

- Respect
- Self sufficiency
- Cultural Practices
- Lack of 'showing emotion'
- taking care of one another
- humility



Sept 9, 2013

Nitaa's dissertation class

* I need to get release form for Hailee Perry + Tony Perry (credits)

Tony Perry, Doug Pocknet, Rhonda Mills, Nitaa Hicks + I + Dominique + Kayla

discussion around Wamp Language School

review of participants educational experiences
D. Pocknet:

H.S. experience
- great teacher for English in Jr + Sr yr - helps to have teachers that understand, care about the culture

R Mills: K-6 (Sara G Davis) all cousins - very

* Sept 2015 new immersion school
↓
pay attn to schedule for 6 wks on, 1-2 wks off

mixed w/ other k's but Mashpee's stuck together

7th - Barnstable
8th - Otis
9th - Talmouth

↓
K-6th understood us kids liked and treated us well

trust
relax -
or
night
!!

Mr Funa's Dissertation Group

Sept 21, 2013

Recap

attending:
Doug Poekael
Donna Banks
Tony Perry
Nitasa Hicks
Aleen Jr

Language
Leadership
Cultural
Life Skills

Tony -
put it out
there to the
community ->

new bldg -
stuffed regular

5th
graders
F. Pub Schls
writing is
integrated
in curr.

Life Skills

dancingmoon53
@ yahoo.com

①

Sept 30, 2013

Dissertation Project

Long Pickett, Donna Baker, Tony Perry,
Mitana and I

JAN or
FEB -
hunter
safety
course

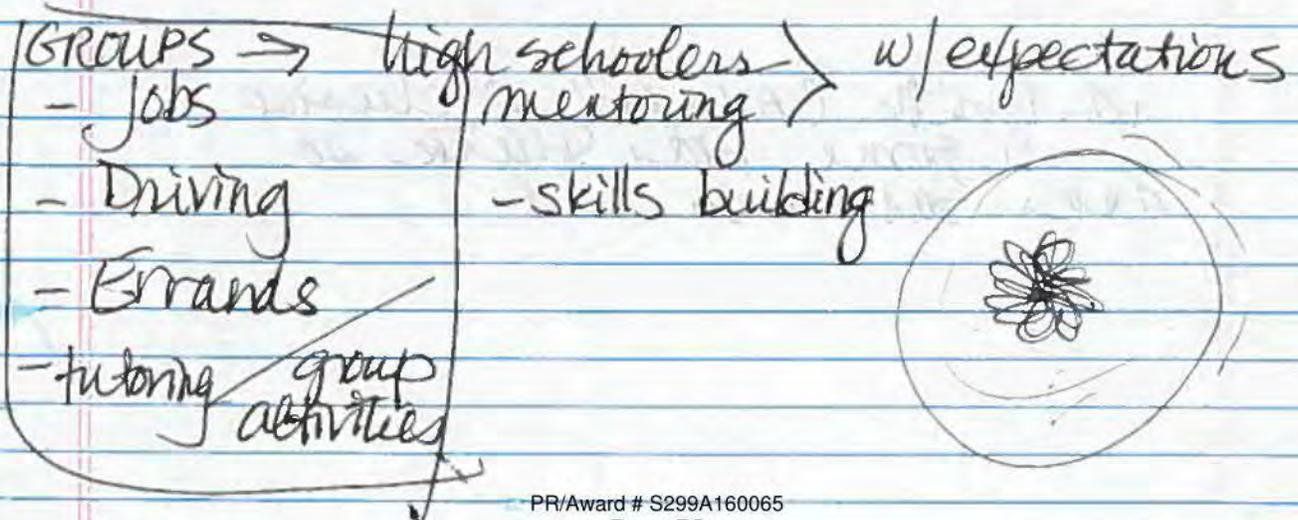
Sports → boys especially are
motivated

* United Tribes
North Dakota

Mitana suggests:

Jude + Shonai Schimmel
Washington State tribe - all star
(Documentary) b. ball players
Off the Rez
Louisville

out scheme the technology??



Oct 14- Dissertation Project

Nitana, Tony, Doug + me

responsibility to elders

- yard work
- sharing stories
- helping/maintenance

résumé's
reading, writing, improvement
financial literacy, check booking
banking

- water safety {swimming}
canoeing, ocean safety/boating
safety
- gun safety
- Sobriety
- healthy eating/preparing food
- Ceremony, sweat lodge

language

- gardening, fishing, catching or
growing food
- hiking

gardening calendar

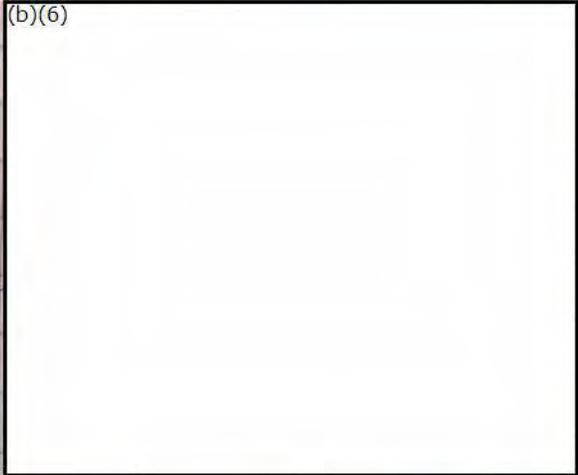
winter, rye planting

during granny squarrit

- recycling

Sign in sheet for Indian Education 5/10/16

(b)(6)



Attachment E: Description of Defined Geographic Area

The Mashpee Wampanoag Nation’s homelands originally encompassed vast areas of what is now called the state of Massachusetts and parts of the state of Rhode Island extending from the tip of current day Provincetown, MA on Cape Cod, west to the Blackstone River in East Providence, RI and south to Narragansett Bay in RI. However, with the aggressive encroachment of settlers both into tribal land and upon traditional tribal lifestyle, the Wampanoag realized significant land losses. Today, a majority of the Tribe’s population live on Cape Cod in the town of Mashpee and throughout the official 5 contract health service delivery areas (CHSDA) of Barnstable, Bristol, Norfolk, Plymouth and Suffolk counties in Massachusetts as shown in the highlighted area on the map below.



The total tribal enrollment by age range of Mashpee Wampanoag is shown in the table below.

Age Distribution of Tribal Members within Service Area					
Ages 0 -17	Ages 18 –54	Ages 55 -100	TOTAL in 5 county service	TOTAL out of 5 counties	GRAND TOTAL
435	894	304	1633	1083	2,716

Source: Mashpee Wampanoag Tribal Enrollment Department Data

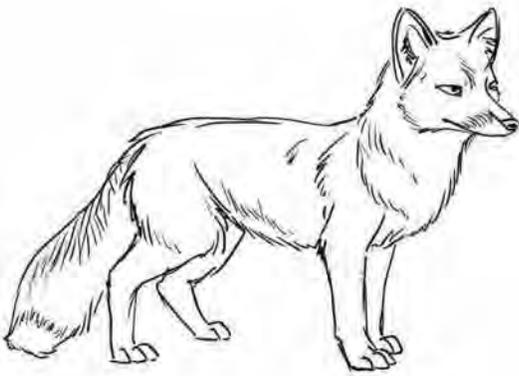
Attachment F
Letters of Commitment

Item 1: Sly Fox Den, Jade Galvin

Item 2: Tony Perry

Item 3: Mashpee Chamber of Commerce, Mary Lou
Palumbo

Item 4: Wôpanâak Language Reclamation Project,
Jennifer Weston



Sly Fox Den Catering Services

13 Main Street
Mashpee, MA 02649
774-521-3022

May 25, 2016

U.S. Department of Education
Attention: (CFDA Number 84.299A)
550 12th Street, S.W.
Washington, DC 20202-4260

Dear Sir/Madam,

As a member of the Mashpee Wampanoag Tribe, I am proud to submit this letter of commitment in support of the Tribe's 'Mâyuhtyâôk. Building Pathways for Tribal Youth' program.

Specifically, I will provide a 3-part series of workshops for tribal youth that focuses on meal planning, shopping and preparation. The topics that I will cover will include:

Part One:

- Importance of Balanced, Nutritious Meals
- Developing Weekly Menus
- Staples to Have on Hand
- Developing Shopping Lists
- How and When to Purchase Certain Food (Meat, Produce, Dairy, etc.)

Part Two: Basic Food Preparation

Part Three: Advanced Food Preparation

I come from a long line of chefs who cook traditional Wampanoag food and have personally been cooking food since I was a young girl. Starting in April of 2012, I took on a management role at Sly Fox Den and, in addition to the cooking and catering services, have also been managing the financial and food procurement services.

The fee for each workshop is \$50/person with a minimum of four participants. Parts Two and Three of the training will occur in the kitchen of the Mashpee Wampanoag Tribal Community and Government Building which has a fully-equipped kitchen.

Thank you for your consideration of this application and please don't hesitate to contact me if you have any questions.

(b)(6)

Jade Garvin

Partner, Sly Fox Den



Mashpee Wampanoag Tribe
483 Great Neck Road South
Mashpee, MA 02649
408-477-0208

May 24, 2016

U.S. Department of Education
Attention: (CFDA Number 84.299A)
550 12th Street, S.W.
Washington, DC 20202-4260

Dear Sir/Madam,

I am pleased to submit this letter of commitment on behalf of the Mashpee Wampanoag Tribe's Native Youth Community Project entitled '*Máyuhtyâók: Building Pathways for Tribal Youth.*'

As a partner in this program, I will provide training to tribal youth in the traditional practices of hunting and fishing for sustenance purposes, following the ways of my ancestors for many millennia before me.

I am a fully licensed hunter and have been hunting and fishing from the time I was a young boy—for over 40 years—with knowledge having been handed down from generation to generation.

For the purposes of the training, my course with tribal youth will focus on the indigenous species here on Cape Cod, Massachusetts. For land- and air-based animals, that includes deer, raccoon, quail, rabbit, geese, and duck to name a few. For water based species it will include crabs, oysters, mussels, lobsters and all variety of fish indigenous to Cape Cod (herring, bluefish, stripers, black bass, scup, etc.). My training will be seasonally-based and, from a timing point of view, I will take my cues from the natural environment to optimize the teaching opportunities during the course of the program.

For the hunting component of my training, I will include the following topics as it relates to the animal species:

- Habitats
- Tracking (including with hunting dogs)
- Movement Patterns (timing and frequency)
- Mating and Estrus Seasons
- Wind Patterns
- Pack/Herd/Flock Structures

Combined with my hunting curriculum will be a course on gun safety offered by a certified ASP (Armament Systems and Procedures) weapons instructor. We will work with the local Mashpee Rod and Gun Club to procure a resource for this portion of the training, which is typically priced at \$60 per person per course.

For the fishing component of my training, I will cover the following topics:

- How to use a fishing rod
- Baiting your fishing rod
- How and when to look for fish
- The impact of seasonal water temperature on fish migration and spawning patterns
- Differences between fresh and salt water fish
- Ice fishing
- Blue crabbing and quahogging (clamming)
- Fish cleaning and preparation
- Smoking and curing techniques

My expectation each year is to offer this course quarterly, over the course of each season, with two to three day sessions each quarter. Again, we will rely on the natural environment and the seasonal nature of species in our habitat to determine the optimal times for the training. I am pleased to offer my services at an hourly rate of \$30 or \$200 per day.

Thank you for your consideration of this application and please don't hesitate to contact me if you have any questions.

(b)(6)

Tony Perry

Member, Mashpee Wampanoag Tribe

Field Assistant, Natural Resources Department



Mashpee Chamber of Commerce
P. O. Box 1245
Mashpee, MA 02649
508-477-0792

U.S. Department of Education
Attention: (CFDA Number 84.299A)
550 12th Street, S.W.
Washington, DC 20202-4260

Dear Sir/Madam,

I am pleased to submit this letter of commitment on behalf of the Mashpee Wampanoag Tribe's Native Youth Community Project entitled '*Mâyuhÿâôk*: Building Pathways for Tribal Youth.'

As a partner in this endeavor, the Mashpee Chamber of Commerce will work with both the Mashpee Wampanoag Tribe's Department of Education and the Mashpee Public School District's College and Career Readiness Director, Lindsay Kett, to support Tribal youth in obtaining internships — either academic year or summer — in local businesses as we seek to expose students to a variety of career opportunities.

The Mashpee Chamber of Commerce has been working with Ms. Kett for some time in supporting career-readiness for youth so, through the *Mâyuhÿâôk* Program, and supported by the addition of Patricia Keli'inui, a tribal leader, on the board of the Mashpee Chamber of Commerce, we are delighted to expand our efforts to work more expansively with Tribal youth.

Additionally, this relationship is further strengthened by the fact that the Mashpee Wampanoag Tribe has been an active member of the Chamber of Commerce for nearly a decade.

Our goal during the course of the *Mâyuhÿâôk* Program will be to promote to local businesses the opportunity for Tribal interns to not only support their businesses but also give Tribal youth the opportunity for workplace exposure. Our understanding is that this grant will support internship stipends for the students that are placed.

Thank you for your consideration of this application and please don't hesitate to contact me if you have any questions.

(b)(6)

Mary Lou Palumbo ✓
Executive Director
Mashpee Chamber of Commerce



Wôpanâak Language Reclamation Project
PO Box 2241
Mashpee, MA 02649

May 26, 2016

U.S. Department of Education
Attention: (CFDA Number 84.299A)
550 12th Street, S.W.
Washington, DC 20202-4260

Wunee Keesuq Neetôpâak (Good Day Friends),

We, the Wôpanâak Language Reclamation Project (WLRP) are pleased to support the Mashpee Wampanoag Tribe in their *Mâyuhtyâôk: Building Pathways for Tribal Youth* program to support college- and career-readiness for tribal youth.

WLRP is a 20-year old non-profit organization whose mission is to reclaim the once dormant, nearly lost, language of the Wampanoag People. Our language – *Wôpanâak* – went silent nearly 150 years ago but is now being brought back to life without any prior living speakers. This unprecedented language revival stands as a testament to the tenacity and strength of the Wampanoag People. Pre-colonization, we were a nation of 69 tribes. Today, although only 4 of the original 69 tribes within our Nation remain, we are ever diligent in our efforts to strengthen our language, our history, our culture, and our presence... not only for ourselves but also for the world to see that we can and will survive as a tribal nation.

A key part of our mission – one we wholeheartedly share with the Mashpee Wampanoag Tribe's Education Department – is inculcating our youth with their traditional language. Therefore we are delighted to support the *Mâyuhtyâôk* Program by providing *Wôpanâak* language classes to our tribal youth districts to meet their academic language requirements in the Mashpee and Barnstable School Districts. We will provide this service for the duration of the program... and beyond. For the purposes of the grant, our teaching rate is \$100/hour however, if funding for this program should become unavailable, then we will obtain funding from our side to support these important efforts.

Thank you for considering this grant application and for the opportunity to be a part of this endeavor and to serve our tribal youth.

(b)(6)

Jennifer Weston
Director

Attachment G
Evidence of Capacity

Franklin Covey Webinar Overview

AlterNATIVEs Course Overview



Time Management Essentials: Powered by The 5 Choices to Extraordinary Productivity [Live Online]

Availability: Registration open

Starting at: **\$399.00**

[Register](#)

Our most requested course showcasing our best thinking in Time Management and prioritization. Time Management Essentials: Powered by The 5 Choices to Extraordinary Productivity measurably increases the productivity of individuals, teams, and organizations.

Move from being buried alive to extraordinary productivity.

The barrage of information coming at us, coupled with the demands of our professional and personal lives, often creates a feeling of being buried alive. This overwhelming volume of information threatens our ability to think clearly and make wise decisions about what's important. As a result, we frequently fail to accomplish those priorities that matter most in our professional and personal lives.

In *Time Management Essentials: Powered by The 5 Choices to Extraordinary Productivity*, participants will learn to apply a process that will increase their ability to achieve their most important outcomes. By applying the process, participants will experience a measureable increase in productivity, a renewed sense of engagement, and a feeling of accomplishment at the end of every day.

Along with a live-online webinar, participants will receive access to an On Demand Tech Teach of their choice. The Tech Teach features lessons, activities, and best practices carefully designed to leverage these time management principles into real improvements in personal productivity.

In the Productivity Tech Teach set, you will learn to apply the entire Q2 Process Map introduced in the live, online sessions. Choose the Tech Teach for your technology: Microsoft® Outlook®, Google® Gmail®, or IBM® Lotus Notes®

Lesson Title	Description
<i>Create New</i>	Learn how to create and manage the Core 4 (appointments, tasks, contacts, and notes), apply task management best practices, and create and assign categories to tasks.
<i>Win Without Fighting</i>	Automate the decision-making process you use for incoming messages by creating rules for your Inbox. Reduce the amount of decisions you make about your email messages, and conserve your energy for higher value decisions.
<i>Turn It Into What It Is</i>	Use your discernment skills to turn your incoming messages – the first time you read them – into what they really are: appointments, tasks, contacts, or notes.
<i>Link to Locate</i>	Learn how to have critical resources and information at your fingertips so you can easily find them later.
<i>Planning</i>	Apply the Weekly and Daily Q2 Planning process introduced in the live, online sessions to your selected platform. View and practice the steps of weekly and daily planning.

Day 1: Who We Are; Us as Individuals, Our Communities, and Where We Come From

OBJECTIVE: Each student will think critically about who they are as individuals as well as within the broader context of community, history and the world.

THEMES: Personal Identity; community identity;

LESSONS: Who are we? Who are you? What is your community like? Who tells your story?

MATERIALS:[POWERPOINT] Facilitator Introductions
[WORKSHEET] Mingle Bingo

Day 2: Understanding History: Things We Know & Knowledge Production

OBJECTIVE: Understand what history is – who creates it and who tells it?

THEMES: Knowledge and education as power; building solidarity; Reclaiming our Narratives

LESSONS:What is Knowledge? What is History?; Rethinking Columbus

MATERIALS:
[POWERPOINT] Native Stereotypes

Day 3: Resistance & Survivance: Nations through the Years

OBJECTIVE: Understand terms such as settler colonialism and its continued effect in the US. Also understand that Native peoples resisted each move of the settler colonial state.

THEMES: Resistance, Survival

LESSONS: What settler colonialism is and how it affects it. Acts of resistance from the past and present.

MATERIALS:

[POWERPOINT] Settler Colonialism, Sovereignty & Native Resistance

[ARTICLE] Why the term 'settler' needs to stick

[VIDEO] Bad Indians

[Handout] Bad Indians poem

Day 4: Decolonization: Re-Thinking and Re-Centering Native Nations for Resurgence

OBJECTIVE: Students will understand decolonization through practice, what sovereignty means and entails

THEMES: Exerting Native Sovereignty

LESSONS:What is Sovereignty?: Native Nationhood in the Present; Sovereignty in Practice; Resurgence

MATERIALS:

[ARTICLE] Decolonizing Means Start Thinking Like an Indian

[VIDEO] Rebel Music: Native America

Day 5: The College Process

OBJECTIVE: Present College as an important and meaningful option for helping their community and decolonization.

THEMES: College as a path to decolonization; Closing Reflections

LESSONS: Why college?

MATERIALS: [POWERPOINT]: College Timeline

[POWERPOINT] Road to College Images

Attachment H
Resumes/Job Description

Item 1: Nitana Hicks Greendeer, MWT

Item 2: Mâyutyâôk Program Manager Job Description

Item 3: Patricia DeBoer, Mashpee School District

Item 4: Kristen Harmon, Barnstable School District

Item 5: Jennifer Weston, Wôpanâak Language

Reclamation Project

Item 6: Tony Perry, Hunting & Fishing Expert

NITANA C. HICKS GREENDEER, PHD.

(b)(6)

EDUCATION:

Boston College, Chestnut Hill, MA

PhD: Curriculum and Instruction, Lynch School of Education, 2014

Massachusetts Institute of Technology, Cambridge, MA

MS: Linguistics, Indigenous Languages Institute, 2006

Brown University, Providence, RI

BA: Sociology, BA: Ethnic Studies, 2003

Northfield Mount Hermon, Northfield, MA

1999

PUBLICATIONS:

Chew, K. A. B., Greendeer, N. H., Keliiaa, C. (2015). Claiming space: An autoethnographic study of indigenous graduate students engaged in language reclamation. *International Journal of Multicultural Education*. 12(2) 73-91.

Nuweetanuhkôsdânuhshômun numukayuhsunônak 'We are working together for our youth': Securing educational success for Mashpee Wampanoag youth through community collaboration, 2014 Doctoral Dissertation, Boston College

A list of initials and finals in Wôpanâak, 2006, Master's Thesis, Massachusetts Institute of Technology

HONORS:

Diversity Fellow

2009 – 2014

Boston College, Lynch School of Education

PROFESSIONAL EXPERIENCE:

Mashpee Wampanoag Tribe

March, 2016 – present

Education Department Director

- Manage and oversee all department projects and programs, including but not limited to Tribal Scholarship program, Title VII Indian Education program, Child Care Voucher program, and White Bison substance abuse prevention program.
- Plan department programming through Tribal funding, grants, and interdepartmental collaboration.
- Oversee all department employees including managers of various education programs.
- Oversee department and program budgets.

Wôpanâak Language Reclamation Project

October, 2010 – March, 2016

Curriculum Manager

- Develop curricula for future Wôpanâak immersion K-5 school.
- Oversee curriculum development for immersion school using Massachusetts state standards, Wampanoag themes, and prescriptive curriculum packages as guidelines.
- Use Wôpanâak language in an immersion setting for daily tasks to increase fluency.
- Develop and implement cultural summer camp for elementary and middle school students with language components.

- Conduct research on various aspects of Wôpanâak grammar for contribution to the Wôpanâak dictionary and student workbook.
- Produce new vocabulary and grammar curriculum for Wôpanâak workbook.
- Teach Wôpanâak language classes in evening and weekend workshops to Wampanoag Tribal members and families.
- Teach Wôpanâak Immersion Camp without the use of English.

Mashpee Public Schools Central Office Internship

January, 2014 – June, 2015

Intern

- Shadow Superintendent in daily activities related to management of the district.
- Attend meetings including but not limited to Special Education Department meetings, arbitration hearings, and School Committee meetings.
- Act as liaison to Indian Education program and work with Director as a mentor in areas of curriculum development, organization, and budgeting.
- Provide professional development to entire district's faculty on Wampanoag culture and issues of race, ethnicity, and culture in American society as it relates to education.

Mashpee Wampanoag Tribe

December, 2009 – September, 2010

Earth Recovery Project Intake Coordinator

- Conducted intake questionnaires for new clients who struggle with substance abuse and mental health issues.
- Referred clients for wrap-around services to other Tribal resources and community agencies.
- Maintained up-to-date case management notes for client files.
- Kept clients updated about ongoing services.

Harvard Native American Summer Program

June, 2010 – July, 2010

Chaperone

- Chaperoned 5 Wampanoag youth for 3 weeks at a residential summer program at Harvard Medical School about the biology of drug and alcohol addiction.
- Helped Wampanoag students develop their final presentation about the effects of drugs on their community by offering guidance and sharing resources.
- Organized a trip to the Mashpee powwow during the camp for all participants from 5 Native communities.

Boston College

September, 2009 – June, 2010

Research Assistant, Kindergarten Language Study

- Managed the classroom observation component of the Kindergarten Language Study with Dr. Mariela Páez through Boston College.
- Trained teachers on the curricula and conduct assessments about the progress of kindergarten vocabulary acquisition based on the KLS model.
- Conducted pre- and post-assessments of vocabulary knowledge with participating kindergarten students.
- Conducted various office tasks including editing, filing and photocopying.

American Indian Child Resource Center, Oakland, CA

September, 2007 – August, 2009

Enrichment and Educational Services Coordinator

- Helped find independent and private schools for students looking for an alternative to Oakland public schools.
- Assisted high school students in the move toward higher education and provided them with resources about the admissions process for the path of study that is right for them.
- Researched and provided students with scholarship opportunities for school.
- Accompanied students to conferences and events that foster their personal, academic and cultural growth as members of the Native, and broader communities.
- Tutored groups of students, grades sixth through eighth and ninth through twelfth, after school.
- Facilitated and oversaw afterschool cultural arts program that gives students exposure to art forms from the different reaches of Native America.

- Oversaw coaches and afterschool sports program which aims to provide movement for a youth group who are particularly vulnerable to diabetes, obesity and heart disease.
- Met with students and their families and other Agency staff about how each student can maintain a successful and healthy life and what resources are needed to assist that process.
- Attended weekly case management meetings with staff about the youth for whom we provide services.
- Maintained records of all interactions between clients and myself; as well as kept records of all case management and activities for all youth and all staff for the Indian Education Center for grant writing purposes.

Mashantucket Pequot Tribal Nation, Mashantucket, CT

October, 2006 – November, 2007

Linguist, Researcher

- Began creation of Pequot electronic dictionary using Lexique Pro.
- Entered known Pequot words with correct etymologies, proper citations and cognates of sister languages into dictionary.
- Reconstructed words not found in historical Pequot documents based on patterns found between sister languages.

The Children’s Museum, Boston, MA

May, 2005 – December, 2006, Per Diem

Native Programs Educator

- Delivered programs designed by the Boston Children’s Museum staff on Wampanoag life, past and present.
- Consulted on issues of cultural sensitivity and historical accuracy.

Plimoth Plantation, Plymouth, MA

July, 2002 – July, 2008

Museum Teacher, Interpreter

- Created Wampanoag outreach programs with consideration of the Massachusetts state teaching frameworks.
- Taught classes ranging from elementary to college students on all aspects of Wampanoag culture including pre-contact daily life and modern Native life, as well as issues of cultural consciousness and stereotyping.
- Educated teachers in the best and most conscientious methods of teaching Wampanoag, and general Native culture in their classrooms, and also the best resources to use.
- At ‘Hobbamock’s Homesite’, spoke with up to 2,500 visitors daily on all aspects of Wampanoag life, from pre-contact to the present.
- Produced artifacts in traditional ways as demonstration for visitors and maintenance of the homesite.

TEACHING EXPERIENCE:

Wôpanâak Language reclamation Project

January, 2012 – present

- Beginner, Noun Possession, Animate Intransitive Verbs; Inanimate Intransitive Verbs, Transitive Inanimate Verbs, Transitive Animate Verbs, Conjunct Verbs (Workbook)
- Morphemes (Immersion)
- Directions (Immersion)
- Children’s classes for ages 3-12

Lynch School of Education, Boston College

- *Social Context of Education* (Graduate Level Course) Spring, 2012, Summer 2012, Summer, 2013

LANGUAGES:

- Wôpanâak (advanced)
- French (intermediate)
- Spanish (novice)



Job Description

Position: Mâyuhyâôk Program Manager
Department: Education
Reports To: Department Director

Job Description:

Responsible for managing all aspects of the 'Mâyuhyâôk: Building Pathways for Tribal Youth' program with the goal of increasing college- and career-readiness for tribal youth, ages 12 – 17 through increased performance in the areas of Academics, Life Skills, College & Career Planning, and Traditional skills. As part of Partnership Agreement, work collaboratively with the Mashpee and Barnstable School District staff.

Essential Duties:

Oversight of program finances including expense tracking against annual budget. Resource procurement as needed for all program activities. Coordination of tutor program including tutor recruitment, scheduling and student matching. Tracking and maintenance of evaluation data across all performance areas. Regular, ongoing analysis of performance data. Logistics management and scheduling of all program-related events including workshops/seminars, college visits, training, language classes, etc. Coordination and support for students in college application process. Coordination of student internship opportunities and stipend payouts.

Job Requirements: Physical and Mental

Able to sit for long periods of time and ability to perform moderate lifting of 10 lbs. or more. Ability to stand, walk, bend, stoop, lift and reach. Ability to work long and varied hours and occasionally in evenings and on weekends as needed. Must be able to read, speak and effectively communicate ideas in English. Ability to follow directions. Ability to make independent decisions and recommendations.

Minimum Qualifications

Must have a Bachelor's Degree or equivalent, preferable in Education. Must have strong organizational, planning and communication and PC skills. Must have excellent data analysis skills, especially using Excel. Excellent grammar and communication skills, both written and verbal. Knowledgeable in creating and analyzing spread sheets or similar data reporting. Must be friendly, congenial, and a team player. Must be at least 18 years old. Applicant must be able to pass a C.O.R.I. background check as well as possess a valid MA driver's license.

Preferred Qualifications

Applicant is Native American. Willingness to travel.

PATRICIA M. DeBOER

Interim Superintendent
Mashpee Public Schools
150A Old Barnstable Road
Mashpee, MA 02649
508-539-1500

pdeboer@mashpee.k12.ma.us

I am a dedicated instructional leader, a strategic analyzer and planner, an effective communicator, an excellent manager, and an attentive listener. I have a positive, calm, and collaborative leadership style. I strive to be a role model of excellence; I lead by example. Students always come first.

LICENSURE

Massachusetts #320023

Superintendent/Assistant Superintendent—Professional

Principal/Assistant Principal—Professional (PreK – 6), (5 – 8), (9 – 12)

Reading Teacher—Professional (All Levels)

Elementary Teacher—Professional (1-6)

EDUCATION

National Institute for School Leadership (NISL): 182-Hour Certificate Program

Master of Education: Lesley University

Master of Business Administration: Western New England College

Bachelor of Science—Accounting: University of Massachusetts—Dartmouth

I am a life-long learner. I have achieved at least 56 credits beyond my Master of Education. I have also taken many additional graduate courses for PDPs only. I have served as a Practicum Supervisor on two separate occasions for professionals seeking their administrator licenses.

EXPERIENCE

Mashpee Public Schools

Acting/Interim Superintendent (11/2015 – Present)

Assistant Superintendent (7/2015 – 11/2015)

Quashnet School Principal (7/2008 – 6/2015)

Quashnet School Interim Principal (7/2007 – 6/2008)

Quashnet School Assistant Principal (7/2005 – 6/2007)

Classroom Teacher (9/1995 – 6/2005)

Substitute Teacher (9/1994 – 6/1995)

Elementary Social Science Curriculum Chairperson (1999 – 2005)

Association Building Representative (2001 – 2005)

Quashnet School Council Teacher Representative (2003 – 2005)

Other Career Experience—Accountant/Financial Analyst

Woods Hole Oceanographic Institution (1982 – 1986)

Kristen Harmon

(b)(6)

Education

Lesley University
Cambridge, Massachusetts
Ph.D. Candidate - All But Dissertation
Major: Educational Leadership
GPA: 3.900
Attended August 2008 to Present

Framingham State College
Framingham, Massachusetts
Master of Education
Major: Education, **Minor:** Mathematics
Attended September 1992 to May 1994
Degree conferred May 1994

Framingham State College
Framingham, Massachusetts
Teacher Certification Program
Major: Mathematics
Attended September 1992 to May 1994
Degree conferred May 1994

Colby College
Waterville, Maine
Bachelor of Arts
Major: Administrative Science/Quantitative Methods
Attended September 1986 to May 1990
Degree conferred May 1990

Experience

Barnstable Public Schools
Math Curriculum Coordinator
Hyannis

Jul 2005 - Present

- Responsible for supervision and evaluation of math department staff at both BHS and BIS
- Oversee the development and revision of math curriculum for grades 6 - 12
- Responsible for scheduling and course assignments for high school math staff
- Serve on leadership team at both BIS and BHS
- Develop common grade level unit assessments
- Develop department budget
- Organize, analyze, and disseminate assessment data (MCAS, GMADE, common unit assessment)
- Facilitate collaborative review and analysis of common assessment data
- Provide content-based professional development to math staff (PLCs, summer content institutes)
- Plan and facilitate monthly department meetings
- Write local grants (Cobb, Cape Cod 5, BEF) to supplement departmental budget
- Created pilot DDM for Grade 7 math using Edwin test bank
- Served on the BHS Scheduling Committee
- Co-planned and facilitated Credit for Life Fair at Barnstable High School
- Provided professional development to district leadership staff (Student Growth Percentile, COGNOS)

Supervisor: Patrick Clark/Karen Stonely (b)(6)
Experience Type: Public School, Full-time
It is OK to contact this employer

Barnstable Public Schools
Math Teacher
Hyannis

Sep 1994 - Jun 2005

- Taught all levels of high school mathematics ranging from Algebra 1 to Advanced Placement Calculus
- Designed, wrote and implemented Algebra 1A and Algebra 1B curriculum – MCAS strategies and problem solving were incorporated into daily lessons.
- Designed, wrote and implemented the curriculum for a pilot MCAS preparation course.
- Facilitated and collaborated on the development of a curriculum for the Pre-Calculus Honors course.
- Facilitated staff training of PLATO software and its use in the classroom.
- Supported colleagues in analysis of MCAS data.
- Researched and implemented best practices for classroom instruction

Supervisor: Patricia Graves (b)(6)
Experience Type: Public School, Full-time
It is OK to contact this employer

Jennifer C. Weston

(b)(6)

Hunkpapa Lakota citizen of the Standing Rock Sioux Tribe (*Enrollment #302U-14399*)

CURRENT MANAGEMENT ROLES

Mashpee Wampanoag Tribal Language Department, Mashpee, MA February 2013-Present
Director

Wôpanâak Language Reclamation Project (WLRP) / Wôpanâôt8ây Pâhshaneekamuq
(Wampanoag Language Immersion School), Mashpee, MA October 2012-Present
Immersion School Developer

COMMUNICATIONS, RESEARCH & GRANTS MANAGEMENT EXPERIENCE

Cultural Survival / Cultural Survival Quarterly, Cambridge, MA January 2008-February 2013
Endangered Languages Program Manager

PBS/WGBH-Boston series We Shall Remain: A Native History of America 2006-December 2007
Researcher and Associate Producer, Makepeace Productions and WGBH-The American Experience

Brown University Center for the Study of Race and Ethnicity in America, Providence, RI 2002-2006
Community Programs Manager

Brown University Ethnic Studies Program, Teaching Assistant (part-time position) 2001-2002

Standing Rock Sioux Tribal (SRST) Chairman's Office, Fort Yates, ND 2000
Election Year Press Secretary/Executive Assistant

Brown University Center for Alcohol and Addiction Studies, Lead Research Assistant 1997-1999

Haffenreffer Museum of Anthropology, Bristol and Providence, RI 1997-1998
Education Programs Presenter

SRST Environmental Regulatory Department, Outreach Manager 1995-1996

SRST Department of Water and Natural Resources, Full-time Intern Summer 1994

JOURNALISM EXPERIENCE

OurMotherTongues.org Website Writer/Co-producer 2010-Present

Cultural Survival / Cultural Survival Quarterly, Volunteer, Cambridge, MA January 2008-Present

Lakota Nation Journal, Rapid City, SD, Standing Rock Correspondent 2000-2001

LEADERSHIP / MENTORING EXPERIENCE

Community Engagement Scholarship Initiative, University of Massachusetts-Boston 2013-Present
Co-Instructor, Women and Gender Studies 270, "Indigenous Women, Mother Tongues, and Nation Building in New England: A Tribal Policy Leadership Series"

Wôpanâak Language Reclamation Project (WLRP) / Wôpanâôt8ây Pâhshaneekamuq (Wampanoag Language Immersion School Development Project), *Mashpee, MA* **2013-Present**
Founding Trustee

Ivy Native Council (INC) **2004-2006**
Co-founder of intercollegiate consortium and 2005 Conference Coordinator for Honoring Ancestors, Strengthening Our Communities: A Call to Action

Native Americans at Brown, Native American Heritage Series Co-Programmer **2001-2005**

EDUCATION

Native American Public Telecommunications/Visionmaker Media Production Mentorship Program
WGBH-Boston – The American Experience

Brown University, Providence, RI Ethnic Studies Program
Focus areas: environmental studies, journalism, modern American Indian history, tribal government
natural resource management 1993-1995; 2001-2005(*part-time*)

McLaughlin Public High School, Standing Rock Sioux Reservation, SD 1993 Co-valedictorian

AWARDS

American Indian Science & Engineering Society Environmental Science Scholarship (1997);
C.V. Starr National Service Fellowship (1996); National Merit Scholar, Carleton College (1993, declined)

ASSOCIATIONS AND MEMBERSHIPS

National Congress of American Indians, National Indian Education Association

SKILLS AND INTERESTS

Outstanding leadership, management research, writing, and presentation capabilities. Effective and creative project and team lead, with strong initiative, foresight, and people skills to foster collaboration.

Languages: Basic Lakota, and Beginner Spanish and Wampanoag

Computer: Proficient in Microsoft Word and web-based research, with a working knowledge of Microsoft Office Suite tools including Access, Excel, and FilemakerPro; basic knowledge of SPSS (Statistical Package for the Social Sciences) and Raiser’s Edge.

Interests: Documentary production, Indigenous languages revitalization, mental health and domestic violence policy, jingle dress dancing, and intertribal powwows.

Tony Perry

(b)(6)

OBJECTIVE | To empower tribal youth to learn survival skills to hunt and fish and learn how their ancestors lived off the land.

SKILLS & ABILITIES | 50 years of experience with the follow: Bow & Arrow; Animal Tracking; Trapping & Snares; Shot Gun & Rifle; Cleaning, Skinning, Preparation

EXPERIENCE | **MASHPEE WAMPANOAG TRIBE** **2009 - Current**
NATURAL RESOURCE DEPARTMENT
Field Assistant

Perform as a steward of my ancestral lands
Monitor and prevent illegal dumping on Mashpee wildlife refuge and tribal lands
Track the New England cottontail
Assist as needed with the 'First Light Oyster' oyster farm operations.

| **LOCAL 133 COMMERCIAL MASONRY** **1998-2008**
Construction Laborer

EDUCATION | **UPPER CAPE REGIONAL TECHNICAL H.S.** **Graduated 1985**

SKILLS | Certified in CPR, Emergency Response Certification, Firearm License

LEADERSHIP AND INITIATIVE |

- Able to provide training to new employees that are new to the natural resource field
- Willing to share my years of knowledge & experience with shell fishing that was taught to me by my elders when I was a young man.
- Self-initiator: when I see that there's work that needs to be done, I get it done
- Ability to take direction and complete whatever tasks are given to me.

APPENDIX I: PROGRAM GANTT CHART

Mäyuytyäök: Building Pathways for Tribal Youth

GOAL: To increase the readiness of Mashpee Wampanoag tribal youth for both college and long-term careers

Objective One: By the end of the 48-month period, increase the overall academic performance of tribal youth by 75% in reading, writing and math.

#	List of Activities	Responsibility	2016-2017				2017-2018				2018-2019				2019-2020			
			Q1	Q2	Q3	Q4												
1	Promote, post, and hire the Mäyuytyäök Program Manager position.	PD																
2	Work with the LEAs to obtain parent permissions for baseline and ongoing student performance data	PD, LEAs																
3	Gather initial performance metrics from LEAs in reading, writing and math to establish baseline of performance	PD, PM, LEAs																
4	Perform baseline data analysis of performance metrics for Tribal Youth	PM																
5	Promote the need for academic tutors within the tribal community. Use Mitterk (tribal newsletter), e-blasts, postcards and handouts at MWT-CGC	PD, PM																
6	Evaluate viability of tutor candidates and create final roster (testing, COPR, schedule, reference checks)	PM																
7	Regularly promote tutoring services to tribal families and students. Use Mitterk (tribal newsletter), e-blasts, postcards and handouts at MWT-CGC	PM																
8	Provide tutoring services to Tribal Youth (Months 1-9: current tutor roster, Months 10-48: expanded tutor roster)	Tutors																
9	Logistics management for tutoring program (schedules, WJ, student-tutor matching, curriculum materials procurement)	PM																
10	Disseminate survey-based evaluations (student-to-tutor, parent-to-tutor, tutor-to-program)	PM																
11	Obtain ongoing student performance metrics (end of each trimester) from LEAs to assess progress	PM, LEAs																
12	Perform student performance data analysis and present reports and findings to parents, LEAs, tribal council and OIE	PM supported by PD																
13	Obtain community feedback (parents, tribal leaders, LEAs) on program to date.	PM supported by PD																
14	Make modifications to program based on community input.	PM supported by PD																

Objective Two: By the end of the 48-month period, increase the "life skill" proficiency of tribal youth

#	List of Activities	Responsibility	2016-2017				2017-2018				2018-2019				2019-2020			
			Q1	Q2	Q3	Q4												
1	Administer pre-training survey to parents to determine perception of their child's baseline of understanding in financial literacy, time management, and food preparation	PM, Tribal Parents																
2	Administer pre-training survey to Tribal youth to determine baseline of understanding and confidence in financial literacy, time management, and food preparation	PM, Tribal Youth																
3	Promote training courses to Tribal youth and their families. Use Mitterk (tribal newsletter), e-blasts, postcards and handouts at MWT-CGC	PM																
4	Contract with First Nations Development Institute (FNDI) for financial literacy training management course	PM																
5	Purchase financial management kit from FNDI for e-house financial training	PM																
6	Register youth for training courses (financial literacy, time management, food planning & preparation)	PM																
7	Provide financial literacy training to tribal youth; perform immediate post-training evaluation (annually)	FNDI/PM																
8	Provide MWT Training to tribal youth; perform immediate post training evaluation (annually)	PM																
9	Provide Franklin Covey Time Management training to tribal youth (as requested)	Franklin Covey																
10	Provide food planning & preparation training to tribal youth; perform immediate post-training evaluation	Jade Galvin																
11	Administer 3-month post-training survey to parents to determine changes in perception of their child's baseline of understanding in financial literacy, time management, and food preparation	PM, Tribal Parents																
12	Administer 3-month post-training survey to Tribal youth to determine understanding in Financial Literacy, time management, food preparation	PM																
13	Perform data analysis that compares three data sets: Pvs, Pmt, and 6-months post	PM supported by PD																
14	Present report and findings to parents, students, tribal council and OIE	PM supported by PD																
15	Obtain community feedback (parents, tribal leaders, LEAs) on program to date.	PM supported by PD																
16	Make modifications to program based on community input.	PM supported by PD																

APPENDIX I: PROGRAM GANTT CHART

Mäyuytyäök: Building Pathways for Tribal Youth

GOAL: To increase the readiness of Mashpee Wampanoag tribal youth for both college and long-term careers																		
Objective Three: By the end of the 48-month period, increase the rate of tribal youth who apply to and are accepted to college to 95%. Increase the number of tribal youth with internships to 50% or better.																		
#	List of Activities	Responsible Party	2016-2017				2017-2018				2018-2019				2019-2020			
			Q1	Q2	Q3	Q4												
1	Obtain baseline data of a of seniors that applied to and were accepted to college	PM, PD, LEAs																
2	Obtain baseline data of a of 9-12 graders that participated in an internship	PM, PD, LEAs																
3	Support Tribal Youth with College Waiver applications (Feb. due date)	PM, PD																
4	Contract with AlternATIVES for summer program	PM, PD																
5	Tribal Youth to attend College Horizons (June annually)	Tribal Youth																
6	Tribal Youth to attend AlternATIVES (August Annually)	Tribal Youth																
7	Compile roster of current college undergrads and college graduates from Tribal community	PD																
8	Administer "College Match Program" to partner Tribal youth with undergrads and alumni for visits, Q&A, etc	PD/PM																
9	College Match Program "Meet & Greet" Sessions (Sept. & Jan. annually)	PM, Comm. Members																
10	Promote internship opportunities with Tribal youth to local Mashpee businesses (Sept.)	MCOC																
11	Promote internship opportunities with Tribal youth to MIT and TENO businesses (Sept.)	PM																
12	Work with LEAs to ensure school credit for internships (Academic school year)	PM, LEAs																
13	Administer post-Internship surveys to both students and businesses (June for year-long internships; Sept for summer internships)	PM, Tribal Youth, Business																
14	Perform data analysis that calculates the rates of progress made in college applications and acceptance (July)	PM supported by PD																
15	Perform analysis of internship equities data	PM supported by PD																
16	Present report and findings to parents, students, tribal council and OIE	PM supported by PD																
17	Obtain community feedback (parents, students, tribal leaders, LEAs) on progress to date	PM supported by PD																
18	Make modifications to program based on community input	PM supported by PD																
Objective Four: By the end of the 48-month period, increase the hunting, fishing and Wôpanâk language proficiency of Mashpee Wampanoag youth.																		
#	List of Activities	Responsible Party	2016-2017				2017-2018				2018-2019				2019-2020			
			Q1	Q2	Q3	Q4												
1	Administer pre-testing assessments of tribal youth's hunting and fishing knowledge	Tony Perry																
2	Administer pre-testing assessments of tribal youth's language knowledge	WLRP																
3	Promote hunting/fishing/training courses to tribal youth. Use Mitak (tribal newsletter), e-blasts, postcards and handouts at MWT-CGC.	PM																
4	Register youth for hunting/fishing training series	PM																
5	Provide hunting/fishing training to tribal youth including gun safety course (seasonally based)	Tony Perry																
6	Teach Wôpanâk language classes as language option	WLRP																
7	Perform on going hunting and fishing skill evaluations; provide data to PM	Tony Perry, PM																
8	Perform language proficiency evaluations at end of each trimester	WLRP, PM																
9	Perform analysis of Wampanoag cultural knowledge evaluation data	PM supported by PD																
10	Forward report and findings to parents, students, tribal council, LEAs and OIE	PM supported by PD																
11	Obtain community feedback (parents, tribal leaders, LEAs) on progress to date	PM supported by PD																
12	Make modifications to program based on community input	PM supported by PD																

Attachment J
Mashpee Wampanoag Tribe
Resolution #2016-RES-041



Mashpee Wampanoag Tribe

2016-RES-041

APPROVAL TO SUBMIT U.S. DEPARTMENT OF EDUCATION, OFFICE OF INDIAN EDUCATION, INDIAN EDUCATION DEMONSTRATION GRANT PROGRAM

WHEREAS, the Mashpee Wampanoag Tribe (the “Tribe”) is a federally-recognized Indian Tribe with a duly-enacted Constitution; and

WHEREAS, the Mashpee Wampanoag Tribal Council (the “Tribal Council”), the governing body of the Tribe, deems it essential, and is empowered, under Article VI, §2.A. of the Mashpee Wampanoag Tribal Constitution to promote and protect the health and general welfare of the members of the Tribe; and

WHEREAS, the Tribal Council is empowered under Article VI, § 2.D. of the Constitution to negotiate and enter into contracts and agreements with Federal, State and Local governments; and

WHEREAS, as Native American peoples, the Tribe has a duty to provide the maximum amount of services and support to the coming generations of its Tribe by applying for financial opportunities to grow and enhance Tribal governmental services and programs and for the planning thereof; and

WHEREAS, the Tribal Council has notice of the U.S. Department of Education, Office of Elementary and Secondary Education, Indian Education Demonstration Grants Program; CFDA# 84.299A; and

WHEREAS, the purpose of the Demonstration Grants for Indian Children (Demonstration Grants) program is to provide financial assistance to Native Youth Community Projects that develop, test and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of preschool, elementary and secondary Indian students; and

WHEREAS, the Mashpee Wampanoag Education Department is considered an authorized Tribal Educational Agency (TEA) under the direction of Tribal Council and has been granted the authority to act on behalf of, administer and manage activities pertaining to the Education needs of the Tribe under *Mashpee Wampanoag Tribal Education Department 2009-ORD-006*; and



WHEREAS, The Education Department requests approval to submit a grant application with Direct and Indirect Costs (at 45.65%) totaling an annual amount of between \$231,000 and \$256,000 per year to support the activities of the Demonstration Grant program for four (4) years for a grand total of up to \$955,000.

NOW, THEREFORE BE IT RESOLVED, the Tribal Council hereby authorizes the submission of grant application U.S. Department of Education, Office of Elementary and Secondary Education, Indian Education Demonstration Grants Program; CFDA# 84.299A due May 31, 2016; and

BE IT FURTHER RESOLVED, the Mashpee Wampanoag Tribal Education Director, or such other Tribal employee as authorized by Tribal Council, shall be assigned as the Grant Administrator and who shall, among other things, ensure compliance with all Department of Education policies, procedures, reporting requirements and all Tribal Standards of Conduct/ Conflict of Interest, ethics policy and other such Tribal laws governing the implementation of the Demonstration Grants Program, if awarded; and

BE IT FINALLY RESOLVED, the Chairman of the Tribal Council, or his designee, is hereby authorized to take all necessary action to ensure the submission of the U.S. Department of Education, Office of Elementary and Secondary Education, Indian Education Demonstration Grants Program and its implementation if successful.

Effective immediately and until revoked or modified by the Tribal Council, pursuant to the authority vested in the Tribal Council pursuant to Article VI, Sections 2.A. and D. of the Constitution of the Mashpee Wampanoag Tribe.

All resolutions or parts of resolutions inconsistent with this resolution are repealed. This resolution is effective immediately and shall continue in effect during the entire Grant period from the date below pursuant to the authority vested in the Tribal Council pursuant to Article VI, §§ 2.A. and D of the Constitution of the Mashpee Wampanoag Tribe.



CERTIFICATION

We, the undersigned Chairperson and Secretary of the Mashpee Wampanoag Tribal Council do hereby certify that the Tribal Council is composed of 13 members of whom 10, constituting a quorum, were present at a meeting thereof, duly and regularly called, noticed, convened, and held on the 2nd day of May, 2016, and that the foregoing Resolution 2016-RES-041, was duly adopted by the affirmative vote of 9 members, with 0 opposing, and with 1 not voting.

DATED this 3rd day of May, 2016.

(b)(6)

Cedric Cromwell, Chairman
Mashpee Wampanoag Tribal Council

ATTEST:

(b)(6)

Marie Lopez-Stone, Secretary
Mashpee Wampanoag Tribal Council

Attachment K: Description of Continuing Activities

The Mashpee Wampanoag Tribe's Education Department is committed to making college available to all tribal youth who see that as their path. For this reason, the department will actively seek funding to maintain the Mâyutyâôk Program Manager to continue to implement and oversee programming well beyond the 48-month grant period.

One of the ways that we envision this is through the receipt of BIA funding that can be allocated to support many of the programs and services addressed by Mâyutyâôk such as college visits and tutoring. Likewise, the Mashpee Wampanoag Tribe and Mashpee Public Schools both have Title VII funding which serve students in both Barnstable and Mashpee as well as four other local districts. Beyond the grant period, these programs will both continue the efforts to provide tutoring and peer mentoring to students, as well as cultural and life skills programming within the constraints of their funding.

The Wôpanâak Language Reclamation Project has long been in partnership with both MWT and Mashpee Public Schools to provide Wôpanâak language to students and will easily continue to do so as language curricula is already in place to serve students as a part of their academic curriculum.

Finally, as described in the grant document, the tribe has recently won Land Into Trust which has opened up doors for economic development activities as part of our tribal sovereignty. Over the next few years, we will be developing tribally run businesses that will support a host of tribal programs including the Mâyutyâôk Program.

Attachment L
Program Evaluation Process

Baseline Performance Data

Expected Outcomes

Data to be Collected

Timing of Data Collection

Data Collection Methodology

Data Analysis Approach

Distribution of Findings to Key Stakeholders

Impact of Data Monitoring Progress

Attachment L: Program Evaluation Detail

Objective One: Improving Academic Performance

Baseline Performance Data: Math, Reading and Writing Grades and PSAT/SAT scores

Expected Outcomes: 75% overall increase in grades and PSAT/SAT scores

Data to be collected: Individual and/or aggregated grades of Tribal youth in Grades 7 – 12 for Math, Reading and Writing. This will be output by the LEAs for analysis by the TEA.

Timing of Data Collection: Full baseline data will be obtained at the start of the grant period. It is against this baseline that all progress will be measured and evaluated. Subsequent grades (individual and/or aggregated) will be collected at the end of each trimester.

Data Collection Methodology: All academic and SAT scores are collected through the LEAs as part of the standard performance tracking process employed by Massachusetts schools. Specifically, schools use the Student Information Management Systems (SIMS), a student-level data collection system that allows the capture of accurate and comprehensive information by the LEAs. Once the data is extracted and transmitted to the TEA, it will be input into a spreadsheet program (Excel) for ongoing data analysis.

Data Analysis Approach: Using Excel functionality, the TEA will calculate rates of progression by grade level, by subject, and by individual (if available) or in aggregate. As the program progresses over the 48-month period, the reporting and analysis will encompass year-to-year comparisons. By observing data trends, the TEA will hypothesize as to what aspects of the program are effective in helping to meet the goal.

Distribution of Findings to Key Stakeholders: While the TEA will assess data on a trimester basis, the final annual report will be distributed in mid-summer, at the end of each academic year — once all grades and scores are collected. This will allow enough time to analyze the data and

issue a written report. The findings will be distributed to Tribal parents, LEAs, Tribal Council, and to the Office of Indian Education as mandated by the grant requirements. In addition to a hard copy distribution of the report, the TEA will invite key stakeholders to a roundtable meeting to discuss the findings and, based on their review of those findings, gather input as to modifications to the program design. This will be an important component in ensuring the ongoing involvement of Tribal leadership and families.

Impact of Data in Monitoring Progress: Of all the areas covered by this grant, this academic component is the one for which data, particularly quantitative data, will be the most critical in measuring progress over time as grades and test scores are a strong barometer of the students' understanding in the key subject areas.

Objective Two: Instilling Life Skills

This section covers the evaluation of the 'life skill' areas outlined for this objective, specifically time management, money management, and meal planning & preparation.

Baseline Performance Data: Prior to participation in any training, surveys will be issued to parents asking them to assess where they think their child is in the areas of time management, money management, and meal preparation. In parallel, surveys will be issued to Tribal youth asking them to assess their own comfort levels in these areas. To quantify this data, questions will be posed based on rating scales.

Expected Outcomes: Upon completion of the various courses and workshops, the expected outcomes are increased financial literacy, the ability to use the online money management tool (MINT) to manage person funds, the ability to set goals, accomplish tasks and manage time, and the ability to prepare for and make a meal.

Data to be collected: Post training surveys will be given to **both** parents and youth to obtain feedback on how their skills have increased in the subject areas. Both audiences will be queried to see how each of their relative perceptions has changed concerning increased skills in these ‘life skill’ areas. Again, these will be evaluated by a quantitative rating scale, i.e. ‘On a scale of 1 to 10, how confident do you feel in making a monthly budget?’”

Timing of Data Collection: The surveys will be administered at the end of the various trainings for each topic and then again 6 months later to determine the level of retention from the original training.

Data Collection Methodology: Data collection will be either through written or online surveys.

Data Analysis Approach: Data analysis will entail the comparison of the three data sets: Pre-Training, Post Training (immediate) and 3 months after to determine progression (in either direction) of knowledge levels.

Distribution of Findings to Key Stakeholders: The findings will be distributed to Tribal parents, youth participants, Tribal Council (leadership), and to the Office of Indian Education as mandated by the grant requirements. In addition to a hard copy distribution of the report, the TEA will invite the aforementioned key stakeholders to a roundtable meeting to discuss the findings and, based on their collective review, will gather input about recommended modifications to the program design, if any. This will be an important component in ensuring the ongoing involvement of Tribal leadership and families.

Impact of Data in Monitoring Progress: Findings from the data will determine the efficacy of the training and the need for modifications, if any.

Objective Three: College and Career Planning

Baseline Performance Data: At the outset of program, we will obtain the number of Tribal seniors that both applied to and subsequently went to college in the prior year. Also, we will obtain the number of 9-12 grade students that participated in an internship. It is against this baseline data in these two areas that future data will be compared.

Expected Outcomes: Increase to 95% of the rate of Tribal seniors that both apply to and go to college. Increase to 50% or better of the rate of 9-12 grade students that participate in an internship.

Data to be collected: From the LEAs, we will obtain the college application and acceptance rates, either individually or in aggregate. From the LEAs, we will obtain, the internship participation rates, either individually or in aggregate. From the students, we will gather opinion data about their internship experience. From the businesses offering internships, we will gather opinion data about having an intern supporting their business.

Timing of Data Collection: The baseline data will be gathered at the beginning of the academic year (September). For yearlong internships, the opinion data will be gathered at the end of the academic year. For summer internships, the opinion data will be gathered at the end of the summer.

Data Collection Methodology: Student-level data will be collected by the LEAs through their Student Information Management Systems (SIMS) as supported by the college counselors in each school district. Opinions by both students and participating business will be collected using survey tools (either hard copy or online) provided by the TEA. Once all data is acquired by the TEA, it will be input into a spreadsheet program for data analysis purposes.

Data Analysis Approach: Using Excel functionality, the TEA will calculate rates of progress made year-over-year in college application and acceptance among Tribal youth. Part of the analysis will include drilling down on college-specific information to determine if there is variability in rates based on geographic location, type of college (Ivy League, community, technical), amounts of financial aid awarded, size of student body and other variables of interest. For internship participation, the TEA will use Excel functionality to run a variety of reports including Tribal youth participation by industry type, length of internship, duties during internship, and any other areas of interest. As for the opinion data, we will generally inquire as to ‘how things went’ both from a student and the business perspective as well as solicit any areas of change or improvement, if needed.

Distribution of Findings to Key Stakeholders: The distribution of the findings will be issued annually around mid-September. This will allow the TEA enough time to analyze the data and issue a written report for both academic year and summer internship opportunities. The findings will be distributed to Tribal parents, Tribal students, the LEAs, the Chamber of Commerce, participating businesses, the Tribal Council and the Office of Indian Ed in a written report format. Individual opinion information about specific students or businesses will be removed to protect their confidentiality. To ensure continuous feedback, we will invite all of the stakeholders, but especially Tribal parents and leadership, to share what they perceive as areas of improvement, if any, to this part of the program.

Impact of Data in Monitoring Progress: The data and subsequent analysis will help both quantitatively and qualitatively determine the success of the college- and career-planning aspects of this program. Positive improvement metrics will reinforce our strategies while negative metrics could necessitate a change in our approach.

Objective Four: Increasing Wampanoag Cultural Knowledge Base

This section covers the evaluation of the ‘Wampanoag culture’ areas outlined for this objective, specifically hunting and fishing skills and Wôpanâak language skills.

Baseline Performance Data: Trainers will perform assessments of all participants prior to training implementation. For the hunting/fishing skills training, the assessment will be a series of oral questions asking about their experience in this area. For language assessment, language teachers can similarly ask participants about past exposure to language. In both cases, our expectation is that knowledge levels will be fairly low.

Expected Outcomes: Upon completion of the hunting and fishing series, we expect tribal youth to not only understand the fundamentals of hunting safety but also to have gained a tremendous amount of knowledge about the natural environment and varieties of species that live on the land and in the sea as potential food sources. In the area of language, our expectation is that Tribal student will gain language fluency over the course of the 48-month grant period and beyond, increasing their proficiency from beginner to intermediate and then to advanced speaking levels.

Data to be collected: For the hunting and fishing, the data to be collected will be the level of skills acquired and the knowledge obtained through the training as determined by the trainer. For language, the data to be collected is the acquisition of language, specifically the number of known vocabulary words, use of grammar, understanding of sentence structure, ease of language use, etc.

Timing of Data Collection: For hunting and fishing, data collection will occur seasonally as the course progresses. For language, the data collection be at the end of each trimester.

Data Collection Methodology: For the hunting and fishing, the data collection methodology will be observational from the instructor as he assesses skill improvement over time. For

language, the data collection methodology will be through both oral and written tests administered by language teachers throughout the school year.

Data Analysis Approach: For the hunting and fishing, the data analysis approach will be to track the progression of skills in hunting and fishing after each season. Since this doesn't have a quantitative component to it, the TEA will work with the trainer in this area to develop individualized progress reports. For language, the data analysis approach compares the progression of language fluency and proficiency throughout the academic school year. WLRP language teachers use the 10-point ACTFL (American Council on the Teaching of Foreign Languages) proficiency scale to determine language progress.

Distribution of Findings to Key Stakeholders: Distribution of findings will go to participants; Tribal parents, Tribal leaders and the Office of Indian Education. Tribal parents and leaders will have the opportunity to provide feedback and recommendations for program modification based on the findings review

Impact of Data in Monitoring Progress: Findings from the data will determine the efficacy of the training curriculum and the need, if any, for modifications.

Attachment M
Indirect Cost Agreement



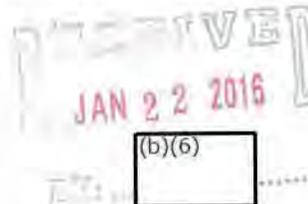
United States Department of the Interior

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



January 13, 2016

Mr. Cedric Cromwell, Chairman/CEO
Mashpee Wampanoag Tribe
483 Great Neck Road, South
Mashpee, MA 02649



Dear Mr. Cromwell:

Enclosed are two copies of the Indirect Cost Negotiation Agreement offered by the Interior Business Center (IBC). If you agree with the contents, **please sign and return two copies** of the agreement to IBC to complete the acceptance process. IBC will then sign and return one of the signed original agreements to you.

As a recipient of federal funds, the regulations require annual indirect cost rates. Indirect cost rate proposals are due within six (6) months after the close of your fiscal year end and are processed on a first-in, first-out basis.

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

Fiscal Year End Date	Proposal Due Date
September 30 th	March 31 st
December 31 st	June 30 th
June 30 th	December 31 st

Please visit our website for information and updates on filing indirect cost proposals. If you have any questions concerning the negotiation agreement or require additional information, please contact our office for assistance.

Sincerely,

(b)(6)

(b)(6) Deborah A. Moberly
Office Chief

Enclosures: Supplements and Negotiation Agreement

J:\Native Americans\Eastern (Eastern EA)\Mashpee Wampanoag Tribe (Mashh704)\FY 14F 16P\Mash-Na.14F&16P.docx

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

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

PR/Award # S299A160065

**Indian Organizations
Indirect Cost Negotiation Agreement**

EIN: 14-2001428

Organization:

Mashpee Wampanoag Tribe
483 Great Neck Road, South
Mashpee, MA 02649

Date:

Report No(s) .:

Filing Ref.:

Last Negotiation Agreement
dated November 10, 2014

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

Section I: Rates

Type	Effective Period		Rate*	Locations	Applicable To
	From	To			
Final	01/01/14	12/31/14	45.58%	All	All Programs
Provisional	01/01/16	12/31/16	45.65%	All	All Programs

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

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

Section II: General

Page 1 of 3

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

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

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

D. Rate Type:

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

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

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

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

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

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

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

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

I. Other:

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

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

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

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization:

By the Cognizant Federal Government Agency:

Mashpee Wampanoag Tribe
Tribal Government

U.S. Department of the Interior
Interior Business Center
Agency

_____/s/
Signature

_____/s/
Signature

Name (Type or Print)

Name

Title

Office Chief
Office of Indirect Cost Services
Title

Date

Date
Negotiated by Sujoy Mukhopadhyay
Telephone (916) 566-7009

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

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



Budget Detail Worksheet and Justification – Year One

Category	Computation & Cost	Justification
A. PERSONNEL		
Program Director (PD) Salary is based on FTE of 1,820 hours @ \$45/hour for a total of \$81,900. In Year 1, the PD will devote 25% of her time to the project	$\$81,900 \times 25\% =$ \$20,475.	The Program Director is responsible for the general oversight of the Mâyutyâôk Program. The PD will also support the Program Manager, once hired, especially in the areas of data analysis, presentation of data to the community, and program modifications based on community input. In Year 1, the PD will hire the PM within the first three months so her percentage in Year 1 is slightly higher than in Years 2 – 3.
Program Manager (PM)) Salary is based on FTE of 1,820 hours @ \$30/hour for a total of \$54,600. In Year 1 the PM will be hired and will work 9 out of the 12 months or 75% of the time.	$\$54,600 \times 75\% =$ \$40,950.	Responsible for managing all aspects of the ‘Mâyutyâôk: Building Pathways for Tribal Youth’ Program including budget/expense management, coordination of all logistics related to program activities, ongoing data analysis and more. Additionally, he/she will work collaboratively with the Mashpee and Barnstable School District staff to support the program implementation.
Total Personnel	\$61,425	
B. FRINGE BENEFITS		
FICA @ .0765%	$\$61,425 \times 7.65\% =$ \$4,699	Social Security/Medicare for Program Staff
FUTA @ .008%	$\$61,425 \times .8\%$ = \$491	Federal Unemployment Tax for Program Staff
SUTA @ .005%	$\$61,425 \times .5\%$ = \$307	State Unemployment Tax for Program Staff
Health Insurance @ 12%	$\$61,425 \times 14.5\%$ = \$7,371	Health Insurance for Program Staff
Workman's Comp @ 2%	$\$61,425 \times 2\%$ = \$1,229	Workman’s compensation insurance for Program Staff
Total Fringe Benefits	\$14,097	
Grand Total Personnel & Fringe	\$75,522	



Category	Computation & Cost	Justification																																													
<p>All student-related expenses are calculated using the distribution of Tribal youth by grade in our target geographic area. As the years progress, we assume a shift in the count of youth by grade as the seniors graduate and each grade level moves up. For example, in Year 1, our count of youth in grades 11-12 is 17. In Year 2, we assume that the 11th graders listed below are now 12th graders and 10th graders are now 11th graders so, in Year 2, the new count is 12. This type of logic is used throughout.</p>																																															
	<table border="1"> <thead> <tr> <th>Level</th> <th>School Level</th> <th>Mashpee & Barnstable</th> </tr> </thead> <tbody> <tr><td>Kindergarten</td><td></td><td>8</td></tr> <tr><td>1st grade</td><td>Elementary</td><td>8</td></tr> <tr><td>2nd grade</td><td>Elementary</td><td>4</td></tr> <tr><td>3rd grade</td><td>Elementary</td><td>11</td></tr> <tr><td>4th grade</td><td>Elementary</td><td>4</td></tr> <tr><td>5th grade</td><td>Elementary</td><td>14</td></tr> <tr><td>6th grade</td><td>Middle</td><td>9</td></tr> <tr><td>7th grade</td><td>Middle</td><td>7</td></tr> <tr><td>8th grade</td><td>Middle</td><td>7</td></tr> <tr><td>9th grade</td><td>High School</td><td>13</td></tr> <tr><td>10th grade</td><td>High School</td><td>4</td></tr> <tr><td>11th grade</td><td>High School</td><td>8</td></tr> <tr><td>12th grade</td><td>High School</td><td>9</td></tr> <tr><td></td><td></td><td>106</td></tr> </tbody> </table>	Level	School Level	Mashpee & Barnstable	Kindergarten		8	1st grade	Elementary	8	2nd grade	Elementary	4	3rd grade	Elementary	11	4th grade	Elementary	4	5th grade	Elementary	14	6th grade	Middle	9	7th grade	Middle	7	8th grade	Middle	7	9th grade	High School	13	10th grade	High School	4	11th grade	High School	8	12th grade	High School	9			106	
Level	School Level	Mashpee & Barnstable																																													
Kindergarten		8																																													
1st grade	Elementary	8																																													
2nd grade	Elementary	4																																													
3rd grade	Elementary	11																																													
4th grade	Elementary	4																																													
5th grade	Elementary	14																																													
6th grade	Middle	9																																													
7th grade	Middle	7																																													
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11th grade	High School	8																																													
12th grade	High School	9																																													
		106																																													
C. TRAVEL																																															
College Visits by Students																																															
<p>In Year 1, we assume that, of the total count of 11th and 12th graders (17), 75% of them will each have 4 college visits for a total of 51 college visits. We assume half of those visits (26) will require air travel while the other half (25) are within driving distance.</p>																																															
Auto Mileage	25 visits x 250 miles per visit = 6,250 miles x \$.54/mile = \$3,375	Assume 25 college visits at a 250-mile average round trip mileage at the IRS mileage rate of \$.54																																													
Hotel	51 visits x 2 nights stay = 102 nights x \$120 night = \$12,240.	Assumes for each of the 51 visits, there are 2 nights hotel stay for each with an average hotel rate of \$120 per night																																													
Per diem	2.5 days x 51 visits = 128 days x \$69/day = \$8,832	Assumes 2.5 days for each of the 51 visits at per diem rate of \$69/day																																													
Airfare	26 visits x \$350 airfare per visit = \$9,100	Assumes 26 visits will require airfare with an average airfare rate of \$350 round trip from Boston																																													
Total Travel	\$33,547																																														



Mashpee Wampanoag Tribe – Native Youth Community Project (NYCP)

Category	Computation & Cost	Justification
D. EQUIPMENT	There is no equipment being purchased for this project	
E. SUPPLIES	There are no supplies being purchased for this project	
F. CONTRACTUAL		
Academic Proficiency		
Academic Tutors	48 students x 35% = 17 students needing tutoring 20 week session x 2 hours weekly x 17 students = 680 hours 680 hours X \$20/hour = \$13,600	Assumes that 35% of the total count of 7-12 graders (48) will need tutors and that the tutoring session will average twice weekly hourly sessions over a 20-week span each at \$20 per hour
Increasing Life Skills		
Money Management Course by First Nations Development Institute (FNDI)	Trainer Prep = 12 hours x \$150 = \$1,800	FNDI provided a detailed price list which is itemized herein
	Trainer Delivery = 12 hours x \$150 = \$1,800	
	Supplies = \$100	
	Admin = \$325	
FNDI Travel		
Airfare	\$600	RT: Boulder, CO to Boston, MA
Hotel	2 x \$120 = \$240	2 Nights at \$120 per night
Car Rental	\$300	Car Rental: Travel from Boston to Mashpee
Per Diem	3 x \$60 = \$180	3 Day Per Diem @ \$60/Day
Travel Time	14 x 68 = \$952	Assumes 14 hours of travel @ \$68/hour
Subtotal FNDI	\$6,297	
Franklin Covey Time Management Course	10 x \$399 = \$3,990	Assumes 10 Tribal youth per year will take the course at \$399 per course
Food Planning & Preparation Course, Jade Galvin, Sly Fox Den	10 x \$50 = \$500	Assumes 10 Tribal youth per year will take the course at \$50 per course



Mashpee Wampanoag Tribe – Native Youth Community Project (NYCP)

Category	Computation & Cost	Justification
<u>College and Career Planning</u>		
College Horizons	80% of 12 youth = 10 participants x \$470 each = \$4,700	Assumes 80% participation of 10 th and 11 th Graders (12). Rate per participant = \$470
Travel to College Horizon Venue	10 participants x \$250 = \$2,500	Assumes an average travel cost of \$250 per participant
AlterNATIVEs	\$2,500	Week-long course on college as a means for affecting change. Flat fee of \$2,500
<u>Cultural Training</u>		
Hunting and Fishing Course, Tony Perry	8 days x \$200/day = \$1,600	Course is based on an 8-day curriculum spanning over optimal seasonal days at \$200 per day
Gun Safety Course	10 participants x \$60 each = \$600	Average fee is \$60 per participant. Assumes 10 participants
Wôpanâak Language Classes	36 weeks x 4 hours/week = 144 x \$100/hour = \$14,400	Language curriculum will span 36 weeks at 4 hours per week at a rate of \$100/hour
Total Contractual	\$50,687	
F. OTHER COSTS:		
CORI Background Checks for Tutor Base	14 Tutors x \$25 = \$350	Assumes acquisition of 14 additional tutors. CORI Checks are at \$25 each.
Postcard Mailing to promote need for Tutors	1,198 x \$.59 = \$707	Postcard mailing to 18+ Tribal members residing locally (Qty = 1,198). Postcard priced at \$.59 each for printing and postage.
Postcard Mailing to promote presence of Tutors	1,198 x \$.59 = \$707	Postcard mailing to 18+ Tribal members residing locally (Qty = 1,198). Postcard priced at \$.59 each for printing and postage.



Mashpee Wampanoag Tribe – Native Youth Community Project (NYCP)

Category	Computation & Cost	Justification
Internship Stipends	50% of 34 9-12 th graders = 17 youth with internships. 17 x \$750 = \$12,750	Assumes 50% internship participation of 9-12 graders (34) at a stipend rate of \$750 per internship
Meet and Greet Sessions for College Matching	20 participants each for 2 sessions = 40 participants. 40 x \$7.50 each = \$300	Assumes 20 total participants for two sessions annually. \$7.50 each for refreshments
Total Other Costs	\$14,814	
Total DIRECT COSTS	\$174,570	
G. IN-DIRECT COSTS		
Total IDC	\$123,833 x 45.65% = \$56,553	MWT has a negotiated IDC of 45.65%. The IDC for this budget was calculated based on all costs except for contractual.
GRAND TOTAL	\$231,123	

Year 1 BUDGET SUMMARY

Category	Amount
A. Personnel	\$61,425
B. Fringe	\$14,097
C. Travel	\$33,547
D. Supplies	\$0
E. Equipment	\$0
F. Contractual	\$50,687
G. Other	\$14,814
Subtotal – Direct Costs	\$174,570
G. In-Direct Costs	\$56,553
GRAND TOTAL	\$231,123



Budget Detail Worksheet and Justification – Year Two

Category	Computation & Cost	Justification
A. PERSONNEL		
Program Director (PD) Salary is based on FTE of 1,820 hours @ \$45/hour for a total of \$81,900. In Year 2, the PD will devote 15% of her time to the project	$\$81,900 \times 15\% =$ $\$12,285.$	The Program Director is responsible for the general oversight of the Mâyutyâôk Program. The PD will also support the Program Manager in the areas of data analysis, presentation of data to the community, and program modifications based on community input.
Program Manager (PM)) Salary is based on FTE of 1,820 hours @ \$30/hour for a total of \$54,600. In Year 2 the PM will be at 100%.	$\$54,600 \times 100\% =$ $\$54,600.$	Responsible for managing all aspects of the 'Mâyutyâôk: Building Pathways for Tribal Youth' Program including budget/expense management, coordination of all logistics related to program activities, ongoing data analysis and more. Additionally, he/she will work collaboratively with the Mashpee and Barnstable School District staff to support the program implementation.
Total Personnel	\$66,885	
B. FRINGE BENEFITS		
FICA @ .0765%	$\$66,885 \times 7.65\% =$ $\$5,117$	Social Security/Medicare for Program Staff
FUTA @ .008%	$\$66,885 \times .8\%$ $= \$535$	Federal Unemployment Tax for Program Staff
SUTA @ .005%	$\$66,885 \times .5\%$ $= \$334$	State Unemployment Tax for Program Staff
Health Insurance @ 12%	$\$66,885 \times 14.5\%$ $= \$8,026$	Health Insurance for Program Staff
Workman's Comp @ 2%	$\$66,885 \times 2\%$ $= \$1,338$	Workman's compensation insurance for Program Staff
Total Fringe Benefits	\$15,350	
Grand Total Personnel & Fringe	\$82,235	



Category	Computation & Cost	Justification
C. TRAVEL		
College Visits by Students		
In Year 2, we assume that, of the total count of 11 th and 12 th graders (12), 80% of them will each have 4 college visits for a total of 38 college visits. We assume half of those visits (19) will require air travel while the other half (19) are within driving distance.		
Auto Mileage	19 visits x 250 miles per visit = 4,750 miles x \$.54/mile = \$2,565	Assume 19 college visits at a 250-mile average round trip mileage at the IRS mileage rate of \$.54
Hotel	38 visits x 2 nights stay = 76 nights x \$120 night = \$9,120.	Assumes for each of the 38 visits, there are 2 nights hotel stay for each with an average hotel rate of \$120 per night
Per diem	2.5 days x 38 visits = 95 days x \$69/day = \$6,555	Assumes 2.5 days for each of the 38 visits at per diem rate of \$69/day
Airfare	19 visits x \$350 airfare per visit = \$6,650	Assumes 19 visits will require airfare with an average airfare rate of \$350 round trip from Boston
Total Travel	\$24,890	
D. EQUIPMENT		
	There is no equipment being purchased for this project	
E. SUPPLIES		
	There are no supplies being purchased for this project	
F. CONTRACTUAL		
Academic Proficiency		
Academic Tutors	48 students x 35% = 17 students needing tutoring 20 week session x 2 hours weekly x 17 students = 680 hours 680 hours X \$20/hour = \$13,600	Assumes that 35% of the total count of 7-12 graders (48) will need tutors and that the tutoring session will average twice weekly hourly sessions over a 20-week span each at \$20 per hour



Mashpee Wampanoag Tribe – Native Youth Community Project (NYCP)

Category	Computation and Cost	Justification
Increasing Life Skills		
Money Management Course by First Nations Development Institute (FNDI) - Kit	\$1,200	Cost of financial literacy kit provided by FNDI
Franklin Covey Time Management Course	10 x \$399 = \$3,990	Assumes 10 Tribal youth per year will take the course at \$399 per course
Food Planning & Preparation Course, Jade Galvin, Sly Fox Den	10 x \$50 = \$500	Assumes 10 Tribal youth per year will take the course at \$50 per course
College and Career Planning		
College Horizons	80% of 17 youth = 14 participants x \$470 each = \$6,580	Assumes 80% participation of 10 th and 11 th Graders (17). Rate per participant = \$470
Travel to College Horizon Venue	14 participants x \$250 = \$3,500	Assumes an average travel cost of \$250 per participant
AlterNATIVEs	\$2,500	Week-long course on college as a means for affecting change. Flat fee of \$2,500
Cultural Training		
Hunting and Fishing Course, Tony Perry	8 days x \$200/day = \$1,600	Course is based on an 8-day curriculum spanning over optimal seasonal days at \$200 per day
Gun Safety Course	10 participants x \$60 each = \$600	Average fee is \$60 per participant. Assumes 10 participants
Wôpanâak Language Classes	36 weeks x 4 hours/week = 144 x \$100/hour = \$14,400	Language curriculum will span 36 weeks at 4 hours per week at a rate of \$100/hour
Total Contractual	\$48,470	
F. OTHER COSTS:		
Postcard Mailing to promote presence of Tutors	1,198 x \$.59 = \$707	Postcard mailing to 18+ Tribal members residing locally (Qty = 1,198). Postcard priced at \$.59 each for printing and postage.



Mashpee Wampanoag Tribe – Native Youth Community Project (NYCP)

Category	Computation and Cost	Justification
Internship Stipends	50% of 32 9-12 th graders = 16 youth with internships. 16 x \$750 = \$12,000	Assumes 50% internship participation of 9-12 graders (32) at a stipend rate of \$750 per internship
Meet and Greet Sessions for College Matching	20 participants each for 2 sessions = 40 participants. 40 x \$7.50 each = \$300	Assumes 20 total participants for two sessions annually. \$7.50 each for refreshments
Total Other Costs	\$13,007	
Total DIRECT COSTS	\$168,602	
G. IN-DIRECT COSTS		
Total IDC	\$120,132 x 45.65% = \$54,840	MWT has a negotiated IDC of 45.65%. The IDC for this budget was calculated based on all costs except for contractual.
GRAND TOTAL	\$223,442	

Year 2 BUDGET SUMMARY

Category	Amount
A. Personnel	\$66,885
B. Fringe	\$15,350
C. Travel	\$24,890
D. Supplies	\$0
E. Equipment	\$0
F. Contractual	\$48,470
G. Other	\$13,007
Subtotal – Direct Costs	\$168,602
G. In-Direct Costs	\$54,840
GRAND TOTAL	\$223,442



Budget Detail Worksheet and Justification – Year Three

Category	Computation & Cost	Justification
A. PERSONNEL		
Program Director (PD) Salary is based on FTE of 1,820 hours @ \$45/hour for a total of \$81,900. In Year 3, the PD will devote 15% of her time to the project	$\$81,900 \times 15\% =$ $\$12,285.$	The Program Director is responsible for the general oversight of the Mâyutyâôk Program. The PD will also support the Program Manager in the areas of data analysis, presentation of data to the community, and program modifications based on community input.
Program Manager (PM)) Salary is based on FTE of 1,820 hours @ \$30/hour for a total of \$54,600. In Year 3 the PM will be at 100%.	$\$54,600 \times 100\% =$ $\$54,600.$	Responsible for managing all aspects of the 'Mâyutyâôk: Building Pathways for Tribal Youth' Program including budget/expense management, coordination of all logistics related to program activities, ongoing data analysis and more. Additionally, he/she will work collaboratively with the Mashpee and Barnstable School District staff to support the program implementation.
Total Personnel	\$66,885	
B. FRINGE BENEFITS		
FICA @ .0765%	$\$66,885 \times 7.65\% =$ $\$5,117$	Social Security/Medicare for Program Staff
FUTA @ .008%	$\$66,885 \times .8\%$ $= \$535$	Federal Unemployment Tax for Program Staff
SUTA @ .005%	$\$66,885 \times .5\%$ $= \$334$	State Unemployment Tax for Program Staff
Health Insurance @ 12%	$\$66,885 \times 14.5\%$ $= \$8,026$	Health Insurance for Program Staff
Workman's Comp @ 2%	$\$66,885 \times 2\%$ $= \$1,338$	Workman's compensation insurance for Program Staff
Total Fringe Benefits	\$15,350	
Grand Total Personnel & Fringe	\$82,235	



Category	Computation & Cost	Justification
C. TRAVEL		
College Visits by Students		
In Year 3, we assume that, of the total count of 11 th and 12 th graders (17), 85% of them will each have 4 college visits for a total of 58 college visits. We assume half of those visits (29) will require air travel while the other half (29) are within driving distance.		
Auto Mileage	29 visits x 250 miles per visit = 7,250 miles x \$.54/mile = \$3,915	Assume 29 college visits at a 250-mile average round trip mileage at the IRS mileage rate of \$.54
Hotel	58 visits x 2 nights stay = 116 nights x \$120 night = \$13,920.	Assumes for each of the 58 visits, there are 2 nights hotel stay for each with an average hotel rate of \$120 per night
Per diem	2.5 days x 58 visits = 145 days x \$69/day = \$10,005	Assumes 2.5 days for each of the 58 visits at per diem rate of \$69/day
Airfare	29 visits x \$350 airfare per visit = \$10,150	Assumes 29 visits will require airfare with an average airfare rate of \$350 round trip from Boston
Total Travel	\$37,990	
D. EQUIPMENT		
	There is no equipment being purchased for this project	
E. SUPPLIES		
	There are no supplies being purchased for this project	
F. CONTRACTUAL		
Academic Proficiency		
Academic Tutors	54 students x 35% = 19 students needing tutoring 20 week session x 2 hours weekly x 17 students = 760 hours 760 hours X \$20/hour = \$15,200	Assumes that 35% of the total count of 7-12 graders (54) will need tutors and that the tutoring session will average twice weekly hourly sessions over a 20-week span each at \$20 per hour



Mashpee Wampanoag Tribe – Native Youth Community Project (NYCP)

Category	Computation and Cost	Justification
Increasing Life Skills		
Franklin Covey Time Management Course	10 x \$399 = \$3,990	Assumes 10 Tribal youth per year will take the course at \$399 per course
Food Planning & Preparation Course, Jade Galvin, Sly Fox Den	10 x \$50 = \$500	Assumes 10 Tribal youth per year will take the course at \$50 per course
College and Career Planning		
College Horizons	80% of 20 youth = 16 participants x \$470 each = \$7,520	Assumes 80% participation of 10 th and 11 th Graders (20). Rate per participant = \$470
Travel to College Horizon Venue	16 participants x \$250 = \$4,000	Assumes an average travel cost of \$250 per participant
AlterNATIVEs	\$2,500	Week-long course on college as a means for affecting change. Flat fee of \$2,500
Cultural Training		
Hunting and Fishing Course, Tony Perry	8 days x \$200/day = \$1,600	Course is based on an 8-day curriculum spanning over optimal seasonal days at \$200 per day
Gun Safety Course	10 participants x \$60 each = \$600	Average fee is \$60 per participant. Assumes 10 participants
Wôpanâak Language Classes	36 weeks x 4 hours/week = 144 x \$100/hour = \$14,400	Language curriculum will span 36 weeks at 4 hours per week at a rate of \$100/hour
Total Contractual	\$50,310	
F. OTHER COSTS:		
Postcard Mailing to promote presence of Tutors	1,198 x \$.59 = \$707	Postcard mailing to 18+ Tribal members residing locally (Qty = 1,198). Postcard priced at \$.59 each for printing and postage.



Mashpee Wampanoag Tribe – Native Youth Community Project (NYCP)

Category	Computation and Cost	Justification
Internship Stipends	50% of 31 9-12 th graders = 16 youth with internships. 16 x \$750 = \$12,000	Assumes 50% internship participation of 9-12 graders (31) at a stipend rate of \$750 per internship
Meet and Greet Sessions for College Matching	20 participants each for 2 sessions = 40 participants. 40 x \$7.50 each = \$300	Assumes 20 total participants for two sessions annually. \$7.50 each for refreshments
Total Other Costs	\$13,007	
Total DIRECT COSTS	\$183,542	
G. IN-DIRECT COSTS		
Total IDC	\$133,232 x 45.65% = \$60,820	MWT has a negotiated IDC of 45.65%. The IDC for this budget was calculated based on all costs except for contractual.
GRAND TOTAL	\$244,362	

Year 3 BUDGET SUMMARY

Category	Amount
A. Personnel	\$66,885
B. Fringe	\$15,350
C. Travel	\$37,990
D. Supplies	\$0
E. Equipment	\$0
F. Contractual	\$50,310
G. Other	\$13,007
Subtotal – Direct Costs	\$183,542
G. In-Direct Costs	\$60,820
GRAND TOTAL	\$244,362



Budget Detail Worksheet and Justification – Year Four

Category	Computation & Cost	Justification
A. PERSONNEL		
Program Director (PD) Salary is based on FTE of 1,820 hours @ \$45/hour for a total of \$81,900. In Year 4, the PD will devote 15% of her time to the project	$\$81,900 \times 15\% =$ $\$12,285.$	The Program Director is responsible for the general oversight of the Mâyutyâôk Program. The PD will also support the Program Manager in the areas of data analysis, presentation of data to the community, and program modifications based on community input.
Program Manager (PM)) Salary is based on FTE of 1,820 hours @ \$30/hour for a total of \$54,600. In Year 4 the PM will be at 100%.	$\$54,600 \times 100\% =$ $\$54,600.$	Responsible for managing all aspects of the 'Mâyutyâôk: Building Pathways for Tribal Youth' Program including budget/expense management, coordination of all logistics related to program activities, ongoing data analysis and more. Additionally, he/she will work collaboratively with the Mashpee and Barnstable School District staff to support the program implementation.
Total Personnel	\$66,885	
B. FRINGE BENEFITS		
FICA @ .0765%	$\$66,885 \times 7.65\% =$ $\$5,117$	Social Security/Medicare for Program Staff
FUTA @ .008%	$\$66,885 \times .8\%$ $= \$535$	Federal Unemployment Tax for Program Staff
SUTA @ .005%	$\$66,885 \times .5\%$ $= \$334$	State Unemployment Tax for Program Staff
Health Insurance @ 12%	$\$66,885 \times 14.5\%$ $= \$8,026$	Health Insurance for Program Staff
Workman's Comp @ 2%	$\$66,885 \times 2\%$ $= \$1,338$	Workman's compensation insurance for Program Staff
Total Fringe Benefits	\$15,350	
Grand Total Personnel & Fringe	\$82,235	



Category	Computation & Cost	Justification
C. TRAVEL		
College Visits by Students		
In Year 4, we assume that, of the total count of 11 th and 12 th graders (20), 90% of them will each have 4 college visits for a total of 72 college visits. We assume half of those visits (36) will require air travel while the other half (36) are within driving distance.		
Auto Mileage	36 visits x 250 miles per visit = 9,000 miles x \$.54/mile = \$4,860	Assume 36 college visits at a 250-mile average round trip mileage at the IRS mileage rate of \$.54
Hotel	72 visits x 2 nights stay = 144 nights x \$120 night = \$17,280	Assumes for each of the 72 visits, there are 2 nights hotel stay for each with an average hotel rate of \$120 per night
Per diem	2.5 days x 72 visits = 180 days x \$69/day = \$12,420	Assumes 2.5 days for each of the 72 visits at per diem rate of \$69/day
Airfare	36 visits x \$350 airfare per visit = \$12,600	Assumes 36 visits will require airfare with an average airfare rate of \$350 round trip from Boston
Total Travel	\$47,160	
D. EQUIPMENT		
	There is no equipment being purchased for this project	
E. SUPPLIES		
	There are no supplies being purchased for this project	
F. CONTRACTUAL		
Academic Proficiency		
Academic Tutors	54 students x 35% = 19 students needing tutoring 20 week session x 2 hours weekly x 17 students = 760 hours 760 hours X \$20/hour = \$15,200	Assumes that 35% of the total count of 7-12 graders (54) will need tutors and that the tutoring session will average twice weekly hourly sessions over a 20-week span each at \$20 per hour



Mashpee Wampanoag Tribe – Native Youth Community Project (NYCP)

Category	Computation and Cost	Justification
<u>Increasing Life Skills</u>		
Franklin Covey Time Management Course	10 x \$399 = \$3,990	Assumes 10 Tribal youth per year will take the course at \$399 per course
Food Planning & Preparation Course, Jade Galvin, Sly Fox Den	10 x \$50 = \$500	Assumes 10 Tribal youth per year will take the course at \$50 per course
<u>College and Career Planning</u>		
College Horizons	80% of 14 youth = 11 participants x \$470 each = \$5,170	Assumes 80% participation of 10 th and 11 th Graders (14). Rate per participant = \$470
Travel to College Horizon Venue	11 participants x \$250 = \$2,750	Assumes an average travel cost of \$250 per participant
AlterNATIVEs	\$2,500	Week-long course on college as a means for affecting change. Flat fee of \$2,500
<u>Cultural Training</u>		
Hunting and Fishing Course, Tony Perry	8 days x \$200/day = \$1,600	Course is based on an 8-day curriculum spanning over optimal seasonal days at \$200 per day
Gun Safety Course	10 participants x \$60 each = \$600	Average fee is \$60 per participant. Assumes 10 participants
Wôpanâak Language Classes	36 weeks x 4 hours/week = 144 x \$100/hour = \$14,400	Language curriculum will span 36 weeks at 4 hours per week at a rate of \$100/hour
Total Contractual	\$46,710	
F. OTHER COSTS:		
Postcard Mailing to promote presence of Tutors	1,198 x \$.59 = \$707	Postcard mailing to 18+ Tribal members residing locally (Qty = 1,198). Postcard priced at \$.59 each for printing and postage.



Mashpee Wampanoag Tribe – Native Youth Community Project (NYCP)

Category	Computation and Cost	Justification
Internship Stipends	50% of 36 9-12 th graders = 18 youth with internships. 18 x \$750 = \$13,500	Assumes 50% internship participation of 9-12 graders (36) at a stipend rate of \$750 per internship
Meet and Greet Sessions for College Matching	20 participants each for 2 sessions = 40 participants. 40 x \$7.50 each = \$300	Assumes 20 total participants for two sessions annually. \$7.50 each for refreshments
Total Other Costs	\$14,507	
Total DIRECT COSTS	\$190,612	
G. IN-DIRECT COSTS		
Total IDC	\$143,902 x 45.65% = \$65,691	MWT has a negotiated IDC of 45.65%. The IDC for this budget was calculated based on all costs except for contractual.
GRAND TOTAL	\$256,303	

Year 4 BUDGET SUMMARY

Category	Amount
A. Personnel	\$66,885
B. Fringe	\$15,350
C. Travel	\$47,160
D. Supplies	\$0
E. Equipment	\$0
F. Contractual	\$46,710
G. Other	\$14,507
Subtotal – Direct Costs	\$190,612
G. In-Direct Costs	\$65,691
GRAND TOTAL	\$256,303



Mashpee Wampanoag Tribe – Native Youth Community Project (NYCP)

Four-Year Summary

Category	Year 1	Year 2	Year 3	Year 4	TOTAL
A. Personnel	\$61,425	\$66,885	\$66,885	\$66,885	\$262,080
B. Fringe	\$14,097	\$15,350	\$15,350	\$15,350	\$60,147
C. Travel	\$33,547	\$24,890	\$37,990	\$47,160	\$143,587
D. Supplies	\$0	\$0	\$0	\$0	\$0
E. Equipment	\$0	\$0	\$0	\$0	\$0
F. Contractual	\$50,687	\$48,470	\$50,310	\$46,710	\$196,177
G. Other	\$14,814	\$13,007	\$13,007	\$14,507	\$55,335
Subtotal – Direct Costs	\$174,570	\$168,602	\$183,542	\$190,612	\$717,326
G. In-Direct Costs	\$56,553	\$54,840	\$60,820	\$65,691	\$237,905
GRAND TOTAL	\$231,123	\$223,442	\$244,362	\$256,303	\$955,231

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

1. Project Director:

Prefix: Dr.	First Name: Nitana	Middle Name:	Last Name: Greendeer	Suffix:
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Address:

Street1:	483 Great Neck Road South
Street2:	
City:	Mashpee
County:	
State:	MA: Massachusetts
Zip Code:	02649
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
508-477-0208 x149	508-681-0277

Email Address:
nitana.greendeer@mwtribe.com

2. Novice Applicant:

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

3. Human Subjects Research:

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

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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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

Mashpee Wampanoag Tribe

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	61,425.00	66,885.00	66,885.00	66,885.00		262,080.00
2. Fringe Benefits	14,097.00	15,350.00	15,350.00	15,350.00		60,147.00
3. Travel	33,547.00	24,890.00	37,990.00	47,160.00		143,587.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	50,687.00	48,470.00	50,310.00	46,710.00		196,177.00
7. Construction						
8. Other	14,814.00	13,007.00	13,007.00	14,507.00		55,335.00
9. Total Direct Costs (lines 1-8)	174,570.00	168,602.00	183,542.00	190,612.00		717,326.00
10. Indirect Costs*	56,553.00	54,840.00	60,820.00	65,691.00		237,904.00
11. Training Stipends						
12. Total Costs (lines 9-11)	231,123.00	223,442.00	244,362.00	256,303.00		955,230.00

***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: 01/01/2016 To: 12/31/2016 (mm/dd/yyyy)

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

The Indirect Cost Rate is 45.65%.

(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 # S299A160065

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524