

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 # S299A160081

Grants.gov Tracking#: GRANT12175726

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"/>
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State Use Only:

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

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="736096909"/>	* c. Organizational DUNS: <input type="text" value="0383149100000"/>
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d. Address:

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

e. Organizational Unit:

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

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

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

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

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

13. Competition Identification Number:

84-299A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Rising Above

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="542,865.40"/>
* 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="542,865.40"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Geri Gilstrap	Superintendent
APPLICANT ORGANIZATION	DATE SUBMITTED
Stilwell Public Schools	05/31/2016

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

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.

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

STATEMENT OF EQUITABLE ACCESS

General Education Provisions Act (GEPA 427)

Stilwell Public Schools (the LEA) will ensure equitable access or participation in project activities across all potential barriers (*gender, race, national origin, color, disability, or age*). In order to meet the needs of students, teachers and any other program beneficiaries with disabilities or special needs, special education personnel will collaborate with district administrators and planning team members in order to accommodate various needs. All information disseminated by this project will be made available in a variety of formats for participants with varying disabilities and/or special needs, including different languages. All school buildings are handicapped accessible. The LEA will also make use of current technologies to ensure that materials relating to this initiative are made available to persons who are visually-impaired, hearing impaired and learning disabled.

The LEA fully subscribes to the purposes and principles of GEPA and is committed to equal opportunity and equal access for all. The LEA does not discriminate on the basis of gender, race, national origin, disability, color, age or homelessness status. Special efforts will be made to encourage persons from diverse backgrounds (e.g., older citizens, persons of color, persons of diverse ethnic backgrounds, etc.) to become involved in the project team.

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	
Stilwell Public Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Geri"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Gilstrap"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Geri Gilstrap"/>	* 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:

Abstract

Stilwell Public Schools serves 1,410 high-need students in the small town of Stilwell, Oklahoma, “The Most Cherokee Community in the USA” and the poorest township in the state. According to the Census Bureau’s Small Area Income and Poverty Estimates, 40.5% of Stilwell students live in poverty. Stilwell Public Schools (SPS) – an eligible LEA – serves this rural, isolated community on the Oklahoma / Arkansas border, and in 2015 qualified for the Community Eligibility Program – resulting in a **100% Free Lunch rate within the District**. SPS serves a diverse population of high-need, high-risk learners (61% Cherokee, 19% Caucasian, 20% Hispanic) who struggle to overcome community-based challenges such as intergenerational poverty, chronic unemployment (8% unemployment rate is twice national average), and widespread under-education (24% of adult residents do not have a high school diploma).

Immediate action must be taken in order to provide Stilwell students with new opportunities to achieve academic success. Informed by our ongoing Needs Assessment process, Stilwell Public Schools has created a **partnership**, including the Cherokee Nation Education Services Department and the Cherokee Programs Department at Northeastern State University (NSU) to design **Rising Above**, a comprehensive structure of academic supports and college readiness programming that will dramatically impact outcomes for high poverty, high risk Native American youth in Stilwell. This innovative project will demonstrate the effectiveness of services and programs to improve educational opportunities for Indian children. With \$542,865.40 in Federal funds Year One, this four-year project will capitalize on powerful local resources to redesign the foundations of SPS, promoting ongoing success. **Rising Above** addresses the **Absolute Priority** and **Competitive Preference Priority One**.

Rising Above will provide new opportunities for students to explore potential career paths, apply for colleges, and earn college credit before high school graduation. College-preparation services will bring a new position – the **College Success Coach** – to Stilwell HS, as well as a fully stocked **College Center** with regularly scheduled programming and activities to promote student and family interest and motivation. Partnerships with NSU and the Cherokee Nation will bring **dual credit opportunities** for students to attain

college credit while still in high school, including Composition I and II, and two **Cherokee Language** courses that will bring Native traditions into the core curriculum. This should be especially appealing to Stilwell students, where 61% are of Cherokee descent and more than 14% speak Tsalagi within their homes. The Cherokee Nation will provide mentoring and tutoring for students attempting to earn college credits through this challenging coursework – creating a new and as-yet untested strategy to promote the pursuit of a post-secondary education. **Rising Above** will also bring a **Math / Science Lab** to provide remediation, staffed by a full-time Math Teacher and equipped with evidence-based math support tools. A full-time STEM Teacher will bring evidence-based Stratostar experiential learning opportunities to a new course – STEM I, as well as all existing science classrooms. The overall goal of **Rising Above** is to provide students with the academic and enrichment services necessary to meet state academic requirements and promote an increase in the pursuit of post-secondary education. Project objectives include:

1. Improve Algebra I EOI passing rate by at least 3% annually over the four-year project period, compared to the baseline rate of 70% recorded in 2015.
2. Improve Algebra II EOI passing rate by at least 6% annually over the four-year project period, compared to the baseline rate of 37% recorded in 2015.
3. Improve Geometry EOI passing rate by at least 3% annually over the four-year project period, compared to the baseline rate of 70% recorded in 2015.
4. Decrease 4-Year Dropout Rate by at least 1% annually over the four-year project period, compared to the baseline rate of 16% recorded in 2015.
5. Increase College-Going Rate by at least 2% annually over the four-year project period, compared to the baseline rate of 41% recorded in 2015.
6. Decrease percentage of Stilwell graduates required to take remedial college courses in Math, English, Science or Reading by 3% annually, compared to the 2015 baseline rate of 59%.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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Need for Project (Maximum 15 points)

(i) Project is informed by evidence, which could be either a needs assessment conducted within the last three years or other data analysis

Stilwell Public Schools serves 1,410 high-need students in the small town of Stilwell, Oklahoma, “The Most Cherokee Community in the USA” and the poorest township in the state.¹ According to the Census Bureau’s Small Area Income and Poverty Estimates, 40.5% of Stilwell students live in poverty. Stilwell Public Schools (SPS) – an eligible Local Education Agency – serves this rural, isolated community on the Oklahoma/Arkansas border, and in 2015 qualified for the Community Eligibility Program – resulting in a **100% Free Lunch rate within the District**. SPS serves a diverse population of high-need, high-risk learners (61% Cherokee, 19% Caucasian, 20% Hispanic) who struggle to overcome community-based challenges such as intergenerational poverty, chronic unemployment (8% unemployment rate is twice national average), and widespread under-education (24% of adult residents do not have a high school diploma). Our **universal Free Lunch eligibility at all schools** paints a realistic picture of the true levels of poverty in our rural, isolated, resource-poor community.

Stilwell Schools are among the lowest-performing in Oklahoma. All campuses have been identified through the Elementary Secondary Education Act as being in need of improvement. Stilwell Middle School is a designated Priority School, and Stilwell High School and Elementary School are designated Focus Schools. Encompassed within the “School Turnaround” category of the Office of School Support, all Stilwell campuses have designed School Improvement Plans to identify the specific gaps and weaknesses in current offerings and design action steps to create sustainable change. Our young people are at risk of educational failure – 59% of high school students failed one or more End-of-Course exams required for graduation in 2015, earning Stilwell High School an “Overall 2015 Student Performance

¹<http://www.msn.com/en-us/money/generalmoney/americas-poorest-towns-state-by-state/ar-BBkW5UI#image=BBkTdDO14>

Grade” of “D.”² The school drop-out rate was reported at an astonishing 25.4% in 2010.³ Intensive efforts are underway to promote better outcomes for students, and in 2015, the drop-out rate had dropped to 16%. While this is a dramatic improvement, it still far outpaces the statewide dropout average of 8.7%. In 2015, more than 59% of Stilwell’s college enrollees were required to take at least one remedial course in Math, English, Science, or Reading – compared to a state average of 39% of College Freshmen. This contributes to the equally high college drop-out rate among Stilwell graduates, who are forced to pay for non-credit bearing instruction and run out of financial aid before graduation. A full 100% of Stilwell students live in extreme poverty, 21.5% receive Special Education Services, and 15% are English Language Learners.⁴

As a crucial component of the continuous improvement process, Stilwell Public Schools formally updates our comprehensive local Needs Assessment annually – ensuring gaps and weaknesses are identified and action steps prioritized in order to best promote success for young people living in our rural, isolated region. The annual Needs Assessment process – led by Stilwell’s new administration – has led to an educational renaissance. The past five years have brought sweeping change in curricular functions, supportive service availability, and student performance. The key to Stilwell’s recent successes has been the District’s unwavering commitment to ensuring new funding streams and programs are aligned to the specific needs of our high poverty, high risk students.

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

Stilwell High School serves 656 students living in and around Stilwell, Oklahoma – a small rural community of less than 7,000 residents on the eastern border of Oklahoma and Arkansas. Approximately 61% of our students are Native American of Cherokee descent, and the challenges they face when pursuing

² Oklahoma A-F Report Card 2014-2015. <http://afreportcards.ok.gov/Files/ReportCards2014/201401I025705.pdf>

³ Oklahoma A-F Report Card 2009-2010. <http://afreportcards.ok.gov/Files/ReportCards2010/201001I025705.pdf>

⁴ Data from the Oklahoma Office of Educational Quality and Accountability 2014 School Profiles.

<http://www.schoolreportcard.org/doc/profiles/2014/reports/src/201401i025705.pdf>

academic success are great. Intergenerational poverty is prevalent here, fueled by low education levels and high unemployment rates among local families. The US Census Bureau’s 2013 American Community Survey reports only 11% of resident adults have attained a college degree, compared to a state average of 23%. The Office of Educational Quality and Accountability in Oklahoma reports that in 2013, 24% of Stilwell’s adults had less than a 12th grade education – nearly twice the state average of 14%. Poverty is rampant in the “Most Cherokee Community” in the United States, with 2013 Census data showing a 40.5% poverty rate for residents – a statistic that translated to a 100% Free/Reduced Lunch rate among Stilwell Public Schools (SPS) students in 2015-2016.

Stilwell High School students struggle to demonstrate proficiency in all subjects on critical End-of-Instruction Tests necessary for graduation. The greatest challenges continue to be in math and the sciences – credits that MUST be obtained in order for students to be prepared for graduation and post-secondary career or vocational training. The following chart illustrates the 2014-2015 Student Performance on School End-of-Instruction Tests at Stilwell High School:

Course	SPS Students Failing to Achieve Proficiency	Oklahoma Average of Students Failing to Achieve Proficiency	Performance Gap
Biology I	81%	44%	- 37 Points
Algebra I	30%	15%	- 15 Points
Geometry	30%	15%	- 15 Points
Algebra II	63%	23%	- 40 Points

Stilwell students achieve proficiency at rates far below their peers statewide. It is important to remember, however, that our students must score “Proficient” on all seven End-of-Instruction Tests in order to graduate from high school. Biology I, Geometry, Algebra I, and Algebra II represent four of the seven courses necessary to finish high school. **More than HALF of our students find high school graduation out of reach after completing their tests in math and the sciences.** Opportunities exist to retake these

assessments, however the truth is, Stilwell High School simply does not have the additional faculty members in place to address student remediation needs – and our funding continues to shrink. In 2014, Oklahoma was only able to spend \$3,671 per student – a decrease of nearly 25% since 2010. Districts statewide – including Stilwell Public Schools – are being forced to increase class sizes and cut “extras” like academic remediation support.⁵

These factors negatively impact student academic performance at the high school level, and continue to reverberate throughout their post-high school careers. In 2015, 16% of the graduating cohort dropped out before graduation. Of those remaining students that earned a diploma, only 41% enrolled in a postsecondary education program at a college or university – a statistic that is significantly lower than the Oklahoma state average of 54%. Among Stilwell’s college enrollees, more than **59% were required to take at least one remedial course in Math, English, Science, or Reading** – compared to a state average of 39% of College Freshmen. Our students – nearly universally “first generation college students” – do not have the financial resources to pay for non-credit bearing instruction. When financial aid and scholarships, which are aligned to a non-remedial course schedule, are depleted, our students are forced to drop-out of college – oftentimes only a semester before they earn their degree.

Our students live with a “foot in two worlds,” attempting to protect the delicate balance of adapting to modern societal expectations while preserving their strong cultural traditions. Too often, families see school as “foreign” or “outside,” and therefore, unimportant. Parental support for education – critical to academic success – is lacking among our families. According to District records and the Oklahoma 2015 School Profile, 50% of Stilwell High School parents did not meet their child’s teacher last year. Astonishing, this statistic is actually a dramatic improvement over the 2013 report, which documents 65%

⁵ “Schools Get Flat Budget, Little Else.” May 28, 2015. http://www.muskogeephoenix.com/news/schools-get-flat-budget-little-else/article_b7d01d66-a131-52e3-ab2a-1cb44093660b.html

of Stilwell High school parents did not come, even once, to the school facility during the school year.⁶ Family support is critical for post-secondary success in our rural, impoverished community, and school-based efforts to promote parental involvement are ongoing. Stilwell conducted a parent survey through Gear Up in 2016, gathering data from 712 families. Results demonstrated expansive opportunities to improve information transfer between school and home. Consider these alarming statistics:

- 65% of families responded that they have NEVER been included in a conversation with school personnel regarding college entrance requirements
- 73% of families responded that they do not know if their child qualifies for scholarships, grants, or loans to offset college expenses
- 74% of families responded that they have NEVER been included in a conversation with school personnel regarding financial aid availability
- 83% of families were unable to appropriately identify the costs of college tuition – with the vast majority (77%) believing tuition and fees would total **twice the actual expense** of attending a four-year public college in Oklahoma.

Although Stilwell parents are unexperienced in the college process, and often hesitate to participate in school-based events, the 2016 survey response return rate was nearly 90% - indicating high levels of interest in college preparation services – a demand that will be met through **Rising Above**. (SPS Parent Participation policies and regulations will be followed, and are included in the Appendix.)

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

Stilwell Oklahoma is a rural, geographically isolated community. The nearest urban center is Tulsa, Oklahoma – more than 70 miles away. Locally, the vast majority of resources and opportunities targeting youth are led by Stilwell Public Schools:

⁶ Data from the Oklahoma Office of Educational Quality and Accountability 2013 and 2014 School Profiles.

<http://www.schoolreportcard.org/doc/profiles/2014/reports/src/201401i025705.pdf>

- In 2012, SPS successfully opened a Boys & Girls Club, housed on the school campus, which provides reliable after school care for elementary and middle school students.
- In 2013, SPS leveraged a partnership with Cherokee Nation Education Services Department and Northeastern State University to bring Cherokee Language workshops and electives to our high school students.
- In 2015, SPS secured Farm to School funding to bring Cherokee farm crops into the cafeteria and a garden club for students after school featuring traditional Cherokee seeds.

In addition to these school-centered opportunities, the Cherokee Nation Education Services Department offers arts outreach, a youth choir, scholarship opportunities and a Tribal Youth Council for our students to participate in – reaching approximately 100 Cherokee youth annually. Within our small community, there are very few additional resources in place to support Native American students. A few fee-based providers exist, offering dance, however the reality is that very few Cherokee families are able to afford these luxuries. The 4-H Club is active in Stilwell, however historically less than 20 youth take part in these opportunities each year. The vast majority of Stilwell’s young residents do not participate in any enrichment or extra-curricular opportunities outside of school.

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

There are few resources available in Stilwell dedicated to supporting our youth. Stilwell Public Schools has been working tirelessly for nearly five years to enhance opportunities for our children, however ever-shrinking financial resources dedicated to education have created nearly insurmountable barriers. Once again, the Oklahoma budget did not provide an increase in education spending – effectively cutting budgets statewide at the rate of inflation. Despite shrinking funding, new statewide policies require our students to achieve “Proficiency” on seven End-of-Instruction assessments in order to graduate from high school. The Oklahoma Department of Education was unable to provide the additional funding necessary to support remedial educators, smaller class sizes, and the computer technology needed to promote increased academic success among low-income youth from undereducated rural communities – leaving local districts

scrambling to meet the “unfunded mandate”. For too many Stilwell students, graduation has become nearly unattainable. Last year, 56% of students failed at least one EoI assessment necessary to receive a diploma. They must retake the assessments, but there is no funding to provide them with remedial services. Approximately 24% of Stilwell’s parents did not graduate from high school themselves – they are not able to effectively assist with studying, and they do not have the dispensable income needed for a private tutor. Many students will have to be re-enrolled in the class they failed – effectively doubling the course load of our struggling students while simultaneously increasing class sizes across the board. Without additional support, our students, (100% impoverished, 61% Native American, 21.5% Special Education Services, 15% English Language Learners)⁷ will begin once again to drop out of high school at rates similar to 2010 (25.4% drop out rate).⁸

As described above, Stilwell Public Schools serves as the primary resource for youth in our isolated and rural community. Our Boys & Girls Club provides character education and academic enrichment for elementary and middle school students. The 4-H Club – a local non-profit – positively impacts approximately 20 youth annually. The Cherokee Nation Education Services Department offers arts outreach, a youth choir, scholarship opportunities and a Tribal Youth Council that approximately 100 Cherokee youth take part in annually. A few students are able to take part in fee-based dance classes, but poverty prevents the vast majority of our children from benefitting through this opportunity. At one point, Stilwell had a Karate Club, however low enrollment rates – impacted by class fees – forced the agency to close down last year. There are simply too few local opportunities for youth to access services of any sort.

Provider	Funding Source
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⁷ Data from the Oklahoma Office of Educational Quality and Accountability 2014 School Profiles.

<http://www.schoolreportcard.org/doc/profiles/2014/reports/src/201401i025705.pdf>

⁸ Oklahoma A-F Report Card 2009-2010. <http://afreportcards.ok.gov/Files/ReportCards2010/201001i025705.pdf>

Stilwell Public Schools and the Cherokee Nation
Rising Above – 2016

Adair County Boys & Girls Club	Stilwell Public Schools, Boys & Girls Clubs of America, Cherokee Nation
Stilwell Public Schools (Cherokee Botany)	USDA Farm to School
Stilwell Public Schools (new HS electives)	US Department of Education
4-H Club	Participation Fees, local volunteers
Cherokee Nation Education Services Department	The Cherokee Nation internal budget
Center Stage Dance School	Participation Fees

Immediate action must be taken in order to provide Stilwell students with new opportunities to achieve academic success. Informed by our ongoing Needs Assessment process, Stilwell Public Schools has created a **partnership**, including the Cherokee Nation Education Services Department and the Cherokee Programs Department at Northeastern State University (NSU) to design **Rising Above**, a comprehensive structure of academic supports and college readiness programming that will dramatically impact outcomes for high poverty, high risk Native American youth in Stilwell. This innovative project will demonstrate the effectiveness of services and programs to improve educational opportunities for Indian children. With \$542,865.40 in Federal funds Year One, this four-year project will capitalize on powerful local resources to redesign the foundations of SPS, promoting ongoing success. **Rising Above** addresses the **Absolute Priority** and **Competitive Preference Priority One**.

Quality of the Project Design (Maximum 25 points)

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

Rising Above will serve the 656 students attending Stilwell High School. The initiative will impact youth and their families living within the enrollment zone of Stilwell Public Schools – a 90 square-mile area in Adair County, Oklahoma.

(ii) Project is based on scientific research, where applicable, or an existing program that has been modified to be culturally appropriate for Indian students.

Rising Above is firmly grounded in scientific research, ensuring that strategies will positively impact Stilwell students. Program elements were selected to align to the unique needs and strengths of the Stilwell community and its young people.

Program Element	Supporting Research
Math and Sciences	
<p>At least two Stratostar Project-Based Learning opportunities will be integrated into each science course curricula, providing authentic applications for classroom learning that motivates students to consider STEM careers.</p>	<p>Stratostar represents the highest quality in inquiry-based learning in the sciences, seamlessly combining math and science skills into Project-Based Learning opportunities that truly connect with students, bringing the “real world” to their studies.⁹ All elements of the Gold Standard PBL, as established by the NEA, are included within Stratostar projects.¹⁰</p>
<p>Hire a full-time STEM Teacher to deliver new STEM Science course focused on project-based learning and deliver science tutoring in the new Math / Science Lab.</p>	
<p>Redbird Mathematics – a cutting edge online remedial tool – will be</p>	<p>Designed by Stanford University as part of their 24 year-long research project into online learning, the Redbird Algebra and</p>

⁹ <http://www.nea.org/tools/16963.htm>

¹⁰ <http://www.stratostar.net/project-based-learning-examples.html>

<p>integrated into all high school math coursework.</p>	<p>Geometry curricula have been proven to dramatically increase student attainment of proficiency on state assessments and college entrance examinations. Research by New York</p>
<p>All students 9-12 will complete quarterly online math assessments through Redbird Mathematics to ensure early identification for those struggling. (All scoring below “Proficient” on quarterly assessments will be required to participate in Math Lab</p>	<p>University confirmed that Redbird’s adaptive learning programs accelerate learning, and that participants score 45% higher on standardized achievement tests compared to control groups.¹¹ Further, the online program identifies potential systemic issues and accurately predicts future student performance – providing a unique learning plan that teachers can utilize to help students achieve proficiency.¹²</p>
<p>Designate and equip a Math / Science Lab in an unused classroom, providing remediation and support to the lowest performing students during the school day (on a regular schedule leveraging study hall periods) and open in a drop-in format after school</p>	<p>Students will complete Redbird Mathematics on the lab computers, and work one-on-one with the Lab Teacher to complete skill support as recommended by the online analysis of unique student strengths and weaknesses, (SERC’s Best Practice Standard #4: Supportive, Personalized Learning).¹³ One of the most effective, standards-aligned intervention methods is to increase the instructional time for struggling</p>
<p>Hire a full-time Math / Science Lab Teacher to staff Math Lab and</p>	

¹¹ http://steinhardt.nyu.edu/site/ataglance/2014/04/stanfords-online-k-12-learning-program-accelerates-achievement-for-students-of-all-levels-nyu-study-finds.html?utm_source=rss&utm_medium=rss&utm_campaign=stanfords-online-k-12-learning-program-accelerates-achievement-for-students-of-all-levels-nyu-study-finds

¹² Unmatched Results: <http://redbirdlearning.com/results/>

¹³ Best Practices in Education http://ctserc.org/s/index.php?option=com_content&view=section&id=8&Itemid=28

<p>provide remediation for students daily (Job Description appended)</p> <p>*Remediation required for students not passing math class</p>	<p>students, especially intensive instruction delivered by a trained adult.¹⁴</p>
<p>College Preparation</p>	
<p>Designate and equip a College Center in an unused classroom to serve as hub for college preparation activities</p>	<p>Best Practices in promoting college enrollment and successful graduation include¹⁵:</p> <ul style="list-style-type: none"> ⊛ College Matching: Counseling students to research, apply to and attend schools that are a good match for them academically, socially, and financially, and have high graduation rates and strong support structures in place for first-generation, low-income students ⊛ Financial Aid and Scholarships: Engaging students and families, from as early as middle school, with information and tools that position them to be active participants in searching for and acquiring financial aid and scholarship resources for their college experience <p>Research shows it is critical for low-income, potential first-generation college students to receive structured, formal support</p>
<p>Hire a full-time College Success Coach to assist students and families in identifying careers, searching for colleges, applying for scholarships and aid, practicing online learning skills (Job Description appended)</p>	
<p>Schedule monthly, mandatory College Center visits for all Grade 11 & 12 students (Parents invited to each meeting)</p>	
<p>Provide incentives for Parent Nights</p>	

¹⁴ http://www.cprd.illinois.edu/files/ResearchBrief_Tutoring_2009.pdf

¹⁵ <http://www.seedfoundation.com/wp-content/uploads/2010/12/Practices-and-Programs-that-Prepare-Students-for-College-Graduation.pdf>

<p>Bring local colleges to Stilwell HS for an annual College Fair</p> <p>Take Stilwell HS students to local colleges for onsite visits (Parents invited)</p>	<p>from their high school counselors to promote prepared enrollment leading to a viable career pathway.¹⁶</p>
<p>Provide SAT and ACT preparation courses for Grade 11 and 12 students</p>	<p>Best Practices in promoting college enrollment and successful graduation include¹⁷:</p>
<p>NSU will bring college level, credit-bearing Composition I and Composition II to SHS</p>	<p>⊛ Academic Rigor and Curriculum: the intensity of the high school curriculum is the largest predictor of college degree attainment¹⁸</p> <p>Implementing a dual enrollment curriculum ensures the high school curriculum is rigorous and aligned with college expectations, and ensures students accumulate college credits before they even enter college (earning 20+ credits by the end of</p>

¹⁶ Moving Beyond Access: College Success for Low-Income, First-Generation Students, The Pell Institute, Jennifer Engle and Vincent Tinto .2008: Answers in the Toolbox and The Toolbox Revisited, U.S. Dept of Education, Clifford Adelman

¹⁷ <http://www.seedfoundation.com/wp-content/uploads/2010/12/Practices-and-Programs-that-Prepare-Students-for-College-Graduation.pdf>

¹⁸ Bridging the Gap: Academic Preparation and Post-Secondary Success of First-Generation Students, Edward Warburton, Rosio Bugarin, and Anne-Marie Nunez, NCES, U.S. Dept of Education, May 2001; Answers in the Toolbox and The Toolbox Revisited, U.S. Dept of Education, Clifford Adelman

	freshman year of college is a key predictor of degree attainment), and become acclimated to college life. ¹⁹
Strengthening Cultural Connections	
NSU and the Cherokee Nation will bring college level, credit-bearing Cherokee I and II to SHS	<ul style="list-style-type: none"> ✪ Learning a foreign language correlates with higher academic achievement on standardized tests.²⁰ ✪ Native American children achieve greater success when schools are perceived to be culturally relevant places.²¹

(iii)Goals, objectives, and outcomes are clearly specified and measurable

The overall goal of **Rising Above** is to provide Stilwell students with the academic and enrichment services necessary to meet state academic requirements and promote an increase in the pursuit of post-secondary education. Project objectives include:

1. Improve Algebra I EOI passing rate by at least 3% annually over the four-year project period, compared to the baseline rate of 70% recorded in 2015.
2. Improve Algebra II EOI passing rate by at least 6% annually over the four-year project period, compared to the baseline rate of 37% recorded in 2015.
3. Improve Geometry EOI passing rate by at least 3% annually over the four-year project period, compared to the baseline rate of 70% recorded in 2015.

¹⁹ The Toolbox Revisited, U.S. Dept of Education, Clifford Adelman; Interview with Alex Bernadotte; Interview with Ricci Hall

²⁰ Studies Supporting Increased Academic Achievement. <http://www.actfl.org/advocacy/discover-languages/advocacy/discover-languages/what-the-research-shows/studies-supporting>

²¹ Striving to Achieve: Helping Native American Students Succeed. <http://www.ncsl.org/research/state-tribal-institute/striving-to-achieve-helping-native-american-stude.aspx>

4. Decrease 4-Year Dropout Rate by at least 1% annually over the four-year project period, compared to the baseline rate of 16% recorded in 2015.
5. Increase College-Going Rate by at least 2% annually over the four-year project period, compared to the baseline rate of 41% recorded in 2015.
6. Decrease percentage of Stilwell graduates required to take remedial college courses in Math, English, Science or Reading by 3% annually, compared to the 2015 baseline rate of 59%.

In addition to these project-specific objectives, **Rising Above** will also monitor GPRA measures as required, including:

1. The percentage of the annual measurable objectives, as described in the applications, that are met by grantees; and
2. The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.

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

Rising Above was designed to address the specific gaps, weaknesses and challenges facing Stilwell students, informed by the annual Needs Assessment process undertaken by SPS.

Stilwell High School Gaps / Weaknesses in Services	Rising Above Strategies to Address Gaps / Weaknesses
MATH and SCIENCE	
<ul style="list-style-type: none"> ✓ Processes are not currently in place to identify struggling students and connect them to remediation through quarterly assessments in math and science 	<ul style="list-style-type: none"> ✓ Integrate Redbird Mathematics into core Math curriculum, aligned to OK Curriculum and EOI Tests
<ul style="list-style-type: none"> ✓ 81% of students failed Biology I EOI 	<ul style="list-style-type: none"> ✓ Integrate Stratostar project-based learning opportunities into core Science curriculum – connecting classroom learning to real world applications
<ul style="list-style-type: none"> ✓ 30% of students failed Algebra I EOI 	
<ul style="list-style-type: none"> ✓ 63% of students failed Algebra II EOI 	

<ul style="list-style-type: none"> ✓ 30% of students failed Geometry EOI ✓ Math and Science teachers have full schedules of core instruction, and no free periods to remediate or offer enrichment classes ✓ After-school time is insufficient to remediate all students, and teachers are not compensated for extra efforts. ✓ Transportation issues prevent most students from being able to take advantage of after school support, they need a remedial resource WITHIN the school day ✓ More than half of Stilwell college students must take remedial math in college 	<ul style="list-style-type: none"> ✓ Designate and equip a Math / Science Lab, providing remediation and support to the lowest performing students during the school day (on a regular schedule leveraging study hall periods) and open in a drop-in format after school ✓ Hire a full-time Math Lab Teacher, to staff Math / Science Lab and provide remediation for students daily (Job Description appended) *<u>Remediation required</u> for students not passing math class – schedule will be created to ensure students leverage study hall periods for additional math support. ✓ Hire a full-time STEM Teacher to provide a new project-based STEM I elective course for students and to provide tutoring in the Math / Science Lab
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Stilwell High School Gaps / Weaknesses in Services	Rising Above Strategies to Address Gaps / Weaknesses
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COLLEGE PREPARATION	
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<ul style="list-style-type: none"> ✓ Stilwell HS Counselors are overburdened, at a ratio of 350 students to 1 counselor (recommended ratio is 200 to 1 at most) ✓ Parent Nights focused on college prep themes are poorly attended 	<ul style="list-style-type: none"> ✓ Designate and equip a College Center in an unused classroom to serve as hub for college preparation activities ✓ Hire a full-time College Success Coach to assist students and families in identifying
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<ul style="list-style-type: none"> ✓ 16% of students drop-out, with too few skills to enter the workforce successfully ✓ Only 41% of graduates pursue college ✓ More than half of Stilwell college students must take (and pay for) remedial courses ✓ Students lack exposure to online learning formats common in college instruction (discussion boards, uploading assignments, responding to threads) ✓ College-related information (flyers, applications, scholarships, financial aid) is not readily available ✓ No college visitations or college fairs are scheduled through Stilwell HS ✓ College credit-bearing courses are not offered for Stilwell students 	<ul style="list-style-type: none"> careers, searching for colleges, applying for scholarships and aid, practicing online learning skills (Job Description appended) ✓ Schedule monthly, mandatory College Center visits for all Grade 11 & 12 – invite parents to each meeting ✓ Provide incentives for Parent Nights ✓ Provide SAT and ACT preparation courses for Grade 11 and 12 students ✓ Bring local colleges to Stilwell HS for an annual College Fair ✓ Take Stilwell HS students to local colleges for onsite visits – invite parents ✓ NSU will bring college level, credit-bearing Composition I and Composition II to SHS
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Stilwell High School Gaps / Weaknesses in Services	Rising Above Strategies to Address Gaps / Weaknesses
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CULTURAL CONNECTIONS	
<ul style="list-style-type: none"> ✓ Preliminary Cherokee Language workshops and electives are offered, but demand far outpaces need. ✓ Parents view school as “outside” or “foreign,” and fail to attend conferences or school-based 	<ul style="list-style-type: none"> ✓ Hire a full time Cherokee Language / Culture Teacher (Job Description appended) to work alongside NSU and the Cherokee Nation to increase cultural workshops and elective offerings, and bring college level,

events to support their child’s academic journey	credit-bearing Cherokee I and II to Stilwell High School
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The following logic model illustrates the intended impact of **Rising Above**:

<p>Challenges:</p> <ul style="list-style-type: none"> ➤ Low Levels of Academic Performance; Low Levels of Parental Involvement / Perceived Cultural “Disconnect”; High Levels of High School Dropout and College Remediation
<p>Strategies:</p> <ul style="list-style-type: none"> ➤ Evidence-Based Redbird Mathematics Online Remediation Program ➤ Ongoing Assessments to Inform Instruction / Identify Students Needing Support ➤ Math/Science Lab for Ongoing Remediation / Tutoring Support ➤ Project-based learning in science through research-based Stratostar ➤ New Opportunities to complete a project-based science elective course ➤ New Opportunities to Earn College Credits in High School ➤ New Focus on College Preparation and Parental Inclusion ➤ New Opportunities to Study Cherokee Language and Culture for College Credit
<p>Short-Term Outcomes:</p> <ul style="list-style-type: none"> ⊛ Student Mastery of Math and Science Concepts ⊛ Student Enrollment in College Credit-Bearing Coursework ⊛ Increased Presence of Cherokee Language / Culture Within School ⊛ Greater Levels of Parental Involvement ⊛ Increased Numbers of Students Prepared for College / Career
<p>Long-Term Outcomes:</p> <ul style="list-style-type: none"> ⊛ Improved Academic Performance; Increased Parental Involvement Rates; Reduced Dropout; Increased College Enrollment Rates; Decreased College Remediation Rates
<p>Measurable Objectives:</p>

- ✪ Improve Algebra I EOI passing rate by at least 3% annually over the four-year project period, compared to the baseline rate of 70% recorded in 2015.
- ✪ Improve Algebra II EOI passing rate by at least 6% annually over the four-year project period, compared to the baseline rate of 37% recorded in 2015.
- ✪ Improve Geometry EOI passing rate by at least 3% annually over the four-year project period, compared to the baseline rate of 70% recorded in 2015.
- ✪ Decrease 4-Year Dropout Rate by at least 1% annually over the four-year project period, compared to the baseline rate of 16% recorded in 2015.
- ✪ Increase College-Going Rate by at least 2% annually over the four-year project period, compared to the baseline rate of 41% recorded in 2015.
- ✪ Decrease percentage of Stilwell graduates required to take remedial college courses in Math, English, Science or Reading by 3% annually, compared to the baseline rate of 59% recorded in 2015.

In addition to these project-specific objectives, **Rising Above** will also monitor GPRA measures as required, including:

1. The percentage of the annual measurable objectives, as described in the applications, that are met by grantees; and
2. The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.

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

There are limited resources in Stilwell Oklahoma, and to maximize impact of new and expanded programming, it is critical that partnerships are formed and strengthened. This enhances offerings, builds community support, and promotes long-term sustainability. A partnership agreement is signed by all parties and included in the Appendix as required.

Northeastern State University: NSU will bring credit-bearing course opportunities to SHS, including Composition I and Composition II. The courses will be fully integrated into the daily schedule to allow all upperclassmen equal opportunity to participate. NSU will lend credibility to Parent Night activities by sending financial aid specialists to assist in the college preparation process. NSU will participate in the SHS College Fair, and host students on a college visitation each year. NSU will also support the Cherokee Nation and Stilwell Public Schools in designing (Year One) and implementing (Years Two and beyond), Cherokee I and Cherokee II college level, credit-bearing courses. Finally, NSU will provide quarterly workshops in the **College Center** for ALL grade 11 and 12 students to familiarize them with the online **Blackboard System** commonly utilized for online courses and extensions at major colleges, as well as ACT preparation workshops.

Cherokee Nation Education Services Department: The Cherokee Nation will send mentors and tutors, skilled in the Cherokee Tsalagi language, to work with students attempting college-level Cherokee language coursework. Additionally, the Cherokee Nation will bring basic Tsalagi language workshops to Grade 9 and 10 students twice annually, providing a fun and interactive introduction to the language that encourages students to pursue college-level instruction as upperclassmen.

Quality of Project Personnel (Maximum 10 points)

Applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability

SPS is an equal opportunity employer, and supports a policy of non-discrimination. Mentors, tutors, teachers, and adult role models that have overcome barriers similar to those that the students they serve are facing, are frequently able to make a stronger connection and promote a more lasting impact. To this end, Stilwell Public Schools encourages applications from local professionals with a Native American or low-income background – a policy that further supports Stilwell Public School’s commitment to hiring individuals that exemplify the qualities that are promoted among students, including overcoming poverty, pursuing higher education, and giving back to the community. When recruiting staff and volunteers for

Rising Above positions, Stilwell administrators will describe in detail the purpose and objectives of the initiative, including challenges, barriers, and gaps in services that are targeted through planned programming. It is anticipated that this comprehensive description will draw in larger numbers of individuals that have faced obstacles similar to those described, invigorated by the opportunity to give back to their community in a format that puts their unique experiences to positive use. Applicants for positions that come from areas beyond Stilwell and the Cherokee Nation will also be considered for **Rising Above** as appropriate, with the understanding that new faces diversify the community, refresh programming, and bring new ideas that enrich all involved.

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

Rising Above will be led by **Project Director** Jane Rhoads – the Academic Advisor at SHS with the proven organizational and outreach skills necessary to oversee a project of this size and magnitude. A dedicated educator, Rhoads is also a qualified Reading Specialist. For the past three years, Rhoads has overseen Stilwell’s Elementary and Secondary Counseling grant, which ended in 2015. Rhoads has proven to be adept at planning and organizing school-based events, making her a logical choice to serve as **Project Director** for this initiative. Resume appended as required.

Superintendent Geri Gilstrap will work as co-Principal Investigator alongside Dr. Sileo, the external evaluator. Superintendent Gilstrap oversees Federal programs districtwide, including the Johnson-O’Malley Program, Title VII, Native American Children in Schools, and Cherokee Nation Tag Money reporting. Resumes are appended as required.

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

College Success Coach: This position will be filled upon award notification. At minimum, the successful candidate will be certified as an academic counselor with no less than two years of experience with high school students. A job description, detailing the qualifications of a highly competitive candidate, is included in the Appendices, as well as the resume of a highly qualified candidate. In alignment of Section 7(b) of

the Indian Self-Determination and Ed. Assistance Act, SPS will give Indians preference to the greatest extent feasible.

Math and Science Lab Teacher: This position will be filled upon award notification. At minimum, the successful candidate will be certified as a high school math teacher with no less than two years of experience with high school students. A job description, detailing the qualifications of a highly competitive candidate, is included in the Appendices. In alignment of Section 7(b) of the Indian Self-Determination and Education Assistance Act, SPS will give Indians preference to the greatest extent feasible.

STEM Teacher: This position will be filled upon award notification. At minimum, the successful candidate will be certified as a high school science teacher with no less than two years of experience with high school students. A job description, detailing the qualifications of a highly competitive candidate, is included in the Appendices. In alignment of Section 7(b) of the Indian Self-Determination and Education Assistance Act, SPS will give Indians preference to the greatest extent feasible.

Cherokee Language and Culture Teacher: This position will be filled upon award notification. At minimum, the successful candidate will be a certified Cherokee Nation Language Instructor with demonstrated experience working with high school students. Lawrence Panther of the Cherokee Nation, a professional language instructor who is already conducting introductory workshops in Stilwell schools, is committed to filling this position. Panther already works with a Cherokee language curriculum at the high school and in adult community classes, although these opportunities do not currently include college credit options. Panther is the best qualified individual to fill this role, as a Heritage Scholar from Northeastern State University and the Lead Cherokee translator. He is leading all local efforts in Stilwell Public Schools to place a stronger focus on the Cherokee heritage and traditions, including planning and implementing language contests, projects, and workshops.

(iii) Capacity to improve outcomes that are relevant to the project focus through experience with programs funded through other sources

In 2012, Stilwell Public Schools was awarded a Native American Children in Schools Program grant by the US Department of Education to improve outcomes for high-risk youth – particularly the English Language Learner population. As a direct result of this funding, the following impacts were documented:

Indicator	Pre-Grant (2011)	Post-Grant (2015)
Drop-Out Rate	19.5%	16%
Algebra I Passing Rate	53%	70%
US History Passing Rate	46%	55%
Algebra II Passing Rate	30%	37%
English III Passing Rate	84%	89%

*Data collected from the Oklahoma Office of Educational Quality and Accountability, accessible through: <http://www.schoolreportcard.org/doc/profiles/2011/reports/src/201101i025705.pdf>.

In early 2015, Stilwell Public Schools was awarded a Farm to School grant by the US Department of Agriculture, to support efforts to bring local Cherokee culture and traditions into our cafeterias and farming classes. As a direct result of this funding, a greenhouse has been added to the high school campus to support botany classes featuring Cherokee crops in preparation for the new school-based “Taste of Stilwell” events anticipated to draw more than 200 families annually. Efforts are also underway to compile a District-wide cookbook featuring Cherokee meals and local produce with recipes submitted by students and families.

Great gains were made on behalf of Stilwell’s youth through initial programming, however MUCH needs to be done to continue to improve outcomes for our overlooked and underperforming youth to ensure they are prepared for post-secondary college or workforce / career opportunities.

Adequacy of Resources (Maximum 10 points)

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

Northeastern State University Cherokee Programs Department: Please cross-reference Page 17. A memorandum of understanding partnership agreement is appended as required. NSU will provide **four new opportunities to earn college credits**, as well as provide ACT preparation courses, Blackboard

training workshops, and Parent Night support. NSU will also be instrumental in the College Fair, and college visitations.

Cherokee Nation Education Services Department: Please cross-reference Page 18. A memorandum of understanding partnership agreement is appended as required. The Cherokee Nation will provide **mentoring and tutoring**, as well as Cherokee language workshops and assistance developing Cherokee Language courses for college credit.

(ii) Costs reasonable in relation to the number of persons served, anticipated results and benefits

Rising Above will positively impact 656 students and their families, dramatically increasing academic performance on rigorous state assessments and significantly improving the post-high school outcomes for students through a wide variety of activities and opportunities designed to promote college enrollment. For a Year One request of \$542,865.40, **Rising Above** will bring new hope to students and families that have been overlooked and left behind – trapped by a cycle of intergenerational poverty that is supported high dropout rates and few opportunities to pursue educational opportunities beyond high school. For an average expense of **only \$828 per student**, this initiative will build the foundation for Stilwell Public Schools and faculty to make long-term improvements in academic outcomes as well as post-graduation outcomes for some of America’s neediest and most at-risk youth. This is exceedingly cost-effective, as other Demonstration Projects have been awarded for up to \$7,000 per student.

Quality of the Management Plan (Maximum 20 points)

(i) Management plan achieves objectives on time, responsibilities, timelines, and milestones

The following chart illustrates the management plan for Year One of **Rising Above**.

YEAR ONE		
Timeline	Activity / Milestone	Person Responsible
Month 1	<ul style="list-style-type: none"> • Post and hire Math / Science Lab Teacher (MSLT) • Post and hire STEM Teacher • Post and hire College Success Coach • Post and hire Cherokee Language / Culture Specialist (CLCS) 	<ul style="list-style-type: none"> • Superintendent • Superintendent • Superintendent • Superintendent • Project Director

	<ul style="list-style-type: none"> Organize class schedule to include monthly trips to the College Center for Grades 11, 12 Order technology for Career Center and Math / Science Lab Partnership / Evaluation Team meet with External Evaluator Design baseline surveys, collect data 	<ul style="list-style-type: none"> Project Director Superintendent to oversee Evaluator
Month 2	<ul style="list-style-type: none"> Host Parent Night to introduce families to all new and upcoming Rising Above services Install new technologies in CC and ML Launch Redbird Mathematics online learning Students complete initial benchmark assessments Enroll students in Cherokee Culture course Enroll students in Composition I and II classes Enroll students in STEM I science elective Stratostar Professional Development complete Cherokee Language I course curriculum design begins 	<ul style="list-style-type: none"> Project Director and all project staff Tech Dept. Principal / MSLT MSLT Principal / CLCS Principal Principal / STEM Teacher Science teachers CLCS / NSU / Cherokee Nation
Month 3	<ul style="list-style-type: none"> Evaluation Team meets to review Quarterly Evaluation Report and begin Sustainability Plan Blackboard Workshops for all Grade 11 and 12 students AND ACT Prep for Grade 11 and 12 in College Center Students scoring below proficiency are scheduled regular remediation in Math / Science Lab Cherokee Language I course curriculum design continues First Stratostar Project-Based Learning activity begins in all science classes 	<ul style="list-style-type: none"> Evaluator to provide QER NSU to deliver, College Success Coach to oversee MSLT CLCS / NSU / Cherokee Nation Science Teachers, assisted by STEM Teacher

<p>Month 4</p>	<ul style="list-style-type: none"> • Tsalagi (Cherokee) language workshops for Grade 9 and 10 in College Center • Parent Night – college search / financial aid • Cherokee Language I course curriculum design reaches final editing stage • Students enroll in one semester Cherokee Language I course 	<ul style="list-style-type: none"> • CLCS / Cherokee Nation to deliver • Success Coach • CLCS / NSU / Cherokee Nation • CLCS / Principal
<p>Month 5</p>	<ul style="list-style-type: none"> • Blackboard Workshops for all Grade 11 and 12 students AND ACT Prep for Grade 11 and 12 in College Center • Students complete second benchmark assessment • Cherokee Language Course I begins 	<ul style="list-style-type: none"> • NSU to deliver, College Success Coach to oversee • MSLT • CLCS / NSU / Cherokee Nation
<p>Month 6</p>	<ul style="list-style-type: none"> • Evaluation Team meets to review QER and finalize Sustainability Plan • Commitments made for College Fair participation by local colleges / universities • Parent Night – college applications / scholarships • Students scoring below proficiency are scheduled regular remediation in Math / Science Lab • Design of Cherokee Language Course II begins 	<ul style="list-style-type: none"> • Evaluator • College Success Coach • Success Coach • MSLT • CLCS / NSU / Cherokee Nation
<p>Month 7</p>	<ul style="list-style-type: none"> • Blackboard Workshops AND ACT Prep for all Grade 11 and 12 students in College Center • • Design of Cherokee Language Course II continues • Second Stratostar Project-Based Learning activity begins in all science classes 	<ul style="list-style-type: none"> • NSU / Success Coach • CLCS / NSU / Cherokee Nation • Science teachers assisted by STEM Teacher
<p>Month 8</p>	<ul style="list-style-type: none"> • Tsalagi (Cherokee) language workshops for Grade 9 and 10 in College Center 	<ul style="list-style-type: none"> • CLCS / Cherokee Nation to deliver

	<ul style="list-style-type: none"> • Parent Night – college transition (Grade 12), beginning the college search (Grade 11) • Students complete third benchmark assessment • Design of Cherokee Language Course II continues 	<ul style="list-style-type: none"> • Success Coach and NSU • MSLT • CLCS / NSU / Cherokee Nation
Month 9	<ul style="list-style-type: none"> • Evaluation Team meets to review QER • College Fair takes place • Students scoring below proficiency are scheduled regular remediation in Math / Science Lab 	<ul style="list-style-type: none"> • Evaluator • Success Coach • MSLT
Month 10	<ul style="list-style-type: none"> • Blackboard Workshops for all Grade 11 and 12 students AND ACT Prep for Grade 11 in College Center • Parent Night – building a college-ready resume (Grade 11) • Design of Cherokee Language Course II continues 	<ul style="list-style-type: none"> • NSU / Success Coach • Success Coach and NSU • CLCS / NSU / Cherokee Nation
Month 11	<ul style="list-style-type: none"> • Students complete fourth benchmark assessment • Cherokee Language I course curriculum design reaches final editing stage 	<ul style="list-style-type: none"> • MSLT • CLCS / NSU / Cherokee Nation
Month 12	<ul style="list-style-type: none"> • Evaluation Team meets to review QER and End of Year Report, finalize Action Plan Year 1, submit at least one grant proposal towards sustainability • Students scoring below proficiency are scheduled regular remediation in Math / Science Lab 	<ul style="list-style-type: none"> • Evaluator • MSLT

Year Two

Timeline	Activity / Milestone	Person Responsible
Month 13	<ul style="list-style-type: none"> • Organize class schedule to include monthly trips to the College Center for Grades 11, 12 • Partnership / Evaluation Team meet with External Evaluator • Collect Year Two baseline data 	<ul style="list-style-type: none"> • Project Director • Project Director • Evaluator
Month 14	<ul style="list-style-type: none"> • Host Parent Night to re-introduce families to all new and upcoming Rising Above services 	<ul style="list-style-type: none"> • Project Director and all project staff

	<ul style="list-style-type: none"> • Students complete initial benchmark assessments • Enroll students in Cherokee Culture course • Enroll students in Composition I and II classes • Enroll students in STEM I science elective • Enroll students in Cherokee Language I and Cherokee Language II 	<ul style="list-style-type: none"> • MSLT • Success Coach / CLCS • Success Coach • Success Coach / STEM Teacher • Success Coach / CLCS
Month 15	<ul style="list-style-type: none"> • Evaluation Team meets to review Quarterly Evaluation Report • Blackboard Workshops for all Grade 11 and 12 students AND ACT Prep for Grade 11 and 12 in College Center • Students scoring below proficiency are scheduled regular remediation in Math / Science Lab • First Stratostar Project-Based Learning activity begins in all science classes 	<ul style="list-style-type: none"> • Evaluator to provide QER • NSU to deliver, College Success Coach to oversee • MSLT • Science Teachers, STEM Teacher
Month 16	<ul style="list-style-type: none"> • Tsalagi (Cherokee) language workshops for Grade 9 and 10 in College Center • Parent Night – college search / financial aid 	<ul style="list-style-type: none"> • CLCS / Cherokee Nation to deliver • Success Coach
Month 17	<ul style="list-style-type: none"> • Blackboard Workshops for all Grade 11 and 12 students AND ACT Prep for Grade 11 and 12 in College Center • Students complete second benchmark assessment 	<ul style="list-style-type: none"> • NSU to deliver, College Success Coach to oversee • MSLT
Month 18	<ul style="list-style-type: none"> • Evaluation Team meets to review QER • Commitments made for College Fair participation by local colleges / universities • Parent Night – college applications / scholarships • Students scoring below proficiency are scheduled regular remediation in Math / Science Lab 	<ul style="list-style-type: none"> • Evaluator • College Success Coach • Success Coach • MSLT
Month 19	<ul style="list-style-type: none"> • Blackboard Workshops AND ACT Prep for all Grade 11 and 12 students in College Center 	<ul style="list-style-type: none"> • NSU / Success Coach

	<ul style="list-style-type: none"> • Second Stratostar Project-Based Learning activity begins in all science classes 	<ul style="list-style-type: none"> • Science teachers assisted by STEM Teacher
Month 20	<ul style="list-style-type: none"> • Tsalagi (Cherokee) language workshops for Grade 9 and 10 in College Center • Parent Night – college transition (Grade 12), beginning the college search (Grade 11) • Students complete third benchmark assessment 	<ul style="list-style-type: none"> • CLCS / Cherokee Nation to deliver • Success Coach and NSU • MSLT
Month 21	<ul style="list-style-type: none"> • Evaluation Team meets to review QER • College Fair takes place • Students scoring below proficiency are scheduled regular remediation in Math / Science Lab 	<ul style="list-style-type: none"> • Evaluator • Success Coach • MSLT
Month 22	<ul style="list-style-type: none"> • Blackboard Workshops for all Grade 11 and 12 students AND ACT Prep for Grade 11 in College Center • Parent Night – building a college-ready resume (Grade 11) 	<ul style="list-style-type: none"> • NSU / Success Coach • Success Coach and NSU
Month 23	<ul style="list-style-type: none"> • Students complete fourth benchmark assessment 	<ul style="list-style-type: none"> • MSLT
Month 24	<ul style="list-style-type: none"> • Evaluation Team meets to review QER and End of Year Report, finalize Action Plan Year 2, submit at least one grant proposal towards sustainability • Students scoring below proficiency are scheduled regular remediation in Math / Science Lab 	<ul style="list-style-type: none"> • Evaluator • MSLT
<p>Please Note: Years Three and Four will replicate Year Two</p>		

(ii) Ensuring feedback and continuous improvement in the operation of the project.

Project evaluation will be continuous and ongoing throughout the **Rising Above** project period, providing real-time qualitative and quantitative data sets that illustrate the impact of related activities on Stilwell teachers, students of all NCLB sub-groups, and parents. An External Evaluator will complete all data tracking, recording, and analyzing, completing Quarterly Evaluation Reports that highlight **Rising Above** successes as well as areas where modifications must be made to better promote attainment of objectives. Led by the **Project Director**, the **Evaluation Team**, comprised of administration and

representative teachers from SPS, Cherokee Nation leadership, Northeastern State University representatives, volunteer parents, and representative students will meet quarterly to review and discuss progress and potential modifications. This strategy will result in a comprehensive **Action Plan** for dissemination – comprised of Quarterly Evaluation Reports and meeting notes describing proposed and accepted activity adjustments. Ultimately, the **Rising Above Action Plan** will become a powerful resource available for dissemination, illustrating the full impact of project activities on low-income, Native American populations, contributing to the national community’s knowledge and understanding of effective strategies for this high-risk population. This will be particularly important as **Rising Above** explores the impact of dual enrollment opportunities, structured college preparation coursework, native language instruction, and intensive math and science interventions – strategies that could be implemented on a wider scale if proven effective for Native populations. Quarterly **Evaluation Team** meetings will provide structured opportunities to delve into feedback from a variety of qualitative and quantitative sources by key stakeholders and project leaders – facilitating the process of instituting project-change to promote continuous improvement.

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

Student and parent surveys are a key component of the annual Needs Assessment process, and were used to identify the most crucial needs of Stilwell students in designing **Rising Above**. The nearly universal demand from Indian parents and children for more tangible connections to the traditional Cherokee heritage was the driving force behind including a college credit-bearing course in the native Tsalagi Language. The Cherokee Nation is a key member of the **Rising Above** partnership and has been working alongside SPS and Northeastern State University to plan and design this initiative from the earliest phases.

Throughout the project, the Cherokee Nation will be represented on the **Evaluation Team**, alongside at least two Native American parents and two Native American students. Further, surveys will continue to be distributed and collected to all Stilwell Public Schools teachers, students, and parents at least annually

throughout the four-year implementation period to provide qualitative data sources examining the impact of **Rising Above** activities. Parent participation will be encouraged in all program aspects in alignment with the districtwide Parent Participation policies, included for cross-reference in the Appendix.

(iv) Building capacity and yielding results beyond the period of Federal financial assistance

Rising Above will establish an environment of college expectation at Stilwell High School, extending the impact of project services well beyond the initial funding period.

Partnerships will be critical to long-term sustainability, as Stilwell Public Schools leverages existing resources within our rural, isolated community to better address the needs of our youth. Services available through the Cherokee Nation and Northeastern State University will continue to be offered to Stilwell students beyond the initial period of federal assistance.

Policy Changes will support sustainability of project features. SPS will establish new regulations that ensure all Grade 11 and 12 students visit the **College Center** at least once each month, and that parents are formally invited to attend each session. The new **STEM Science** course will be integrated into the course catalogue at Stilwell High School – formalizing the science elective.

Curricula detailing the tasks to be completed during each of the 20 monthly **College Center** sessions will be created and finalized during the project period, and will continue to inform **College Center** activities beyond the 48-month funding period. A curriculum will also be finalized for the **STEM Science** course, integrating project-based authentic learning, featuring Stratostar projects, into a formal scope and sequence that will continue to serve students beyond the funding period.

One-Time Purchases for equipment and supplies to stock the **Math / Science Lab** and **College Center** – including graphing calculators, printers, Chromebooks, and Redbird Math, will continue to support students well beyond the funding period.

Training will ensure Stilwell educators are able to continue integrating Stratostar projects into the STEM curriculum, building local capacity to support college competencies in high school youth.

Please cross-reference the Description of Continuing Activities in the Appendix.

Quality of the Project Evaluation (Maximum 10 points)

Stilwell Public Schools will contract with a qualified external evaluator to provide objective summative and formative evaluation services for **Rising Above**. Services will include: data gathering, monitoring, fidelity checks and audits, development of summative evaluation reports, development of the annual progress report, and establishment of the formative evaluation system. Dr. Thomas Sileo will be responsible for submitting **Quarterly Evaluation Reports**, monitoring both qualitative and quantitative data sets that comprehensively illustrate the impact of project activities on all stakeholders, including students, families, staff, and partnering agencies. He will create all surveys and assessments that are project-specific, following requirements for gathering objective data through open-ended questionnaires and non-leading surveys. The following chart illustrates assessment strategies that will be utilized to determine ongoing movement towards stated objectives. All data will be measured against baseline data collected in 2013-2014, and broken out into NCLB sub-group sets to illustrate impact for all groups while highlighting any disparities or performance gaps to be addressed.

Summative Objective #1: Improve Algebra I EOI passing rate by at least 5% annually over the four-year project period, compared to the baseline rate of 63% recorded in 2014.				
Summative Objective #2: Improve Algebra II EOI passing rate by at least 6% annually over the four-year project period, compared to the baseline rate of 54% recorded in 2014.				
Summative Objective #3: Improve Geometry EOI passing rate by at least 3% annually over the four-year project period, compared to the baseline rate of 74% recorded in 2014.				
Formative / Benchmark Objectives	Timeframe	Data Collection Tool	Person Responsible	
At least 75% of students Grades 9-12 will be passing a core math and science class.	Measured Every Quarter	Individual student grades will be assessed by Redbird Mathematics online tool every quarter	MSLT gathers data, reports to Project Director, who delivers data to Evaluator	

100% of students not passing core math and science classes will take part in twice weekly remediation.	Students assigned every quarter, or as necessary and appropriate	Assignment and attendance logs for tutoring programming	MSLT will deliver data to Project Director, who delivers to Evaluator
At least 90% of students participating in remediation will improve core academic scores.	Measured every quarter	Evaluator to design student satisfaction survey Core academic teachers submit grades through online assessment results	Project Director will oversee survey distribution and completion, deliver all data to Evaluator
At least 90% of students accessing MSLT services regularly (once or more per week), will demonstrate an improvement in attitude and motivation	Measured every five weeks	Evaluator to design student attitude and motivation survey	Project Director will oversee survey distribution and completion, deliver all data to Evaluator

Summative Objective #4: Decrease 4-Year Dropout Rate by at least 1% annually over the four-year project period, compared to the baseline rate of 12.3% recorded in 2014.

Summative Objective #5: Increase College-Going Rate by at least 2% annually over the four-year project period, compared to the baseline rate of 41% recorded in 2014.

Summative Objective #6: Decrease percentage of Stilwell graduates required to take remedial college courses in Math, English, Science or Reading by 3% annually, compared to the baseline rate of 57% recorded in 2014.

Formative Objectives	Benchmark	Timeframe	Data Collection Tool	Person Responsible
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At least 90% of Grade 11 and 12 students will attend at least one ACT-prep course	Measured annually	Program attendance logs	CSC will monitor, collect, and deliver data to Project Director, who delivers to Evaluator
At least 90% of Grade 11 and 12 students will attend at least one college visitation	Measured annually	College Visitation trip attendance data	
At least 20% of targeted students will be represented by a parent or guardian during at least one Parent Night or college visitation	Measured at each event	Attendance data at all family and parent-friendly activities	
At least 70% of parents will indicate satisfaction with access to college application / financial aid support	Measured twice annually	GEAR UP Survey given after Parent Night presentations	CSC will monitor, collect, and deliver data to Project Director to Evaluator
At least 9% of Grade 12 students will attempt dual-enrollment courses annually.	Measured twice annually	Enrollment / Attendance data	Project Director will deliver data to Evaluator
At least 85% of students in dual-enrollment courses will earn college credit.	Measured twice annually	Course grades / Final Examination grades	Project Director will deliver data to Evaluator
At least 90% of Grade 9 and 10 students will indicate satisfaction with Cherokee Workshops	Measured twice annually	Surveys to be developed by the evaluator	CSC to distribute surveys, Project Director delivers data to Evaluator

At least 90% of Grade 11 and 12 students will attend two or more Blackboard Workshops	Measured quarterly	Attendance data	CSC to collect data, Project Director delivers to Evaluator
At least 90% of Grade 11 and 12 students will demonstrate growth on pre-post assessments measuring impact of College Center curriculum	Measured monthly	Pre- post-assessments developed by the College Success Coach	

In addition to these project-specific objectives and benchmarks, **Rising Above** will also monitor GPRA measures as required, including:

1. The percentage of the annual measurable objectives, as described in the applications, that are met by grantees; and
2. The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.

Community collaborative efforts will be measured through pre- and post-surveys administered to parents, local agencies and partners, and teachers each year documenting the perceived relationship between Stilwell Public Schools and the Cherokee Nation, and specific questions about the status of collaboration to enhance student academic and social outcomes.

A **Rising Above Action Plan** will be created throughout the project, including **Quarterly Evaluation Reports** with analyses of both qualitative and quantitative data (divided into significant NCLB sub-groups as appropriate), as well as meeting minutes from the **Evaluation Team** as they determine the best course of action for project modifications as illustrated necessary by benchmark outcomes that do not align to timely objective attainment. Each **Quarterly Evaluation Report** will include separate chapters of impact and outcome data, categorized under the major activity sets of the project, including:

- **Math and Science Lab / Math and Science Lab Teacher / STEM Teacher**
- **College Center / College Success Coach**
- **Blackboard** and ACT workshops / Parent Nights / College Visits
- **Cherokee Language and Culture Teacher**
- Dual Enrollment Opportunities
- Native Language Opportunities

Combined with this narrative application, the **Action Plan** will serve as a blueprint for carrying out the **Rising Above** project in any willing community. The **Rising Above Action Plan** will become a powerful resource available for widespread dissemination, illustrating the full impact of project activities on low-income, Native American populations, contributing to the national community's knowledge and understanding of effective strategies for this high-risk population.

Competitive Preference Priorities:

Competitive Preference Priority One

Stilwell Public School District is eligible for the 2015 Rural Low Income Schools (RLIS) Program. Stilwell Public Schools has designed **Rising Above** to target the students living in our rural and isolated community.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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Appendix

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Description of Defined Geographic Area to be Served

Rising Above will serve the 656 students attending Stilwell High School. The initiative will impact youth and their families living within the enrollment zone of Stilwell Public Schools – a 90 square-mile area in Adair County, Oklahoma.

Needs Assessment / Data Analysis

Project is informed by evidence, which could be either a needs assessment conducted within the last three years or other data analysis

Stilwell Public Schools serves 1,410 high-need students in the small town of Stilwell, Oklahoma, “The Most Cherokee Community in the USA” and the poorest township in the state.¹ According to the Census Bureau’s Small Area Income and Poverty Estimates, 40.5% of Stilwell students live in poverty. Stilwell Public Schools (SPS) – an eligible Local Education Agency – serves this rural, isolated community on the Oklahoma/Arkansas border, and in 2015 qualified for the Community Eligibility Program – resulting in a **100% Free Lunch rate within the District**. SPS serves a diverse population of high-need, high-risk learners (61% Cherokee, 19% Caucasian, 20% Hispanic) who struggle to overcome community-based challenges such as intergenerational poverty, chronic unemployment (8% unemployment rate is twice national average), and widespread under-education (24% of adult residents do not have a high school diploma). Our **universal Free Lunch eligibility at all schools** paints a realistic picture of the true levels of poverty in our rural, isolated, resource-poor community.

Stilwell Schools are among the lowest-performing in Oklahoma. All campuses have been identified through the Elementary Secondary Education Act as being in need of improvement. Stilwell Middle School is a designated Priority School, and Stilwell High School and Elementary School are designated Focus Schools. Encompassed within the “School Turnaround” category of the Office of School Support,

¹[http://www.msn.com/en-us/money/generalmoney/americas-poorest-towns-state-by-state/ar-](http://www.msn.com/en-us/money/generalmoney/americas-poorest-towns-state-by-state/ar-BBkWSUI#image=BBkTdDO|14)

[BBkWSUI#image=BBkTdDO|14](http://www.msn.com/en-us/money/generalmoney/americas-poorest-towns-state-by-state/ar-BBkWSUI#image=BBkTdDO|14)

all Stilwell campuses have designed School Improvement Plans to identify the specific gaps and weaknesses in current offerings and design action steps to create sustainable change. Our young people are at risk of educational failure – 59% of high school students failed one or more End-of-Course exams required for graduation in 2015, earning Stilwell High School an “Overall 2015 Student Performance Grade” of “D.”² The school drop-out rate was reported at an astonishing 25.4% in 2010.³ Intensive efforts are underway to promote better outcomes for students, and in 2015, the drop-out rate had dropped to 16%. While this is a dramatic improvement, it still far outpaces the statewide dropout average of 8.7%. In 2015, more than 59% of Stilwell’s college enrollees were required to take at least one remedial course in Math, English, Science, or Reading – compared to a state average of 39% of College Freshmen. This contributes to the equally high college drop-out rate among Stilwell graduates, who are forced to pay for non-credit bearing instruction and run out of financial aid before graduation. A full 100% of Stilwell students live in extreme poverty, 21.5% receive Special Education Services, and 15% are English Language Learners.⁴

As a crucial component of the continuous improvement process, Stilwell Public Schools formally updates our comprehensive local Needs Assessment annually – ensuring gaps and weaknesses are identified and action steps prioritized in order to best promote success for young people living in our rural, isolated region. The annual Needs Assessment process – led by Stilwell’s new administration – has led to an educational renaissance. The past five years have brought sweeping change in curricular functions, supportive service availability, and student performance. The key to Stilwell’s recent successes has been

² Oklahoma A-F Report Card 2014-2015. <http://afreportcards.ok.gov/Files/ReportCards2014/201401i025705.pdf>

³ Oklahoma A-F Report Card 2009-2010. <http://afreportcards.ok.gov/Files/ReportCards2010/201001i025705.pdf>

⁴ Data from the Oklahoma Office of Educational Quality and Accountability 2014 School Profiles.

<http://www.schoolreportcard.org/doc/profiles/2014/reports/src/201401i025705.pdf>

the District’s unwavering commitment to ensuring new funding streams and programs are aligned to the specific needs of our high poverty, high risk students.

Greatest barriers in and out of school to the readiness of local Indian students for college and careers

Stilwell High School serves 656 students living in and around Stilwell, Oklahoma – a small rural community of less than 7,000 residents on the eastern border of Oklahoma and Arkansas. Approximately 61% of our students are Native American of Cherokee descent, and the challenges they face when pursuing academic success are great. Intergenerational poverty is prevalent here, fueled by low education levels and high unemployment rates among local families. The US Census Bureau’s 2013 American Community Survey reports only 11% of resident adults have attained a college degree, compared to a state average of 23%. The Office of Educational Quality and Accountability in Oklahoma reports that in 2013, 24% of Stilwell’s adults had less than a 12th grade education – nearly twice the state average of 14%. Poverty is rampant in the “Most Cherokee Community” in the United States, with 2013 Census data showing a 40.5% poverty rate for residents – a statistic that translated to a 100% Free/Reduced Lunch rate among Stilwell Public Schools (SPS) students in 2015-2016.

Stilwell High School students struggle to demonstrate proficiency in all subjects on critical End-of-Instruction Tests necessary for graduation. The greatest challenges continue to be in math and the sciences – credits that MUST be obtained in order for students to be prepared for graduation and post-secondary career or vocational training. The following chart illustrates the 2014-2015 Student Performance on School End-of-Instruction Tests at Stilwell High School:

Course	SPS Students Failing to Achieve Proficiency	Oklahoma Average of Students Failing to Achieve Proficiency	Performance Gap
Biology I	81%	44%	- 37 Points
Algebra I	30%	15%	- 15 Points

Geometry	30%	15%	- 15 Points
Algebra II	63%	23%	- 40 Points

Stilwell students achieve proficiency at rates far below their peers statewide. It is important to remember, however, that our students must score “Proficient” on all seven End-of-Instruction Tests in order to graduate from high school. Biology I, Geometry, Algebra I, and Algebra II represent four of the seven courses necessary to finish high school. **More than HALF of our students find high school graduation out of reach after completing their tests in math and the sciences.** Opportunities exist to retake these assessments, however the truth is, Stilwell High School simply does not have the additional faculty members in place to address student remediation needs – and our funding continues to shrink. In 2014, Oklahoma was only able to spend \$3,671 per student – a decrease of nearly 25% since 2010. Districts statewide – including Stilwell Public Schools – are being forced to increase class sizes and cut “extras” like academic remediation support.⁵

These factors negatively impact student academic performance at the high school level, and continue to reverberate throughout their post-high school careers. In 2015, 16% of the graduating cohort dropped out before graduation. Of those remaining students that earned a diploma, only 41% enrolled in a postsecondary education program at a college or university – a statistic that is significantly lower than the Oklahoma state average of 54%. Among Stilwell’s college enrollees, more than **59% were required to take at least one remedial course in Math, English, Science, or Reading** – compared to a state average of 39% of College Freshmen. Our students – nearly universally “first generation college students” – do not have the financial resources to pay for non-credit bearing instruction. When financial aid and scholarships,

⁵ “Schools Get Flat Budget, Little Else.” May 28, 2015. http://www.muskogeephoenix.com/news/schools-get-flat-budget-little-else/article_b7d01d66-a131-52e3-ab2a-1cb44093660b.html

which are aligned to a non-remedial course schedule, are depleted, our students are forced to drop-out of college – oftentimes only a semester before they earn their degree.

Our students live with a “foot in two worlds,” attempting to protect the delicate balance of adapting to modern societal expectations while preserving their strong cultural traditions. Too often, families see school as “foreign” or “outside,” and therefore, unimportant. Parental support for education – critical to academic success – is lacking among our families. According to District records and the Oklahoma 2015 School Profile, 50% of Stilwell High School parents did not meet their child’s teacher last year. Astonishing, this statistic is actually a dramatic improvement over the 2013 report, which documents 65% of Stilwell High school parents did not come, even once, to the school facility during the school year.⁶ Family support is critical for post-secondary success in our rural, impoverished community, and school-based efforts to promote parental involvement are ongoing. Stilwell conducted a parent survey through Gear Up in 2016, gathering data from 712 families. Results demonstrated expansive opportunities to improve information transfer between school and home. Consider these alarming statistics:

- 65% of families responded that they have NEVER been included in a conversation with school personnel regarding college entrance requirements
- 73% of families responded that they do not know if their child qualifies for scholarships, grants, or loans to offset college expenses
- 74% of families responded that they have NEVER been included in a conversation with school personnel regarding financial aid availability

⁶ Data from the Oklahoma Office of Educational Quality and Accountability 2013 and 2014 School Profiles.

<http://www.schoolreportcard.org/doc/profiles/2014/reports/src/201401i025705.pdf>

- 83% of families were unable to appropriately identify the costs of college tuition – with the vast majority (77%) believing tuition and fees would total **twice the actual expense** of attending a four-year public college in Oklahoma.

Although Stilwell parents are unexperienced in the college process, and often hesitate to participate in school-based events, the 2016 survey response return rate was nearly 90% - indicating high levels of interest in college preparation services – a demand that will be met through **Rising Above**. (SPS Parent Participation policies and regulations will be followed, and are included in the Appendix.)

Opportunities in the local community to support Indian students

Stilwell Oklahoma is a rural, geographically isolated community. The nearest urban center is Tulsa, Oklahoma – more than 70 miles away. Locally, the vast majority of resources and opportunities targeting youth are led by Stilwell Public Schools:

- In 2012, SPS successfully opened a Boys & Girls Club, housed on the school campus, which provides reliable after school care for elementary and middle school students.
- In 2013, SPS leveraged a partnership with Cherokee Nation Education Services Department and Northeastern State University to bring Cherokee Language workshops and electives to our high school students.
- In 2015, SPS secured Farm to School funding to bring Cherokee farm crops into the cafeteria and a garden club for students after school featuring traditional Cherokee seeds.

In addition to these school-centered opportunities, the Cherokee Nation Education Services Department offers arts outreach, a youth choir, scholarship opportunities and a Tribal Youth Council for our students to participate in – reaching approximately 100 Cherokee youth annually. Within our small community, there are very few additional resources in place to support Native American students. A few fee-based providers exist, offering dance, however the reality is that very few Cherokee families are able to afford these luxuries. The 4-H Club is active in Stilwell, however historically less than 20 youth take part in these opportunities

each year. The vast majority of Stilwell’s young residents do not participate in any enrichment or extra-curricular opportunities outside of school.

Existing local policies, programs, practices, service providers, and funding sources

There are few resources available in Stilwell dedicated to supporting our youth. Stilwell Public Schools has been working tirelessly for nearly five years to enhance opportunities for our children, however ever-shrinking financial resources dedicated to education have created nearly insurmountable barriers. Once again, the Oklahoma budget did not provide an increase in education spending – effectively cutting budgets statewide at the rate of inflation. Despite shrinking funding, new statewide policies require our students to achieve “Proficiency” on seven End-of-Instruction assessments in order to graduate from high school. The Oklahoma Department of Education was unable to provide the additional funding necessary to support remedial educators, smaller class sizes, and the computer technology needed to promote increased academic success among low-income youth from undereducated rural communities – leaving local districts scrambling to meet the “unfunded mandate”. For too many Stilwell students, graduation has become nearly unattainable. Last year, 56% of students failed at least one EoI assessment necessary to receive a diploma. They must retake the assessments, but there is no funding to provide them with remedial services. Approximately 24% of Stilwell’s parents did not graduate from high school themselves – they are not able to effectively assist with studying, and they do not have the dispensable income needed for a private tutor. Many students will have to be re-enrolled in the class they failed – effectively doubling the course load of our struggling students while simultaneously increasing class sizes across the board. Without additional support, our students, (100% impoverished, 61% Native American, 21.5% Special Education Services,

15% English Language Learners)⁷ will begin once again to drop out of high school at rates similar to 2010 (25.4% drop out rate).⁸

As described above, Stilwell Public Schools serves as the primary resource for youth in our isolated and rural community. Our Boys & Girls Club provides character education and academic enrichment for elementary and middle school students. The 4-H Club – a local non-profit – positively impacts approximately 20 youth annually. The Cherokee Nation Education Services Department offers arts outreach, a youth choir, scholarship opportunities and a Tribal Youth Council that approximately 100 Cherokee youth take part in annually. A few students are able to take part in fee-based dance classes, but poverty prevents the vast majority of our children from benefitting through this opportunity. At one point, Stilwell had a Karate Club, however low enrollment rates – impacted by class fees – forced the agency to close down last year. There are simply too few local opportunities for youth to access services of any sort.

Provider	Funding Source
Adair County Boys & Girls Club	Stilwell Public Schools, Boys & Girls Clubs of America, Cherokee Nation
Stilwell Public Schools (Cherokee Botany)	USDA Farm to School
Stilwell Public Schools (new HS electives)	US Department of Education
4-H Club	Participation Fees, local volunteers
Cherokee Nation Education Services Department	The Cherokee Nation internal budget
Center Stage Dance School	Participation Fees

⁷ Data from the Oklahoma Office of Educational Quality and Accountability 2014 School Profiles.

<http://www.schoolreportcard.org/doc/profiles/2014/reports/src/201401i025705.pdf>

⁸ Oklahoma A-F Report Card 2009-2010. <http://afreportcards.ok.gov/Files/ReportCards2010/201001i025705.pdf>

Immediate action must be taken in order to provide Stilwell students with new opportunities to achieve academic success. Informed by our ongoing Needs Assessment process, Stilwell Public Schools has created a **partnership**, including the Cherokee Nation Education Services Department and the Cherokee Programs Department at Northeastern State University (NSU) to design **Rising Above**, a comprehensive structure of academic supports and college readiness programming that will dramatically impact outcomes for high poverty, high risk Native American youth in Stilwell. This innovative project will demonstrate the effectiveness of services and programs to improve educational opportunities for Indian children.

Signed Partnership Agreement

Memorandum of Understanding (MOU)
Stilwell Public Schools, Cherokee Nation, Northeastern State University

1. This Agreement is between **Stilwell Public Schools, the Cherokee Nation, and Northeastern State University** in collaboration for the purpose of a grant proposal to the U.S. Department of Education, The Indian Education Demonstration Grants Program, CFDA 84.299A and shall be applicable during the grant project period of 48 months unless terminated by written mutual agreement of all parties.

SERVICES AND RESPONSIBILITIES

2. **Stilwell Public Schools** shall be responsible to:

- (a) Set policies for **Rising Above** staff and programs;
- (b) Formulate goals and objectives in compliance with the Indian Demonstration grant funding source;
- (c) Oversee the daily operation of **Rising Above** activities and programs;
- (d) Direct any staff and volunteers working on **Rising Above** activities and programs;
- (e) Jointly set goals and objectives for staff and volunteers, and negotiate and approve their activities;
- (f) Create and follow its strategic plan within the requirements of the Indian Demonstration grant funding source; and
- (g) **Stilwell Public Schools** will respect the right of members of **The Cherokee Nation** and **Northeastern State University** to their own opinions and beliefs.

3. **The Cherokee Nation** shall be responsible to:

- (a) Attend four Quarterly Evaluation Meetings annually;
- (b) Assist in designing and implementing Cherokee I and II language curriculum
- (c) Send representative volunteers to serve as tutors and mentors at Stilwell High School
- (d) Design and deliver Cherokee Language Workshops for Grade 9 and 10 students at Stilwell High School
- (e) Participate in all applicable and elected committees as appropriate;

- (f) Send representative volunteers to consortium-sponsored workshops, and community-wide events;
- (g) Participate in on-going logic model development and strategic planning processes;
- (h) Participate in on-going refinement of the consortium vision, mission, objectives, goals, and activities;
- (i) Ensure clear communication between **The Cherokee Nation** and the consortium;
- (j) Participate in sustaining the consortium's vitality, involvement, and energy in the community; and
- (k) Support the overarching principles of cultural competence and ensure its incorporation into the consortium's comprehensive approach.

4. **Northeastern State University** shall be responsible to:

- (a) Attend four Quarterly Evaluation Meetings annually;
- (b) Design and Implement Cherokee I and II language curriculum for dual credit opportunities at Stilwell High School
- (c) Implement Composition I and II curriculum for dual credit opportunities at Stilwell High School
- (d) Send representative financial aid volunteers to assist at Parent Night activities at Stilwell High School
- (e) Design and deliver **Blackboard** Workshops for Grade 11 and 12 students at Stilwell High School
- (f) Design and deliver ACT Workshops for Grade 11 and 12 students at Stilwell High School
- (g) Participate in all applicable and elected committees as appropriate;
- (h) Send representative volunteers to consortium-sponsored workshops, and community-wide events;
- (i) Participate in on-going logic model development and strategic planning processes;
- (j) Participate in on-going refinement of the consortium vision, mission, objectives, goals, and activities;

- (k) Ensure clear communication between **Northeastern State University** and the consortium;
- (l) Participate in sustaining the consortium’s vitality, involvement, and energy in the community; and
- (m) Support the overarching principles of cultural competence and ensure its incorporation into the consortium’s comprehensive approach.
- (n) Northeastern State University reserves the right to cancel any course with less than six students enrolled by the first day of the course.

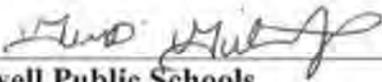
CONFIDENTIALITY

All parties agree that they shall be bound by and shall abide by all applicable Federal or State statutes or regulations pertaining to the confidentiality of client records or information, including volunteers. The parties shall not use or disclose any information about a recipient of the services provided under this Agreement for any purpose not connected with the parties' contract responsibilities, except with the written consent of such recipient, recipient's attorney, or recipient's parent or guardian.

AMENDMENT

This agreement may be amended by mutual consent of all parties, however such agreements **MUST BE** in writing and signed by both parties before a notary.

DATED this 20th day of May, 2016


Stilwell Public Schools
Geri Gilstrap – Superintendent

(b)(6)

Cherokee Nation
Shawn Crittenden – Cherokee Tribal Council

(b)(6)

Northeastern State University
Steve Turner, Ph.D. President

Evidence of Capacity

In 2012, Stilwell Public Schools was awarded a Native American Children in Schools Program grant by the US Department of Education to improve outcomes for high-risk youth – particularly the English Language Learner population. As a direct result of this funding, the following impacts were documented:

Indicator	Pre-Grant (2011)	Post-Grant (2015)
Drop-Out Rate	19.5%	16%
Algebra I Passing Rate	53%	70%
US History Passing Rate	46%	55%
Algebra II Passing Rate	30%	37%
English III Passing Rate	84%	89%

*Data collected from the Oklahoma Office of Educational Quality and Accountability, accessible through:

<http://www.schoolreportcard.org/doc/profiles/2011/reports/src/201101i025705.pdf> .

In early 2015, Stilwell Public Schools was awarded a Farm to School grant by the US Department of Agriculture, to support efforts to bring local Cherokee culture and traditions into our cafeterias and farming classes. As a direct result of this funding, a greenhouse has been added to the high school campus to support botany classes featuring Cherokee crops in preparation for the new school-based “Taste of Stilwell” events anticipated to draw more than 200 families annually. Efforts are also underway to compile a District-wide cookbook featuring Cherokee meals and local produce with recipes submitted by students and families.

Great gains were made on behalf of Stilwell’s youth through initial programming, however MUCH needs to be done to continue to improve outcomes for our overlooked and underperforming youth to ensure they are prepared for post-secondary college or workforce / career opportunities.

Evidence of Involvement of Indian Tribes and Parents



Office of the Chief

Bill John Baker
Principal Chief
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S. Joe Crittenden
Deputy Principal Chief
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May 17, 2016

Dear Superintendent Gilstrap:

Cherokee Nation welcomes the opportunity to continue working with Stilwell Public schools to support the academic achievement of Cherokee students. Cherokee Nation has developed a list of core priorities that serve as the foundation for collaborating with external entities. These goals include the following:

Improve educational outcomes for American Indian Students

- Reduce the high school dropout rate of Cherokee Students

- Increase retention and graduation of Cherokee students into higher education

- Expand education priorities for adult Cherokees other than college, including industry recognized training

Develop language, history, government and cultural curricula and programs to revitalize and protect Cherokee culture and the integrity of the substantive education of future tribal, local, state and federal leaders

Cherokee Nation will work with Stilwell Public Schools to insure that all components of the Cherokee language, culture and heritage are being taught with accuracy.

We support Stilwell Public Schools in their endeavor to seek funding in order to further the academic success of Cherokee students as well as provide courses that will teach them about their Cherokee history and language so these things may be sustained for years to come.

(b)(6)

Shawn Crittenden

Cherokee Nation Tribal Council Member

Student and parent surveys are a key component of the annual Needs Assessment process, and were used to identify the most crucial needs of Stilwell students in designing **Rising Above**. The nearly universal demand from Indian parents and children for more tangible connections to the traditional Cherokee heritage was the driving force behind including a college credit-bearing course in the native Tsalagi Language. The Cherokee Nation is a key member of the **Rising Above** partnership and has been working alongside SPS and Northeastern State University to plan and design this initiative from the earliest phases.

Throughout the project, the Cherokee Nation will be represented on the **Evaluation Team**, alongside at least two Native American parents and two Native American students. Further, surveys will continue to be distributed and collected to all Stilwell Public Schools teachers, students, and parents at least annually throughout the four-year implementation period to provide qualitative data sources examining the impact of **Rising Above** activities. Parent participation will be encouraged in all program aspects in alignment with the districtwide Parent Participation policies, included for cross-reference in the Appendix.

Demonstration of Research Basis

Rising Above is firmly grounded in scientific research, ensuring that strategies will positively impact Stilwell students. Program elements were selected to align to the unique needs and strengths of the Stilwell community and its young people.

Program Element	Supporting Research
Math and Sciences	
<p>At least two Stratostar Project-Based Learning opportunities will be integrated into each science course curricula, providing authentic applications for classroom learning that motivates students to consider STEM careers.</p>	<p>Stratostar represents the highest quality in inquiry-based learning in the sciences, seamlessly combining math and science skills into Project-Based Learning opportunities that truly connect with students, bringing the “real world” to their studies. ⁹ All elements of the Gold Standard PBL, as established by the NEA, are included within Stratostar projects.¹⁰</p>
<p>Hire a full-time STEM Teacher to deliver new STEM Science course focused on project-based learning and deliver science tutoring in the new Math / Science Lab.</p>	
<p>Redbird Mathematics – a cutting edge online remedial tool – will be</p>	<p>Designed by Stanford University as part of their 24 year-long research project into online learning, the Redbird Algebra and</p>

⁹ <http://www.nea.org/tools/16963.htm>

¹⁰ <http://www.stratostar.net/project-based-learning-examples.html>

<p>integrated into all high school math coursework.</p>	<p>Geometry curricula have been proven to dramatically increase student attainment of proficiency on state assessments and college entrance examinations. Research by New York</p>
<p>All students 9-12 will complete quarterly online math assessments through Redbird Mathematics to ensure early identification for those struggling. (All scoring below “Proficient” on quarterly assessments will be required to participate in Math Lab</p>	<p>University confirmed that Redbird’s adaptive learning programs accelerate learning, and that participants score 45% higher on standardized achievement tests compared to control groups.¹¹ Further, the online program identifies potential systemic issues and accurately predicts future student performance – providing a unique learning plan that teachers can utilize to help students achieve proficiency.¹²</p>
<p>Designate and equip a Math / Science Lab in an unused classroom, providing remediation and support to the lowest performing students during the school day (on a regular schedule leveraging study hall periods) and open in a drop-in format after school</p>	<p>Students will complete Redbird Mathematics on the lab computers, and work one-on-one with the Lab Teacher to complete skill support as recommended by the online analysis of unique student strengths and weaknesses, (SERC’s Best Practice Standard #4: Supportive, Personalized Learning).¹³ One of the most effective, standards-aligned intervention methods is to increase the instructional time for struggling</p>

¹¹ http://steinhardt.nyu.edu/site/ataglance/2014/04/stanfords-online-k-12-learning-program-accelerates-achievement-for-students-of-all-levels-nyu-study-finds.html?utm_source=rss&utm_medium=rss&utm_campaign=stanfords-online-k-12-learning-program-accelerates-achievement-for-students-of-all-levels-nyu-study-finds

¹² Unmatched Results: <http://redbirdlearning.com/results/>

¹³ Best Practices in Education http://ctserc.org/s/index.php?option=com_content&view=section&id=8&Itemid=28

<p>Hire a full-time Math / Science Lab Teacher to staff Math Lab and provide remediation for students daily (Job Description appended) *Remediation required for students not passing math class</p>	<p>students, especially intensive instruction delivered by a trained adult.¹⁴</p>
<p>College Preparation</p>	
<p>Designate and equip a College Center in an unused classroom to serve as hub for college preparation activities</p>	<p>Best Practices in promoting college enrollment and successful graduation include¹⁵:</p> <ul style="list-style-type: none"> ⊕ College Matching: Counseling students to research, apply to and attend schools that are a good match for them academically, socially, and financially, and have high graduation rates and strong support structures in place for first-generation, low-income students
<p>Hire a full-time College Success Coach to assist students and families in identifying careers, searching for colleges, applying for scholarships and aid, practicing online learning skills (Job Description appended)</p>	<ul style="list-style-type: none"> ⊕ Financial Aid and Scholarships: Engaging students and families, from as early as middle school, with information and tools that position them to be active participants in searching for and acquiring financial aid and scholarship resources for their college experience
<p>Schedule monthly, mandatory College Center visits for all Grade 11</p>	

¹⁴ http://www.cprd.illinois.edu/files/ResearchBrief_Tutoring_2009.pdf

¹⁵ <http://www.seedfoundation.com/wp-content/uploads/2010/12/Practices-and-Programs-that-Prepare-Students-for-College-Graduation.pdf>

<p>& 12 students (Parents invited to each meeting)</p>	<p>Research shows it is critical for low-income, potential first-generation college students to receive structured, formal support</p>
<p>Provide incentives for Parent Nights</p>	<p>from their high school counselors to promote prepared</p>
<p>Bring local colleges to Stilwell HS for an annual College Fair</p>	<p>enrollment leading to a viable career pathway.¹⁶</p>
<p>Take Stilwell HS students to local colleges for onsite visits (Parents invited)</p>	
<p>Provide SAT and ACT preparation courses for Grade 11 and 12 students</p>	<p>Best Practices in promoting college enrollment and successful graduation include¹⁷:</p>
<p>NSU will bring college level, credit-bearing Composition I and Composition II to SHS</p>	<p>❖ Academic Rigor and Curriculum: the intensity of the high school curriculum is the largest predictor of college degree attainment¹⁸</p> <p>Implementing a dual enrollment curriculum ensures the high school curriculum is rigorous and aligned with college expectations, and ensures students accumulate college credits</p>

¹⁶ Moving Beyond Access: College Success for Low-Income, First-Generation Students, The Pell Institute, Jennifer Engle and Vincent Tinto ,2008; Answers in the Toolbox and The Toolbox Revisited, U.S. Dept of Education, Clifford Adelman

¹⁷ <http://www.seedfoundation.com/wp-content/uploads/2010/12/Practices-and-Programs-that-Prepare-Students-for-College-Graduation.pdf>

¹⁸ Bridging the Gap: Academic Preparation and Post-Secondary Success of First-Generation Students, Edward Warburton, Rosio Bugarin, and Anne-Marie Nunez, NCES, U.S. Dept of Education, May 2001; Answers in the Toolbox and The Toolbox Revisited, U.S. Dept of Education, Clifford Adelman

	<p>before they even enter college (earning 20+ credits by the end of freshman year of college is a key predictor of degree attainment), and become acclimated to college life.¹⁹</p>
<p>Strengthening Cultural Connections</p>	
<p>NSU and the Cherokee Nation will bring college level, credit-bearing Cherokee I and II to SHS</p>	<ul style="list-style-type: none"> ✪ Learning a foreign language correlates with higher academic achievement on standardized tests.²⁰ ✪ Native American children achieve greater success when schools are perceived to be culturally relevant places.²¹

¹⁹ The Toolbox Revisited, U.S. Dept of Education, Clifford Adelman; Interview with Alex Bernadotte; Interview with Ricci Hall

²⁰ Studies Supporting Increased Academic Achievement. <http://www.actfl.org/advocacy/discover-languages/advocacy/discover-languages/what-the-research-shows/studies-supporting>

²¹ Striving to Achieve: Helping Native American Students Succeed. <http://www.ncsl.org/research/state-tribal-institute/striving-to-achieve-helping-native-american-stude.aspx>

Description of Continuing Activities

The **Rising Above** consortium, including Stilwell Public Schools, the Cherokee Nation Education Services Department and the Cherokee Programs Department at NSU are committed to sustaining the initiative beyond the funding period. Toward that end, the Evaluation Team will finalize a sustainability plan within the first six months of the project. The first step of this process will be to analyze current program budget to anticipate future costs. Next, the Evaluation Team will finalize a list of potential local, state and Federal resources (including existing budgets), along with a strategy, timeline and list of action items for targeting each. The strategy will be reviewed and updated every six months. The plan will be reviewed quarterly and updated and revised as needed. Sustainability efforts will be tracked by the Evaluation Team and will include leveraging a range of actions including but not limited to: seeking out and applying for additional local, state, federal, and private grants; leveraging existing and forging new partnerships with local foundations and businesses; and considering the appropriateness of donor campaigns and/or phased-in fee structures for resources and services. Project partners will contribute the following resources beyond the federally-funded grant period:

Continuing Activities Resource Contributions	
Partner	Resource Contribution
Stilwell Public Schools	Serve as lead agent and fiscal agent for the project, providing administrative oversight and qualified personnel to ensure the project’s success. SPS will also provide other resources include classroom space, classroom supplies, access to computer labs, student transportation as well as other resources necessary to carry out the project activities described herein
Cherokee Programs Department at NSU	Will provide a college instructor to deliver Cherokee I and Cherokee II courses on campus at Stilwell High School. Will continue to support Parent Night activities and College / Career Fair events. Will continue to support ACT and Blackboard workshops for high school students.
Cherokee Nation Education Services Department	Will provide linguistically- and culturally-appropriate mentoring activities throughout the grant-funded project period and beyond, supporting new Cherokee Language courses and cultural workshops. Will provide scholarship search support for students considering college / vocational school.

Resumes / Job Descriptions
College Success Coach Candidate

**Dakota L.
Thompson**

(b)(6)

EMPLOYMENT

School Counselor, Stilwell High School
Stilwell, Oklahoma — July 2010 - Present

- Advise students and parents about high school success strategies, graduation requirements, and overall student development
- District Advanced Placement Coordinator
- District ACT Coordinator
- Assist with high stakes testing procedures
- College Rigor teacher for college bound seniors
- Serves on various committees that help school environment, professional development, curriculum implementation, and community practices

Student Counselor, Indigenous Scholar Development Center, Northeastern State University

Tahlequah, Oklahoma – June 2012-June 2013

- Advise Native American college students about success strategies and college pathways
- Target at risk Native American students on the Northeastern State University campus and help address their needs to college leadership committees
- Help plan and implement cultural seminars, workshops, and campus entertainment for the center on campus

EDUCATION

Northeastern State University - Tahlequah, Oklahoma

Master of Education in School Counseling — May 2013

Bachelor of Arts in Mental Health Psychology — May 2011

PROFESSIONAL EXPERIENCE

- Completed school counseling internship direct hours in Independence Village, Belize by helping conduct guidance lessons, small group sessions, and parent/teacher sessions on the international scale, approved by Northeastern State University
- Education First Group Leader- taking groups of students and parents abroad to Europe to gain 21st century life skills, experience, and cultural perspective
- Serve on the Commit Oklahoma College Preparatory Committee, helping address needs of at risk student populations and school counselor engagement

LEADERSHIP EXPERIENCE

Gates Millennium Scholar Alumni Association

National Central Southern Regional Advisor, 2 year term – April 2015 - Present

AWARDS/CERTIFICATIONS

Oklahoma State Department of Education Certified Teacher
State of Oklahoma, 09-13 – August 2010 – June 2015

Outstanding Ambassador Award
Gates Millennium Scholar Alumni Association – November 2014

MEMBERSHIPS

- American School Counselor Association, 2011-Present
- Gates Millennium Scholar Alumni Association, 2013-Present
- Oklahoma School Counselor Association, 2014- Present
- Oklahoma Counseling Association, 2014-Present

REFERENCES

Available upon request

Cherokee Language and Culture Teacher Candidate

LAWRENCE PANTHER

(b)(6)

EDUCATION

Enrolled in Cherokee Education Degree Program at Northeastern State University

CERTIFICATES

Cherokee Nation Language Instructor

TEACHING EXPERIENCE

Stilwell High School

Aug 2013- Present

- Teaches Cherokee I, II
- Teaches Cherokee 9th-12th grade
- The focus of my teaching to provide an in depth knowledge of Cherokee vowel sounds, Cherokee phonetics, Cherokee syllabary and Cherokee literacy
- Coordinator Cherokee Language Bowl Teams

Adult Cherokee Language Community Classes

Sept 2012- Present

- Teach in depth knowledge of the Cherokee Language.
- I feel the need to preserve the Cherokee Language other than classrooms. A community class has plenty of diversity of age and gender.

Grand View Elementary School

Aug 2012- May 2013

- Lead instructor in the Cherokee Language Program
- Coordinator of GV Cherokee Language Bowl Teams
- Lead coordinator of Cherokee language projects

LANGUAGE EXPERIENCE

August 2011- Present

- Heritage Scholar, Northeastern State University
- Advanced Cherokee Language Student peer
- Lead Cherokee translator
- Cherokee curriculum team member
- Translator, Microsoft Inc.

Project Director

Jane M. Rhoads, Bachelor of Arts and M. Ed

(b)(6)

Education: Northeastern State University 1971 and 1987
Tahlequah, OK

Master's Degree in Education
Received Reading Specialist Certification

Bachelor's Degree of Arts in Education
Double Major: Speech and Drama
Minor: Business

Experience: Stilwell High School 1993-Present

Stilwell, OK

Stilwell High School Classroom Instructor
English Department Chair

Classes taught: English I
Reading
English IV

Sponsored/Coached: Senior Class
Junior Class
Cheer Leading

Stilwell Alternative Academy 2003-2006

Stilwell, OK

Classroom Instructor

Classes taught: English I and English IV
English Composition
Reading

Stilwell 21st Century/Gear Up Summer Camp 2004

Classroom Instructor

Classes taught: Creative Writing, Story and Poem Writing
Instructed students in reading and recording books for elementary students and creating story books to go with books on tape.

Maryetta School System 1990-1993

Stilwell, OK

Maryetta School Instructor

Classes Taught: 6th, 7th, 8th Reading
Creative Writing
6th, 7th, 8 Grade English

Sponsored: Yearbook
Maryetta Indian Safety Turtles
Won National Awards with the Safety Turtles
attending Washington, D.C. To receive recognition
Created & wrote weekly school television sponsored programs

Attended and Represented Maryetta School System at National Reading Convention

Selected to be Presenter at Reading Convention

Oklahoma State Department of Education 1990-1993

Read and approved various grant applications for the State Department

Westville High School 1984 – 1990

Westville, OK

Classroom Instructor

Classes Taught: Reading Instructor
English IV Teacher
Senior Speech Teacher
Senior Class Sponsor
Junior Class Sponsor
Newspaper Class Instructor and Sponsor
Creative Writing Teacher

David Harris, Attorney at Law 1981 - 1984

Stilwell, OK

Responsibilities: Legal Secretary

Duties Included: Typing legal documents, maintaining schedule of

required dates and court appearances for attorney, kept office running efficiently in respectful and timely manner

Department of Human Services 1977 – 1981
Stilwell, OK

Responsibilities: Social Worker
Title 19 Case Worker

Duties Included: Working and Maintaining Case Load
of Approximately 120 families

Completing Paper work, making home visiting, completing
followup work to verify the validity of
information given and determining eligibility

Title 19 Case work involved working with children under the
age of 18 years of age with various health
problems. I determined eligibility, was responsible
for finding the proper and best medical professionals
needed for each individual child. At times, I even

drove

ill child and family members to medical appointments
and completed follow-up to be certain family
members were following medical instructions.

Bloomfield Junior High School 1976 – 1977
Bloomfield, New Mexico

Classroom Instructor

Classes Taught: Remedial Math

Rex Earl Starr & Lloyd E. Cole, Attorneys at Law 1974-1976
Stilwell, OK

Responsibilities: Legal Secretary

Duties Included: Typing legal documents, maintaining schedule of
required dates and court appearances for attorney, kept office
running efficiently in respectful and timely manner

Byron Jackson 1973- 1974
Tulsa, OK

Responsibilities: Office Secretary

Eufaula High School Spring Semester 1972
Eufaula, OK

Classroom Instructor

Classes Taught: English IV Teacher
English I Teacher
Senior Speech Teacher
Senior Co-Sponsor

Triple AAA Abstract 1987 - 1971
Stilwell, OK

Responsibilities (part time employment while attending college)

Insurance Clerk: gave insurance quotes, took insurance premiums, filing, balanced daily cash drawer and other daily office procedures

Abstract Clerk: prepared abstracts, collected court cases for recording in land books, recorded real estate documents on land books, filed documents with Court Clerk, prepared deeds and other documents and other abstract preparation and closing duties

Awards & Honors: Teacher of the Year – 3 Years
Faculty Representative Award – 2006
Inspirational Award Honoree from Global Health Incorporation for Employees In Education - 2011

References: Available upon request.

External Evaluator

Thomas W. Sileo

CURRICULUM VITA

NAME: Sileo, Thomas W. **DATE:** May 2012

POSITION: Lead Evaluator
 Education Consultant
 HIV/AIDS Prevention and Teacher Education
 Grant Development and Procurement
 Professional Education Accreditation

Professor (Retired)
 Department of Special Education
 College of Education
 University of Hawaii at Manoa

ADDRESS:

(b)(6)

TELEPHONE:

EDUCATION

<u>Years</u>	<u>Degree</u>	<u>Institution</u>	<u>Area of Study</u>
1977	Ed. D.	University of Northern Colorado Greeley, Colorado 80639	Special Education
1968	M.A.	Seton Hall University South Orange, New Jersey	Elementary Education
1963	B.S.	Seton Hall University South Orange, New Jersey	Secondary Education (Social Studies and English)

Areas of Specialization: At-Risk Children and Youth
 Multicultural Education
 Parent-Professional Partnerships
 Educational Collaboration
 Learning Disabilities/Mild/Moderate Disabilities
 Special Education Assessment Processes
 HIV/AIDS Prevention Education
 Grant Development, Procurement, and Evaluation
 Professional Education Accreditation

Teacher Certification: Alaska Department of Education: Type U
 Elementary Education (K-6)
 Language Arts/Social Studies (7-12)
 Special Education
 New Jersey Regular Secondary & Elementary Certificate
 Social Studies and English (7-12)
 Elementary Education (K-6)
 Colorado Professional Teacher Certificate
 Educationally Handicapped (K-12)
 Secondary Social Studies (7-12)
 Elementary Education (K-6)

SOMPA (System of Multicultural Pluralistic Assessment)

Research Areas/Interests:

Identification and Assessment of Students - Mild and Moderate Disabilities
Non-Categorical Special Education Programs
Constructivist Approach to Education
Quality Indicators of Special Education Personnel Preparation
Development Needs of Parents of Children with Disabilities
Preparation of Personnel to Teach Students At-Risk and with Disabilities
Self- Reflection and Journal Writing
Ethical Considerations in Teacher Preparation Programs
School University Partnerships and Students' Field Experiences

WORK EXPERIENCE: Professional Academic

<u>Years:</u>	<u>Institution/Organization</u>
<u>Positions:</u> January 1, 2007 - Present	Capacity Builders Inc. Lead Evaluator - Alaska Native Education Grant (January 2007 - December 2007) South West Regional School District (Dillingham, Alaska) Lead Evaluator - Upward Bound Program (February 2008 - Present) Nebraska Methodist College (Omaha, Nebraska) Lead Evaluator - Drop Out Prevention Program (May 2008 - December 2008) Carter G. Woodson Charter School (Winston-Salem, North Carolina) Lead Evaluator – Lower Sioux Basic Center Program (October 2008-May 2009) Lower Sioux Indian Community (Morton, Minnesota) Lead Evaluator – Drop Out Prevention Program (February 2009 – Present) Southern Wake Academy (Holly Springs, North Carolina) Lead Evaluator – Enhancing Education Through Technology / Training for Tomorrow's Technology Today (June 2009 – Present) Sierra Grande School District (Blanca, Colorado) Co-Evaluator - Enhancing Education Through Technology / Power Results (July 2009 – Present) Rocky Ford School District (Rocky Ford, Colorado) Lead Evaluator – Enhancing Education Through Technology / Students and Teachers Actively Reinventing the School (July 2009 – Present) Payette School District (Payette, Idaho)
June 2007	National University Adjunct Faculty / Online Instruction
August 2007 – March 2009	Member, Board of Examiners National Council for Accreditation of Teacher Education
June 1 - December 31, 2006	University of Hawaii at Manoa Consultant - Technical Assistance and Development of NCATE Institutional Report

August 1, 2005 - University of Hawaii at Manoa
June 1, 2006 Professor, Department of Special Education

Responsibilities:

Instruction: Course Development and Implementation
Partnerships with Families and Professionals
Educating Exceptional Students in the Elementary Classroom
Characteristics/Strategies for Teaching At-Risk Students
Student Teaching Supervision

Research: HIV/AIDS Prevention Education for Diverse Racial, Ethnic, and Cultural Populations
(Survey / Focus Group Research)

Accreditation: Assist with preparation of NCATE Institutional Report

August 15, 2003 - University of Alaska Anchorage
August 1, 2005 Professor and Associate Dean for Research, Assessment and Accreditation, and Technical Support

Responsibilities:

Research: Provide leadership for research programs in College of Education, including expanding and supporting scholarly work of faculty and students primarily through external grants and contracts

Provide leadership and establish goals for an integrated interdepartmental and interdisciplinary research projects. Work with faculty to develop a long-range plan to achieve research goals.

Review, approve, monitor, and evaluate research proposals/projects prepared by faculty for grants from internal and external sources.

Identify funding sources and develop collaborative partnerships that support educational research.

Provide technical assistance and support to faculty and students in preparation and submission of research proposals

Establish and maintain relationships with relevant university committees and administrators and state and national funding agencies to increase College of Education faculty resources to achieve scholarly work through grants and contracts

Oversee and coordinate all research and externally funded projects in the College

Assess faculty members' scholarly productivity through grants, research, publications, and other scholarship. Develop and maintain a database of faculty research activities, including preparation and distribution of an annual report (e.g., # of faculty proposals submitted, grants received, journal articles published, professional presentations, etc)

Assessment/Accreditation Coordinate, monitor, and support regular on-going assessment and evaluation of academic programs as part of NWCCU (Northwest Commission on Colleges and Universities), accreditation requirements including design, implementation, and analysis of outcomes based assessment and program reviews to inform and ensure program change

Initiate, coordinate, monitor, and support NCATE (National Council for Accreditation of Teacher Education) accreditation activities, including Preconditions Report, Specialty Professional Association Program reviews, and Institutional Report

Maintain documentation and database required for NCATE accreditation

Prepare institutional and annual reports including, but not limited to Title II and AACTE/NCATE PEDS reports

Technical Support Oversee roles and responsibilities of technical services team related to college communication systems and assessment and accreditation efforts, including electronic document center

August 1, 2002 - University of New Mexico – Gallup
July 31, 2003 Visiting Professor- Department of Education (Sabbatical Leave)

Responsibilities:

Instruction: Course Development and Implementation
 Student Teaching Supervision and Seminar (Early Childhood Multicultural Education)
 Social, Political, and Cultural Contexts of Children and Families

Special Assignment: Implementation of Dine' II Teacher Induction Program

Research: HIV/AIDS Prevention Education for Diverse Racial, Ethnic, and Cultural Populations
(Survey Research – Spring 2003)

PUBLICATIONS:

Books:

Gearheart, B. R., DeRuiter, J. A., & Sileo, T. W. (1986). Teaching Mildly and Moderately Handicapped Students. Englewood Cliffs: Prentice Hall, Inc.

Sileo, T.W. (1977). The Validity of the Quick Neurological Screening Test as Screening Device to Determine the Presence of Learning Disabilities. Published Doctor of Education Dissertation: University of Northern Colorado.

Textbook Chapters:

Sileo, T. W. (2006) (Section Editor, Diversity in Teaching and Learning) In C. A. Grant & L. M. Summerfield (Eds.) Humanizing Pedagogy Through HIV and AIDS Prevention: Transforming Teacher Knowledge. (p. 111-202). Washington, DC. American Association for Colleges of Teacher Education

Sileo, N. M., & Sileo, T. W. (2006). HIV/AIDS: A global human rights issue. In C. A. Grant & L. M. Summerfield (Eds.) Humanizing Pedagogy Through HIV and AIDS Prevention: Transforming Teacher Knowledge. (p. 113-131). Washington, DC. American Association for Colleges of Teacher Education

Brooks Hooks, M. Y., Sileo, T. W., & Mazzotti, V. L. (2006). Influences of family and cultural values, language, and religion on HIV/AIDS behavior change In C. A. Grant & L. M. Summerfield (Eds.) Humanizing Pedagogy Through HIV and AIDS Prevention: Transforming Teacher Knowledge. (p. 132-163). Washington, DC. American Association for Colleges of Teacher Education

Sileo, T.W., & Prater, M.A. (2000). Teacher education: Reform and restructuring. In M.A. Winzer, & K. Mazurek (Eds.). Special education in the 21st century: Issues of inclusion and reform. (p.106-134). Washington, DC: Gallaudet University Press.

Abstracts:

Sileo, T. W., Prater, M. A., Pateman, B., & Sileo, N. M. (2006). HIV/AIDS prevention education: Culturally sensitive and responsive strategies for Asian Pacific Islander American adolescents and young adults. Journal of HIV/AIDS Prevention Education for Adolescents and Children 4(3); ABSTRACT: CSA Social Services Abstracts

Sileo, Thomas W. & Gooden, Myrna, A. (2003). Multicultural considerations for HIV/AIDS prevention education: An American Indian/Alaska Native Perspective ERIC Clearinghouse on Rural Education and Small Schools

Sileo, T. W., Prater, M. A., Pateman, B., & Sileo, N. M. (2001-2002). Multicultural considerations for HIV/AIDS Prevention education: An Asian Pacific Islander perspective. Virology & AIDS Abstracts, 23 - 41.

Sileo, T. W., Prater, M. A., Pateman, B., & Sileo, N. M. (2001-2002). Multicultural considerations for HIV/AIDS Prevention education: An Asian Pacific Islander perspective. AIDS and Cancer Research Abstracts. Accession Number 5412236

Articles: Juried

Ardley, J., & Sileo, T. W., (In press). HIV/AIDS prevention education: Developing culturally competent programs for African Americans. Journal of HIV and AIDS Prevention for Children and Youth. 10(2) . . .

Sileo, N. M., & Sileo, T. W., (2008). American Indian University Students' Knowledge, Beliefs, and Behaviors Associated with HIV/AIDS. Journal of HIV/AIDS Prevention in Children and Youth 9,(1), 10-33.

Sileo, J. M., & Sileo, T. W., (2008). Academic dishonesty and online classes: A rural education perspective, Rural Special Education Quarterly. 27(1/2), 55-60

Sileo, N. M., Sileo, T. W., & Pierce, T. B., (2008). Ethical issues in general and special education teacher preparation: An interface with rural education, Rural Special Education Quarterly. 27 (1/2), 43-54

Sileo, N. M., Sileo, T. W., & Prater, M. A. (2008). Enhancing special educators' knowledge and understanding of HIV/AIDS. Physical Disabilities: Education and Related Service. 27(1), 35-57.

Sileo, T. W., & Gooden, M. A. (2004). HIV/AIDS prevention education: Considerations for American Indian/Alaska Native youth. Journal of HIV/AIDS Prevention in Children and Youth. 6(2), 47-64

Prater, M.A., & Sileo, T.W. (2004) Fieldwork Requirements in Special Education Preparation: A National Study. Teacher Education and Special Education. 27(3), 251-263.

Sileo, T. W., & Gooden, M. A. (2003). HIV/AIDS prevention in American Indian and Alaska Native communities. Tribal College Journal of American Indian Higher Education. 14(4), 44-48

Prater, M.A., & Sileo, T.W. (2002) School / university partnerships in special education teacher field experiences: A national descriptive study. Remedial and Special Education. 23,325-335

Sileo, T.W., Prater, M. A., Pateman, B., & Sileo, N.M. (2002). HIV/AIDS prevention education: Culturally sensitive and responsive strategies for Asian Pacific American adolescents and young adults. Journal of HIV/AIDS Prevention and Education for Adolescents and Children. 5(1-2), 61-85

Job Descriptions

Teacher (STEM, Math, Cherokee Language)

Certified Staff

TITLE: TEACHER

QUALIFICATIONS:

1. Valid Oklahoma Teaching Certificate.
2. An earned bachelor's degree with a major in education.
3. Teaching experience as determined by the board.
4. Strong leadership and communication skills.
5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status.
6. Cannot be related to any of the currently seated school board members within the second degree of affinity or consanguinity.

REPORTS TO: Superintendent and Principal

JOB GOAL:

To inspire, lead, and educate students in setting and achieving the highest standard of excellence.

PERFORMANCE RESPONSIBILITIES:

1. Attends meetings and provides information to the Superintendent and/or Principal as requested.
2. Insures that a minimum of instructional time is utilized for noninstructional routines in an effort to maximize time on task.
3. Ensures that a pleasant, safe, and orderly climate for learning exists in the classroom.
4. Works with staff in a professional manner to promote and improve instruction.
5. Monitors student progress and recognizes academic achievements.
6. Attends professional development training opportunities as required by district policy.
7. Complies with the policies and procedures of the school district.

TERMS OF EMPLOYMENT: Employment considered annually in accordance with Oklahoma law.
 Compensation to be determined by the board.

ANNUAL EVALUATION: Performance of this job will be evaluated annually in accordance with Oklahoma law and the provisions of the board's policy on evaluations.

Approved:
Date:

College Success Coach

Reports To: *Principal and/or Counseling Supervisor*

Supervises: *May coordinate and direct activities of counselor aides and clerical assistants*

Purpose: *To help all students develop skills in the areas of personal/social growth, educational planning, and career and vocational development*

Duties and Responsibilities:

1. Major Function: Program Planning

The school counselor establishes the school counseling program and develops activities and resources to implement and evaluate the program. The school counselor involves other school staff in making decisions about the school counseling program.

2. Major Function: Counseling

The school counselor provides individual and group counseling services to meet the developmental, preventive, and remedial needs of students

3. Major Function: Consulting

The school counselor consults with students, parents, teachers, and other school and community personnel to assist in meeting the needs of students.

4. Major Function: Coordinating

The school counselor coordinates all counseling services for students and assists with the coordination and implementation of student services in the school. The counselor also assists teachers with the Guidance Curriculum.

5. Major Function: Student Appraisal

The school counselor accurately interprets test results and other student data. The counselor also assists teachers with the educational placement of students by using appropriate educational assessment strategies.

6. Major Function: Professional Practices and Development

The school counselor adheres to ethical standards of the counseling profession, and abides by the laws, policies, and procedures that govern the schools. The counselor also participates in professional associations and upgrades professional knowledge and skills when needed.

Letter of Support



NORTHEASTERN
STATE UNIVERSITY

Department of Cherokee &
Indigenous Studies
College of Liberal Arts
Northeastern State University
609 N. Grand Avenue
Tahlequah, OK 74464-2302

29 March 29, 2016

Dear Superintendent Gilstrap,

Thanks for the time you have dedicated to partnering with the Cherokee Programs. We look forward to continuing our relationship with Stilwell Schools to ensure that American Indian students succeed in their educational endeavors. Through our partnership, we strive to increase retention and graduation of Cherokee students into higher education, and developing curriculum emphasizing tribal language and culture, history, and government. The Cherokee Programs at NSU are eager to assist Cherokee and American Indian students prepare for and succeed in college through the following goals:

1. ACT prep courses and practice test scenarios.
2. Concurrent credit courses for eligible students.
3. Bridge programs facilitating the transition of K-12 students to college.
4. Financial aid workshops.
5. Collaborative experiential learning projects.

The Cherokee Programs at NSU and Stilwell Schools will work together accordingly:

1. Stilwell Schools will provide physical space for workshops/concurrent courses.
2. Cherokee Programs will provide instructors/facilitators for the courses/workshops.
3. Both entities will identify and produce the necessary curriculum/materials.

The Cherokee Programs at NSU are committed to the sustained success of this cooperative effort to ready American Indian students as they transition into college and seek success in higher education. We look forward to working with Stilwell Schools in making the future better for indigenous students.

Best,

Benjamin Kracht

Benjamin R. Kracht, Ph.D.
Professor of Anthropology
Chair, Department of Cherokee & Indigenous Studies
Kracht@nsuok.edu
918-444-3698

Parent Participation Policies

STILWELL BOARD OF EDUCATION	EHBDBA	
<p style="text-align: center;">PARENT PARTICIPATION IN THE SCHOOL DISTRICT</p> <p>The board of education, in consultation with parents, teachers, and administrators, has developed and adopted this policy to promote and encourage the involvement of parents and guardians of children within the school district.</p> <ol style="list-style-type: none">1. Parent participation in the schools is encouraged to improve parent and teacher cooperation in such areas as homework, attendance and discipline. At the beginning of each school year each teacher shall provide parents with contact information so that a parent has the opportunity to contact the teacher or administration to address concerns related to homework, attendance and discipline.2. Parents may request additional information from the administration to learn about the course of study for their children and review learning materials, including the source of any supplemental educational materials.3. Parents who object to any learning material or activity on the basis that it is harmful may withdraw their children from the activity or from the class or program in which the material is used. Objection to a learning material or activity on the basis that it is harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality or religion. Parents are hereby informed that the withdrawal of a child from any state mandated courses could prevent their child from being eligible to receive a high school diploma.4. If the school district offers any sex education curricula pursuant to Section 11-105.1 of Title 70 of the Oklahoma Statutes or pursuant to any rules adopted by the State Board of Education, parents may opt their child out of sex education instruction if the child's parent provides written objection to the child's participation in the sex education curricula.5. Parents are hereby notified and given the opportunity to withdraw their children from any instruction or presentations regarding sexuality in courses other than formal sex education curricula pursuant to Section 11-105.1 of Title 70 of the Oklahoma Statutes;6. Parents may learn about the nature and purpose of clubs and activities that are part of the school curriculum, as well as extracurricular clubs and activities that have been approved by the school. A list of school clubs that have been approved by the board of education is available from the administration upon request.7. Specific parent rights and responsibilities provided under the laws of this state, include the following:<ol style="list-style-type: none">a. the right to opt out of a sex education curriculum if one is provided by the school district.b. open enrollment rights.c. the right to opt out of assignments.d. the right to be exempt from the immunization laws of the state pursuant to Section 1210.192 of Title 70 of the Oklahoma Statutes.e. the promotion requirements prescribed in Section 1210.508E of Title 70 of the Oklahoma Statutes.f. the minimum course of study and competency requirements for graduation from high school prescribed in Section 11-103.6 of Title 70 of the Oklahoma Statutes.		
<i>Adaption Date: September 8, 2014</i>	<i>Revision Date(s):</i>	<i>Page 1 of 2</i>

STILWELL BOARD OF EDUCATION	EHBDBA	
<p>PARENT PARTICIPATION (Cont.)</p> <ul style="list-style-type: none"> g. the right to opt out of instruction on the acquired immune deficiency syndrome pursuant to Section 11-103.3 of Title 70 of the Oklahoma Statutes, h. the right to review test results, i. the right to participate in gifted programs pursuant to Sections 1210.301 through 1210.308 of Title 70 of the Oklahoma Statutes, j. the right to inspect instructional materials used in connection with any research or experimentation program or project pursuant to Section 11-106 of Title 70 of the Oklahoma Statutes, k. the right to receive a school report card, l. the attendance requirements prescribed in Section 10-106 of Title 70 of the Oklahoma Statutes, m. the right to public review of courses of study and textbooks, n. the right to be excused from school attendance for religious purposes, o. policies related to parental involvement pursuant to this section, p. the right to participate in parent-teacher associations and organizations that are sanctioned by the board of education of a school district, and q. the right to opt out of any data collection instrument at the district level that would capture data for inclusion in the state longitudinal student data system except what is necessary and essential for establishing a student's public school record. <p>Parents may submit a written request for information during regular business hours to either the school principal at the school site or the superintendent at the office of the school district. Within ten (10) days of receiving the request for information, the school principal or superintendent, shall deliver the requested information to the parent or provide a written explanation of the reasons for the denial of the requested information. If the request is denied or the parent does not receive the requested information within fifteen (15) days after submitting the request, the parent may submit a written request for the information to the board of education. The board of education shall formally consider the request at the next scheduled public meeting if the request can be properly noticed on the agenda. If the request cannot be properly noticed on the agenda, the board of education shall formally consider the request at the next subsequent meeting of the board of education.</p> <p>Legal References: 70 O.S. § 10-106 70 O.S. § 11-103.3 70 O.S. § 11-103.6 70 O.S. § 11-105.1 70 O.S. § 11-106 70 O.S. § 1210.192 70 O.S. § 1210.301 through § 1210.308 70 O.S. § 1210.508E</p>		
<i>Adoption Date: September 8, 2014</i>	<i>Revision Date(s):</i>	<i>Page 2 of 2</i>

Stilwell Public Schools

**District Wide Comprehensive Plan and Parental Involvement Policy (PIP)
Parents Right To Know Policy**

Part I. General Expectations

The Stilwell Public School District agrees to implement the following statutory requirements in accordance with Title I, Part A consistent with the Elementary and Secondary Education Act:

- The district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs. These programs will be in consultation with parents of participating children.
- The district will meet required PIP and will include a school-parent compact.
- The district will incorporate this district wide PIP into its LEA plan.
- The district will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children. This includes providing information and school reports in an understandable and uniform format and to the extent practicable in a language parents can understand.
- If the LEA plan is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the SDE.
- The district will involve parents of children served in decisions about how the 1 percent funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way meaningful communication involving student academic learning and other school activities, including ensuring –
 - That parents play an integral role in assisting their child's learning;
 - That parents are encouraged to be actively involved in their child's education at school;
 - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- The district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.

Part II. Description of How District Will Implement Required District Wide PIP Components

- 1) The district will convene an annual public meeting, in which all parents shall be invited and encouraged to attend, to involve parents in the joint development of its

district PIP and in the process of school review and improvement. This meets section 112 and 1116 of the ESEA.

- 2) The district plan will provide coordination and technical assistance to assist in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. The technologist of the LEA provides technical assistance.
- 3) The district plan will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the preschool programs.
- 4) The district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. At the beginning of the school year, parents and staff will set goals for parental involvement. The success of the school in achieving these goals will be assessed at the end of the school year. Suggested criteria for assessment include:
 - a) The number of parents who attend meetings,
 - b) The number of parents who volunteer service to the school; and
 - c) Parent and staff statements concerning how the results of meetings were used to help improve student achievement as well as parental self improvement.
 - d) The following questions will be analyzed:
 - i) Does this policy increase parent participation?
 - ii) What barriers to parent participation still exist and how can they be reduced or removed (including economically disadvantaged, disabled, limited English, limited literacy, or racial and ethnic minority background)?The school district will use the findings of the evaluation about its PIP and activities to design and revise its PIP.
- 5) The district will build the schools' parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, through the following activities specifically described below:
 - a) The school district will provide assistance to parents of children served by the school district or school in understanding topics such as: the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternative assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
 - i) An Explorer meeting is held with the parents of middle school students. This meeting focuses on all the above standards to prepare students for high school enrollment and its impact on college enrollment.
 - ii) The district has an open house and 4 parent teacher conferences at the beginning of the school year.
 - b) The school district will provide materials and training to help parents work with their children to improve their children's academic achievement and to foster parental involvement by:
 - i) Parenting books, cassette tapes, videotapes and parental training workshops are available to parents;

- ii) The schools provide an internet based learning program for students to raise their academic achievement in compliance with the state academic assessments. This can be used at home with parents and children working together.
- c) The school district will educate its teachers, personnel and principals in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and schools, by providing staff development training and workshops.
- d) The school district will coordinate and integrate parental involvement programs and activities for their preschool to conduct activities that encourage and support parents in more fully participating in the education of their children.
 - i) Teacher-home interaction is encouraged.
 - ii) An induction program for the transition from preschool to the Kindergarten level is provided.
- e) The district will send information related to the school and parent programs, meetings and other activities to the parents of participating children in an understandable and uniform format, including alternative formats upon request.
 - i) The principal of the school site hosting the meetings, programs, or activities will mail notices to each parent informing them of the meeting.
 - ii) The meetings, programs or activities will be published in the newspaper as a public notice.
 - iii) The meetings, programs or activities will be posted at the building site and at the other buildings throughout the district.

Part III. Discretionary District Wide Parental Involvement Policy Components

The school district, in consultation with its parents, chooses to undertake the following to build parents' capacity for involvement in the school and school system to support their children's academic achievement:

- 1) Involving parents in the development of training for teachers, principals and other educators to improve the effectiveness of that training;
- 2) Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- 3) Training parents to enhance the involvement of other parents;
- 4) In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- 5) Adopting and implementing model approaches to improve parental involvement;
- 6) Establishing a district wide parental advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs; and
- 7) Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

Part IV. "Parents Right to Know" Policy

The parents' right to know provision requires that two types of communication be provided to parents of students in Title I schools.

Parent notification by district: A district receiving Title I funds must send a notification to parents, informing them of their right to request information on the qualifications of their child's teacher. The information that the district must provide if requested included the following:

- 1) Whether or not the teacher has met the certification requirement of the state;
- 2) Whether or not the teacher is teaching under an emergency or other provisional status;
- 3) The bachelor's degree major of the teacher and any other graduate certification or degree held by the teacher in the field or discipline of his or her certificate or degree; and
- 4) Whether or not the child received service from a paraprofessional, and, if so, his or her qualifications.

Parent notification by school: Additionally, schools receiving federal Title I funds must send parents certain information in a timely manner, in a language that is understandable, to the extent that is feasible. Title I schools must provide the following:

- 1) Information on the child's level of achievement on state assessments and
- 2) Timely notice that the child has been assigned to or been taught by a teacher who does not meet the highly qualified teacher requirements for four or more consecutive weeks.

Part V. Adoption

This District Wide Parental Involvement Policy and "Parents Right To Know" Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by Geri Gilstrap. The policy was adopted by the Stilwell Public Schools Board of Education on August 11, 2014 and will be in effect for the period of one year. The school district will distribute the policy to all parents of participating Title I, Part A children on or before September 30, 2014.

Stilwell High School
Comprehensive Plan and Parental Involvement Policy (PIP)
Parents Right To Know Policy

Part I. General Expectations

The Stilwell High School agrees to implement the following statutory requirements in accordance with Title I, Part A consistent with the Secondary Education Act:

- The school will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs. These programs will be in consultation with parents of participating children.
- The school will meet required PIP and will include a school-parent compact.
- The school will incorporate this district wide PIP into its LEA plan.
- The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children. This includes providing information and school reports in an understandable and uniform format and to the extent practicable in a language parents can understand.
- If the LEA plan is not satisfactory to the parents of participating children, the school district will submit any parents comments with the plan when the school district submits the plan to the SDE.
- The school will involve parents of children served in decisions about how the 1 percent funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
 - o Parental involvement means the participation of parents in regular, two-way meaningful communication involving students academic learning and other school activities, including ensuring -
 - That parents play an integral role in assisting their child's learning;
 - That parents are encouraged to be actively involved in their child's education at school;
 - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.

Part II. Description of How District Will Implement Required District Wide PIP Components

- 1) Stilwell High School will convene an annual public meeting, in which all parents shall be invited and encouraged to attend, to involve parents in the joint development of its district PIP and in the process of school review and improvement. This meets section 112 and 1116 of the ESEA.

- 2) The school plan will provide coordination and technical assistance to assist in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. The technologist of the LEA provides technical assistance.
- 3) The school plan will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the preschool programs.
- 4) The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. At the beginning of the school year, parents and staff will set goals for parental involvement. The success of the school in achieving these goals will be assessed at the end of the school year. Suggested criteria for assessment include:
 - a) The number of parents who attend meetings,
 - b) The number of parents who volunteer service to the school, and
 - c) Parent and staff statements concerning how the results of meetings were used to help improve student achievement as well as parental self improvement.
 - d) The following questions will be analyzed:
 - i) Does this policy increase parent participation?
 - ii) What barriers to parent participation still exist and how can they be reduced or removed (including economically disadvantaged, disabled, limited English, limited literacy, or racial and ethnic minority background)?The school will use the findings of the evaluation about its PIP and activities to design and revise its PIP.
- 5) The school will build the schools' parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, through the following activities specifically described below:
 - a) The school will provide assistance to parents of children served by the school district or school in understanding topics such as: the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternative assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
 - i) The school has an open house and 4 parent teacher conferences at the beginning of the school year.
 - b) The school will provide materials and training to help parents work with their children to improve their children's academic achievement and to foster parental involvement by:
 - i) Parenting books, cassette tapes, videotapes and parental training workshops are available to parents;
 - ii) The school provides an internet based learning program for students to raise their academic achievement in compliance with the state academic assessments. This can be used at home with parents and children working together.
 - c) The school will educate its teachers, personnel and principals in how to reach out to, communicate with and work with parents as equal partners, in the value and

utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and schools, by providing staff development training and workshops.

- d) The school district will coordinate and integrate parental involvement programs and activities for their preschool to conduct activities that encourage and support parents in more fully participating in the education of their children.
 - i) Teacher-home interaction is encouraged.
- e) The school will send information related to the school and parent programs, meetings and other activities to the parents of participating children in an understandable and uniform format, including alternative formats upon request.
 - i) The principal of the school site hosting the meetings, programs, or activities will mail notices to each parent informing them of the meeting.
 - ii) The meetings, programs or activities will be published in the newspaper as a public notice.
 - iii) The meetings, programs or activities will be posted at the building site and at the other buildings throughout the High School.

Part III. Discretionary District Wide Parental Involvement Policy Components

Stilwell High School, in consultation with its parents, chooses to undertake the following to build parents' capacity for involvement in the school and school system to support their children's academic achievement:

- 1) Involving parents in the development of training for teachers, principals and other educators to improve the effectiveness of that training;
- 2) Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- 3) Training parents to enhance the involvement of other parents;
- 4) In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- 5) Adopting and implementing model approaches to improve parental involvement;
- 6) Establishing a district wide parental advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs, and
- 7) Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

Part IV. "Parents Right to Know" Policy

The parents' right to know provision requires that two types of communication be provided to parents of students in Title I schools.

Parent notification by Stilwell High School: A district receiving Title I funds must send a notification to parents, informing them of their right to request information on the

qualifications of their child's teacher. The information that the school must provide if requested included the following:

- 1) Whether or not the teacher has met the certification requirement of the state;
- 2) Whether or not the teacher is teaching under an emergency or other provisional status;
- 3) The bachelor's degree major of the teacher and any other graduate certification or degree held by the teacher in the field or discipline of his or her certificate or degree; and
- 4) Whether or not the child received service from a paraprofessional, and, if so, his or her qualifications.

Parent notification by school: Additionally, schools receiving federal Title I funds must send parents certain information in a timely manner, in a language that is understandable, to the extent that is feasible. Title I schools must provide the following:

- 1) Information on the child's level of achievement on state assessments and
- 2) Timely notice that the child has been assigned to or been taught by a teacher who does not meet the highly qualified teacher requirements for four or more consecutive weeks.

Part V. Adoption

This District Wide Parental Involvement Policy and "Parents Right To Know" Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by Geri Gilstrap. The policy was adopted by the Stilwell Public Schools Board of Education on August 11, 2014 and will be in effect for the period of one year. The school district will distribute the policy to all parents of participating Title I, Part A children on or before September 30, 2014.

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

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

	Year One	Year Two	Year Three	Year Four
Personnel				
<p>Math Lab Teacher The Math Lab Teacher will work directly with students daily in the Math Lab, directly impacting the attainment of Objectives 1, 2, 3, 4, 5, and 6. Computed at: \$29/hour * 40 hours/week * 40 weeks/year</p>	\$46,400.00	\$46,400.00	\$46,400.00	\$46,400.00
<p>STEM Teacher The STEM Teacher will work directly with students daily in the Math Lab and in new STEM Classes, directly impacting the attainment of Objectives 1, 2, 3, 4, 5, and 6. Computed at: \$29/hour * 40 hours/week * 40 weeks/year</p>	\$46,400.00	\$46,400.00	\$46,400.00	\$46,400.00
<p>College Success Coach The College Success Coach will work directly with students daily in the College Center, directly impacting the attainment of Objectives 4, 5, and 6. Computed at: \$29/hour * 40 hours/week * 40 weeks/year</p>	\$46,400.00	\$46,400.00	\$46,400.00	\$46,400.00
<p>Cherokee Teacher The Cherokee Teacher will work directly with students daily in new Cherokee Language courses and cultural workshops, directly impacting the attainment of Objectives 4, 5, and 6. Computed at: \$29/hour * 40 hours/week * 40 weeks/year</p>	\$46,400.00	\$46,400.00	\$46,400.00	\$46,400.00

<p>Project Director The Project Director will oversee all project implementation, including scheduling activities and coordinating with partners – approximately 6 hours each week of Administrative tasks. Additionally, the Project Director will deliver direct outreach services to families and youth as necessary and appropriate – approximately 6.5 hours each week of direct services related to project activities. All Project Director tasks will support the attainment of project goals and all objectives. Computed at: \$30/hour * 12.5 hours/week * 40 weeks/year</p>	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Total	\$200,600.00	\$200,600.00	\$200,600.00	\$200,600.00
Fringe				
<p>Computed at 19% Fringe rate for full-time faculty with teaching certificate: 19% 10.35% Teachers Retirement System 7.65% Medicare 1% Unemployment / Workers Comp</p>	\$38,114.00	\$38,114.00	\$38,114.00	\$38,114.00
Total	\$38,114.00	\$38,114.00	\$38,114.00	\$38,114.00
Travel				
<p>Project Directors Meeting Required for Years 1, 2, and 3. Funds requested to send two individuals (Project Director and NSU Representative) to annual meeting \$700/flight * 2 travelers = \$1,400 \$800/hotel * 2 travelers = \$1,600 \$300/ground travel = \$300 Per Diem \$100 * 2 travelers = \$200</p>	\$3,500.00	\$3,500.00	\$3,500.00	0

<p>Stratostar Training Required for Years 1, 2, and 3 STEM Teacher and Math Teacher to attend in order to implement this curricular tool with fidelity, build sustainability \$500/flight * 2 travelers \$300/hotel * 2 travelers \$200 ground travel Per Diem \$100 * 2 travelers</p>	\$2,000.00	\$2,000.00	\$2,000.00	0
<p>College Visits for Students Targeted students rarely visit a college campus, negatively impacting their future aspirations. These trips will provide a potentially life-altering opportunity to visit new places, directly impacting the goal of the project, to improve educational opportunities for students, as well as attainment of Objectives #4, 5 and 6.</p> <p>Northeastern State University: \$875 (\$575 transportation, \$300 meals) University of Arkansas: \$875 (\$575 transportation, \$300 meals) Carl Albert State College (Poteau, OK): \$875 (\$575 transportation, \$300 meals) Connors State (Warner, OK): \$875 (\$575 transportation, \$300 meals)</p>	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00
Total	\$9,000.00	\$9,000.00	\$9,000.00	\$3,500.00
Materials and Supplies				

<p>Chromebooks for Math Lab The Math Lab will provide daily remediation to SHS students both during and after school. Chromebooks will be crucial for students in need of intensive supports to catch-up and maintain grade-level success in mathematics. Chromebooks will be used to access evidence-based Redbird Mathematics. This will directly impact the attainment of Objectives #1, 2 and 3.</p> <p>Computed at: \$600/Chromebook (inclusive of software package) * 25 Chromebooks Purchasing in Years One and Two only</p>	\$15,000.00	\$15,000.00	0	0
<p>Stratostar Supplies Stratostar represents the highest quality in inquiry-based learning in the sciences, seamlessly combining math and science skills into Project-Based Learning opportunities that truly connect with students, bringing the “real world” to their studies. At least two Stratostar Project-Based Learning opportunities will be integrated into each science course curricula, providing authentic applications for classroom learning that motivates students to consider STEM careers.</p> <p>Computed at: \$900/project *4 projects per semester * 2 semesters (projects for STEM course, biology, chemistry, and physics)</p>	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00
<p>Redbird Math Redbird Math is an evidence-based curricular tool for mathematics, and will support students on individualized learning journeys as they address remedial needs in the Math Lab. A school-wide subscription will be purchased – allowing access for 600 students</p> <p>Computed at \$60/student subscription</p>	\$36,000.00	\$36,000.00	\$36,000.00	\$36,000.00

<p>Wireless Printers The Math Lab will provide daily remediation to SHS students both during and after school. Wireless Printers will support Redbird Math, which is crucial for students in need of intensive supports to catch-up and maintain grade-level success in mathematics. This will directly impact the attainment of Objectives #1, 2 and 3.</p> <p>Computed at: \$500/printer * 2 printers Purchasing in Years One and Two only</p>	\$1,000.00	\$1,000.00	0	0
<p>20 Graphing Calculators The Math Lab will provide daily remediation to SHS students both during and after school. Graphing Calculators will be crucial for students in need of intensive supports to catch-up and maintain grade-level success in mathematics. This will directly impact Objectives #1, 2 and 3.</p> <p>Computed at: \$120/calculator * 20 graphing calculators Purchasing annually</p>	\$2,400.00	\$2,400.00	\$2,400.00	\$2,400.00
<p>Chromebooks for College Center The College Center will serve as the hub for new student opportunities to research educational opportunities beyond high school, including both colleges and vocational centers. Chromebooks are crucial for allowing students online access to college search and career search opportunities, as well as Blackboard workshops and dual enrollment course support in US History and Cherokee. This will directly impact the attainment of Objectives #4, 5 and 6.</p> <p>Computed at: \$600/Chromebook (inclusive of software package) * 25</p>	\$15,000.00	\$15,000.00	0	0

Chromebooks Purchasing in Years One and Two only				
<p>Parent Night Supplies Five Parent Nights will be held annually, focusing on college search / financial aid / scholarships / college applications / building resumes. Supplies will include advertisement and recruitment materials (posters, flyers) as well as basic supplies such as folders and pens. This will directly impact the attainment of Objectives #4, 5 and 6.</p> <p>Computed at: \$250/event * 5 events annually</p>	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
<p>Cherokee Culture Workshop Supplies Students in grades 9 and 10 will attend introductory workshops to familiarize them with the Tsalagi language and cultural aspects of the Cherokee Nation – promoting cultural pride and interest in enrolling in new Cherokee courses. The Tsalagi Language and Culture workshops will preserve important cultural heritage and provide students a tangible link to their rich history – while promoting later enrollment in dual credit language opportunities. This will directly impact the attainment of Objectives #4, 5 and 6. In addition to purchasing supplies that will support language acquisition (flashcards, voice recording software, children’s books in Tsalagi), funds will support craft supplies for drum making, basic wood working, and pottery.</p> <p>Computed at: 8 workshop events annually (4 Grade 9; 4 Grade 10) \$250/workshop event * 8 events annually</p>	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00

<p>Career Fair Supplies A College/Career Fair will take place annually. The annual College / Career Fair will bring institutes of higher education as well as vocational and technical schools, agencies hiring workers and other employment opportunities to Stilwell students and families. This will directly impact the attainment of Objectives #4, 5 and 6. Funds will support advertisement (\$800), decorations (\$200), welcome signs (\$200)</p>	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00
Total	\$80,800.00	\$80,800.00	\$49,800.00	\$49,800.00
Contractual				
<p>NSU Stipend Northeastern State University will deliver direct instruction to students on-site at Stilwell High School, providing opportunities for young people to earn college credits in Composition I and II before their graduation. This stipend will be provided for the college professor / faculty member delivering instruction on campus each school day. Computed at: \$12,250 per quarter * 4 quarters annually</p>	\$49,000.00	\$49,000.00	\$49,000.00	\$49,000.00
<p>Blackboard / ACT Workshops Northeastern State University will work alongside the College Success Coach to deliver four Blackboard workshops and four ACT workshops annually. These will assist students in preparing for post-secondary opportunities, and will directly impact Objectives 4, 5, and 6. Computed at: \$500/event * 8 events annually</p>	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00

<p>Data Collection Data Collection Specialist will support evaluation activities, collecting qualitative and quantitative data sets monthly and sending all sets to the Evaluator. This directly impacts the attainment of all Objectives, as project data will be used to inform a continuous performance feedback loop necessary to drive modifications.</p> <p>Computed at: \$5,500 per month * 10 months (Years One and Two); \$5,000 per month * 10 months (Years Three and Four)</p>	\$55,000.00	\$55,000.00	\$50,000.00	\$50,000.00
<p>Evaluation Evaluator will complete all data tracking, recording, and analyzing, completing Quarterly Evaluation Reports that highlight Rising Above successes as well as areas where modifications must be made to better promote attainment of all objectives. This directly impacts the attainment of all Objectives, as project data will be used to inform a continuous performance feedback loop necessary to drive modifications.</p> <p>Computed at: \$9,500 Survey Creation / Baseline data report; \$9,500 per Quarterly Evaluation Report (four annually); \$9,500 summative Annual Evaluation Report = \$57,000 Years One and Two. Computed at: \$8,667 Survey Creation / Baseline data report; \$8,667 per Quarterly Evaluation Report (four annually); \$8,667 summative Annual Evaluation Report = \$52,000 Years Three and Four.</p>	\$57,000.00	\$57,000.00	\$52,000.00	\$52,000.00
Total	\$165,000.00	\$165,000.00	\$155,000.00	\$155,000.00
Total Direct	\$493,514.00	\$493,514.00	\$452,514.00	\$447,014.00
Indirect (10%) Computed at 10% as permitted by the de minimis rate.	\$49,351.40	\$49,351.40	\$45,251.40	\$44,701.40
Total Request	\$542,865.40	\$542,865.40	\$497,765.40	\$491,715.40

<p>Administrative Costs: Please Note: The Project Director will dedicate six hours per week to administrative tasks. All other requested expenses directly support the provision of services to youth, or are critical to meeting stated goals and objectives.</p>			

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Jane		Rhoads	

Address:

Street1:	917 West Cedar
Street2:	
City:	Stilwell
County:	
State:	OK: Oklahoma
Zip Code:	74960
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
918.696.3194	

Email Address:

(b)(6)

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:

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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

Stilwell Public Schools

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	200,600.00	200,600.00	200,600.00	200,600.00		802,400.00
2. Fringe Benefits	38,114.00	38,114.00	38,114.00	38,114.00		152,456.00
3. Travel	9,000.00	9,000.00	9,000.00	3,500.00		30,500.00
4. Equipment						
5. Supplies	80,800.00	80,800.00	49,800.00	49,800.00		261,200.00
6. Contractual	165,000.00	165,000.00	155,000.00	155,000.00		640,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	493,514.00	493,514.00	452,514.00	447,014.00		1,886,556.00
10. Indirect Costs*	49,351.40	49,351.40	45,251.40	44,701.40		188,655.60
11. Training Stipends						
12. Total Costs (lines 9-11)	542,865.40	542,865.40	497,765.40	491,715.40		2,075,211.60

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

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

PR/Award # S299A160081

Name of Institution/Organization Stilwell Public Schools	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