

**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 # S299A160097**

**Grants.gov Tracking#: GRANT12176165**

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

Closing Date: May 31, 2016

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

**Application for Federal Assistance SF-424**

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

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

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="ND 120221-0052"/>
---	--

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Turtle Mountain Community College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="45-0323401"/>	* c. Organizational DUNS: <input type="text" value="0861100040000"/>

**d. Address:**

* Street1: <input type="text" value="Box 340"/>
Street2: <input type="text"/>
* City: <input type="text" value="Belcourt"/>
County/Parish: <input type="text" value="Rolette"/>
* State: <input type="text" value="ND: North Dakota"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="58316-0340"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Kellie"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Hall"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Vice President"/>	

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

* Telephone Number: <input type="text" value="701 477-7986"/>	Fax Number: <input type="text" value="701 477-7870"/>
---	---

* Email: <input type="text" value="kmhall@tm.edu"/>
---

**Application for Federal Assistance SF-424**

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

U: Tribally Controlled Colleges and Universities (TCCUs)

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:**

Project GOAL - Gaining Opportunities thru Academic Leadership

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="992,252.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="992,252.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Kellie Hall</p>	<p>TITLE</p> <p>President</p>
<p>APPLICANT ORGANIZATION</p> <p>Turtle Mountain Community College</p>	<p>DATE SUBMITTED</p> <p>05/31/2016</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Turtle Mountain Community College * Street 1: Box 340    Street 2: _____ * City: Belcourt    State: ND: North Dakota    Zip: 58316 Congressional District, if known: ND-1		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> US Department of Education	<b>7. * Federal Program Name/Description:</b> Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix: _____ * First Name: none    Middle Name: _____ * Last Name: none    Suffix: _____ * Street 1: _____    Street 2: _____ * City: _____    State: _____    Zip: _____		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix: _____ * First Name: n/a    Middle Name: _____ * Last Name: n/a    Suffix: _____ * Street 1: _____    Street 2: _____ * City: _____    State: _____    Zip: _____		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. <b>* Signature:</b> Kellie Hall <b>* Name:</b> Prefix: Dr.    * First Name: James    Middle Name: _____ * Last Name: Davis    Suffix: _____ <b>Title:</b> President <b>Telephone No.:</b> 701-477-7865 <b>Date:</b> 05/31/2016		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160097

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

### Estimated Burden Statement for GEPA Requirements

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

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

Turtle Mountain GOAL NYCP GEPA.pdf

Add Attachment

Delete Attachment

View Attachment



## Turtle Mountain Native Youth Community Project

### Project GOAL (*Gaining Opportunities thru Academic Leadership*)

#### **General Education Provisions Act (GEPA)**

Section 427 of the GEPA requires each applicant for federal funds to include a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, federally assisted programs for students, teachers, and other program beneficiaries with special needs.

Project GOAL and partners are aware of the GEPA requirements and have addressed these issues throughout the proposal. The College, Tribe, and school facilities are all physically barrier-free and accessible. Instructional materials are adapted so that each student has materials in a readily-accessible format. Each participating agency has a nondiscriminatory employment policy, ADA accessible facilities, and the commitment to equity. Other elements include individualized support services, access to tutors, materials, and supplies; parental involvement; and exposure to and participation in traditional Native cultural activities and information.

Any adopted or proposed curriculum and instructional strategies will be reviewed for appropriateness to the targeted population. Staff will make sure that it contains content and illustrations that depict appropriate levels of cultural diversity, accuracy, and relevance.

All recruiting and hiring of project personnel and selection of participants will be done according to Federal (e.g., GEPA Section 427; section 78 of the Indian Self-Determination and Education Assistance Act) and program guidelines to assure access. Staff will be recruited who have backgrounds similar to those of the population that the program will serve. Planned and continuous staff training opportunities will increase sensitivity towards and knowledge of the targeted students. Native parents and community members are an integral part of program management via the community partnership component. Their feedback and involvement is a requirement for the planning, oversight, and evaluation of program activities.

Project staff will enforce all federal and state laws and regulations designed to ensure equitable access to all beneficiaries and to overcome barriers to equitable participation. All information disseminated will be made available in a variety of formats for participants with varying disabilities and learning needs, e.g., information on project activities/meetings, calendars/schedules of events, and information will be posted online, as well as, posted in tribal community centers, health center and/or posted in local publications.

## 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

Turtle Mountain Community College

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

Prefix: Dr.

\* First Name: James

Middle Name:

\* Last Name: Davis

Suffix:

\* Title: President

\* SIGNATURE: Kellie Hall

\* DATE: 05/31/2016

## Abstract

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

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

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

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## 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:

## **Turtle Mountain Native Youth Community Project** **Project GOAL** (*Gaining Opportunities thru Academic Leadership*)

### **ABSTRACT**

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The Turtle Mountain Band of Chippewa Indians (federally recognized Tribe), Turtle Mountain Community College (eligible Tribal College applicant), Turtle Mountain Community Schools (Bureau of Indian Education (BIE) School), and two public schools (Dunseith and St. John) will partner to implement a high quality, comprehensive Native Youth Community Project (NYCP) to directly improve the quality of college and career readiness for participating youth.

The NYCP effort developed from the community's 2016 Promise Zone Needs Assessment and Planning and meets the Absolute Priority, as well as, all Competitive Preference Priorities.

**PURPOSE:** Project GOAL (*Gaining Opportunities through Academic Leadership*) will effectively provide opportunities for culturally-relevant learning that will prepare youth with the knowledge and skills to improve their educational achievement and assist their readiness to pursue college and/or careers.

**EXPECTED OUTCOMES:** 800 Turtle Mountain high school students (9<sup>th</sup>-12<sup>th</sup> grade) will join in college and career awareness and youth/parent/family activities to explore careers with Native role models and resources for college/career readiness. A group of 100 Turtle Mountain high school students will additionally participate in focused activities to improve their academic scores, ACT scores, college readiness, and become aware of potential career opportunities and related educational requirements. Native culture will be highly integrated throughout all aspects of Project GOAL and be a component of the leadership and community service projects.

**GEOGRAPHIC AREA:** GOAL will serve youth in the Turtle Mountain Reservation and encompassing Rolette County in North Dakota, which shares its border with Canada. The area is

extremely rural (United States Census) and all partnering Schools are located in this rural, remote area (locale code 43). Despite its natural beauty, this geographically-isolated community suffers from multi-generational distress; persistent poverty (one of the poorest counties in the United States), high unemployment (69.25%), insufficient education (36.92% drop out rate), poor health/nutrition (Food Desert, 40% obesity, 15% diabetes), few jobs, and escalating crime with border drug trafficking issues.

**BARRIERS:** Needs were identified via data analysis and stakeholder discussion: (I) Improve academic performance; (II) Increase college and career awareness; and (III) Integrate Native culture. Barriers that are deterrents include (i) Lack of student motivation and lack of family knowledge/support for students; (ii) Lack of Native role models to help youth envision college and career options; and (iii) Lack of resources/transportation for low-income families.

**OPPORTUNITIES & STRATEGIES:** Research-based strategies and proven program design will provide greatly enhanced opportunities for youth, including after school tutoring, weekend core study academies, hands-on learning throughout the summer with a focus on STEAM (Science, Technology, Engineering, Arts, and Math) culminating in a Native Culture summer camp with tribal Elders, and field learning experiences with Native role model professionals that integrate leadership and community service.

**MEASURABLE OBJECTIVES:** NYCP will (1) provide college and career awareness and assist youth to (2) establish college/career goals; (3) increase academic grades; (4) graduate on time; (5) demonstrate college readiness in math, English, or science on college placement exams or ACT scores; (6) demonstrate positive health behaviors; and (7) participate in community betterment projects. (8) NYCP will also improve community partner collaboration to provide enhanced youth activities/support.

## Project Narrative File(s)

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

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



*“The Turtle Mountain Community College logo combines two Clan symbols imbedded in the Grand Medicine Society of the Chippewa/Ojibwa (Medewiwin). The Thunderbird (Megisis) symbolizes power and the Turtle (Mekinok or Misquadace) represents long life. These symbols represent the spiritual essence from which the College draws its energy...to offer and to extend the quality of life of the Turtle Mountain Chippewa/Ojibwa People, by empowering them through education.”*

*-As told by Tribal Elder Elma Wilkie*

## **Turtle Mountain Native Youth Community Project**

### **Project GOAL**

*Project GOAL (Gaining Opportunities thru Academic Leadership)*

A United States Department of Education Indian Education Demonstration Grant Program

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# Turtle Mountain Native Youth Community Project

## Project GOAL (*Gaining Opportunities thru Academic Leadership*)

**NARRATIVE** (34 pages)

### RESPONSE TO PRIORITIES

The Turtle Mountain Band of Chippewa Indians (federally recognized Tribe), Turtle Mountain Community College (Tribal College eligible applicant), Turtle Mountain Community Schools (Bureau of Indian Education (BIE) School), and two public schools (Dunseith and St. John) will actively partner to implement this effective United States Department of Education, Indian Demonstration Native Youth Community Project to directly improve the quality of college and career readiness for participating youth.

**ABSOLUTE PRIORITY:** The Turtle Mountain Native Youth Community Project (NYCP) directly meets the absolute priority. The applicant, Turtle Mountain Community College (TMCC) is a member of a partnership that includes a tribe, a BIE school, and two local education agencies. The Turtle Mountain Tribal Council provided a resolution that authorizes the College to apply as the lead for this partnership. See Resolution and Partner Agreement in Appendix.

**COMPETITIVE PREFERENCE PRIORITIES: +10 POINTS.** Under 34 CFR 75.105(c)(2)(i), the Turtle Mountain NYCP application earns ten additional points for meeting all three of the competitive preferences.

#### COMPETITIVE PREFERENCE

**PRIORITY ONE:** The Turtle Mountain NYCP

County's routing column	County ID: 0000
County Span: (0000) (0001) (0002) (0003) (0004) (0005) (0006) (0007) (0008) (0009) (0010) (0011) (0012) (0013) (0014) (0015)	Total Schools: 4
Locals: Rural Remote (43)	Total Students: 1,762
Supervisory Union ID: 0000	Classroom Teachers (ETE): 146.20
	Student/Teacher Ratio: 12.05
	ECL (Formerly LEP) Students: 70
	Students with IEPs: 25

application will serve a rural local community. Each of the partnering schools, including Turtle Mountain Community Schools, which is a Department of Interior BIE school, is located in a rural, remote area designated by the United State (US) Census with a locale code of 43.

**COMPETITIVE PREFERENCE PRIORITY TWO:** Turtle Mountain NYCD qualifies for the award of four points as the lead partner is an eligible Tribal College. TMCC is a fully accredited tribally controlled post-secondary institution, a 1994 Land Grant college, a charter member of the American Indian Higher Education Consortium, and a member of the North Dakota Association of Tribal Colleges.

**COMPETITIVE PREFERENCE PRIORITY THREE:** The application qualifies to receive four points under this priority. The Turtle Mountain Tribe was awarded the Sovereignty in Indian Education Enhancements (Department of the Interior) grant in 2014-2015, thereby qualifying this application for the full Preference Priority Three points. See Attachments.

### **NEED FOR PROJECT** (15 points)

In determining need, the Secretary considers: (i) The extent to which the project is informed by evidence, either a needs assessment conducted within the last three years or other data, of: (1) The greatest barriers both in and out of school to the readiness of students for college and careers;

Turtle Mountain NYCP partners analyzed the results of data, surveys, and community assessments that were recently compiled as part of the **2015/2016 Need Assessment** utilized to develop the Tribe's 2016 Promise Zone application (Turtle Mountain was a Finalist in Round 2 and is currently under consideration for full Promise Zone designation), which focused a key goal on improving education and college and career workforce readiness for area youth.

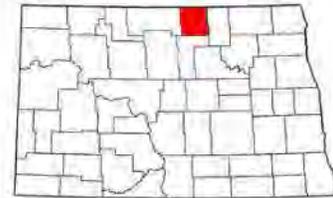
Based on the analysis and discussion with the NYCP planning committee, the following needs were identified as having the highest priority for this project:

- I. Improve academic performance of youth, especially in the core subjects of reading, math and science, so they are better prepared for success in college and careers;
- II. Increase college and career awareness and opportunities for youth; and
- III. Increase the relationship of Native culture with education and careers.

After identifying the needs, the partners discussed barriers that are deterrents to students not being college and career ready:

- Lack of student motivation and lack of family knowledge/support for students to do well academically, much less for college and career long-term success.
- Lack of exposure to Native role models to help students envision potential college and career options along with limited resources to enable students explore careers.
- Lack of resources and transportation for low-income parents to get their children to activities that would help college and career readiness, e.g., afterschool activities.

**Turtle Mountain NYCP Project GOAL** (*Gaining Opportunities thru Academic Leadership*) has been designed specifically to address the needs of area Native youth so they will be prepared for and succeed in college and careers. The community to be served by the NYCP partnership is the Turtle Mountain Band of Chippewa Indians Reservation and encompassing Rolette County in northern North Dakota in the wooded Turtle Mountains, only ten miles from the Canadian border.



Despite its natural beauty, this extremely geographically-isolated community suffers from multi-generational distress; high unemployment (69.25% reported by the Bureau of Indian Affairs (BIA), insufficient education (36.92% drop out rate), poor health/nutrition (Food Desert, 40% obesity, 15% diabetes), few jobs, and escalating crime with border drug trafficking issues.

**Turtle Mountain/Rolette County has been repeatedly named as one of the poorest counties in the United States and is the poorest county in North Dakota.** The United States Department of Agriculture (USDA) identifies the county as a **persistent poverty area** meaning more than 20% of its residents were below the poverty level in 1960, 1970, 1980, 1990, 2000,

and 2010. The Census reports Rolette County’s per capita income is \$14,121 compared to \$24,978 for North Dakota and \$27,041 for the United States.

The Tribe’s enrollment is approximately 33,830 members, of which 13,764 live on or near the Turtle Mountain Reservation. Tribal data reveals that 48% of the Reservation population is under the age of 21 years with 35.14% of enrolled members being under the age of 18.

The area fully meets the Federal definition of a distressed area due to this large percentage of high risk youth. Further, the federal Socioeconomic Mapping and Resource Topography (SMART) system reveals that Community Disadvantage Index of 10 confirms the area is ***one of the most disadvantaged in the entire United States***. Over the past decade, Rolette County continues to have the highest unemployment rate of any county in the State of North Dakota. According to Rolette County Social Services, 27% of the entire State's Temporary Aid for Needy Families (TANF) caseload is in Rolette County. Forty-one percent (41%) of residents age 0 to 19 years at Turtle Mountain are on TANF, as compared to only 3.3% for North Dakota.

<b>LIVING ARRANGEMENTS &amp; POVERTY</b>	<b>TM/ ROLETTE</b>	<b>NORTH DAKOTA</b>	<b>US</b>
Children in single parent households (0-17 yrs.)	53%	23.3%	35%
Children age 0-17 Living with Grandparents	15.7%	4.1%	--
Children 0-4 living in Poverty (Note: US is 0-5 yrs.)	55.4%	18.8%	24%
Children in Extreme Poverty	32.4%	7.1%	10%

North Dakota KIDS COUNT, 2015. University of Wisconsin –Health Institute, 2014.

	<b>GRADES</b>	<b>LOCALE</b>	<b>STUDENTS</b>	<b>NATIVE STUDENTS</b>
TMCS (BIE)	PreK-12	Rural: Remote (43)	1,762	100%
Dunseith (LEA)	PreK-12	Rural: Remote (43)	411	99.9%
St. John (LEA)	PreK-12	Rural: Remote (43)	384	98.6%



The North Dakota State Assessment is administered to 8th and 11th graders.

The percent scoring as proficient/advanced in 2013-2014 were:

SCHOOL	READING PROFICIENT		MATH PROFICIENT	
	8 <sup>th</sup> Grade	11 <sup>th</sup> Grade	8 <sup>th</sup> Grade	11 <sup>th</sup> Grade
TMCS	49.6	40.5	32.7	18.9
Dunseith	71.4	25.0	16.7	25.0
St. John	61.8	35.7	38.9	21.4

North Dakota KIDS COUNT reports an ACT average of 17.9 for Rolette County contrasted with an average of 20.6 for the State. For Benchmark Scores on the ACT, the percentage of Rolette County seniors scored lower than the State Average:

	English	Math	Reading	Science	All Four
Rolette County	35%	21%	22%	16%	10%
ND Average	62%	41%	42%	34%	23%

Beyond educational attainment, a high dropout rate further limits opportunity. The North Dakota Department of Public Instruction 2014-2015 Adequate Yearly Progress Report finds that TMCS graduation rate was 68.89%, Dunseith was 75.61%, and St. John was 95.0%, as compared to the State average of 88.56%. The 2015 KIDS COUNT statistics show that 30.4% of youth ages 16-19 are not enrolled in high school, not high school graduates, and not in the labor force, compared to 2.2% for the State. These troubling statistics are why NYCP award is so crucial.

Tribal youth are also impacted by language proficiency. English became the dominant language of the Reservation in only the last 50 years. Languages once spoken included Ojibwa, Cree and Michif (a trading language).

Tribal members suffer from high incidents of diabetes, heart disease, depression, poor diets and inactive lifestyles. Research by Eric Dionne (Tribal Diabetes Educator) concluded that 57.4

% of all students in local schools are obese, overweight or have tested positive for Acanthosis Nigricans (pre-diabetes sign). In the last three years, 31 youth ages 15-24 have been diagnosed with diabetes (IHS Diabetes program). Studies have consistently linked poor nutrition and poor eating habits with lowered academic performance.

The Reservation and encompassing Rolette County are extremely rural (US Census 2010) and are over 200 miles from Bismarck, the State capital. In fact, the Turtle Mountain Tribe chartered the TMCC College in 1972 specifically to serve its geographically isolated population that has no other means of accessing education beyond the high school level.

Despite the presence of a nearby tribal college, however, the challenges of poverty and lack of education are still significant for those who simply cannot afford to drive the 25 plus miles every day. Even for the students who do attend TMCC, more than 90% are low income. Fifty percent (50%) are first generation college students. Only 22% of area graduates from the class of 2014 were ready for college reading as compared to 42% for the State, according to the 2015 KIDS COUNT FACTBOOK. Remedial rates show nearly a quarter (24%) in English and a third in math (34%) of incoming TMCC students over the last four years are skill deficient.

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

Through review of these data and the comprehensive Promise Zone Needs Assessment, the NYCP partners identified that it will indeed "take a village" to improve the college and career readiness for our youth. The partnership will tap opportunities with the Tribe, the Tribal College, and the three Schools, along with other community partners.

*Turtle Mountain Tribe:* Named a 2015 **Tribal Promise Zone Finalist** and under review for full designation, the Turtle Mountain Tribal Chairman and Council are diligently working to make a difference for their community. The Tribe will provide NYCP partnership with the tribal Environmental Protection Office (EPA) for career and watershed activities, Indian Health

Service and Diabetes programs for nutritional instruction, and referral for student services.

*TMCC:* Chartered in 1972 as one of the six original Tribal Colleges, the fully-accredited TMCC focuses on both undergraduate college education (Associates Degrees range from Business Administration to Native Studies to Pre-Medicine and a Bachelors in Teacher Education) and career and technical education (Certifications from Accounting to Welding) so it is especially well suited for the NYCP effort. TMCC also has proven experience in working with high school students and continuous improvement of student learning. It will provide oversight and coordination of the NYCP effort, along with use of facilities, use of faculty, use of resources, and access to tutors and interns from its Teacher Education program.

*Schools:* Each school will provide a contact for the NYCP effort, access to the students for presentations and training, referral for students, reporting of data, and coordination of college and career exploration activities and resources, e.g., TMCS website provides updates on career and scholarship opportunities that will be linked with the NYCP website as well.

*Community partners:* Numerous community partners will provide representatives to speak to students as Native career role models from the Extension, Legal Aid, and Wildlife Department.

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

Project GOAL will coordinate with federal, state and local policies to support youth college and career readiness. However, while there are willing partners in the community, there are few programs or funding sources in place to address the identified needs or barriers. Hence the tremendous need for funding of youth education as was identified in the Promise Zone Plan.

Project GOAL is designed to address critical needs of students that may be impacting their ability to master subject material, complete high school and prepare for college and careers.

This project will increase student attainment and motivation through an interlocking program

of afterschool academic tutoring and weekend academies that are coordinated with the Schools, hands-on service learning activities with community partners (EPA, Diabetes program) and summer camp that actively incorporates Native culture.

**QUALITY OF THE PROJECT DESIGN** (30 points)

In determining the design quality of the project, the Secretary considers: (i) (Up to 3 points) The extent to which the project is focused on a defined local geographic area.

According to the definition in the NYCP announcement, community means a geographical area where Native students share similar needs and interests.

For Turtle Mountain, the geographical area includes the Turtle Mountain Reservation and surrounding Rolette County in North Dakota. Please see Other Attachments for larger map.



(ii) (Up to 3 points) The extent to which the project is based on scientific research, or an existing program that has been modified to be culturally appropriate for Indian students.

Turtle Mountain's NYCP Project GOAL will provide resources to 800 high students/families (200 per year) along with focused, comprehensive services to 100 9<sup>th</sup> – 12<sup>th</sup> grade high school students (25 each year) that helps them to overcome barriers to academic success and prepares them for life opportunities with culturally appropriate college and career readiness skills.

This approach is based on scientific research in Academic Readiness, College Readiness/Self Discipline, and Family/Community support. Based on this strong circle of support, GOAL will enrich and empower our youth so they have the individual commitment, academic preparation, and support needed to succeed in their chosen college/career path.

Turtle Mountain's NYCP is based on scientific research and existing elements that are culturally appropriate for Native students. TMCC's campus is research-proven to support

learning. It houses classrooms with labs, library and archives, and learning resource centers. The environmentally friendly system that heats and cools the campus uses geothermal heating as its fuel and is highly efficient. A 660 kW wind turbine subsidizes TMCC's electrical cost, making it a leader in Green Sustainability in Tribal Colleges. Secondly, down the road from the main campus is TMCC's Anishinabe Learning, Cultural & Wellness Center, which is a symbolically powerful site with a straw bale research center, medicine wheel garden, nature trails, and cultural and medicinal plots.



**AREA HIGH SCHOOL YOUTH:** Research advocates using a Native Family Education Model (FEM)<sup>1</sup> “to increase educational access for students and to effectively support students’ persistence toward degree completion.” Project GOAL will provide school-wide presentations by Native role models, college/career exploration youth/parent/family events, and develop an engaging website to motivate the youth to pursue their education and life goals.

**FOCUSED, INTENSIVE HIGH SCHOOL PROGRAM:** Building on the general base described above, Project GOAL will then provide focused after school tutoring, academic academy learning, hands-on practical application, youth/family training (including financial training) and culturally driven activities for 25 grade 9 through 12 students each year (100 total) using their specific need and achievement levels to improve their college and career readiness.

*Data-Driven:* This approach is validated through the study by WestEd (2006)<sup>2</sup> for the Department of Education recommending use of data driven teaching to promote achievement. In

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<sup>1</sup> Heavy Runner, I., & DeCelles, R. (2002). Family Education Model: Meeting the Student Retention Challenge, *Journal of American Indian Education*, 41(2), 1-15.

<sup>2</sup> Steiner L, Way, A., & Hassel, B. (2006). Assessment of Charter Schools, *WestEd*.

this system, student progress is assessed regularly to identify areas for reinforcement, including maintenance of small group size for optimum growth. By using a data driven approach, Project GOAL expects to continually refine its operation to maximize student learning.

*Hands-on Learning:* Incorporating hands-on learning, the project will provide an opportunity to learn in a framework more closely aligned to traditional learning which advocates doing rather than mere study. Thornton and Sanchez<sup>3</sup> noted multiple approaches including “communicating a high level of expectation, encouraging students, and providing opportunities for meaningful participation” can help Native American students succeed. Other research such as Anderson and Stein’s “Making Math Relevant”<sup>4</sup> underscores the need to move teaching math beyond remedial to the use of visualization and finding solutions to interdisciplinary real world problems.

*Native Culture Integration:* The project will also move beyond mainstream academics by encouraging youth through Native culture and the Seven Teachings of the Anishinabe (*Truth, Wisdom, Peace, Respect, Bravery, Honesty, and Humility*) which provides a foundation for growth, integrity, stewardship of mother earth, and cooperative community support.

*Leadership, Health, & Community Service:* Finally, the project will encourage active community service and leadership through a targeted environmental cleanup. Working with the EPA and tribal Elders, students will reclaim a watershed area by cleaning it up, identifying water pollutants, and reclaiming it as a public park. Throughout this effort, students will interact with Elders (traditional care of the earth), EPA staff (pollutants) and college faculty (water testing). At

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<sup>3</sup> Thornton, B., & Sanchez, J.E. (2010). Promoting Resiliency among Native American Students to Prevent Dropouts, *Education, 131*(2), 1-11.

<sup>4</sup> Anderson, L., Stein, W. (1992). Making Math Relevant. *Tribal College: Journal of American Indian Higher Education, 3*(3), 18-19.

the same time, they will actively use reading, writing, math and science knowledge and learned skills while learning responsible stewardship by promoting understanding of relationships between actions and environment. The project will also address whole individual through a guided health component integrated through nutrition and fitness activities at the park.

This project is premised on the belief that by connecting the student and learning to the culture, family and community, greater mastery of academic material and individual motivation can occur. As identified above, this is one of the significant barriers to be addressed.

As in many tribal communities, Turtle Mountain has a history of education with the goal of assimilation. First boarding schools and then federal schools operated under a belief that tribal culture was negative and would inhibit learning. These programs fostered a disconnection between cultural identity and learning. Without a connection to the tribal community, the system produced graduates unable to function effectively at home. Moreover, as families and the tribal culture were excluded from the process, tribal people developed negative attitudes about education and saw it as unimportant to their children.

In developing this project, NYCP partners examined research relevant to improving student motivation and outcomes and helping them overcome the barriers. Iris HeavyRunner (2003)<sup>5</sup> stated “By better understanding a culture’s worldview—our way of surviving and thriving, we learn to nurture future generations.” This has been repeated by others who have examined Native learning, Cajete's *Look to the Mountain*<sup>6</sup> states “Indigenous education integrated the notion that there are many ways to learn, many ways to educate, many kinds of learners, many kinds of teachers, each honored for their uniqueness and their contribution to education.”

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<sup>5</sup> Heavy Runner, I., & Marshall, K. (2003). *Miracle Survivors*, *Tribal College Journal*, 14(4).

<sup>6</sup> Cajete, G. (1994). *Look to the Mountain*. Skyland, NC: Kivaki Press.

(iii)(Up to 7 points) The extent to which the goals, objectives, and outcomes to be achieved by the project are clearly specified and measurable.

Project GOAL has developed specific and measurable goals, objectives, and outcomes.

<b>Project GOAL: To effectively provide opportunities for culturally-relevant learning that will prepare students with the knowledge and skills to improve their educational achievement and assist their readiness to pursue college and/or careers.</b>		
<b>OBJECTIVE</b>	<b>ACTIVITIES</b>	<b>OUTCOMES</b>
<b>HIGH SCHOOL YOUTH:</b>		
Objective 1: Each project year, 90% of youth in participating high schools will join in general college and career awareness presentations and events as measured by project agendas and records. Family activities will also be reported.	NYCP will help host Native role model speakers and events, e.g., family night.	Native Youth are more aware of college/career options and families learn skills/options.
<b>FOCUSED PARTICIPATION YOUTH:</b>		
Objective 2: By the end of the 10th grade, 90% of students will have a college/career goal as measured by project records, career exploration activities, and written youth goals.	NYCP will work with youth to explore and set goals.	Youth/families work together to learn to set and pursue steps towards goals.
Objective 3: Each year, 65% of youth will attain a 2.9 average or better in high school courses as measured by increases in nine-week and semester grades in supported coursework.	NYCP tutoring, academies, and support help student improve academics.	Youth learn skills to improve study habits and increase grades in core academics.
Objective 4: 75% of youth will graduate with 9th grade cohort as measured by school graduation records.	Youth attain coursework and graduate on time.	Youth see benefits of mastering self and school work.
Objective 5: 60% of youth will demonstrate	Youth are prepared	Youth demonstrate



college readiness in math, English, or science as evidenced by college placement exams or ACT Benchmark scores.	and ready to pursue college/careers.	abilities to be successful in college/careers.
Objective 6: 80% of youth will demonstrate improved health attitudes and behaviors as evidenced by project records and activities.	Youth join in health nutrition and lifestyle activities.	Youth learn good health is key to successful future.
Objective 7: 100% of youth will participate in the community betterment project as evidenced by project records and published media article.	Youth put their learning to work through service.	Youth learn career, culture, and team leadership in service.
<b>PARTNER/COMMUNITY COLLABORATION:</b>		
Objective 8: 90% of partners will indicate improvement in satisfaction with youth activities and partner collaboration as measured by pre/post project surveys.	Partners work together for youth success, e.g., family nights.	Partners develop base for increased youth activities in the future.

In this manner, NYCP will combine two or more of the activities described in section 7121 (c) of the ESEA (raising achievement of Indian children in core academic subjects; encourage and assist Indian students to attend higher education; and recognize and support cultural and educational needs of Indian children) over a period of more than one year. Thus meeting the requirements for an effective Indian Demonstration project.

(iv) (Up to 10 points) The extent to which the design of the project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

The overall goal speaks to long term impact for the project by facilitating the development of academic skills and attitudes for transition to college and/or careers. The objectives address the skills needed to reach the long-term goal. Objective 1 speaks to resources all youth and families

need to understand and utilize for effective youth support and readiness for college and career activities. Motivation and career awareness led by Native role models should serve to inspire students and offer concrete examples of area individuals who successfully mastered the steps necessary to achieve strong college and/or career achievement.

Objective 2 relates to future academic planning which is critical in connecting high school choices to future success. Having clear future academic goals can be a catalyst in academic preparation and course selection at the high school level. It will help students internalize that high school is not a transitory period, but rather preparation for the future.

Objectives 3, 4, and 5 speak to academic success. As a group, they define the steps necessary for successful academic preparation. They provide integrated steps to develop skills which can be applied to each course, each semester, the year and through high school. They provide expectations for the quality of academic mastery to raise base-line or pre-project data.

Objective 6 promotes good nutrition and exercise for long-term impact on the student and avoidance of negative lifestyle behaviors. This objective speaks to the development of the whole person rather than focusing solely on the mind and is based on pre and post surveys.

Objective 7 speaks to community engagement and learning through hands-on activity, connecting academics to the community, and promoting community volunteerism/leadership. This component provides critical linkages between academic success and alternative learning opportunities while connecting education to both the culture and the community.

Objective 8 relates to the overall impact of the project and developing long-range community and collaborative partners support for current GOAL youth and generations of youth to follow.

*Plan for Implementation* – To maximize student success, this project will utilize an implementation plan providing maximum outreach, ongoing monitoring, and assessment of

project component impact. The implementation plan is designed to foster data driven decision making and allows the project to maintain the flexibility to alter strategies based on outcomes.

*Assessment* - Each participant's entry level will be documented through test results including the 8th grade State-wide assessment and the NWEA MAPS tests which are administered at least annually by the schools. Through a survey based intake interview with the student and adult family member, the project will map initial student and family cultural identity, attitudes toward school, experience with and perceptions of learning, and assessment of academic survival skills such as time management, note taking and testing skills. This interview allows staff to discuss with individuals and parents the needs of the student and how those needs can be met. Specific information on the services to be provided by the project and commitment necessary from the student and family is provided. A participation contract is signed by the student and parent. This data will form a baseline to monitor progress and assess impact.

Ongoing assessment will be the annual MAPS test, pre and post testing for academics, regular assessment of core subject mastery, attendance, grade reports and an annual attitudinal survey. Each student's progress will be graphed as assessments are available.

*Service Delivery* – The project is built around three components 1) career planning; 2) academic growth; and 3) community engagement and leadership. Career planning will use interest and aptitude tests to identify a broad field. This will be followed by narrowing to a specific occupation through guided career exploration. Once a goal is identified, students will be assisted in developing a high school preparatory academic plan and college research. As a component of college planning, the project will offer financial literacy to parents and assist them in identifying costs for the selected college.

Academic year services will include weekly tutoring. Weekend academies will focus on

math, writing, speaking, science, or wellness. The academies will parallel high school curricula, but provide other support including hands-on, computer assisted instruction, etc.

The five week summer program will include a cultural camp to strengthen knowledge and identity and to set the basis for providing cultural support in other activities. The remaining weeks are divided between academic instruction (using alternative formats) and the hands-on project (watershed clean-up). Participants will be divided into learning communities. Each group will be led by a teacher education intern with guidance by a teacher education instructor.

TMCC Teacher Education programs focus on the development of culturally competent, qualified teachers, the use of teacher education students as interns will strengthen culturally based education and allow interns to apply what they have learned. Using a faculty member as their mentor will provide both a resource and quality control for lesson plans and teaching.

Learning communities will promote cooperative learning which will be enhanced by team building. The concept of cooperative learning more closely mirrors traditional teaching as it stresses the development of group rather than competitive learning.

The watershed project will be a joint effort by the project and Tribal EPA. This agency has identified an area that is being used as a “dumping ground”. As a watershed area, trash pollutants are contaminating a waterway. The cleanup will provide an opportunity for students to apply science skills in testing water quality and engages students with the community. This project will allow students to apply knowledge to hands-on activities. Additionally, it will develop leadership by student created videos of the project. These videos will be used to make student led demonstrations to other elementary and secondary students.

As active parental participation in education is seen as a key to educational success, the project will provide multiple opportunities for parents to participate. The intake interview allows

parents to work with students to identify strengths and weaknesses. Parents will be encouraged to contact the staff if they identify a change in school behaviors or performance. In these cases, parents will be encouraged to participate in plans to provide assistance to the student. Parents will also be encouraged to work with students in developing a career goal and planning for college. The project will provide assistance to students and parents in completing the FAFSA and in developing financial literacy skills. Using the College Navigator program, project staff will assist parents in identifying college costs and in financial planning for college.

Parents and other family members will be encouraged to participate in the cultural activities to avoid disconnect between the project and home. Parents will be encouraged to monitor students regularly through the project's semester end reviews of academic progress. Turtle Mountain School uses Infinite Campus and Dunseith/St. John use Power School to facilitate regular monitoring through computer based programs with unlimited access. Unfortunately, less than half of the community has home computers and/or internet access. The project will provide assistance to parents in use of the program and will allow parental access through the project.

*Use of appropriate methodological tools* – For assessment, the project will utilize performance on the 8th grade state-wide assessment and the MAPS tests. The state-wide assessment is not re-administered until the spring of the 11th grade year so it will only provide long term assessment. The MAPS is administered at least yearly by the schools and will provide continuing direction for services. Each academy and the summer session will utilize pre and post testing developed by the curriculum specialist and subject area instructor. Because of the frequency of pre and post testing, it will be valuable in fine tuning services through measuring learning and allow staff to specifically assess the impact of individual instructional strategies.

(v) (Up to 7 points) The extent to which the services to be provided by the project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

To maximize resources, the project will be coordinated with the TMCC Teacher Education program for curriculum and delivery advice. The partnership with tribal EPA will provide a living laboratory to apply science and math concepts as well as offering an avenue for community service. Likewise, TMCC has made contacts with tribal programs having a youth education component including Tribal Health, Indian Health Service, and the Turtle Mountain Vocational Rehabilitation project. It is expected the project will continue to expand partnerships.

The College will share ongoing progress with the schools. With students drawn from the local systems, the project and the schools will be able to compare participants with non-participants. As the strategies to connect learning to the culture and families, demonstration of strategies will be available to teachers and administrators. This will facilitate opportunities for the schools to examine the strategies and methods which can then be applied to students not participating in the intensive focus element. This opportunity for school improvement will reinforce the concept the project is not an isolated test, but the means to improve education.

The project will document its implementation and operation using both video and written records. This documentation will provide opportunities to identify effective strategies which can be replicated by local and other schools. Students will complete journals of their experience to improve their writing, but also as an ongoing record of how the project affects attitudes.

By using a data driven approach, the project will create a base of knowledge on effectiveness of strategies. Unlike classrooms which rely heavily on teacher presentation, the project will focus on students' active engagement. Lessons learned will be incorporated in partner programs, providing benefit to those directly served, but also increasing competencies for long term impact.

## **QUALITY OF PROJECT PERSONNEL** (10 points)

In determining the quality of personnel, the Secretary considers the extent to which the applicant encourages employment applications from persons who are members of groups that have been underrepresented based on race, color, national origin, gender, age, or disability.

TMCC and the NYCP partners are committed to the policy that all persons have equal access to its programs, facilities and employment without regard to race, religion, color, sex, national origin, age, or handicap. In adhering to this policy the College abides by the requirements of Title IX, Education amendment of 1972, Title VI and VII of the 1964 Civil Rights Act, section 503 and 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

To promote hiring individuals from under-represented groups, TMCC advertises vacancies in media likely to target applicants from these backgrounds including media serving reservations, rural and low income communities. The staff composition demonstrates TMCC's commitment to employment of underrepresented groups. TMCC has a total full and part-time staff and faculty of 159 individuals. Of these, 124 are Native American. There are 89 women and 70 men.

The project incorporates equal access measures including 1) students and families are given the opportunity for oral explanations and/or assistance in completing forms; 2) all services are located in physically accessible locations; and 3) assistance is provided by the technology department to ensure students with disabilities are able to effectively participate.

TMCC's Tribal Vocational Rehabilitation program will provide input on barriers and compensation measures necessary to ensure full participation. Please see GEPA.

In addition, the Secretary considers the following factors: (i) The qualifications, including relevant training and experience, of the project director or principal investigator.

Minimum qualifications for the Director/Academic Readiness Specialist position is a Bachelor's degree in education with preference given to individuals with an advanced degrees and who have experience developing learning strategies to foster maximum student gains.

Karen Poitra will serve as the Director/Academic Readiness Specialist. She will divide her time 0.50 FTE as the Director and 0.50 FTE as the Specialist. She has an Associate's Degree from TMCC and a Bachelor's degree from Mayville State University. She earned a certificate in Gifted & Talented Education from Minot State University. She has a current North Dakota Teaching License and 20 years of experience in teaching Native American students in mainstream classrooms, gifted/talented education and bilingual education. She is an enrolled member of the Turtle Mountain Band of Chippewa Indians. (Resume in the Appendix)

Her primary functions will be project leadership and administration; direct services in education to students; support for parental involvement; liaison with the TMCC Teacher Education program and the College and its faculty; and coordination with the schools and other tribal agencies. As director, she will supervise staff, ensure documentation is maintained and reports completed. With the Business Office, she will maintain fiscal integrity of the project.

In her Specialist activities, she will provide educational leadership to the tutors and summer interns. She will review materials developed for the summer program and weekend academies. She will provide direct instruction to participants. As part of the team, she will be involved in reviewing assessment data to determine student progress. She will provide assistance in the developing alternative methods and materials to foster progress. She will provide training to tutors and monitor their activities during the academic year.

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

*Curriculum Specialist/Instructor* – Minimum qualifications are a Bachelor's degree and a minimum of five years teaching experience. Preference is granted for prior work with Native American students. The Curriculum Specialist/Instructor will provide guidance and coordination for the interns and tutors in providing culturally based instruction. This person will participate in

assessment of learning and work on developing effective strategies. Through contact with elders, the Instructor will incorporate Native culture in curriculum and activities.

Jody Delong will serve as the Curriculum Specialist/Instructor. He has Associate degrees in Arts and Science and Bachelor's in Secondary Science. He has five years of experience as an instructor and additional years in other areas. He is an enrolled Tribal member.

*Summer Interns/Tutors* – These individuals will be selected from the TMCC Education Program or recent graduates. With a background in Teacher Education, they have critical familiarity with culturally based instruction. Priority for selection will also include performance in core subject areas on the Praxis exams. As summer interns, they will, under the direction of the staff, provide summer program experience developing, instructing and revising materials to meet student needs. Additional training will be provided by a member of the Teacher Education faculty. They will develop relationships with students; cooperate in assessment of progress; revise course materials for student mastery; and maintain accurate records of assigned area.

Tutors are also drawn from the Teacher Education program and may be summer interns. They will work under the direct supervision of a project staff member in after school and weekend academy tutoring using materials which specifically target the needs of the students.

*Academies Instructors* – Instructor for the academic year academies will be drawn from the College faculty and/or highly qualified instructors at participating high schools. They will provide instruction as dictated by the project staff and will cooperate in pre and post testing.

*Elders* – The project will utilize tribal elders to provide cultural information during the summer program. The elders will also serve as resource people for the staff. Elders will be selected based on knowledge of cultural heritage and interest in working with young people. The college has an extensive list of elders who can provide services to the project.

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

Based on the College's research and prior experience with other funded projects, GOAL is highly appropriate to meet the needs of the targeted youth. It builds on elements previously shown to be successful in fostering student learning including high expectations, multiple methods of learning, a supportive family and a culturally based educational environment.

TMCC has previous experience in projects operated for youth along with expertise in its teacher education program, vocational/career programs, and Degree subject areas. Please see Other Attachments for list. From this perspective, the College has selected the elements necessary to promote student learning. GOAL has incorporated assessments that are necessary to ensure students are academically progressing and developing those critical college and career readiness skills. Assessment is both short term (pre and post testing), yearly (MAPS testing) and long term (11th grade exam). This coupled with improvement of services will ensure participants are making progress and attaining outcomes.

The project will collaborate with the TMCC Teacher Education Department to ensure current research and techniques are incorporated into the project's delivery. The project will benefit from support of the College's subject specific instructors in math, science and English for additional learning strategies. Local school collaborations will ensure the project provides parallel instruction so students master school work and have an opportunity for more in-depth study of material. Involvement of the community partners, e.g., EPA and Health Services, will enhance the "real world" college/career experiences and skills students acquire as well.

How does the partnership know for certain this approach will work? Frankly, it has already proven these activities through a pilot with smaller group of students that resulted in tremendous

outcomes – not only did all of the 20 participating pilot students improve their academic outcomes, but they are pacing to graduate on time. Excitingly, one of the pilot students has improved academic scores and worked to achieve status as valedictorian of the class!

### **ADEQUACY OF RESOURCES** (10 points)

In determining the adequacy of resources for the project, the Secretary considers: (i) The relevance and demonstrated commitment of each partner to project implementation and success.

TMCC, Turtle Mountain Tribe, and partners are dedicated to the successful implementation of Project GOAL. As the lead, TMCC fully commits its resources to the effort.

**TMCC APPLICANT SUPPORT – Facilities** - The College will provide office space for staff along with lecture and lab rooms, conference rooms, computer/technology classrooms and lab, the gymnasium and use of the fitness room. The Anishinabe Wellness and Cultural Center will be used for wellness and project activities. The property includes a natural wooded area with hiking trails, log buildings/cabins, and waterfront.

Other resources include: computers in the Technology Center which are networked to a file server and have internet access, camcorders, bicycles, and educational materials. The Center has an array of computer assisted basic skill software as well as hearing impaired equipment, tape recorders, calculators, audio-visual equipment etc. The College has an established IVN (Interactive Video Network) system which provides real-time coursework and access to the On-line Dakota Information Network (ODIN) system with connection to thirty-five (35) libraries.

*Staff* – In addition to the staff employed by the project, the project will have assistance from other College staff including: Larry Henry, the Academic Dean, is an enrolled member of the Turtle Mountain Band of Chippewa Tribe and holds a Bachelor of Arts and Masters of Science from University of North Dakota. His experience as an administrator includes: the director of the TMCC Health Careers Opportunity Program (HCOP); the TMCC Preparing Tomorrow's

Teachers to use Technology Program (PT3); and Title VII, Bilingual Education and federal programs at the Ojibwa Indian School.

The TMCC Teacher Education department has four faculty members with wide experience in curriculum and teaching strategy development. All are well experienced in providing culturally responsive education and have experience as instructors at the college and high school levels.

**PARTNER COMMITMENT** – The commitment of partners will facilitate project coordination with the schools' curricula. The Teacher Education program will provide culturally relevant education assistance and staff. Additional partners, not within the formal Partnership Agreement, include the tribal EPA, Health Services programs, tribal Elders, and other community partners. Each will provide activities within their scope and are highly committed to student success as evidenced through their participation in the pilot effort.

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

Based on 2014-15 enrollment numbers, an estimated 800 Native youth (200 per year for four years) in 9<sup>th</sup> through 12<sup>th</sup> grades at three School sites will be impacted by Project GOAL. An additional 100 Native youth (25 per year for four years) will be impacted by the intensive focus activities of Project GOAL. The costs included in the project represent those items necessary to provide the comprehensive effort as proposed.

Costs were calculated on institutional experience for similar type projects and the level of effort needed to meet the objectives of this project.

The project expects to serve 900 youth over the four years of the project at an estimated cost of only \$1,111 per student, although the cost per intensive focus service will be higher.

In calculating cost benefit ratio, the consideration should include both the cost of providing the services to the participants, as well as, the long term impact. This project provides a unique

opportunity to test multiple learning strategies with Native students. The results of this project will be integrated into the teacher education programs providing benefits to future students.

### **QUALITY OF THE MANAGEMENT PLAN** (30 points)

In determining the quality of the management plan, the Secretary considers: (i) (Up to 14 points) The adequacy of the plan to achieve the objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

TMCC has enjoyed more than 30 years of continual growth and development and has established itself as a quality, nationally recognized, tribal college. The College has previously been funded by the U.S. Department of Interior, Education, Labor, Energy, HUD, Agriculture, HHS and Defense grants. TMCC has also received grants from the National Science Foundation, the Navy and NASA. Because of this history of external funding, the College has developed solid management practices consistent with the management of grants.

Performance records will be maintained in project offices. These will include participation, retention, attendance, academic progress of participants and progress toward meeting goals. Ongoing management will be facilitated by weekly meetings to keep staff aware of project activities. Monthly written reports will provide summaries of activities, and serve as means to monitor the project's progress toward accomplishing its objectives. All record keeping will follow established procedures to ensure appropriate information is maintained to document the project. As some individual files will be created, the project will abide by the confidential records policy to protect the privacy of the individual. Each student and his/her parent will sign disclosure of information to be collected and use of information. Forms will be updated annually.

TMCC has established fiscal policies and internal and external audit procedures in handling funds. The Director receives monthly budget reports from the Business Office showing approved budget categories, expenditures, and unencumbered balances. The Director maintains a

separate ledger which is reconciled with Business Office records. Copies of all grant fund documentation are submitted quarterly to the TMCC Sponsored Programs Office.

TMCC has written employee policies and procedures. All employees are covered by established policy regardless of funding source. This project is supervised by the TMCC Vice President and Academic Dean. Compliance oversight is provided by the Sponsored Programs Office. Individual staff responsibilities were discussed in the Personnel section. The Director/Education Specialist and the Curriculum Specialist/Instructor will have a 100% time commitment as 12 month staff.

<b>PROJECT GOAL MANAGEMENT PLAN</b>												
<b>Year (Yr.) One: 2016-2017</b>	O	N	D	J	F	M	A	M	J	J	A	S
Turtle Mountain NYCP notified of award!												
Financial Assistance Award (FAA) signed and returned.												
Tribal Council notified and pass Resolution to verify award.												
TMCC Vice President Hall prepares paperwork, establish infrastructure, and initiate efforts with Human Resources to hire the staff. Secure contracts.												
Staff hired. Offices and technology established.												
MILESTONE: Staff attends Grantee Meeting.												
Advisory Committee meets (quarterly for life of the grant)												
MILESTONE: All systems in place for implementation!												
Director/staff recruit students and teachers												
Staff coordinate student evaluation and testing												
Staff lead selection and training of tutors												
MILESTONE: Students selected and Initial Parent Conferences held. Ongoing parent/family conferences.												





(iii) (Up to 10 points) The extent to which Indian tribes and parents of Indian children have been, and will be, involved in developing and implementing the proposed activities.

Turtle Mountain's community and families have been involved in various aspects of Project GOAL. A federally recognized Tribe, the Turtle Mountain Band of Chippewa Indians has been and will continue to be involved in developing and implementing the NYCP activities as a main partner as evidenced in the Partnership Agreement. Staff met with representatives from the College and Schools in April 2016 in preparation for the NYCP application. Staff from the Tribe will participate in ongoing NYCP activities, e.g. tribal EPA, and staff from the Tribe will serve on the NYCP Advisory Committee for all four years of the project.

Parents have been and will continue to be involved in developing and implementing NYCP activities: parents of the pilot participants helped guide development of the activities through survey and conversation; parents regularly participate through the Schools involvement, e.g., JOM committee; parents will serve on the NYCP Advisory Committee; parents of Native youth will regularly participate in NYCP parent/families activities; and, parents of participating Native youth will be surveyed for their input on developing and implementing NYCP activities.

Finally both Tribal staff and parents of Native youth will be involved in the Native culture activities of the NYCP project, e.g., teaching and/or making of traditional baskets, quilts, and other arts, as well as, participating in youth/family picnics at the medicine garden, etc. The diversity of perspectives will also include input from the Teacher Education faculty, College instructors, school officials, students, and tribal Elders.

(iv) (Up to 3 points) The extent to which the project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

The NYCP partnership will sustain the partnership/ activities. A natural extension of this project will be to identify and seek other federal and private funding to support and expand

college and career readiness services for youth/parents/families. The Tribe is applying for 21<sup>st</sup> Century funding, which would provide support for the tutoring for additional students. The Tribe will apply for hands-on community service funding. The Tribe will also continue to connect and provide Native culture activities to youth/families through the College and Schools.

TMCC (College) will maintain the website and college/career readiness information and resources available through partnership with the Schools once the grant funding has ended.

The Schools will integrate the lessons learned on how to best improve Native youth academic and college and career readiness and apply that knowledge as they work daily to assist students.

Finally, the Tribe and Schools through their shared School Improvement activities will work to establish funding to integrate enhanced Native language, culture, and college/career awareness activities into the daily schedule for Native youth.

Strategies have been selected based on their proven, research-based abilities to respond to participant needs. Well-trained, certified staff combined with consultant ensures evaluation will guide sound analysis and dissemination of information, including effectiveness of the strategies and their impact on the targeted at-risk youth population.

NYCP partners have already formed a working group, most of which are Native, to facilitate culturally appropriate

<b>Project GOAL Advisory Committee</b>	
TMCC Vice President Hall	Director of Job Development
TMCC Academic Dean	Staff of Project GOAL
Director of Children and Family Services at the Tribe	Administrators and Counselors from the Schools
Director of Tribal Youth Services	Tribal Elders
Youth Representatives	Parent Representatives

programming and provide guidance for implementation, capacity building, and sustainability.

TMCC will incorporate knowledge gained into its teacher education programs and through its web site, the Tribal College Journal and American Indian Higher Education Consortium.

## **QUALITY OF THE PROJECT EVALUATION** (5 points)

In determining quality of the evaluation, the Secretary considers: (i) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

Project GOAL will provide a solid body of evidence as to the effectiveness of strategies to help Native students become college and career ready. The evaluation plan will serve a three-fold purpose to: (1) serve as a project management tool (*process evaluation*) to monitor progress and facilitate programmatic adjustments to enhance efficiency and performance through a scheduled review of activities and objectives; (2) identify effective strategies for replication or testing in other settings; and, (3) provide quantitative and qualitative information (*summative evaluation*) to stakeholders (e.g., families, communities, partners, and federal agency) as to the level of success in achieving project objectives. By intentionally integrating teacher education programs into the design, TMCC believes the potential to incorporate the body of knowledge gained will provide a lasting benefit to future teachers, students, and schools.

This project will utilize both an ongoing and yearly evaluation to ensure quality in the delivery of services. Monthly reports are generated for monitoring and project management. The formative evaluation utilizes the college's internal monitoring and reporting processes to ensure the project tasks are carried out in a timely, coordinated efficient and effective manner. The summative, or outcome evaluation, will measure achievement of objectives annually. Both types of evaluation are essential. A multi-method evaluation will include both quantitative and qualitative data. To maximize reliability, multiple sources of data are sought wherever possible to allow for cross validation.

*Internal evaluation* - Internal evaluation will ensure the project is reaching maximum effectiveness by providing ongoing feedback. It will examine aspects of the project that directly

or indirectly contribute to effectiveness, e.g., management; the relationship of the project to other efforts; and utilization of fiscal and human resources. These areas are examined during monthly meetings with the Director and quarterly reviews by the TMCC Sponsored Programs Office.

The second area is student achievement. As the project is utilizing multiple formats to increase student preparation, an ongoing evaluation of effectiveness will provide maximum return from the project. Utilizing pre and post-tests, staff will assess each academy and each aspect of the summer program. The project assesses student school progress data with nine week grades, GPA and the annual MAPS test. Long term data is obtained through comparisons with the 11th grade state-wide assessment. All assessment evaluation is provided to TMCC Sponsored Programs and administration each quarter.

*External Evaluation* – External evaluation validates annual progress toward reaching the goals and objectives of the project. The external evaluator will make on-site visits at the beginning of the project and during each summer program. He will 1) help establish a system for data gathering, 2) help establish a system for regular analysis of data, and 3) produce technical reports according to timeframes and guidelines. Beyond the specific measures related to each of the objectives, the external evaluation will use data from the projects logs. Attitudinal surveys administered at the beginning of participation and annually thereafter will be used to measure impact and changes in attitudes for the cultural component.

As presented, the methods and measures are appropriate and allow statistical analysis of project services. The specific evaluation for each of the objectives is illustrated in the chart.

OBJECTIVE	MEASUREMENT	SOURCE
GENERAL YOUTH POPULATION:		
Objective 1: Each project year, 90% of youth in	Youth gain college	Project logs and



participating high schools will join in college and career awareness events.	and career awareness.	attendance records.
<b>FOCUSED PARTICIPATION YOUTH:</b>		
Objective 2: By the end of the 10th grade, 90% of students will have a college/career goal as measured by project records, career exploration activities, and written youth goals.	Career goal identified. Course of study mapped. Research completed.	Student files with goal and study plan. Annual survey on career attitudes.
Objective 3: Each year, 65% of youth will attain a 2.9 average or better in high school courses as measured by increases in nine-week and semester grades in supported coursework.	GPA on report cards by semester, by year, and cumulative.	Grade reports from target school updated each semester.
Objective 4: 75% of youth will graduate with 9th grade cohort as measured by school graduation records.	Confirmation of enrollment. Attainment of high school degree.	Enrollment records and grade reports. Copies of graduate list and records.
Objective 5: 60% of youth will demonstrate college readiness in math, English, or science as evidenced by college placement exams or ACT Benchmark scores.	Adequate preparation in core subjects and ready for future.	Placement exams and ACT Benchmark scores.
Objective 6: 80% of youth will demonstrate improved health attitudes and behaviors as evidenced by project records and activities.	Positive change in health attitudes and behaviors.	Participant journals. Annual surveys.
Objective 7: 100% of youth will participate in the community betterment project as evidenced by project records and published media article.	Youth (number and level of) participation.	Project logs of participant activity and frequency.

PARTNER/COMMUNITY COLLABORATION:		
Objective 8: 90% of partners will indicate improvement in satisfaction with youth activities and partner collaboration as measured by pre/post project surveys.	Partners improve collaboration support for youth activities.	Project logs and pre/post project surveys.

Dr. Thomas Johnson and Desiree Uhrich from Monarch Consulting Services, Inc. in Bottineau, North Dakota will serve as the External Evaluator. They will meet with staff to discuss student progress, programmatic issues, trouble-shooting, and acknowledgement of success, and will promote effective communication among partners. Qualifications include a doctorate in education with a minimum of five years experience in a tribal education program.

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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To add more "Other Attachment" attachments, please use the attachment buttons below.

## **Turtle Mountain Native Youth Community Project**

### **Project GOAL** (*Gaining Opportunities thru Academic Leadership*)

#### **OTHER ATTACHMENTS**

#### ***Part 6: Other Attachments***

*Attach one or more documents to the Other Attachments Form in accordance with the instructions found on Grants.gov. You may provide all of the required information in a single document, or in multiple documents.*

#### ***Required of All Applicants***

#### **DESCRIPTION OF THE DEFINED GEOGRAPHIC AREA TO BE SERVED**

*□ Description of the Defined Geographic Area to be Served: Description of the defined geographic area to be served by the project, which could be a map, written description, or some other document.*

#### **GEOGRAPHIC AREA TO BE SERVED:**

The geographic area to be served by the Turtle Mountain Native Youth Community Project (NYCP) is the Turtle Mountain Reservation and encompassing Rolette County in northern North Dakota, which shares borders with Canada.

This extremely geographically-isolated area (US Census) suffers from multi-generational distress; high unemployment (69.25% reported by the BIA), insufficient education (36.92% drop out rate), poor health/nutrition (Food Desert, 40% obesity, 15% diabetes), few jobs, and escalating crime with drug trafficking and border challenges.





The Turtle Mountain NYCP directly meets the absolute priority and all three of the competitive priorities of this competition, including competitive preference priority one – project serves a rural local community.

### COMPETITIVE PREFERENCE

#### PRIORITY ONE: The Turtle Mountain

NYCP application will serve a rural local

County: Rolette County	County ID: 10075
Grade Span: (grade PK-12) PK KG 1 2 3 4 5 6 7 8 9 10 11 12	Total Schools: 4
Locale: Rural: Remote (43)	Total Students: 1,762
CSA/CBSA: 1	Classroom Teachers (FTE): 146.20
Supervisory Union #: 000	Student/Teacher Ratio: 12.05
	ELL (formerly LEP) Students: 96
	Students with IEPs: 44

community. Each of the partnering schools, including Turtle Mountain Community Schools, which is a Department of Interior BIE school, is located in a rural, remote area designated by the United State (US) Census with a locale code of 43. The Reservation and encompassing Rolette County are extremely rural (US Census 2010) and are over 200 miles from Bismarck, the State capital.

### NEEDS ASSESSMENT OF OTHER DATA ANALYSIS

Needs Assessment of other Data Analysis: Evidence of need, drawn from a needs assessment or other analysis of data, showing --

- (1) The greatest barriers, both in and out of school, to the readiness of local Indian students for college and careers;
- (2) Opportunities in the local community to support Indian students; and
- (3) Existing local policies, programs, practices, service providers, and funding sources.

As set forth in the narrative, the NYCP effort has developed from data analysis, stakeholder input, and community 2016 Needs Assessment and Planning produced from the 2016 Promise Zone application process.

As the Promise Zone Needs Assessment and Plan includes confidential and proprietary (tribal specific) data, the actual document could not be attached here. In fact, the federal Promise Zone program does not provide the actual applications online either, only summaries.



Summary documentation is allowable for the NYCP application as set forth in question # 15 in the Frequently Asked Questions: **15. What is the required needs assessment or other data analysis, and what purpose does it serve?** ..... "If the needs assessment is lengthy, applicants can upload a summary statement in lieu of the actual document. .... It is possible to use an existing analysis, as long as it has been completed within the last three years."

Excerpt from Turtle Mountain Promise Zone Needs Assessment and Plan:

One key goal of the Promise Zone is to develop cradle to career education and workforce development: **Pride of the Great Plains Promise Zone GOAL 3: IMPROVE EDUCATION AND WORKFORCE DEVELOPMENT**: Children of unemployed parents who have not completed high school are five times more likely to drop out than children of employed parents. Dropout rates for Zone non-reservation students in grades 9-12 is 10.94% while **36.92% of reservation students drop out**, compared to the state rate of 2.33%.

This Promise Zones needs adequate early childhood support for families, thorough cradle to career education (Pre K, K-12, higher-ed, and career/leadership/workforce development), and programs to address complicating factors such as substance abuse and the high teen pregnancy rate that contributes to over 882 households headed by single mothers struggling to raise 1,392 children under 18.

The PZ Plan fully responds and is aligned to the needs and assets described above. The identified needs/gaps are the top priority, but certainly not the only items that will be identified over the 10 year effort. Conducting all-inclusive land use sustainability planning will ensure both Tribes make best use of their limited lands.

Another means for the PZ to make best use of opportunities is to ensure the education and career skills (Goal 3), and health (Goals 5) of the people are optimized so they are prepared to work in the



jobs provided by increased economic activity (Goals 1 and 2). The Plan directly connects the needs to opportunities in a way that will actualize success for the long run. It also directly relates to reduction of poverty and unemployment, which are needs identified by others including HUD and USDA.

Based on its intense, multi-generational poverty, the Zone was named a StrikeForce area and is in the USDA CONAC (Center of North America Coalition for Rural Development) Rural Economic Area Partnership (REAP) Zone. The PZ aligns to the REAP strategic plan for revitalization and capacity building, but the connection and alignment with REAP is only the beginning. The PZ Plan also aligns with the ND Rural Development Council, of which USDA Rural Development (RD) is a member, and meets the aims of the ND Economic Development Strategic Plan 2010-2020.

The above information taken from the Promise Zone Needs Assessment identifies that NYCP is a priority to align with the larger community needs and desired future activities.

Furthermore, NYCP specifically addresses the needs, barriers, and opportunities articulated in the Project GOAL narrative:

NEEDS	BARRIERS	OPPORTUNITIES
(I) Improve academic performance;	(i) Lack of student motivation and lack of parent/family knowledge/ support for students;	<ul style="list-style-type: none"> <li>▪ Provide 800 high school students with college and career readiness presentations and youth/parent/family activities to encourage pursuit of the steps, including academic performance, necessary to attain life goals.</li> <li>▪ Provide 100 high school students with specific,</li> </ul>



		intensive focus activities including after school tutoring and weekend core study academies.
(II) Increase college and career awareness;	(ii) Lack of Native role models to help youth envision college and career options;	<ul style="list-style-type: none"> <li>▪ Provide 800 high school students with presentations from Native role models to discuss college and career opportunities.</li> <li>▪ Provide 100 high school students with specific, intensive focus activities including tutoring, weekend academies, hands-on learning with Native role model professionals, and integration of Native culture, leadership, and community service projects.</li> </ul>
(III) Integrate Native culture	Lack of organization and integration of Native culture.	Integrate Native culture, professionals as Native role models, and college/career opportunities throughout all aspects of Project GOAL.
(and) address the impacts of extreme poverty on families.	(iii) Lack of resources/transportation for low-income families	Provide youth/parent/family resources and support options (including online) that address the barriers including providing transportation for students in the intensive focus summer learning and camp activities.



## SIGNED PARTNERSHIP AGREEMENT

☐ Signed Partnership Agreement: A copy of an agreement signed by the partners in the proposed project, identifying the responsibilities of each partner in the project. Signatories to the agreement must include at least one tribe (or its TEA) and at least one LEA or BIE-funded school.

Native Youth Community Project

### Turtle Mountain Native Youth Community Project Partnership Agreement

The Turtle Mountain Band of Chippewa Indians, Turtle Mountain Community College, Turtle Mountain Community School (Bureau of Indian Education School), and the Local Education Agencies listed in this Partnership Agreement have come together to collaboratively submit an application for the United States Department of Education Native Youth Community Project program.

The Turtle Mountain Partnership meets both the general eligibility requirements and the requirements for the Native Youth Community Project program's absolute priority, which requires that an applicant be a member of a partnership that includes at least one tribe and at least one LEA or BIE-funded school.

THEREFORE:

WHEREAS, the Partners have agreed to enter into a mutual agreement in which the Turtle Mountain Community College will be the lead agency and named applicant and the other entities will be partners in the Native Youth Community Project; and

WHEREAS, the Partners herein evidence their commitment to the Partnership with each entity's respective roles and responsibilities described herein;

WHEREAS, the Partners do hereby agree to work cooperatively to mutually share/exchange information, referrals, training, and services on behalf of the Project and mutually agree to participate in activities to achieve the stated goals and objectives;

NOW, it is agreed by and between the Partners:

#### TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS

As Chairman of the Turtle Mountain Band of Chippewa Indians, a federally-recognized tribe, I hereby acknowledge the Tribe authorizes Turtle Mountain Community College to apply for the award on behalf of the Turtle Mountain Partners. The Tribe has seen progress for Native students through the College's previous college- and career-readiness activities and believes it is important to expand and enhance those activities through the Native Youth Community Project 2016. The Tribe will promote and refer the Project to Native youth and participate in partnership activities.

(b)(6)

Richard W. McCloud, Chairman, Turtle Mountain Band of Chippewa Indians

#### TURTLE MOUNTAIN COMMUNITY COLLEGE

Indian Institution of Higher Education~ Accredited Tribally Controlled College

As President of the Turtle Mountain Community College, I hereby acknowledge the Turtle Mountain Community College is an eligible applicant, meeting the definition of an Indian institution of higher education as an accredited Tribally Controlled College chartered by the Turtle Mountain Band of Chippewa Indians. Turtle Mountain Community College will apply for the Native Youth Community Project award on behalf of the Turtle Mountain Partners and has agreed to lead the college- and career-readiness services for Native youth in the designated Turtle Mountain geographical area. Turtle Mountain Community College has experience in successfully providing college- and career-readiness services to Native youth and will expand and enhance those important services through the 2016 Native Youth Community Project.

(b)(6)

Dr. Jim Davis, President, Turtle Mountain Community College

**TURTLE MOUNTAIN COMMUNITY SCHOOLS**

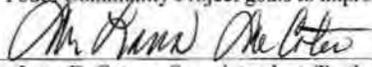
Bureau of Indian Education (BIE) School

As Superintendent of the Turtle Mountain Community Schools I can validate that we daily see the negative impacts that poverty has on our students. That's why I am especially excited that a goal of the Native Youth Community Project will be to enhance education and college- and career-readiness for Native students, thus expanding their abilities to succeed in life and escape the plague of poverty.

The School will work with the College and Partners to:

- Support implementation of education and college- and career-readiness opportunities for Native Youth.
- Track student data and outcomes to further the success of the effort and continuing to work to identify next steps in improving the overall community systems that support students.

Finally, in our role as the school we spend our days caring for and about students and who they will become as individuals. Our mission is to "Ensure Excellence in Education and Respect for the Local Culture." We wholeheartedly commit our participation in that capacity to assisting with the Native Youth Community Project goals to improve education and life outcomes for our students.



Dr. Lana DeCoteau, Superintendent, Turtle Mountain Community Schools

**DUNSEITH PUBLIC HIGH SCHOOL**

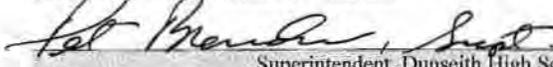
Local Education Agency

As Superintendent of the Dunseith High School, a Local Education Agency, I can validate that our students, nearly all Native American, strongly need college- and career-readiness educational opportunities.

The School will work with the College and Partners to:

- Support implementation of education and college- and career-readiness opportunities.
- Track and provide student data and outcomes to further the success of the effort.

We commit our participation to assisting with the Native Youth Community Project goals to improve education and life outcomes for students.



, Superintendent, Dunseith High School

**ST. JOHN PUBLIC HIGH SCHOOL**

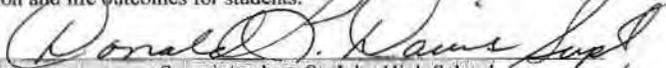
Local Education Agency

As Superintendent of the St. John High School, a Local Education Agency, I can validate that our students, nearly all Native American, strongly need college- and career-readiness education.

The School will work with the College and Partners to:

- Support implementation of education and college- and career-readiness opportunities.
- Track and provide student data and outcomes to further the success of the effort.

We commit our participation to assisting with the Native Youth Community Project goals to improve education and life outcomes for students.



, Superintendent, St. John High School



RESOLUTION NUMBER TMBC773-05-16 OF THE DULY ELECTED AND CERTIFIED GOVERNING  
BODY OF THE TURTLE MOUNTAIN BAND OF CHIPPEWA

- WHEREAS, the Turtle Mountain Band of Chippewa Indians, hereinafter referred to as the Tribe, is an unincorporated band of Indians acting under a revised Constitution and Bylaws approved by the Secretary of the Interior on June 16, 1959, and amendments thereto approved; and
- WHEREAS, Article IX (a) Section 1 of the Turtle Mountain Constitution and Bylaws empowers the Tribal Council with the authority to represent the Band and to negotiate with the Federal, State and local governments and with private persons; and
- WHEREAS, the Tribe has a compelling interest in taking every opportunity to ensure a world class education and college- and career-readiness for all tribal and community members; and
- WHEREAS, being selected for a Native Youth Community Project is critical to Turtle Mountain partners' ongoing efforts to improve educational opportunities, create jobs, and increase economic activity; and
- WHEREAS, the Tribe, Turtle Mountain Community College (lead), the Turtle Mountain School (BIE School), and partnering local school districts meet all eligibility and competitive priority requirements to receive United States Department of Education, Native Youth Community Project funding and has evidenced the commitment, experience, and capacity to attain the program's goals and activities including to improve educational outcomes, specifically college- and career- readiness, through strategies tailored to address the specific challenges and build upon the specific opportunities and culture within the Turtle Mountain community; and
- WHEREAS, the Tribe, College, and School partners will accelerate positive results by working closely with the designated federal liaison to support this community-led, comprehensive project to help American Indian/Alaska Native children to become college- and career-ready; and
- WHEREAS, the Tribe demonstrates its commitment to the Native Youth Community Project effort and believes the effort will be key in helping overcome the challenges of generational poverty, lack of college- and career-readiness, and high unemployment that plague the region, now

THEREFORE BE IT RESOLVED that the Turtle Mountain Band of Chippewa Indians hereby approves and offers its commitment to the strategies and priorities of the Native Youth Community Project application in close collaboration with local, state, regional, federal, and tribal partners.

CERTIFICATION

I, the undersigned Tribal Secretary of the Turtle Mountain Band of Chippewa Indians, do hereby certify that the Tribal Council is composed of nine (9) members of whom six (6) constituting a quorum were present at a meeting duly called, convened and held on the 27<sup>th</sup> day of May, 2016, that the foregoing resolution was adopted by an affirmative vote of five (5) in favor - Representatives Elmer Davis Jr., Lorne Jay, Lynn Gourneau, Ted Henry and Jim Baker; three (3) absent-Reps. Charlie Bercier, Carson Belgarde and Patrick Marcellais; none (0) opposed; with the Chairman not voting.

(b)(6)

Joleen A. Morin, Tribal Secretary 5/27/16

SIGNED INTO LAW/Dated this 27<sup>th</sup> day of May, 2016

VETOED/Dated this \_\_\_\_\_ day of May, 2016

(b)(6)

Richard W. McCloud, Tribal Chairman



## EVIDENCE OF CAPACITY

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□ Evidence of Capacity: Evidence that the applicant or one of its partners has demonstrated the capacity to improve outcomes that are relevant to the project focus through experience with programs funded through other sources.

Turtle Mountain Community College (TMCC): Chartered in 1972 as one of the six original Tribal Colleges, the fully-accredited TMCC tribal college (lead applicant for the eligible partnership) focuses on both undergraduate college education (Associates Degrees range from Business Administration to Native Studies to Pre-Medicine and a Bachelors in Teacher Education) and career and technical education (Certifications from Accounting to Welding) so it is especially well suited for the NYCP effort.

TMCC also has proven experience in working with high school students and continuous improvement of student learning. It will provide oversight and coordination of the NYCP effort, along with use of facilities, use of faculty, coordination and use of resources, and access to tutors and interns from its Teacher Education program.

As a Tribal Community College, TMCC was shaped by, and continues to be influenced by, the Turtle Mountain community. Over the last 43 years, the needs of the community have been paramount in shaping TMCC programs and services. TMCC has, since its inception, fostered educational reform and aided tribal members in completing challenging college study. Inherent within the institution is a climate which provides a culturally supportive environment that promotes learning and growth.

Over the last several years, the College has provided assistance to schools in either providing or facilitating teacher in-service. This past history will provide ready access for the project to share ongoing results of the project with schools and teachers.

The Tribe and TMCC greatly value education and cultural heritage. In fact, the philosophical foundation of the College exists in the system of values expressed in the Seven Teachings of the



Turtle Mountain Tribe. These teachings uphold wisdom, peace, respect, bravery honesty, humility, and truth. These teachings also shape the College's Institutional Goals, which strongly support NYCP:

1. A learning environment stressing the application of academic concepts to concrete problems;
2. Academic preparation for learning as a life-long process of discovery of knowledge embedded in the intellectual disciplines and the traditions of the Tribe;
3. In and out of class opportunities to discover the nature of Indian society, its history, variation, needs and to serve as a contributing member toward its betterment;
4. Continuous assessment of institutional programs and student academic achievement for the purpose of continuous quality improvement of student learning; and
5. Cooperation with locally Indian-owned business and stimulation of economic development for the service area.

**TURTLE MOUNTAIN COMMUNITY COLLEGE OFFERS:**

**ASSOCIATE OF ARTS:** Art, Business Administration, Criminal Justice, English, History, Humanities, Language, Music, Native Studies, Political Science, Psychology, Social Science, Social Work.

**ASSOCIATE OF SCIENCE:** Biology, Chemistry, Environmental Public Health, Mathematics, Pre-Medical Technology, Pre-Dentistry, Pre-Engineering, Pre-Environmental Science, Pre-Geography, Pre-Medicine, Pre-Natural Science, Pre-Nursing, Pre-Optometry, Pre-Pharmacy, Pre-Physical Therapy, Pre-Veterinary Medicine, and Pre-Wildlife Management.

**BACHELOR OF SCIENCE:** Teacher Education



ASSOCIATE OF APPLIED SCIENCE: Accounting Technician, Building Construction Tech, Business Administration, Clinical/Medical Laboratory Technician, Computer Support Specialist, Heating, Ventilation and Air Conditioning, Licensed Practical Nurse, Pharmacy Technician, Process Power Plant Technology, Residential Electric.

NINE-MONTH CERTIFICATE (VOCATIONAL / CAREER EDUCATION):

Accounting Technician, Building Construction Tech, Commercial Driver's License, Computer Support Specialist, Concrete Technology, Electrical Technology, Entrepreneur, Heating, Venting and Air Conditioning, Oil Field Operations, Phlebotomy, Process Power Plant, and Welding Technology

Since its beginning in the 1970s, the College has grown from a fledgling institution serving less than sixty students per year, to its current status of serving over 650 full time equivalents and approximately 250 pre-college adults. Indeed, Turtle Mountain Community College has demonstrated success in enrolling and graduating students.

The College serves the community in other ways too. Its many programs are helping to build local capacity to effect positive systemic change by improving all levels of educational achievement of tribal members and public and private economic sustainability of Turtle Mountain Chippewa.

As noted in the narrative, TMCC has previous experience in providing similar high school student activities for a pilot group of students. **Outcomes from that effort indicate TMCC has strong capacity to improve outcomes for this NYCP application:** 17 of 20 pilot participant 9<sup>th</sup>-10<sup>th</sup> grade students took and passed (C or better) rigorous academic coursework, 100% of pilot participants established a career goal, 70% of pilot participant students had a GPA of 2.9 or higher – one graduating senior is actually valedictorian of the class, 100% of participants are on



pace to graduate on time, 66.7% of pilot participant students tested into college level courses and have completed Dual-credit courses, 90% of pilot participating students partake in physical activities and show a positive attitude towards maintain health (up from 75%), and 100% of pilot students play an active role in the community service.

TMCC also provides high school support/transition activities through its Department of Education Native Career and Technical Education and American Indian Vocational Rehabilitation programs. Outcomes from those programs also evidence TMCC's strong capacity to positively impact the targeted youth population for NYCP.

The Tribe and Schools also provide college and career readiness education/information for students, e.g.,

Hwy 5 East, PO Box 440 • Belcourt, ND 58316 • Phone: 701-477-6471 Ext. 251 • Fax: 701-477-8821

"Ensuring Excellence in Education and Respect for the Local Culture" | "Home of the Braves"

**TURTLE MOUNTAIN COMMUNITY HIGH SCHOOL**

Turtle Mountain Community H... > Guidance Department > Scholarships and other oppo...  
05.27.16

Date	Title	Hide
9/01/16	TM Band of Chippewa Tribal Scholarship Program- Sept. 1, 2016	
Click on the link below for an application.		
Attachment:		
Tribal_Scholarship.pdf		
9/01/16	TM Dollars for College Students scholarship app- Deadline Sept. 1, 2016	
Attachment:		
dollars_for_college_students.pdf		
8/25/16	FASTWEB	
Fastweb can help you by matching and tracking potential scholarships, alerting you to internship opportunities for students and recent grads, matching you to colleges and scholarships available th colleges, and providing useful financial aid information and budgeting tools. For more information create a profile..... go to www.fastweb.com		

Home  
Scholarships and other opportunities  
PSAT information  
SAT information  
ACT information  
ACT preparation  
Resume Resources  
Useful Links



## **EVIDENCE OF INVOLVEMENT OF INDIAN TRIBES AND PARENTS**

□ *Evidence of Involvement of Indian Tribes and Parents: A description of how Indian tribes and parents of Indian children have been, and will be, involved in developing and implementing the proposed activities.*

Evidence of Indian Tribe Involvement: The Turtle Mountain Band of Chippewa Indians, a federally recognized Tribe, has been and will continue to be involved in developing and implementing the proposed NYCP activities.

- The Tribe is a main partner as evidenced in the Partnership Agreement,
- The Tribe chartered and remains active in the Tribal College, TMCC, which is the lead applicant here,
- Staff from the Tribe met with representatives from the College and Schools in April 2016 in preparation for the NYCP application,
- Staff from the Tribe will participate in ongoing NYCP activities, e.g. tribal EPA staff,
- Staff from the Tribe will serve on the NYCP Advisory Committee for all four years of the project,
- And, the Tribe will be involved in youth and student college and career education as part of its Promise Zone and other programmatic activities.

Evidence of Parent of Indian Children Involvement: Parents of Indian Children have been and will continue to be involved in developing and implementing the proposed NYCP activities.

- Parents from the pilot Indian student participants helped guide development of the proposed activities through survey and informal conversation,
- Parents regularly participate through the Schools involvement, e.g., JOM committee,
- Parents will serve on the NYCP Advisory Committee,



- Parents of Native youth served will regularly participate in NYCP parent/families activities as described in the Narrative,
- And, parents of participating Native youth will be surveyed pre/post for their input on developing and implementing proposed NYCP activities.

Finally both Tribal staff and parents of Native youth will be involved in the Native culture activities of the NYCP project, e.g., teaching and/or making of traditional baskets, quilts, and other arts, as well as, participating in youth/family picnics at the Center's medicine garden, etc.





## DEMONSTRATION OF RESEARCH BASIS

□ Demonstration of Research Basis: Information demonstrating that the proposed project is based on scientific research, where applicable, or an existing program that has been modified to be culturally appropriate for Indian students.

### **Student Motivation Research:**

Article Summarizing current research (Center on Education Policy at George Washington University and Pew Foundation among others) on Student Motivation, key underlying guidance for NYCP:

Forbes Article: Mar 13, 2013 @ 10:51 AM **119,629** views

### **Motivation Matters: 40% Of High School Students Chronically Disengaged From School**

#### **James Marshall Crotty, Contributor**

It's unsurprising that many students are perceived as unmotivated, suggests a series of papers released by the Center on Education Policy (CEP) at the George Washington University. Based on a review of research from various sources going back decades, the papers suggest that while existing efforts to increase student achievement are an important part of education reform, they have not focused enough on what it takes to motivate students in school.

Too often, strategies that adults use to boost student achievement — such as raising academic standards and giving high-stakes standardized exams — do not address the real reasons why students are disengaged. Even the most dedicated teachers and parents may be sending messages that leave children believing they don't have what it takes to succeed.

Lack of motivation is a real and pressing problem. Upwards of 40 percent of high school students are chronically disengaged from school, according to a 2003 National Research Council report on motivation.

Students who are bored or inattentive or who put little effort to schoolwork are unlikely to benefit from better standards, curriculum, and instruction unless schools, teachers, and parents take steps to address their lack of motivation, the CEP papers conclude.

On the other hand, students who are motivated to learn have higher achievement, show better understanding of the concepts they are taught, are more satisfied with school, and have lower dropout rates, according to a variety of studies reviewed by Edward Deci and colleagues.

The CEP summary paper not only makes it clear that more attention must be paid to student motivation, it also provides research-based starting points for action.

As with any skill, motivation can be encouraged — or discouraged — in children from an early age by the actions of important people in their lives. Studies suggest that students are more academically motivated when one of four conditions is present: when they feel competent



enough to complete the task at hand; when they see a direct link between their actions and an outcome and have some control over whether or how to undertake a task; when the task has interest or value to them; and when completing the task brings social rewards, such as a sense of belonging to a group or approval from someone they care about. I've seen this first-hand in my work coaching debate to at-risk young men in the South Bronx. Efforts to engage students work best when they tap into at least one of these conditions; and the more of these conditions that are met, the greater the motivation.

While no single strategy can motivate all students who are disengaged from school, research reviewed by CEP points to strategies that schools, teachers, families, and communities can use to help spark student motivation.

For example, school programs that reward students with money, prizes, or privileges for academic accomplishments or effort are more effective if they reward students for mastering a certain skill, such as reading a book or solving a problem. They are less successful motivators if they reward students for reaching a certain level of performance, such as achieving a passing score on a test, according to research by Roland Fryer. Rewarding actions that students can control, Fryer notes, such as completing homework, yields better results than rewarding accomplishments that seem beyond students' reach or out of their control, such as whether they earn an A grade.

Moreover, school programs that try to motivate students by focusing on the goal of attending college or paying for their college tuition are more motivating *if* they immerse students in a "college-going culture" rather than just encouraging them to aspire to college and promising scholarships for tuition. This immersion approach includes providing academic, social and other supports, making clear why college was important, and outlining a path to get there.

School programs that integrate community service with academics can also ignite students' interest and motivate them to work harder. But research notes that to be effective, these programs should be aligned with the school's curriculum and academic standards, encourage students to reflect on what they are learning, and connect curriculum to community problems. The bottom line to the report is that policy discussions right now focus more on how to test students, what they should learn, how to make their schools better, and how to evaluate and improve teachers, instead of on the single biggest determiner of academic success: student motivation.

### **Incorporating Native Culture:**

Promoting Resiliency among Native American students to prevent dropouts. Bill Thorton & Jafeth Sanchez. *Education*; winter 2010 vol. 131 Issue 2. "Native American student success is focused on culture-based teaching strategies to impact the learning efforts of Native students"

### **Incorporating Family:**

Miracle survivors. Iris HeavyRunner & Kathy Marshall. *Tribal college journal*; Summer 2003, vol 14 Issue 4. "The Family Education Model (FEM) shifts the emphasis from dropouts to college students who preserver using a family-centered approach."



“The components of the model are 1) culturally-specific family activities that invite the families of students to the campus, 2) counseling strategies that take into consideration family issues, 3) formal or informal mentoring, 4) seminars or workshops on family life skills, 5) networking, and 6) evaluation.”

Parent training on how to be involved supportive parents that set expectations for youth to pursue college and careers, as will take place at NYCP parent meetings and activities, is critical in the tribal population that either distrusts schools or come from backgrounds where education and certainly college and career readiness are not priorities in the struggle to survive.

## **FAMILY INVOLVEMENT RESEARCH DIGESTS**

HARVARD FAMILY RESEARCH PROJECT ■ HARVARD GRADUATE SCHOOL OF EDUCATION

December 2005

# **Parental Involvement and Student Achievement: A Meta-Analysis**

William H. Jaynes

## **Introduction**

Although much research has focused on the importance of parental involvement in children's education, conducting meta-analyses to determine the overall impact of parental involvement on the student population remains only a recent enterprise. This fact largely contributes to the limited body of knowledge regarding which aspects of parental involvement help student education and just what components of this involvement are most important (Christian, Morrison, & Bryant, 1998; Epstein, 2001; Henderson & Mapp, 2002). A meta-analysis statistically combines all the relevant existing studies on a given subject in order to determine the aggregated results of the research. The reasonably large amount of available research on parental involvement suggests that this research area has developed to a point at which a meta-analysis would be beneficial; it would yield some answers to questions that the individual studies by themselves are too narrowly focused to address.

## **Research Methods**

I conducted a meta-analysis to determine the overall effects of parental involvement on K–12 students' academic achievement and to determine the extent to which certain expressions of parental involvement are beneficial to children.

The meta-analysis drew from 77 studies, comprising over 300,000 students. Of the 77 studies, 36 included data only from secondary schools, 25 consisted of data only from elementary schools, and 16 possessed data for both elementary and secondary schools. Two reviewers used in this study rated the overall quality of the studies as a 2.3 on a 0.0 (lowest)–3.0 (highest) scale.

## **Research Findings**

Below I summarize the research questions and findings from meta-analysis.



**1. How does the academic achievement of students whose parents are actively involved in their education compare to that of their counterparts whose parents are not involved?**

The results of the meta-analysis indicate that parental involvement is associated with higher student achievement outcomes. These findings emerged consistently whether the outcome measures were grades, standardized test scores, or a variety of other measures, including teacher ratings. This trend holds not only for parental involvement overall but for most components of parental involvement that were examined in the meta-analysis. Moreover, the pattern holds not only for the overall student population but for minority students as well. For the overall population of students, on average, the achievement scores of children with highly involved parents was higher than children with less involved parents. This academic advantage for those parents who were highly involved in their education averaged about .5–.6 of a standard deviation for overall educational outcomes, grades, and academic achievement. In other words, the academic achievement score distribution or range of scores for children whose parents were highly involved in their education was substantially higher than that of their counterparts whose parents were less involved.

**2. What is the particular influence of specific aspects of parental involvement?**

One of the most vital aspects of this study was its examination of specific components of parental involvement to see which aspects influenced student achievement. Two of the patterns that emerged from the findings were that the facets of parental involvement that required a large investment of time, such as reading and communicating with one's child, and the more subtle aspects of parental involvement, such as parental style and expectations, had a greater impact on student educational outcomes than some of the more demonstrative aspects of parental involvement, such as having household rules, and parental attendance and participation at school functions.

**3. Which aspect of parental involvement has the greatest impact on academic achievement?**

The largest effect sizes emerged for parental expectations. The effect sizes for parental style and reading with one's child were smaller than for either parental expectations, but they also had very consistent influences across the studies. Parent involvement programs also influenced educational outcomes, although to a lesser degree than preexisting expressions of parental support.

**4. Do the effects of parental involvement hold for racial minority children?**

The results for studies examining 100% minority students and mostly minority students were also close to about .5 of a standard deviation. The effects of parental involvement tended to be larger for African American and Latino children than they were for Asian American children. However, the effect sizes were statistically significant for all three of these minority groups. The results highlight the consistency of the impact of parental involvement across racial and ethnic groups.

**5. Do parental involvement programs work?**

The results indicate that, on average, parental involvement programs work. As expected, the influence of these programs is not as large as the impact of parental involvement as a whole. This is because parents already enthusiastic about supporting the educational progress of their children will, on average, tend to help their children more than parents whose participation is fostered by the presence of a particular program.



### **Implications for Practice**

Taken together the results of this study are very instructive. First, the results are fairly substantial and support the belief that parental involvement has a significant impact across various populations. Second, not only does voluntary parental involvement have an influence, but parental programs do as well. Therefore, schools **should adopt strategies to enhance parental engagement in their children's schooling.** Third, teachers, principals, and school counselors should familiarize themselves with the facets of parental involvement that can help the most, so that they can guide parents on what steps they can take to become more involved. These include time-intensive parental involvement activities such as reading to one's children and communicating with them, and subtle involvement activities like parental style and expectations. **Given the substantial influence of parental involvement, educators should consistently encourage parents to become more involved in their children's schooling.**

### **Incorporating Collaboration with Secondary and Post-Secondary Education:**

#### **Student Success: What Research Suggests for Policy and Practice**

James C. Hearn *University of Georgia*

October 2006

#### **EXECUTIVE SUMMARY**

This essay addresses the findings and implications of five reports commissioned by the National Postsecondary Education Cooperative (NPEC) and scheduled for presentation and discussion at a national symposium in November 2006. The reports were each aimed toward reviewing and synthesizing the diverse research literature on student success, articulating a persuasive, inclusive theory informed perspective on success and its correlates, identifying significant issues and problems in the literature, and incorporating multilevel perspectives on the research and its application.

- **Student success in postsecondary education has roots in students' lives far earlier than the postsecondary years, through the influences of families, peers, teachers, counselors, cultural factors, and K-12 school curricula and extracurricula.**

### **Incorporating Health and Wellness Education:**

#### **Center for Disease Control: Healthy Students Are Better Learners**

**The academic success of America's youth is strongly linked with their health.**

Health-related factors such as hunger, physical and emotional abuse, and chronic illness can lead to poor school performance. Health-risk behaviors such as early sexual initiation, violence, and physical inactivity are consistently linked to poor grades and test scores and lower educational attainment. In turn, academic success is an excellent indicator for the overall well-being of youth and a primary predictor and determinant of adult health outcomes. Leading national education organizations recognize the close relationship between health and education, as well as the need to foster health and well-being within the educational environment for all students.

The NYCP partners utilized other research, more commonly known, for support in developing the academic tutoring and other elements of the project.



## **DESCRIPTION OF CONTINUING ACTIVITIES**

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□ *Description of Continuing Activities: A description of how the applicant will continue the proposed activities once the grant period is over. This narrative should be brief (e.g., one double-spaced page), and describe the entities and their commitments to continuing the project activities following the grant period.*

The Turtle Mountain NYCP partnership will sustain the partnership/proposed activities and continue to network for added services. A natural extension of this project will be to identify and seek other federal and private funding to support college and career readiness services for youth/parents/families.

The Tribe is applying for 21<sup>st</sup> Century funding, which would provide support for the afterschool tutoring activity for students. The Tribe will apply for hands-on community service project funding to further the leadership/academic/Native culture into community betterment activities. The Tribe will also continue to connect and provide Native culture activities to youth/families through the College and Schools.

TMCC (College) will maintain the website and college/career readiness information and resources available through partnership with the Schools once the grant funding has ended.

The Schools will integrate the lessons learned on how to best improve Native youth academic and college and career readiness and apply that knowledge as they work daily to assist the target student population.

Finally, the Tribe and Schools through their shared School Improvement activities will work to establish funding to integrate enhanced Native language, culture, and college/career awareness activities into the daily schedule for Native youth.



## INDIVIDUAL RESUMES FOR DIRECTOR AND PERSONNEL

□ Individual Resumes for Project Director and Key Personnel: Provide brief resumes or job descriptions that describe their qualifications for the responsibilities they will carry out under the project.

### **Administrative Oversight: Kellie Hall, Vice President, Turtle Mountain Community College**

#### BIO

Name: Kellie Hall

Position: Vice President

Organization Name: Turtle Mountain Community College

Street Address: 10145 BIA Road 7

City: Belcourt County: Rolette

State: ND

Country: USA Zip: 58316

Phone Number: 701-477-7862

Fax Number: 701-477-7870

Email Address: kmhall@tm.edu

Project Role:

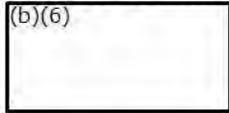
Other Project Role:

*Kellie Hall, TMCC Vice President* She is an enrolled member of the Turtle Mountain Band of Chippewa Indians. She has a Bachelor of Science Degree from Minot State University in Education with a major in Psychology and a Minor in History, as well as a Master of Education in Educational Leadership from the University of North Dakota. She is currently a enrolled in the Liffrig Family School of Education and Behavioral Sciences Doctorate of Education at the University of Mary. She also is a Credentialed Career & Technical Education Director through the ND State Department of Career and Technical Education and holds a Level I 7-12 Principal Credential from the Education Standards and Practices Board of the State of North Dakota. She has worked as a teacher at the high school level for 18 years; acting high school principal; Career and Technical Education Director for 4 years; and Education Specialist in School Improvement for the Bureau of Indian Education for 3 years. She has served as the Vice President of the Turtle Mountain Community College since 2012. She is a member of the American Indian Higher Education Consortium (AIHEC) Chief Academic Officer group, and serves as the TMCC Accreditation Liaison Officer to the Higher Learning Commission of the North Central Association.



**Supervisor: Rhonda Gustafson, Academic Dean, Turtle Mountain Community College**

**Rhonda B. Gustafson**



---

**EDUCATION**

- Ph.D. Education Leadership (ABD)  
University of North Dakota  
Writing Dissertation (ABD)
- Master of Science, Vocational Education  
August 1996  
  
Minor – Business Education  
  
University of North Dakota, Grand Forks
- Bachelors of Arts, Indian Studies  
August 1986  
  
University of North Dakota, Grand Forks
- Associates of Arts Degree, Executive Secretary  
August 1986  
  
University of North Dakota, Grand Forks

**LICENSE AND CERTIFICATIONS**

Vocational Certified  
  
1995 - Current  
  
State of North Dakota Career and Technical Education Department

**EMPLOYMENT**

Dean of Academics  
  
Turtle Mountain Community College  
  
Belcourt, North Dakota  
  
August 2014 – Current

Duties and responsibilities for this position include:

- Chief academic officer for the college and accountable for the over-all academic direction of the College, the selection, management, and development of all faculty (full-time and adjunct) and the administration of all certification and degree granting educational programs.
- Responsible for the oversight on a number of grant programs focused on assisting student learning.
- Promotes and assesses scholarly activity and has oversight of the library services. The dean assures that TMCC adheres to the accreditation criteria of the Higher Learning Commission (HLC) of the North Central Accreditation office, as well, as the department of public instruction of North Dakota.
- Directing the development, implementation, administration, evaluation and assessment of all programs of study to maintain educational relevancy and quality.
- Maintains engagement with all higher education entities in North Dakota to keep abreast of trends in higher education within the state and form partnerships to benefit the students or programs of study.
- Manage organizational unit's operational annual budget range of \$100,000 - \$150,000 and indirect annual budget of \$800,000.
- Maintains facility oversight over the south campus building and the ABE/GED program via the Director Adult and Continuing Education and has oversight of the College library.
- Member of the President's Administrative Council and TMCC Budget Committee, Chair of Academic Standards Committee and Chair of Accreditation Committee (TMCC liaison with HLC).

Business and Office Technology Instructor  
Career and Technical Education Department  
Turtle Mountain Community College  
Belcourt, North Dakota  
1987 – 2002  
Fall 2006 – August 2014

Duties and responsibilities for this position included; but were not limited to:

- Instruction and assessment of traditional, online and hybrid coursework within the Office Administration, Health Information and Small Business programs of study within the CTE Department. Course instruction includes, but not limited to: MS Office, Business Communications, Keyboarding, Introduction to Computers, Leadership, Business Math, and Information Processing.
- Participate in ongoing annual and 5-year program evaluations of progress toward state and federal grant goals and objectives.
- Participate in ongoing course level assessments of progress and student learning at the institutional level. Assessment methods used: ACT, FARM, MOS and SkillBuild.
- The data collection and analysis of student scores and assessments. As a result of the analysis, there may have been implementation of program modifications, budget modifications and teacher development.
- Contributed in the development of several 9-month and 18-month program curriculum and program goals and objectives. Curriculum that involved: health and information management, office administration, entrepreneurship, and small business.



- Develop partnerships with local Advisory Board members and the local community high schools. Responsible for the partnership of the TMCHS advisory boards with TMCC's advisory boards. Continues to be an ongoing collaboration.
- Internal and external committee work that includes membership to the Academic Standards Committee, Financial Aid Committee, Angel Fund Committee, NCA Sub-Committee and TMCHS Business and Office Education Advisory Committee.
- Student academic advising and maintain student records.
- Develop various reports that include, but are not limited to: Department Chair Reports, Board Reports, NACTEP Performance Reports, Department FARM Assessment Reports and Faculty Representative Reports.
- Participate in various professional development activities. For example: annual CTE Professional Development Conference, NACADA Conference and Higher Learning Commission Conferences.
- Leadership roles that included serving as the CTE Department Chair and TMCC Faculty Representative.
- Attend all scheduled college functions and meetings as required.
- Coordinated, scheduled, reported, maintained budget for IT non-traditional summer Academy for high school girls. Awarded the 2008 Director's Award of Excellence.

CTE Director  
Career and Technical Education Department  
Turtle Mountain Community High School  
Belcourt, North Dakota  
2002-2005

Duties and responsibilities for this position included; but were not limited to:

- Administered eight different high school CTE program areas that required federal, state and district policy compliance.
- Chaired the NCA Committee. Was granted continued accreditation.
- Coordinated curriculum updates and development to meet state and federal standards and benchmarks.
- Developed an Information Technology program within the Business and Office Education Program. Development involved identifying standards and benchmarks for coursework competencies, requesting funding at the state level for two computer labs, and directing teacher development.
- Prepared and managed CTE Department budgets.
- Internal and external committee work that involved individual student IPED's, advisory board,
- Supervision and evaluation of eight CTE teachers.
- Reporting and data collection.
- Advisory Committee, local tribal college and area business partnership development.
- Ensured state, federal and district safety compliance policies for classroom and teachers.
- Securing adequate training facilities/classrooms.

Technology Instructor  
Navajo Technical College (Formerly Crownpoint Institute of Technology)  
Crownpoint, New Mexico  
Spring Semester 2006



Duties and responsibilities for this position included; but were not limited to:

- Primarily responsible for the full-time instruction of information technology coursework that included: Photoshop, desktop publishing, computer hardware and maintenance.
- Revamped and updated the hardware and maintenance courses that included the responsibility of purchasing industry recognized equipment, materials and textbooks.
- Student academic advising and maintain student records.
- Internal and external committee work.
- Curriculum development.

### **PROFESSIONAL ASSOCIATIONS**

Turtle Mountain Community High School

CTE Advisory Board Member

Since 2006

ACTE Member (Association for Career and Technical Education)

Since 2002

NACADA (Academic Advising Association)

Since 2011

**POSITION:** Dean of Academic Programs

**DEPARTMENT:** Academics

**ACCOUNTABLE TO:** Vice President

**SUMMARY OF POSITION:** The Dean of Academic Programs is the chief academic officer for the college and accountable for the over-all academic direction of the College, the selection, management, and development of all faculty (full-time and adjunct) and the administration of all certification and degree granting educational programs. Additionally the dean is responsible for the oversight on a number of grant programs focused on assisting student learning. The dean promotes and assesses scholarly activity and has oversight of the library services. The dean assures that TMCC adheres to the accreditation criteria of the Higher Learning Commission (HLC) of the North Central Accreditation office, as well, as the department of public instruction of North Dakota. This entails directing the development, implementation, administration, evaluation and assessment of all programs of study to maintain educational relevancy and quality. The dean maintains engagement with all higher education entities in North Dakota to keep abreast of trends in higher education within the state and form partnerships to benefit the students or programs of study.

**DIMENSIONS:**

Manage organizational unit's operational annual budget range of \$100,000 - \$150,000 and indirect annual budget of \$800,000. Maintains facility oversight over the south campus building and the ABE/GED program via the Director Adult and Continuing Education and has oversight of the College library. Member of the President's Administrative Council and TMCC Budget Committee, Chair of Academic Standards Committee and Chair of Accreditation Committee (TMCC liaison with HLC).

**JOB CHARACTERISTICS**

**Nature of Work:** The primary focus of the position - constituting eighty percent of the job - is to develop and administer the quality delivery of all programs of study. The dean promotes and assesses scholarly activity, services, and excellence of the faculty, supervises all full-time and adjunct faculty, as well as contracted academic personnel. The nature of the work is predominately administrative with proficiency in curriculum development, faculty development, and program evaluation and assessment. The problem solving domain is broadly defined by established policies and specific objectives and the thinking challenge involves differing situations requiring the search for solutions within the area of learned things. Majority of work is relatively homogeneous. The job is subject to general guidance due to its high accountability for the academic outcomes and accreditation of the College. The dean has primary impact on the end results of all the programs of study. The position does require out of state and instate travel.



**Personal Contacts:** Human relationships are critical to the position in dealing with faculty, grant program directors, peers, students, and external public on a person-to-person basis. The dean works in daily collaboration with TMCC's Administration and staff, faculty, students, community constituents, and state and national level program officials. The dean maintains a working relationship with members of the North Dakota University system and with all North Dakota Tribal Colleges.

**Supervision Received:** The Dean receives general guidance from the Vice President, as predominately circumscribed by the operational demands of the academic programs and ; however, free to determine how to achieve end results.

As member of the Administrative Council meets bi-weekly with leadership team to discuss pertinent issues and concerns.

**Supervision Exercised:** Supervision is provided to 24 full-time and 28 adjunct faculty.

Also reporting to the Dean are the following management positions: Department Chair - Teacher Education, Director Adult and Continuing Education, Zhaabwii Director, and Project CHOICE Director, Librarian.

**Essential Functions:** The dean must have strong interpersonal skills and be able to coordinate the work of diverse functions. The position requires exceptional program evaluation and assessment development techniques, as applied to students, faculty, and instruction.

#### **AREAS OF JOB ACCOUNTABILITY AND PERFORMANCE:**

- Maintain a schedule of classroom observations and individual faculty member evaluations, and oversee faculty development.
- Evaluate faculty job descriptions, course syllabi, audit course content, and instructor performance on an annual basis.
- Facilitate the recruitment, employment, evaluation and retention of quality instructional personnel.
- Work with all department chairs to ensure that the faculty IPDPs are completed each year and the FARM reports are done on a semester basis.
- Lead the development and implementation of program evaluation and learning assessment methodologies.
- Promote and assess all scholarly student and faculty activities.
- Appoint, in cooperation with the vice president, academic committees as needed to accomplish various tasks, chair the academic affairs committee and direct deliberations about programs of study.
- Chair the Academic Standards Committee where all new programs of study are initially received. Work with department chairs to maintain programs of study and to seek new areas of study as needed.
- Chair the Accreditation Committee.



- Lead the development and implementation of educational programs for students and faculty.
- Responsible for assessment of student learning.
- Organize educational workshops for local teachers and TMCC faculty.
- Coordinate educational programs with all the Tribal Colleges in North Dakota.
- Assist in the development and implementation of a college-wide learning outcomes assessment plan, with the assistance of faculty and maintain institutional assessment data.
- Prepare course schedules with the assistance of the faculty and registrar.
- Manage the process for grade appeals and student academic disciplinary procedures.
- Assist in the implementation of the student advisory program in cooperation with student services.
- Collaborate in grant writing of federal proposals.
- Coordinate the annual publication of the college catalog.
- Coordinate all areas of teaching and coursework with the Department Chair Teacher Education.
- Coordinate the coursework for the Adult and Continuing Education programs the community education program, customized training, and the HS dual credit program with the program director.
- Coordinate the health careers initiative for TANF recipients and other low income individuals with the Project CHOICE Director.
- Coordinate the language acquisition services to high need students and operation of the Zhaabwii Learning Center with the director.
- Oversee the library, which involves supervision of staff and budget of the library.
- Attend Board Meetings, prepare and present reports of academic areas, and attend regular TMCC staff and faculty meetings.
- Interact with faculty, staff, and students on a daily basis.
- Assist with the continuous recruitment and retention of TMCC students.
- Other duties as assigned.

## **JOB REQUIREMENTS:**

### **Knowledge:**

Position requires knowledge of principles and methods for curriculum and course development, teaching and instruction of adult learners, and the assessment of student learning. Knowledge of higher education accreditation in all areas is critical. Equally critical is knowledge of faculty selection, development and evaluation, as well as the development, administration and evaluation of higher education degree programs. Knowledge of the federal grant funding processes and knowing how to develop grant proposals is necessary. Knowledge of the history of tribal colleges and the culture of its community, specifically with higher education entities in North Dakota is a plus for this position.

### **Skills:**

Human relations skills with respect to understanding, selecting, developing, motivating, instructing, supervising, and collaborating with people are critical to this position. Instructional design and teaching proficiency are fundamental to this position. Excellent verbal and written communication skills are necessary for presentations, reports, grants, course designs, and negotiations. Data management and computer applications skills are necessary for all compliance



and administrative reporting. Critical thinking skills are necessary to identify academic deficiencies and develop alternative solutions, conclusions or approaches to problems. General managerial and administrative skills in strategic planning, resource allocation, human resources management, program management, and operations management are all necessary.

**Abilities:**

The ability to identify a person's developmental needs, coach, mentor, or instruct to improve their learning is fundamental. The ability to assess and evaluate programs, curriculum, and instructors at the elementary, middle, and higher education levels is critical. The position requires the ability to organize work with attention to learning objectives.

**EDUCATION AND EXPERIENCE:** Position requires at a minimum a Master's in Education or Master's in Higher Education Leadership with some focus on instructional design - a Doctoral degree is preferred. The position requires at least five years of experience working with education programs, curriculum development, professional faculty development, faculty evaluation, and accreditation. Experience working at a Tribal college and collaborating with tribal educational entities is highly desirable.

**LICENSURE AND CERTIFICATION:**

None.

**JOB PERFORMANCE STANDARDS:**

Performance evaluation of this position will be based primarily upon execution of the preceding areas of accountability and requirements.



**Project Director/Academic Readiness Specialist: Karen Poitra**

**Karen Poitra**



**Work Experience**

- 10/2010 – present Academic Readiness Program Education Specialist
- 6/2010 –7/2010 Academic Readiness Program Summer Language Arts Teacher
- 8/1984 – 5/2004 Dunseith Indian Day School, Elementary Teacher
  - 1<sup>st</sup> grade teacher 5 years
  - 5<sup>th</sup> & 6<sup>th</sup> grade Chapter I Team Teacher 2 years
  - Kindergarten- 8<sup>th</sup> grade Gifted/Talented Teacher 13 years

**Education**

- 1980 Turtle Mountain Community High School
- 1982 Turtle Mountain Community College Associate of Science
- 1984 Mayville State College Bachelor of Science in Education

**Awards and Achievement**

- 1982 Who’s Who of Junior Colleges Turtle Mountain Community College
- 1986 Outstanding Young Women of America
- 1997 Co-Writer “History and Culture of the Turtle Mountain Band of Chippewa”

Karen Poitra is an enrolled member of the Turtle Mountain Band of Chippewa. She was born and raised on the Turtle Mountains. She is the oldest of six children. Her father quit school after the eighth grade. He had to work away from home most of his young life to support his family. Working off the reservation made him determined to have his children go to college. Her mother after raising six children earned a two year degree with her daughter. Becoming a single parent at 18 she realized how education would help her to provide for her son. Karen graduated from Turtle Mountain Community High School, then Turtle Mountain Community College and finally Mayville State. She also earned a certificate in Gifted & Talented Education from Minot State. Karen became a certified teacher in 1984, where she spent 20 years teaching in grades K-8. Working in a BIA school with a high poverty rate for twenty years she was given the opportunity to relate to the students, parents and the community and to also be part of the school improvement process. As a Gifted/Talented teacher, she became very involved in evaluating students. She utilized state and national test scores as well as testing designed for GT. Karen also assisted in testing for the bilingual program and reading assessments. Being familiar with so many types of testing, Karen was able to evaluate students to find their strengths and weaknesses.



## **Turtle Mountain Community College**

### **Position Description**

**POSITION:** Project GOAL Program Director

**DEPARTMENT:** Project GOAL

**ACCOUNTABLE TO:** Dean of Academics

#### **SUMMARY OF WORK:**

This position will provide administrative direction and leadership for the department including but not limited to: federal policy compliance, budget management, supervision, recruitment, data collection, internal and external reporting, partnership development, marketing/outreach, curriculum development and instruction. Must be able to work a flexible schedule.

#### **JOB CHARACTERISTICS:**

##### **Personal Contacts:**

This position will require contact with students, faculty, supervisor and co-workers.

##### **Supervision Received:**

This position will be supervised by the Dean of Academics. There will also be regular communication between this position and the Program Officer located in Washington, D.C.

##### **Essential Functions:**

Position requires ability to communicate effectively, have supervisory skills, and provide leadership. Must have experience with budget management.

#### **RESPONSIBILITIES:**

- Provides administrative direction and leadership for the project including supervision of staff and maintenance of recording keeping systems.
- Plan, organize and coordinate project services for students.
- Encourage team relationships between students/parents, project staff, schools and the community.
- Establish and maintain relationships with school staff.
- Regularly visit schools to verify grades.
- Lead the development of strategies to enhance the educational development of students.
- Coordinate meetings with appropriate faculty as needed.
- Oversee weekly assessment, assess student progress with staff and coordinate modification as needed.
- Work cooperatively with the Business Office to insure fiscal integrity.
- Prepare reports as required for the college and funding agency.
- Participate in community events and workshops.



- Establish and monitor record keeping systems necessary to document the activities of the project and staff while maintaining confidentiality.
- Maintain confidentiality.
- Establish and maintain a recruitment program.
- Coordinate delivery of services with the college and target schools.
- Review and approve all fiscal disbursement requests.
- Complete evaluations on staff.
- Supervision of regularly scheduled staff plus staff hired on short term contracts.
- Prepare budget, manage and expend money appropriately, following grant guidelines.
- Analyze data gathered for reporting.
- Write and implement policies.
- Maintain student and parent contact to ensure program success.

### **JOB REQUIREMENTS:**

#### **Knowledge:**

This position requires knowledge of database management, ability to interpret data.

#### **Skills:**

Past supervisory skills helpful. Time management and effective communication skills are necessary. Strong collaboration and teamwork skills useful.

#### **Abilities:**

Ability to work with all ages. Must be highly organized. Must be able to lift and move up to 30 lbs.

### **EDUCATION AND EXPERIENCE:**

Master's Degree in Education or related field required. Five year's experience in education required. Budget management skills beneficial.

**Curricula Specialist/Instructor: Jody DeLong**

## **Jody DeLong**

### **Education**

- 2011      **Turtle Mt. Community College:** Belcourt, ND 58316  
Bachelors in Secondary Science
- 2006      **Turtle Mt. Community College:** Belcourt, ND 58316  
Associate of Arts  
Associate of Science

### **History of Employment**

- 06/2010-07/2010      **Turtle Mt. Community College:** Belcourt, ND 58316  
Counselor for STEM program
- 08/2010-10/2010      **Turtle Mt. Community College:** Belcourt, ND 58316  
Math Tutor
- 06/2011-07/2011      **Turtle Mt. Community College:** Belcourt, ND 58316  
Mentor for Academic Readiness
- 10/2011-08/2012      **Turtle Mt. Community College:** Belcourt, ND 58316  
Upward Bound Academic Advisor
- 08/2012-05/2013      **Dunseith Public:** Dunseith, ND 58329  
7<sup>th</sup> & 8<sup>th</sup> Grade Substitute Teacher
- 06/2013-07/2013      **Turtle Mt. Community College:** Belcourt, ND 58316  
Project Goal Summer Math Teacher
- 11/2013-Current      **Turtle Mt. Community College:** Belcourt, ND 58316  
Project Goal Educational Specialist
- 01/2015-05/2016      **Turtle Mt. Community College:** Belcourt, ND 58316  
Adjunct Faculty: Intermediate Algebra  
Adjunct Faculty: Applied Mathematics
- 08/2015-Current      **Turtle Mt. Community College:** Belcourt, ND 58316  
GED Instructor



**Credentials**

- North Dakota State Education License in Secondary Science
- North Dakota State Education Middle School Endorsement in Science

**Achievements**

- Installed radon mitigation systems
- Constructed a model house to perform radon related experiments
- Evaluated the relationship between use of the math lab and the influence on students overall grade
- Coached 1<sup>st</sup> place Co-Ed Volleyball Team for TMCC during AIHEC tournament 2012, 2<sup>nd</sup> place 2014

**Skills**

- Effective classroom management for diverse populations
- Teaching/Tutoring
- Provides Positive Learning Environment
- Computer proficient
- Effective Listener
- Constructive teaching style
- Curriculum Development
- Knowledgeable in Microsoft Excel, Microsoft PowerPoint, and Microsoft word
- Trained in current strategies for adult learners
- Great motivator

**References**

- Pfahl, Miles

Math Instructor

(b)(6)

- Gustafson, Rhonda

Academic Dean

(b)(6)

- LaRocque, Sandi

(b)(6)



**Turtle Mountain Community College  
Position Description  
2013**

**POSITION:** Education Specialist Also called Curricula Specialist/Instructor in  
NYCP 2016 application

**DEPARTMENT:** Project GOAL

**ACCOUNTABLE TO:** Project GOAL Director

**SUMMARY OF WORK:**

The Education Specialist will be responsible for assisting in the development of academic preparedness for high school age students. The successful candidate should be able to integrate the Turtle Mountain culture into subject material.

**JOB CHARACTERISTICS:**

**Personal Contacts:** This position will require the ability to work closely with co-workers to implementing the program. They will also work closely with high school age students on a regular basis.

**Supervision Received:** The employee reports to the Project Director of Project GOAL on all matters pertaining to this position.

**Essential Functions:**

**RESPONSIBILITIES:**

- Assists the program director in organizing, development and implementation of program.
- Assist in the development of academic preparedness program curricula and organizing course work.
- Develop and organize schedules for a school year and summer tutoring program.
- Recruitment for the program.
- As part of the team, be involved in reviewing weekly assessment data to determine student progress.
- Provide assistance in the development of alternative methods and materials as needed within the core areas of Math, Science, and English to foster programmatic success.
- Provide training to tutors and monitor their activities during the academic year.
- Provide educational leadership to the summer instructors and the tutors.
- Review materials developed by the instructors in the core areas of Math, Science, and English to prepare students to become college ready.
- Regular travel to area high schools to monitor student progress.



- Counsel students.
- Assist in compiling program reports.
- Collects and reviews student applications to the program.
- Teaches courses when needed.
- Assists in review and update of student files.
- Perform other position related duties as assigned by immediate supervisor.

**JOB REQUIREMENTS:**

**Knowledge:** Knowledge of Turtle Mountain Community College and Turtle Mountain K-12 school system. Knowledge of the Turtle Mountain Chippewa culture and heritage.

**Skills:** Must have strong communication skills, along with collaboration and teamwork skills. Must have good computer skills.

**Abilities:** Ability to communicate and work with young adults.

**EDUCATION AND EXPERIENCE:**

Bachelor's Degree in Education or related field required. One year experience in education also required. Must have valid ND Driver's license.



*Required, if Applicable*

## **DOCUMENTATION OF INDIAN ORGANIZATION**

*Documentation of Indian Organization: A lead applicant that is an Indian organization must provide adequate documentation to demonstrate that the organization meets each element of the definition of Indian organization. (See the definition listed in 34 CFR 263.20) Such applicants must include a list of current board members demonstrating that a majority are Indian. Acceptable documentation to demonstrate that the organization meets all elements of the definition might also include the charter, bylaws, articles of incorporation, and mission statement.*

Turtle Mountain NYCP lead applicant is an eligible Tribal College.



## REQUEST FOR COMPETITIVE PREFERENCE PRIORITY THREE

☐ Request for Competitive Preference Priority Three: If the applicant wants to be considered to receive preference points under Competitive Preference Priority Three, the applicant must attach documentation showing how the application meets the criteria.

☐ If the applicant or its partner has received a grant under one of the selected programs in the last four years, the statement must include the program under which the award was made, the name of the awardee, the award number, and the date of award.

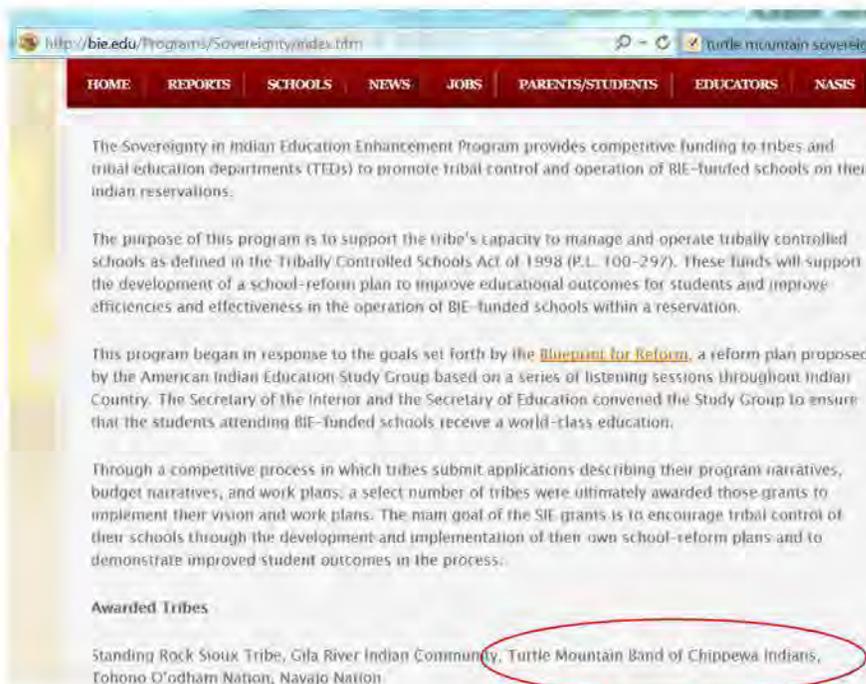
**COMPETITIVE PREFERENCE PRIORITY THREE:** Turtle Mountain NYCP qualifies to receive four points as an application that: (b) is being submitted by a partnership in which the lead applicant or one of its partners has received a grant in the last four years.

The Turtle Mountain Band of Chippewa Indians (Tribe) was awarded Sovereignty in Indian Education Enhancements (Department of the Interior) in 2014-2015, thereby qualifying this application for full Preference Priority Three points.

**Title:** Turtle Mountain Band of Chippewa Indians Sovereignty in Indian Education

**Project:** Oct. 2014 – Sept. 2015    **Award:** \$200,000    **Schools:** 5 Bureau-Operated Schools

**Award Number:** SIE Grant award is Secretarial Order #3334 Sec 4(b)(iii)





Promise Zone Tribal Finalist: Also, it should be noted that Turtle Mountain Tribe also relates to serving a local community within a federally designated Promise Zone – Turtle Mountain was named as the only Promise Zone tribal finalist in Round 2 and is now under consideration for the full Promise Zone.



## INDIRECT COST RATE AGREEMENT

☐ Indirect Cost Rate Agreement: If the budget includes indirect costs and the applicant has a current Indirect Cost Rate (ICR) Agreement, the applicant must attach a copy of it. For any lapse in coverage the program office will issue a special condition on the award.

Nov. 29. 2012 10:19AM

No. 0215 P. 3/5

### COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:	DATE: 11/27/2012
ORGANIZATION:	FILING REF.: The preceding
Turtle Mountain Community College	agreement was dated
P.O. Box 340	03/14/2008
Belcourt, ND 58316	

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

#### SECTION I: Facilities And Administrative Cost Rates

RATE TYPES:    FIXED            FINAL            PROV. (PROVISIONAL)    PRED. (PREDETERMINED)

#### EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%) LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2012	06/30/2016	20.00 On-Campus	(1)
PRED.	07/01/2012	06/30/2016	14.06 On-Campus	(2)
PROV.	07/01/2016	06/30/2017	20.00 On-Campus	(1)
PROV.	07/01/2016	06/30/2017	14.06 On-Campus	(2)

(1) All programs except US Dept. of Education programs specified in note (2).

(2) This rate is computed by the US Dept. of Education and only applies to its programs requiring the "restricted" rate.

#### \*BASE

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.



Nov. 29. 2012 10:19AM

No. 0215 P. 4/5

ORGANIZATION: Turtle Mountain Community College

AGREEMENT DATE: 11/27/2012

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**SECTION II: SPECIAL REMARKS**

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TREATMENT OF FRINGE BENEFITS:

This organization charges the actual cost of each fringe benefit direct to Federal projects. However, it uses a fringe benefit rate which is applied to salaries and wages in budgeting fringe benefit costs under project proposals. The following fringe benefits are treated as direct costs:  
FICA, WORKERS COMPENSATION, STATE UNEMPLOYMENT INSURANCE, HEALTH/DENTAL/LIFE INSURANCE, AND RETIREMENT PLAN.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

DEFINITION OF EQUIPMENT

Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.



Nov. 29. 2012 10:19AM

No. 0215 P. 5/5

ORGANIZATION: Turtle Mountain Community College

AGREEMENT DATE: 11/27/2012

**SECTION III: GENERAL**

**A. LIMITATIONS:**

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in the facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) the same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) similar types of costs have been accorded consistent accounting treatment; and (4) the information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

**B. ACCOUNTING CHANGES:**

This Agreement is based on the accounting system supported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognisant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

**C. FIXED RATES:**

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

**D. USE BY OTHER FEDERAL AGENCIES:**

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

**E. OTHER:**

If any Federal contract, grant or other agreement reimburses facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

**BY THE INSTITUTION:**

Turtle Mountain Community College

(b)(6)

(SIGNATURE)

*Tracy Azure*

(NAME)

*Comptroller*

(TITLE)

*11-29-12*

(DATE)

**ON BEHALF OF THE FEDERAL GOVERNMENT:**

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

(SIGNATURE)

*Arif Karim*

(NAME)

Director, Division of Cost Allocation

(TITLE)

11/27/2012

(DATE) 3163

HRG REPRESENTATIVE: Joanette Lu

Telephone: (415) 437-7820



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## ADMINISTRATION COST LIMIT WAIVER REQUEST

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Administrative Cost Limit Waiver Request: An applicant may request the Department to waive the administrative cost limits by adhering to the detailed requirements for waiver requests in Section 9401 of the ESEA (20 USC §7861), which is available on the U.S. Government Publishing Office website at: <http://www.gpo.gov/fdsys/pkg/USCODE-2013-title20/pdf/USCODE-2013-title20-chap70-subchapIX-partD-sec7861.pdf>.

Not Applicable.

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## INTERGOVERNMENTAL REVIEW

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### Intergovernmental Review (State Point of Contact)

Retrieved from [https://www.whitehouse.gov/omb/grants\\_spoc/](https://www.whitehouse.gov/omb/grants_spoc/) May 2016.

\*\*\* *SPOC List as of December 23, 2015* \*\*\*

### NORTH DAKOTA

Rikki Roehrich

Program Specialist

North Dakota Department of Commerce

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Bismarck, North Dakota 58502-2057

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TMCC will follow its standard procedures and protocols in submitting this application for State Point of Contact Review. Documentation will be made available to verify if necessary.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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



## Turtle Mountain Native Youth Community Project

### Project GOAL (*Gaining Opportunities thru Academic Leadership*)

#### BUDGET NARRATIVE

The following is a line-item detailed budget for each budget object class category identified on the SF-424A, including estimation methods, quantities, unit costs, and other detail sufficient for the calculation to be duplicated.

### Turtle Mountain Native Youth Community Project Four Year Budget May 2016

October 1, 2016 through September 30, 2020

#### Federal Budget By Year

<u>Line Item and Calculation:</u>	<u>Year 1 Budget</u>	<u>Year 2 Budget</u>	<u>Year 3 Budget</u>	<u>Year 4 Budget</u>
<b>Personnel:</b>				
<b>Full-time:</b>				
Project GOAL Director/Academic Readiness Specialist (1.0 fte)	\$41,000	\$42,230	\$43,497	\$44,802
Project GOAL Curriculum Specialist/ Instructor (1.0 fte)	\$37,000	\$38,110	\$39,253	\$40,431
<b>Part-time:</b>				
Academic Year Tutors (8 hours per week x 36 weeks @ \$10 per hour)	\$2,880	\$2,880	\$2,880	\$2,880
3 Summer Interns (\$450/week x 6 weeks)	\$8,100	\$8,100	\$8,100	\$8,100
Academic leads (\$250/weekend academy x 8 academies)	\$2,000	\$2,000	\$2,000	\$2,000
2 Cultural camp leaders (\$3,500/camp x 2 leaders)	\$7,000	\$7,000	\$7,000	\$7,000
Summer Intern Faculty Supervisor (\$1,800/summer)	\$1,800	\$1,800	\$1,800	\$1,800
<b>Personnel Total:</b>	<b>\$99,780</b>	<b>\$102,120</b>	<b>\$104,530</b>	<b>\$107,013</b>



Full-time Staff: The Director/Academic Readiness Specialist (1.0 fte) will provide overall direction/coordination of project activities with .50 fte, including supervising staff, maintaining student records, and serving as liaison with students, parents, school, and community. With the other .50 fte, the Director/Academic Readiness Specialist will provide ongoing assessment of participant success; identify new strategies to overcome lack of progress, if any; provides training for summer instructors and tutors; lead the instructional component and maintain individual participant level of effort records. The Curriculum Specialist/Instructor (1.0 fte) will identify new strategies to overcome lack of progress, if any; ensure curriculum is being implemented consistently; assist with the maintenance of records of participants, and generally assist the Director/Academic Readiness Specialist.

Part-time: Tutors provide services after school at the project offices for both face-to-face and call-in requests. Summer intern contracts include 1 week preparation, 1 week in the culture camp, and 4 weeks of instruction. Academic leads provide instruction in a core area at the academic year weekend academies. Cultural camp leaders (Native language speakers, traditional craft instructors, etc.) help lead the cultural immersion camp each summer. The Faculty Supervisor of the summer intern positions provides support for the interns during the summer.

**Fringe Benefits:**

Full-time fringe @ 42%	\$32,760	\$33,743	\$34,755	\$35,798
Part-time fringe @ 9%	\$1,960	\$1,960	\$1,960	\$1,960
<b>Fringe Benefits Total:</b>	<b>\$34,720</b>	<b>\$35,703</b>	<b>\$36,715</b>	<b>\$37,758</b>

Fringe benefits are calculated at 42% of full-time salary, including Social Security & Medicaid (7.65%), Health and Life Insurance (18.30%), state Unemployment and Workers Compensation (1.10%), and retirement (7.95% of salary). Fringe benefits are calculated at 9% of part-time salary, including Social Security (6.2%), Medicare (1.45%), state Unemployment (1.0%) and Workers Compensation (.35%).



<u>Line Item and Calculation:</u>	<u>Year 1 Budget</u>	<u>Year 2 Budget</u>	<u>Year 3 Budget</u>	<u>Year 4 Budget</u>
<b>Travel:</b>				
Grantee Conference in DC (Director + 2 (either staff or partner representatives): Airfare \$900 x 3 (\$2,700), Lodging \$258 (GSA \$230 + 12% tax) x 4 nights x 3 (\$3,096), Per Diem \$71/day x 5 days x 3 (\$1,065), airport parking \$12/day x 5 days (\$60), roundtrip mileage to airport 250 x \$.54 (\$135), and taxi fare (\$200).	\$7,256	\$7,256	\$7,256	\$0
Participant travel to and from the TMCC campus (for both academic and summer programs) estimated at \$20/day x 33 days x 25 students).	\$16,500	\$16,500	\$16,500	\$16,500
Local staff mileage for travel to school sites and for youth activities: 13,333 miles per year @ current GSA rate of .54 cents per mile.	\$7,200	\$7,200	\$7,200	\$7,200
<b>Travel Total:</b>	<b>\$30,956</b>	<b>\$30,956</b>	<b>\$30,956</b>	<b>\$23,700</b>

Travel is based on approved institutional/federal policies and current GSA rates. Airfare is based on pricing experience. Staff and/or partner representatives will attend a grantee meeting held by the federal program.

Participant local travel is required to ensure participation as no public transportation options are available and youth are low or extremely low income. Students living 10 miles from campus will receive \$10 transportation assistance, those living 11-20 miles will receive \$20 transportation assistance, and those more than 20 miles away will receive \$30 transportation assistance. Local mileage is necessary for staff to travel between school sites and the offices. Travel is paid based on travel logs and at the federal rate in force at the time of travel.

Local travel is expected to average \$300/month per staff.

<b>Supplies:</b>				
2 Laptop/printer/peripheral sets for staff @ \$2,800	\$5,600	\$0	\$0	\$0
2 Software licenses for computers @ \$400 each	\$800	\$0	\$0	\$0
Adobe PRO License for computers @ \$350 each	\$700	\$0	\$0	\$0
Office supplies for staff (paper, printer ink, pens, staplers, paperclips, etc.)	\$1,200	\$1,200	\$1,000	\$1,000
Instructional materials (books, family handouts, videos, learning kits, etc.)	\$6,000	\$5,000	\$4,000	\$3,000
Cultural camp supplies (willow, leather, beads, tanned hides, cloth, fiddle rental, leather lacing, small drum rings, etc.)	\$4,000	\$4,000	\$4,000	\$4,000
Participant activity supplies (flash drives, books, program specific backpacks, program t-shirts for off-campus activities, etc.)	\$9,000	\$7,000	\$6,000	\$5,000
<b>Supplies Total:</b>	<b>\$27,300</b>	<b>\$17,200</b>	<b>\$15,000</b>	<b>\$13,000</b>



Supplies: Laptops, printers, software, and office supplies will support daily work of staff and the project.

Instructional materials will purchase items used for instructional activities both during the weekend academies and the summer session such as books, hand outs, reference materials, and hands-on applied core subject kits (i.e., pulley, scales, weights), etc. Cultural camp supplies will support a variety of cultural activities for youth during the annual cultural immersion camp. Participant activity supplies provide support and incentives for youth to participate, especially for low income youth who seldom receive such reinforcements.

<b>Line Item and Calculation:</b>	<b>Year 1 Budget</b>	<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Year 4 Budget</b>
<b>Contractual:</b>				
Contracted services with local program evaluator, includes fees and travel.	\$4,000	\$4,000	\$4,000	\$4,000
Professional services of website developer to create website with appropriate linkages to all tribal and community client resources and a dedicated link to materials and resources specifically for college and career readiness.	\$5,000	\$5,000	\$0	\$0
<b>Contractual Total</b>	<b>\$9,000</b>	<b>\$9,000</b>	<b>\$4,000</b>	<b>\$4,000</b>

Contractual: The external evaluator will assist with developing project assessment instruments, reviewing of annual project data, and production of a comprehensive final evaluation report due 60 days after the conclusion of the project. The website developer will develop a Turtle Mountain Native Youth College and Career Readiness website that will support both project-involved youth and all youth in the geographical area. It will include information for parents and families, as well as, youth.

<b>Other:</b>				
Postage (includes mailing of quarterly newsletter to youth/families)	\$500	\$500	\$500	\$500
Publication and printing (business cards, letterhead, newsletter, and materials)	\$1,200	\$500	\$500	\$500
Academic Year Weekend Academies: 8 academies x \$25/person/day @ \$15/lunch and \$10/drinks/snacks for 25 students and 5 staff	\$750	\$750	\$750	\$750
Healthy snacks and water for after school tutoring	\$600	\$600	\$600	\$600
Cultural Camp: includes breakfast/lunch/drinks/snacks (\$37/person/day @ \$12/breakfast, \$15/lunch/\$10/drinks/snacks) for 25 youth and 8staff	\$1,221	\$1,221	\$1,221	\$1,221
Camping fees for 25 youth and 8 staff during the Cultural Camp	\$1,000	\$1,000	\$1,000	\$1,000
Grassroot - Gen Academic online subscription	\$1,000	\$1,000	\$1,000	\$1,000



Honorarium for Elders to assist with cultural and educational activities not to exceed \$250 per elder per activity.	\$4,000	\$4,000	\$4,000	\$4,000
Awards and incentives (rewards for youth attainment of goals, e.g., certificates, plaques, special cultural items, etc.)	\$1,830	\$1,830	\$1,830	\$1,830
Turtle Mountain Days college- and career-readiness information booth/events	\$200	\$200	\$200	\$200
Outreach and advertising for youth recruitment, staff vacancies, and community awareness, e.g., advertisements, signage, professional posters, staff shirts, etc.	\$3,300	\$2,800	\$2,300	\$2,300
<b>Other Total:</b>	<b>\$15,601</b>	<b>\$14,401</b>	<b>\$13,901</b>	<b>\$13,901</b>

Cell phones, laptop internet cards, and printing support staff daily activities. Advisory committee meetings will serve to educate staff, community, and school leaders regarding project best practices and ongoing activities. Food is required to be provided during the afterschool tutoring, weekend academies, and cultural immersion camps as the TMCC campus is over 3 miles from Belcourt and there are no options for students to purchase food independently. Food will also provide an opportunity for nutrition lessons. Camping fees and honorariums will support the cultural camp.

<u>Line Item and Calculation:</u>	<u>Year 1 Budget</u>	<u>Year 2 Budget</u>	<u>Year 3 Budget</u>	<u>Year 4 Budget</u>
<b>Total Direct Costs</b>	<b>\$217,357</b>	<b>\$209,380</b>	<b>\$205,102</b>	<b>\$199,372</b>
Indirect Costs: Direct costs less stipends (\$0), equipment (\$0), and contractual items (\$9,000 Yr 1, \$9,000 Yr 2, \$4,000 Yr 3, \$4,000 Yr 4) x 20%	\$41,671	\$40,076	\$40,220	\$39,074
<b>TOTAL ANNUAL COSTS</b>	<b>\$259,028</b>	<b>\$249,456</b>	<b>\$245,322</b>	<b>\$238,446</b>

TMCC's federally negotiated indirect cost rate agreement is 20%.

**Total Project GOAL Costs: \$992,252 for a four-year effort.**

The Turtle Mountain Native Youth Community Project GOAL directly meets the absolute priority and all three of the competitive priorities of this competition. It provides an array of research-based activities that are directly aimed at improving students' college and career readiness. It will provide general services to 800 Native high school youth and their families. It will provide an additional focused effort for 100 Native high school youth and their families.

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

**1. Project Director:**

Prefix: Ms.	First Name: Karen	Middle Name:	Last Name: Poitra	Suffix:
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Address:

Street1:	Box 340
Street2:	
City:	Belcourt
County:	Rolette
State:	ND: North Dakota
Zip Code:	58316
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
701 477-7977	701 477-7870

Email Address:  
kpoitra@tm.edu

**2. Novice Applicant:**

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

**3. Human Subjects Research:**

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

b. Are ALL the research activities proposed designated to be exempt from the regulations?  
 Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Turtle Mountain Community College

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	99,780.00	102,120.00	104,530.00	107,013.00		413,443.00
2. Fringe Benefits	34,720.00	35,703.00	36,715.00	37,758.00		144,896.00
3. Travel	30,956.00	30,956.00	30,956.00	23,700.00		116,568.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	27,300.00	17,200.00	15,000.00	13,000.00		72,500.00
6. Contractual	9,000.00	9,000.00	4,000.00	4,000.00		26,000.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	15,601.00	14,401.00	13,901.00	13,901.00		57,804.00
9. Total Direct Costs (lines 1-8)	217,357.00	209,380.00	205,102.00	199,372.00		831,211.00
10. Indirect Costs*	41,671.00	40,076.00	40,220.00	39,074.00		161,041.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	259,028.00	249,456.00	245,322.00	238,446.00		992,252.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 07/01/2017 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): DHHS

The Indirect Cost Rate is 20.00%.

(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 # S299A160097

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

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

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