

**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 # S299A160104**

**Grants.gov Tracking#: GRANT12176234**

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

Closing Date: May 31, 2016

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<i>Attachment - 1 (1236-Geographic Area to Be Served)</i>	e6
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e8
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e10
<b>4. ED GEPA427 Form</b>	e11
<i>Attachment - 1 (1235-LGBT StatementTunica)</i>	e12
<b>5. Grants.gov Lobbying Form</b>	e13
<b>6. ED Abstract Narrative Form</b>	e14
<i>Attachment - 1 (1234-Abstract)</i>	e15
<b>7. Project Narrative Form</b>	e16
<i>Attachment - 1 (1244-Project Narrative)</i>	e17
<b>8. Other Narrative Form</b>	e51
<i>Attachment - 1 (1238-Demonstration of Research Basis)</i>	e52
<i>Attachment - 2 (1239-Demonstration of Research Basis)</i>	e73
<i>Attachment - 3 (1240-Description of Continuing Activities)</i>	e94
<i>Attachment - 4 (1241-Geographic Area to Be Served)</i>	e95
<i>Attachment - 5 (1242-Inclusion of Indian Parents and Students in Planning and Development)</i>	e97
<i>Attachment - 6 (1243-LEA Agreement and Other Supporting Materials)</i>	e99
<b>9. Budget Narrative Form</b>	e110
<i>Attachment - 1 (1237-Budget Narrative Indian ED Grant (003))</i>	e111
<b>10. Form ED_SF424_Supplement_1_3-V1.3.pdf</b>	e134
<b>11. Form ED_524_Budget_1_3-V1.3.pdf</b>	e135

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"/>
--	--	--

* 3. Date Received: <input type="text" value="05/31/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Tunica-Biloxi Tribe of Louisiana"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="72-0942856"/>	* c. Organizational DUNS: <input type="text" value="1793742020000"/>

**d. Address:**

* Street1: <input type="text" value="150 Melacon Road"/>
Street2: <input type="text"/>
* City: <input type="text" value="Marksville"/>
County/Parish: <input type="text" value="Avoyelles"/>
* State: <input type="text" value="LA: Louisiana"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="71351-7135"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Tunica-Biloxi Education Depart"/>	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="Mr."/>	* First Name: <input type="text" value="Joey"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Barbry"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Tribal Chairman"/>	

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

* Telephone Number: <input type="text" value="318-253-5100"/>	Fax Number: <input type="text" value="318-253-0083"/>
---	---

* Email: <input type="text" value="joeypbarbry@tunica.org"/>
--

**Application for Federal Assistance SF-424**

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

**\* 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

\* Title:

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

**13. Competition Identification Number:**

84-299A2016-1

Title:

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

Geographic Area to Be Served.pdf

Add Attachment

Delete Attachment

View Attachment

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

Tunica-Biloxi Education Program to Prevent Drop-Outs

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 LA-05

\* b. Program/Project LA-05

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date: 10/01/2016

\* b. End Date: 09/30/2020

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

* a. Federal	569,425.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	569,425.00

**\* 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: Mr. \* First Name: Joey

Middle Name: P.

\* Last Name: Barbry

Suffix: 

\* Title: Tribal Chairman

\* Telephone Number: 318-253-5100 Fax Number: 318-253-0083

\* Email: joeybarbry@tunica.org

\* Signature of Authorized Representative: Babette Bordelon \* Date Signed: 05/31/2016

The Tunica-Biloxi Tribe is a federally recognized Native American Tribe based in Marksville, Louisiana (rural community). The official Tunica-Biloxi Tribal reservation is located in Avoyelles Parish in central Louisiana. The proposed service area will include the major population centers for active tribal members in the area. This area is comprised of the towns of Marksville, Bunkie, and Mansura. Currently, there are 1,223 active tribal members on the official tribal registry. Although some tribal members reside outside the proposed service area of Avoyelles, the population that we hope to serve is the 270 Tunica-Biloxi that are enrolled in school or eligible for primary or secondary school.



For the purposes of this project, eligible tribal students will reside in Avoyelles Parish. The administration of the program will be at the tribal administration building located on the tribal reservation in Marksville, LA. In addition, the LEA is the Avoyelles Parish School District.

### LEAs Eligible for the Rural Low Income Schools Program

LEAs ELIGIBLE for the 2014 Rural Low Income Schools (RLIS) Program  
Louisiana School Districts

1	2	3	4	5	6	7	8	11	13	14	15
NCES LEA II	State I	District Name	Mailing Address	City	Zip Code	Telephone	Locale codes of schools in the LEA	Average Daily Attendance	Percentage of children from families below poverty line	Does LEA meet low-income poverty requirement?	Does each school in LEA have locale code of 0, 7, or 8?
2200060	2	ALLEN PARISH	P.O. DRAWER C	OBERLIN	70655	(337) 639-4311	6,7	4,092.00	25.48	YES	YES
2200120	4	ASSUMPTION PARISH	4901 HIGHWAY 308	NAPOLEONVILLE	70390	(985) 369-7251	6,7	3,607.90	25.07	YES	YES
2200150	5	AVOYELLES PARISH	221 TUNICA DRIVE WEST	MARKSVILLE	71351	(318) 253-5982	6,7	5,472.10	32.61	YES	YES

Louisiana School Districts

1	2	3	4	5	6	7
NCES LEA II	State I	District Name	Mailing Address	City	Zip Code	Telephone
2200060	2	ALLEN PARISH	P.O. DRAWER C	OBERLIN	70655	(337) 639-4311
2200120	4	ASSUMPTION PARISH	4901 HIGHWAY 308	NAPOLEONVILLE	70390	(985) 369-7251
2200150	5	AVOYELLES PARISH	221 TUNICA DRIVE WEST	MARKSVILLE	71351	(318) 253-5982

## 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>Babette Bordelon</p>	<p>TITLE</p> <p>Tribal Chairman</p>
<p>APPLICANT ORGANIZATION</p> <p>Tunica-Biloxi Tribe of Louisiana</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
--	--	--

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Indian Education -- Special Programs for Indian Children"/>
	CFDA Number, if applicable: <input type="text" value="84.299"/>

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:     Telephone No.:     Date:

**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.**

LGBT_StatementTunica.pdf	Add Attachment	Delete Attachment	View Attachment
--------------------------	----------------	-------------------	-----------------

## **Tunica-Biloxi LGBT Statement**

The tribe does not currently track tribal member's sexual identity as a population metric (U.S. Census Data states that approximately 3.2% of Louisiana adults identified as LGBTQ); however, LGBTQ outreach and inclusion will be a key aspect of the services that will be provided to tribal members.

The Tunica-Biloxi Tribe 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.

## 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

Tunica-Biloxi Tribe of Louisiana

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

Prefix: Mr. \* First Name: Joey Middle Name: P.

\* Last Name: Barbry Suffix:

\* Title: Tribal Chairman

\* SIGNATURE: Babette Bordelon

\* DATE: 05/31/2016

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

## **Abstract**

**Applicant Name:** Tunica-Biloxi Tribe of Louisiana

**Applicant Local Education Agency (LEA):** Avoyelles Parish School System

**Additional Partners:** Inter-Tribal Council of Louisiana, Institute for Indian Development, Tulane University, and Tunica Biloxi Vocational Rehabilitation Program

**Areas Served by Grant:** Tunica-Biloxi Reservation and Avoyelles Parish

**Project Name:** Tunica-Biloxi Education Program

### **Summary of Program Activities**

The Tunica-Biloxi Tribe of Louisiana is requesting funding under the Demonstration Grants for Indian Children Program due to lack of system capacity that provide educational supports to Tunica-Biloxi tribal students to prevent drop-outs. Currently, students of the Tunica-Biloxi Tribe of Louisiana, lack access to robust educational supports that is able to provide culturally appropriate services to our targeted population to assist them to achieve at the same level as non-tribal students while making them college and career ready. On average, Tunica-Biloxi will be modifying the Check and Connect Evaluated Evidence Based Strategy to meet the needs of the Native American population.

Expected Outcomes includes reduction in drop-out rates, improved academic performance, and school completion rates.

**Applicant Point of Contact:** Joey P. Barbry, Tribal Chairman, (318) 253-5100, [joeypbarbry@tunica.org](mailto:joeypbarbry@tunica.org)

## Project Narrative File(s)

---

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

---

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

## **A. NEED FOR PROJECT**

### **i. Greatest Barriers for local Indian Students**

The Tunica-Biloxi Tribe of Louisiana is requesting funding under the Demonstration Grants for Indian Children Program due to lack of system capacity that provide educational supports to Tunica-Biloxi tribal students to prevent drop-outs. Currently, students of the Tunica-Biloxi Tribe of Louisiana, lack access to robust educational supports that is able to provide culturally appropriate services to our targeted population to assist them to achieve at the same level as non-tribal students while making them college and career ready. On average, Tunica-Biloxi tribal youth are performing one to two grade levels below their non-tribal counterparts. Tunica-Biloxi tribal students located in Avoyelles Parish (County) make-up our service area. Based on current U.S. census data, the population of Marksville, where the tribe's reservation is located, is 5,702 people. Our target population consist of the 270 tribal students in Avoyelles Parish (Avoyelles Parish Population 42,073).

([http://factfinder.census.gov/faces/nav/jsf/pages/community\\_facts.xhtml#](http://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml#))

A community assessment conducted by the Tunica-Biloxi Social Services Department in 2014 that involved surveying, intensive meetings with tribal parents, the local school board, and concerned community members have revealed the depth of the tribal education problem among tribal youth. One key element found that many tribal students begin experiencing academic difficulty in middle school and early high school (many drop-out before the 10<sup>th</sup> grade). Poor classroom based performance, low achievement rates on standardize tests, chronic absenteeism, and tardiness were identified as having major impact on the high-school graduation rates for tribal youth. The school drop-out rate for tribal students is over 40% for Tunica-Biloxi tribal students, whereas, the drop-out rates for Avoyelles Parish was 32% in 2014 and the State of Louisiana drop-out rate was 28% in 2014 (Louisiana Department of Education). Even more troubling, the drop-out rate for tribal

youth with disabilities (sub-group) is even higher. Nearly 60% of tribal youth with a disability fail to get a high school diploma or GED.

Furthermore, interviews with tribal parents revealed that most tribal household lack financial means to gain access to education assistance services, such as tutoring. Lack of transportation was another common problem identified by parents. Due to the tribe's rural location, lack of transportation often limits parental involvement with teachers, administrators, and school organizations such as PTA and progress meetings.

Another major issue facing tribal youth in our service area is the high rate of mental health disorders. The most common mental health disorders within our service area include depression, autism, attention deficit (hyperactivity) disorder, and post-traumatic stress disorder for victims of violent crime (domestic abuse). In addition, some tribal high school student have co-occurring mental health disorders that are related to substance abuse. According to SAMHSA National Survey, approximately 34.5% of American Indians aged 18 to 50 that were diagnosed with a mental health issue also has a substance abuse issue.

Additionally, tribal families within our service area have not sought services to assist with education and learning barriers for several reasons:

1. Costs – With approximately 60% of tribal households falling into the Low-to-Moderate Income groups for the service area (U.S. Department of Housing and Urban Development LMI Statistics), private schooling, tutoring, and non-traditional learning centers are often too expensive for many tribal families. In many cases, the student's family is unable to meet the costs that are not covered by public schools. This has led many tribal families to not seek services, which in turn has limited tribal student's prospects for higher education and job readiness. In addition, due to a decline in

funding, the Tunica-Biloxi Scholarship Fund was discontinued in 2013 putting college out of reach for many tribal students

2. Lack of Information Regarding Services – Some tribal families may not seek out services for their children simply due to a lack of information. In today’s social media environment, the traditional means of disseminating information on available services may not always be effective. For example, the Tunica-Biloxi Social Services Department often get a better response for activities posted on Facebook versus post mail letter. Awareness must be conducted in relevant media to ensure that tribal families understand what services are available in their community. This includes information on college prep work, financial aid, available scholarships, and career training.

3. Stigma – One of the main concerns that many tribal families have is how their children will be perceived by other tribal members, classmates, and members of the community at large if they seek education assistance. Many of the stereotypes that accompany low performing students may lead to families to not seek help for fear that their child will be seen as having special needs. Only a community wide approach can overcome the stigma of seeking learning and educational assistance programs.

4. Confidentiality – Another major issue of concern for tribal families is confidentiality. Many members of our community are often skeptical of how the information that they share will be handled. This stems from a cultural norm of mistrust that developed over decades of shared hardship. Culturally traumatic events such as Indian Boarding School to segregation based on skin color are major cultural events that have shaped many Native American Tribes. With tribal members of mixed racial and ethnic background, this mistrust is an issue that has very much

affected the tribal students in our service area. Often, older family members are reluctant to seek help for tribal students due to fear that such information may be used to cause harm to the community based on past experiences.

## **ii. Opportunities in the Local Community to Support Indian Students**

Opportunities in local community to support Indian students includes potential partnerships with several evidence based programs that have been reviewed to What Work Clearinghouse Standards:

- 1) Louisiana National Guard Youth Challenge Program is a 17 month intensive boot camp and mentorship program for at risk teens. Upon completion of the residence phase of this program, students either return to school or earn a GED. Several tribal students have successfully completed this program.
- 2) Youth Build Program, funded through Louisiana Workforce Commission, is a classroom and field based program where teens are given instruction and work experience to help them become career ready.
- 3) Tunica-Biloxi Substance Abuse Program is a youth development program designed to prevent substance use and related problems among high-risk American Indian youth and youth from other ethnic groups. The program offers classroom-based problem-solving activities, outdoor experiential activities, adventure camps and treks, and community-oriented service learning.

Non-evidence based opportunities include potential partnerships with Avoyelles Public Library to encourage literacy and the use of library resources, Avoyelles Police Department Truancy Office to help mitigate and prevent long-term effects of truancy arrests, and Mansura Technical College to encourage participation in certification based career paths.

In addition, through this program, Tunica-Biloxi hopes to align with local faith-based organizations to provide additional supports such as recreation activities and summer camps for

tribal youth that encourage the improvement of socialization skills, leadership development, and life skills training. Finally, this program will partner with the Tunica-Biloxi Cultural and Language Revitalization Program to assist in the implementation of the National Standards for Culturally and Linguistic Appropriate Services (CLAS) (U.S. Department Health and Health Services) at the LEA and partner agencies to ensure culturally appropriate services are provided to tribal students.

### **iii. Existing Local Programs, Service Providers, and Funding Sources**

As of 2014, the Tunica-Biloxi Tribe of Louisiana operates a Vocational Rehabilitation program. The Tunica-Biloxi Tribe of Louisiana Vocational Rehabilitation program provides comprehensive employment and training services for tribal members with disabilities. This includes GED and college prep training. To provide comprehensive services to our program participants, Tunica-Biloxi education program will share resources with the Vocational Rehabilitation program to serve tribal youth with disabilities.

Additional services providers include the Boys and Girls Clubs of America for life skills development (please see Promising Practices Network for Evaluated Boys and Girls Clubs of America Programs), LSU Ag 4-H Club for youth mentorship programs, Tunica-Biloxi Tribal Youth Summer Camp to encourage language and cultural development, and Marksville Youth Recreation Leagues to foster teamwork and leadership skills.

Also, the Inter-Tribal Council of Louisiana WIOA (Workforce Innovation and Opportunity Act) Section 166 for Native Americans in Louisiana to assist with career development and job placement specifically geared to Native Americans including classroom based education programs, tuition support for remedial classes, and youth work experience programs; Tunica-Biloxi Social Services departments to assist in providing supportive services; Tunica-Biloxi Police

Department to assist with truant tribal youth; and the LEA - Avoyelles Parish School System to coordinate with paraprofessionals.

## Project Design

### i. Defined Local Geographic Area

The Tunica-Biloxi Tribe is a federally recognized Native American Tribe based in Marksville, Louisiana (rural community). The official Tunica-Biloxi Tribal reservation is located in Avoyelles Parish in central Louisiana. The proposed service area will include the major population centers for active tribal members in the area. This area is comprised of the towns of Marksville, Bunkie, and Mansura. Currently, there are 1,223 active tribal members on the official tribal registry. Although some tribal members reside outside the proposed service area of Avoyelles, the population that we hope to serve is the 270 Tunica-Biloxi that are enrolled in school or eligible for primary or secondary school.



For the purposes of this project, eligible tribal students will reside in Avoyelles Parish. The administration of the program will be at the tribal administration building located on the tribal reservation in Marksville, LA. In addition, the LEA is the Avoyelles Parish School District.

LEAs ELIGIBLE for the 2014 Rural Low Income Schools (RLIS) Program  
Louisiana School Districts

1	2	3	4	5	6	7	8	11	13	14	15
2200060	2	ALLEN PARISH	P.O. DRAWER C	OBERLIN	70655	(337) 639-4311	6.7	4,092.00	25.48	YES	YES
2200120	4	ASSUMPTION PARISH	4901 HIGHWAY 308	NAPOLEONVILLE	70390	(985) 369-7251	6.7	3,607.90	25.07	YES	YES
2200150	5	AVOYELLES PARISH	221 TUNICA DRIVE WEST	MARKSVILLE	71351	(318) 253-5982	6.7	5,472.10	32.61	YES	YES

Louisiana School Districts

1	2	3	4	5	6	7
2200060	2	ALLEN PARISH	P.O. DRAWER C	OBERLIN	70655	(337) 639-4311
2200120	4	ASSUMPTION PARISH	4901 HIGHWAY 308	NAPOLEONVILLE	70390	(985) 369-7251
2200150	5	AVOYELLES PARISH	221 TUNICA DRIVE WEST	MARKSVILLE	71351	(318) 253-5982

**ii. The Extent the Proposed Project is Based on Scientific Research or an Existing Program has been Modified to be Culturally Appropriate for Indian Students**

The Tunica-Biloxi program will modify the Check and Connect evidence-based strategies (What Works Clearinghouse) for Native American students in our service area.

*“Check & Connect was found to have positive effects on staying in school, potentially positive effects on progressing in school, and no discernible effects on completing school for high school students with learning, behavioral, or emotional disabilities.*

*Check & Connect is an intervention to reduce dropping out. It is based on monitoring of school performance, mentoring, case management, and other supports. The “Check” component is designed to continually monitor student performance and progress. The “Connect” component involves program staff giving individualized attention to students in partnership with other school*

*staff, family members, and community service organizations. Students enrolled in Check & Connect are assigned a “monitor” who regularly reviews information on attendance, behavior, or academic problems and intervenes when problems are identified. The monitor also advocates for students, coordinates services, provides ongoing feedback and encouragement, and emphasizes the importance of staying in school.*

*The What Works Clearinghouse (WWC) identified two studies of Check & Connect that both fall within the scope of the Dropout Prevention topic area and meet WWC group design standards. Two studies meet WWC group design standards without reservations. Together, these studies included 238 students who attended Minneapolis high schools and entered the program in the beginning of ninth grade. These two studies include students that receive special education services for a learning, emotional, or behavioral disability.*

*The WWC considers the extent of evidence for Check & Connect on high school students with learning, behavioral, or emotional disabilities who are at risk of dropping out to be small for three outcome domains—staying in school, progressing in school, and completing school. While these two studies that meet WWC group design standards without reservations include students who receive special education services, the program structure does not require that participants receive special education services.” (<http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=78>)*

For the purposes of the Tunica-Biloxi Education Program, several key modifications will be made:

1) Based on the needs assessment, Tunica-Biloxi tribal student’s academic performance begins to fall in middle school. As a result, many tribal students drop-out before high school. Therefore, Tunica-Biloxi will expand this program to include middle school students. Project grade ranges from 6<sup>th</sup> grade to 12<sup>th</sup> grade.

2) Tunica-Biloxi Education Program will include non-traditional learning centers, such as Sylvan Learning Centers, to raise grade level achieve for underperforming tribal students.

3) Life and Social Skills training will be added as a program element. This training will include a cultural component to assist tribal youth in adjusting to a non-tribal environment.

**iii. The Extent which the Goals, Objectives, and Outcomes to be Achieved by the Proposed Project are Clearly Specified and Measurable**

**1. Goals, Objectives, and Outcomes**

The goals of this program is set to three domains: staying in school, progressing in school, and completing school.

**Goal 1.** To increase the graduation rate among Tunica-Biloxi tribal youth by providing comprehensive, culturally appropriate, wrap around educational and supportive services to tribal members within our service area. By modifying existing evidence-based strategies to accommodate Tunica-Biloxi tribal youth, we will combine proven strategies with enhanced supportive services from tribal departments and partners, such as the Institute for Indian Development, to improve long-term outcomes. To accomplish this goal, we will meet several key objectives:

<b>Objective</b>	<b>Pre-Grant Status</b>	<b>2 Year Target</b>	<b>4 Year Target</b>
1) Number of Tribal Students Served Under Tribal Education Plan with Program Counselor/Mentor	0	55	120

2) Number of Tribal Students Graduating From School	7	14	19
3) Average ACT Score Among Tribal Youth	Unknown	Average Composite Score of 18	Average Composite Score of 21
4) Number of Tribal Students Repeating Grade Level	8	6	3

**Goal 2.** Target tribal youth with disabilities (both mental, physical, and substance abuse), ages 11 to 18, in overcoming barriers to educational attainment to improve academic performance metrics for this sub-group. This targeted group has shown a growing number of at-risk behaviors including high rates of substance abuse, legal issues, physical, emotional, and mental abuse; therefore, we will target this group due to their special needs. To begin, we will collaborate with the parish transition team for tribal youth with disabilities that graduate from high school to help make them college ready. In addition, due to the high drop-out rate for tribal youth with disabilities (60%), we will also work with secondary schools to identify tribal youth with disabilities that are at-risk of dropping out of school. We will leverage the resources from the Tunica-Biloxi Vocational Rehabilitation program to assist in monitoring and identifying tribal youth in need of Vocational Rehabilitation services and provide classroom materials on audio tape or braille for visually and hearing impaired students in compliance with Section 427 (2).

<b>Objective</b>	<b>Pre-Grant Status</b>	<b>2 Year Target</b>	<b>4 Year Target</b>
Percentage of Tribal youth with disabilities Graduating from High School	40%	47%	55%
Number of Tribal Youth With Disabilities Repeating Grade Level	Unknown	8	3

**Goal 3.** Increase number of tribal students staying in school and improving performance while progressing through school.

<b>Objective</b>	<b>Pre-Grant Status</b>	<b>2 Year Target</b>	<b>4 Year Target</b>
Number of Tribal Youth Dropping Out of School	7	4	2
Average Tribal GPA for High School Students	N/A	2.0	2.3

These goals and objectives are designed to be achievable within the time frame of the grant period and with available resources. The objectives are intended to be specific and measurable.

**iv. Extent Project Design is Appropriate and Will Address the Needs of the Target Population**

The target population for this program Tunica-Biloxi tribal students, with an emphasis on tribal students 6<sup>th</sup> – 12<sup>th</sup> grade. In particular tribal parents have stated that their children academic performance begins to fall in middle school. This continues through early high school where many tribal student drop-out of school. The program design below is aimed at reducing risk factor for dropping-out, while providing resources for tribal student to become college ready.

The Program Design Includes Several Key Elements:

<b>Program Element</b>	<b>Key Staff &amp; Supports</b>	<b>Description</b>
<b>Tribal Education Plan, Outreach and Awareness</b>	Program Director & Program Mentor/Counselor	Student involvement and interest are the basis for the development of tribal education plans. A planned academic program will identify potential academic areas of concern, process behavioral health matters, and assist tribal students in gaining knowledge and attitudes needed to be an effective learner in school. Tribal education plans will be designed to ensure that tribal students are able to overcome the transition from middle school to high school, to avoid risk factors that lead to low academic performance, to begin college prep planning, and to begin career development that aligns to the needs of the local and regional

		economy, including Science, Technology, Engineering and Math (STEM) professions.
<b>In-School Assistance Coordinated by Program Counselor/Mentor</b>	Program Counselor/Mentor	Program Counselor/Mentors provide one-on-one tutoring for students, assist with classroom management (e.g., organizing instructional or other materials), provide instructional assistance in a computer laboratory, conduct parental involvement activities, provide support in a library or media center, act as a translator, approves additional learning center requests, and coordinates community and supportive services.
<b>After-School Tutoring</b>	Tribal Tutors 3 Tribal Tutors to Provide 12 hours of Assistance Per Tutor for both for 42-44 Weeks	After School Tutors work with small groups of children and are in charge of ensuring a positive learning environment for students. Key functions will include preparing materials, organizing activities, helping students with assignments, updating attendance records, attending staff meetings, and reporting to Program Director.
<b>Writing Skills Classes</b>	Tribal Tutors In addition to after-school	This course focuses on reinforcing writing fundamentals at the high school level, including sentence structure, punctuation, capitalization, subject-verb agreement, paragraph structure, self-

	tutoring, tribal tutor will conduct (2) 4-week writing series seminars for tribal high school students	editing, and proofreading. This module will allow students to strengthen their foundational writing skills at a level that recognizes their maturity. The course teaches the basic building blocks of writing: the parts and different types of sentences as well as the structure of a paragraph.
<b>ACT Prep Classes</b>	Contractual	ACT Preparation Course led by an expert teacher in a structured classroom setting for tribal students that will take the college aptitude exam. ACT Preparation will be offered to tribal students begin in the 9 <sup>th</sup> grade. The 6-week course will include 18 hours of instruction, 4 full-length practice tests with score analysis, timed practice in class, printed study materials, and online resources.
<b>iLEAP, LEAP, IOWA, and ACT Aspire Prep Classes</b>	Contractual	Standardized Promotional and Exit Test Prep Course led by an expert teacher in a structured classroom setting for tribal students. Classes will be available to tribal students dependent on their grade level. For example, iLEAP is the promotional exam for 8 <sup>th</sup> graders in Louisiana, where LEAP is final exit exam. These courses will

		be held annually with a 4-week schedule that will include 12 hours of instruction, 3 full-length practice tests with score analysis, timed practice in class, printed study materials, and online resources.
<b>Sylvan Learning Center</b>	Contractual	Sylvan is a supplemental learning center which provide personalized instruction in reading, writing, mathematics, study skills, homework support, and test preparation for college entrance and state exams. Sylvan provides personalized learning programs and primarily serves students in primary and secondary education.
<b>Life and Social Skills Training Based on the Strengthening Families Program. Elements Tailored Different Age Groups.</b>	Program Director & Program Coordinator	Provides positive social, emotional and physical development, allowing students to more fully engage in the school environment and take the risks necessary for optimal academic performance. Student success within may be exemplified through establishing and maintaining positive interpersonal relationships, managing feelings and emotions, engaging in behaviors supportive of positive physical health, demonstrating an appreciation for the needs of others, and

		embracing opportunities for academic, career, and postsecondary success.
--	--	--

**v. Collaboration with Partners**

The Tunica-Biloxi Education Program will coordinate with several tribal, state, and federal programs such as the Inter-Tribal Council of Louisiana which operates the United States Department of Labor Workforce Investment Act Section 166 Program for Native Americans in the Louisiana, including a youth career advisory and planning program. Through joint training initiatives and concurrent service delivery, this partnership will provide crucial guidance on higher education opportunities that lead to desired long-term career development.

The Tunica-Biloxi Education Program will also partner with Avoyelles Parish School System (LEA) to coordinate key service delivery both in school and out school. This partnership will increase the amount of tutoring and educational support services available to tribal youth through paraprofessionals working in schools as well as after school supports.

Partnerships with Tulane University, the tribe’s Cultural Educational Resources Center, Social Services Department, Language and Cultural Revitalization Department, Tribal Police and Health Department will be cultivated through informal updates and scheduled meetings. Representatives from these partnerships will be included in project planning. Partners will also have opportunities to participate in project activities as well. It is important to recognize partner support of the project and the resources they contribute.

**C. Quality of Project Personnel**

The Tunica-Biloxi Education Program will develop a hiring policy that places a preference on hiring qualified tribal members including tribal members with disabilities. Preference for hiring tribal members with disabilities will be compliant with 34 CFR 371.43 (b). The Tunica-Biloxi tribal Human Resources Director will ensure that all hiring for the education program is compliant with all tribal hiring policies and procedures.

All positions for the education program will be advertised on tribal administration job boards, tribal websites, and local newspapers to ensure ample access to job announcements for members of each participating tribe. Indian Preference will administered in accordance with the tribe's TERO law and the Indian Self Determination Act.

**Program Director (Level of Effort – 50%)**

- Ensure compliance with all reporting requirements for EDGAR regulations.
- Develop grant applications for continuation funding for Department of Education and Non-Federal Funding sources.
- Monitor expenditures throughout program budget year and ensure program spending is within proposed levels and used according to federal guidelines.
- Manage all program staff.
- Keep program on task and advancing within approved timelines.
- Identify barriers to implementation of program goals and objectives and develop recommendations to address barriers to implementation.
- Manage all inter-agency communication and workgroup meetings and functions related to program goals and objectives.

- Coordinate work responsibilities among the Tunica-Biloxi Department of Health, Department of Social Services, Cultural Department, Tribal Police Department, and Partner Agencies.
- Manage all paraprofessionals and tutors.

**Program Coordinator (Level of Effort 50%)**

- In-take for students and parents to determine type of services needed. Determines eligibility of applicant based on guidelines in EDGAR and program policies and procedures.
- Assists parents and student with the development of individualized plan for academic success consistent with their individual strengths, resources, priorities, concerns, abilities, and informed choices
- Approves and arranges for parents and students in the planning, implementation, and follow-up of their individualized plan for academic success.
- Develops secure working relationships with other agencies that may be a resource to parents and student.
- Provides referral services to eligible and ineligible applicants on supportive services available with other agencies.
- Performs other related tasks as required by the Program Director.

**Program Counselor/Mentor (Level of Effort 100%)**

- Interview and evaluate students, and confer with parents to determine severity of in-school and out school problems.
- Determines eligibility of students based on program guidelines, policies and procedures.

- Assists students with the development of individualized Tribal Education Plan consistent with their individual strengths, resources, priorities, concerns, abilities, and informed choices.
- Approves and arranges for students in the planning, implementation, and follow-up of the individualized Tribal Education Plan.
- Develops secure working relationships with schools and other agencies that may be a resource to students.
- Provides referral services to eligible and ineligible applicants on supportive services available with other agencies.
- Performs other related tasks as required by the Program Director

**Admin/Outreach Specialist (Level of Effort – 100%)**

- Develop a comprehensive Social Marketing/Public Education Plan with project staff to market education support services available to tribal members within our service area.
- Ensures that student, parent, and community input are included in Social Marketing/Public Education Plan.
- Coordinates activities related to Social Marketing/Public Education Plan implementation.
- Update Social Marketing/Education Plan based on performance results.
- Coordinates and conduct outreach activities
- Assists Program Director in planning, developing, and implementing the Tunica-Biloxi Education Program.
- Provides support to Program Counselors/Mentors.

**Tutors – Part-Time (Level of Effort 100%)**

- Assist students with subject matter questions.
- Review homework content
- Explain how to solve problems and checking completed work.
- Help students develop study skills and organization techniques to help improve their academic performance. This may be done in a one-on-one or group setting.
- Keep reports on students and share those reports with supervisors, teachers and parents.
- Tutors are responsible for supervising groups of students and serving as a role model.

### **i. Qualifications of Project Director**

John Barbry (Program Director) - Barbry holds a Bachelor of Music Education and M. A. in History. He has over 20 years' experience in marketing and business development, cultural event planning and has chaired the Tunica-Biloxi Pow Wow Committee since 1995. Barbry maintains day-to-day administration and operations of LCRP including event coordination, outreach coordination, budget planning and expenditures, fundraising, reporting, personnel, and communications. While this proposal requests 50% of John's salary, he will devote an additional 100% of his time as in-kind support to the coordination of language training and development activities.

### **ii. Qualifications of Key Project Personnel**

The Program Coordinator will be Evelyn Cass. Mrs. Cass has served as Social Worker and Family Program Coordinator for the Tunica-Biloxi Tribe since 2006. Mrs. Cass has a Bachelor Degree in Social Work from Northwestern State University and a Masters Degree in Educational Counseling from Northwestern University. Mrs. Cass is a registered social worker with the State of Louisiana and has over 15 years of social work experience.

TBA (Program Counselor/Mentor 2) – The Program Coordinator have a bachelor degree in a related field. In addition, program coordinator should have at least 3 years of experience in an education field, counseling, or social services.

Administrative Assistant/Outreach - Provides logistical support to cultural programming coordinated by the Tunica-Biloxi Education Program. Assists with preparation and organization of the program and activity materials for outreach/awareness events. Also provides clerical assistance in department record management, compiling and disseminating provides reference support for tribal students.

## **D. ADEQUACY OF RESOURCES**

### **i. Adequacy of Support, Facilities, and Other Resources**

The Tunica-Biloxi Tribe has a signed agreement with the Avoyelles Parish School System. Under this relationship, the tribe's counselors/mentors will assist tribal students having learning difficulties and/or barriers in school. Avoyelles Parish School System will provide meeting space for Counselors/Mentors and teachers to work one-on-one with tribal student most at-risk of failing. During start-up activities, key partners, such as the Avoyelles Parish School System, will participate with the development and implementation of the education program. This will include input on the implementation plan, follow-up during annual program evaluation, and suggestions for program improvement.

The Tunica-Biloxi Cultural and Language Revitalization Department will work with the education program to ensure that all services are provided in accordance with CLAS (Cultural and Linguistic Appropriate Services). This will include training program staff on cultural norms, traditions, and the importance of tribal language. In addition, this department also operates a language summer

camp for tribal students. This provides an opportunity for tribal students to bond with each other and to develop social and life skills.

The Institute for Indian Development (IID) operates a Community Services Block Grant Program (CSBG) and a Domestic Violence Program. The CSBG program provides valuable supports to tribal families such as utility assistance and emergency assistance. For suspected cases of domestic violence and/or child abuse, IID provides an array of services to assist tribal families suffering from family violence. These services include counseling, legal assistance, training programs for staff, community outreach, 24 hour emergency hotline, safe house, and emergency assistance. During in-take tribal families will be made aware of services provided by IID.

The tribe will continue its relationship with Tulane University to help develop an effective implementation plan. This will include input on key program elements needed to make tribal student college ready. In addition, Tulane University will assist the program coordinator in the development of documentation and tools for tribal elder/tribal youth mentorship, social skills development, life skills training, and parenting components of this program. Finally the tribe will partner with the Inter-Tribal Council of Louisiana (ITC) to provide tribal youth with summer employment programs.

## **ii. Cost Relevance**

Transportation Costs: Due to the rural location of the Tunica-Biloxi Reservation, mileage costs for transport to Sylvan Learning Center (located 35 miles from the reservation) are needed to eliminate a major barrier that prevents tribal parents from seeking assistance. The mileage reimbursement is based on the federal (GSA) reimbursement guidelines.

Administrative Costs: Administrative costs are necessary to carry-out the mission of this program. All staff salaries are based on regional averages for positions listed based on guidance provided by the U. S. DOL Bureau of Labor Statistics. All fringe benefits are based on current tax rates and benefits package offered to all tribal employees. Other Administrative costs such as rent and utilities are reasonable for the rural location of the program and current market rates. Due to the limited amount of federal funding provided to the Tunica-Biloxi Tribe, an indirect cost rate agreement is not currently available. All costs are reasonable to meet the objectives of this program.

Based on the goals and objectives in this application, the cost per consumer are reasonable for the services that will be provided. An internal detailed cost-benefit analysis has been conducted and the results show that all costs are sufficient based on services to be provided as compared to state and other vocational programs. Upon reviewing similar education and college preparedness programs within the state of Louisiana, the goal, objectives, and budget for the implementation of this program are realistic.

The Program Director with the help of program counselors will monitor program costs to ensure cost efficiency. By leveraging tribal resources as well as community partnerships, the Tunica-Biloxi Education program will be able to lower the average costs of services. The estimated average cost to serve a tribal student under an individual plan for academic success is \$5,226 for 2016. During the life of this grant, a total of 195 tribal student will be served under a tribal education plan, with approximately 117 tribal students making significant academic gains and improved standardized test scores.

#### **E. QUALITY OF THE MAMNAGEMENT PLAN**

**i. Adequacy to Meet Objectives**

Below describes the activities that will be taken to meet the goals of this program. Program staff will conduct monthly staff meeting to provide student progress and case management status to the Program Director to ensure quality services are being delivered.

**Goal 1.** To increase the graduation rate among Tunica-Biloxi tribal youth by providing comprehensive, culturally appropriate, wrap around educational and supportive services to tribal members within our service area..

**Objective 1, 2, & 4:** To service 120 tribal students under a tribal education plan with 72 students showing significant progress toward becoming college ready.

Objective and Tasks	Timeframe	Owner	Documentation
a) Serve 20 students under a tribal education plan with 12 students showing significant progress to becoming college ready	10/2016 – 9/2017	Program Dir, Program Counselors & Tutors	Case Records, Quarterly Reports on # of
b) Serve 35 students under a tribal education plan with 21 students showing significant progress to becoming college ready	10/2017 – 9/2018	Program Dir, Program Counselors & Tutors	Tribal Students Served, & RSA Performance Reports

c) Serve 35 students under a tribal education plan with 21 students showing significant progress to becoming college ready	10/2018 – 9/2019	Program Dir, Program Counselor & Tutors	
d) Serve 18 students under a tribal education plan with students showing significant progress to becoming college ready	10/2019 – 9/2020	Program Dir, Program Counselors & Tutors	

**Objective 3.** Increase Average ACT Composite Score for tribal youth.

Objective and Tasks	Timeframe	Owner	Documentation
a) Procure and Conduct Formal ACT Prep Training with Kaplan	10/2016 – 9/2020	Program Director and Program Coord	Review of Composite ACT Scores

**Goal 2.** Target tribal youth with disabilities (both mental, physical, and substance abuse), ages 11 to 18, in overcoming barriers to educational attainment to improve academic performance metrics for this sub-group.

Objective and Tasks	Timeframe	Owner	Documentation
---------------------	-----------	-------	---------------

a) Develop and maintain Partnership with local Schools to conduct drop-out prevention among tribal youth with disabilities including transitional services	10/2016 – 9/2020	Program Director and Program Counselors	Case Records, Quarterly Reports on # of Tribal Youth with Disabilities Served, & Performance Reports, Quarterly Monitoring of Partnership, MOU/MOA Agreements
b) Develop tutoring and support plan specific to youth with disabilities.	10/2016 – 6/1/2017	Program Director and Program Counselors	Quarterly Monitoring of Partnership, MOU/MOA Agreements
c) Increase partnerships with other youth services providers, including those that service youth with disabilities.	10/2016 – 9/2020	Program Director	Quarterly Monitoring of Partnership, MOU/MOA Agreements

**Goal 3.** Increase number of tribal students staying in school and improving performance while progressing through school.

Objective and Tasks	Timeframe	Owner	Documentation
---------------------	-----------	-------	---------------

<p><b>a)</b> Monitor students attendance to ensure minimal absences/tardiness; Coordinate with teachers/families to determine causes of absences/tardiness</p>	<p>10/2016 – 9/2017, and Ongoing</p>	<p>Program Coordinator &amp; Program Counselors</p>	<p>Case Records, Initial &amp; Follow-Up Interviews with Tribal Youth, Teachers, and Families</p>
<p><b>b)</b> Coordinate with educators on student progress</p>	<p>10/2016 – 9/2020</p>	<p>Program Counselors</p>	

The Tunica-Biloxi Education Program management plan provides detailed achievable objectives. Each goal and its related objectives have a clear set of action steps that will be taken through the full implementation of this program. Each action item has a clear owner as well as timeframe for when each action item will carry-out. The management plan also includes a documentation criteria for each action item. This will be key in evaluating the overall success of the program. All program staff time allocations are adequate to meet all program objectives. The Program Director along with program staff and the Advisory Committee will be responsible for implementing and adjusting the management plan as needed.

**ii. Evaluation Methods**

The Tunica-Biloxi Education Program will use a Quasi-Experimental summative Pre-Test/Post Test (Intervention (Test) Group and Comparison Group) evaluation type to evaluate the program activities carried-out under the this program. This evaluation type will allow the tribe as well as Department of Education to gauge the effectiveness of program activities during and after the implementation of the program. By using this evaluation design type, the evaluation results will

be able to inform the consortium if the project has met its goals, whether there were unintended consequences, and how to improve performance.

Through the Program Evaluator and project staff, data collection will specifically focus on: Summative Pre-Test Versus Post-Test Performance Outcome Measures (Data Collection Points at 12 month increments), Annual Performance Report, Assessments of Case Management Files, Participant Interviews, Satisfaction Surveys, Impact Study, and Implementation Study.

The Tunica-Biloxi Information Technology Department will acquire a database to track participant success rates and costs associated in servicing each tribal student. This database will generate quantitative data for the independent program evaluator. Program evaluation methods combined with quantitative data will ensure accurate measurement of program performance.

Weekly activity reports will be provided to the Program Director by program staff; in addition, quarterly performance reports will be reviewed by the Program Director to assess the programs performance relative to program goals and objectives. All program activities will be compiled into a quarterly report to be reviewed by the Advisory Committee to monitor program progress. In addition, an annual program summary including summation of program activities, budgets, consumer outcomes, and program performance will be provided to each tribal council. No personal identifying information will be published to protect consumer confidentiality.

### **iii. Inclusion of Indian Students and Their Families in the Development and Implementation of the Program**

The Tunica-Biloxi Education Program has and will continue to stress the involvement of Indian Students and their families in the planning and implementation of this project. During the planning phase for this program, the needs assessment notes on student behavioral health, academic

achievement, and disabilities played major roles in determining our community needs. Through surveys and focus groups, the planning team was able to ascertain the educational supports to help make tribal students college ready most desired by tribal families and tribal student in our service area. This input was included in our overall program design.

Continued involvement by tribal student and their families in the ongoing planning for this program will be accomplished through the Advisory Committee, Annual Meetings, Participant Feedback, and focus groups to determine program efficiency as well as to determine program improvements. The Advisory Committee will be a five member committee consisting of program participant's family members to ensure direct input from the population that we serve. In addition, the Tunica-Biloxi Education Program will hold an annual meeting with all program participants to gather feedback on services provided. Small focus group with a randomly selected group of program participants will also be held to gather more in-depth feedback from participants to address specific issues that will be included in all planning activities.

Student involvement will also be a crucial part of the implementation of this program. Program participants will be involved in all aspects of their individual tribal education plan. From initial assessment to case close-out, program participants will be involved in the decision making process of education goals. Program participants will be encouraged to take the lead in the development of their tribal education plan and ownership of achieving their goals. Program participants will be able to provide detailed comments on their plans and verify via signature their agreement with their tribal education plan.

#### **iv. Building Capacity**

Due to the lack of culturally appropriate education support programs available to Native

Americans within our service area, the Tunica-Biloxi Education Program will increase system capacity by providing comprehensive wrap-around services to make tribal student college ready. We will use the guidelines set-fourth under Culturally and Linguistic Appropriate Services (C.L.A.S) by the Department of Health and Human Services to design a program that will encourage participation by tribal families who are reluctant to seek services from non-tribal sources. We will ensure that services will be provided in both English as well as the traditional languages of each of the tribes that we serve when appropriate, which is not available from local run programs. Furthermore, we will partner with organizations that are sensitive to the cultural needs of our community, such as the Institute for Indian Development which operates several statewide tribal programs.

To increase program efficiency, we will work closely with state, local, and college prep service providers to expand the array of services that we offer to our community. For example, the education program will contract Kaplan to provide valuable ACT prep classes to tribal students to increase their likelihood of going to the college of their choice. On the local level, program staff will engage tribal agencies, local boards, and local committees to build collaborative relationships that will yield greater graduation rates.

## **F. QUALITY OF THE PROJECT EVALUTION**

### **Implementation Study**

The project evaluator will conduct an implementation study to determine if the design, administration, operations, services, and goals are consistent with the overall goals and objectives of the U.S. Department of Education. The implementation study will answer the following question for this project:

- 1) What are the project goals, concept, and design? Are they based on sound theory and practice, and, if not, in what respects?
- 2) Does the consortium have the resources and capacity available and in place to implement the project as planned, and if not, what is needed?
- 3) Is the project suited to the service area?
- 4) Are project processes and systems operating as planned, and, if not, how and why?
- 5) Is the project reaching the intended target population with the appropriate services, at the planned rate, if not, how and why?

### **Quasi-Experimental Impact Evaluation**

During the implementation of this project, program participants will be assigned to two separate groups – control group and test group based on use of services. The number of participants assigned to each group will be decided by the number of program participants at the start of the first year of implementation of this project by the evaluator based on program size. The conditions that will be held constant for the control group will be providing standard public education inputs. This will include services such as classroom training and after school tutoring. This will differ from the services that will be offered to the test group.

Participants in the test group will participate in services under the tribe's Education Program, including supportive services such as access to non-tradition learning centers. Resources for these individuals will be aligned to fit each participant. In addition, participants in the test group will be encouraged to take advantage of all opportunities suggested by their counselor. This will include providing assistance to finding educational supports that help prevent drop-outs.

Data will be collected on all participants from each group throughout the implementation of this project to outcomes related to remaining in school, student progression, and school completion. Data will be collected during the implementation phase of this program as well as the twelve month follow-up period after the completion of project activities. The additional follow-up time will provide information examining the long-term effectiveness of the intervening strategy.

### **Cost-Effectiveness Analysis**

The Cost-Effectiveness Analysis for this project will examine if the costs of the Tunica-Biloxi Education Program are justified as compared to effective alternatives to determine project reasonableness. The alternative that will be used for this study will be the standard services offered through the public school system. Although quantifying the benefits of participants gaining useful education supports for themselves and their families is difficult, this analysis will compare the outcomes for participants in the control group and the outcomes for participants in the test group. A cost per participant for services provided will be monitored. A cost-effectiveness ratio for each subject will be compiled by the project evaluator. The Cost Effectiveness Analysis will seek to answer the following questions:

- 1) How does the alternative strategy rank in comparison to the intervening strategy?
- 2) Would calculated ratios differ substantially in other regions due to average wages, cost-of living, and available public services?
- 3) Does the cost-effective intervention address major sources tribal high school drop-out rate?
- 4) Is the cost-effective intervention feasible in other region that lack inter-state and inter-agency cooperation?

Based on the results of the program evaluation and performance reports, the Program Director along with the Advisory Committee will assess if changes are needed in program design. If so, the Advisory Committee as well as other education services providers will be consulted on potential programs design changes. Once all changes have been accepted by the Program Director, policy and procedural changes will be implemented within 60 days. The Advisory Committee will meet quarterly to ensure that program design changes are consumer and community driven and are included in all changes.

#### Evaluation Consultant Agreement

This Acknowledgment of the Consulting Agreement (the "Agreement") is made and effective 9/30/16:

BETWEEN: The Tunica-Biloxi Tribe of Louisiana (the "Company"):

AND: K & L Management ( the "Consultant"), a private contractor operating in the state of Louisiana with main office located at:

235 Coast Guard Road, Dulac, LA 70353

NOW, THEREFORE, in consideration of the mutual agreements and covenants herein contained the Consultant hereby acknowledges that it will be retained by the Company if funded under U.S. Department of Education, for the purposes of

Conducting Extensive Program Evaluations in coordination with the guidelines set-forth by U.S. Department of Education, including potential federal oversight and IRB oversight.

In consideration of the foregoing, the Company agrees to pay the undersigned payment as follows:

A monthly payment of ten thousand dollars (\$4,166). The term of the Monthly Payments will be for 48 months deliverable by the 15th of the month.

1. TERMS

a. Consistent with the forgoing, the Company shall not deduct withholding taxes, FICA or any other taxes required to be deducted by an employer as I acknowledge my responsibility to pay same as an independent contractor.

b. I further acknowledge that I shall not be entitled to any fringe benefits, pension, retirement, or any other benefits accruing to employees.

c. The monthly payment portion of this contract shall be for 60 months.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

COMPANY

CONSULTANT

\_\_\_\_\_  
\_\_\_\_\_

Authorized Signature

Authorized Signature

\_\_\_\_\_  
\_\_\_\_\_

Print Name and Title

Print Name and Title

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

---

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)



# WWC Intervention Report

A summary of findings from a systematic review of the evidence



## Dropout Prevention

Updated May 2015

# Check & Connect

## Program Description<sup>1</sup>

*Check & Connect* is an intervention to reduce dropping out of school. It is based on monitoring of school performance, mentoring, case management, and other supports. The “Check” component is designed to continually monitor student performance and progress. The “Connect” component involves program staff giving individualized attention to students in partnership with other school staff, family members, and community service organizations. Students enrolled in *Check & Connect* are assigned a “monitor” who regularly reviews information on attendance, behavior, or academic problems and intervenes when problems are identified. The monitor also advocates for students, coordinates services, provides ongoing feedback and encouragement, and emphasizes the importance of staying in school.

## Research<sup>2</sup>

The What Works Clearinghouse (WWC) identified two studies of *Check & Connect* that both fall within the scope of the Dropout Prevention topic area and meet WWC group design standards. Two studies meet WWC group design standards without reservations. Together, these studies included 238 students who attended Minneapolis high schools and entered the program in the beginning of ninth grade. These two studies include students that receive special education services for a learning, emotional, or behavioral disability.

The WWC considers the extent of evidence for *Check & Connect* on high school students with learning, behavioral, or emotional disabilities who are at risk of dropping out to be small for three outcome domains—staying in school, progressing in school, and completing school. (See the Effectiveness Summary on p. 5 for more details of effectiveness by domain.) While these two studies that meet WWC group design standards without reservations include students who receive special education services, the program structure does not require that participants receive special education services.<sup>3</sup>

## Effectiveness

*Check & Connect* was found to have positive effects on staying in school, potentially positive effects on progressing in school, and no discernible effects on completing school for high school students with learning, behavioral, or emotional disabilities.

## Report Contents

Overview	p. 1
Program Information	p. 3
Research Summary	p. 4
Effectiveness Summary	p. 5
References	p. 7
Research Details for Each Study	p. 9
Outcome Measures for Each Domain	p. 11
Findings Included in the Rating for Each Outcome Domain	p. 12
Supplemental Findings for Each Outcome Domain	p. 15
Endnotes	p. 17
Rating Criteria	p. 18
Glossary of Terms	p. 19

This intervention report presents findings from a systematic review of *Check & Connect* conducted using the WWC Procedures and Standards Handbook, version 3.0, and Dropout Prevention review protocol, version 3.0.

**Table 1. Summary of findings<sup>4</sup>**

Outcome domain	Rating of effectiveness	Improvement index (percentile points)		Number of studies	Number of students	Extent of evidence
		Average	Range			
<b>Staying in school</b>	Positive effects	+25	+18 to +31	2	238	Small
<b>Progressing in school</b>	Potentially positive effects	+30	na	1	92	Small
<b>Completing school</b>	No discernible effects	+1	na	1	144	Small

na = not applicable

### Program Information

#### Background

*Check & Connect* was developed by the Institute on Community Integration at the University of Minnesota. More information and additional references to research about the program can be found at <http://ici.umn.edu/checkandconnect> or by sending an email to [checkandconnect@umn.edu](mailto:checkandconnect@umn.edu).

#### Program details

*Check & Connect* has two main components: “Check” and “Connect.” The Check component is designed to continually monitor student performance and progress (including the student’s attendance, incidence of suspensions, course grades, and credits). The Connect component involves program staff giving individualized attention to students, in partnership with other school staff, family members, and community service organizations. The components are implemented by the *Check & Connect* “monitor,” who functions as the student’s mentor and case worker. Monitors provide basic intervention for all students on their caseload, as well as intensive intervention for students as needed. Basic interventions involve regular structured discussions between the monitor and student—at least weekly for elementary and middle school students and twice a month for high school students—about their progress in school and about how to resolve conflicts and cope with challenges. Intensive interventions are tailored to the specific circumstances of students and their families and the available resources of the school and program. Intensive interventions focus on problem solving (including mediation and social skills development), academic support (through homework assistance, schedule changes, and tutoring), and recreational and community service activities. The program also focuses on family outreach, with monitors expected to have frequent contact with family members. Monitors can be graduate students or community members with training in human services fields. Program coordinators, who supervise monitors, can be teachers or school psychologists.

#### Cost<sup>5</sup>

Program developers report that implementing *Check & Connect* in secondary schools cost about \$1,400 a student per year in the 2001–02 school year. More recent cost information was not available at the time of this report.

## Research Summary

The WWC identified three eligible studies that investigated the effects of *Check & Connect* on staying in school, progressing in school, and completing school for students who attend middle school, junior high school, or high school, and are at risk of dropout, or who have dropped out of school. An additional 10 studies were identified but do not meet WWC eligibility criteria for review in this topic area. Citations for all 13 studies are in the References section, which begins on p. 7.

The WWC reviewed three eligible studies against group design standards. Two studies (Sinclair, Christenson, Evelo, & Hurley, 1998; Sinclair, Christenson, & Thurlow, 2005) are randomized controlled trials that meet WWC group design standards without reservations. Those two studies are summarized in this report. One study does not meet WWC group design standards.

**Table 2. Scope of reviewed research**

<b>Grade</b>	9–12
<b>Delivery method</b>	Individual
<b>Program type</b>	Practice

### Summary of studies meeting WWC group design standards without reservations

Sinclair et al. (1998) conducted a randomized controlled trial that examined the effects of *Check & Connect* on 94 high school students in Minneapolis with learning, emotional, or behavioral disabilities during the 1994–95 school year. Students were randomly assigned at the beginning of ninth grade, with 47 students assigned to the intervention group and 47 students assigned to the comparison group. In this study, both intervention and comparison group students received *Check & Connect* services in seventh and eighth grade, but only intervention group students continued to receive these services in ninth grade. Student outcomes were assessed at the end of ninth grade for the entire baseline sample of 94 students.<sup>6</sup>

Sinclair et al. (2005) conducted a randomized controlled trial with an analytic sample that included 144 ninth-grade students from Minneapolis public schools with emotional or behavioral disabilities, including 71 students randomly assigned to the intervention group and 73 students randomly assigned to the comparison group. In this study, intervention group students received *Check & Connect* services throughout high school, while the comparison group received no *Check & Connect* services. Student outcomes related to dropout status and high school completion were assessed following the students' fourth year in high school.

### Summary of studies meeting WWC group design standards with reservations

No studies of *Check & Connect* met WWC group design standards with reservations.

## Effectiveness Summary

The WWC review of *Check & Connect* for the Dropout Prevention topic area includes student outcomes in three domains: staying in school, progressing in school, and completing school. The two studies of *Check & Connect* that meet WWC group design standards reported findings in all three of these domains. The findings below present the authors' estimates and WWC-calculated estimates of the size and statistical significance of the effects of *Check & Connect* on students who attend high school, have learning, behavioral, or emotional disabilities, and are at risk of dropout. For a more detailed description of the rating of effectiveness and extent of evidence criteria, see the WWC Rating Criteria on p. 18.

### Summary of effectiveness for the staying in school domain

Two studies that meet WWC group design standards without reservations reported findings in the staying in school domain.

The Sinclair et al. (1998) study reported that ninth-grade students enrolled in *Check & Connect* were statistically significantly less likely than similar comparison group students to have dropped out of school by the end of ninth grade.

The Sinclair et al. (2005) study reported that *Check & Connect* students were statistically significantly less likely to have dropped out of school at the end of the fourth follow-up year (corresponding to the senior year for students making normal progress).

Thus, for the staying in school domain, both studies showed statistically significant positive effects. This results in a rating of positive effects, with a small extent of evidence.

**Table 3. Rating of effectiveness and extent of evidence for the staying in school domain**

Rating of effectiveness	Criteria met
<b>Positive effects</b> <i>Strong evidence of a positive effect with no overriding contrary evidence.</i>	In the two studies that reported findings, the estimated impact of the intervention on outcomes in the <i>staying in school</i> domain were positive and statistically significant.
Extent of evidence	Criteria met
<b>Small</b>	Two studies that included 238 students in a single school district reported evidence of effectiveness in the <i>staying in school</i> domain.

### Summary of effectiveness for the progressing in school domain

One study that meets WWC group design standards without reservations reported findings in the progressing in school domain.

Sinclair et al. (1998) reported that ninth-grade students enrolled in *Check & Connect* accrued statistically significantly more credits at the end of the first follow-up year (corresponding to the end of ninth grade) than comparison group students.

Thus, for the progressing in school domain, one study showed statistically significant positive effects. This results in a rating of potentially positive effects, with a small extent of evidence.

**Table 4. Rating of effectiveness and extent of evidence for the progressing in school domain**

Rating of effectiveness	Criteria met
<b>Potentially positive effects</b> <i>Evidence of a positive effect with no overriding contrary evidence.</i>	In the one study that reported findings, the estimated impact of the intervention on outcomes in the <i>progressing in school</i> domain was positive and statistically significant.
Extent of evidence	Criteria met
<b>Small</b>	One study that included 92 students in a single school district reported evidence of effectiveness in the <i>progressing in school</i> domain.

**Summary of effectiveness for the completing school domain**

One study that meets WWC group design standards without reservations reported findings in the completing school domain.

Sinclair et al. (2005) examined *Check & Connect*'s effect on whether students completed school on time (within 4 years of entering the ninth grade). The study indicated that there was no statistically significant or substantially important effect on on-time high school completion.

Thus, for the completing school domain, one study showed no discernible effects. This results in a rating of no discernible effects, with a small extent of evidence.

**Table 5. Rating of effectiveness and extent of evidence for the completing school domain**

Rating of effectiveness	Criteria met
<b>No discernible effects</b> <i>None of the studies show statistically significant or substantively important effects, either positive or negative.</i>	In the one study that reported findings, the estimated impact of the intervention on outcomes in the <i>completing school</i> domain was neither statistically significant nor large enough to be substantively important.
Extent of evidence	Criteria met
<b>Small</b>	One study that included 144 students in a single school district reported evidence of effectiveness in the <i>completing school</i> domain.

### References

#### Studies that meet WWC group design standards without reservations

Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. *Exceptional Children, 65*(1), 7–21.

**Additional sources:**

Christenson, S. L., Sinclair, M. F., Thurlow, M. L., & Evelo, D. (1999). Promoting student engagement with school using the Check & Connect model. *Australian Journal of Guidance and Counseling, 9*(1), 169–184.

Sinclair, M. F., Christenson, S. L., Lehr, C. A., & Anderson, A. R. (2003). Facilitating student engagement: Lessons learned from Check & Connect longitudinal studies. *The California School Psychologist, 8*(1), 29–42.

Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. *Exceptional Children, 71*(4), 465–482.

**Additional source:**

Sinclair, M. F., Christenson, S. L., Evelo, D. L., Hurley, C. M., Kau, M. Y., Logan, D. T., ... Westberry, D. (2001). *Persistence Plus: Using Check & Connect procedures to improve service delivery and positive post-school outcomes for secondary students with serious emotional disturbance* (CDFR No. 84.237H). Minneapolis, MN: University of Minnesota, Institute on Community Integration.

#### Studies that meet WWC group design standards with reservations

None.

#### Study that does not meet WWC group design standards

Thorton, H. E. (Ed.) (1995). *Staying in school: A technical report of three dropout prevention projects for middle school students with learning and emotional disabilities. Technical report 1990–1995. ABC Dropout Prevention and Intervention series*. Washington, DC: U.S. Department of Education. The study does not meet WWC group design standards because the measures of effectiveness cannot be attributed solely to the intervention.

#### Studies that are ineligible for review using the Dropout Prevention Evidence Review Protocol

Anderson, A. R., Christenson, S. L., Sinclair, M. F., & Lehr, C. A. (2004). Check & Connect: The importance of relationships for promoting engagement with school. *Journal of School Psychology, 42*, 95–113. The study is ineligible for review because it does not use an eligible design.

Christenson, S. L., & Carroll, E. B. (1999). Strengthening the family-school partnership through Check & Connect. In E. Frydenberg (Ed.), *Learning to cope: Developing as a person in complex societies* (pp. 248–273). New York: Oxford University Press. The study is ineligible for review because it does not use an eligible design.

Kortering, L. J., & Christenson, S. (2009). Engaging students in school and learning: The real deal for school completion. *Exceptionality, 17*, 5–15. doi:10.1080/09362830802590102 The study is ineligible for review because it does not use an eligible design.

Lehr, C. A., Hansen, A., Sinclair, M. F., & Christenson, S. L. (2003). Moving beyond dropout towards school completion: An integrative review of data-based interventions. *School Psychology Review, 32*(3), 342–364. The study is ineligible for review because it does not use an eligible design.

Lehr, C. A., Sinclair, M. F., & Christenson, S. L. (2004). Addressing student engagement and truancy prevention during the elementary school years: A replication study of the Check & Connect model. *Journal of Education for Students Placed at Risk, 9*(3), 279–301. The study is ineligible for review because it does not use a sample aligned with the protocol.

### **Additional sources:**

- Sinclair, M. F., & Lehr, C. A. (2000). *Dakota County: Elementary Check & Connect programs. Annual summative program evaluation report*. Minneapolis: University of Minnesota, Institute on Community Integration.
- Sinclair, M. F., & Lehr, C. A. (2001). *Dakota County: Elementary Check & Connect programs. Program evaluation 2001 summary report*. Minneapolis: University of Minnesota, Institute on Community Integration.
- Riccomini, P. J., Zhang, D., & Katsiyannis, A. (2005). Promising school-based interventions for reducing aggressive behavior and student dropout. *Journal of At-Risk Issues*, 11(2), 11–16. The study is ineligible for review because it does not use an eligible design.
- REL Central. (2011). *Dropout prevention intervention strategies*. Denver, CO: Author. The study is ineligible for review because it does not use an eligible design.
- Seaton, A. T. (2010). *The effects of Check & Connect on the school-related violent behaviors of African American females* (Unpublished doctoral dissertation). Johns Hopkins University, Baltimore, MD. The study is ineligible for review because it is out of the scope of the protocol.
- Sinclair, M. F. (2000). *Check & Connect: Replication of a data-based student engagement/school completion model*. New Orleans, LA: American Educational Research Association. The study is ineligible for review because it does not use an eligible design.
- Sinclair, M. F., & Kaibel, C. (2002). *Dakota County: Secondary Check & Connect programs. Program evaluation 2002 final summary report*. Minneapolis: University of Minnesota, Institute on Community Integration. The study is ineligible for review because it does not use an eligible design.

**Appendix A.1: Research details for Sinclair et al. (1998)**

Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. *Exceptional Children*, 65(1), 7–21.

**Table A1. Summary of findings**

**Meets WWC group design standards without reservations**

Outcome domain	Sample size	Study findings	
		Average improvement index (percentile points)	Statistically significant
Staying in school	94 students	+31	Yes
Progressing in school	92 students	+30	Yes

**Setting** The study was conducted in Minneapolis public high schools.

**Study sample** Participating students were enrolled in ninth grade during the 1994–95 school year and were classified with a learning, emotional, or behavioral disability. Learning disabilities were the most common classification, with 75% of participants having this classification. A little more than 40% of participants were classified as having a severe disability. Most participants were African American (59%), most were males (68%), and most participated in the free or reduced-price lunch program (71%). Students were 15-years-old, on average, when they entered ninth grade.

**Intervention group** The intervention group received *Check & Connect* services in the seventh and eighth grades and, after being assigned to the intervention group, continued to receive the program in ninth grade. Students had their level of engagement with school (including attendance, academic performance, and disciplinary actions) recorded on a daily basis by a monitor. This person worked with the same students across several years, following them to different schools as needed. Monitors had regular interactions with all students on at least a monthly basis to discuss their educational progress, the importance of staying in school, and problem solving strategies. If a monitor observed increased signs of risk, they delivered more intensive strategies tailored to the student’s needs. In this study, monitors worked 20 hours a week and maintained an average caseload of 25 students.

**Comparison group** Comparison group students received *Check & Connect* in seventh and eighth grades but, after assignment to the comparison group, did not continue to receive these services when they entered high school. Comparison group students attended the same set of high schools attended by intervention group students.

**Outcomes and measurement** The two outcomes from this study that are eligible under the WWC Dropout Prevention Protocol, version 3.0 are (a) the percentage of students who had dropped out at the end of ninth grade, and (b) the number of credits earned during ninth grade. For a more detailed description of these outcome measures, see Appendix B.

**Support for implementation** Information about implementation of *Check & Connect* is limited in this study and focuses primarily on characteristics of the monitors and resources used to deliver the program.

**Appendix A.2: Research details for Sinclair et al. (2005)**

Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. *Exceptional Children, 71*(4), 465–482.

**Table A2. Summary of findings**

**Meets WWC group design standards without reservations**

Outcome domain	Sample size	Study findings	
		Average improvement index (percentile points)	Statistically significant
Staying in school	144 students	+18	Yes
Completing school	144 students	+1	No

**Setting** The study was conducted with eligible students in seven Minneapolis public high schools.

**Study sample** This replication of the *Check & Connect* intervention included special education students who entered ninth grade in 1996 (cohort 1) and 1997 (cohort 2). To be eligible for the intervention, participants had to be classified as having an emotional or behavioral disorder. Of the 206 eligible students across the two cohorts, 164 (80%) received permission to participate in the study. Most students were African American (64%), most were males (84%), and most participated in the free or reduced-price lunch program (70%). Students were 14.5-years-old, on average, when they entered ninth grade. Within each cohort, students who were eligible and who had permission to participate in the study were randomly assigned to receive *Check & Connect* or to serve as a comparison group.<sup>7</sup>

**Intervention group** The intervention group participated in *Check & Connect* for 4 years, starting in ninth grade. Of the 85 students who were assigned to the *Check & Connect* condition and had parental consent to participate, 71 students participated in the intervention and completed the study. Students had their attendance, behavior, and academic performance observed on a daily basis by their monitor, who also functioned as a mentor and case worker. The monitor stayed with the student even if the student transferred to another school within the district. Monitors met with students at least twice a month and more often when acute attendance, performance, or behavior problems arose.

**Comparison group** Comparison group students attended the same schools as intervention students but did not receive *Check & Connect*.

**Outcomes and measurement** The outcomes from this study that are eligible under the WWC Dropout Prevention Protocol, version 3.0 are the percentage of students who had dropped out of school at the end of the fourth year following random assignment and the percentage of students who either completed high school or their GED by the end of the fourth year.<sup>8</sup> For a more detailed description of these outcome measures, see Appendix B.

**Support for implementation** Information about implementation of *Check & Connect* focuses primarily on the training and support provided to monitors. Monitors were overseen by a project coordinator, who was a school psychologist and former *Check & Connect* monitor. Monitors participated in an initial orientation workshop. They also attended weekly or biweekly staff meetings and periodic staff development sessions. Each monitor received instructions on how to complete the monitoring sheet to ensure consistency across monitors and settings. Monitors submitted printouts of attendance records with their monitoring sheets for verification purposes.

**Appendix B: Outcome measures for each domain**

<b>Staying in school</b>	
<i>Dropped out of school at end of first year following random assignment</i>	Students' dropout status at the end of the first academic year following random assignment (i.e., end of the ninth grade, because students were randomly assigned at the beginning of high school) was verified through a tracking system established for the study and drawn from various sources, including project and school staff, social workers, and probation officers, as well as the school district's on-line database (as cited in Sinclair et al., 1998).
<i>Dropped out of school at end of fourth year following random assignment</i>	Students' dropout status at the end of the fourth academic year following random assignment (i.e., senior year for those making normal progress toward graduation) was verified through a tracking system established for the study and drawn from online school records and attendance clerks (teachers, parents, and students were also consulted to verify contradictory or missing information). This measure reflects whether students had not completed high school or a GED. The authors counted students as enrolled (and thus, having not dropped out) if they transferred to another school district, a nonpublic school, or a state-approved education program, or if they were in a correctional institution (as cited in Sinclair et al., 2005).
<i>Still enrolled in school at end of fourth year following random assignment</i>	Similar to students' dropout status at the end of the fourth year following random assignment, this measure reflects whether students were still enrolled in high school at the end of the fourth academic year following random assignment (i.e., senior year for those making normal progress toward graduation). If a student was still enrolled, it meant that they had not completed high school or a GED, but they also had not dropped out of school (as cited in Sinclair et al., 2005). Because this outcome represents the remainder of the students not contained in the two more commonly reported outcomes (i.e., dropped out and completed high school), and that this measure is within the same domain as the measure of student dropout (staying in school), this outcome is considered a supplemental finding and is presented in Appendix D.
<b>Progressing in school</b>	
<i>Total number of credits accrued during school year</i>	Accrual of credits was collected through the district's database. Students needed to earn an average of 15 credits per year to earn the 60 credits required for graduation (as cited in Sinclair et al., 1998).
<b>Completing school</b>	
<i>Completed high school diploma or GED</i>	Students' graduation with a standard diploma or a GED certificate (as cited in Sinclair et al., 2005) was determined at end of the fourth academic year after random assignment (i.e., senior year for those making normal progress toward graduation). High school diploma receipt was verified through school district records. GED completion was verified independently by the State Department of Education.

Appendix C.1: Findings included in the rating for the staying in school domain

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
<b>Sinclair et al., 1998<sup>a</sup></b>								
<i>Percentage dropped out at the end of the first year after random assignment</i>	Grade 9	94 students	9 (29)	30 (46)	21	0.89	+31	< .01
<b>Domain average for staying in school (Sinclair et al., 1998)</b>					<b>21</b>	<b>0.89</b>	<b>+31</b>	<b>Statistically significant</b>
<b>Sinclair et al., 2005<sup>b</sup></b>								
<i>Percentage dropped out at the end of the fourth year after random assignment</i>	Grade 12	144 students	39 (49)	58 (49)	19	0.47	+18	< .01
<b>Domain average for staying in school (Sinclair et al., 2005)</b>					<b>19</b>	<b>0.47</b>	<b>+18</b>	<b>Statistically significant</b>
<b>Domain average for staying in school across all studies</b>					<b>20</b>	<b>0.68</b>	<b>+25</b>	<b>na</b>

**Table Notes:** For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual's percentile rank that can be expected if the individual is given the intervention. The WWC-computed average effect size is a simple average rounded to two decimal places; the average improvement index is calculated from the average effect size. The statistical significance of each study's domain average was determined by the WWC. Some statistics may not sum as expected due to rounding. na = not applicable.

<sup>a</sup> For Sinclair et al. (1998), no corrections for clustering or multiple comparisons were needed. The p-value presented here was reported in the original study. For the percentage of students that dropped out of school at the end of ninth grade, the WWC presents the mean difference of 21 percentage points as a positive number, so that this impact represents a favorable result for the intervention condition (since the intervention group had a lower percentage of students who dropped out relative to the comparison group). This study is characterized as having a statistically significant positive effect because the effect for at least one measure within the domain is positive and statistically significant, and no effects are negative and statistically significant. For more information, please refer to the WWC Standards and Procedures Handbook (version 3.0), p. 26.

<sup>b</sup> For Sinclair et al. (2005), a correction for clustering was needed (the random assignment process treated families as clusters) but did not affect whether any of the contrasts were found to be statistically significant. The p-value presented here was reported in the original study. For the percentage of students that dropped out of school at the end of the fourth year after random assignment, the WWC presents the mean difference of 19 percentage points as a positive number, so that this impact represents a favorable result for the intervention condition (since the intervention group had a lower percentage of students who dropped out relative to the comparison group). This study is characterized as having a statistically significant positive effect because the effect for at least one measure within the domain is positive and statistically significant, and no effects are negative and statistically significant. For more information, please refer to the WWC Standards and Procedures Handbook (version 3.0), p. 26.

Appendix C.2: Findings included in the rating for the progressing in school domain

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
<b>Sinclair et al., 1998<sup>a</sup></b>								
<i>Total number of credits accrued</i>	Grade 9	92 students	12.13 (6.56)	6.63 (6.63)	5.50	0.83	+30	< .01
<b>Domain average for progressing in school (Sinclair et al., 1998)</b>					<b>5.50</b>	<b>0.83</b>	<b>+30</b>	<b>Statistically significant</b>
<b>Domain average for progressing in school across all studies</b>					<b>5.50</b>	<b>0.83</b>	<b>+30</b>	<b>na</b>

**Table Notes:** For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual's percentile rank that can be expected if the individual is given the intervention. The statistical significance of the study's domain average was determined by the WWC. Some statistics may not sum as expected due to rounding. na = not applicable.

<sup>a</sup> For Sinclair et al. (1998), no corrections for clustering or multiple comparisons were needed. The p-value presented here was reported in the original study. This study is characterized as having a statistically significant positive effect because the effect for at least one measure within the domain is positive and statistically significant, and no effects are negative and statistically significant. For more information, please refer to the WWC Standards and Procedures Handbook (version 3.0), p. 26.

Appendix C.3 Findings included in the rating for the completing school domain

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
<b>Sinclair et al., 2005<sup>a</sup></b>								
<i>Completed high school or GED on time</i>	Grade 12	144 students	30 (46)	29 (45)	1	0.03	+1	> .05
<b>Domain average for completing school (Sinclair et al., 2005)</b>					<b>1</b>	<b>0.03</b>	<b>+1</b>	<b>Not statistically significant</b>
<b>Domain average for completing school across all studies</b>					<b>1</b>	<b>0.03</b>	<b>+1</b>	<b>na</b>

**Table Notes:** For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual's percentile rank that can be expected if the individual is given the intervention. The statistical significance of the study's domain average was determined by the WWC. Some statistics may not sum as expected due to rounding. na = not applicable.

<sup>a</sup> For Sinclair et al. (2005), a correction for clustering was needed (the random assignment process treated families as clusters) but did not affect whether the contrasts were found to be statistically significant. The p-value presented here was reported in the original study. This study is characterized as having an indeterminate effect because the mean effect is neither statistically significant nor substantively important. For more information, please refer to the WWC Standards and Procedures Handbook (version 3.0), p. 26.

Appendix D.1: Description of supplemental findings for the staying in school domain

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
<b>Sinclair et al., 2005<sup>a</sup></b>								
<i>Percentage still enrolled at the end of the fourth year after random assignment</i>	Grade 12	144 students	31 (46)	14 (35)	17	0.62	+23	nr

**Table Notes:** The supplemental findings presented in this table are additional findings from studies in this report that do not factor into the determination of the intervention rating. For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual's percentile rank that can be expected if the individual is given the intervention. Some statistics may not sum as expected due to rounding. nr = not reported.

<sup>a</sup> For Sinclair et al. (2005), a correction for clustering was needed (the random assignment process treated families as clusters). There was no p-value reported for this outcome in the original study. The WWC computed to the p-value to be < .001.

Appendix D.2: Description of supplemental findings for the completing school domain

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
<b>Sinclair et al., 2005<sup>a</sup></b>								
<i>Completed high school or GED by one year after expected year of graduation</i>	Students who completed or in 5th year of high school	144 students	34 (na)	30 (na)	4	0.11	+4	nr

**Table Notes:** The supplemental findings presented in this table are additional findings from studies in this report that do not factor into the determination of the intervention rating. For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual’s percentile rank that can be expected if the individual is given the intervention. Some statistics may not sum as expected due to rounding. na = not applicable. nr = not reported.

<sup>a</sup> For Sinclair et al. (2005), a correction for clustering was needed (the random assignment process treated families as clusters). There was no p-value reported for this outcome in the original study. The WWC computed the p-value to be .51.

### Endnotes

<sup>1</sup> The descriptive information for this program was obtained from a publicly available source: the program's website (<http://ici.umn.edu/checkandconnect>, downloaded September 2014). The WWC requests developers review the program description sections for accuracy from their perspective. The program description was provided to the developer in September 2014, and the WWC incorporated feedback from the developer. Further verification of the accuracy of the descriptive information for this program is beyond the scope of this review.

<sup>2</sup> The literature search reflects documents publicly available by March 2014. The previous report was released in September 2006. This report has been updated to include reviews of three studies that have been released since 2006 and four studies that were released prior to 2006 but were not included in the earlier report. Of the additional studies, seven were not within the scope of the review protocol for Dropout Prevention. A complete list and disposition of all studies reviewed are provided in the references.

The report includes reviews of all previous studies that met WWC group design standards with or without reservations and resulted in a revised disposition of the Sinclair et al. (2005) study. The study received a disposition in this report of *meets WWC group design standards without reservations*, where it had previously received the rating of *meets WWC evidence standards with reservations*. This revised disposition is due to a change in the WWC group design standards. In particular, the attrition boundaries have changed since version 1.0 of the WWC Procedures and Standards Handbook, and the level of overall attrition for this study now falls within the acceptable threshold.

The studies in this report were reviewed using the Standards from the WWC Procedures and Standards Handbook (version 3.0), along with those described in the Dropout Prevention review protocol (version 3.0). The evidence presented in this report is based on available research. Findings and conclusions may change as new research becomes available.

<sup>3</sup> The *Check & Connect* model indicates that it is designed for "students showing early warning signs of disengagement from school or at risk of dropping out." It does not require that participating students receive special education services. However, the original studies of *Check & Connect* by the University of Minnesota were funded by the U.S. Office of Special Education and focused on students receiving special education services.

<sup>4</sup> For criteria used in the determination of the rating of effectiveness and extent of evidence, see the WWC Rating Criteria on p. 18. These improvement index numbers show the average and range of student-level improvement indices for all findings across the studies.

<sup>5</sup> Sinclair, M., & Kaibel, C. (2002). *Dakota County: School success Check and Connect program evaluation, 2002 final summary report*. Minneapolis: University of Minnesota, Institute on Community Integration.

<sup>6</sup> Students' enrollment status was available for all 94 students. However, data on credits accrued in ninth grade were not available for two students in the comparison group, resulting in an analytic sample of 92 students for this outcome.

<sup>7</sup> The study was designed as a randomized controlled trial. Random assignment was conducted at the family level. Siblings were assigned either to the intervention or comparison group. This assignment procedure created a correlation between siblings and required a statistical adjustment.

<sup>8</sup> In addition, the study also reported on two outcomes that did not factor into the determination of the intervention rating. First, the study reported on the number of students still enrolled in high school at the end of the fourth year. Because this group represents the remainder of the students not contained in the two more commonly reported outcomes (i.e., dropped out and completed high school), and that this measure is within the same domain as the measure of student dropout (staying in school), a decision was made to present it as a supplementary finding (Appendix D.1). Second, the study reported on completion rates at the end of the fifth year among a subsample of students in the first cohort who remained active participants in the study. For this outcome, the WWC constructed a measure of the high school completion rates by the end of the fifth year by combining this fifth year completion rate with the results for on-time graduation; these results are presented in Appendix D.2 as a supplemental finding.

### Recommended Citation

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2015, May). *Dropout Prevention intervention report: Check & Connect*. Retrieved from <http://whatworks.ed.gov>

## WWC Rating Criteria

### Criteria used to determine the rating of a study

Study rating	Criteria
<b>Meets WWC group design standards without reservations</b>	A study that provides strong evidence for an intervention's effectiveness, such as a well-implemented RCT.
<b>Meets WWC group design standards with reservations</b>	A study that provides weaker evidence for an intervention's effectiveness, such as a QED or an RCT with high attrition that has established equivalence of the analytic samples.

### Criteria used to determine the rating of effectiveness for an intervention

Rating of effectiveness	Criteria
<b>Positive effects</b>	Two or more studies show statistically significant positive effects, at least one of which met WWC evidence standards for a strong design, AND No studies show statistically significant or substantively important negative effects.
<b>Potentially positive effects</b>	At least one study shows a statistically significant or substantively important positive effect, AND No studies show a statistically significant or substantively important negative effect AND fewer or the same number of studies show indeterminate effects than show statistically significant or substantively important positive effects.
<b>Mixed effects</b>	At least one study shows a statistically significant or substantively important positive effect AND at least one study shows a statistically significant or substantively important negative effect, but no more such studies than the number showing a statistically significant or substantively important positive effect, OR At least one study shows a statistically significant or substantively important effect AND more studies show an indeterminate effect than show a statistically significant or substantively important effect.
<b>Potentially negative effects</b>	One study shows a statistically significant or substantively important negative effect and no studies show a statistically significant or substantively important positive effect, OR Two or more studies show statistically significant or substantively important negative effects, at least one study shows a statistically significant or substantively important positive effect, and more studies show statistically significant or substantively important negative effects than show statistically significant or substantively important positive effects.
<b>Negative effects</b>	Two or more studies show statistically significant negative effects, at least one of which met WWC evidence standards for a strong design, AND No studies show statistically significant or substantively important positive effects.
<b>No discernible effects</b>	None of the studies shows a statistically significant or substantively important effect, either positive or negative.

### Criteria used to determine the extent of evidence for an intervention

Extent of evidence	Criteria
<b>Medium to large</b>	The domain includes more than one study, AND The domain includes more than one school, AND The domain findings are based on a total sample size of at least 350 students, OR, assuming 25 students in a class, a total of at least 14 classrooms across studies.
<b>Small</b>	The domain includes only one study, OR The domain includes only one school, OR The domain findings are based on a total sample size of fewer than 350 students, AND, assuming 25 students in a class, a total of fewer than 14 classrooms across studies.

### Glossary of Terms

<b>Attrition</b>	Attrition occurs when an outcome variable is not available for all participants initially assigned to the intervention and comparison groups. The WWC considers the total attrition rate and the difference in attrition rates across groups within a study.
<b>Clustering adjustment</b>	If intervention assignment is made at a cluster level and the analysis is conducted at the student level, the WWC will adjust the statistical significance to account for this mismatch, if necessary.
<b>Confounding factor</b>	A confounding factor is a component of a study that is completely aligned with one of the study conditions, making it impossible to separate how much of the observed effect was due to the intervention and how much was due to the factor.
<b>Design</b>	The design of a study is the method by which intervention and comparison groups were assigned.
<b>Domain</b>	A domain is a group of closely related outcomes.
<b>Effect size</b>	The effect size is a measure of the magnitude of an effect. The WWC uses a standardized measure to facilitate comparisons across studies and outcomes.
<b>Eligibility</b>	A study is eligible for review and inclusion in this report if it falls within the scope of the review protocol and uses either an experimental or matched comparison group design.
<b>Equivalence</b>	A demonstration that the analytic sample groups are similar on observed characteristics defined in the review area protocol.
<b>Extent of evidence</b>	An indication of how much evidence supports the findings. The criteria for the extent of evidence levels are given in the WWC Rating Criteria on p. 18.
<b>Improvement index</b>	Along a percentile distribution of individuals, the improvement index represents the gain or loss of the average individual due to the intervention. As the average individual starts at the 50th percentile, the measure ranges from -50 to +50.
<b>Intervention</b>	An educational program, product, practice, or policy aimed at improving student outcomes.
<b>Intervention report</b>	A summary of the findings of the highest-quality research on a given program, product, practice, or policy in education. The WWC searches for all research studies on an intervention, reviews each against design standards, and summarizes the findings of those that meet WWC design standards.
<b>Multiple comparison adjustment</b>	When a study includes multiple outcomes or comparison groups, the WWC will adjust the statistical significance to account for the multiple comparisons, if necessary.
<b>Quasi-experimental design (QED)</b>	A quasi-experimental design (QED) is a research design in which study participants are assigned to intervention and comparison groups through a process that is not random.
<b>Randomized controlled trial (RCT)</b>	A randomized controlled trial (RCT) is an experiment in which eligible study participants are randomly assigned to intervention and comparison groups.
<b>Rating of effectiveness</b>	The WWC rates the effects of an intervention in each domain based on the quality of the research design and the magnitude, statistical significance, and consistency in findings. The criteria for the ratings of effectiveness are given in the WWC Rating Criteria on p. 18.
<b>Single-case design</b>	A research approach in which an outcome variable is measured repeatedly within and across different conditions that are defined by the presence or absence of an intervention.

### Glossary of Terms

- Standard deviation** The standard deviation of a measure shows how much variation exists across observations in the sample. A low standard deviation indicates that the observations in the sample tend to be very close to the mean; a high standard deviation indicates that the observations in the sample tend to be spread out over a large range of values.
- Statistical significance** Statistical significance is the probability that the difference between groups is a result of chance rather than a real difference between the groups. The WWC labels a finding statistically significant if the likelihood that the difference is due to chance is less than 5% ( $p < .05$ ).
- Substantively important** A substantively important finding is one that has an effect size of 0.25 or greater, regardless of statistical significance.
- Systematic review** A review of existing literature on a topic that is identified and reviewed using explicit methods. A WWC systematic review has five steps: 1) developing a review protocol; 2) searching the literature; 3) reviewing studies, including screening studies for eligibility, reviewing the methodological quality of each study, and reporting on high quality studies and their findings; 4) combining findings within and across studies; and, 5) summarizing the review.

Please see the WWC Procedures and Standards Handbook (version 3.0) for additional details.



An **intervention report** summarizes the findings of high-quality research on a given program, practice, or policy in education. The WWC searches for all research studies on an intervention, reviews each against evidence standards, and summarizes the findings of those that meet standards.



# WWC Intervention Report

A summary of findings from a systematic review of the evidence



## Dropout Prevention

Updated May 2015

# Check & Connect

## Program Description<sup>1</sup>

*Check & Connect* is an intervention to reduce dropping out of school. It is based on monitoring of school performance, mentoring, case management, and other supports. The “Check” component is designed to continually monitor student performance and progress. The “Connect” component involves program staff giving individualized attention to students in partnership with other school staff, family members, and community service organizations. Students enrolled in *Check & Connect* are assigned a “monitor” who regularly reviews information on attendance, behavior, or academic problems and intervenes when problems are identified. The monitor also advocates for students, coordinates services, provides ongoing feedback and encouragement, and emphasizes the importance of staying in school.

## Research<sup>2</sup>

The What Works Clearinghouse (WWC) identified two studies of *Check & Connect* that both fall within the scope of the Dropout Prevention topic area and meet WWC group design standards. Two studies meet WWC group design standards without reservations. Together, these studies included 238 students who attended Minneapolis high schools and entered the program in the beginning of ninth grade. These two studies include students that receive special education services for a learning, emotional, or behavioral disability.

The WWC considers the extent of evidence for *Check & Connect* on high school students with learning, behavioral, or emotional disabilities who are at risk of dropping out to be small for three outcome domains—staying in school, progressing in school, and completing school. (See the Effectiveness Summary on p. 5 for more details of effectiveness by domain.) While these two studies that meet WWC group design standards without reservations include students who receive special education services, the program structure does not require that participants receive special education services.<sup>3</sup>

## Effectiveness

*Check & Connect* was found to have positive effects on staying in school, potentially positive effects on progressing in school, and no discernible effects on completing school for high school students with learning, behavioral, or emotional disabilities.

## Report Contents

Overview	p. 1
Program Information	p. 3
Research Summary	p. 4
Effectiveness Summary	p. 5
References	p. 7
Research Details for Each Study	p. 9
Outcome Measures for Each Domain	p. 11
Findings Included in the Rating for Each Outcome Domain	p. 12
Supplemental Findings for Each Outcome Domain	p. 15
Endnotes	p. 17
Rating Criteria	p. 18
Glossary of Terms	p. 19

This intervention report presents findings from a systematic review of *Check & Connect* conducted using the WWC Procedures and Standards Handbook, version 3.0, and Dropout Prevention review protocol, version 3.0.

**Table 1. Summary of findings<sup>4</sup>**

Outcome domain	Rating of effectiveness	Improvement index (percentile points)		Number of studies	Number of students	Extent of evidence
		Average	Range			
<b>Staying in school</b>	Positive effects	+25	+18 to +31	2	238	Small
<b>Progressing in school</b>	Potentially positive effects	+30	na	1	92	Small
<b>Completing school</b>	No discernible effects	+1	na	1	144	Small

na = not applicable

### Program Information

#### Background

*Check & Connect* was developed by the Institute on Community Integration at the University of Minnesota. More information and additional references to research about the program can be found at <http://ici.umn.edu/checkandconnect> or by sending an email to [checkandconnect@umn.edu](mailto:checkandconnect@umn.edu).

#### Program details

*Check & Connect* has two main components: “Check” and “Connect.” The Check component is designed to continually monitor student performance and progress (including the student’s attendance, incidence of suspensions, course grades, and credits). The Connect component involves program staff giving individualized attention to students, in partnership with other school staff, family members, and community service organizations. The components are implemented by the *Check & Connect* “monitor,” who functions as the student’s mentor and case worker. Monitors provide basic intervention for all students on their caseload, as well as intensive intervention for students as needed. Basic interventions involve regular structured discussions between the monitor and student—at least weekly for elementary and middle school students and twice a month for high school students—about their progress in school and about how to resolve conflicts and cope with challenges. Intensive interventions are tailored to the specific circumstances of students and their families and the available resources of the school and program. Intensive interventions focus on problem solving (including mediation and social skills development), academic support (through homework assistance, schedule changes, and tutoring), and recreational and community service activities. The program also focuses on family outreach, with monitors expected to have frequent contact with family members. Monitors can be graduate students or community members with training in human services fields. Program coordinators, who supervise monitors, can be teachers or school psychologists.

#### Cost<sup>5</sup>

Program developers report that implementing *Check & Connect* in secondary schools cost about \$1,400 a student per year in the 2001–02 school year. More recent cost information was not available at the time of this report.

## Research Summary

The WWC identified three eligible studies that investigated the effects of *Check & Connect* on staying in school, progressing in school, and completing school for students who attend middle school, junior high school, or high school, and are at risk of dropout, or who have dropped out of school. An additional 10 studies were identified but do not meet WWC eligibility criteria for review in this topic area. Citations for all 13 studies are in the References section, which begins on p. 7.

The WWC reviewed three eligible studies against group design standards. Two studies (Sinclair, Christenson, Evelo, & Hurley, 1998; Sinclair, Christenson, & Thurlow, 2005) are randomized controlled trials that meet WWC group design standards without reservations. Those two studies are summarized in this report. One study does not meet WWC group design standards.

**Table 2. Scope of reviewed research**

<b>Grade</b>	9–12
<b>Delivery method</b>	Individual
<b>Program type</b>	Practice

### Summary of studies meeting WWC group design standards without reservations

Sinclair et al. (1998) conducted a randomized controlled trial that examined the effects of *Check & Connect* on 94 high school students in Minneapolis with learning, emotional, or behavioral disabilities during the 1994–95 school year. Students were randomly assigned at the beginning of ninth grade, with 47 students assigned to the intervention group and 47 students assigned to the comparison group. In this study, both intervention and comparison group students received *Check & Connect* services in seventh and eighth grade, but only intervention group students continued to receive these services in ninth grade. Student outcomes were assessed at the end of ninth grade for the entire baseline sample of 94 students.<sup>6</sup>

Sinclair et al. (2005) conducted a randomized controlled trial with an analytic sample that included 144 ninth-grade students from Minneapolis public schools with emotional or behavioral disabilities, including 71 students randomly assigned to the intervention group and 73 students randomly assigned to the comparison group. In this study, intervention group students received *Check & Connect* services throughout high school, while the comparison group received no *Check & Connect* services. Student outcomes related to dropout status and high school completion were assessed following the students' fourth year in high school.

### Summary of studies meeting WWC group design standards with reservations

No studies of *Check & Connect* met WWC group design standards with reservations.

**Effectiveness Summary**

The WWC review of *Check & Connect* for the Dropout Prevention topic area includes student outcomes in three domains: staying in school, progressing in school, and completing school. The two studies of *Check & Connect* that meet WWC group design standards reported findings in all three of these domains. The findings below present the authors’ estimates and WWC-calculated estimates of the size and statistical significance of the effects of *Check & Connect* on students who attend high school, have learning, behavioral, or emotional disabilities, and are at risk of dropout. For a more detailed description of the rating of effectiveness and extent of evidence criteria, see the WWC Rating Criteria on p. 18.

**Summary of effectiveness for the staying in school domain**

Two studies that meet WWC group design standards without reservations reported findings in the staying in school domain.

The Sinclair et al. (1998) study reported that ninth-grade students enrolled in *Check & Connect* were statistically significantly less likely than similar comparison group students to have dropped out of school by the end of ninth grade.

The Sinclair et al. (2005) study reported that *Check & Connect* students were statistically significantly less likely to have dropped out of school at the end of the fourth follow-up year (corresponding to the senior year for students making normal progress).

Thus, for the staying in school domain, both studies showed statistically significant positive effects. This results in a rating of positive effects, with a small extent of evidence.

**Table 3. Rating of effectiveness and extent of evidence for the staying in school domain**

Rating of effectiveness	Criteria met
<b>Positive effects</b> <i>Strong evidence of a positive effect with no overriding contrary evidence.</i>	In the two studies that reported findings, the estimated impact of the intervention on outcomes in the <i>staying in school</i> domain were positive and statistically significant.
Extent of evidence	Criteria met
<b>Small</b>	Two studies that included 238 students in a single school district reported evidence of effectiveness in the <i>staying in school</i> domain.

**Summary of effectiveness for the progressing in school domain**

One study that meets WWC group design standards without reservations reported findings in the progressing in school domain.

Sinclair et al. (1998) reported that ninth-grade students enrolled in *Check & Connect* accrued statistically significantly more credits at the end of the first follow-up year (corresponding to the end of ninth grade) than comparison group students.

Thus, for the progressing in school domain, one study showed statistically significant positive effects. This results in a rating of potentially positive effects, with a small extent of evidence.

**Table 4. Rating of effectiveness and extent of evidence for the progressing in school domain**

Rating of effectiveness	Criteria met
<b>Potentially positive effects</b> <i>Evidence of a positive effect with no overriding contrary evidence.</i>	In the one study that reported findings, the estimated impact of the intervention on outcomes in the <i>progressing in school</i> domain was positive and statistically significant.
Extent of evidence	Criteria met
<b>Small</b>	One study that included 92 students in a single school district reported evidence of effectiveness in the <i>progressing in school</i> domain.

**Summary of effectiveness for the completing school domain**

One study that meets WWC group design standards without reservations reported findings in the completing school domain.

Sinclair et al. (2005) examined *Check & Connect*'s effect on whether students completed school on time (within 4 years of entering the ninth grade). The study indicated that there was no statistically significant or substantially important effect on on-time high school completion.

Thus, for the completing school domain, one study showed no discernible effects. This results in a rating of no discernible effects, with a small extent of evidence.

**Table 5. Rating of effectiveness and extent of evidence for the completing school domain**

Rating of effectiveness	Criteria met
<b>No discernible effects</b> <i>None of the studies show statistically significant or substantively important effects, either positive or negative.</i>	In the one study that reported findings, the estimated impact of the intervention on outcomes in the <i>completing school</i> domain was neither statistically significant nor large enough to be substantively important.
Extent of evidence	Criteria met
<b>Small</b>	One study that included 144 students in a single school district reported evidence of effectiveness in the <i>completing school</i> domain.

### References

#### Studies that meet WWC group design standards without reservations

Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. *Exceptional Children, 65*(1), 7–21.

**Additional sources:**

Christenson, S. L., Sinclair, M. F., Thurlow, M. L., & Evelo, D. (1999). Promoting student engagement with school using the Check & Connect model. *Australian Journal of Guidance and Counseling, 9*(1), 169–184.

Sinclair, M. F., Christenson, S. L., Lehr, C. A., & Anderson, A. R. (2003). Facilitating student engagement: Lessons learned from Check & Connect longitudinal studies. *The California School Psychologist, 8*(1), 29–42.

Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. *Exceptional Children, 71*(4), 465–482.

**Additional source:**

Sinclair, M. F., Christenson, S. L., Evelo, D. L., Hurley, C. M., Kau, M. Y., Logan, D. T., ... Westberry, D. (2001). *Persistence Plus: Using Check & Connect procedures to improve service delivery and positive post-school outcomes for secondary students with serious emotional disturbance* (CDFR No. 84.237H). Minneapolis, MN: University of Minnesota, Institute on Community Integration.

#### Studies that meet WWC group design standards with reservations

None.

#### Study that does not meet WWC group design standards

Thorton, H. E. (Ed.) (1995). *Staying in school: A technical report of three dropout prevention projects for middle school students with learning and emotional disabilities. Technical report 1990–1995. ABC Dropout Prevention and Intervention series*. Washington, DC: U.S. Department of Education. The study does not meet WWC group design standards because the measures of effectiveness cannot be attributed solely to the intervention.

#### Studies that are ineligible for review using the Dropout Prevention Evidence Review Protocol

Anderson, A. R., Christenson, S. L., Sinclair, M. F., & Lehr, C. A. (2004). Check & Connect: The importance of relationships for promoting engagement with school. *Journal of School Psychology, 42*, 95–113. The study is ineligible for review because it does not use an eligible design.

Christenson, S. L., & Carroll, E. B. (1999). Strengthening the family-school partnership through Check & Connect. In E. Frydenberg (Ed.), *Learning to cope: Developing as a person in complex societies* (pp. 248–273). New York: Oxford University Press. The study is ineligible for review because it does not use an eligible design.

Kortering, L. J., & Christenson, S. (2009). Engaging students in school and learning: The real deal for school completion. *Exceptionality, 17*, 5–15. doi:10.1080/09362830802590102 The study is ineligible for review because it does not use an eligible design.

Lehr, C. A., Hansen, A., Sinclair, M. F., & Christenson, S. L. (2003). Moving beyond dropout towards school completion: An integrative review of data-based interventions. *School Psychology Review, 32*(3), 342–364. The study is ineligible for review because it does not use an eligible design.

Lehr, C. A., Sinclair, M. F., & Christenson, S. L. (2004). Addressing student engagement and truancy prevention during the elementary school years: A replication study of the Check & Connect model. *Journal of Education for Students Placed at Risk, 9*(3), 279–301. The study is ineligible for review because it does not use a sample aligned with the protocol.

**Additional sources:**

- Sinclair, M. F., & Lehr, C. A. (2000). *Dakota County: Elementary Check & Connect programs. Annual summative program evaluation report*. Minneapolis: University of Minnesota, Institute on Community Integration.
- Sinclair, M. F., & Lehr, C. A. (2001). *Dakota County: Elementary Check & Connect programs. Program evaluation 2001 summary report*. Minneapolis: University of Minnesota, Institute on Community Integration.
- Riccomini, P. J., Zhang, D., & Katsiyannis, A. (2005). Promising school-based interventions for reducing aggressive behavior and student dropout. *Journal of At-Risk Issues*, 11(2), 11–16. The study is ineligible for review because it does not use an eligible design.
- REL Central. (2011). *Dropout prevention intervention strategies*. Denver, CO: Author. The study is ineligible for review because it does not use an eligible design.
- Seaton, A. T. (2010). *The effects of Check & Connect on the school-related violent behaviors of African American females* (Unpublished doctoral dissertation). Johns Hopkins University, Baltimore, MD. The study is ineligible for review because it is out of the scope of the protocol.
- Sinclair, M. F. (2000). *Check & Connect: Replication of a data-based student engagement/school completion model*. New Orleans, LA: American Educational Research Association. The study is ineligible for review because it does not use an eligible design.
- Sinclair, M. F., & Kaibel, C. (2002). *Dakota County: Secondary Check & Connect programs. Program evaluation 2002 final summary report*. Minneapolis: University of Minnesota, Institute on Community Integration. The study is ineligible for review because it does not use an eligible design.

**Appendix A.1: Research details for Sinclair et al. (1998)**

Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. *Exceptional Children*, 65(1), 7–21.

**Table A1. Summary of findings**

**Meets WWC group design standards without reservations**

Outcome domain	Sample size	Study findings	
		Average improvement index (percentile points)	Statistically significant
Staying in school	94 students	+31	Yes
Progressing in school	92 students	+30	Yes

**Setting** The study was conducted in Minneapolis public high schools.

**Study sample** Participating students were enrolled in ninth grade during the 1994–95 school year and were classified with a learning, emotional, or behavioral disability. Learning disabilities were the most common classification, with 75% of participants having this classification. A little more than 40% of participants were classified as having a severe disability. Most participants were African American (59%), most were males (68%), and most participated in the free or reduced-price lunch program (71%). Students were 15-years-old, on average, when they entered ninth grade.

**Intervention group** The intervention group received *Check & Connect* services in the seventh and eighth grades and, after being assigned to the intervention group, continued to receive the program in ninth grade. Students had their level of engagement with school (including attendance, academic performance, and disciplinary actions) recorded on a daily basis by a monitor. This person worked with the same students across several years, following them to different schools as needed. Monitors had regular interactions with all students on at least a monthly basis to discuss their educational progress, the importance of staying in school, and problem solving strategies. If a monitor observed increased signs of risk, they delivered more intensive strategies tailored to the student’s needs. In this study, monitors worked 20 hours a week and maintained an average caseload of 25 students.

**Comparison group** Comparison group students received *Check & Connect* in seventh and eighth grades but, after assignment to the comparison group, did not continue to receive these services when they entered high school. Comparison group students attended the same set of high schools attended by intervention group students.

**Outcomes and measurement** The two outcomes from this study that are eligible under the WWC Dropout Prevention Protocol, version 3.0 are (a) the percentage of students who had dropped out at the end of ninth grade, and (b) the number of credits earned during ninth grade. For a more detailed description of these outcome measures, see Appendix B.

**Support for implementation** Information about implementation of *Check & Connect* is limited in this study and focuses primarily on characteristics of the monitors and resources used to deliver the program.

**Appendix A.2: Research details for Sinclair et al. (2005)**

Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. *Exceptional Children, 71*(4), 465–482.

**Table A2. Summary of findings**

**Meets WWC group design standards without reservations**

Outcome domain	Sample size	Study findings	
		Average improvement index (percentile points)	Statistically significant
Staying in school	144 students	+18	Yes
Completing school	144 students	+1	No

**Setting** The study was conducted with eligible students in seven Minneapolis public high schools.

**Study sample** This replication of the *Check & Connect* intervention included special education students who entered ninth grade in 1996 (cohort 1) and 1997 (cohort 2). To be eligible for the intervention, participants had to be classified as having an emotional or behavioral disorder. Of the 206 eligible students across the two cohorts, 164 (80%) received permission to participate in the study. Most students were African American (64%), most were males (84%), and most participated in the free or reduced-price lunch program (70%). Students were 14.5-years-old, on average, when they entered ninth grade. Within each cohort, students who were eligible and who had permission to participate in the study were randomly assigned to receive *Check & Connect* or to serve as a comparison group.<sup>7</sup>

**Intervention group** The intervention group participated in *Check & Connect* for 4 years, starting in ninth grade. Of the 85 students who were assigned to the *Check & Connect* condition and had parental consent to participate, 71 students participated in the intervention and completed the study. Students had their attendance, behavior, and academic performance observed on a daily basis by their monitor, who also functioned as a mentor and case worker. The monitor stayed with the student even if the student transferred to another school within the district. Monitors met with students at least twice a month and more often when acute attendance, performance, or behavior problems arose.

**Comparison group** Comparison group students attended the same schools as intervention students but did not receive *Check & Connect*.

**Outcomes and measurement** The outcomes from this study that are eligible under the WWC Dropout Prevention Protocol, version 3.0 are the percentage of students who had dropped out of school at the end of the fourth year following random assignment and the percentage of students who either completed high school or their GED by the end of the fourth year.<sup>8</sup> For a more detailed description of these outcome measures, see Appendix B.

**Support for implementation** Information about implementation of *Check & Connect* focuses primarily on the training and support provided to monitors. Monitors were overseen by a project coordinator, who was a school psychologist and former *Check & Connect* monitor. Monitors participated in an initial orientation workshop. They also attended weekly or biweekly staff meetings and periodic staff development sessions. Each monitor received instructions on how to complete the monitoring sheet to ensure consistency across monitors and settings. Monitors submitted printouts of attendance records with their monitoring sheets for verification purposes.

**Appendix B: Outcome measures for each domain**

<b>Staying in school</b>	
<i>Dropped out of school at end of first year following random assignment</i>	Students' dropout status at the end of the first academic year following random assignment (i.e., end of the ninth grade, because students were randomly assigned at the beginning of high school) was verified through a tracking system established for the study and drawn from various sources, including project and school staff, social workers, and probation officers, as well as the school district's on-line database (as cited in Sinclair et al., 1998).
<i>Dropped out of school at end of fourth year following random assignment</i>	Students' dropout status at the end of the fourth academic year following random assignment (i.e., senior year for those making normal progress toward graduation) was verified through a tracking system established for the study and drawn from online school records and attendance clerks (teachers, parents, and students were also consulted to verify contradictory or missing information). This measure reflects whether students had not completed high school or a GED. The authors counted students as enrolled (and thus, having not dropped out) if they transferred to another school district, a nonpublic school, or a state-approved education program, or if they were in a correctional institution (as cited in Sinclair et al., 2005).
<i>Still enrolled in school at end of fourth year following random assignment</i>	Similar to students' dropout status at the end of the fourth year following random assignment, this measure reflects whether students were still enrolled in high school at the end of the fourth academic year following random assignment (i.e., senior year for those making normal progress toward graduation). If a student was still enrolled, it meant that they had not completed high school or a GED, but they also had not dropped out of school (as cited in Sinclair et al., 2005). Because this outcome represents the remainder of the students not contained in the two more commonly reported outcomes (i.e., dropped out and completed high school), and that this measure is within the same domain as the measure of student dropout (staying in school), this outcome is considered a supplemental finding and is presented in Appendix D.
<b>Progressing in school</b>	
<i>Total number of credits accrued during school year</i>	Accrual of credits was collected through the district's database. Students needed to earn an average of 15 credits per year to earn the 60 credits required for graduation (as cited in Sinclair et al., 1998).
<b>Completing school</b>	
<i>Completed high school diploma or GED</i>	Students' graduation with a standard diploma or a GED certificate (as cited in Sinclair et al., 2005) was determined at end of the fourth academic year after random assignment (i.e., senior year for those making normal progress toward graduation). High school diploma receipt was verified through school district records. GED completion was verified independently by the State Department of Education.

Appendix C.1: Findings included in the rating for the staying in school domain

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
<b>Sinclair et al., 1998<sup>a</sup></b>								
<i>Percentage dropped out at the end of the first year after random assignment</i>	Grade 9	94 students	9 (29)	30 (46)	21	0.89	+31	< .01
<b>Domain average for staying in school (Sinclair et al., 1998)</b>					<b>21</b>	<b>0.89</b>	<b>+31</b>	<b>Statistically significant</b>
<b>Sinclair et al., 2005<sup>b</sup></b>								
<i>Percentage dropped out at the end of the fourth year after random assignment</i>	Grade 12	144 students	39 (49)	58 (49)	19	0.47	+18	< .01
<b>Domain average for staying in school (Sinclair et al., 2005)</b>					<b>19</b>	<b>0.47</b>	<b>+18</b>	<b>Statistically significant</b>
<b>Domain average for staying in school across all studies</b>					<b>20</b>	<b>0.68</b>	<b>+25</b>	<b>na</b>

**Table Notes:** For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual's percentile rank that can be expected if the individual is given the intervention. The WWC-computed average effect size is a simple average rounded to two decimal places; the average improvement index is calculated from the average effect size. The statistical significance of each study's domain average was determined by the WWC. Some statistics may not sum as expected due to rounding. na = not applicable.

<sup>a</sup> For Sinclair et al. (1998), no corrections for clustering or multiple comparisons were needed. The p-value presented here was reported in the original study. For the percentage of students that dropped out of school at the end of ninth grade, the WWC presents the mean difference of 21 percentage points as a positive number, so that this impact represents a favorable result for the intervention condition (since the intervention group had a lower percentage of students who dropped out relative to the comparison group). This study is characterized as having a statistically significant positive effect because the effect for at least one measure within the domain is positive and statistically significant, and no effects are negative and statistically significant. For more information, please refer to the WWC Standards and Procedures Handbook (version 3.0), p. 26.

<sup>b</sup> For Sinclair et al. (2005), a correction for clustering was needed (the random assignment process treated families as clusters) but did not affect whether any of the contrasts were found to be statistically significant. The p-value presented here was reported in the original study. For the percentage of students that dropped out of school at the end of the fourth year after random assignment, the WWC presents the mean difference of 19 percentage points as a positive number, so that this impact represents a favorable result for the intervention condition (since the intervention group had a lower percentage of students who dropped out relative to the comparison group). This study is characterized as having a statistically significant positive effect because the effect for at least one measure within the domain is positive and statistically significant, and no effects are negative and statistically significant. For more information, please refer to the WWC Standards and Procedures Handbook (version 3.0), p. 26.

Appendix C.2: Findings included in the rating for the progressing in school domain

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
<b>Sinclair et al., 1998<sup>a</sup></b>								
<i>Total number of credits accrued</i>	Grade 9	92 students	12.13 (6.56)	6.63 (6.63)	5.50	0.83	+30	< .01
<b>Domain average for progressing in school (Sinclair et al., 1998)</b>					<b>5.50</b>	<b>0.83</b>	<b>+30</b>	<b>Statistically significant</b>
<b>Domain average for progressing in school across all studies</b>					<b>5.50</b>	<b>0.83</b>	<b>+30</b>	<b>na</b>

**Table Notes:** For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual's percentile rank that can be expected if the individual is given the intervention. The statistical significance of the study's domain average was determined by the WWC. Some statistics may not sum as expected due to rounding. na = not applicable.

<sup>a</sup> For Sinclair et al. (1998), no corrections for clustering or multiple comparisons were needed. The p-value presented here was reported in the original study. This study is characterized as having a statistically significant positive effect because the effect for at least one measure within the domain is positive and statistically significant, and no effects are negative and statistically significant. For more information, please refer to the WWC Standards and Procedures Handbook (version 3.0), p. 26.

Appendix C.3 Findings included in the rating for the completing school domain

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
<b>Sinclair et al., 2005<sup>a</sup></b>								
<i>Completed high school or GED on time</i>	Grade 12	144 students	30 (46)	29 (45)	1	0.03	+1	> .05
<b>Domain average for completing school (Sinclair et al., 2005)</b>					<b>1</b>	<b>0.03</b>	<b>+1</b>	<b>Not statistically significant</b>
<b>Domain average for completing school across all studies</b>					<b>1</b>	<b>0.03</b>	<b>+1</b>	<b>na</b>

**Table Notes:** For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual's percentile rank that can be expected if the individual is given the intervention. The statistical significance of the study's domain average was determined by the WWC. Some statistics may not sum as expected due to rounding. na = not applicable.

<sup>a</sup> For Sinclair et al. (2005), a correction for clustering was needed (the random assignment process treated families as clusters) but did not affect whether the contrasts were found to be statistically significant. The p-value presented here was reported in the original study. This study is characterized as having an indeterminate effect because the mean effect is neither statistically significant nor substantively important. For more information, please refer to the WWC Standards and Procedures Handbook (version 3.0), p. 26.

Appendix D.1: Description of supplemental findings for the staying in school domain

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
<b>Sinclair et al., 2005<sup>a</sup></b>								
<i>Percentage still enrolled at the end of the fourth year after random assignment</i>	Grade 12	144 students	31 (46)	14 (35)	17	0.62	+23	nr

**Table Notes:** The supplemental findings presented in this table are additional findings from studies in this report that do not factor into the determination of the intervention rating. For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual's percentile rank that can be expected if the individual is given the intervention. Some statistics may not sum as expected due to rounding. nr = not reported.

<sup>a</sup> For Sinclair et al. (2005), a correction for clustering was needed (the random assignment process treated families as clusters). There was no p-value reported for this outcome in the original study. The WWC computed the p-value to be < .001.

Appendix D.2: Description of supplemental findings for the completing school domain

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
<b>Sinclair et al., 2005<sup>a</sup></b>								
<i>Completed high school or GED by one year after expected year of graduation</i>	Students who completed or in 5th year of high school	144 students	34 (na)	30 (na)	4	0.11	+4	nr

**Table Notes:** The supplemental findings presented in this table are additional findings from studies in this report that do not factor into the determination of the intervention rating. For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual’s percentile rank that can be expected if the individual is given the intervention. Some statistics may not sum as expected due to rounding. na = not applicable. nr = not reported.

<sup>a</sup> For Sinclair et al. (2005), a correction for clustering was needed (the random assignment process treated families as clusters). There was no p-value reported for this outcome in the original study. The WWC computed the p-value to be .51.

### Endnotes

<sup>1</sup> The descriptive information for this program was obtained from a publicly available source: the program's website (<http://ici.umn.edu/checkandconnect>, downloaded September 2014). The WWC requests developers review the program description sections for accuracy from their perspective. The program description was provided to the developer in September 2014, and the WWC incorporated feedback from the developer. Further verification of the accuracy of the descriptive information for this program is beyond the scope of this review.

<sup>2</sup> The literature search reflects documents publicly available by March 2014. The previous report was released in September 2006. This report has been updated to include reviews of three studies that have been released since 2006 and four studies that were released prior to 2006 but were not included in the earlier report. Of the additional studies, seven were not within the scope of the review protocol for Dropout Prevention. A complete list and disposition of all studies reviewed are provided in the references.

The report includes reviews of all previous studies that met WWC group design standards with or without reservations and resulted in a revised disposition of the Sinclair et al. (2005) study. The study received a disposition in this report of *meets WWC group design standards without reservations*, where it had previously received the rating of *meets WWC evidence standards with reservations*. This revised disposition is due to a change in the WWC group design standards. In particular, the attrition boundaries have changed since version 1.0 of the WWC Procedures and Standards Handbook, and the level of overall attrition for this study now falls within the acceptable threshold.

The studies in this report were reviewed using the Standards from the WWC Procedures and Standards Handbook (version 3.0), along with those described in the Dropout Prevention review protocol (version 3.0). The evidence presented in this report is based on available research. Findings and conclusions may change as new research becomes available.

<sup>3</sup> The *Check & Connect* model indicates that it is designed for "students showing early warning signs of disengagement from school or at risk of dropping out." It does not require that participating students receive special education services. However, the original studies of *Check & Connect* by the University of Minnesota were funded by the U.S. Office of Special Education and focused on students receiving special education services.

<sup>4</sup> For criteria used in the determination of the rating of effectiveness and extent of evidence, see the WWC Rating Criteria on p. 18. These improvement index numbers show the average and range of student-level improvement indices for all findings across the studies.

<sup>5</sup> Sinclair, M., & Kaibel, C. (2002). *Dakota County: School success Check and Connect program evaluation, 2002 final summary report*. Minneapolis: University of Minnesota, Institute on Community Integration.

<sup>6</sup> Students' enrollment status was available for all 94 students. However, data on credits accrued in ninth grade were not available for two students in the comparison group, resulting in an analytic sample of 92 students for this outcome.

<sup>7</sup> The study was designed as a randomized controlled trial. Random assignment was conducted at the family level. Siblings were assigned either to the intervention or comparison group. This assignment procedure created a correlation between siblings and required a statistical adjustment.

<sup>8</sup> In addition, the study also reported on two outcomes that did not factor into the determination of the intervention rating. First, the study reported on the number of students still enrolled in high school at the end of the fourth year. Because this group represents the remainder of the students not contained in the two more commonly reported outcomes (i.e., dropped out and completed high school), and that this measure is within the same domain as the measure of student dropout (staying in school), a decision was made to present it as a supplementary finding (Appendix D.1). Second, the study reported on completion rates at the end of the fifth year among a subsample of students in the first cohort who remained active participants in the study. For this outcome, the WWC constructed a measure of the high school completion rates by the end of the fifth year by combining this fifth year completion rate with the results for on-time graduation; these results are presented in Appendix D.2 as a supplemental finding.

### Recommended Citation

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2015, May). *Dropout Prevention intervention report: Check & Connect*. Retrieved from <http://whatworks.ed.gov>

WWC Rating Criteria

Criteria used to determine the rating of a study

Study rating	Criteria
Meets WWC group design standards without reservations	A study that provides strong evidence for an intervention's effectiveness, such as a well-implemented RCT.
Meets WWC group design standards with reservations	A study that provides weaker evidence for an intervention's effectiveness, such as a QED or an RCT with high attrition that has established equivalence of the analytic samples.

Criteria used to determine the rating of effectiveness for an intervention

Rating of effectiveness	Criteria
Positive effects	Two or more studies show statistically significant positive effects, at least one of which met WWC evidence standards for a strong design, AND No studies show statistically significant or substantively important negative effects.
Potentially positive effects	At least one study shows a statistically significant or substantively important positive effect, AND No studies show a statistically significant or substantively important negative effect AND fewer or the same number of studies show indeterminate effects than show statistically significant or substantively important positive effects.
Mixed effects	At least one study shows a statistically significant or substantively important positive effect AND at least one study shows a statistically significant or substantively important negative effect, but no more such studies than the number showing a statistically significant or substantively important positive effect, OR At least one study shows a statistically significant or substantively important effect AND more studies show an indeterminate effect than show a statistically significant or substantively important effect.
Potentially negative effects	One study shows a statistically significant or substantively important negative effect and no studies show a statistically significant or substantively important positive effect, OR Two or more studies show statistically significant or substantively important negative effects, at least one study shows a statistically significant or substantively important positive effect, and more studies show statistically significant or substantively important negative effects than show statistically significant or substantively important positive effects.
Negative effects	Two or more studies show statistically significant negative effects, at least one of which met WWC evidence standards for a strong design, AND No studies show statistically significant or substantively important positive effects.
No discernible effects	None of the studies shows a statistically significant or substantively important effect, either positive or negative.

Criteria used to determine the extent of evidence for an intervention

Extent of evidence	Criteria
Medium to large	The domain includes more than one study, AND The domain includes more than one school, AND The domain findings are based on a total sample size of at least 350 students, OR, assuming 25 students in a class, a total of at least 14 classrooms across studies.
Small	The domain includes only one study, OR The domain includes only one school, OR The domain findings are based on a total sample size of fewer than 350 students, AND, assuming 25 students in a class, a total of fewer than 14 classrooms across studies.

### Glossary of Terms

<b>Attrition</b>	Attrition occurs when an outcome variable is not available for all participants initially assigned to the intervention and comparison groups. The WWC considers the total attrition rate and the difference in attrition rates across groups within a study.
<b>Clustering adjustment</b>	If intervention assignment is made at a cluster level and the analysis is conducted at the student level, the WWC will adjust the statistical significance to account for this mismatch, if necessary.
<b>Confounding factor</b>	A confounding factor is a component of a study that is completely aligned with one of the study conditions, making it impossible to separate how much of the observed effect was due to the intervention and how much was due to the factor.
<b>Design</b>	The design of a study is the method by which intervention and comparison groups were assigned.
<b>Domain</b>	A domain is a group of closely related outcomes.
<b>Effect size</b>	The effect size is a measure of the magnitude of an effect. The WWC uses a standardized measure to facilitate comparisons across studies and outcomes.
<b>Eligibility</b>	A study is eligible for review and inclusion in this report if it falls within the scope of the review protocol and uses either an experimental or matched comparison group design.
<b>Equivalence</b>	A demonstration that the analytic sample groups are similar on observed characteristics defined in the review area protocol.
<b>Extent of evidence</b>	An indication of how much evidence supports the findings. The criteria for the extent of evidence levels are given in the WWC Rating Criteria on p. 18.
<b>Improvement index</b>	Along a percentile distribution of individuals, the improvement index represents the gain or loss of the average individual due to the intervention. As the average individual starts at the 50th percentile, the measure ranges from -50 to +50.
<b>Intervention</b>	An educational program, product, practice, or policy aimed at improving student outcomes.
<b>Intervention report</b>	A summary of the findings of the highest-quality research on a given program, product, practice, or policy in education. The WWC searches for all research studies on an intervention, reviews each against design standards, and summarizes the findings of those that meet WWC design standards.
<b>Multiple comparison adjustment</b>	When a study includes multiple outcomes or comparison groups, the WWC will adjust the statistical significance to account for the multiple comparisons, if necessary.
<b>Quasi-experimental design (QED)</b>	A quasi-experimental design (QED) is a research design in which study participants are assigned to intervention and comparison groups through a process that is not random.
<b>Randomized controlled trial (RCT)</b>	A randomized controlled trial (RCT) is an experiment in which eligible study participants are randomly assigned to intervention and comparison groups.
<b>Rating of effectiveness</b>	The WWC rates the effects of an intervention in each domain based on the quality of the research design and the magnitude, statistical significance, and consistency in findings. The criteria for the ratings of effectiveness are given in the WWC Rating Criteria on p. 18.
<b>Single-case design</b>	A research approach in which an outcome variable is measured repeatedly within and across different conditions that are defined by the presence or absence of an intervention.

### Glossary of Terms

- Standard deviation** The standard deviation of a measure shows how much variation exists across observations in the sample. A low standard deviation indicates that the observations in the sample tend to be very close to the mean; a high standard deviation indicates that the observations in the sample tend to be spread out over a large range of values.
- Statistical significance** Statistical significance is the probability that the difference between groups is a result of chance rather than a real difference between the groups. The WWC labels a finding statistically significant if the likelihood that the difference is due to chance is less than 5% ( $p < .05$ ).
- Substantively important** A substantively important finding is one that has an effect size of 0.25 or greater, regardless of statistical significance.
- Systematic review** A review of existing literature on a topic that is identified and reviewed using explicit methods. A WWC systematic review has five steps: 1) developing a review protocol; 2) searching the literature; 3) reviewing studies, including screening studies for eligibility, reviewing the methodological quality of each study, and reporting on high quality studies and their findings; 4) combining findings within and across studies; and, 5) summarizing the review.

Please see the WWC Procedures and Standards Handbook (version 3.0) for additional details.



An **intervention report** summarizes the findings of high-quality research on a given program, practice, or policy in education. The WWC searches for all research studies on an intervention, reviews each against evidence standards, and summarizes the findings of those that meet standards.

## **Description of Continuing Activities**

### Program Sustainability

Programmatic sustainability will be achieved by ensuring continuous feedback and timely responses to all participants. Open lines of communication with the Tunica-Biloxi tribal council, tribal members and community partners will be cultivated and welcomed. Project staff and partners will serve the project in outreach efforts to build awareness in addition to their work on drop-out prevention training. Tribal volunteers will be encouraged to support the project in these efforts as well.

The Tunica Language Project will be sustained as a line-item in the tribal government budget at up to 50% of program costs after the life of the grant. The remainder of the project budget will be supplemented as the Education Program secures other grant, foundation and philanthropic funding. Collaborative partnerships with parents and students will be cultivated to encourage participation and support. Parents will be kept informed about their children's progress and will be invited to offer suggestions that keep language training relevant and engaging for the children.

Additionally, drop-out prevention activities will be continued through funding under the Tunica-Biloxi Vocational Rehabilitation Program for tribal youth with disabilities. The tribe will seek funding under the Indian Education mandatory funding to continue carry-out program activities.

The Tunica-Biloxi Tribe is a federally recognized Native American Tribe based in Marksville, Louisiana (rural community). The official Tunica-Biloxi Tribal reservation is located in Avoyelles Parish in central Louisiana. The proposed service area will include the major population centers for active tribal members in the area. This area is comprised of the towns of Marksville, Bunkie, and Mansura. Currently, there are 1,223 active tribal members on the official tribal registry. Although some tribal members reside outside the proposed service area of Avoyelles, the population that we hope to serve is the 270 Tunica-Biloxi that are enrolled in school or eligible for primary or secondary school.



For the purposes of this project, eligible tribal students will reside in Avoyelles Parish. The administration of the program will be at the tribal administration building located on the tribal reservation in Marksville, LA. In addition, the LEA is the Avoyelles Parish School District.

### LEAs Eligible for the Rural Low Income Schools Program

LEAs ELIGIBLE for the 2014 Rural Low Income Schools (RLIS) Program  
Louisiana School Districts

1	2	3	4	5	6	7	8	11	13	14	15
NCES LEA II	State I	District Name	Mailing Address	City	Zip Code	Telephone	Locale codes of schools in the LEA	Average Daily Attendance	Percentage of children from families below poverty line	Does LEA meet low-income poverty requirement?	Does each school in LEA have locale code of 0, 7, or 8?
2200060	2	ALLEN PARISH	P.O. DRAWER C	OBERLIN	70655	(337) 639-4311	6,7	4,092.00	25.48	YES	YES
2200120	4	ASSUMPTION PARISH	4901 HIGHWAY 308	NAPOLEONVILLE	70390	(985) 369-7251	6,7	3,607.90	25.07	YES	YES
2200150	5	AVOYELLES PARISH	221 TUNICA DRIVE WEST	MARKSVILLE	71351	(318) 253-5982	6,7	5,472.10	32.61	YES	YES

Louisiana School Districts

1	2	3	4	5	6	7
NCES LEA II	State I	District Name	Mailing Address	City	Zip Code	Telephone
2200060	2	ALLEN PARISH	P.O. DRAWER C	OBERLIN	70655	(337) 639-4311
2200120	4	ASSUMPTION PARISH	4901 HIGHWAY 308	NAPOLEONVILLE	70390	(985) 369-7251
2200150	5	AVOYELLES PARISH	221 TUNICA DRIVE WEST	MARKSVILLE	71351	(318) 253-5982

## **Inclusion of Indian Parents and Students in Planning and Development**

During monthly tribal general session meetings, tribal parents, tribal students, and tribal council members were able to have input on the program design. (General Session Meeting Attendance and Minutes housed at tribal administration building) This design was approved and supported by the tribal council. Additional involvement will include a Program Advisory Committee.

The Tunica-Biloxi Education Program Advisory Committee will consist of 10 members:

Tribal Youth – 2 Members

Tribal Parents – 2 Members

Tribal Elders – 2 Members

Tribal Council Member – 1 Member

Community Adult Members – 3 Members (Experienced with Education)

Active community involvement is critical to the success of developing infrastructure to implement the Education Program. The role of the Advisory Committee is to oversee the development of implementation plan for the Education Program that will serve as road map during this project and beyond. The committee is made-up of broad range of tribal and community members. The Advisory Committee will be responsible for assisting Program Staff with the development of the Quality Improvement Plan, Implementation Plan, assisting in the development of policies and procedures related to the Program, and enhancing community participation.

Describe how members of the community (including youth and families that may receive services) will be involved in the implementation, and performance assessment of this project.

In regards to performance assessment, community members will be consulted on the effectiveness of system improvements. Staff members will conduct performance surveys on individuals and family members receiving services on a regular basis. These surveys will allow youth and their families to rate the level of satisfaction with the system improvements and allow youth and family members to suggest additional improvements. In addition, program staff will engage the community by conducting random surveys of system improvements.

**JOHN D. BARBRY**

(b)(6)

**EDUCATION:** Bachelor of Music Education, May 1986, McNeese State University, Lake Charles, Louisiana.  
Master of Arts in History - Archives & Records Administration, May 1994, University of New Orleans, New Orleans, Louisiana.

**WORK HISTORY:**

**Tunica-Biloxi Tribe of Louisiana**

151 Melacon Rd, Marksville, LA 71351, (318) 253-9767

Employed: April 2014 – Present

Position: Director of Development & Programing – Language & Culture Revitalization Program

Duties: Oversees day-to-day administration and operations of the Language and Cultural Revitalization Program including development and implementation of education programs, demonstrations, and workshops on Tunica and Biloxi history, languages and cultural lifeways. Coordinates and executes internal and external fundraising initiatives including, but not limited to, grant writing and solicitation of contributions from private and public sources.

**Paragon Casino Resort (formerly Grand Casino Avoyelles)**

711 Paragon Place, Marksville, LA 71351, (800) 946-1946

Employed: June 2003 – March 2014

Positions: Director of Guest Services (Sept. 2013 – March 2014); Vice President of Guest Services (Feb. 2013 – Sept. 2013); Vice President of Marketing (Jan. 2004 – Feb. 2013); Director of Marketing (June 2003 – Jan. 2004)

Duties: Strategic planning, budgeting, financial analysis, operations, and administrative functions relating to all marketing activities at Paragon including advertising, direct mail, players club, player development (executive & casino hosts), VIP services & hotel reservations, convention sales & service, bus group sales & service, entertainment, cinema, promotions & events, and public relations.

**Keystone Gaming Group (formerly First Nation Gaming)**

151 Melacon Rd, Marksville, LA 71351-3065, (318) 253-9767

Employed: June 2002 – June 2003

Position: Casino Marketing Consultant

Duties: Developed company sales and promotion collateral as well as website. Client prospecting and development through direct sales, telemarketing, tradeshow, and written correspondence. Conducted marketing assessments for small tribal casinos turnaround and development/expansion projects.

**Valley View Casino**

16300 Nyemii Pass Road, Valley Center, CA 92082, (866) 843-9946

Employed: February 2001 – April 2002

Position: Vice President of Marketing

Duties: Oversaw strategic planning, financial analysis, budgeting and implementation and administrative functions relating to all marketing activities at Valley View including advertising, direct mail, players club, bus group sales, promotions & events, and public relations.

**Grand Casino Avoyelles**

711 East Tunica Drive, Marksville, Louisiana 71351

Employed: April 1994 – February 2001

Position: **Manager of Special Projects** – (*Executive Training Program*) Cross-trained through various areas of marketing department including: Public Relations; Casino Services & Player Development; Travel & Sales; Promotions & Events; Database Marketing. *Sept 1999-Jan 2001.*

Position: **Director of Advertising** - Oversaw all advertising strategy and operations, personnel, budget, expenditures, creative, production of all outside and inside advertising communications including property signs, collateral, and audio/visual image messages. *July 1997 – August 1999*

Position: **Manager of Promotions & Special Events** - Developed, implemented, analyzed events and promotions, coordinated events staff in the execution of all promotions and events. *January 6, 1997 – July 1997*

Position: **Manager of Grand Advantage Players Club** - Coordinated staffing (27 associates) and functions of players club department including: budgeting; equipment maintenance; supply inventory and ordering; guest relations; personnel; associate development; payroll; and records management. *April 1994-December 1996*

**National Museum of the American Indian**

Smithsonian Institution, 3753 Broadway at 155th Street, New York, New York 10032

Employed: May 1993 - April 1994

Position: Archivist

Duties: Identified and preserved historical museum records improving access to existing archives collections, provided reference assistance, administered departmental budget and operations, coordinated archival research, coordinated museum-wide records management.

**Historic New Orleans Collection**

Kemper & Leila Williams Foundation, 533 Royal Street, New Orleans, Louisiana 70130

Employed: April 1988 - April 1993

Position: Manuscripts Research Supervisor

Duties: Provided reference assistance to patrons in the reading room, serviced research requests, cataloged manuscripts; prepared resource guides; contributed to planning and research for exhibits; assisted in records management projects. *October 1991 - April 1993*

Position: Manuscripts Assistant

Duties: Provided reference and research assistance, cataloging, and assisted in daily operations of the department. *April 1988 - October 1991*

**R. Christopher Goodwin & Associates**

5824 Plauche Street, New Orleans, Louisiana 70123

Employed: November 1987 - March 1988

Position: Laboratory Technician/Internship

Duties: Trained in the basics of archeology and processed artifacts. Labeled and cataloged 18th century artifacts from the "Tunica Treasure" collection. Entered inventory into computerized database.

**American Indian Program**

National Museum of American History

Smithsonian Institution, Washington, D. C. 20560

Employed: April 1987 - October 1987

Position: Staff Assistant/Internship

Duties: Responsibilities included general office duties, archival research, processed public inquiries, and participated in the development of public programs. Developed an educational slide/audio tape package based on the Seneca (of the Iroquois Confederacy) section of the exhibit *Life in America After the Revolution*. Volunteered in the hands-on room of the same exhibit.

**Donna M. Pierite**

(b)(6)

Summary of  
Qualifications

February 1979 – Present      ESL / Foreign Language/ Tunica

- Tunica Language and Cultural Lifeways Instructor (June 2014 -Present) - responsible for lesson planning, teaching and directing educational assignments to promote the learning of Tunica language and culture among learners of various age groups, abilities, needs and interests. Participate in cultural events, programs, craft classes and provide cultural training to tribal members.
- Tulane University- Tunica Language Project Advisor (2012-Present)-parsing Tunica Texts, creating neologisms, constructing classroom materials based on Tunica Grammar Textbook team effort, piloting that Tunica Grammar Textbook in actual classroom setting of Tunica language learners. Categorizing Tunica vocabulary. Colloquialisms research as it relates to local culture. Seeking out additional historical manuscripts and documentation as it refers to Tunica language.
- 26 1/2 years of teaching experience in New Orleans Public Schools k-12 and adults.
- 26 1/2 years working in diverse multi-cultural environments K-12 and adults.
- 4+ years of teaching experience in Avoyelles and Rapides Parish high school and university level French and Spanish
- Acculturated in Vietnamese language and culture; Asian Club sponsor for duration of teaching career Abramson High School; Sponsor annual Tet program.
- Coordinated Tunica-Biloxi Native American language and culture revitalization project activities as Tunica-Biloxi singer, storyteller, lector, demonstrator and performer.
- Ability to learn other languages easily. Fluent in French and Spanish near fluent in Vietnamese / Choctaw. Knowledgeable of Italian, Cantonese, Arabic, and Tunica languages.

Education

- University of New Orleans; Bachelor of Arts in Foreign Language Education; May 19, 1978
- University of New Orleans; Second Language Specialist in Spanish; October 1, 1978
- University of New Orleans; Master's in Education Curriculum and Instruction; minor in Applied Linguistics; August 2, 1986
- University of New Orleans; course work toward Post-Graduate

Degree in Anthropology; 1995-1997

#### Professional Experience

- Summer 2012- to present Tunica Language and Cultural Lifeways Instructor
- Summer 2009 – Fall 2011 Adjunct professor of Spanish LSUA
- September 1, 2005 – January 29, 2010; Marksville High School, Avoyelles Parish Schools; French and Spanish teacher
- November 1990 - August 26, 2005; Marion Abramson High School Foreign Language teacher French and Spanish; Foreign Language Department Chairperson New Orleans, Louisiana
- Fall 1989 to Spring 1990; E.S.L. Adult Education De Boré Elementary School New Orleans, Louisiana
- Summer 1986 to Summer 1988; University of New Orleans Mini - College Comparative French Spanish Class
- Summer 1986; Associated Catholic Charities; English as a Second Language for Laotian students New Orleans , Louisiana
- February 1979 to November 1990; English as a Second Language / French / Spanish teacher De Boré Elementary, Little Woods Elementary and Sherwood Forest Elementary New Orleans, Louisiana

#### Professional Memberships:

- Louisiana Foreign Language Teachers Association
- National Association of Teachers of Spanish and Portuguese Languages
- Indigenous Language Institute of Santa Fe, New Mexico
- National Creole Heritage Foundation

#### Languages

Spanish, French, Vietnamese, Choctaw, working knowledge of other Asian languages. Reconstructing dormant Tunica and Biloxi Languages

#### Publications

Creator and editor of the Tawaka language page appearing in the Tunica- Biloxi Newspaper 1994 – present/Developed a wealth of teaching materials for use in Tunica Language classes

# EVELYN CASS RSW, CAMS-I

---

(b)(6)

## Professional Summary

Family Services professional who provides counseling and support to children, parents & families. Dedicated to helping clients gain insight around their personal challenges. Makes referrals to outside resources whenever necessary.

## Skills

- National Association of Social Workers (NASW)
- Skilled community-based case manager
- Life skills counseling
- Parenting skills training
- Anger-Management training
- Calm under pressure
- Social skills teacher
- Organized
- Team player
- Case management

## Work History

**Family Program Coordinator/ Social Worker**, 04/2006 to Current

**Tunica-Biloxi Tribe of LA Social** – Marksville, LA

- Coordinate family programs at the Tunica-Biloxi Gym; provide parenting education & anger management counseling to tribal members.
- Developed treatments and casework programs for clients each month.
- Interviewed and evaluated clients, including conducting safety and risk assessments.
- Referred clients to social services agencies.
- Spearheaded and conducted community outreach efforts.
- Investigated suspected cases of child abuse, neglect and exploitation.

**Parenting Services Coordinator**, 08/2003 to 04/2006

**Early Childhood Development & Family Center of Avoyelles** – Marksville, LA

- Provided parenting education classes to parents within Avoyelles parish; coordinated a resource library for families.
- Referred clients to social services agencies.
- Wrote reports and case summaries and compiled work records, including required statistics.

**Parenting Specialist**, 06/1999 to 08/2003

**Volunteers of America** – Alexandria, LA

- Provided parenting education to first-time mothers referred from Rapides & Cabrini hospitals.

## Education

**Master of Educational Counseling, Attended from 2009-2011: 2010**

**Northwestern State University** - Natchitoches, LA

**Bachelor of Social Work: May 1996**

**Northwestern State University** - Natchitoches, LA

**Active Parenting Specialist Certification Training Active Parenting Now Program: 2003 & 2010 Anger Management Specialist Certification Training, Level 1 National Anger Management Association (NAMA): 2011**

# *Institute For Indian Development, Inc.*

---

991 GRAND CAILLOU RD.  
HOUMA, LA 70363  
PH: (985) 851-5408  
FAX: (985) 873-8712

May 27, 2015

Chairman Joey Barbry  
Tunica Biloxi Tribe of Louisiana  
151 Melacon Drive  
Marksville, LA 71351

Dear Chairman Barbry:

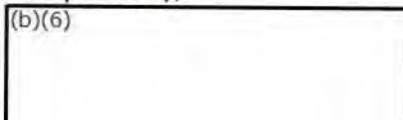
The Institute for Indian Development, Inc. (IID) is a consortium of seven (7) tribes in the State of Louisiana. IID provided extensive social services programs to member of the Coushatta Tribe of LA, Chitimacha Tribe of LA, Jena Band of Choctaw Tribe of LA, Tunica Biloxi Tribe of LA, United Houma Nation of LA, Clifton Choctaw Tribe of LA, and Choctaw Apache Tribe of LA.

IID is in full support for the Tunica Biloxi Tribe of LA to apply for the Demonstration Grants for Indian Children Program through the Department of Educations.

IID will provide utility assistance or emergency assistance to eligible parents of students enrolled in this program through our CSBG Program. In addition to providing utility assistance eligible clients will also have the opportunity to receive assistance through our domestic violence program should the need arise.

IID is excited about partnering with the Tunica Biloxi Tribe of LA through this much needed assistance.

Respectfully,

(b)(6)  


Kevin Billiot  
Executive Director



## Inter - Tribal Council of Louisiana, Inc.

991 GRAND CAILLOU RD.  
HOUMA, LA 70363  
PHONE (985) 851-5408  
FAX (985) 873-8712

May 27, 2015

Chairman Joey Barbry  
Tunica Biloxi Tribe of Louisiana  
151 Melacon Drive  
Marksville, LA 71351

Dear Chairman Barbry:

The Inter-Tribal Council of Louisiana (ITC) is in full support for the Tunica Biloxi Tribe of Louisiana to apply for the Demonstration Grants for Indian Children Program through the Department of Education. The Inter-Tribal Council of LA is a consortium of five (5) in the state of Louisiana that provides employment and training to American Indians in the State of Louisiana through its WIOA Section 166 program through the US Department of Labor.

ITC administers a seven (7) week summer youth employment and training program where youth of the Tunica Biloxi Tribe between the ages of 16-24 have an opportunity to gain valuable work experience which will assist students to choose a career path. In addition, ITC will assist the Tunica Biloxi Tribe of LA by providing work experience for adults where ITC can pay wages and complete evaluations for eligible tribal members during the training period.

ITC of Louisiana is excited about partnering with the Tunica Biloxi Tribe of LA for this Demonstration Grant for Indian Children program.

Respectfully,

(b)(6)

Kevin Billiot  
Executive Director



Tulane University  
Department of Anthropology



**MEMORANDUM OF UNDERSTANDING FOR ACADEMIC AND TRIBAL  
COOPERATION  
BETWEEN  
THE ADMINISTRATORS OF THE TULANE EDUCATIONAL FUND D/B/A  
TULANE UNIVERSITY DEPARTMENT OF ANTHROPOLOGY  
AND  
THE TUNICA-BILOXI TRIBE OF LOUISIANA**

The Administrators of the Tulane Educational Fund d/b/a Tulane University Department of Anthropology ("Tulane") and the Tunica-Biloxi Tribe of Louisiana hereby enter into this Memorandum of Understanding ("MOU") to further academic, educational, and cultural exchange between the two entities for the development, implementation, enhancement, promotion and sustainability of the *Tunica Language Re-awakening Project* as follows:

I. Both parties agree to:

1. Encourage collaboration between faculty, university staff, graduate/doctoral students, tribal representatives, tribal staff, cultural personnel and tribal members
2. Exchange academic, research and cultural information in order to re-awaken the Tunica language and restore its use within the tribal community
3. Work together to identify and facilitate outreach efforts to educate the tribal and extended community about the Tunica language
4. Engage in sustainability activities that infuse the use of the Tunica language on a lifelong continuum

II. This MOU does not obligate either Tulane or the Tunica-Biloxi Tribe of Louisiana to provide services or make financial expenditures. Such obligations, if any, must be made part of a separate, specific Agreement.

III. The MOU shall be effective on April 4<sup>th</sup> and shall continue in effect for one year from the Effective Date unless sooner terminated. The MOU may be renewed by the parties by written agreement. Either party may terminate this MOU for any reason upon at least thirty days (30) notice.

IV. This MOU may be amended only by an instrument in writing signed by a duly authorized officer of each of the Parties.

V. It is expressly understood and agreed by the Parties that nothing contained in this MOU shall be construed to create a joint venture, partnership, association, or other affiliation or like relationship between the Parties. In no event shall either Party be liable for debts or obligations of any other.

VI. Notices or communications required or permitted to be given under this MOU shall be given to the respective Parties by hand or by registered or certified mail (said notice being deemed given as of the date of mailing) at the following addresses unless a Party shall otherwise designate its address by notice:

If to Tulane: Department of Anthropology  
Attention:  
6823 St. Charles Avenue  
New Orleans, LA 70118

With a copy to:  
Office of the General Counsel  
300 Gibson Hall  
6823 St. Charles Avenue  
New Orleans, LA 70118

If to Tunica-  
Biloxi Tribe  
of Louisiana: Brenda W. Lintinger, Council Member  
Tunica-Biloxi Tribe of Louisiana  
150 Melacon Road  
Marksville, LA 71351

With a copy to:  
B. W. Lintinger  
639 Labarre Drive  
Metairie, LA 70001

This MOU has been executed in duplicate originals in English as of the day and year stated below and executed by duly authorized representatives of the Parties.

Signed by:

(b)(6)

Judith M. Maxwell, Professor  
Department of Anthropology  
Tulane University  
Date: April 10, 2014



Brenda W. Lintinger  
Council Member At Large  
Tunica-Biloxi Tribe of Louisiana  
Date: April 10, 2014



# Avoyelles Parish School Board

221 Tunica Drive West  
Marksville, LA 71351

Blaine M. Dauzat, Superintendent  
Thelma J. Prater, Assistant Superintendent

Irma D. Andress  
Director of Federal Programs

Mary L. Bonnette, CPA  
Director of Finance

7 April 2016

## BOARD MEMBERS:

Darrell Wiley  
President  
District 2

John Gagnard  
Vice-President  
District 9

Freeman Ford  
District 1

Christopher Lacour  
District 3

James Gauthier  
District 4

Shella Blackman-Dupas  
District 5

Lizzie Ned  
District 6

Michael P. Lacombe  
District 7

Van Kojis  
District 8

## PHONE:

Bunkie: (318) 346-2994  
Cottonport: (318) 876-3391  
Marksville: (318) 253-5982  
FAX: (318) 253-9680  
FAX: (318) 253-5178

An Equal Opportunity Employer

BD/cj

United States Department of Education Funding Committee

As Superintendent of the Avoyelles Parish School District, it is my pleasure to write this letter in support of the Tunica-Biloxi Tribe of Louisiana *Support Aimed at Helping Native Students Become College-Career-Ready* grant application. The focus of this application will help to ensure the academic success of the native American students in the district and prepare them for college and a career in the 21<sup>st</sup> Century.

I fully support funding of this grant for the Tunica-Biloxi Tribe of Louisiana, as the funding will allow the tribe to deepen ongoing efforts to close the achievement gap in the district by increasing Indian students' academic skills, to become proficient in the core content areas, and graduate from school college ready for employment in the workforce. This effort will greatly assist in ensuring the academic success of Indian students and prepare them for success beyond the PreKindergarten through twelfth grade educational system.

It is my hope that the United States Department of Education Funding Committee will fully fund this grant request.

Thanking you in advance for your favorable consideration, I am

Sincerely yours,

Blaine Dauzat  
Superintendent of Schools

**U.S. Department of Education  
Office of Indian Education  
Agreement for Tribes Applying in Lieu of LEAs**

For the purpose of applying for an Indian Education Grant application as a Tribe Applying in Lieu of a single or multiple local education agency (LEA), the LEA and the Tribe agree to and certify the following:

1. General Agreement

It is agreed that Tunica-Biloxi Tribe <sup>of Louisiana</sup> (tribal entity), will apply in lieu of Avoyelles Parish School District.

2. LEA

- The LEA has not established a parent committee in accordance with ESEA Section 7114(c)(4), and therefore, is authorizing the Tribe to apply in lieu of the LEA. The LEA also certifies that it is not submitting a separate application as an individual LEA for this same grant.
- The LEA certifies that the count submitted in the application represents the number of eligible Indian students enrolled in its school.
- It is understood that this count will be used to calculate an award of federal assistance and that is subject to audit.
- It is understood that any false statement provided herein is subject to penalties under The False Claims Act, 18 U.S.C. 1001.

Signed by the following authorized representative of each member LEA(s):

*(copy additional sign-off spaces as needed)*

<u>Jaime Dargatz / Superintendent</u>	<u>Avoyelles Parish</u>	<u>4-6-16</u>
Name and Title	School District	Date
<u>Shelma J. Patey / Assistant Superintendent</u>	<u>Avoyelles Parish</u>	<u>4-6-16</u>
Name and Title	School District	Date
_____	_____	_____
Name and Title	School District	Date

3. Tribe

- The applicant Indian tribe represents no less than one-half of the eligible Indian children served by the LEA.
- The applicant tribe is responsible for carrying out the activities described in the application and will use the funds received under the agreement in accordance with Federal requirements that apply to the grant.

Signed by the following authorized representative of the tribe:

<u>Marshall R. Sampson Jr</u>	<u>Vice Chairman</u> <u>Tunica-Biloxi Tribe</u>	<u>Louisiana</u> <u>4-6-16</u>
Name and Title	Indian Organization	Date

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

---

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Indian Education**  
**BUDGET NARRATIVE**

**Budget Narrative Year 1**

**A. Personnel**

Federal Request: \$218,000.00

<b>Position</b>	<b>Name</b>	<b>Annual Salary/Rate</b>	<b>Level of Effort</b>	<b>Cost</b>
Project Director	TBA	\$100,000.00	50%	\$50,000.00
Program Coordinator	TBA	\$ 68,000.00	50%	\$34,000.00
Admin.Asst./Outreach Coordinator	TBA	\$32,000.00	100%	\$32,000.00
2- Counselors/Mentors	TBA	\$36,000.00	100%	\$72,000.00
3-Part Time-Tutors	TBA	\$10,000.00	100%	\$30,000.00
Total				\$218,000.00

**Justification**

**Program Director** –The Program Director will spend 50% of his or her time on this project. The Program Director will be responsible for the overall success of this program. It will be necessary for the program director to fully understand the goals and objectives of this project to be successful. The Program will be responsible for the overall program operations, including oversight and daily program activities, compliance with all federal laws with the department of education, tribal, and state laws and regulations, and fiscal oversight. Will be responsible for all inter-agency communication and workgroup meetings and functions related to the project goals and objectives. The program director in conjunction with the tribal council will be responsible for all personnel issues associated with this project. The program director’s salary will be cost shared with other federal grants.

**Administrative Assistant** – The administrative assistant/outreach specialist will spend 100% of his or her time on this project. The administrative assistant will assist the program coordinator and program coordinator with daily program activities associated with this project. The adm ass’t/outreach specialist will be responsible for developing social marketing/public education plan with project staff to market education support services available to tribal members within the service area. The adm ass’t will coordinate activities related to Social Marketing/Public

Education Plan implementation and update social marketing/education plan based on performance results. The administrative assistant/outreach specialist will assist the program director in planning, developing, and implementing the Tunica Biloxi Education Program. The adm ass't will also be responsible to keep all grant files up to date.

**Program Coordinator-** The Program Coordinator will spend 50% of his or her time on this project. The Program Coordinator will work in conjunction with program director for the success of this program. The coordinator will be responsible for the assisting the coordinator with meetings between the tribe, school administration or support staff, partner organizations, and parents. The coordinator will be responsible for all staff meetings with all employed with this project. The program coordinator will be the liaison between staff and the program coordinator. The program coordinator will have to be familiar with all goals and objectives of this program. The Coordinator will be responsible for the intake and eligibility of applicants of students and parents based on guidelines in EDGAR and program policies and procedures. Will also be responsible for assisting parents and students with the development of individualized plan for academic success consistent with their individualized strengths, resources, priorities, concerns abilities, and informed choices. It will also be necessary that the coordinator familiarize himself or herself with the operating budget for this program. The program coordinator's salary will be costed shared with other federal grants.

**Tutors-** The project will have tree (3) part time tutors for this program. The tutors will work at the Tunica Biloxi Tribe where they will assist students with subject matter questions and review homework content. Tutors will work with tribal students with problem solving and checking all completed work. Tutors will help students develop study skills and organizations techniques to help improve their academic performance. This may be done one-on-one group setting. Tutors will keep reports on students and share those reports with program director, program coordinator, teachers, and parents. Tutors will also be responsible for supervising groups of students serving as a role model.

**Counselors/Mentors-**The Tunica Biloxi Tribe of LA will hire two counselors/mentors for this project. They will spend 100% of his or her time to carry out the goals and objectives of this grant. The counselors/mentors will interview and evaluate students and confer with parents to determine severity of in school and out of school problems, determine eligibility of students based on program guidelines, assist students with the development of individualized Tribal Education Plan consistent with their individualized strengths, resources, priorities, concerns, abilities, and informed choices, develop secure working relationship with schools and other agencies that may be a resource to students, and provide referral services to eligible and ineligible applicants on supportive service available with other agencies. The counselors/mentors will closely to the program coordinator to carry out all objectives of this grant.

## B. Fringe Benefits

Federal Request: \$49,211.00

Component	Rate	Wage	Cost
FICA	7.65%	\$218,000.00	\$16,677.00
Workers Compensation	2.50%	\$218,000.00	\$5,450.00
Health/Dental Insurance	10.50%	\$218,000.00	\$22,890.00
Louisiana Unemployment	1.5% of first 7,700 x 8	\$7,700.00	\$924.00
Life Insurance	1.5%	\$218,000.00	\$3,270.00
Total			\$49,211.00

## Justification

Fringe costs reflect the Tunica-Biloxi Tribes current benefit package for all employees, which will include Health/Dental and Life, FICA, Workers Compensation, and LA Unemployment.

## C. Travel

Federal Request: \$4,154.00

Purpose of Travel	Location	Item	Rate	Cost
NIEA Conference	Reno, NV	Registration	\$500.00 x2	\$1000.00
		Flight	\$600.00 x2	\$1200.00
		Hotel	\$625.00 x2	\$1250.00
		Per Diem	\$352.00 x2	\$704.00
Total				\$4,154.00

## Justification

The Program Director and Program Coordinator will travel to Reno, NV for the NIEA conference.

## D. Equipment

Federal Request: \$0.00

**Justification**

No equipment needed for this project.

**E. Supplies**

Federal Request: \$12,120.00

Item(s)	Rate	Cost
Office Furniture	\$1,500.00	\$1,500.00
General Office Supplies	\$300/mo. x 12 mos.	\$3,600.00
Postage	\$60/mos. X 12 mos.	\$720.00
Laptop Computer/Desk Top	\$1,000 x 6	\$6,000.00
Printer	\$300.00	\$300.00
Total		\$12,120.00

**Justification**

Office furniture will be purchased for the start of this program.

General office supplies will be purchased for the start-up of this program.

Postage will be needed to correspond with parent and students.

Five laptop computers and one desk- top computers are needed. Laptops will be needed for the paraprofessionals and Tutors to complete assignments as needed. The desk top will be needed for the Administrative Assistant to complete all duties necessary to complete her job.

There will be 1 printers needed for the desktops for this project.

**F. Contractual**

Federal Request: \$70,500.00

Name	Service	Rate	Other	Cost
Kaplan	ACT Preparation & Tutoring	\$5,500.00		\$5,500.00
TBD	I Leap, Leap, Iowa, Preparation/Tutoring	\$15,000.00		\$15,000.00
K&L Management	Program Evaluation	\$50,000.00		\$50,000.00
Total				\$70,500.00

**Justification**

The Tunica Biloxi Tribe will assist students who will be completing ACT prep. The Tunica Biloxi Tribe will use Kaplan ACT preparation services.

The Tunica Biloxi Tribe will spend money for tutoring for I Leap, Leap, Iowa Preparation. This preparation will be for students in grade 7-12<sup>th</sup>.

The Tunica Biloxi Tribe will use K @ L Management for the program evaluation of this grant. K & L Management has completed several program evaluations for several local agencies.

**G. Construction – \$0.00**

**Justification**

There will be no construction cost for this project.

**H. Other**

Federal Request: \$215,440.00

Item	Rate	Cost
Sylvan Learning Center	\$5000.00 x 20 people	\$100,000.00
Transportation to and from Sylvan Learning Center	2800 miles x .575 per mile x 42 weeks	\$67,620.00
Social Skills and Writing Skills Training Material	\$10,000.00	\$10,000.00
Maintenance Contract for PCs and Software	\$7000.00	\$7000.00
Local Travel	1,800 miles x .575 per miles x 12 months	\$12,420.00
Utilities	\$300/month for 12 months	\$3,600.00
Telephone/Internet	\$300/mo. X 12 mo.	\$3,600.00
Outreach Supplies	\$4,000.00	\$4,000.00
Printing	\$7,200.00	\$7,200.00
Total		\$215,440.00

**Justification**

**Sylvan Learning Center**-The Tunica Biloxi Tribe of LA will work with Sylvan Learning Center to assist students in need of additional assistance or who have barriers in the education system. The tribe plans to assist at least 20 people through Sylvan.

**Transportation**-The Tunica Biloxi Tribe of LA will provide transportation to and from Sylvan Learning Center for students who parents do not have transportation. Many students live in rural areas and does not have the means to get back forth to Sylvan.

**Social Skills and Writing Skills Training Material**-The Tribe will purchase social skills and writing skills training material for all students in need of assistance in this area.

**Maintenance Contracts**-Tunica Biloxi will purchase a service maintenance contract for all software and computer maintenance.

**Local Travel**- Mileage reimbursement for staff that complete visits to worksites or to visit with students, schools. Also mileage reimbursement for staff who attend in state meeting and /or conferences. All mileage reimbursement will be in accordance with federal travel regulations.

**Utilities**-Monthly utilities including electricity, water, and sewer for offices associated with this project.

**Telephone/Internet**- The monthly telephone costs reflect the percent of effort for the personnel listed in this application for Healthy Marriage and Relationship Grant.

**Outreach**- This program will purchase materials to complete outreach efforts especially to school, public hearing, tribal council meetings, pow wows, and other local gatherings and meetings.

**Printing**- This line items is for all printing associated with this program. This will include all printing associated for outreach material as well.

=====

Total Direct Charges

Federal Request = \$569,425.00

---

---

**Budget Narrative Year 2**

**3% Increase**

**A. Personnel**

Federal Request: \$224,540.00

Position	Name	Annual Salary/Rate	Level of Effort	Cost
Project Director	TBA	\$103,000.00	50%	\$51,500.00
Program Coordinator	TBA	\$ 70,040.00	50%	\$35,020.00
Admin.Asst./Outreach Coordinator	TBA	\$32,960.00	100%	32,960.00
2 Counselors/Mentors	TBA	\$37,080.00	100%	\$74,160.00
3-Part Time-Tutors	TBA	\$10,300.00	100%	\$30,900.00
Total				\$224,540.00

### Justification

**Program Director** –The Program Director will spend 50% of his or her time on this project. The Program Director will be responsible for the overall success of this program. It will be necessary for the program director to fully understand the goals and objectives of this project to be successful. The Program will be responsible for the overall program operations, including oversight and daily program activities, compliance with all federal laws with the department of education, tribal, and state laws and regulations, and fiscal oversight. Will be responsible for all inter-agency communication and workgroup meetings and functions related to the project goals and objectives. The program director in conjunction with the tribal council will be responsible for all personnel issues associated with this project. The program director’s salary will be cost shared with other federal grants.

**Administrative Assistant** – The administrative assistant/outreach specialist will spend 100% of his or her time on this project. The administrative assistant will assist the program coordinator and program coordinator with daily program activities associated with this project. The adm ass’t/outreach specialist will be responsible for developing social marketing/public education plan with project staff to market education support services available to tribal members within the service area. The adm ass’t will coordinate activities related to Social Marketing/Public Education Plan implementation and update social marketing/education plan based on performance results. The administrative assistant/outreach specialist will assist the program director in planning, developing, and implementing the Tunica Biloxi Education Program. The adm ass’t will also be responsible to keep all grant files up to date.

**Program Coordinator**- The Program Coordinator will spend 50% of his or her time on this project. The Program Coordinator will work in conjunction with program director for the success of this program. The coordinator will be responsible for the assisting the coordinator with meetings between the tribe, school administration or support staff, partner organizations,

and parents. The coordinator will be responsible for all staff meetings with all employed with this project. The program coordinator will be the liaison between staff and the program coordinator. The program coordinator will have to be familiar with all goals and objectives of this program. The Coordinator will be responsible for the intake and eligibility of applicants of students and parents based on guidelines in EDGAR and program policies and procedures. Will also be responsible for assisting parents and students with the development of individualized plan for academic success consistent with their individualized strengths, resources, priorities, concerns abilities, and informed choices. It will also be necessary that the coordinator familiarize himself or herself with the operating budget for this program. The program coordinator's salary will be costed shared with other federal grants.

**Tutors-** The project will have tree (3) part time tutors for this program. The tutors will work at the Tunica Biloxi Tribe where they will assist students with subject matter questions and review homework content. Tutors will work with tribal students with problem solving and checking all completed work. Tutors will help students develop study skills and organizations techniques to help improve their academic performance. This may be done one-on-one group setting. Tutors will keep reports on students and share those reports with program director, program coordinator, teachers, and parents. Tutors will also be responsible for supervising groups of students serving as a role model.

**Counselors/Mentors-**The Tunica Biloxi Tribe of LA will hire two counselors/mentors for this project. They will spend 100% of his or her time to carry out the goals and objectives of this grant. The counselors/mentors will interview and evaluate students and confer with parents to determine severity of in school and out of school problems, determine eligibility of students based on program guidelines, assist students with the development of individualized Tribal Education Plan consistent with their individualized strengths, resources, priorities, concerns, abilities, and informed choices, develop secure working relationship with schools and other agencies that may be a resource to students, and provide referral services to eligible and ineligible applicants on supportive service available with other agencies. The counselors/mentors will closely to the program coordinator to carry out all objectives of this grant.

**B. Fringe Benefits**

Federal Request: \$50,660.00

Component	Rate	Wage	Cost
FICA	7.65%	\$224,540.00	\$17,177.00
Workers Compensation	2.5%	\$224,540.00	\$5,614.00

Health/Dental Insurance	10.50%	\$224,540.00	\$23,577.00
Louisiana Unemployment	1.5% of first 7,700 x 8	\$7,700.00	\$924.00
Life Insurance	1.5%	\$224,540.00	\$3,368.00
Total			\$50,660.00

### Justification

Fringe costs reflect the Tunica-Biloxi Tribes current benefit package for all employees, which will include Health/Dental and Life, FICA, Workers Compensation, and LA Unemployment.

### C. Travel

Federal Request: \$4,242.00

Purpose of Travel	Location	Item	Rate	Cost
NIEA Conference	TBD	Registration	\$500.00 x2	\$1000.00
		Flight	\$600.00 x2	\$1200.00
		Hotel	\$625.00 x2	\$1250.00
		Per Diem	\$396.00 x2	\$792.00
Total				\$4,242.00

### Justification

The Program Director and Program Coordinator will travel to the NIEA Conference which will be determined at a later date.

### D. Equipment

Federal Request: \$0.00

### Justification

There are no equipment expenses for this program year.

**E. Supplies**

Federal Request: \$4,320.00

Item(s)	Rate	Cost
General Office Supplies	\$300/mo. x 12 mos.	\$3,600.00
Postage	\$60/mos. X 12 mos.	\$720.00
Total		\$4,320.00

**Justification**

General office supplies will be purchased for this program.

Postage will be needed for all correspondence for this program.

**F. Contractual**

Federal Request: \$70,500.00

Name	Service	Rate	Other	Cost
Kaplan	ACT Preparation & Tutoring	\$5,500.00		\$5,500.00
TBD	I Leap, Leap, Iowa, Preparation/Tutoring	\$15,000.00		\$15,000.00
K&L Management	Program Evaluation	\$50,000.00		\$50,000.00
Total				\$70,500.00

**Justification**

The Tunica Biloxi Tribe will assist students who will be completing ACT prep. The Tunica Biloxi Tribe will use Kaplan ACT preparation services.

The Tunica Biloxi Tribe will spend money for tutoring for I Leap, Leap, Iowa Preparation. This preparation will be for students in grade 7-12<sup>th</sup>.

The Tunica Biloxi Tribe will use K @ L Management for the program evaluation of this grant. K & L Management has completed several program evaluations for several local agencies.

**G. Construction – \$0.00**

**Justification**

There will be no construction costs associated with this project.

## H. Other

Federal Request: \$215,440.00

Item	Rate	Cost
Sylvan Learning Center	\$5000.00 x 20 people	\$100,000.00
Transportation to and from Sylvan Learning Center	2800 miles x .575 per mile x 42 weeks	\$67,620.00
Social Skills and Writing Skills Training Material	\$10,000.00	\$10,000.00
Maintenance Contract for PCs and Software	\$7000.00	\$7000.00
Local Travel	1,800 miles x .575 per miles x 12 months	\$12,420.00
Utilities	\$300/month for 12 months	\$3,600.00
Telephone/Internet	\$300/mo. X 12 mo.	\$3,600.00
Outreach Supplies	\$4,000.00	\$4,000.00
Printing	\$7,200.00	\$7,200.00
Total		215,440.00

### Justification

**Sylvan Learning Center**-The Tunica Biloxi Tribe of LA will work with Sylvan Learning Center to assist students in need of additional assistance or who have barriers in the education system. The tribe plans to assist at least 20 people through Sylvan.

**Transportation**-The Tunica Biloxi Tribe of LA will provide transportation to and from Sylvan Learning Center for students who parents do not have transportation. Many students live in rural areas and does not have the means to get back forth to Sylvan.

**Social Skills and Writing Skills Training Material**-The Tribe will purchase social skills and writing skills training material for all students in need of assistance in this area.

**Maintenance Contracts**-Tunica Biloxi will purchase a service maintenance contract for all software and computer maintenance.

**Local Travel**- Mileage reimbursement for staff that complete visits to worksites or to visit with students, schools. Also mileage reimbursement for staff who attend in state meeting and /or conferences. All mileage reimbursement will be in accordance with federal travel regulations.

**Utilities**-Monthly utilities including electricity, water, and sewer for offices associated with this project.

**Telephone/Internet-** The monthly telephone costs reflect the percent of effort for the personnel listed in this application for Healthy Marriage and Relationship Grant.

**Outreach-** This program will purchase materials to complete outreach efforts especially to school, public hearing, tribal council meetings, pow wows, and other local gatherings and meetings.

**Printing-** This line items is for all printing associated with this program. This will include all printing associated for outreach material as well.

---

Total Direct Charges  
 Federal Request = \$569,702.00

---

**Budget Narrative Year 3**

**3% Increase**

**A. Personnel**

Federal Request: \$231,276.00

Position	Name	Annual Salary/Rate	Level of Effort	Cost
Project Director	TBA	\$106,090.00	50%	\$53,045.00
Program Coordinator	TBA	\$ 72,141.00	50%	\$36,071.00
Admin.Asst./Outreach Coordinator	TBA	\$33,949.00	100%	\$33,949.00
2 Counselors/Mentors	TBA	\$38,192.00	100%	\$76,384.00
3-Part Time-Tutors	TBA	\$10,609.00	100%	\$31,827.00
Total				\$231,276.00

**Justification**

**Program Director** –The Program Director will spend 50% of his or her time on this project. The Program Director will be responsible for the overall success of this program. It will be necessary for the program director to fully understand the goals and objectives of this project to be successful. The Program will be responsible for the overall program operations, including oversight and daily program activities, compliance with all federal laws with the department of education, tribal, and state laws and regulations, and fiscal oversight. Will be responsible for all inter-agency communication and workgroup meetings and functions related to the project goals and objectives. The program director in conjunction with the tribal council will be responsible for all personnel issues associated with this project. The program director's salary will be cost shared with other federal grants.

**Administrative Assistant** – The administrative assistant/outreach specialist will spend 100% of his or her time on this project. The administrative assistant will assist the program coordinator and program coordinator with daily program activities associated with this project. The adm ass't/outreach specialist will be responsible for developing social marketing/public education plan with project staff to market education support services available to tribal members within the service area. The adm ass't will coordinate activities related to Social Marketing/Public Education Plan implementation and update social marketing/education plan based on performance results. The administrative assistant/outreach specialist will assist the program director in planning, developing, and implementing the Tunica Biloxi Education Program. The adm ass't will also be responsible to keep all grant files up to date.

**Program Coordinator**- The Program Coordinator will spend 50% of his or her time on this project. The Program Coordinator will work in conjunction with program director for the success of this program. The coordinator will be responsible for the assisting the coordinator with meetings between the tribe, school administration or support staff, partner organizations, and parents. The coordinator will be responsible for all staff meetings with all employed with this project. The program coordinator will be the liaison between staff and the program coordinator. The program coordinator will have to be familiar with all goals and objectives of this program. The Coordinator will be responsible for the intake and eligibility of applicants of students and parents based on guidelines in EDGAR and program policies and procedures. Will also be responsible for assisting parents and students with the development of individualized plan for academic success consistent with their individualized strengths, resources, priorities, concerns abilities, and informed choices. It will also be necessary that the coordinator familiarize himself or herself with the operating budget for this program. The program coordinator's salary will be costed shared with other federal grants.

**Tutors-** The project will have three (3) part time tutors for this program. The tutors will work at the Tunica Biloxi Tribe where they will assist students with subject matter questions and review homework content. Tutors will work with tribal students with problem solving and checking all completed work. Tutors will help students develop study skills and organizational techniques to help improve their academic performance. This may be done one-on-one or in a group setting. Tutors will keep reports on students and share those reports with program director, program coordinator, teachers, and parents. Tutors will also be responsible for supervising groups of students serving as a role model.

**Counselors/Mentors-**The Tunica Biloxi Tribe of LA will hire two counselors/mentors for this project. They will spend 100% of his or her time to carry out the goals and objectives of this grant. The counselors/mentors will interview and evaluate students and confer with parents to determine severity of in school and out of school problems, determine eligibility of students based on program guidelines, assist students with the development of individualized Tribal Education Plan consistent with their individualized strengths, resources, priorities, concerns, abilities, and informed choices, develop secure working relationship with schools and other agencies that may be a resource to students, and provide referral services to eligible and ineligible applicants on supportive services available with other agencies. The counselors/mentors will work closely with the program coordinator to carry out all objectives of this grant.

**B. Fringe Benefits**

Federal Request: \$52,152.00

Component	Rate	Wage	Cost
FICA	7.65%	\$231,276.00	\$17,693.00
Workers Compensation	2.5%	\$231,276.00	\$5,782.00
Health/Dental Insurance	10.50%	\$231,276.00	\$24,284.00
Louisiana Unemployment	1.5% of first 7,700 x 8	\$7,700.00	\$924.00
Life Insurance	1.5%	\$231,276.00	\$3,469.00
Total			\$52,152.00

**Justification**

Fringe costs reflect the Tunica-Biloxi Tribes current benefit package for all employees, which will include Health/Dental and Life, FICA, Workers Compensation, and LA Unemployment.

### C. Travel

Federal Request: \$4,242.00

Purpose of Travel	Location	Item	Rate	Cost
NIEA Conference	TBD	Registration	\$500.00 x2	\$1000.00
		Flight	\$600.00 x2	\$1200.00
		Hotel	\$625.00 x2	\$1250.00
		Per Diem	\$396.00 x2	\$792.00
Total				\$4,242.00

### Justification

The Program Director and Program Coordinator will travel to the NIEA Conference which will be determined at a later date.

### D. Equipment

Federal Request: \$0.00

### Justification

There are no equipment expenses for this program year.

### E. Supplies

Federal Request: \$4,320.00

Item(s)	Rate	Cost
General Office Supplies	\$300/mo. x 12 mos.	\$3,600.00
Postage	\$60/mos. X 12 mos.	\$720.00
Total		\$4,320.00

### Justification

General Office supplies will be purchased for this program.

Postage will be needed for all correspondence for this program.

**F. Contractual**

**Justification**

There will be no contractual cost associated with this project.

Federal Request: \$70,500.00

Name	Service	Rate	Other	Cost
Kaplan	ACT Preparation & Tutoring	\$5,500.00		\$5,500.00
TBD	I Leap, Leap, Iowa, Preparation/Tutoring	\$15,000.00		\$15,000.00
K&L Management	Program Evaluation	\$15,000.00		\$50,000.00
Total				\$70,500.00

**Justification**

The Tunica Biloxi Tribe will assist students who will be completing ACT prep. The Tunica Biloxi Tribe will use Kaplan ACT preparation services.

The Tunica Biloxi Tribe will spend money for tutoring for I Leap, Leap, Iowa Preparation. This preparation will be for students in grade 7-12<sup>th</sup>.

The Tunica Biloxi Tribe will use K @ L Management for the program evaluation of this grant. K & L Management has completed several program evaluations for several local agencies.

**G. Construction – \$0.00**

**H. Other**

Federal Request: \$215,440.00

Item	Rate	Cost
Sylvan Learning Center	\$5000.00 x 20 people	\$100,000.00
Transportation to and from Sylvan Learning Center	2800 miles x .575 per mile x 42 weeks	\$67,620.00
Social Skills and Writing Skills Training Material	\$10,000.00	\$10,000.00
Maintenance Contract for PCs and Software	\$7000.00	\$7000.00

Local Travel	1,800 miles x .575 per miles x 12 months	\$12,420.00
Utilities	\$300/month for 12 months	\$3,600.00
Telephone/Internet	\$300/mo. X 12 mo.	\$3,600.00
Outreach Supplies	\$4,000.00	\$4,000.00
Printing	\$7,200.00	\$7,200.00
Total		215,440.00

**Justification**

**Sylvan Learning Center-**The Tunica Biloxi Tribe of LA will work with Sylvan Learning Center to assist students in need of additional assistance or who have barriers in the education system. The tribe plans to assist at least 20 people through Sylvan.

**Transportation-**The Tunica Biloxi Tribe of LA will provide transportation to and from Sylvan Learning Center for students who parents do not have transportation. Many students live in rural areas and does not have the means to get back forth to Sylvan.

**Social Skills and Writing Skills Training Material-**The Tribe will purchase social skills and writing skills training material for all students in need of assistance in this area.

**Maintenance Contracts-**Tunica Biloxi will purchase a service maintenance contract for all software and computer maintenance.

**Local Travel-** Mileage reimbursement for staff that complete visits to worksites or to visit with students, schools. Also mileage reimbursement for staff who attend in state meeting and /or conferences. All mileage reimbursement will be in accordance with federal travel regulations.

**Utilities-**Monthly utilities including electricity, water, and sewer for offices associated with this project.

**Telephone/Internet-** The monthly telephone costs reflect the percent of effort for the personnel listed in this application for Healthy Marriage and Relationship Grant.

**Outreach-** This program will purchase materials to complete outreach efforts especially to school, public hearing, tribal council meetings, pow wows, and other local gatherings and meetings.

**Printing-** This line items is for all printing associated with this program. This will include all printing associated for outreach material as well.

=====

Total Direct Charges

Federal Request = \$577,930.00

---

## Budget Narrative Year 4

### 3% Increase

#### A. Personnel

Federal Request: \$238,214.00

Position	Name	Annual Salary/Rate	Level of Effort	Cost
Project Director	TBA	\$109,273.00	50%	\$54,637.00
Program Coordinator	TBA	\$ 74,305.00	50%	\$37,153.00
Admin.Asst./Outreach Coordinator	TBA	\$34,967.00	100%	\$34,967.00
2 Counselors/Mentors	TBA	\$39,338.00	100%	\$78,676.00
3-Part Time-Tutors	TBA	\$10,927.00	100%	\$32,781.00
Total				\$238,214.00

#### Justification

**Program Director** –The Program Director will spend 50% of his or her time on this project. The Program Director will be responsible for the overall success of this program. It will be necessary for the program director to fully understand the goals and objectives of this project to be successful. The Program will be responsible for the overall program operations, including oversight and daily program activities, compliance with all federal laws with the department of education, tribal, and state laws and regulations, and fiscal oversight. Will be responsible for all inter-agency communication and workgroup meetings and functions related to the project goals and objectives. The program director in conjunction with the tribal council will be responsible for all personnel issues associated with this project. The program director’s salary will be cost shared with other federal grants.

**Administrative Assistant** – The administrative assistant/outreach specialist will spend 100% of his or her time on this project. The administrative assistant will assist the program coordinator and program coordinator with daily program activities associated with this project. The adm ass’t/outreach specialist will be responsible for developing social marketing/public education plan with project staff to market education support services available to tribal members within

the service area. The adm ass't will coordinate activities related to Social Marketing/Public Education Plan implementation and update social marketing/education plan based on performance results. The administrative assistant/outreach specialist will assist the program director in planning, developing, and implementing the Tunica Biloxi Education Program. The adm ass't will also be responsible to keep all grant files up to date.

**Program Coordinator-** The Program Coordinator will spend 50% of his or her time on this project. The Program Coordinator will work in conjunction with program director for the success of this program. The coordinator will be responsible for the assisting the coordinator with meetings between the tribe, school administration or support staff, partner organizations, and parents. The coordinator will be responsible for all staff meetings with all employed with this project. The program coordinator will be the liaison between staff and the program coordinator. The program coordinator will have to be familiar with all goals and objectives of this program. The Coordinator will be responsible for the intake and eligibility of applicants of students and parents based on guidelines in EDGAR and program policies and procedures. Will also be responsible for assisting parents and students with the development of individualized plan for academic success consistent with their individualized strengths, resources, priorities, concerns abilities, and informed choices. It will also be necessary that the coordinator familiarize himself or herself with the operating budget for this program. The program coordinator's salary will be costed shared with other federal grants.

**Tutors-** The project will have tree (3) part time tutors for this program. The tutors will work at the Tunica Biloxi Tribe where they will assist students with subject matter questions and review homework content. Tutors will work with tribal students with problem solving and checking all completed work. Tutors will help students develop study skills and organizations techniques to help improve their academic performance. This may be done one-on-one group setting. Tutors will keep reports on students and share those reports with program director, program coordinator, teachers, and parents. Tutors will also be responsible for supervising groups of students serving as a role model.

**Counselors/Mentors-**The Tunica Biloxi Tribe of LA will hire two counselors/mentors for this project. They will spend 100% of his or her time to carry out the goals and objectives of this grant. The counselors/mentors will interview and evaluate students and confer with parents to determine severity of in school and out of school problems, determine eligibility of students based on program guidelines, assist students with the development of individualized Tribal Education Plan consistent with their individualized strengths, resources, priorities, concerns, abilities, and informed choices, develop secure working relationship with schools and other agencies that may be a resource to students, and provide referral services to eligible and ineligible applicants on supportive service available with other agencies. The counselors/mentors will closely to the program coordinator to carry out all objectives of this grant.

## B. Fringe Benefits

Federal Request: \$53,689.00

Component	Rate	Wage	Cost
FICA	7.65%	\$238,214.00	\$18,224.00
Workers Compensation	2.5%	\$238,214.00	\$5,955.00
Health/Dental Insurance	10.50%	\$238,214.00	\$25,012.00
Louisiana Unemployment	1.5% of first 7,700 x 8	\$7,700.00	\$924.00
Life Insurance	1.5%	\$238,214.00	\$3,574.00
Total			\$53,689.00

## Justification

Fringe costs reflect the Tunica-Biloxi Tribes current benefit package for all employees, which will include Health/Dental and Life, FICA, Workers Compensation, and LA Unemployment.

## C. Travel

Federal Request: \$4,242.00

Purpose of Travel	Location	Item	Rate	Cost
NIEA Conference	TBD	Registration	\$500.00 x2	\$1000.00
		Flight	\$600.00 x2	\$1200.00
		Hotel	\$625.00 x2	\$1250.00
		Per Diem	\$396.00 x2	\$792.00
Total				\$4,242.00

## Justification

The Program Director and Program Coordinator will travel to the NIEA Conference which will be determined at a later date.

**D. Equipment**

Federal Request: \$0.00

**Justification**

There are no equipment expenses for this program year.

**E. Supplies**

Federal Request: \$4,320.00

Item(s)	Rate	Cost
General Office Supplies	\$300/mo. x 12 mos.	\$3,600.00
Postage	\$60/mos. X 12 mos.	\$720.00
Total		\$4,320.00

**Justification**

General Office supplies will be purchased for this program.

Postage will be needed for all correspondence for this program.

**F. Contractual**

Federal Request: \$70,500.00

Name	Service	Rate	Other	Cost
Kaplan	ACT Preparation & Tutoring	\$5,500.00		\$5,500.00
TBD	I Leap, Leap, Iowa, Preparation/Tutoring	\$15,000.00		\$15,000.00
K&L Management	Program Evaluation	\$15,000.00		\$50,000.00
Total				\$70,500.00

**Justification**

The Tunica Biloxi Tribe will assist students who will be completing ACT prep. The Tunica Biloxi Tribe will use Kaplan ACT preparation services.

The Tunica Biloxi Tribe will spend money for tutoring for I Leap, Leap, Iowa Preparation. This preparation will be for students in grade 7-12<sup>th</sup>.

The Tunica Biloxi Tribe will use K @ L Management for the program evaluation of this grant. K & L Management has completed several program evaluations for several local agencies.

**G. Construction – \$0.00**

**Justification**

There will be no construction associated with this project.

**H. Other**

Federal Request: \$215,440.00

Item	Rate	Cost
Sylvan Learning Center	\$5000.00 x 20 people	\$100,000.00
Transportation to and from Sylvan Learning Center	2800 miles x .575 per mile x 42 weeks	\$67,620.00
Social Skills and Writing Skills Training Material	\$10,000.00	\$10,000.00
Maintenance Contract for PCs and Software	\$7000.00	\$7000.00
Local Travel	1,800 miles x .575 per miles x 12 months	\$12,420.00
Utilities	\$300/month for 12 months	\$3,600.00
Telephone/Internet	\$300/mo. X 12 mo.	\$3,600.00
Outreach Supplies	\$4,000.00	\$4,000.00
Printing	\$7,200.00	\$7,200.00
Total		215,440.00

**Justification**

**Sylvan Learning Center-**The Tunica Biloxi Tribe of LA will work with Sylvan Learning Center to assist students in need of additional assistance or who have barriers in the education system. The tribe plans to assist at least 20 people through Sylvan.

**Transportation-**The Tunica Biloxi Tribe of LA will provide transportation to and from Sylvan Learning Center for students who parents do not have transportation. Many students live in rural areas and does not have the means to get back forth to Sylvan.

**Social Skills and Writing Skills Training Material**-The Tribe will purchase social skills and writing skills training material for all students in need of assistance in this area.

**Maintenance Contracts**-Tunica Biloxi will purchase a service maintenance contract for all software and computer maintenance.

**Local Travel**- Mileage reimbursement for staff that complete visits to worksites or to visit with students, schools. Also mileage reimbursement for staff who attend in state meeting and /or conferences. All mileage reimbursement will be in accordance with federal travel regulations.

**Utilities**-Monthly utilities including electricity, water, and sewer for offices associated with this project.

**Telephone/Internet**- The monthly telephone costs reflect the percent of effort for the personnel listed in this application for Healthy Marriage and Relationship Grant.

**Outreach**- This program will purchase materials to complete outreach efforts especially to school, public hearing, tribal council meetings, pow wows, and other local gatherings and meetings.

**Printing**- This line items is for all printing associated with this program. This will include all printing associated for outreach material as well.

=====

Total Direct Charges

Federal Request = \$586,405.00

---

**Total Direct Charges for 4 Years**

**Federal Request=\$2,303,462.00**

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

**1. Project Director:**

Prefix: Mr.	First Name: John	Middle Name:	Last Name: Barbry	Suffix:
----------------	---------------------	--------------	----------------------	---------

Address:

Street1:	150 Melacon Road
Street2:	
City:	Markville
County:	Avoyelles
State:	LA: Louisiana
Zip Code:	71351
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
318-253-5100	

Email Address:  
jdbarbry@tunica.org

**2. Novice Applicant:**

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

**3. Human Subjects Research:**

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

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

Yes Provide Exemption(s) #:  1  2  3  4  5  6  
 No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

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

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

Name of Institution/Organization

Tunica-Biloxi Tribe of Louisiana

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	218,000.00	225,540.00	231,276.00	238,214.00		913,030.00
2. Fringe Benefits	49,211.00	50,660.00	52,152.00	53,689.00		205,712.00
3. Travel	4,154.00	4,242.00	4,242.00	4,242.00		16,880.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	12,120.00	4,320.00	4,320.00	4,320.00		25,080.00
6. Contractual	70,500.00	70,500.00	70,500.00	70,500.00		282,000.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	215,440.00	215,440.00	215,440.00	215,440.00		861,760.00
9. Total Direct Costs (lines 1-8)	569,425.00	570,702.00	577,930.00	586,405.00		2,304,462.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	569,425.00	570,702.00	577,930.00	586,405.00		2,304,462.00

**\*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:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

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

PR/Award # S299A160104

Name of Institution/Organization Tunica-Biloxi Tribe of Louisiana	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
--	---	--

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

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

ED 524