

**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 # S299A160114**

**Grants.gov Tracking#: GRANT12173394**

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

Closing Date: May 31, 2016

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/26/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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**State Use Only:**

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

* a. Legal Name: <input type="text" value="San Juan School District"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="87-6000514"/>	* c. Organizational DUNS: <input type="text" value="1006730860000"/>

**d. Address:**

* Street1: <input type="text" value="200 N Main St."/>
Street2: <input type="text"/>
* City: <input type="text" value="Blanding"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="UT: Utah"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="84511-3600"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Lynnette"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Johnson"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Student Services Director"/>	

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

* Telephone Number: <input type="text" value="435-678-1227"/>	Fax Number: <input type="text" value="435-678-3735"/>
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* Email: <input type="text" value="ljohnson1@sjsd.org"/>
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**Application for Federal Assistance SF-424**

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

Public School District

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

U.S. Department of Education

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

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

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

ED-GRANTS-022916-002

\* Title:

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

**13. Competition Identification Number:**

84-299A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

San Juan School District Native Youth Community Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="998,775.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="998,775.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

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

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

Name of Institution/Organization

San Juan School District

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	410,207.00	424,233.00	438,821.00	453,991.00		1,727,252.00
2. Fringe Benefits	226,417.00	237,310.00	248,747.00	260,757.00		973,231.00
3. Travel	42,287.00	39,888.00	39,888.00	39,888.00		161,951.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	58,463.00	49,650.00	49,650.00	49,650.00		207,413.00
6. Contractual	226,160.00	176,938.00	183,683.00	180,497.00		767,278.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	1,000.00	1,000.00	1,000.00	1,000.00		4,000.00
9. Total Direct Costs (lines 1-8)	964,534.00	929,019.00	961,789.00	985,783.00		3,841,125.00
10. Indirect Costs*	34,241.00	32,980.00	34,143.00	34,995.00		136,359.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	998,775.00	961,999.00	995,932.00	1,020,778.00		3,977,484.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 3.51%.

(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 # S299A160114

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

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

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

ED 524

## 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>Sheri Montella</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>San Juan School District</p>	<p>DATE SUBMITTED</p> <p>05/26/2016</p>

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

**NOTICE TO ALL APPLICANTS**

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

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

**To Whom Does This Provision Apply?**

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

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

**What Does This Provision Require?**

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

be discussed in connection with related topics in the application.

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

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

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

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

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

**Estimated Burden Statement for GEPA Requirements**

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

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

SJSJ GEPA Statement.pdf	Add Attachment	Delete Attachment	View Attachment
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## Section 427 GEPA Statement

Ensuring equitable access to and participation in the Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

San Juan School District complies fully with §427 of the General Education Provisions Act (GEPA), the Civil Rights Act of 1964, the Americans with Disabilities Act, and other federal and state statutes relating to equal employment opportunities. SJSD is committed to removing any barriers to equal and equitable participation in the school program including: gender, race, national origin, color, disability or age. All school facilities are legally compliant with American with Disabilities Act (ADA) standards. SJSD's Special Education program ensures a "free and appropriate education for all students." All 504 requests are addressed through a District committee according to statute and best practice. Students and teachers are provided reasonable accommodations wherever barriers are found. Teachers and staff are supported through extensive professional development efforts and will be collaboratively involved in this project.

**Barrier**—SJSD's large Navajo population in schools can pose language barriers for parents.

**Solution**--These parents are routinely paired with fluent Navajo speakers, either staff or teachers, who are knowledgeable about the school program and can discuss details and concerns. However, written home notices are dispersed in English as few parents can read Navajo. Each school sponsors an active Heritage Language program to enhance learning the language and culture of American Indian students.

**Barrier**—Many parents with at-risk children are overwhelmed with various agency options, resources and requirements. Often they do not have needed skills to solve complex problems without support.

**Solution**—Student Services/Safe Schools Specialists provide Family Support Team services which link families to appropriate agency resources. The Systems of Care (SOC) agencies collaborate with the school district to deliver wrap around services for these families.

## 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

San Juan School District

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

Prefix: Dr. \* First Name: Douglas Middle Name: E

\* Last Name: Wright Suffix:

\* Title: Superintendent

\* SIGNATURE: Sheri Montella

\* DATE: 05/26/2016

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

OMB Number: 1894-0007  
Expiration Date: 08/31/2017

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Lynnette		Johnson (oversight director, project director to be hired)	

Address:

Street1:	200 N Main St
Street2:	
City:	Blanding
County:	
State:	UT: Utah
Zip Code:	84511
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(435) 678-1227	

Email Address:

ljohnson1@sjsd.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
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## Abstract

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

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

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

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## You may now Close the Form

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

\* Attachment:

## **PROJECT ABSTRACT**

San Juan School District, partnering with the Navajo Nation and Ute Mountain Ute tribes, seeks funding for a comprehensive Native Youth Community project. The project has four main components: 1) Promote culturally appropriate approaches to solve student discipline challenges and to provide opportunities for students and families to engage in ongoing cultural learning through Navajo and Ute Peacemaking services and afterschool activities. Increased cultural training will be provided for educators at target schools. 2) Hire 6 Native Youth Advocates/School Social Workers (NYAs) who will carry a case management load of the most-needy students, offering direct services and support. The NYA's will collaborate weekly with school personnel to staff most at-risk students and will meet monthly with tribal and agency partners to coordinate services. 3) Develop, with partners, a three tiered services model for students, including preventative activities for all students, interventions for students and intensive service component for high risk students and families who need a wrap-around system. Collaborative groups will work to bring clarity to referral services and follow-up. 4) Contract with Dream Navigator to develop a Navajo and a Ute version of a College and Career curriculum. Secondary schools will implement this curriculum in order to help Native Youth to make future plans that incorporate Native values and will also offer a Native Student Leadership/Service opportunity.

San Juan School District is located in Southeastern Utah in the Four Corners area. The project will serve approximately 1,600 San Juan School District Native American students, both Navajo and Ute located in 9 district schools. Five of the schools are located within the boundaries of the Navajo Nation. The other four are in close proximity of both the White Mesa Ute Community and the Navajo Nation.

SJSD Native Youth often face barriers such as: fragmented services due to jurisdiction challenges and poor communication between providers and the school; ineffective and culturally inappropriate school discipline measures; poor preparation for college and career futures due in part to lack of culturally relevant curriculum. Opportunities to address barriers are a great willingness of all partners to engage in the project to improve quality of services; a realization from the district that changes in discipline approaches are needed and will be more successful; and the discovery of Dream Navigator, a company who specializes in indigenous people's curriculum development.

Community-based strategies include: establishing an Executive Council Steering Committee of representatives from the Navajo and Ute tribes, agencies and schools which will meet biannually to review project progress and make recommendations for improvements. School communities will hold a monthly collaborative staffing meeting where members will plan for services for the most-needy students and their families. A Ute Mountain Ute committee will develop their own version of Peacemaking.

Measureable outcomes are: 1) the percentage of significant increase of collaborative efforts to promote college and career readiness of students measured by numbers of programs/providers that collaborate and numbers of students assisted in the project; 2) increasing the number of Native American students in 11<sup>th</sup> and 12<sup>th</sup> grades showing college readiness on the ACT test by 5% each year, over the four years of the project; 3) Increase student attendance and reduce the chronic absenteeism of students by 10% a year over four years. 4) Decrease the number of school suspensions and school expulsions of students by 10% a year over four years. 5) Decrease the incidents of ATOD used in grades 7-12 by 10% over the four years of the project.

# 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: San Juan School District

\* Street 1: 200 N Main St.    \* Street 2: \_\_\_\_\_

\* City: Blanding    \* State: UT: Utah    \* Zip: 84511

Congressional District, if known: UT-003

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

<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Indian Education -- Special Programs for Indian Children
	CFDA Number, if applicable: 84.299

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

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

Prefix \_\_\_\_\_ \* First Name NA Middle Name \_\_\_\_\_

\* Last Name NA Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ \* Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ \* State \_\_\_\_\_ \* Zip \_\_\_\_\_

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

Prefix \_\_\_\_\_ \* First Name NA Middle Name \_\_\_\_\_

\* Last Name NA 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: Sheri Montella

\* Name: Prefix \_\_\_\_\_ \* First Name NA Middle Name \_\_\_\_\_  
\* Last Name MA Suffix \_\_\_\_\_

Title: \_\_\_\_\_ Telephone No.: \_\_\_\_\_ Date: 05/26/2016

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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## Project Narrative File(s)

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

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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

**San Juan School District Native Youth Community Project  
BUDGET NARRATIVE**

<b>PERSONNEL</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
Project Director	\$ 74,879	\$ 77,874	\$ 80,989	\$ 84,229
NYA Social Worker (6)	275,778	286,809	298,281	310,213
Cell Phone Stipend SSW	2,520	2,520	2,520	2,520
School Cultural Activities Coordinator (9)	45,360	45,360	45,360	45,360
Native American Leadership Advisor (5)	11,670	11,670	11,670	11,670
<b>Total Personnel</b>	<b>\$ 410,207</b>	<b>\$ 424,233</b>	<b>\$ 438,821</b>	<b>\$ 453,991</b>
<b>FRINGE BENEFITS</b>				
Project Director	\$ 39,302	\$ 41,267	\$ 43,330	\$ 45,497
NYA Social Worker (6)	178,560	187,488	196,862	206,706
School Cultural Activities Coordinator (9)	6,804	6,804	6,804	6,804
Native American Leadership Advisor (5)	1,751	1,751	1,751	1,751
<b>Total Fringe Benefits</b>	<b>\$ 226,417</b>	<b>\$ 237,310</b>	<b>\$ 248,747</b>	<b>\$ 260,757</b>
<b>TRAVEL</b>				
Project Director	\$ 7,380	\$ 7,380	\$ 7,380	\$ 7,380
Native Youth Advocates	19,440	19,440	19,440	19,440
Troubled Youth Conference	4,433	4,433	4,433	4,433
UMTSS Conference	4,525	4,525	4,525	4,525
Comprehensive Support Model Program	2,399			
Project Director's Meeting	4,110	4,110	4,110	4,110
<b>Total Travel</b>	<b>\$ 42,287</b>	<b>\$ 39,888</b>	<b>\$ 39,888</b>	<b>\$ 39,888</b>
<b>SUPPLIES</b>				
Dream Navigator Curriculum	\$ 13,300	\$ 13,300	\$ 13,300	\$ 13,300
Native American Student Leadership Club	25,000	25,000	25,000	25,000
Peacemaking-Meals	6,750	6,750	6,750	6,750
Monthly School/ Agency Meetings Luncheon	2,700	2,700	2,700	2,700
Executive Committee Biannual Meetings	500	500	500	500
Office Supplies	10,213	1,400	1,400	1,400
<b>Total Supplies</b>	<b>\$ 58,463</b>	<b>\$ 49,650</b>	<b>\$ 49,650</b>	<b>\$ 49,650</b>
<b>CONTRACTUAL</b>				
NACO Research/Evaluation	\$ 37,500	\$ 36,000	\$ 36,000	\$ 36,000
Dream Navigator Customized Curriculum	40,000			
Dream Navigator Training	5,000		5,000	
Ancestral Winds Training-Travel only	2,962	2,962	2,962	2,962
Navajo Nation Peacemakers	36,705	36,705	36,705	36,705
Peacemaking Family Stipends	20,000	20,000	20,000	20,000
Ute Mtn. Ute Peacemaker Curriculum Dev.	8,800	4,400	4,400	4,400
White Mesa Cultural Activities Coordinator	41,943	43,621	45,366	47,180
ACT Retakes for Seniors	5,650	5,650	5,650	5,650
Tuition Support SSW	27,600	27,600	27,600	27,600
<b>Total Contract Services</b>	<b>\$ 226,160</b>	<b>\$ 176,938</b>	<b>\$ 183,683</b>	<b>\$ 180,497</b>
<b>OTHER</b>				
Ute Curriculum-Printing Costs	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
<b>Total Other</b>	<b>\$ 1,000</b>	<b>\$ 1,000</b>	<b>\$ 1,000</b>	<b>\$ 1,000</b>
<b>Total Direct Costs</b>	<b>\$ 964,534</b>	<b>\$ 929,019</b>	<b>\$ 961,789</b>	<b>\$ 985,784</b>
<b>Indirect Costs @ 3.55%</b>	<b>\$ 34,241</b>	<b>\$ 32,980</b>	<b>\$ 34,143</b>	<b>\$ 34,995</b>

## BUDGET NARRATIVE

**Project Director Time Commitment:** The Project Director will be hired once the Department of Indian Education has awarded the grant. The Director will devote 100% of his/her time to the project and this salary will be paid through grant funds. The Director will have the responsibility for all aspects of the grant and will be hands-on every day. The Project Director will be assigned to the District's Student Services Department and will report to Lynnette Johnson, Student Services Director.

Lynnette Johnson, Student Services Director, will have supervisory responsibility over the Project Director and general oversight of the grant. However, the Project Director will have full responsibility for implementation and the success of all grant elements. Ms. Johnson's salary is not paid from the grant, but she will be deeply involved and will be available whenever needed to ensure the Project Director has needed information and backing to be successful.

Clayton Long, District Bilingual Director, is also located in the Student Services Department and will assist the Project Director with cultural aspects of the project. Mr. Long's salary is not paid through grant funds. Mr. Long has responsibility for all Heritage Language/Culture programs and as such will offer supportive consultation and be available to support grant activities and to help bridge any school and tribal disconnect.

Email and contact information:

Project Director	~to be hired~	
Lynnette Johnson	435-678-1227	<a href="mailto:ljohnson1@sjsd.org">ljohnson1@sjsd.org</a>
Clayton Long	435-678-1251	<a href="mailto:clong@sjsd.org">clong@sjsd.org</a>

### 1. Personnel

The Project Director's salary is calculated at \$74,879 the first year with a 4% cost of living increase in following years. The Project Director would be a Director 1 on the District's Administrative Salary Schedule with 5 years or more experience. This will be a full-time 11-month position devoted 100% to the success of the project. This position is absolutely necessary

for the project to be successful. The Project Director will manage grant requirements, but will spend the majority of time (80% or more), providing direct services to target schools, students and parents.

The grant will allow us to hire **6 Navajo Youth Advocates/School Social Workers**. These positions will be embedded in the target schools and will be licensed social workers. Master's Degrees in Social Work (MSW) will be preferred, but Bachelor Degrees (BS) will be considered. The salary for the 6 positions is figured as an average between a BS degree and a MSW with an average of 6 years-experience on the school district's "Licensed Salary Schedule". That average salary for year one is \$45,963. Each following year a 4% cost of living increase is figured. All 6 positions will be full-time project personnel. 100% of their time will be devoted to the success of this project. These positions are of the critical importance to the realization of the project. We need these positions in order to effectively address the barriers as well as the opportunities detailed in the application.

Budgeted is a **cell phone stipend for the Project Director and each NYA** of \$30 per month. SJSD does not purchase cell phones for employees, but does pay a stipend of \$30 per month for employees whose job function requires cell phone access. The NYA's would definitely need to carry a cell phone in order to be accessible to families, agencies and school personnel. The total annual cost for 6 NYAs cell phone stipend is \$2,520.

We are requesting funding to pay a **licensed teacher in each of our 9 target schools** an additional 20 hours per month to **coordinate cultural learning opportunities** in the schools' after-school programs. The District's pay rate for additional hours for licensed teachers is \$28 per hour.  $20 \text{ hours} \times 9 \text{ teachers} \times \$28 \text{ per hour} = \$5,040$  for one month. For all 9 months, the cost is \$45,360. Inviting more cultural learning in each of our schools and including families in that learning is very important to this project. Using a licensed teacher to make contacts and coordinate activities will enhance the quality of cultural learning opportunities.

Each of the 5 secondary schools will pay for a **Native American Leadership Club Advisor**. SJSD Board of Education has an approved rate of \$2,334 per year for stipends for cultural advisors. The total annual salary for the five positions is \$11,670.

## 2. Fringe Benefits

Fringe benefits for the Project Director are figured at 33%, which is \$24,710 in year 1. Family insurance cost is \$14,592 for a total of \$30,302. A 6% increase in following years is anticipated for insurance.

The full-time **Native Youth Advocates (NYA) benefits** are figured at 33% plus family insurance which in year 1 will cost the district \$14,592. The insurance is figured with a 6% increase each following year.

The benefits for the **licensed teachers who will be coordinating the after-school cultural activities** are figured at 15% as their primary benefits and insurance are already covered by their main assignment in the classroom. The same benefit rate of 15% applies for the **Native American Leadership club advisors**.

## 3. Travel

Travel expenses for the Project Director are calculated at an average of 100 miles per day at \$0.36 per mile for 11 months (205 days) = \$7,380. The Director will be expected to make daily visits to schools, tribal offices and agencies and spend a minimum amount of time in the District office.

Travel for the **Native Youth Advocates** is figured for both daily work and attendance at training/conferences. NYAs will be school-based, but will be expected to make regular home visits, as well as visits to various agencies and service providers. The District has an established mileage rate of .36 cents a mile. We have budgeted 50 miles per day @ \$0.36 for 6 NYA's = \$19,440 annually.

The Project Director and NYAs are expected to attend **2 essential training conferences** each year: **Troubled Youth** in Snowbird, Utah and the **Utah Multi-tiered System of Support**

(UMTSS) conference in Salt Lake City. Travel is figured at the \$0.36 per mile rate for 1,282 round trip miles= \$1,384, anticipating three vehicles. Motel costs are at \$120 per night at Snowbird and \$100 in Salt Lake City. The total for motels for the Project Director and 6 NYAs for both conferences will be \$3,780. Per Diem is \$36 per day. For all seven for both conferences the per diem will be \$1,764. Registration cost for Troubled Youth is \$190 x 7 = \$1,330. Registration for the UMTSS conference is \$100 x 7 = \$700.

**NYA's and the Project Director will visit Ogden School District** to learn first-hand about their highly successful "Comprehensive Support Model" program which uses school social workers to collaborate with agencies and private organizations to provide a tiered system of student support. Mileage will be at the \$0.36 per mile rate for 688 miles round trip = \$495, anticipating 2 vehicles. Motels costs are \$100 for 2 nights x 7 = \$1,400. Per diem will be \$36 each for 2 days for a total of \$504.

The budget include travel funds for the **Project Director and Evaluator to attend the annual Indian Education Department's Native Youth Community Project Directors' meeting in Washington DC**. Travel expenses in the budget for two include: round trip travel to Salt Lake City's airport @ \$0.36 per mile/ 616 total miles; 1 night motel in Salt Lake @ \$100; 2 nights motel in Washington DC @ \$225 per night; round trip airplane tickets from Salt Lake City to Washington DC @ \$800 each; and per diem @ \$36 per day rate.

**4. Equipment – N/A**

**5. Supplies**

The **Dream Navigator College and Career Ready Curriculum** costs \$25 per workbook for each student. 665 secondary students will be participating in the instruction. With a 20% discount, as we are contracting to have a customized curriculum, the annual cost of the workbooks will be \$13,300.

Each secondary school will implement a **Native American Student Leadership Club**. \$5,000 annually for each student club's expenses is budgeted to cover student club expenses including club registration, activities, speakers, and materials.

Expected in **Peacemaking sessions is a shared meal for participants**. *"Traditionally, food would be served at the successful conclusion of a peacemaking. When participants eat together upon reaching an agreement, eating together solidifies the agreement and emphasizes the communal outcome"* (Peacemaking Program of the Judicial Branch of the Navajo Nation: Plan of Operations, p. 14). The supply budget includes \$6,750 to assist families in providing these meals. Anticipated is approximately 90 meals @ \$75 for each meal.

Funding for a **luncheon for the School/Agency Monthly student staffing and coordination meeting** are included. These monthly meetings will be held in the three main communities: Blanding, Montezuma Creek, Monument Valley. \$100 per meeting (10 people @ \$10 per person) x 3 communities = \$300 x 9 months = \$2,700.

The **Executive Steering committee** will meet twice each year to review the project's progress and to make needed recommendations. A luncheon for this meeting for 25 is figured at \$250 each x 2 = \$500.

In order to be fully effective, the Project Director and NYAs will need **office supplies** including: a laptop computer (\$1,200 each x 7 = \$8,400); a Cisco office phone (\$59 x 7 = \$413); and \$200 per year each for general supplies, totaling \$1,400. This includes paper, copier maintenance, file folders, envelopes, postage, pens, pencils, etc.

## **6. Contractual**

The following will work with the District as consultants for the project: NACO Research; Dream Navigator Inc.; Restoring Ancestral Winds; Navajo Nation; Ute Mountain Ute Tribe.

**NACO Research** will be the primary investigator and evaluator for the project. The annual rate will be \$36,000 for each year and includes all mileage traveled for quarterly and

other site visits, with the exception of the first year which will be \$37,500 which will allow for monthly visits to each site and increased consultation regarding project start-up. Dr. Martinez is a mentor, local, available for phone calls and visits as needed, and will schedule to monitor the District program sites quarterly and attend key Grant Program meetings.

**Dream Navigator** will develop a **customized College and Career Ready curriculum** for the District for both the Navajo and Ute cultures. The costs to do so are \$20,000 each for a total of \$40,000. Upon completing of the curriculum, the company will provide 2 days of training for counselors, NYAs and administrators at a cost of \$3,000 plus travel expenses and training materials, which are figured at an additional \$2,000 as the trainers will be flying in from Hawaii. We plan to repeat this training at the beginning of the third year to ensure quality implementation of the curriculum.

**Restoring Ancestral Winds Inc.** has agreed to provide ongoing training free of cost except they will bill us for their travel expenses. We anticipate a three people per training session twice a year. They will be coming from northern Utah and their travel will be figured at the district rate for mileage .36 per mile and per diem of \$36 per day. Motel costs are estimated at \$100 per night.

While the Navajo Nation has **Traditional Peacemakers** on staff in both Kayenta and Shiprock, schools will need to **pay for travel and per diem costs** to access their services. The Navajo Nation mileage rate is \$0.575 per mile and their meal per diem is \$51 per day. Anticipating 250 sessions within the nine schools, we have budgeted \$36,705 to cover this travel for which the Navajo Nation will bill the District. Figuring 60 visits for Blanding schools (200 miles round trip), 100 for Montezuma Creek/Bluff (218-240 miles round trip) and 90 for Monument Valley/Navajo Mtn. schools (66-166 miles round trips), at this rate the mileage costs would be \$23,995 and per diem would be \$12,750.

We are building family **“scholarship” funds into the grant to give to families who wish to access Peacemaking services.** Budgeted is \$20,000 that would allow 250 Peacemaking

sessions at \$80 per session. Divided among 9 schools-an average of 28 Peacemaking sessions per school.

We plan to contract with the **Ute Mountain Ute Tribe** to pay 4 committee members to develop a Ute version of Peacemaking. Budgeted is \$20 per hour for each member for 100 hours each or a total of 400 people hours of work.

The District proposes contracting with the **Ute Mountain Ute Tribe** to enable them to hire a White Mesa Cultural Activities Coordinator. White Mesa is a Ute community just 12 miles outside of Blanding city. White Mesa has an education building with pre-school, adult education and afterschool programs. The funds will allow them to offer daily family cultural activities and learning sessions. The salary cost for the coordinator (according to the Ute Mountain salary schedule), is \$28,995 including benefits at \$12,948 for a total cost of \$41,943. A 4% increase is figured each following year.

As most Native American Seniors do not retake the ACT in order to raise their score due to expectation and financial barriers, the project will pay for 100 Native American Seniors to **retake the ACT test** in order to raise their score. That cost is \$56.50 each for a total of \$5,650.

Budgeted as well is \$27,600 annually for **tuition and books expenses to assist the NYAs who do not have a Master's Degree in Social Work** to obtain that degree. We will require a commitment from each person who accepts the tuition support to stay an equivalent year in the District, building sustainability for the project. The tuition cost is \$420 per credit hour. The program is a total of 60 hours. The budget includes funding for 4 NYAs to enroll and complete a MSW. The total amount budgeted is \$27,600 which includes \$200 per semester for books for the participants.

**7. Construction – N/A**

**8. Other**

Printing and supply costs are built into the budget to pay to **publish the Ute Peacemaking Curriculum**. The District will be able to do so using our in-house Heritage

Language Resources Media Center at a cost of \$7 per book. 64 Ute students attending school in SJSD and publishing 10 Teacher's Manuals the annual cost would be \$518. An additional \$482 is budgeted to pay to develop/print ancillary materials in support of the curriculum. Total annual cost is \$1,000.

**9. Total Direct Costs = \$964,534 (Yr 1); \$929,019 (Yr 2); \$961,789 (Yr 3); \$985,784 (Yr 4)**  
***4-year total = \$3,841,126***

**10. Indirect Costs = \$34,241 (Yr 1); \$32,980 (Yr 2); \$34,143 (Yr 3); \$34,995 (Yr 4)**  
***4-year total = \$136,359***

**11. Training Stipends – N/A**

**12. Total Costs = \$998,774 (Yr 1); \$961,999 (Yr 2); \$995,932 (Yr 3); \$1,020,779 (Yr 4)**  
***4-year total = \$3,977,484***

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## APPLICATION NARRATIVE

### NEED FOR PROJECT

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**i. The greatest barriers both in and out of school to the readiness of local Indian students for college and careers**

San Juan School District (SJSD) lies at the heart of some of the world's most spectacular vistas and boasts a rich cultural tradition that includes American Indian, Hispanic, and Pioneer (Caucasian) heritages. SJSD is located in southeastern Utah in the Four Corners Region and is both on and immediately adjacent to, the Navajo and Ute Mountain Ute Indian Reservations (Attachment #1).



The District serves approximately 1,600 Native American students at nine schools, and has a great desire to help our Native American students be successful in every way including “College and Career Readiness;” however, significant barriers have impeded students’ progress. This lack of progress is evidenced by poor ACT college entrance scores, State of Utah school grades and disparity between ethnic rates of college degrees in San Juan County.

The average ACT score for Native American students in SJSD for 2015 was 14.28. Not one Native American student scored College and Career Ready in all four ACT tested subjects.

The State figures ACT scores within their school grade formula with a possible 150 points. The District’s Reservation secondary schools scored out of 150 points: Monument Valley High School = 0; Navajo Mountain High School = 0; and Whitehorse High School = 5. These same secondary schools had an overall school grade of “F”.

While schools implement the State’s Comprehensive Guidance Curriculum to guide students in college and career decisions, it lacks cultural relevance for our Native American students. The District believes schools need college and career curriculum tools that can fill this gap of understanding for our students.

The State of Utah identifies the bottom 5% and 15% of schools in the state for School Program Improvement. Monument Valley High, Whitehorse High and Tse’biinidzsigai Elementary Schools were all identified as scoring in the lowest 5% of the State on the end of year SAGE assessment. Bluff Elementary scored in the lowest 15% of the State on the SAGE.

Disaggregation of the SAGE end of school year results shows a persistent and distressing achievement gap between Native American and Caucasian students. The proficiency gap between these two populations is: Language Arts-34%; Mathematics-35%; and Science 35%.

<b>SCHOOL DEMOGRAPHICS</b>										
<b>School</b>	<b>Grade Span</b>	<b>% Free/reduced lunch Poverty Indicator</b>	<b>Ethnicity</b>					<b>Total Enrollment</b>	<b>% Homeless</b>	<b>% English Learners</b>
			<b>American Indians</b>	<b>Hispanic</b>	<b>Other</b>	<b>Total Minority</b>	<b>Caucasian</b>			
Blanding Elementary	K-5	69%	<b>181-32%</b>	7%	4%	43%	57%	573	6%	20%
Lyman Middle School	6-7	64%	<b>124-39%</b>	4%	1%	44%	56%	322	10%	8%
San Juan High	9-12	48%	<b>144-35%</b>	3%	1%	39%	61%	416	7%	10%

Bluff Elementary	K-5	100%	<b>98-88%</b>	27%	0%	90%	10%	112	42%	63%
Montezuma Creek El	K-6	100%	<b>220-96%</b>	.8%	.8%	97%	3%	230	79%	64%
Whitehorse High	7-12	99.8%	<b>308-98%</b>	.6%	0%	99%	.9%	313	27%	30%
Tse'biinidzizgai Elem	K-6	100%	<b>279-92%</b>	3%	1%	96%	4%	304	66%	57%
Monument Valley High	7-12	100%	<b>215-96%</b>	.4%	.4%	97%	27%	223	37%	47%
Navajo Mountain High	9-12	100%	<b>30-97%</b>	0%	0%	97%	3%	31	74%	45%
<b>TOTAL</b>			<b>1,569</b>	87	39		798	2,493		

The disparity of educational achievement in the community is also concerning. 26.6% of Native American residents do not have a high school diploma compared to 8.6% of Caucasians. Conversely, 29.7% of Caucasians have attained a Bachelor's degree or higher, while only 5.9% of Native Americans have that level of education. <http://www.towncharts.com/Utah/Education/San-Juan-County-UT-Education-data.html> (See Attachment #2 for additional data.)

The District has invested heavily in efforts and capitol to remedy this situation. Over many years, teachers have received extensive professional development. Heritage Language classes are a part of every Reservation school and in the border communities of Bluff and Blanding. The District develops perhaps the most extensive Navajo curriculum available. <http://media.sjsd.org/>

A tiered system of academic interventions is in place at every school. Administrators and teachers are trained and expected to collaborate and analyze data to ensure every child is given appropriate and timely interventions. The District recruits aggressively and provides bonuses for core and special needs teachers to teach in our Reservation schools. We have formed a partnership with Utah State University in an effort to train and recruit more local, in particular

Native American, teachers. At great expense the District provides subsidized housing as teachers are unable to buy homes on the Reservation.

Despite these efforts and good intentions, our Native American children lag far behind our Caucasian population. We believe there are remaining barriers that the District has not successfully addressed that this project will significantly remediate. [Abraham Maslow](#) in his 1943 paper "A Theory of Human Motivation" in [Psychological Review](#) identified basic human needs that he believed must be met before a child can become "self-actualized".

This hierarchy of needs begins with the physiological. Needs for food, clothing and shelter must be met before excellence in academics will materialize. 656 Native American students out of a total of 707 in San Juan School District are identified as "McKinney Homeless". Families in San Juan County are among the most impoverished in the State as well as the Nation. San Juan has the highest poverty rate in Utah, at 29.4%. This is approximately 2½ times the Utah State average (11.4%) and double the U.S. average (14.3%).

San Juan County is also identified by the U.S. Census as a "Persistent Child Poverty County" which by definition has had poverty rates of at least 20 percent the last four census years. These levels of deep poverty significantly impact students' ability to cope with school. Far too often administrators and school personnel are sidetracked from providing instruction by needing to find solutions for children who have unstable homes or lack bare necessities.

Safety is the next step on Maslow's hierarchy. Despite best efforts, too many children in San Juan do not feel safe at home and at times at school. This is evidenced by the recent rash of suicides and attempts in the Montezuma Creek community, which the Navajo Nation responded to by declaring a State of Emergency. <http://knau.org/post/suicides-prompt-state-emergency-navajo-nation#stream/0>. A Navajo traditional counselor who specialized in suicide prevention,

who worked with many of our students, committed suicide this year. One of his clients, our student, became a suicide victim himself and several students attempted. According to the U.S. Surgeon General, the suicide rate for Native American youth ages 15 to 24 is nearly four times higher than the national average.

The regular methods of school discipline have too often been punitive and ineffective. The University of Utah Public Policy Practicum has recently published their study of school discipline practices that they believe creates a “school-to-prison pipeline” in Utah.

<http://law.utah.edu/projects/public-policy-practicum/>. The report looks at many practices which can result in disparate impact for minority students and in particular Native American students. It identifies San Juan School District as one of the “Worst Performing Districts for Disciplinary Action of American Indian Students”. The District truly wishes to find better solutions that will help every student be safe and successful in school.

Love and belonging are the next steps of Maslow’s pyramid of needs. While there is no doubt that most parents love their children and do their best for them, we believe our Native American children and families too often are caught between the world of mainstream culture and their own heritage. This project will assist SJSD to offer more culturally appropriate ways to provide support for students and families and deal with difficult behavior issues.

## **ii. Opportunities in the local community to support Indian students**

A great number of agencies, programs and people can be found in San Juan County that exist to assist Native American students and families. While most work diligently, their potential is often not realized as services can be redundant and uncoordinated. The District believes that a critical opportunity exists to maximize these various resources through collaborative partnerships.

Students in SJSD should have access to Federal, State, County and Tribal programs and support; but, due to sporadic communication, lack of coordination and overall poor engagement

between agencies, students do not always get the support and protection they deserve. While some difficult jurisdiction issues remain, we believe that systematically working through these barriers can result in a better level of support for children.

Untapped potential exists within both the Navajo and Ute tribes. While the Navajo Peacemaking program has had some presence in SJSD schools, it has been very irregular and not embedded in the school culture. The Navajo Nation has expressed great interest in expanding those services, if given support that could come from this project. The Ute Mountain Ute tribe would like to develop a similar Peacemaking program based on Ute values. This project would support those efforts.

The District believes that parents wish to learn ways to better communicate with the school and support their children. The Utah State Office of Education's School Turnaround Office is helping the 5 reservation schools implement a "Home Visit" program the fall of 2016 and Family Academic Parent – Teacher Team training the following year.

<https://www.wested.org/service/academic-parent-teacher-teams-aptt-family-engagement-in-education/>. This outreach will strengthen the connection of families to the schools and will enhance the efforts of the Native Youth Community Project.

### **iii. Existing local policies, programs, practices, service providers, and funding sources**

SJSD has begun the process of analysis and outreach to remedy past unsuccessful practices. Evidence of these efforts include: eliminating zero tolerance policies and passing a new Student Conduct & Discipline Safe Schools' policy which gives offending students more opportunity to stay in school while working through discipline <http://sjsd.org/district-information/board-policy/#students> ; establishing in-school-suspension rooms in secondary schools in order to keep students in school and on track; focused administrative training on both

legal issues and best practices when working with Native American student discipline; and more outreach to Native American communities exemplified by regular meetings with Blanding schools at the Ute White Mesa Education Center.

Agencies and services that will be engaged in this work include:

- Navajo Nation
  - Navajo Nation Peacemaking (Courts)
  - Office of Dine' Youth
- Utah Navajo Health Systems (UNHS)
- Ute Mountain Ute – White Mesa Education Department
- San Juan Counseling,
- Child Protective Services (CPS)
- Law Enforcement including Tribal, County and Federal officers
- San Juan County Systems of Care & the Victim Advocate
- SJSJ Comprehensive Guidance
- Restoring Ancestral Winds
- NACO Research
- Utah State Office of Education: School Turnaround
- TRIO programs, including Gear-Up, Upward Bound, Talent Search and American Indian Services

SJSJ Funds that will be coordinated with this effort include:

- Enhancement for At-Risk Students (State of Utah funding), which supports District and School interventions for both academic and behavioral interventions.
- Comprehensive Guidance program funds which provides for counseling services in secondary schools.
- Title VII and Bilingual Education program funds which supports the District Heritage Language/Culture program.
- Title I funding that is used for school-wide improvement, academic and behavioral interventions and afterschool and summer programs.

## QUALITY OF THE PROJECT DESIGN

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### **i. Extent to which the project is focused on a defined local geographic area**

The project will be focused in San Juan School District, Utah in 9 schools with large numbers of Native American students: Blanding Elementary-181; Albert R. Lyman Middle School-124; San Juan High School-144; Bluff Elementary-98; Montezuma Creek Elementary-220; Whitehorse High School-308; Tse’biindidzsigai Elementary-279; Monument Valley High School-215; and Navajo Mountain High School-30. Approximately 1,600 Native American students will be served by this project. Four of the schools are in communities that border the Navajo and/or Ute reservations. The remaining five are within the boundaries of the Navajo Nation.

### **ii. Extent to which the proposed project is based on scientific research where applicable, or an existing program that has been modified to be culturally appropriate for Indian students**

The proposed project is research-based with the literature referenced/cited found in the Reference pages in Attachment #6. Additionally, the seminal research by William G Demmert and John C. Towner (2003)—Review of the Research Literature on the Influences of Culturally Based Education on the Academic Performance of Native American Students—provides guiding principles and methodologies toward our overarching goal to improve the college and career readiness of Indian students in the local community. Demmert and his colleagues in two separate studies found that “the preponderance of research evidence demonstrates positive correlations between comprehensive culturally-based education programs...and improved student academic, social, and cultural development” (Demmert, Grissmer and Towner, 2006; Demmert and Towner, 2003). This is true for preschool through high school age youth.

High quality culturally-relevant education programs that have resulted in increased Native student engagement and success include six critical elements:

1. Recognition and use of Native American languages.

2. Pedagogy that stresses the importance of traditional cultural characteristics and adult-child interactions.
3. Pedagogy in which teaching strategies are congruent with the traditional culture and ways of knowing and learning.
4. Curriculum based on traditional culture that recognizes the importance of Native spirituality.
5. Strong Native community participation (including parents, elders and other community members) in activities.
6. Knowledge and the application of the social and political mores of the community (Demmert & Towner, 2003). (Attachment #6)

The Dream Navigator College and Career Readiness curriculum is based in sound counseling and career preparation research including: Holland's Rasec Theory; Myers Briggs Type Indicator; Emotional Intelligence Skills; Planned Happenstance; Positive Psychology; and Career Clusters. (Attachment #6)

In addition, we are including a Logic Model Graph/Theory of Action, which spells out our conceptual framework, identifying and describing theoretically and operationally the relationships among the key components and outcomes, which are critical to achieving our proposed outcomes (Attachment #6).

**iii. Extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measureable**

The following are the GPRA Indicators and the measurable objectives and outcomes to be carried out by the SJSD Native Youth Community Grant Program:

**GPRA Indicator 1:** The percentage of the annual measurable objectives, as described in the applications that are met by grantees. *Performance Indicator: To be measured by the number and percentage of annual measurable objectives carried out by the program each year.*

**GPRA Indicator 2:** The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.

*Performance Indicator: To be measured by the community collaborative efforts which lead to increase in number and percentage of students on-target for enrollment in academically challenging and rigorous high school coursework by the end of year four.*

**Program Objective 1:** Improve College and career-readiness of SJSD Native American K-12 students by addressing barriers through a community collaborative effort to coordinate existing local programs, practices, service providers and funding sources. *To be measured by: The number of existing programs and service providers, which collaborate; the quantity and quality of collaboration; the number of students assisted each year of the grant project.*

**Program Objective 2:** Increase the number of SJSD Native American students in 11<sup>th</sup> and 12<sup>th</sup> grades showing college readiness on the ACT Test by 5% each year, over the four years of the NYCP grant project. *To be measured by: Building Guidance Counselor Data and District Administration Data.*

**Program Objective 3:** Increase student attendance and reduce the chronic absenteeism of SJSD Native American K-12 students by 10% a year over the four years of the NYCP grant project. *To be measured by: Building and District Administration data.*

**Program Objective 4:** Decrease the number of school suspensions and school expulsions of SJSD Native American students in all grades by 10% a year over the four years of the NYCP grant project. *To be measured by: Building and District Administration data;*

**Program Objective 5:** Decrease the incidents of ATOD use among SJSD Native American students in grades 7-12 by 10% a year over the four years of the NYCP grant project. *To be measured by: State of Utah Student Health and Risk Prevention SHARP Survey; the Navajo Nation Youth Risk Behavior Survey (YRBS); Decrease in Safe Schools Violations, and Building and District Administration data.* **Building and District Administration Data and Guidance Counselor Data** will measure increase in attendance and reduction in chronic absenteeism; Number of Native American students in 11<sup>th</sup> and 12<sup>th</sup> grades showing college readiness on the ACT Test; and, Decrease in the number of school suspensions and school expulsions of Native American students in all grades, and decrease in Safe Schools Violations.

**Program Objective 6:** Increase the resilience of SJSD Native American students within their Reservation communities against suicide as measured by the assessment of health-risk behaviors delineated in the Navajo Nation Youth Risk Behavioral Survey (NNYRBS), and the State of Utah Student Health and Risk Prevention (SHARP) Survey. *To be measured by the NNYRBS and the Sharp Surveys.*

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

The design of the proposed project entails four main components that will enable us to overcome the most significant barriers faced by SJSD Native American students.

First, SJSD will partner with the Navajo Nation and Ute Mountain Ute tribes to establish quality “Peacemaking” programs at each school (Attachment #3). This will ensure that cultural training and support will be embedded in each school and those teachings and approaches to clan relationship and resolving conflict will become not only a viable option, but a first choice. This enhanced Peacemaking program will include ongoing cultural training and activities for students and families; opportunities for Peacemakers to work collaboratively with the schools to

integrate cultural behavior expectations for students with schools' Positive Behavior Supports systems; cultural training for teachers that will improve their understanding of their students' background and culture; and Peacemaking sessions to help students and families alleviate conflict within the school and community. These Peacemaking efforts will be supported through regular after-school student/family cultural learning opportunities in each target school. The grant includes funding to pay a licensed teacher an additional 20 hours each month to coordinate these cultural activities at each target school. The project contracts with the Ute Mountain Ute tribe to hire a full-time cultural learning coordinator at their White Mesa Education Department.

Second, the project will allow SJSD to hire and train six Native Youth Advocates (NYA) who are licensed social workers. These NYAs will carry a case management load of the schools' most needy children and will also coordinate resources and services between schools, families and agencies. These key people will organize and hold collaborative weekly meetings at the school level and collaborative monthly meetings with the school and key agencies. The NYA will provide and analyze data to keep schools and the collaborative partnerships on track to achieve program goals.

Third, the collaborative partners will develop a tiered system of comprehensive support complete with flowcharts and contacts that will allow schools to engage successfully to maximize support for high needs students. This tiered system of available resources will be developed by each of the community schools, agencies and tribal representatives. Each community will also delineate contacts and organizational structures that will direct services and working relationships.

Fourth, secondary schools will use grant resources to ensure Native American students attain College and Career Readiness by:

a) Contracting with Dream Navigator to customize a College Learning System for both the Navajo and Ute cultures [www.dreamnav.com](http://www.dreamnav.com). This curriculum will be much more culturally appropriate for our Native American students. Dream Navigator specializes in building career curriculum for indigenous peoples that is built upon cultural values and traditional folklore. The curriculum provides a step by step guide to help students prepare for a job and successfully transition into the workforce. The curriculum will be aligned to each tribe's cultural values, Utah State Comprehensive Guidance Standards and will support students as they develop a personal transition plan which will prepare them for college and to obtain employment in career options that meet their personality, skills and financial goals. After the curriculum is developed Dream Navigator will train the schools' Comprehensive Guidance Counselors and Administrators how to most effectively use the materials.

b) Raising students ACT scores by: providing ACT prep tutoring/courses supported by the school counselor and Gear-up personnel in the building. The grant will fund ACT retakes for seniors who could benefit from more practice and a second chance to raise their scores. This will raise the expectations for students to persist in getting the highest score possible and will eliminate the financial barrier of retake costs.

c) Developing a Native American student leadership/service organization for secondary school students. Possibilities include: the Navajo Nation Peacemaking Youth Apprentices program; the National UNITY (Native Youth Councils/Clubs); INSPIRE Native Teens Initiative; or a comparable organization for students. These opportunities will enhance students'

identification of what it means to be a Native American leader and will be instrumental in building those leadership skills.

**v. Extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.**

SJSD has made significant outreach efforts in developing the proposed project and plans to continue to cultivate the collaboration of partners throughout the project. Outreach efforts include: 1) holding an information/input meeting on April 7<sup>th</sup> with school, tribal and agency representatives and surveying each as to their level of support; 2) attending the annual “Restoring Ancestral Wind’s Conference and inviting that organization to be a partner in future training for the project; 3) meeting with Chairman Heart of the Ute Mountain Ute Tribe to invite the Ute Mountain Ute Tribe to be a partner in the project; 4) meetings and consultation with Griselda Rogers, Education Director of the White Mesa Education Department, (Ute Mountain Ute); 5) follow-up phone calls with Navajo Nation President Begaye’s Office, and various Department Directors to finalize an MOU with the Navajo Nation.

The Navajo Nation Office of Dine’ Youth is a partner in this project as well. Their mission is to : *Advocate, educate and develop resilient , healthy generations of youth through partnerships to balance and live in a diverse society.* The purpose of the Office is: *to offer youth opportunities, essential skills, and strategies, to productively transition into adulthood by obtaining knowledge of the workforce and post high school education. They are committed to enhancing character traits of youth such as: integrity, self-discipline, loyalty and respect to successfully participate in today’s society as a Dine’/Native American.* While their resources are somewhat limited, the Office has expertise and experience with Youth Employment, Recreation, Counseling and After-school programs. Their participation is needed and highly valued.

Continuing collaboration of partners in the project are substantial and will entail: 1) ongoing Peacemaking activities in the target schools; 2) development of a Ute Peacemaking curriculum; 3) enhanced student and family cultural learning opportunities both in the schools' afterschool programs and at the White Mesa Education Department programs; 4) development of the Dream Navigator curriculum; 5) monthly collaborative services/staffing meetings in each community; 6) biannual Executive Council Steering Committee with oversight of the project; 7) ongoing training provided by Restoring Ancestral Winds, Inc.

The complete list of collaborating Agencies and services that will be engaged in the work of the grant program are spelled out in Section 1, Need For Project, number iii on page 7.

#### QUALITY OF PROJECT PERSONNEL

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**i. Qualifications, including relevant training and experience, of the project director or principal investigator**

The project will be guided by: a full-time Project Director; the Student Services Director, Lynnette Johnson; the Bilingual/Heritage Language Director, Clayton Long; and NACO Research-principal investigator, Dr. Clara Martinez (see Attachment #8 for resumes).

The Project Director will be hired once the District has official notification of the grant award. The Project Director will have Social Work education and/or experience as well as administrative credentials. Details of the requirements for this position are found in the job description. (Attachment #8)

Lynnette Johnson has experience teaching Native American children, has been an adjunct instructor for Utah State University teaching ESL courses for teachers, and held positions as the District Reading Specialist and the Secondary Supervisor. Ms. Johnson has considerable experience administrating State and Federal grant programs, including previous a federal Elementary Counseling grant and two Indian Education grants.

Clayton Long is a Director in SJSD's Student Services Department and has the responsibility of the District's Culture and Heritage Language programs. Mr. Long also administers the Title VII and JOM programs for the District. He has extensive experience in teaching language/culture classes, supervising teachers who teach those classes, and administering federal programs. Mr. Long is recognized by the State as well as the Navajo Nation as having great expertise in the education and promotion of Navajo language and culture.

Clara Martinez, Ph.D. has been identified to serve as the expert Evaluator of the program. She is Native American (Yaqui), a Stanford graduate and has extensive experience evaluating and reporting for Federal programs. Dr. Martinez is local, available for phone calls and visits as needed, and will schedule to monitor the District program sites quarterly and attend key Grant Program meetings. She will make monthly visits during the first start-up year to help ensure that all of the personnel involved understand the scope of the grant reporting for their services provided. She is involved, informed and delivers accurate and on-time reports that have assisted us in maintaining consistent, clear and timely communication with Grantor Agencies of other projects she has evaluated.

**ii. Qualifications, including relevant training and experience of key project personnel**

The District has a commitment to recruiting/hiring underrepresented populations and in particular Native Americans and has formalized this commitment in Board Policy (Attachment # 9). The District wishes to hire six Native Youth Advocates (NYA) who will be School Social Workers. Master's in Social Work degrees will be preferred, but quality Bachelor degree candidates will be considered. (Attachment #8 ) The grant will provide some tuition support for NYAs who need to pursue the Masters in Social Work/School Social Work license. The payment of tuition will be contingent on: NYA agrees to remain employed in the position for an

equal number of years that we pay tuition; NYA has satisfactory job evaluations; NYA is accepted to an accredited Masters of Social Work program.

Other quality ongoing training for the NYAs will be attendance at the “Troubled Youth Conference” <http://www.troubledyouthconference.com/> in Snowbird, Utah and participation in the annual Utah Multi-tiered Systems of Support (UMTSS) conference <http://umtssconference.org/>. Troubled Youth is the primary conference training in Utah for social service agencies, law enforcement, courts, and schools. Nationally recognized speakers and best practice research is presented. UMTSS is Utah’s framework for implementing systemic, evidence-based practices to maximize student achievement in academics and behavior in preparation for and leading to College and Career Readiness. It will be important for NYAs to have a solid background in not only social work, but knowledge and shared training with state agencies and other districts.

During the first semester of 2016, NYAs and the Project Director and NYA’s will visit Ogden School District to learn first-hand about their highly successful “Comprehensive Support Model” program which uses school social workers to collaborate with agencies and private organizations to provide a tiered system of student support. This initial exploration visit will help jumpstart the District’s program and help NYA’s gain vision about their roles, as Ogden shares their best practices and organizational structures.

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

San Juan School District has the capacity, with support from its substantial network of collaborating partners to improve the specified outcomes of this project. The District’s track record of success with Indian Demonstration projects can be traced to two previous projects #B299A050089 during 2005-07 and #200A080004 during 2008-12. Both projects achieved all

specified outcomes and stayed within budget. The main goals of the projects were to implement a credit recovery lab system and provide for a “Student Success” advisor who could help students enroll in more concurrent and AP courses, improve their grades in challenging coursework and improve graduation levels. The main program elements continue today due to the District’s foresight to build sustainability into the projects.

The District also ran a very successful federal Elementary counseling grant project #Q215E080201 during 2009-11 in which all objectives were either met or exceeded. The focus of this grant was to use elementary counselors to help decrease office referrals and safe schools violations, to implement Positive Behavior Support and comprehensive guidance activities in the elementary schools.

The District has a strong commitment to the Native Youth Community Grant project and knows that there is also strong support for this initiative as evidenced by the Stakeholders Input Survey (see Attachment #5), MOU’s (see Attachment #3) and letters of support from Utah Navajo Health Systems, Restoring Ancestral Winds and San Juan County’s System of Care (see Attachment #5). SJSD has experience developing and publishing Heritage Language and Culture resources and a commitment to working with tribal partners to use a cultural approach to support students and their families in their school journey. The District has shown competency in running federal grant programs and will be able to manage the high expectations of this project.

## ADEQUACY OF RESOURCES

### **i. Relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project**

SJSD has worked closely with personnel from the Navajo Nation, Ute Mountain Ute tribes and various agencies to build support and commitment to the success of the project. The District invited district, tribal and agency representatives to an exploration/input meeting to gather ideas

and to build support for the project (see Attachment #5). As part of the process, the group revised a draft MOU between the Navajo Nation and discussed how to draft a similar one for the Ute Mountain Ute tribe (see Attachment #3). All participants were asked to complete an online survey after the meeting. Participants selected either “Crucial Need” or “High Need” for: Peacemaking-96%; Tiered System of Support-100%; Coordination of Services-100%; 92% School Social Workers and Cultural Activities Coordinator-96%. (Attachment #5) The District believes we have strong support of tribal members and agencies to pursue this project as evidenced by MOU’s with the Navajo Nation and Ute Mountain Ute tribes and letters of support from Utah Navajo Health Systems, San Juan County Systems of Care and Restoring Ancestral Winds. (Attachment #10)

SJSD Student Services Director reached out to Ancestral Winds and attended their two day conference in St. George, Utah on April 14-15<sup>th</sup> to invite them to be a supporting partner that could provide ongoing training for district personnel, and to also learn more about other resources that could be tapped for the project.

*The mission of Restoring Ancestral Winds is to support healing in our indigenous communities. RAW will advocate for healthy relationships; educate our communities on issues surrounding stalking, domestic, sexual, dating and family violence; collaborate with Great Basin Region community members and stakeholders; and honor and strengthen traditional values with all our relations.*

Ancestral Winds has the capacity to:

- Deliver on-site education outreach programs which addresses stalking, sexual, domestic, dating and family violence and are sensitive to indigenous cultural values and in-line with best practices on trauma-informed care.

- Assist with community needs assessment training, sensitivity training and cultural awareness training.
- Train primary service providers, educators, police departments, prosecutors and judges, members of the medical communities and other organizations engaged in related work. (Attachment #11)

The Student Services Director asked to meet with Griselda Rogers, White Mesa Education Coordinator (Ute Tribe). Griselda graciously arranged a meeting with Ute Mountain Ute Chairman Heart on April 28<sup>th</sup> in Towaoc, Colorado. Chairman Heart expressed interest in becoming involved, and wanted to meet with his Councilmen and his legal representation.

All principals have been asked to respond to details of the project and language of the MOU. They have also informed their School Community Council (SCC) members about the grant and asked for their input. Bilingual and Heritage Language Director, Clayton Long put the grant opportunity on his JOM/IEC committee agenda along with the presentation and draft MOA to gain support and get feedback. (Attachment #12)

**ii. Extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits**

The costs of the program are reasonable, as we will serve every Native American student in each school—approximately 1,600 students total—by providing the vision, leadership and personnel to maximize the resources already available and which are often unaware of each other, via collaborative partnerships. While numbers of students’ served and metrics will show the success of the project, we believe that the value of improving and saving lives is immeasurable. These results and benefits include: 1) preparing more Native American students to become College and Career Ready, which will allow them and their families greater economic advantages and higher standards of living; 2) assisting families in resolving serious social

challenges which if unresolved can lead to depression, suicide, substance abuse and child abuse;

3) navigating successfully not only the school system but various tribal and agency systems.

These supports are essential for children and their families to overcome serious barriers and to access resources and opportunities for support. This project is ambitious, but we believe the dividends which are possible more than outweigh the costs.

## QUALITY OF THE MANAGEMENT PLAN

### **i. Adequacy of the management plan to achieve objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks**

Major program activities, time frames and the person responsible are delineated in the following table. Plans will be carefully reviewed each year to incorporate recommendations indicated by the results of systematic and explicit data feedback and program evaluation.

<b>Timeframe</b>	<b>Activity</b>	<b>Responsibility</b>
September 2016	Hire program staff	NYCP Director Hiring Committee
September October 2016 initially, and then each year thereafter 2017-2019	Meeting of principle personnel to review program design, data collection protocols & schedule meetings & activities for year. Training/Planning for Building Administration, Native Youth Advocates, Peacemakers, Dream Navigator, Restoring Ancestral Winds, Training & Planning for Ute Curriculum Pilot 2017.	NYCP Director Native Youth Advocates Navajo Peacemakers White Mesa Ute Education Restoring Ancestral Winds Principle personnel of <i>all</i> Partner Agencies
Weekly	Native Youth Advocates ongoing case management and Student Staffing. Hold meetings at the school level to coordinate resources and services for students between schools, families and agencies.	Program Director Native Youth Advocates Partner Agencies Peacemakers

	<p>Ongoing Peacemaking-Conflict Resolution</p> <p>Ongoing Peacemaking Cultural Education and Activities</p> <p>Student Cultural Activities</p> <p>Ongoing Ute Curriculum/cultural piloted in 2017 and implemented through 2020</p>	<p>After School Cultural Activities Coordinator</p>
Monthly	<p>Program Director and Native Youth Advocates hold collaborative monthly meetings with the schools and key agencies.</p> <p>Ongoing Peacemaking-Conflict Resolution</p> <p>Ongoing Peacemaking Cultural Education and Activities, Student Cultural Activities.</p> <p>Evaluator communicates with Project Director and Native Youth Advocates to help with program implementation</p>	<p>Program Director</p> <p>Native Youth Advocates</p> <p>Navajo Peacemakers</p> <p>After School Cultural Activities Coordinator</p> <p>Evaluator</p>
Quarterly	<p>Collaborative Quarterly meeting as needed with Principle Personnel of Partner Agencies</p> <p>Ute Curriculum Development</p> <p>Evaluator makes quarterly site visits</p> <p>Grant Performance Reporting</p>	<p>Program Director</p> <p>Native Youth Advocates</p> <p>Principle Personnel of Partner Agencies</p> <p>White Mesa Ute Education</p> <p>Evaluator</p>
Semester	<p>Student Positive Behavior Supports</p> <p>Peacemaker Behavior Expectations</p> <p>White Mesa Ute Behavior Expectations</p> <p>Executive Council Meetings</p>	<p>Program Director</p> <p>Building Staff</p> <p>Navajo Peacemakers</p> <p>White Mesa Ute Education</p>
Summer	<p>Ute Curriculum Development (2017)</p>	<p>Program Director</p> <p>White Mesa Ute Education</p>
Annually	<p>End of Year Comprehensive Evaluation</p>	<p>Evaluator</p> <p>Director of Student Services</p> <p>Native Youth Advocates</p>

	Meeting of principle personnel and Executive Council -review program and make recommendations for next year.	Principle Personnel of Partner Agencies
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The subsequent years 2-4 will entail similar programming with modifications being made as a result of performance feedback and continuous improvement review.

**ii Extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes**

From the inception of the Grant Program, the methods of evaluation will provide performance feedback and permit regular assessment of progress toward achieving intended outcomes through the data collection and monitoring protocols established for each of the measureable objectives. In addition, program activities and data collected will be analyzed and discussed during regularly scheduled meetings for continuous assessment, and appropriate modifications and delegation of services. Weekly meetings will be held at each program site, and school communities will hold a monthly collaborative staffing meeting. Quarterly meetings with the program evaluator will be held and include key personnel from collaborating agencies, and a yearly Executive Council will be held to review the progress of the program and make data and need driven modifications to programming.

The program director will ensure feedback and continuous improvement in the operation of the proposed program through regular communication with program personnel as delineated in the management plan. Please see Management Plan, page 22 and the Evaluation Plan, page 26 for complete details.

**iii. Extent to which Indian tribes and parents of Indian children have been, and will be, involved in developing and implementing the proposed activities**

The Navajo Nation, Ute Mountain Ute tribes and parents have been involved in developing the concept for the project and their continued partnership will be essential to the

successful implementation of the project. While the District will initiate many of the components of the grant, the active participation of the tribes and parents is critical. The Navajo Nation will lead out in providing the Peacemaking Program to all schools by following their Plan of Operations <http://www.navajocourts.org/indexpeacemaking.htm>

The Ute Mountain Ute Tribe will be developing a similar program using the Navajo Nation model and will be offering family cultural activities at the White Mesa Education facility as a result of grant support.

Representatives from the Navajo Nation and Ute Mountain Ute tribes will be members of the Executive Steering Committee as well as participating in monthly Community collaboration meetings. Utah Navajo Health Systems will play a key role in offering therapeutic counseling services and other needed school health services. They too will be involved in both the Executive Committee and in monthly Community Collaboration meetings.

Parents will be involved in Peacemaking and school cultural learning activities. Their ongoing input will be sought through each school's School Community Council, and Indian Education/JOM committees. Parents will have increased contact with the schools through the "Home Visit" and Family Academic Parent-Teacher Teams supported by the Utah State Office of Education: School Turnaround Office.

**iv. Extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance**

The proposed project is designed to build capacity beyond the period of federal financial assistance. The program will be piloted and implemented with the goal of District institutionalization at the end of the grant period. All of the partner agencies are self-funded and the program is providing the opportunity for them to collaborate in their missions while delivering services. The cultural curricula to be developed by the program will be in place and

fully field-tested by end of federal funding. And, most importantly, the precedent set by collaboration between agencies—which has never been carried out to this extent in the history of the District—will become the normal way of doing business for the benefit of all of the Native American students in the San Juan School District (see Attachment #7).

## QUALITY OF PROJECT EVALUATION

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

Evaluation, which is co-constructed with cultural, contextual and scientific validity and rigor, will be an integral part of the management and operation of the Grant Program. Clara Martinez, Ph.D., a Stanford graduate and a Native American, has been identified to serve as the Evaluator of the program. She will conduct a responsive evaluation, which includes mentoring staff and a Tribal community based and participatory framework focused on Tribal Self Determination and youth empowerment. The methods of evaluation will be process-based, goal-based and outcome-based and include mixed methods of quantitative and qualitative data collection and analysis. The data will be collected weekly monthly and quarterly with performance reports prepared yearly.

The Evaluator and key program personnel will develop the protocols and instruments for collecting data. The reports will be available quarterly and compiled for the yearly performance report. The information collected through the evaluation will be used to monitor program progress, ensure feedback and continuous data driven improvement in the operation of the proposed program and provide accountability information both about success at the program site and effective strategies for replication in other settings. The following are the program objectives, projected outcomes and the performance indicators for SJSD NYCP Grant Program:

**Program Goal:** American Indian and Alaska Native children served by the San Juan School District are college and career-ready.

**GPRA Indicator 1.** The percentage of the annual measurable objectives, as described in the applications that are met by grantees. *Performance Indicator: To be measured by the number and percentage of annual measurable objectives carried out by the program each year.*

**GPRA Indicator 2.** The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children. *Performance Indicator: To be measured by the community collaborative efforts which lead to increase in number and percentage of students on-target for enrollment in academically challenging and rigorous high school coursework by the end of year four.*

**Program Objective 1:** Improve College and career-readiness of SJSD Native American K-12 students by addressing barriers through a community collaborative effort to coordinate existing local programs, practices, service providers and funding sources. *Performance Indicator: To be measured by the number of existing programs and service providers, which collaborate; the quantity and quality of collaboration; the number of students assisted each year of the grant project.*

**Program Objective 2:** Increase the number of SJSD Native American students in 11<sup>th</sup> and 12<sup>th</sup> grades showing college readiness on the ACT Test by 5% each year, over the four years of the NYCP grant project. *Performance Indicator: To be measured by Building Guidance Counselor Data and District Administration Data.*

**Program Objective 3:** Increase student attendance and reduce the chronic absenteeism of SJSD Native American K-12 students by 10% a year over the four years of the NYCP grant project.

*Performance Indicator: To be measured by Building and District Administration data.*

**Program Objective 4:** Decrease the number of school suspensions and school expulsions of SJSD Native American students in all grades by 10% a year over the four years of the NYCP grant project. *Performance Indicator: To be measured by Building and District Administration data.*

**Program Objective 5:** Decrease the incidents of ATOD use among SJSD Native American students in grades 7-12 by 10% a year over the four years of the NYCP grant project.

*Performance Indicator: To be measured by State of Utah Student Health and Risk Prevention SHARP Survey, and the Navajo Nation Youth Risk Behavior Survey (YRBS); Decrease in Safe School Violations, and Building and District Administration data.*

**NYCP Program Objective 6:** Increase the resilience of SJSD Native American students within their Reservation communities against suicide as measured by the assessment of health-risk behaviors delineated in the Navajo Nation Youth Risk Behavioral Survey (NNYRBS), and the State of Utah Student Health and Risk Prevention (SHARP) Survey. *Performance Indicator: To be measured by the NNYRBS and the Sharp Surveys.*

The Evaluator will work closely with the SJSD Information Technology Department to run data queries for the performance measures and supply student transcript and enrollment data. The Evaluator and Program Director will collaborate with key personnel to create the data queries and evaluation protocols. Baselines of all measures will be established during the first program year.

The table below identifies the evaluation instruments to be utilized, and the instrumentation to be created for the program, and the timeline in which they will be used and the benchmarks for monitoring progress:

<b>Evaluation Instrument/Methodology</b>	<b>Qu 1</b>	<b>Qu 2</b>	<b>Qu 3</b>	<b>Qu 4</b>
Number and percentage of annual measurable objectives carried out by the program each year				
Number and percentage of students on-target for enrollment in academically challenging and rigorous high school coursework				
No. of programs and service providers, Partnership Collaboration Data	X	X	X	X
Quality and Quantity of programs and service provider collaboration	X	X	X	X
Number of students assisted each year of the grant project		X		X
Building and District Administration Data	X	X	X	X
Building Guidance Counselor Data	X	X	X	X
State of Utah Student Health and Risk Prevention (SHARP) Survey				X
Navajo Nation Youth Risk Behavior Survey (YRBS)				X
Student, family, and teacher anecdotal (qualitative) data	X	X	X	X
Program Director and Youth Advocate reporting	X	X	X	X
Quarterly Site Visits by Evaluator	X	X	X	X
Comprehensive Review of Program		X		X

The methods to be employed in the Grant Program evaluation model will yield sufficient quantitative and qualitative data to evaluate the effectiveness of the program implementation strategies as follows:

**1. Number and percentage of annual measureable objectives carried out by the program records** will measure the percentage of the annual measurable objectives, as described in the applications that are met by grantees.

**2. The Number and percentage of students on target for enrollment in academically challenging and rigorous high school coursework** will measure the percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.

**3. The number of programs and service providers and partnership Collaboration Data** will measure the amount and types of collaborations carried out for the program implementation and community collaborative efforts that promote college and career readiness of Indian children.

**4. Number of students assisted each year of the grant project will indicate** the success in implementing program activities to promote college and career readiness of Indian children.

**5. Building and District Administration Data and Guidance Counselor Data** will measure increase in attendance and reduction in chronic absenteeism; Number of Native American students in 11<sup>th</sup> and 12<sup>th</sup> grades showing college readiness on the ACT Test; Decrease in Safe School Violations and, Decrease in the number of school suspensions and school expulsions of Native American students in all grades.

**6. State of Utah Student Health and Risk Prevention (SHARP) Survey and the Navajo Nation Youth Risk Behavior Survey (YRBS)** will measure the Decrease in incidents

of ATOD use among SJSD Native American students; and, the Increase in resilience of SJSD Native American students within their Reservation communities, against suicide.

**7. Student, family, and teacher anecdotal qualitative data** will measure student and family reporting regarding an improvement yearly, in their perception of caring adults, high expectations, and a respectful school climate within their classroom and/or school.

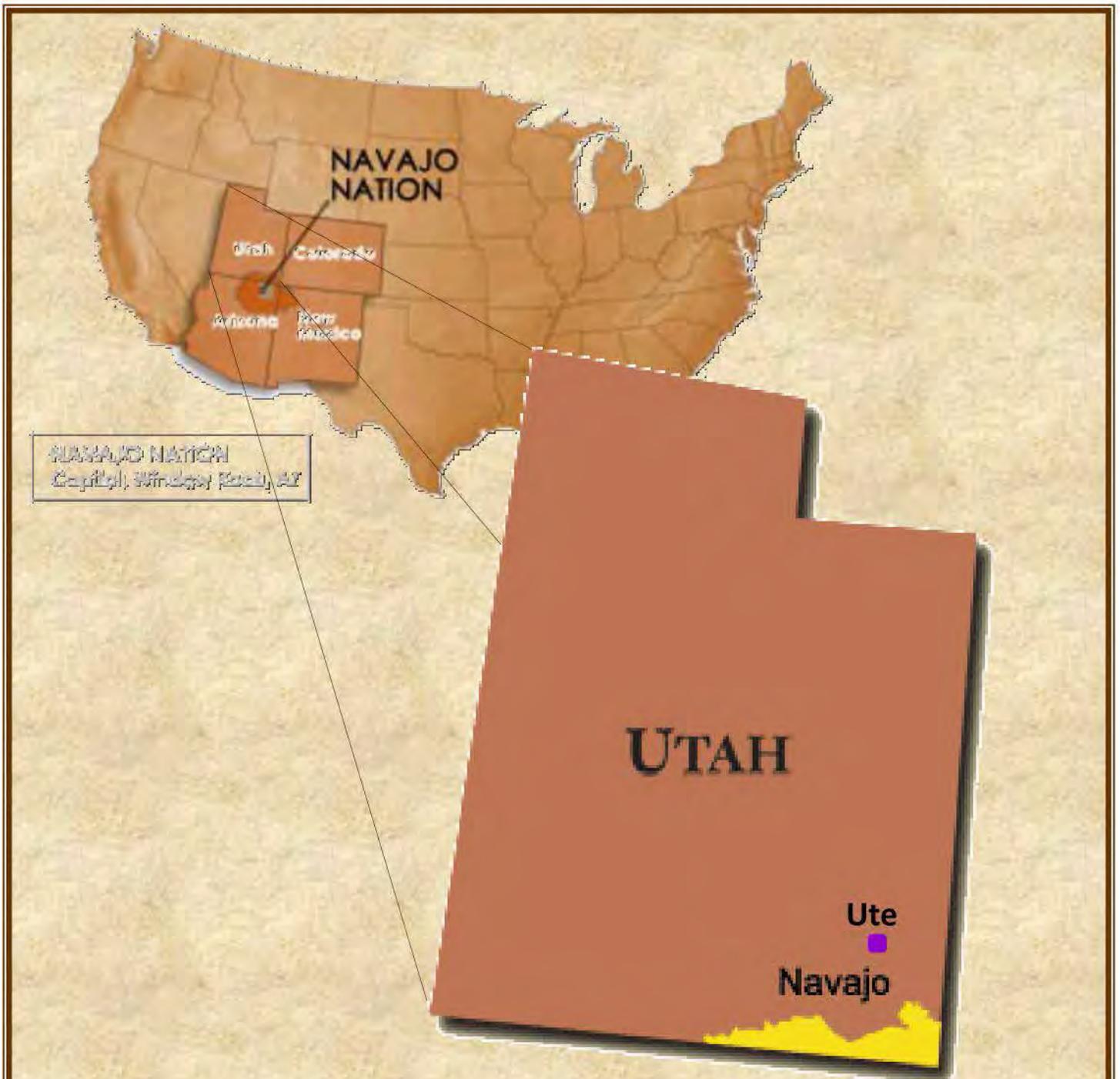
**8. Program Director and Youth Advocate reporting** will measure number and percentage of enrolled students being served and assessed for advocacy services and number and percentage who receive referrals and case management as appropriate to the assessments.

**9. The Evaluator will make quarterly site visits** to work with the principle program personnel to monitor, encourage, and help trouble-shoot programmatic issues, which arise as the program is instituted and implemented. The program data will be collected and made accessible via internal agency quarterly Grant Performance reports.

**10.** The Evaluator will organize the **cumulative quarterly data** into the OIE format to be submitted for yearly review.

**11. The yearly Comprehensive Review of the Program** will entail the documentation of all quantitative and qualitative measures of program workings and the improvements made for increase in effectiveness of the program implementation.

The program models and implementation and the adjustments made for improvement will be carefully studied and articulated in the quarterly and yearly performance reports over the four years of the grant, and the final report will be a complete document, which describes in detail a replicable demonstration of the grant program components and effective strategies suitable for replication or testing in other settings.



San Juan School District is located in the Four Corners/Southeastern Utah area. The geographic communities to be served include the schools in our district with large percentages of American Indian students:

- ◆ Blanding-three schools, with both Navajo and Ute students (the White Mesa community is located just outside of Blanding and is part of the Ute Mountain Ute lands).
- ◆ Bluff Elementary-borders the Navajo Reservation.
- ◆ Five schools located within the Navajo Nation boundary: Montezuma Creek Elementary, Whitehorse High School, T se'biinidzsigai Elementary, Monument Valley High School and Navajo Mountain High School.



**MAY 2016**

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**DATE:** *Wednesday, May 11, 2016*

**TIME:** *5:30 PM*

**LOCATION:** *District Office, Blanding, Utah*

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- I. WELCOME / INTRODUCTIONS / TIME FOR REVERENCE**
  
- II. APPROVE AGENDA**
  
- III. APPROVE MINUTES**
  
- IV. SCHOOL REPORTS (10 minute limit)**
  - *Northern Schools*      ● *Central Schools*      ● *Southern Schools*
  
- V. BUSINESS**
  - a. San Juan School District JOM**
    - i. April Reimbursement**
    - ii. Standing Tall Awards Ceremony, May 12, 6:00 pm**
  - b. Navajo Nation JOM**
  - c. National JOM**
  - d. Other**
    - i. Native Youth Community Grant**
  
- VI. TRAVEL VOUCHERS**
  
- VII. NEXT MEETING – Negotiation June 2016**
  
- VIII. ADJOURN**

**ANNUAL FINANCIAL REPORT  
SCHEDULE L  
UTAH STATE OFFICE OF EDUCATION  
INDIRECT COST NEGOTIATION AGREEMENT**

**25 SAN JUAN DISTRICT**

The indirect cost rates contained herein are for use on grants and contracts with the Federal Government to which the OMNI Circular, Cost Principles for State, Local and Indian Tribal Government applies, subject to the limitations contained in Section II, A of this agreement. The rates were negotiated by the Utah State Office of Education and the Department of Education in accordance with the authority contained in 200.414© and 200.306(b - h).

**SECTION I: Rates**

<u>TYPE</u>	<u>METHOD</u>	<u>EFFECTIVE</u>	<u>RATE*</u>	<u>APPLICABLE TO</u>
Fixed w/carry forward	Non-restricted	July 1, 2016 - June 30, 2017	19.07%	Instructional Programs
Fixed w/carry forward	Non-restricted	July 1, 2016 - June 30, 2017	0.00%	School Food Programs
Fixed w/carry forward	Restricted	July 1, 2016 - June 30, 2017	3.51%	Instructional Programs

\* Base: Total direct costs LESS equipment purchases, alterations, and renovations, flow-thru funds, and expenditures classified as "other objects" (object class 800), and charges to reserve accounts.

**SECTION II: General**

- A. **LIMITATIONS:** Use of the rates contained in this agreement is subject to any statutory or administrative limitations and is applicable to a given grant or contract only to the extent that funds are available. Acceptance of the rates agreed to herein is predicated upon the conditions: (1) that no costs other than those incurred by the district or allocated to the district via an approved Central Service cost allocation plan were included in its indirect cost pool as finally accepted and that such incurred costs are legal obligations of the district and allowable under the governing cost principles, (2) that the same costs that have been treated as indirect costs have not been claimed as direct costs, (3) that similar types of costs have been accorded consistent treatment, and (4) that the information provided by the district which was used as a basis for acceptance of the rates agreed to herein is not subsequently found to be materially inaccurate.
- B. **AUDIT:** Adjustments to amounts resulting from audit of the cost allocation plan upon which the negotiation of this agreement was based will be compensated for in a subsequent negotiation.
- C. **CHANGES:** Fixed or predetermined rates contained in this agreement are based on the organizational structure and the accounting system in effect at the time the proposal was submitted. Changes in the organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the authorized representative of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowances.
- D. **FIXED RATES:** The fixed rates contained in this agreement are based on an estimate of the costs which will be incurred during the period for which the rate applies. When the actual costs for such period have been which determined, an adjustment will be made in the negotiation following such determination to compensate for the difference between that cost used to establish the fixed rate and that which would have been used were the actual costs known at the time.
- E. **NOTIFICATION TO FEDERAL AGENCIES:** Copies of this document may be provided to other Federal offices as a means of notifying them of the agreement contained herein.
- F. **SPECIAL REMARKS:** Federal programs currently reimbursing indirect costs to the district by means other than the rates cited in this agreement should be credited for such costs and the applicable rate cited herein applied to the appropriate base to identify the proper amount of indirect costs allocable to the program.

**Memorandum of Understanding  
By And Between**

**SAN JUAN SCHOOL DISTRICT**

Bluff Elementary School; Montezuma Creek Elementary School; Whitehorse High School  
Monument Valley High School; Tse'biinidzizgai Elementary School; Navajo Mountain High School  
Blanding Elementary School; Albert R. Lyman Middle School; San Juan High School

**And**

**THE NAVAJO NATION  
Peacemaker Program**

**Office of Dine' Youth  
and**

**Utah Navajo Health Systems (UNHS)**

**PEACEMAKER PROGRAM**

**For The**

**Provision of a Traditional Program Specialist to provide services to the above named schools.**

I. This Memorandum of Understanding ("MOU") is entered into as of the 23 day of May, 2016, by San Juan School District schools

-and between members and the Navajo Nation Peacemaking Program ("NNPP"); for the provision of services designed to model to students the peacemaking design for conflict resolution and to provide restorative cultural education for American Indian students in San Juan School District.

WHEREAS, San Juan School District is dedicated to providing a sound and safe environment where students of all ages can learn to make safe and healthy choices concerning their personal behavior both at school and in their home community;

WHEREAS, San Juan School District supports a pro-active approach to eliminate unhealthy behaviors, and wishes to establish healthy behavior patterns in our students before behavioral problems arise,

WHEREAS, San Juan School District believes that culturally grounded approaches can be instrumental in establishing these healthy student behaviors. We invite the NNPP-trained Peacemakers to work directly with our students by mentoring high risk youth, modeling conflict resolution for the population at large, and teaching cultural information;

NOW THEREFORE, the parties agree as follows:

1. Purpose

The purpose of this Agreement is to form a Partnership to provide an environment supporting the services of NNPP certified Peacemakers; while working to receive and administer grant funds for the expansion of services to the students of the Partnership and other public services entities including law enforcement and mental health.

Assigned Traditional Program Specialist will:

- Provide foundation training in Navajo Nation Peacemaking to all students and school educators at the beginning and middle of each school year;
- Provide on-going training in each school during afterschool cultural events and when possible during Heritage Language classes;
- Help create peer leadership program to promote NNPP in the school;
- Develop protocol for integrating students from the criminal justice system back into school. Transition staff and services to ensure a smooth transition;
- Provide link between probation officer, principal, teacher and social worker;
- Serve as liaison to Navajo Nation District Courts and Department of Justice;
- Work with school to identify and intervene early with students who are truant from school;
- Institutionalize and sustain project innovations (professional development, materials, etc.); and
- Have access to and administer screenings, assessments and other data that can inform services;
- Participate in grant-required data collection, progress reports and meetings, including data related to the six GPRA performance measures for the Native Youth Community Grant program.

The Partners will:

- Meet with representatives of local community agencies to further define needs, gaps and available services;
- Involve parents and community in project design, implementation and evaluation;
- Implement all required components of proposed Native Youth Community Grant application, including Peacemakers, and Alcohol, Tobacco and Other Drugs (ATOD) prevention, including:
- Hold Partnership Peacemaking afterschool activities that invite and involve all students, school, family, and community partners;
- Organize agency and school resources with flowcharts, protocols and agreement structures.
- Provide for a tiered structure of services for students that includes prevention, flexible support and intense wrap around services.
- Develop a student staffing structure that would include: weekly school staffing meetings and monthly school/agency meetings to ensure coordination of prevention activities and focused support for students needing more intense services.
- Participate in grant-required data collection, progress reports, and meetings—including data related to the six GPRA performance measures for the Native Youth Community Grant program;

The schools will provide NNPP Peacemakers with time and space for work with students and the use of a copy machine, fax machine and telephone as needed for his or her work.

II. This Memorandum of Understanding ("MOU") is entered into as of the 23 day of May, 2016, by San Juan School District schools

and between members and the Navajo Nation Office of Dine' Youth; for the provision of services designed to provide coordinated social services for American Indian students in San Juan School District.

WHEREAS, San Juan School District is committed to improving American Indian students' opportunities to develop leadership and participate in healthy student activities, and believes the Navajo Nation shares this same goal;

WHEREAS, San Juan School District would like to partner with the Navajo Nation to collaborate in designing quality student programs and activities; we invite the Office of Dine Youth to partner with the District in an effort to secure a Native Youth Community Grant with the goal of improving and expanding student leadership opportunities.

Office of Dine' Youth will:

- Participate in planning meetings to develop a program that will promote healthy generations of youth who can successfully live in a diverse society.
- Share expertise regarding resources, student leadership programs and potential student activities that will help students gain leadership and resilience skills;
- Provide link between school and Navajo Nation student programs;
- Have access to and administer screenings, assessments and other data that can inform services;
- Participate in grant-required data collection, progress reports and meetings, including data related to the six GPRA performance measures for the Native Youth Community Grant program.

The Partners will:

- Meet with representatives of local community agencies to further define needs, gaps and available services;
- Involve parents and community in project design, implementation and evaluation;
- Organize agency and school resources with flowcharts, protocols and agreement structures.
- Participate in grant-required data collection, progress reports, and meetings—including data related to the six GPRA performance measures for the Native Youth Community Grant program;

III. This Memorandum of Understanding ("MOU") is entered into as of the 24 day of May, 2016, by San Juan School District schools

and between members and the Utah Navajo Health Systems (UNHS); for the provision of services designed to provide coordinated social services for American Indian students in San Juan School District.

WHEREAS, San Juan School District wishes to maximize behavioral services for Native American students and families with the goal of overcoming organizational barriers to provide a seamless and effective system of support.

WHEREAS, San Juan School District wishes to develop a wrap-around coordinated approach that articulates a tiered system of both prevention and intervention for students who need

appropriate social services, we invite Utah Navajo Health Systems to work with us to develop a model of support.

Utah Navajo Health Systems will:

- Participate in planning meetings to develop an effective, coordinated system of support and response of behavioral health needs, including prevention and interventions;
- Participate in planning meetings to develop flowcharts and protocols for the school to use to engage appropriate Navajo Nation and San Juan County behavioral health resources;
- Attend a monthly coordination meeting at area schools to plan prevention activities, to staff high risk students with needed resources and to review and improve service delivery ;
- Provide link between school social worker and Navajo Nation agencies;
- Have access to and administer screenings, assessments and other data that can inform services;
- Participate in grant-required data collection, progress reports and meetings, including data related to the six GPRA performance measures for the Native Youth Community Grant program.

The Partners will:

- Meet with representatives of local community agencies to further define needs, gaps and available services;
- Involve parents and community in project design, implementation and evaluation;
- Organize agency and school resources with flowcharts, protocols and agreement structures.
- Provide for a tiered structure of services for students that includes prevention, flexible support and intense wrap around services.
- Develop a student staffing structure that would include: weekly school staffing meetings and monthly school/agency meetings to ensure coordination of prevention activities and focused support for students needing more intense services.
- Participate in grant-required data collection, progress reports, and meetings—including data related to the six GPRA performance measures for the Native Youth Community Grant program;

2. Term

This Agreement shall commence on 09/01/16 and shall terminate on 08/31/20, but shall be replaced by a new MOU should funding be received.

3. Governance

Although functioning in a school setting, the NNPP Peacemaker will be governed by NNPP protocols under the supervision of a NNPP-certified coordinator.

4. Applicable Law

This Agreement shall be governed and interpreted in accordance with the laws of the Navajo Nation.

5. Entire Agreement

The parties acknowledge and agree that they have not relied upon any statements, representations, agreements, or warranties, except as expressed herein, and that this Agreement constitutes the parties' entire agreement with respect to matters addressed herein.

**Signatures:**

This contract is not valid or binding on any party unless signed by all persons set forth below. This contract is entered into between the parties on the date set out below as represented by the affixed signatures. Those persons signing on behalf of the respective parties represent that they are authorized to sign and to bind their principles.

Executed this 24<sup>th</sup> day of May, 2016, by the parties hereto.

FOR:

**San Juan School District**  
[Signature] 5/17/16  
**Douglas E. Wright, Superintendent** Date

**Bluff Elementary**  
(b)(6) 5/18/16  
**Barbara Silversmith, Principal** Date

**Montezuma Creek Elementary**  
(b)(6) 5/18/16  
**Boyd Silversmith, Principal** Date

**Tse'biinidziseai Elementary**  
(b)(6) 5/18/16  
**Lisa Young** Date

**Blanding Elementary**  
(b)(6) 5/18/16  
**Mark Burge, Principal** Date

**Whitehorse High School**  
(b)(6) 5/18/16  
**Kim Schaefer, Principal** Date

**Monument Valley High School**  
(b)(6) 5/18/16  
**Spencer Singer, Principal** Date

**Nasark Mountain High School**  
(b)(6) 5/18/16  
**Gary Rock, Principal** Date

**Albert R. Lamm MS**  
(b)(6) 5/18/16  
**Aaron Brewer, Principal** Date

**San Juan High School**  
(b)(6) 5/18/16  
**Bob Peterson, Principal** Date

FOR:

**Navajo Nation Judicial Branch**  
(b)(6) 5/23/2016  
**Allen Sloan, Chief Justice** Date

**Navajo Nation Peacemaking Program**  
(b)(6) 5/23/16  
**Rohan Bitsuie, Coordinator** Date

**Navajo Nation Office of Dine' Youth**  
(b)(6) 5/23/16  
**Ron Duncan, Depart. Manager** Date

**Utah Navajo Health Systems**  
(b)(6) 5/24/16  
**Michael Jensen, CEO** Date

DATE: May 25, 2016

RESOLUTION NO : 2016-089



**RESOLUTION**

**UTE MOUNTAIN UTE TRIBAL COUNCIL**

**REFERENCE: SAN JUAN SCHOOL DISTRICT MOU IN SUPPORT FOR NATIVE YOUTH COMMUNITY PROJECT DEMONSTRATION GRANT**

WHEREAS, the Constitution and By-Laws of the Ute Mountain Ute Tribe, adopted June 6, 1940, and subsequently amended, provides in Article III that the governing body of the Ute Mountain Ute Tribe is the Ute Mountain Ute Tribal Council and sets forth in Article V the powers of the Ute Mountain Ute Tribal Council exercised in this Resolution;

WHEREAS, the Tribal Council is committed to programs that benefit the social and public well-being of the Ute Mountain Ute tribal members; and

WHEREAS, The Tribe does have a Truancy Ordinance approved by Council Resolution #2001-022 and amended by Resolutions #2006-001 and Resolution #2012-062;

WHEREAS, the Tribal Council provides support to San Juan School District in Blanding, Utah by providing partnership and collaboration in the application for a Federal Indian Demonstration Grant; and

WHEREAS, the Tribal Council supports an MOU between Ute Mountain Ute Tribe and San Juan School District entailing various duties to be fulfilled by both;

WHEREAS, San Juan School District will apply for a four year, \$5 million dollar Federal Indian Demonstration Grant, starting September 2016 and ending September 2020, upon approval; and

NOW, THEREFORE BE IT RESOLVED, the Tribal Chairman is authorized to negotiate and execute the contract and any amendments thereto, and this authority will remain in effect until revoked by Resolution, and

BE IT FINALLY RESOLVED that the Ute Mountain Ute Tribal Council is authorizing the Chairman to sign this resolution and is further authorized to take such action as may be necessary to carry out the intent of this Resolution.

Resolution 2016

1 of 2

The foregoing Resolution was duly adopted the 25<sup>th</sup> day of May, 2016.

(b)(6)

Manuel Heart, Chairman  
Ute Mountain Ute Tribal Council

**CERTIFICATION**

This is to certify that there was a quorum of 7 Tribal Council members present at the official meeting of the Ute Mountain Ute Tribal Council held on May 25, 2016, that 6 voted for, 0 opposed, and this Resolution was therefore duly adopted.

(b)(6)

Michela F. Alire  
Recording Secretary  
Ute Mountain Ute Tribal Council

**Memorandum of Understanding  
By And Between**

**SAN JUAN SCHOOL DISTRICT**

Blanding Elementary School; Albert R. Lyman Middle School; San Juan High School

**And**

**UTE MOUNTAIN UTE TRIBE  
White Mesa Education**

**For The  
Provision of forming a curriculum/program development committee to provide services to  
the above named schools.**

**I. This Memorandum of Understanding (“MOU”) is entered into as of the 25 day of  
May, 2016, by San Juan School District schools**

**-and between members and the Ute Mountain Ute Tribe (UMU); for the provision of  
development of a peacemaking curriculum/program for conflict resolution and to provide  
restorative cultural education for Ute students in San Juan School District.**

WHEREAS, San Juan School District is dedicated to providing a sound and safe environment  
where students of all ages can learn to make safe and healthy choices concerning their personal  
behavior both at school and in their home community;

WHEREAS, San Juan School District supports a pro-active approach to eliminate unhealthy  
behaviors, and wishes to establish healthy behavior patterns in our students before behavioral  
problems arise,

WHEREAS, San Juan School District believes that culturally grounded approaches can be  
instrumental in establishing these healthy student behaviors. We invite the Ute Mountain Ute  
Tribe/White Mesa Education Department to form a curriculum development committee in order  
to create a Ute Peacemaking program with the goal to provide a framework to: mentor high risk  
youth, model conflict resolution for the population at large, and teach cultural information;

NOW THEREFORE, the parties agree as follows:

**1. Purpose**

The purpose of this Agreement is to form a Partnership to provide an environment supporting  
the services of UMU Peacemakers; while working to receive and administer grant funds for  
the expansion of services to the students of the Partnership and other public services entities  
including law enforcement and mental health.

Assigned Traditional Program Specialist will:

- Provide foundation training in Ute Peacemaking to students and school educators at the beginning and middle of each school year;
- Provide on-going training in schools during afterschool cultural events;
- Help create peer leadership program to promote Peacemaking in the school;
- Develop protocol for integrating students from the criminal justice system back into school. Transition staff and services to ensure a smooth transition;
- Provide link between probation officer, principal, teacher and social worker;
- Serve as liaison to Courts and schools;
- Work with school to identify and intervene early with students who are truant from school;
- Institutionalize and sustain project innovations (professional development, materials, etc.); and
- Have access to and administer screenings, assessments and other data that can inform services;
- Participate in grant-required data collection, progress reports and meetings, including data related to the six GPRA performance measures for the Native Youth Community Grant program.

The Partners will:

- Meet with representatives of local community agencies to further define needs, gaps and available services;
- Involve parents and community in project design, implementation and evaluation;
- Implement all required components of proposed Native Youth Community Grant application, including Peacemakers, and Alcohol, Tobacco and Other Drugs (ATOD) prevention, including:
- Hold Partnership Peacemaking afterschool activities that invite and involve all students, school, family, and community partners;
- Organize agency and school resources with flowcharts, protocols and agreement structures.
- Provide for a tiered structure of services for students that includes prevention, flexible support and intense wrap around services.
- Develop a student staffing structure that would include: weekly school staffing meetings and monthly school/agency meetings to ensure coordination of prevention activities and focused support for students needing more intense services.
- Participate in grant-required data collection, progress reports, and meetings—including data related to the six GPRA performance measures for the Native Youth Community Grant program;

The schools will provide Peacemakers with time and space for work with students and the use of a copy machine, fax machine and telephone as needed for his or her work.

II. This Memorandum of Understanding (“MOU”) is entered into as of the 25 day of May, 2016, by San Juan School District schools

and between members and the Ute Mountain Ute Behavioral Health; for the provision of services designed to provide coordinated social services for American Indian students in San Juan School District.

WHEREAS, San Juan School District wishes to maximize behavioral services for Native American students and families with the goal of overcoming organizational barriers to provide a seamless and effective system of support.

WHEREAS, San Juan School District wishes to develop a wrap-around coordinated approach that articulates a tiered system of both prevention and intervention for students who need appropriate social services, we invite Ute Mountain Ute Behavioral Health specialists to work with us to develop a model of support.

Behavioral Health Specialist will:

- Participate in planning meetings to develop an effective, coordinated system of support and response of behavioral health needs, including prevention and interventions;
- Participate in planning meetings to develop flowcharts and protocols for the school to use to engage appropriate Ute Nation and San Juan County behavioral health resources;
- Attend a monthly coordination meeting at area schools to plan prevention activities, to staff high risk students with needed resources and to review and improve service delivery ;
- Provide link between school social worker and Ute agencies;
- Have access to and administer screenings, assessments and other data that can inform services;
- Participate in grant-required data collection, progress reports and meetings, including data related to the six GPRA performance measures for the Native Youth Community Grant program.

The Partners will:

- Meet with representatives of local community agencies to further define needs, gaps and available services;
- Involve parents and community in project design, implementation and evaluation;
- Organize agency and school resources with flowcharts, protocols and agreement structures.
- Provide for a tiered structure of services for students that includes prevention, flexible support and intense wrap around services.
- Develop a student staffing structure that would include: weekly school staffing meetings and monthly school/agency meetings to ensure coordination of prevention activities and focused support for students needing more intense services.

- Participate in grant-required data collection, progress reports, and meetings—including data related to the six GPRA performance measures for the Native Youth Community Grant program;

III. This Memorandum of Agreement (“MOA”) is entered into as of the 25 day of May, 2016, by San Juan School District schools

and between members and the White Mesa Education Department; for the provision of services designed to provide coordinated social services for American Indian students in San Juan School District.

WHEREAS, San Juan School District is committed to improving American Indian students’ opportunities to develop leadership and participate in healthy student activities, and believes the Ute Mountain Ute Tribe shares this same goal;

WHEREAS, San Juan School District would like to partner with the Ute Mountain Ute Tribe to collaborate in designing quality student programs and activities; we invite the White Mesa Education Department to partner with the District in an effort to secure a Native Youth Community Grant with the goal of improving and expanding student leadership opportunities.

White Mesa Education Department will:

- Participate in planning meetings to develop a program that will promote healthy generations of youth who can successfully live in a diverse society.
- Share expertise regarding resources, student leadership programs and potential student activities that will help students gain leadership and resilience skills;
- Provide link between school and White Mesa Education student programs;
- Have access to and administer screenings, assessments and other data that can inform services;
- Participate in grant-required data collection, progress reports and meetings, including data related to the six GPRA performance measures for the Native Youth Community Grant program.

The Partners will:

- Meet with representatives of local community agencies to further define needs, gaps and available services;
- Involve parents and community in project design, implementation and evaluation;
- Organize agency and school resources with flowcharts, protocols and agreement structures.
- Participate in grant-required data collection, progress reports, and meetings—including data related to the six GPRA performance measures for the Native Youth Community Grant program;

## 2. Term

This Agreement shall commence on Sept 2016 and shall terminate on Sept. 2020, but shall be replaced by a new MOU should funding be received.

3. Governance

Although functioning in a school setting, the UMU Peacemaker will be governed by UMU protocols under the supervision of a UMU-certified coordinator.

4. Mutual Indemnification

Each party agrees to indemnify, defend, and hold harmless the other parties from and against any and all claims, losses, liability, costs or expenses (including reasonable attorney fees), hereinafter collectively referred to as "claims", arising out of bodily injury to any person or property damage, but only to the extent that such claims which result in vicarious/derivative liability to the indemnitee are caused by the act, omission, negligence, misconduct, or other fault of the indemnitor, its officers, officials, agents, employees, or volunteers.

5. Applicable Law

This Agreement shall be governed and interpreted in accordance with the laws of the Ute Mountain Ute Tribe.

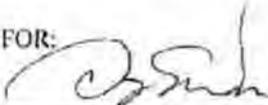
6. Entire Agreement

The parties acknowledge and agree that they have not relied upon any statements, representations, agreements, or warranties, except as expressed herein, and that this Agreement constitutes the parties' entire agreement with respect to the matters addressed herein

**Signatures:**

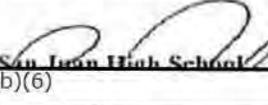
This contract is not valid or binding on any party unless signed by all persons set forth below. This contract is entered into between the parties on the date set out below as represented by the affixed signatures. Those persons signing on behalf of the respective parties represent that they are authorized to sign and to bind their principles.

Executed this 25 day of May, 2016, by the parties hereto.

FOR:  5/19/16  
Douglas E. Wright, Superintendent Date

Blanding Elementary  
(b)(6) 5-18-16  
Mark Burge, Principal Date

Albert R. Lyman Middle School  
(b)(6) 5/18/16  
Aaron Brewer, Principal Date

  
San Juan High School  
(b)(6) 5/18/16  
Bob Peterson, Principal Date

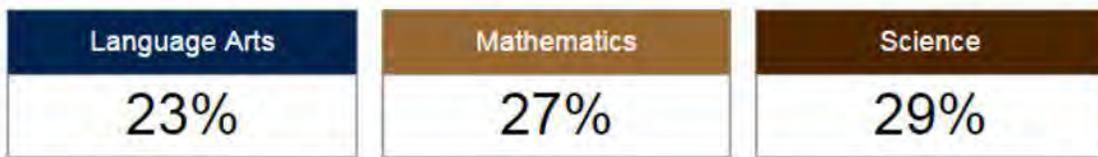
FOR  
Ute Mountain Ute Tribe  
(b)(6) 5-25-16  
Manuel Heart, Chairman Date

White Mesa Education  
(b)(6) 5-25-16  
Grjselda Rogers, Coordinator Date

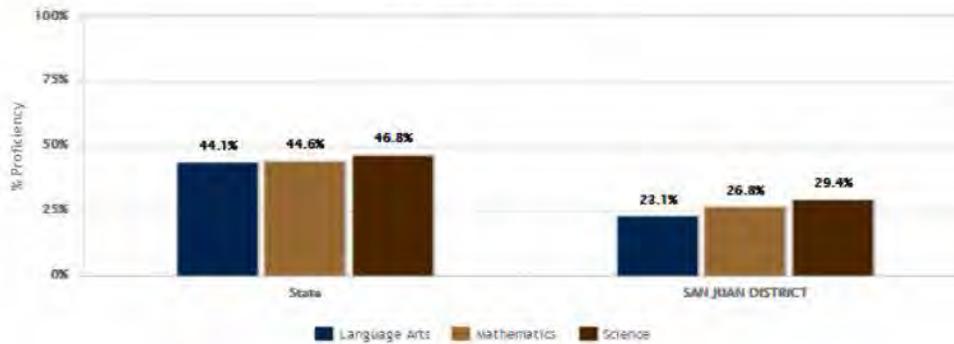
## Needs Assessment/Additional Data

San Juan School District Native American students have great need for more effective support in order to become College and Career Ready. A large learning gap exists between Caucasian and Native American students as evidenced by the State of Utah's end of level SAGE assessment.

### SAGE Results for SAN JUAN DISTRICT



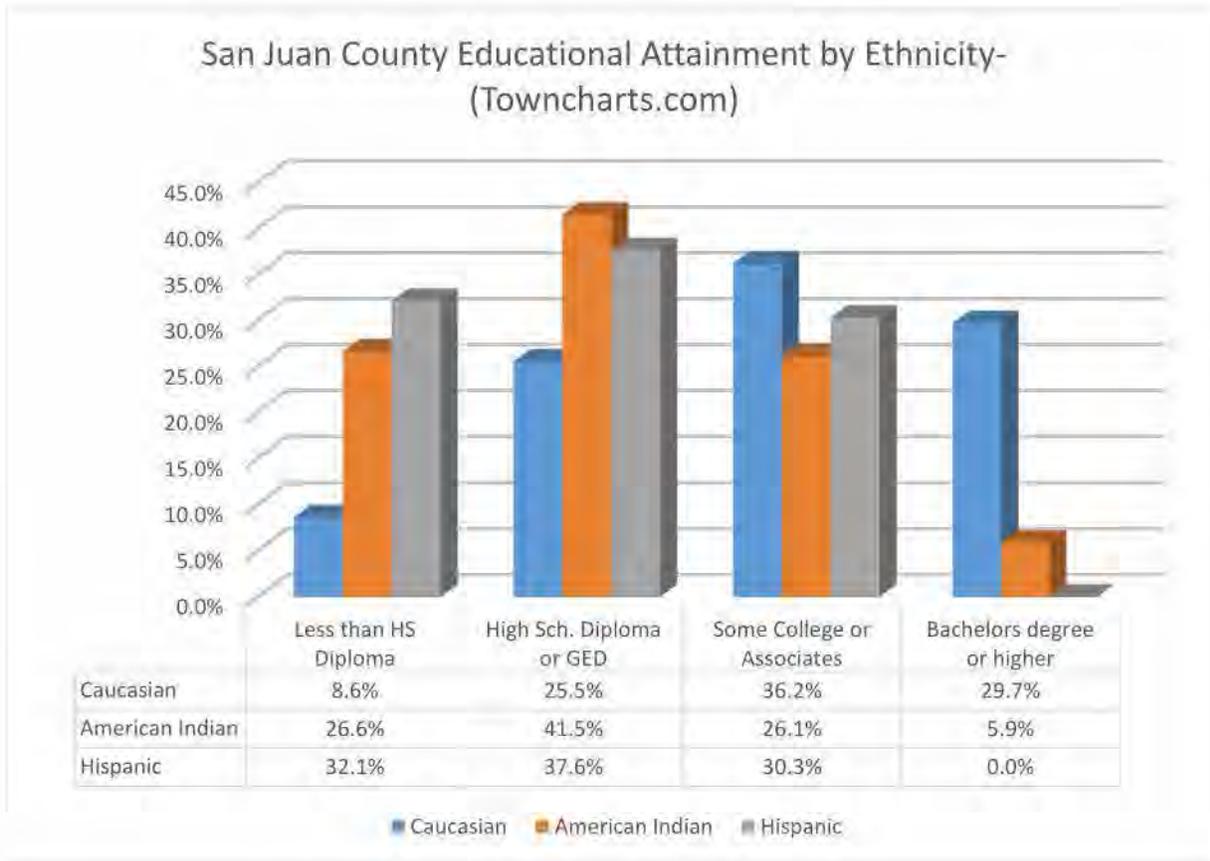
2015 SAGE % Proficient



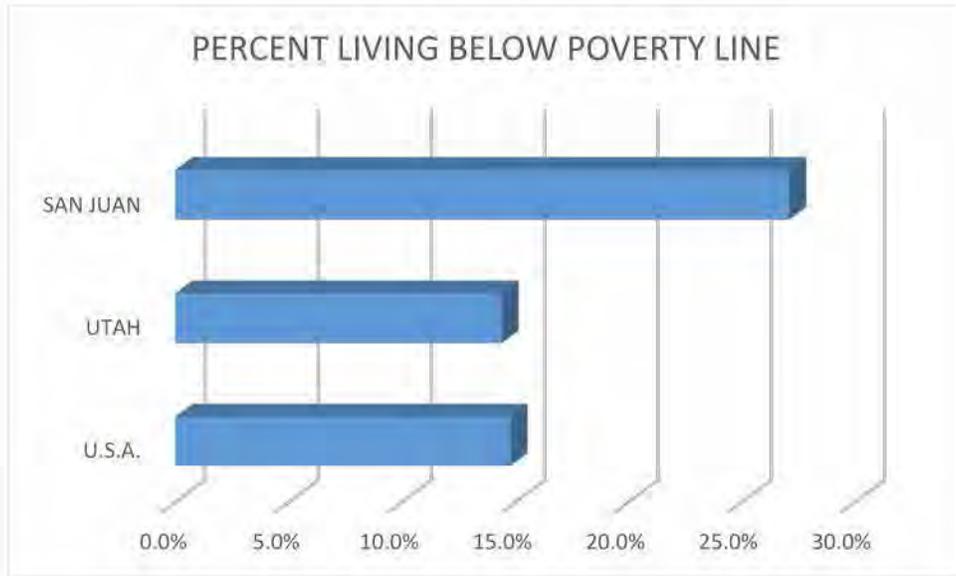
### SAGE Results for SAN JUAN DISTRICT by Demographic Group

Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	23.1%	26.8%	29.4%
African American	N<10	N<10	N<10
American Indian	7.5%	7.3%	8.9%
Asian	N<10	N<10	N<10
Caucasian	43.1%	52.6%	58.3%
Hispanic	28.4%	36.4%	30.0%
Multiple Races	20%-29%	20%-29%	≤20%
Pacific Islander	N<10	N<10	N<10
Female	26.2%	24.6%	27.0%
Male	20.1%	28.9%	31.7%
Economically Disadvantaged	23.1%	26.8%	29.4%
Limited English Proficiency	4.3%	5.0%	2.3%
Students with Disabilities	≤2%	3.5%	5.3%
Mobile	6.8%	11.5%	11.7%

This low achievement in grades K-12 results in a great disparity of post-secondary achievement for adults in San Juan County, which in turn affects economic levels for Native American families.

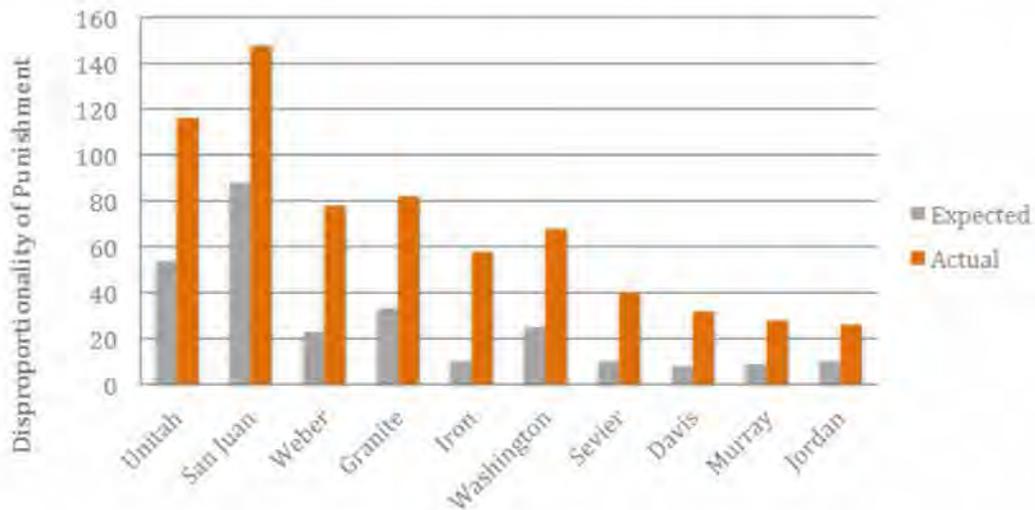


	<b>Free &amp; Reduced Lunch-</b>	<b>% McKinney Homeless</b>	<b>% Special Education</b>
Blanding El.	69%	6%	17%
Lyman Middle Sch.	64%	10%	14%
San Juan HS	48,3%	7%	12%
Bluff El.	100%	42%	16%
Montezuma Cr. El.	100%	79%	17%
Whitehorse HS	99.8%	27%	12%
Tse'bilnidzizgai El	100%	66%	13%
Monument Val. HS	100%	37%	13%
Navajo Mtn.	100%	65%	21%



According to the University of Utah’s Public Policy Center, the rate San Juan SD disciplines Native American students is statically disproportionate with Caucasian students and the numbers are significant.

**Figure 7: Worst Performing Districts for Disciplinary Action – American Indian Students**



**SAVE THE DATE!**

**Thursday, April 7, 2016**

**9:30-12:30**

**Whitehorse High School**

*San Juan School District is in the process of applying for a*

**Native Youth Community Grant**

*with the goal of providing coordinated behavioral and educational services for our Native American students using culturally appropriate approaches.*

*We are seeking partners and input into this important project and would welcome your participation!*

**Lunch will be provided**

**Please RSVP by Monday, April 4<sup>th</sup>,  
so we can be sure we order enough food and materials.**

*Sheri Montella or Celeste Dayish*

[smontella@sjsd.org](mailto:smontella@sjsd.org)

[cdayish@sjsd.org](mailto:cdayish@sjsd.org)

435-678-1206

435-678-1316

*We hope you can come and look forward to working with you.*



# *Native Youth Community Grant Input Meeting*

## Agenda:

- 9:30 Welcome and introductions
- 10:00 Overview of the grant, needs & proposed model
- 10:45 Work session by community/interest groups  
This is your chance to discuss and give specific input.  
a) Partnerships  
b) MOU draft  
c) Model
- 11:45 Lunch *(Please take the online survey during lunch break)*
- 12:15 Report your group's main recommendations  
Wrap-up

***Thank You for Your Time and Support***



Native Youth Community Grant Input Meeting Roll – Please Sign In

NAME	TITLE	ORGANIZATION	EMAIL
(b)(6)	Domestic Violence + Sexual		(b)(6)
	Assault Awareness Coordinator	Ute Mountain Ute Tribe Social Serv	
	Trans. Prog. Spc/Hs	NW Reconciliation	
	" " "	" "	
	Assistant Principal	SJSD	
	SJH		
	Asst. Program Director	DJSS Juvenile Justice Services	
	Principal Investigator	Naco Research	
	<del>THE</del> Turnaround Specialist	USOE	
	Aditonal/Helper/Counselor	LHS FCRHC HPDP	
	Family Therapist	Navajo Soc. Srv.	
	ARL Principal	ARL MS (SSSD)	
	Education Director	Ute Mtn Ute Tribe	
	SPED	SSSD	
	Sch Bd	SJSD	
	WHS AP	WHS	
	BES - Counselor	SSSD	
	Bluff Principal	SSSD	

Native Youth Community Grant Input Meeting Roll – Please Sign In

NAME	TITLE	ORGANIZATION	EMAIL
(b)(6)	Victim Specialist	FBI	(b)(6)
	Victim advocate	SJCAO	
	Victim Advocate	UNHS	
	Principal MCES	SJSP	
	Prevention Coordinator	SJCC	
	Family Resource Facilitator	SJCC	
	Elementary Sup.	SJSD	
	Admin. Sec.	SJSD	
	Vice Principal (MVHS)	Monument Valley HS	
	Program Supervisor	Office of Dine Youth	

Native Youth Community Grant Input Meeting Roll – Please Sign In

NAME	TITLE	ORGANIZATION	EMAIL
(b)(6)	Principal	Navajo Mountain	(b)(6)
	Principal	WHS	
	Clinical Director	San Juan Council	
	Bilingual Educ. Director	SSD	



## Native Youth American Community Project

**Overview**

- Federal Indian Demonstration Grant—up to 4 years
- Goal is to remove barriers and increase opportunities to help American Indian students be "College and Career Ready"
- Required that applicant is a member of a partnership between at least 1 LEA (District), funded school and at least 1 tribe (can be agency of tribe). Requires that an MOU is developed between partners.
- Intent is to develop culturally appropriate approaches to removing barriers and increasing opportunities.
- Must use data to inform needs assessment and to govern project.

## San Juan School District Target Communities

Year	Enrollment	% of Total
2013	24	1.2%
2014	24	1.0%
2015	24	1.0%
Total	72	1.0%

Year	Enrollment	% of Total
2013	278	10.5%
2014	282	10.5%
2015	282	10.5%
Total	842	10.5%

Year	Enrollment	% of Total
2013	278	10.5%
2014	282	10.5%
2015	282	10.5%
Total	842	10.5%

## Summary of Needs Assessment

**Academic Indicators**

- None of our American Indian students scored "College and Career Ready" on the 2015 ACT college entrance exam on all 4 areas, 1 student in 3 areas; 4 students in 2; and 8 students in 1 area.
- An unacceptable and persistent gap exists between our American Indian students and our Caucasian students (and larger for EL students) on the State's end of year SAGE assessment).
  - **Language Arts-33.9%, EL -39.9%**
  - **Mathematics-34.7%, EL-37.6%**
  - **Science-34.9%, EL-45.8%**

	Caucasian	American Indian
High School Diploma or GED	85.8%	66.3%
Some College or Associate's	34.2%	15.1%
GED/High School Diploma	14.7%	1.9%

## Summary of Needs Assessment

**Social Indicators**

	Free & Reduced Lunch	% At-Risk Homeless	% Special Education
Blending IS	67%	6%	1.7%
Linden Middle Sch.	64%	10%	14%
San Juan HS	48.3%	7%	12%
SHJHS	100%	42%	16%
Marathon E. & S.	100%	79%	1.7%
Whitehorse HS	99.8%	27%	1.2%
Turkeyfoot HS	100%	60%	1.3%
Marathon Val. HS	100%	37%	1.2%
Marathon Mts.	100%	65%	21%

## Summary of Needs Assessment

Districtary Action 7013-04  
American Indian Students

Metric	Value
Marathon Mts.	N/CID
Marathon Mts. HS	17%-N/CID
Whitehorse HS	15%-35%
Turkeyfoot HS	13%
Epinephrine Middle School	22%

### Pressing concerns

- Recent school and community suicides and attempts (4), prompting NN Health officials to declare a state of emergency.
  - Navajo Nation Mental Health-Red Mesa
  - Native Hope
  - Utah Navajo Health Systems
  - San Juan Counseling
  - Utah State Office of Ed-Counseling, Equity and Prevention
- Recent community murders
- Colorado's legalization of marijuana.



### Summary of Needs Assessment

Despite abundance of resources we have difficulty at times providing services due to :

- Complex jurisdiction issues
- Duplication of services
- Lack of systematic, ongoing training for schools, parents and students
- Communication challenges
  - Difficulty with knowing who to contact and how
  - Lack of coordinated schedule of services and planning meetings
  - Lack of protocols



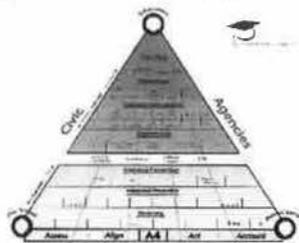
### Native Youth American Community Project

Proposed Model

1. Develop a more robust Peacemaking program and embed in the school community.
  - Provide for both more enriched cultural learning and conflict resolution services.
  - Coordinate with both the Heritage Language programs and after school programs.
  - Provide for funding for regular Peacemakers and for After-school Cultural Coordinators.
2. Organize resources with flowcharts, protocols and agreement structures.
3. Provide for a Tiered structure of services for students that includes prevention, flexible support and intense wrap around services.
4. Develop a staffing structure that would include: weekly school staffing meetings and monthly school/agency meetings.
5. Hire school social workers who would coordinate resources/referrals and all aspects of the grant at each school as well as manage case loads for most at-risk students.



### Tiered System Example (Ogden SD)



### Structures to consider

- Navajo Nation Peacemaking
- Aneth Family Court
- Family visits; Family Academic Parent & Teacher Teams (USOE/West Ed).
- Restoring Ancestral Winds, Inc
- San Juan County's Systems of Care (SOC)
- Ogden School District's Comprehensive Support Model
- Albert R. Lyman Middle School's Tracking and Support Model
- Other?



## Work Session

Please group by community: Blending/White Mesa; Mowizuma Creek/Bluff;  
Monument Valley/Navajo Mtn.

- For those of you involved in all communities, choose a group to work with.
- **Tasks**
  - Introduce yourself to the group
  - Use pyramid worksheet (3 Tier) to show what services your group would like to coordinate for:
    - All students (prevention/training)
    - Some students (flexible, short-term help)
    - Few students (intensive, longer-term help)
  - Review MOU draft and make recommendations for changes and corrections. (sample draft is Navajo Nation. We will need to put a similar MOU together for the Ute Tribe. Please make any suggestions).
  - Use input sheet to give us any additional information about your agencies services, ideas for coordination structures and interest level in the project.
  - Record your group's most important feedback on chart paper and be prepared to have a 5 minute share-out right after lunch.
  - Exchange contact information

thank  
you!

# ← Native Youth Community Grant



QUESTIONS

RESPONSES 25

## 25 responses



SUMMARY	INDIVIDUAL
---------	------------

Accepting responses

### Name and Title (18 responses)

Matthew  
Ellsworth Walden School

Lynn  
Bia BH Specialty / Victim Advocate

Ernest  
Harry Begay, Traditional Healer/Counselor

Trevor  
Olsen Assistant Principal, SJH

Aaron  
Brewer ARL Principal

principal

Shawn  
Ivins

Clayton  
Long Bilingual Education Director

Tony  
Done - SPED Director

Griselda  
L Rogers, Interim Executive Director

Celeste  
Dayish, Admin. Secretary

District  
Administration

Susan  
DeLorme

Wetona  
L. Becenti

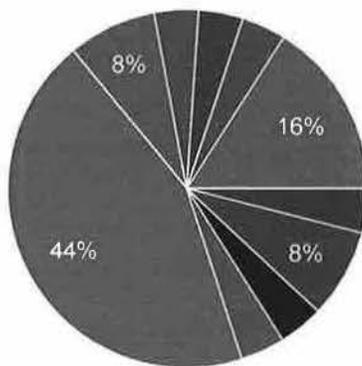
Alyn  
Mitchell - Prevention Coordinator / Family Resource Facilitator

Sheryl Garner

STAN  
NEZ/TRAD. PROG.SPECIALIST

Chester  
Stanley, Traditional Program Specialist

**Organization** (25 responses)



- Navajo Nation Peacemaking
- Navajo Nation Courts/Law
- Navajo Nation Behavioral Health
- Navajo Nation Other
- Ute Mountain Ute
- White Mesa Education
- San Juan School District
- San Juan County

▲ 1/2 ▼

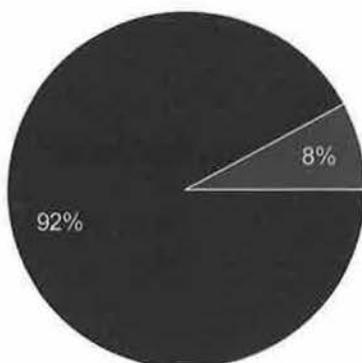


For each component listed below, click a ranking.





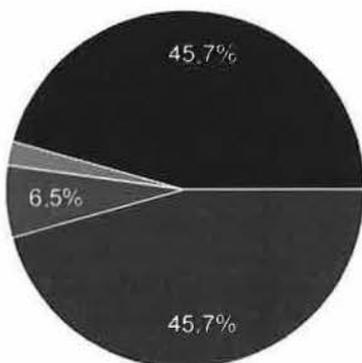
I support the effort to coordinate services and resources for Native Am



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



I believe my organization would have an interest in being involved in this



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

*Invalid question due to typo*



I am willing to advocate for the project and participate in providing coor





Please tell us any ideas you have that we should consider as we develop

get other agencies involve

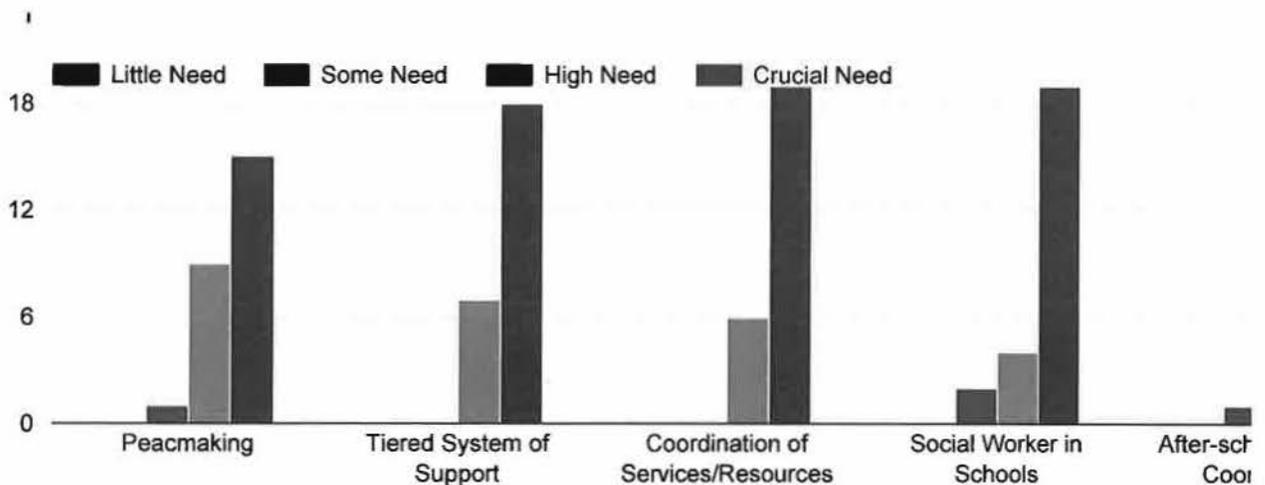
There are other resources on the Navajo Nation not only Peace Making.

At risk intervention, Student Service centers

Support from all agencies

Use the Navajo basket to show the 3 tier model instead of the triangle.

This project will be excellent and effective if there is a progress monitoring of the effectiveness of program and follow up on a consistent basis.



county.

Incorporating  
effective culturally programs

Develop  
a list of all of the different resources and make the list available to the  
community,

Contact  
the Navajo Nation Department of Dine Education

I  
believe that the collaboration between agencies and communities is a vital piece  
to helping our children.

Youth  
Coalitions / Wraparound to Fidelity Family Teams / After school community  
Centers / Cultural Competence and Unity

Home  
Visits; Academic Parent Teacher Teams

IDENTIFY  
ROOTS / FOUNDATION

need  
a personal directly working under this grant and with school as contact  
person.

good  
feedback

Please tell us any concerns you have that we need to address. (14 respons

more  
resources and need good communication yet support

none

Bring  
many cultures to the table to help coordinate in the areas where we have a need.

commitment  
and support

Coordination  
among different schools and agencies seems to be a concern that will need to be  
worked through.

It takes a Nation to develop a Native Child.

How will this project be sustained after the grant has expired?

Better communication with the schools and parents.

Helping Native American students achieve educational success

Generalize Navajo Nation Involvement but include NN Programs needed

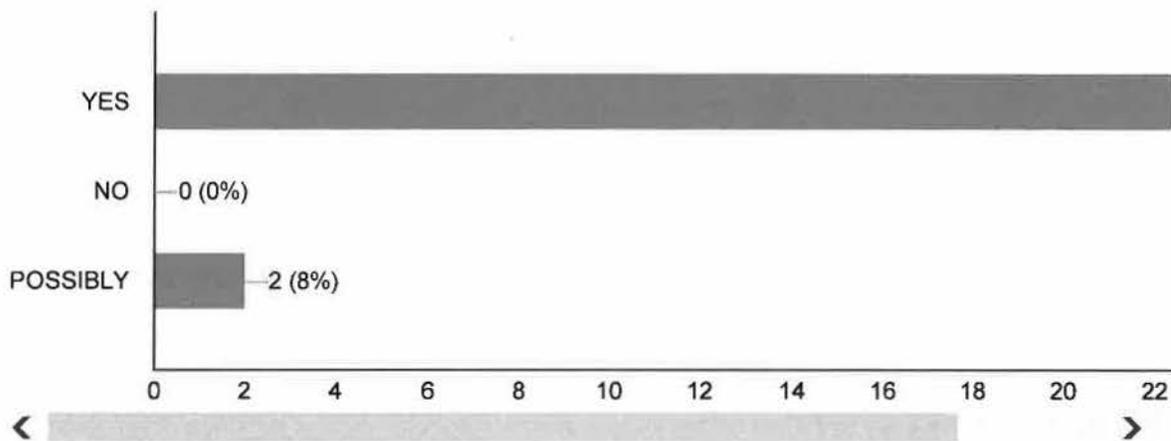
We have had difficulties with our truancy policies between communities and it would really help to all work together.

I just feel that respect and a sense of community collaboration is critical

DOMESTIC VIOLENCE

counseling

### Do you support pursuing a MOU with the Navajo Nation and Ute Mountain



### Any other comments? (7 responses)

Yeigo

Coordination  
of services is vital to the success of this program.

This  
project of coordinated services with all the various entities has been needed  
for so long, it's great to see this being started again in this type of format.  
Thank you to those who have had a hand in starting this project.

None

This  
appears to be a wonderful grant and should be highly considered.

I  
am excited about the possibilities this could afford for families in our  
area.

PEOPLE  
COMING TOGETHER IS A CEREMONY.

## **EVIDENCE OF CAPACITY**

This section is explained in detail in the Project Narrative piece of the grant. Please see Quality of Personnel – iii on page 17.

## DESCRIPTION OF CONTINUING ACTIVITIES

San Juan School District and partners are committed to continuing their collaboration in serving Native Youth and their families after the grant has expired. The project will allow the District to put in place a model that will guide tribal and agency relationships and practices in future years. This model will include: embedding Peacemaking practices for both Navajo and Ute tribes within our schools; holding community monthly collaboration/staffing meetings where partners will plan services for students and their families; and implementing the tiered structure for services and support for students that will address prevention activities for all students.

The District has a commitment to adjust budgets and/or find new funding to keep in place the Project Director and the Native Youth Advocates/School Social Workers in each community. As part of the grant project involves tuition assistance with graduate degree training, NYAs must commit to stay an additional year for every year they accept tuition assistance. This should help stabilize these positions and help build sustainability.

The College and Career Reading Curriculum that will be developed by Dream Navigator for both the Navajo and Ute tribes will continue to be used in our secondary schools to help our Native Youth find relevance in career advisory courses. Native student leadership clubs/ organizations will become a part of each secondary school as well.

## REFERENCES

Allensworth, E. and Easton, John. (2001). The On-Track Predictor of High School Graduation. Consortium on Chicago High Schools. Research at the University of Chicago, June 2005.

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Dream Navigator

## **THEORY BASED EDUCATION**

### **HOLLAND'S RIASEC THEORY**

Refers to a theory of careers and vocational choice based upon personality type. Holland's research shows that personalities seek out and flourish in career environments that fit their type.

REALISTIC, INVESTIGATIVE, ARTISTIC, SOCIAL, ENTERPRISING AND CONVENTIONAL

### **MYERS BRIGGS TYPE INDICATOR**

A psychometric questionnaire designed to measure psychological preferences in how people see the world and make decisions. These preferences were extrapolated from the typological theories proposed by Carl Jung. Developed in 1962, a mother and daughter team. It's the world's most widely used personality assessment.

### **EMOTIONAL INTELLIGENCE SKILLS**

Daniel Goleman authored the internationally best selling book on Emotional Intelligence skills in 1995. He developed the argument that non cognitive skills can matter as much as IQ for workplace success.

### **PLANNED HAPPENSTANCE**

New theory in career management is one that teaches students that planned happenstance is both attitude that you gain and actions you take. It is the you that can create opportunities by taking action on your curiosity and on chance events.

Planned Happenstance is not just luck or being in the right place at the right time. It is a conscious, purposeful, and ongoing process that helps students to build a more satisfying fulfilling career.

## **POSITIVE PSYCHOLOGY**

Recent branch of psychology whose purpose was summed up in 1998 by Martin Seligman and Mahaly Csikszentmihalyi; "We believe that a psychology of positive human functioning will arise which achieves a scientific understanding and effective interventions to build thriving individuals, families, and communities"

## **CAREER CLUSTERS**

The career cluster initiative began in the US in 1996 as the building linkages initiative and was a collaborative effort between the United States Department of Education , and the Office of Vocational and Adult Education and the National School to work office and the National Skills Standards Board. The purpose of the initiative was to establish linkages among state educational agencies, secondary and post secondary educational institutions, employers, industry groups, other stake holders and federal agencies.

The goal was to create curricular frameworks in broad career clusters, designed to prepare students to transition successfully from high school to post secondary education and a career.

**San Juan School District Native Youth Community Project      LOGIC MODEL**

**NYCP Program Objective 1:** Improve college and career-readiness of SJSD Native American K-12 students by addressing barriers through a community collaborative effort to coordinate existing local programs, practices, service providers and funding sources.  
*To be measured by: The number of existing programs and service providers, which collaborate; the quantity and quality of collaboration; the number of students assisted each year of the grant project.*

Geographical Area Served by the Project:

Needs Assessment	Resources and Assets including Partners	Place Based Strategy Activities to Meet Intended Objectives	Participation
<p>Local Barriers</p> <p>Lack of coordination of services between agencies (Tribes-Schools and agencies)</p> <p>Lack of cultural identity in the schools</p> <p>Lack of cultural relevance in the career curriculum</p> <p>Social Needs—656 Native American Students are McKinney status homeless</p> <p>Highest poverty in the state of Utah</p>	<p>Opportunities from the Local Communities to Support AN/AI students:</p> <p>Native Youth Advocate (6) and Program Coordinator</p> <p>School nurse</p> <p>SJSD Education Psychologists</p> <p>School Liaisons,</p> <p>School counselors</p> <p>School administrators</p> <p>School Resource Officers (where available)</p> <p>Navajo Nation Behavioral Health as contracted through the Utah Navajo Health Systems (UNHS)</p> <p>Navajo Nation Peacemaking Program</p> <p>Ute Mountain Department of Education</p> <p>Child Protective Services</p> <p>San Juan County Systems of Care</p> <p>State of Utah Division of Child and Family Services</p> <p>San Juan Counseling</p>	<p>Increase Cultural Assets and relevance in the school climate</p> <p>Reduce Risk Factors</p> <p>Weekly coordinated meetings at each school— Weekly staffing –to determine which children and families are most at risk and to determine how to help them and to monitor and adjust services provided</p> <p>Monthly coordinating meetings with agencies to determine and monitor behavioral and cultural services. Quarterly assessment of project implementation.</p>	<p>PreK -12<sup>th</sup> grade Native American students</p> <p>School Staff</p> <p>Agency personnel as needed</p> <p>Families of students</p>

<p>Federal persistent child poverty county</p> <p>Unacceptable rate of suicide and attempted suicide rate</p> <p>School Discipline is not culturally relevant, nor effective</p>			
<p><b>NYCP Program Objective 2:</b> Increase the number of SJSD Native American students in 11<sup>th</sup> and 12<sup>th</sup> grades showing college readiness on the ACT Test by 5% each year, over the four years of the NYCP grant project. <i>To be measured by: Building Guidance Counselor Data and District Administration Data.</i></p>			
<p>Needs Assessment</p>	<p>Resources and Assets, including Partners</p>	<p>Place Based Strategy Activities to Meet Intended Objectives</p>	<p>Participation</p>
<p>Local Barriers</p> <p>Lack of academic preparation</p> <p>Lack of cultural identification with career curriculum</p> <p>Lack of practice with test</p>	<p>Opportunities in the Local Communities to Support AN/AI students:</p> <p>Native Youth Advocates Program Coordinator School Counselors/Comprehensive Guidance Dream Navigator Curriculum Family Academic Parent Teacher Teams (Coordinated through Utah State Office of Education ) Trio Programs including Gear-Up Utah Futures Guidance Curriculum</p>	<p>Educational Opportunity School Counselor and Advisors use of Dream Navigator (culturally relevant college and career ready curricula) Utah Futures Guidance Curriculum. Provide guidance and instruction for taking the ACT Test. Increase opportunity to take the ACT test Native Youth Leadership organizations in each secondary school</p>	<p>8<sup>th</sup> Grade, and 10-12<sup>th</sup> grade Native American students taking the ACT</p> <p>8-11th grade students will use Dream Navigator 12<sup>th</sup> grade students use Utah Futures for applying to</p>

Very few re-takes of ACT	School efforts with data analysis and intervention for all at risk students		scholarships and career planning
<p><b>NYCP Program Objective 3:</b> Increase student attendance and reduce the chronic absenteeism of SJSD Native American K-12 students by 10% a year over the four years of the NYCP grant project.  <i>To be measured by: Building and District Administration data.</i></p>			
Needs Assessment	Resources and Assets, including Partners	Place Based Strategy Activities to Meet Intended Objectives	Participation
Local Barriers  Student's basic needs are not being met, and they have significant family and emotional challenges. In addition, there is a disconnect between the school system and the families, and a lack of understanding of how to negotiate the bureaucratic protocols.	Opportunities in the Local Communities to Support AN/AI students Native Youth Advocates Program Coordinator After School Cultural Coordinator Peacemakers Restoring Ancestral Winds School Counselors School Administration and Attendance Office	Increase Cultural Assets and relevance in the school climate. Reduce Risk Factors Social Emotional Learning Developing healthy lifestyles, family and school relationships via cultural grounding After School Cultural Activities Weekly coordinated student staffing meetings at each school Monthly Systems of Care meetings Working with parents to help them learn how to negotiate the school bureaucracy	Pre-K- 12 <sup>th</sup> grade Native American students and their families and program personnel and administrative personnel
<p><b>NYCP Program Objective 4:</b> Decrease the number of school suspensions and school expulsions of SJSD Native American students in all grades by 10% a year over the four years of the NYCP grant project.  <i>To be measured by: Building and District Administration data;</i></p>			
Needs Assessment	Resources and Assets, including Partners	Place Based Strategy Activities to Meet Intended Objectives	Participation

<p>Local Barriers</p> <p>Student’s basic needs are not being met, and they have significant family and emotional challenges. In addition, there is a disconnect between the school system and the families, and a lack of understanding of how to negotiate the bureaucratic protocols.</p>	<p>Opportunities in the Local Communities to Support AN/AI students</p> <p>Native Youth Advocates Program Coordinator After School Cultural Coordinator Peacemakers Restoring Ancestral Winds School Counselors School Administration and Attendance Office</p>	<p>Increase Cultural Assets and relevance in the school climate. Reduce Risk Factors Social Emotional Learning Developing healthy lifestyles, family and school relationships via cultural grounding After School Cultural Activities Weekly coordinated student staffing meetings at each school Monthly Systems of Care meetings Working with parents to help them learn how to negotiate the school bureaucracy</p>	<p>Pre-K- 12<sup>th</sup> grade Native American students and their families and program personnel and administrative personnel</p>
<p><b>NYCP Program Objective 5:</b> Decrease the incidents of ATOD use among SJSD Native American students in grades 7-12 by 10% a year over the four years of the NYCP grant project. <i>To be measured by: State of Utah Student Health and Risk Prevention SHARP Survey, and the Navajo Nation Youth Risk Behavior Survey (YRBS); Decrease in Safe School Violations.</i></p>			
<p>Needs Assessment</p>	<p>Resources and Assets Partners</p>	<p>Place Based Strategy Activities to Meet Intended Objectives</p>	<p>Participation</p>
<p>Student’s basic needs are not being met, and they have significant family and emotional challenges. In addition, there is a disconnect between the school</p>	<p>Opportunities in the Local Communities to Support AN/AI students</p> <p>Native Youth Advocates Program Coordinator After School Cultural Coordinator Peacemakers Restoring Ancestral Winds School Counselors Parent Organizations</p>	<p>Increase Cultural Assets and relevance in the school climate Reduce Risk Factors Social Emotional Learning Developing healthy lifestyles, family and school relationships via cultural grounding After School Cultural Activities Youth Leadership Group</p>	<p>Native American students in grades 7-12 and their families and program personnel and administrative personnel</p>

system and the families, and a lack of understanding of how to negotiate the bureaucratic protocols.	UNHS Utah Navajo Health Services Law Enforcement	Weekly coordinated meetings at each school Monthly Systems of Care meetings Prevention Dimensions ATOD prevention curricula	
<b>NYCP Program Objective 6:</b> Increase the resilience of SJSN Native American students within their Reservation communities against suicide as measured by the assessment of health-risk behaviors delineated in the Navajo Nation Youth Risk Behavioral Survey (NNYRBS), and the State of Utah Student Health and Risk Prevention (SHARP) Survey: <i>To be measured by the NNYRBS and the Sharp Surveys.</i>			
Needs Assessment	Resources and Assets Partners	Place Based Strategy Activities to Meet Intended Objectives	Participation
Local Barriers  Student's basic needs are not being met, and they have significant family and emotional challenges. In addition, there is a disconnect between the school system and the families, and a lack of understanding of how to negotiate the bureaucratic protocols.	Opportunities in the Local Communities to Support AN/AI students: Native Youth Advocates Program Coordinator After School Cultural Coordinator Building and District Administration Peacemakers Parent Organizations UNHS Utah Navajo Health Services Family Academic Parent Teacher Teams Coordination of Services in Weekly Student Staffing and Monthly Systems of Care meetings Restoring Ancestral Winds	Increase Cultural Assets and relevance in the school climate Reduce Risk Factors Social Emotional Learning Developing healthy lifestyles, family and school relationships via cultural grounding After School Cultural Activities Youth Leadership Group Weekly coordinated meetings at each school Monthly Systems of Care meetings Prevention Dimensions ATOD prevention curricula	Pre-K- 12 <sup>th</sup> grade Native American students and their families and program personnel and administrative personnel

# **DISTRICT EMPLOYMENT EMPLOYMENT OBJECTIVES American Indian Hiring Policy**

**4114**

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## **4114.1 AMERICAN INDIAN HIRING POLICY**

The Native American Hiring Policy outlined below memorializes the District's longstanding policy of preferring Native Americans in all District programs operated under Federal contracts, subcontracts, grants, or sub-grants to or for the benefit of Native American students within the District. The policy also memorializes the District's longstanding commitment to hire qualified Native Americans. The policy is adopted voluntarily pursuant to congressional authorization and is designed, consistent with the educational objectives of the District, to benefit students. The Native American Hiring Policy reflects the District's recognized practice of recruiting and hiring faculty, administrators, and other personnel primarily involved in the instruction of Native American students who will best serve the needs of those students and provide them with the best possible education.

## **4114.2 POLICY DEFINED**

1. The following employment policy shall apply to all schools in the District:

In hiring licensed teachers and administrators, and in the hiring of teacher aides or any other instructional personnel (hereinafter collectively referred to as "instructional personnel"), who will be involved primarily in the education of Native American children, the District shall give preference to qualified Native Americans, particularly Navajos who speak Navajo, living on or near the reservation. If qualified Native Americans are not reasonably available for employment, the District shall give preference to qualified individuals who fluently speak and understand the Navajo language. The District shall also give consideration to persons employed pursuant to this policy whose circumstances indicate that they are likely to remain employed in the community for a significant time. The District shall also encourage student teaching by individuals who, in the future, would qualify to be hired under these provisions.

The District shall include a short description of the Native American Hiring Policy as an informal item along with all application forms and as part of all relevant position announcements. The Native American Hiring Policy shall have full force and effect notwithstanding the provisions of any other District Policy that may be inconsistent with its terms.

2. In programs for the benefit of Native Americans in the District, the District shall, to the greatest extent feasible, give preference to qualified Native Americans in employment and training.

**DISTRICT EMPLOYMENT  
EMPLOYMENT OBJECTIVES  
American Indian Hiring Policy**

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**4114**

3. Nothing in this policy shall require the District to hire a Native American job applicant for any job where another applicant is better qualified for the position.
4. For all other employment in the District, the District will pursue a policy of equal opportunity of employment for all applicants.

*RPM: July 2000; R:10-21-09; R04-21-10*

**Lynnette Johnson**

(b)(6)

(b)(6)

## Education

<b>Administrative/Supervisory Credential</b>	Utah State University 1996-97
<b>Master's Second. Ed./Gifted &amp; Talented</b>	Utah State University 1994-96
<b>Middle School Endorsement</b>	Southern Utah University 1985
<b>Master's Certificate TESL</b>	Brigham Young University 1982-84
<b>Bachelor of Science/Secondary Education:</b>	Weber State University 1981-84

## Professional Experience-San Juan School District

- 2007-present Student Services Director
- 2005-07; 2008-12 Director Indian Demonstration Grants-Department of Indian Education.
- 1999-2007 Director of Secondary Schools
- 1997-1999 District Reading Specialist
- 1993-1997 District Title 1 Coordinator
- 1986-1993 7<sup>th</sup> Grade Language Arts & Reading Teacher, Department Chair/Reading Coordinator: Albert R. Lyman Middle School.
- 1985-1986 Chapter 1 Teacher, Learning Center Director: San Juan HS
- 1983-1985 ESL & Reading Teacher: San Juan HS
- 1983-1984 Adult & Alternative Education Teacher: Utah Navajo Development Council for San Juan HS.

## Additional Professional Activities

- Title 1 School Support Team consulted for appraisals: George Washington High school and Millcreek Youth Center-Ogden School District; Eagle View Elementary-Unitah School District
- Adjunct faculty Utah State University-Summer 1999 to 2004. "Integrating Language Acquisition and Content Instruction Part I" for ESL endorsement

program

- Utah Rural Schools Conference presentation, "Shakespeare for Middle Schools" 1998
- Member of Utah bilingual education team consulting in Moscow and Siberia, Russia-1993
- Curriculum Developer for Regional Language Arts Project-1986
- Curriculum Developer for USOE Adult Education Department. Wrote & revised existing GED curriculum for Navajo and Ute students.
- Founder and general director for annual Lyman Middle School Shakespearean Festival - four years.

## Recognitions

- District Office Employee of the Year-2014
- Selected as Peer Coach-Paradigm Shift Grant, Lyman Middle School  
*(declined to accept district position)*
- Teacher of the Year-Lyman Middle School. 1986
- Mentor Teacher-1988-90
- Valedictorian- CEU: San Juan (Associate Degree)
- National Honor Society-Pleasant Grove High School

## References

References are available upon request.

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# Clayton Long

## objective

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To secure an Educational Administration and Teaching position

## Experience

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1997-Present San Juan School District  
Blanding, Utah

*Bilingual Education Director*

Oversee Navajo Language Teacher Program, Title VII, Johnson O'Malley, ESL Endorsement classes and ELL students

2000-2001 College of Eastern Utah and Utah State University  
Blanding, Utah

*Career Ladder Grant Director*

Oversee the budget, courses, partnership of CEU and USE administration, student participation, and annual reports.

1998-2000 Diné College - Shiprock  
Blanding, Utah

*Navajo Language Instructor*

Teach five Navajo literacy classes for Navajo Speakers  
Teach four Navajo speaking classes for Non-Navajo Speakers

1988-1994 Montezuma Creek Elementary School  
Montezuma Creek, UT

*Principal*

Administrator and instructional Leader of the school  
Ran year-round school for two years

## Education

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1983 Brigham young University  
Provo, UT

**Masters Degree, Public School Administration**

1979 Brigham young University  
Provo, UT

**Bachelor Degree, Educational Psychology**

**Honorary Doctoral Degree form USU Eastern Blanding, Utah**

## Skills and Professional affiliations

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State of Utah CMAC board member

Bilingual in English and Navajo languages, ESL and Bilingual  
Endorsements from Utah State University

Instructor, Translator, Consultant for the Navajo Language and Culture  
for various individuals, institutions, and groups

San Juan County Heritage Council vice president

Four Corners Heritage Council and the San Juan Foundation board  
member

Board Member of National Johnson O'Malley Association

Inter-west Equity Assistance Center Indian Education Advisory Council  
Member

Utah State of Education Indian Education Advisory Committee Member

Four Corners School of Outdoor Education Advisory Member

President of the Navajo Language Renaissance – Creator of Rosetta  
Stone Navajo

President of the Blue Mountain Diné Community Group

Blue Mountain Diné Inc. board member

Coordinator of Westwater Diné Community Group

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### Education

PhD: University of Arizona, College of Education. Department of Language, Reading and Culture.  
Minor: American Indian Studies

MA: Stanford University, College of Education. Departments of Curriculum and Teacher Education, and Language, Literacy and Culture

BA: Sonoma State University, Sonoma County California. College of Humanities.  
Dual Major: Departments of Mexican/American Studies and Liberal Studies

### Areas of Specialty-Fields of Interest

My training and 30+ years of Social Science experience in the fields of Education, Indigenous Studies, Hispanic Studies and Anthropology encompass, and are not limited to the following skill sets: program and curriculum development/design and evaluation; faculty development; adjunct teaching in pedagogy, literacy/linguistics, bi-lingual, cross-cultural education; Indigenous Language Preservation and, program consulting to include: internal and external program evaluation at the local, state and federal levels; **Grant Writing and Grant Evaluation**; and, OCR school improvement planning and implementation. In addition: I am bilingual and literate in Spanish; of Hispanic/Native American heritage (Yaqui); have a BIA security clearance to contract for USDE and BIE programs; am an active member of the American Evaluation Association, Society for Applied Anthropology and the American Anthropological Association; and, have extensive experience working/serving on Boards;

My expertise in evaluation protocols and proposal writing includes, and is not limited to the following agencies:

- US Department of Education (USDE), Office of Indian Education (OIE), Office of English Language Acquisition (OELA), Administration for Native Americans (ANA) Office of Alaska Native Education (ANE)
- Substance Abuse and Mental Health Services Administration (SAMHSA)
- US Department of Justice (DOJ) and Juvenile Justice (OJJDP)
- US Bureau of Indian Affairs (BIA); Bureau of Indian Education (BIE)
- US Department of Health and Human Services
- US Department of Labor (DOL)
- US Department of Agriculture (USDA)
- State of Colorado: Department of Behavior Health; Energy and Mineral Impact—Department of Local Affairs (DOLA)
- State of Arizona Department of Education; Office of Indian Education
- State of New Mexico Department of Education; Indian Education Division
- State of Utah Department of Education; Office of Indian Education
- State of Alaska: Department of Education (ADE); Alaska Native Education Department; Dept of Health and Social Services
- Drug Free Communities Support Program (DFC); Community Anti-Drug Coalitions of America (CADCA)
- Navajo Nation: Division of Education; Office of Peacemakers; Treatment Center for Children and their Families (NTCCF); Division of Research Interagency Review Board (IRB)

### Professional Experience

2016	University of Alaska Southeast Juneau, Alaska Ronalda Cadiente-Brown 907.796-6058 rcadientebrown@uas.alaska.edu
Position	Program Evaluator
Duties	Federal Program Evaluation for Alaska Native Education Teacher Training Initiative.
2012- To Present	Goldbelt Heritage Foundation Inc. Tlingit Community, Juneau AK Dionne Cadiente-Laiti, Executive Director (907) 790-1424
Position	Program Evaluator, Research Consultant, Grant Writer
Duties	Federal Program Evaluation, Research, Proposal and Grant Writing
2008- To present	Cook Inlet Tribal Corporation, Anchorage AK, Educational Services Dept Kristin English, Chief Operating Officer (907) 793-3101
Position	Program Evaluator-Grant Writer
Duties	Federal Program Evaluation for (9) Tribal Education Initiatives and Projects, Research consultant, Grant Writing consultant for Director of Development
2008- To Present	Painted Desert Demonstration Projects Dr. Mark Sorensen, Director 145 Leupp Road, Flagstaff, AZ 86004 (602) 412-3533
Position	External Evaluator, Grant Writer and Research Consultant for funded initiatives
Duties	Evaluation of: Office of English Language Acquisition (OELA) Literacy initiative; and, Safe Schools/Healthy Schools Grant Program, funded by the US Department of Education, Substance Abuse and Mental Health Services Administration (SAMHSA) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP). PI for Navajo Interagency Review Board (IRB)
2005- To present	Adams State College, Alamosa Colorado Dr. Joel Judd, Director Grant Programs in Graduate Teacher Ed. 719) 587-7847
Position	Presently, Evaluator for USDE Office of English Language Acquisition (OELA) Professional Development Initiative, Grantwriter; Formerly; Adjunct Professor of Linguistics and Literacy, Practicum Supervisor for Graduate School of Education
2003- To 2012	Mancos RE-6 School District, Mancos Colorado Mr. Brian Hanson, Superintendent 970) 533-7748
Position	English Language Acquisition and Curriculum Development Consultant
Duties	External Evaluator of English as a Second Language programs. Advise in OCR Agreement-District ELL Language Plan program, and instructional development, Research and Report Writing, Grant Writing
2000- To 2012	San Juan School District, Blanding Utah Mrs. Lynnette Johnson, Director, Student Services (435) 678-1227
Position	Consultant
Duties	Program Evaluation and Internal Program Auditing. Federal program performance reporting. Research, Proposal and Grant Writing, Curriculum Development and Staff Development in Indian Education, English Acquisition, Literacy and Credit Recovery

### Professional Experience Continued

2003-04	Utah State Office of Education, 250 East 500 South, Salt Lake City, Utah Shirlee Silversmith, Director of Indian Education and Curriculum 801) 434-7414
Position	Consultant in Curriculum Development
Duties	Collaborate in development of Scope and Sequence for Utah State Core, American Indian Social Studies Curriculum. Program Evaluation
2002-03	Bureau of Indian Affairs (BIA) Cottonwood Day School Chinle, AZ Mr. Don Stryker, Director dstrike1@juno.com
Position	Consultant
Duties	Program Evaluation and performance reporting. Staff Development in Reading, Language Acquisition, Test-Score Analysis, Instructional Planning and Test Proctoring
1998-02	Prescott College, 220 Grove Avenue, Prescott Arizona 86301 Vicky Young, Adult Degree Programs Tucson Center. 2233 E. Speedway, Tucson AZ 85719 Mr. Bill Walton, Associate Dean
Position	M A Program Advisor Undergraduate Program Advisor
Duties	Advise closely, and supervise graduate and undergraduate students during their Education/Linguistic/Literacy course of study, evaluate academic work produced
1999-00	Ute Mountain Ute Tribe, Towaoc Colorado Mr. Wilfred Madrid, Executive Director 970) 565-3751
Position	Director, Youth Opportunity Program. Carry out start up procedure for US Department of Labor Youth Opportunity Grant Program
Duties	Part of the Grant Writing Team for the Initiative; Hire/supervise staff; Implement program; Prepare performance reports for Board of Director's, Tribal council and federal grantor.
1997-98	Northern Arizona University, Flagstaff Arizona Dr. Lynda Hatch, Chairperson Elementary Education Center for Excellence in Education
Position	Liaison between main campus and Navajo/Hopi Teacher Training program.
Duties	Resource and support facilitator for instructors and students between six off-campus teacher-training sites, and between all of the sites and main campus. Supervise Master Teachers' and trouble-shoot for program
1995-2000	Adams State College, Alamosa Colorado Dr. Elizabeth Galligan, Eastern New Mexico University 505) 562-2391 elizabeth.galligan@enmu.edu Former Director Bilingual MA Program at Adams State Position: Adjunct Professor Teach Bilingual Education 530 : Theory to Practice Teach Bilingual Education 512 : Action Research Teach Bilingual Education 520: First and Second Language Acquisition Teach Education 589: Multicultural Education in Southwest Colorado Teach Education 521: Educating Diverse Learners

### Professional Experience Continued

- 1993-1997 Fort Lewis College, Durango Colorado  
Dr. Linda Simmons, Director Bilingual/ESL Teacher Education Program.  
Professor Emeritus, contact at 970) 533-7647 or mixteca@fone.net  
Position: Adjunct Professor  
Teach Education 331: Southwest Minority Child in the Classroom  
Teach Education 334: English as a Second Language  
Teach Education 433: Reading for Second Language Learners
- 1991-1993 Maternity Leave from Professional Activities
- 1981-1991 Teaching positions—Elementary and Secondary levels—in the following Districts and Agencies, Specific Details furnished upon request:  
Portland Public Schools, Portland, Oregon  
Migrant Education Region II, Sonoma County California  
Stanford University, School of Education. Palo Alto, California  
Oakland Public Schools, Oakland, California

### Teaching Licensure

- Colorado: Elementary K-8, K-12 Bilingual-expired
- Arizona: Elementary K-8 Bilingual-expired
- New Mexico: Elementary K-8, K-12 Bilingual-expired
- California: Multiple Subject Professional K-12, Bilingual Cross Cultural (Spanish);  
Reading Specialist, K-12-expired
- Oregon: Standard Elementary, Pre K - 12; Standard Reading, Pre K -12;  
Standard Spanish, 5-12, Standard Social Studies, 5-12-expired

### Professional Presentations

- Paper:** Native American Food Sovereignty via Educational Self Determination: A PreK-8th Grade Navajo Charter School Garden Project in Northern Arizona  
**March 2016**, Society for Applied Anthropology (SfAA), Vancouver, BC.
- Paper:** Arranging Success via Culturally Relevant Curricula/Teaching Methods for Alaska Native Students  
**October 2014**, National Indian Education Association (NIEA) Anchorage, Alaska
- Paper:** Remedial Education as a Ritual of Assimilation for Native American Students  
**March 2014**, Society for Applied Anthropology (SfAA), Albuquerque, New Mexico
- Paper:** Tribal Community School Boards and Self-Determination toward Meaningful Education as a Basic Resource  
**March 2013**, Society for Applied Anthropology (SfAA), Denver Colorado
- Paper:** Applied Anthropology in Educational Consulting between Tribal and Non-Tribal Communities  
**November 2010**, American Anthropological Association (AAA), New Orleans, Louisiana

**Professional Presentations Continued**

**Paper:** The Intersection of NCLB Policy Across Culture, Geography, and Reservation Boundaries within the Southwestern United States

**November 2008,** American Anthropological Association (AAA), San Francisco, California

**Paper:** Navajo Language Renaissance: The Teaching of Navajo as a Second Language in a Public School District in Southeastern Utah

**December 2006,** National Association of Grant Schools (NAGSA) Las Vegas, Nevada

**Paper:** No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) Achievement: A Comparative Study of Schools Serving the Navajo Nation

**March 2005,** Report and findings presented at the Window Rock, Arizona, National No Child Left Behind (NCLB) Hearings on the Navajo Nation

**Paper:** The Teaching of Navajo Language and Culture in SE Utah

**March 2004,** National Association of Bilingual Education (NABE), Albuquerque, New Mexico

**Paper:** You Can Have the Both: The Institutionalized Teaching of Navajo Language and Culture in Southeast Utah

**November 2003,** American Anthropological Association (AAA), Chicago, Illinois

**Paper:** Balanced Literacy Across the Secondary Content Area

**October 2003,** College Reading Association (CRA) Corpus Christi, Texas

**Paper:** I'm Only 3 Steps Ahead of You: Curriculum Development and the Teaching of the Navajo Language in Southeastern Utah

**March 2003,** Society for Applied Anthropology (SfAA), Portland, Oregon

**Paper:** Implementing Balanced Literacy in a Multicultural Middle School

**March 2003,** Educators of Diversity: Utah State University, College of Education

**Paper:** Toxic Literacies and the Lack of Success Manufactured for Native Americans in a Federal Education Program

**April 2002,** Western Social Science Association (WSSA), Albuquerque, NM

**Paper:** The Capitalist Work Ethic and the Lack of Success Manufactured for Native Americans on a Rural Reservation

**November 2001,** American Anthropological Association (AAA), Washington D.C.

**Paper:** Teaching for Ecological Sustainability: The Non-Neutral Mediating Characteristics of Technology and Computer use in the Classroom

**February 2000,** Prescott College Winter Colloquium, Prescott Arizona

Full list of previous presentations available upon request

**Public Service on Boards and Committees**

2015	Trustee, Telluride Society for Jazz Board of Directors
2010 - Present	Secretary, KSJD Public Radio Community Advisory Board (CAB)
2014 - Present	Program Committee, Society for Applied Anthropology Annual Meeting
2013 - Present	Secretary, Mancos Valley Resources Board of Directors
2010 - 2012	Trustee, Compañeros's Latino and Immigrant Rights Board of Directors
2003 - 2010	Secretary, Mancos Public Library Board of Trustees
2001 - 2006	Mancos RE-6 School District Community Advisory Committee

**Publications**

San Juan School District Cultural Literacy Social Studies Curriculum K-12 Scope and Sequence. San Juan Media Center:Blanding Utah, 2004, revised 2012

Out of Control: Resistance and Compliance in the Fight to Conserve Diversity in an Indian Education Program: UMI February, 2003

Film Review: E Ola Ka 'Olelo Hawai'i  
(The Hawaiian Language Shall Live)

Tribal College: Journal of American Indian Higher Education, 10(3) Spring 2000

**References**

Kristin English, Chief Operation Officer, Cook Inlet Tribal Corporation, Anchorage Alaska

(907) 230-3194

Dionne Cadiente-Laiti, Executive Director Goldbelt Heritage Foundation Inc. Tlingit Community, Juneau AK (907) 790-1424

Dr. Mark Sorensen, Director Painted Desert Demonstration Projects 145 Leupp Road, Flagstaff, AZ 86004, (602) 412-3533

Dr. Joel Judd, Director Grant Programs in Graduate Teacher Education Adams State U. (719) 587-7847

Lucinda Godinez, MA Ed. Director of Navajo Peacemaking and Safe Schools Grant Project. (928) 606-0994 Lucinda.godinez@gmail.com

Dr. H. Andrea Neves, Trustee, Board of Directors, College of Education Stanford University; Professor Emeritus Sonoma State University (650) 740-8853

Lynnette Johnson, MA Ed. Director of Student Services. San Juan School District, Blanding, Utah (435) 678-1227

Terri McCarty, Ph.D. GF Kneller Chair in Education and Anthropology, Graduate School of Education and Information Studies, University of California-Los Angeles. Teresa.McCarty@ucla.edu

# SAN JUAN SCHOOL DISTRICT

## Job Description

Title: Native Youth Community Project Director	Class: Administrator - Exempt
Range: 41	11 Month
Step: 1-7	Effective Date: October 3, 2016

### GENERAL PURPOSE

Under the direction of the Student Services Director, develops, organizes and manages the day-to-day operations of the Native Youth Community Project. Works with the Native Youth Advocates, Principals, local agencies (including Navajo and Ute), to provide and coordinate services for Native Youth. Provides direct services to students and families including case management assignments, referrals and information.

### SUPERVISORY RESPONSIBILITIES

Oversees and supervises Native Youth Advocates/School Social Workers (NYAs). Carries out supervisory responsibilities in accordance with District policies, procedures, and applicable laws.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

1. Responsible for implementation of the Native Youth Community Project.
2. Develops and monitor NYAs case management protocols and expectations.
3. Responsible for training and evaluation of NYA's.
4. Oversees monthly community collaboration meetings with school, tribal and agency representatives.
5. Maintains communication with Navajo and Ute Peacemakers and interfaces with schools to ensure effective working relationships.
6. Assists each community to develop a three tiered service model.
7. Organizes project's Executive Committee meetings and responsible for follow-up actions that result from the Committee's recommendations.
8. Coordinates with project evaluator in order to respond to needed program improvements.
9. Analyzes and shares project data to keep all stakeholders informed and to ensure effective implementation of the project and that objectives are met.
10. Makes regular and frequent visits to all project schools, to assist in strengthening the project and ensuring student needs are met.
11. Develops relationships with Navajo and Ute tribal representatives, agencies and stakeholders.
12. Works with Comprehensive Guidance counselors to promote ACT preparation/ retakes for Native Youth, and to ensure implementation of the Dream Navigator curriculum.
13. Works with the Bilingual Director and Principals to ensure target schools plan and execute afterschool student/family cultural learning activities.
14. Promote and maintain positive staff and public relations.
15. Serve as a resource advisor to the Superintendent, principals, teachers, staff and parents.
16. Others as assigned by the Superintendent or Board of Education.

## EDUCATION AND/OR EXPERIENCE

- X Current Utah Administrative/Supervisory Certificate
- X Experience and/or degree in Social Work or related field
- X Successful experience working with high risk Native American Youth
- X Successful administrative experience

## KNOWLEDGE, SKILLS and ABILITIES

Knowledge of school programs and administrative and management principles. Working knowledge of budgetary principles. Ability to establish and maintain a positive attitude, interpersonal skills, and harmonious and productive working relationships. Ability to maintain composure and make sound decisions under pressure and take direction and constructive criticism. Ability to organize and implement new programs.

## LANGUAGE SKILLS

Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.

## MATHEMATICAL SKILLS

Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations, and permutations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.

## REASONING ABILITY

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

## PHYSICAL DEMANDS

While performing the duties of this job, the employee is regularly required to sit, stand and move about the work area; use hands to finger, handle, feel objects, tools or controls; and talk or hear. The employee may occasionally lift and/or move objects up to 25 pounds. Specific vision abilities required by this job include close vision and depth perception.

## WORK ENVIRONMENT

The noise level in the work environment is often moderate to loud. The employee will frequently interact with students, staff members and the public.

*\*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform this essential function.*

*\*\*The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

*The information contained in this job description is for compliance with the American with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.*

\*\*\*\*\*

**Disclaimer:** The above statements describe the general nature, level, and type of work performed by the incumbent(s) assigned to this classification. They are not intended to be an exhaustive list of all responsibilities, demands, and skills required of personnel so classified. Job descriptions are not intended to and do not imply or create any employment, compensation, or contract rights to any person or persons. Management reserves the right to add, delete, or modify any and/or all provisions of this description at any time as needed without notice. This job description supersedes earlier versions.

I \_\_\_\_\_ have reviewed the above job description. Date: \_\_\_\_\_  
(Employee)



## Job Description

<b>Title:</b> Native Youth Advocate School Social Worker	<b>Class:</b> Licensed - Exempt
<b>Range:</b> Bachelor - Doctorate	
<b>Step:</b> 1-27	<b>Effective Date:</b> September 2016

### GENERAL PURPOSE

To remedy barriers to learning created as a result of poverty, inadequate health care, and neighborhood violence. To focus on providing supports to vulnerable populations of students at high risk for truancy and dropping out of school, such as homeless, foster, and migrant children, students transitioning between school and treatment programs or the juvenile justice system, or students experiencing domestic violence. To work with teachers, administrators, parents, and other educators to provide coordinated interventions and consultation designed to keep students in school and help families access the supports needed to promote student success. To coordinate assessment and services for at risk students and families. To recommend appropriate interventions; monitoring compliance with county, state, tribal and federal requirements. To serve as a liaison between the district and other community agencies. To provide information to students and families and serve as a student advocate.

### ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

#### Services to Students:

- Assessing student and family needs (e.g. financial, medical, parenting skills, etc.) for the purpose of developing and implementing individualized plans of services to support educational objectives.
- Working with individuals and families to resolve a variety of physical, social, or emotional issues that negatively affect student achievement and success.
- Providing crisis intervention and case management services for students most at-risk.
- Developing intervention strategies to increase academic success.
- Assisting with conflict resolution and anger management.
- Helping students develop appropriate social interaction skills.
- Assisting students in understanding and accepting self and others.

#### Services to Families:

- Making home visits for the purpose of gathering information, completing family assessment, and providing family support.
- Working with parents to facilitate their support in their children's school adjustment.
- Coordinating workshops for parents and/or students (e.g. parenting skills, community resources, district programs, social skill development etc.) for the purpose of assisting parents in maintain a positive home environment, building trust between family and district, and supporting child's educational program.
- Alleviating family stress to enable the child to function more effectively in school & community.
- Assisting parents to access programs available to students with special needs.
- Assisting parents in accessing and utilizing school and community resources.

#### Other Expectations:

- Collaborating with school personnel (e.g. administration, teachers, social workers, service providers, etc.) and community agencies for the purpose of evaluating needs, providing recommendations, and developing knowledge regarding available services.
- Coordinating activities with a variety of student services programs, (e.g. mental health, medical, court [including Peacemaking], McKinney etc.) for the purpose of providing resources for students and/or families.
- Providing evidence-based education, behavior, and mental health services.
- Maximizing student access to school-based and community based resources
- Facilitating access to culturally and linguistically appropriate services.

## REQUIRED QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

## EDUCATION AND/OR EXPERIENCE

- Bachelors in Science in Social Work; Master's Degree in Social Work preferred.
- Posses or be eligible for School Social Work License

## KNOWLEDGE, SKILLS and ABILITIES

Ability to relate well with at-risk teenagers, ability to communicate with parents and youth, availability to travel to training workshops, experience in working with youth.

## LANGUAGE SKILLS

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports and correspondence. Ability to effectively present information and respond to questions from groups of educator, students, parents and the general public.

## MATHEMATICAL SKILLS

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plan and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

## REASONING ABILITY

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

## PHYSICAL DEMANDS

While performing the duties of this job, the employee is regularly required to sit, stand and move about the work area; use hands to finger, handle, feel objects, tools or controls; and talk or hear. The employee may occasionally lift and/or move objects up to 50 pounds. Specific vision abilities required by this job include close vision and depth perception. The employee is directly responsible for safety, well-being, or work output of other people. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

## WORK ENVIRONMENT

The noise level in the work environment is quiet to loud. The employee will frequently interact with students, staff members and the public.

*\*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform this essential function.*

*\*\*The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

*The information contained in this job description is for compliance with the American with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.*

\*\*\*\*\*

**Disclaimer:** The above statements describe the general nature, level, and type of work performed by the incumbent(s) assigned to this classification. They are not intended to be an exhaustive list of all responsibilities, demands, and skills required of personnel so classified. Job descriptions are not intended to and do not imply or create any employment, compensation, or contract rights to any person or persons. Management reserves the right to add, delete, or modify any and/or all provisions of this description at any time as needed without notice. This job description supersedes earlier versions.



What is ...

## RESTORING ANCESTRAL WINDS, INC.?

A tribal coalition to support indigenous communities addressing of domestic, dating, family, sexual violence and sexual assault in the Great Basin region of Utah.

What will we do ...

### Community Gatherings Throughout The Great Basin

- Sponsor gatherings to discuss and identify the types of issues surrounding stalking, dating, domestic, family and sexual violence
- Assess existing services for survivors and identify service gaps and raise awareness about abuse and fosters a non-threatening environment for attendees to openly discuss the issues

### Service Provider Training and Technical Support

- Deliver on-site education outreach programs which addresses stalking, sexual, domestic, dating and family violence and are sensitive to indigenous cultural values and in-line with best practices on trauma-informed care
- Train primary service providers, educators, police departments, prosecutors and judges, members of the medical communities and other organizations engaged in related work

### Resource Library

- Maintain a resource bank which includes information about stalking, dating, domestic, family and sexual violence, service providers, crime victim reparations, and legal assistance which may be of benefit to survivors of abuse
- Available to all, through our website
- Hard copy of the information also available

### Policy Advocacy and Tribal Code Assistance

- Advocate for policies and legislation with public and private leadership which protect the sovereignty of tribes and strengthen the rights and safety of victims of violence on a tribal, local, state, regional, national and international scale
- Assist tribal leaders in developing tribal codes which are compliant with the provisions and requirements of VAWA 2013
- Advocate for policy changes which strengthen the safety of survivors and the accountability of perpetrators



## MISSION STATEMENT

*The mission of Restoring Ancestral Winds is to support healing in our indigenous communities. RAW will advocate for healthy relationships; educate our communities on issues surrounding stalking, domestic, sexual, dating and family violence; collaborate with Great Basin Region community members and stakeholders; and honor and strengthen traditional values with all our relations.*

## FOR MORE INFORMATION, PLEASE CONTACT

Paula Claymore, Executive Director  
Two Kettle Lakota  
St. George Office - 435-327-2516  
pclaymore.raw@gmail.com

Annette Macfarlane, Chief Operations Officer  
Tremonton Office - 435-279-7071  
rowanemacfarlane@aim.com

Pam Webster, Technical and Resource Coordinator  
Hurricane Office - 435-574-8885  
pamhwebster@hotmail.com

Angie Makomenaw, President  
Saginaw Chippewa

Lavern Dennison, Secretary  
Navajo Nation

Tina Groves, Treasurer  
Northern Ute/Hopi

Gwen Cantsee, Director  
White Mesa/Member of the Ute Mountain Tribe

Karma Grayman, Director  
Shivwits Band of Paiutes

Hildegard Koenig, Director  
Arctoeques Carabs Tribe

**RESTORING ANCESTRAL WINDS IS AN  
IRS 501 (c)(3) NON-PROFIT ORGANIZATION**

**[www.restoringancestralwinds.org](http://www.restoringancestralwinds.org)**

This project was supported by Grant No. 2015-TW-AK-0002 awarded by the Office on Violence Against Women, US Department of Justice. The opinions, findings, the Department of Justice, Office on Violence Against Women conclusions, and recommendations expressed in this publication/program/exhibitions are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.

Restoring Ancestral Winds, Inc, is pleased to  
announce our  
1<sup>st</sup> Annual Conference

## Restoring Our Communities

April 14<sup>th</sup> & 15<sup>th</sup>, 2016  
(15<sup>th</sup> is a half day)

### WHO SHOULD ATTEND

Law Enforcement, Victim Advocates, Crisis/First Responders,  
Treatment Providers, Court Personnel, Social Service Agencies,  
Children's Programs, Medical Professionals

**ANYONE WORKING WITH INDEGENOUS VICTIMS of DOMESTIC, FAMILY, or DATING  
VIOLENCE, SEXUAL ASSAULT and SEX TRAFFICKING**

**Red Lion Inn and Conference Center**

**850 South Bluff Street**

**St. George, UT**

**Candlelight vigil for in recognition of National Crime Victims  
Awareness Week will be held from 7-9 at the St. George Plaza**

**Please contact Annette Macfarlane for more information at**

**435-279-7071**

This project was supported by Grant No. 2015-IW-AX-0002 awarded by the Office on Violence Against Women, US Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.

### PRESENTERS

**Jaqueline (Jax) Agtuca** is a founding member (2003) and serves as a policy advisor for the National Congress of American Indians Task Force on Violence Against Native Women

*An Overview: The Violence Against Women Act 2013: A Grassroots Movement to Strengthen Tribal Sovereignty to Increase the Safety of Native Women*

**Roberta (Rob) Valente** is Vice President of Policy for the National Domestic Violence Hotline, with specialized interests in firearms, federal DV laws and tribal issues relating to domestic violence.

*Firearms and Full Faith and Credit: Federal Tools to Enhance the Safety of Native Women*

**Vanessa Walsh** is a student at UofU's S.J. Quinney College of Law, Salt Lake City, Utah Juris Doctor, anticipated May 2016.

*Disparities in Discipline : A Look at School Disciplinary Actions for Utah's American Indian Students*

**Cody Workman** is the Executive Director of Richfield Residential Hall, a residential program for Native American high school students.

*Issues and Solutions in Native American Education*

**Renee Harrison** is a member of the Navajo Tribe who survived 21 years of domestic violence while living on the Navajo Reservation.

*A Look Into Historical Trauma: A Diné Woman's Perspective*

**Susan Chasson, MSN, JD, SANE-A,** is the statewide Sexual Assault Nurse Examiner Coordinator for UCASA.

*Sexual Assault: The Impact of Trauma on Health and Providing Health Care*

**Sgt. John Heppler,** works for St. George PD where he currently investigates gangs, vice, & human trafficking, violent fugitives,

*Human Trafficking: Yes it Happens Here*

**Sheldon Spotted Elk, JD,** is a director in the Indian Child Welfare Unit at Casey Family Programs in Denver, Colorado

*AWA, ICWA, Tribal Jurisdiction, Federal Indian Law and the Effects on Tribal Communities*

**Eruera"Ed" Arena-Napia** is the Youth Programs and Special Projects Manager at the Urban Indian Center.

*A View From An Intersection: How Understanding Can Be Enriched Where Past And Present Intersect*

**Lacee Harris** is Northern Utah Ute and has been a teacher, mental health therapist, and a consultant on Indian affairs.

*Cultural vs. Traditional Therapy and Related Issues When Providing Individual and Family Therapy for Native American Victims*



TREMONTON OFFICE ☉ 967 North Tremont Street ☉ Tremonton, UT 84337 ☉ 435-279-7071

25 May 2016

Dear Grant Committee,

Restoring Ancestral Winds, Inc., a domestic violence/sexual assault tribal coalition serving organizations and individuals, both tribal and non-tribal, in the Great Basin, is writing in support of the San Juan School District's application for a Native Youth Community Grant. As we have met and spoken with stakeholders in this community, there is a strong consensus that the majority of Native students are struggling and a disproportionate number of them are not finding success in education, thus missing the life-long benefits of education such as economic stability and personal growth.

The component of this grant which we believe offers the best opportunity for success for tribal students is the hiring of six Native Youth Advocates who are licensed social workers. Experience and history have made many adults (and students) wary of school counselors. Having access to an individual who is both of the same culture and trained to work with families to advocate for the students and educate families regarding the expectations of the school system will, we are convinced, offer an avenue for success for the tribal students.

Added to hiring social workers are additional components which are designed to strengthen the likelihood of success for the tribal student such as incorporating the Navajo Peacemaking program in the schools and developing a similar Ute Peacemaking program, embedding more cultural activities for our students and their families in the schools, and holding monthly tribal, agency and district meetings where services are coordinated and high-needs students are staffed. These efforts will be accomplished by developing a tiered system of resources including contacts information and flow charts.

*Our organization will assist in providing culturally appropriate training for administration, teachers, other school staff such as aides, custodians, and cafeteria staff and the school social workers.*

Our coalition has met with many of the stakeholders invested in the success of this grant. We are thoroughly impressed with their sincere desire to enhance the opportunities for achievement for all the students in the San Juan School District and their awareness of the special challenges facing the tribal students.

We also applaud their efforts to offer a flexible, holistic approach that draws on traditional principles in the Native American culture in a way supports and celebrates the needs of the tribal students.

As an organization which is focused on serving the tribal communities in the Great Basin, Restoring Ancestral Winds strongly recommend that San Juan School District is awarded this grant. You have the opportunity to partner with San Juan School District in playing a positive and productive role in student success. You can help create positive change not only the present, but for future generations.

Sincerely,

(b)(6)

Annette Macfarlane  
Chief Operations Officer

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ADVOCATE \*COLLABORATE \*EDUCATE

Restoring Honor and Strengthening Traditional Values of All Our Relations

PR/Award # S299A160114

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## SAN JUAN COUNSELING

**356 South Main Street Blanding, UT 84511 (435) 678-2992 (435) 678-3116 (Fax)**

Board Members:  
Chair: Lynn Stevens  
Susan DeLorme  
Reese Thomas  
Commissioner Phil Lyman  
Mary Lou Harvey  
Executive Director: Tammy J. Squires  
Clinical Director: Ryan L. Heck, LCSW  
Medical Director: Stephen H. Hiatt, APRN

Friday, May 20, 2016

To Whom It May Concern:

I am writing this letter in support of the San Juan School District and their efforts to pursue the Native American Youth Community Project.

For the past 9 years, I have been serving families in the San Juan County area, as a Family Resource Facilitator (FRF), using High Fidelity Wraparound as a comprehensive tool to wrap services around "At Risk" children, youth and their families. More recently I have been asked to serve on the Inter-Generational Poverty Rural Impact Board, as well as the USU Eastern Advisory Council. I currently coordinate the San Juan County Prevention, Action, Collaboration (SJCPAC) Coalition; sit on two Multi-Disciplinary Task Forces in the Blanding and Montezuma Creek areas, and Chair the local Systems of Care (SOC) Committee. Through these opportunities to serve, I have come to realize the critical need for collaborative efforts county-wide to reach and support families.

The SOC is our local inter-agency council, with representatives from the school district, as well as various service agencies throughout the area. The SOC council provides an accountability for workers who serve SOC families, as well as a forum to problem solve, communicate those families' needs, and work together to develop solutions to those needs. High Fidelity Wraparound and Peer Support Services have proven invaluable in our efforts to help SOC families. However, given the area size of San Juan County, and lack of manpower – often our southern schools and reservation communities go unserved.

The Native American Youth Community Project would allow the development of evidence-based practices, such as High Fidelity Wraparound, similar to those currently implemented in the northern areas of San Juan County. Providing culturally sensitive and strength-based approaches in helping families is very effective, as it helps empower families. This empowerment helps provide positive long-term results and "buy in," as families build on their own unique core values and culture to establish stronger family bonds and healthy relationships. Another effective component in this process is the implementation of the Navajo Peacemaking program. We hope to incorporate this, as well as a counterpart Ute Peacemaking program in the schools.

Through ongoing education, training and coordination of culturally appropriate activities for teachers, administration, and school social workers, we believe that the quality of service delivery for our students and families will be strong – as we develop a tiered system of resources.

I believe that through the implementation of the planned Native American Youth Community Project, our geographical area will be offered a new hope for the future – as our communities work together to strengthen families. I heartily offer my support for this endeavor.

If I can be of any further assistance, please do not hesitate to contact me.

Sincerely,

(b)(6)

[Redacted signature area]

Alyn C. Mitchell  
Family Resource Facilitator,  
Systems of Care Chairman



**UTAH NAVAJO HEALTH SYSTEM, INC.**  
**Behavioral Health**

East Hwy 262, P.O. Box 130, Montezuma Creek, UT 84534  
Ph: 435.651.3741 FAX: 435.651.3858

May 10, 2016

To Whom It May Concern:

Utah Navajo Health Systems (UNHS) is excited about the possibility of collaborating with San Juan School District through implementation of a Native Youth Community Project for the next four years. San Juan is a remote, rural district with a large percentage of American Indian students, primarily Navajo. UNHS contracts Indian Health Service with approval by Navajo Nation to provide services to students and families in San Juan County. We have worked well with San Juan School District in the past and look forward to providing improved wrap around services for many of the district's high needs students.

We believe a great need exists for school social workers, Peacemaking and other cultural activities in the schools and coordination of social services for students. A great number of families in San Juan have challenges that arise from poverty and are unable to access services as readily as those in urban areas. UNHS will work diligently with the district and other partners to improve services for children in San Juan.

UNHS wholeheartedly supports the plan to have providers, agencies and school personnel meet monthly to plan coordinated services for families and we commit to being an active partner in this

effort. (b)(6)

Sincerely,  
Rick Hendy  
Utah Navajo Health Systems, Inc.

<p><b>Blanding Family Practice Community Health Center</b> 802 S. 200 W. Blanding, UT 84511</p> <p><b>P (435) 678-3601</b> <b>F (435) 678-3610</b></p>	<p><b>Monument Valley Community Health Center</b> P.O. Box 360-005 Monument Valley, UT 84536</p> <p><b>P (435) 727-3000</b> <b>F (435) 727-3001</b></p>	<p><b>Montezuma Creek Community Health Center</b> PO Box 130, East Hwy 262 Montezuma Creek, UT 84534</p> <p><b>P (435) 651-3291</b> <b>F (435)-651-3376</b></p>	<p><b>Navajo Mountain Community Health Center</b> P.O. Box 10100 Tonalea, AZ 86044</p> <p><b>P (928) 672-2494</b> <b>F (928) 672-2839</b></p>
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