

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 # S299A160013

Grants.gov Tracking#: GRANT12173044

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"/>
--	--	--

* 3. Date Received: <input type="text" value="05/25/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="943152368"/>	* c. Organizational DUNS: <input type="text" value="7799672070000"/>
---	---

d. Address:

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

e. Organizational Unit:

Department Name: <input type="text" value="Four Winds of Indian Education"/>	Division Name: <input type="text"/>
---	--

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

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

Organizational Affiliation:

* Telephone Number: <input type="text" value="530-895-4212"/>	Fax Number: <input type="text" value="530-895-4310"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

K: Indian/Native American Tribally Designated Organization

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

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

13. Competition Identification Number:

84-299A2016-1

Title:

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

Map of Service Area.pdf

Add Attachment

Delete Attachment

View Attachment

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

Four Winds of Indian Education, Inc. Project NeeSimPom

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="743,967.32"/>
* 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="743,967.32"/>

*** 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:

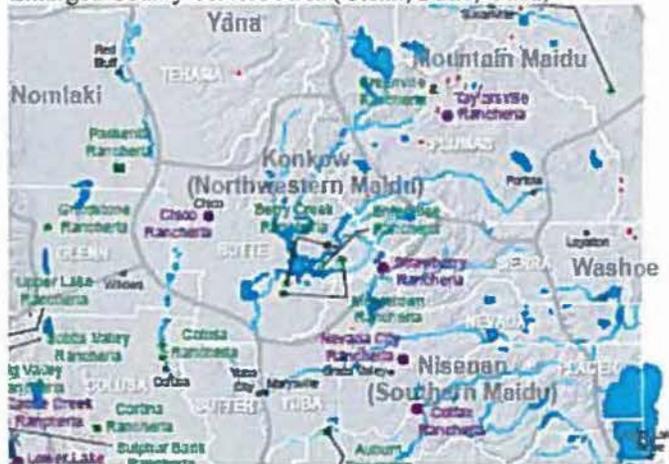
California

Geographic Service Area: Select service area within the California Counties of **Butte, Glenn, and Yuba**

Partnership Tribes: Grindstone Rancheria (aka Grindstone Indian Rancheria), Chico Rancheria (aka Mechoopda Tribe of Chico Rancheria), and the Strawberry Rancheria (aka Strawberry Valley Maidu). In addition will service students from the various other tribes from the area/out of state Natives who participate in Four Winds of Indian Education programs and LEA partnership schools.



Enlarged County Service Area (Glenn, Butte, Yuba)



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>Rachel McBride</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Four Winds of Indian Education, Inc.</p>	<p>DATE SUBMITTED</p> <p>05/25/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Four Winds of Indian Education, Inc. * Street 1: 2345 Fair Street Street 2: _____ * City: Chico State: CA: California Zip: 95928 Congressional District, if known: 1		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: US Department of Education, OIE	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ 738,874.32	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
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: Rachel McBride * Name: Prefix _____ * First Name Rachel Middle Name _____ * Last Name McBride Suffix _____ Title: Executive Director Telephone No.: 530-895-4212 Date: 05/25/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160013

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

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**

Four Winds of Indian Education, Inc.

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

Prefix: * First Name: Rachel Middle Name:

* Last Name: McBride Suffix:

* Title: Executive Director

* SIGNATURE: Rachel McBride

* DATE: 05/25/2016

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

ABSTRACT

Project NeeSimPom proposes a comprehensive, community-wide approach to help Native children, K-12th grade, become college and career-ready. Collaborative partners join Four Winds of Indian Education (hereinafter Four Winds), the applicant agency in this proposal, in design and submission of the application. Partners include Butte Community College; Butte County Office of Education (Learning Community Charter School (LCCS) and Learning Every Day, All Day School (LEADS); California State University, Chico; California State University, Sacramento; Four Winds of Indian Education, a Tribal education agency; Grindstone Indian Rancheria; the Mechoopda Tribe; Northern Valley Indian Health; Stony Creek Joint Unified School District; U.S. Forest Service; and the Yuba Feather School. The project will provide services in three Northern California communities: Chico, Elk Creek, and Strawberry Valley.

The project's purpose is to improve educational outcomes and college and career readiness, while expected outcomes include 1) the integration of Native culture into the *No Excuses University* program and into all project activities; 2) students graduating from high school ready to pursue their chosen colleges and careers; and 3) increased collaboration among partners resulting in improvement in home-school relations and increased school attendance.

Barriers include lack of trust and communication between homes and schools; minimal school success and minimal commitment to school success among children and parents; minimal experience with college and careers among parents; few positive role models; fear of leaving the Native community; lack of transportation; geographically and socially isolated communities; lack of high speed internet and cellular service; and lack of school and community resources.

Opportunities include traditional Native activities and celebrations; after school and summer enrichment; limited summer employment and transition preparation for students; college scholarships; and health and dental services.

The project will feature integration of Native culture into the following primary strategies: extracurricular enrichment; career guidance and education; and implementation of the *No Excuses University* school reform program; and the *Miss School/Miss Out* attendance enhancement program.

Project objectives include cultural adaptation and implementation of *No Excuses University* and *Miss School/Miss Out*; cultural sensitivity training for school staff; student participation in *Miss School/Miss Out* rewards and Ambassador programs; career guidance and education curriculum adaptation; career education lesson plan implementation; web-based career guidance assessment among all students, kindergarten through 12th grade; career counseling; Summer Bridge, Summer Institute, Career Fairs, and summer employment programs for students; participation in expanded extracurricular enrichment activities; a 10% increase in high school students' GPA; increases in school attendance rates; increased enrollment in postsecondary education; participation of parents as Parent Liaisons; and a 10% increase in collaboration among project partners.

Students enrolled in the consortium's kindergarten through 12th grade schools will participate in a continuum of age-appropriate college and career preparation and enhanced academic and behavioral interventions. Schools will be reformed to transform student learning, and project programs, services, and activities will be modified to reflect the traditional cultural backgrounds of participants.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Project NeeSimPom

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Introduction – Weaving Native values and an understanding that it takes a village to raise a child, an inclusive partnership of elementary/secondary schools, Native tribes, a tribal education organization, postsecondary education, and community groups in three Northern California counties is pleased to present the NeeSimPom (Maidu word for family circle) Project to develop, test, and demonstrate the effectiveness of a comprehensive and innovative approach to improve educational outcomes and ultimately college and career readiness among Native students. Joining Four Winds of Indian Education, Inc. (Four Winds) a tribal education organization, in project implementation are public schools, a charter school, institutions of higher education, Native tribes, and community representatives.

The project meets all requirements of the Absolute Priority for FY 2016 by addressing the six elements from 34 CFR 75.105c(3). The project also meets requirements for the following priorities: Competitive Preference Priority One: the project includes an LEA (Stony Creek Joint Unified School District) eligible under the Small Rural School Achievement program; Competitive Preference Priority Two: the project is being submitted by Four Winds an eligible Indian organization; and Competitive Preference Priority Three: project partner Stony Creek Joint Unified School District has received a State Tribal Education Partnership grant for the past four years.

NEED FOR THE PROJECT

The project is informed by needs assessment – Project services are based upon assessed needs of students, parents, schools, and community partners in three Northern California communities. Focus groups, surveys, interviews, and group meetings involving representative samples of students, parents, educators, and community representatives serve as the basis for this proposal. The Project Design Team consisting of the Four Winds Executive

Director, a Native Health Educator, a planning consultant, parents, community members, and tribal representatives met to review and analyze the results of comprehensive needs assessments and asset mapping. Based on evidence gathered over two years, the Design Team identified needs and prioritized the highest needs: 1) increased parent involvement and investment in schools; 2) increased home to school communication; 3) comprehensive K-12th grade college and career awareness and preparation; 4) increased school attendance; 5) more academic support, especially in math; 6) improved school climate; and 7) enrichment activities in afternoon and evenings, weekends, and summer. These needs were identified by three stakeholder groups:

- 1) **Students** – Students participated in planning and needs assessment in brainstorming sessions in classrooms and at Grindstone Indian Rancheria. They identified the following needs: 1) enrichment activities during afternoon/evening, weekends, and summer; 2) cultural activities; and 3) more parent involvement in school.
- 2) **Parents and Community Members** – Parents, tribal members, and community members provided extensive input through written surveys, focus groups, and interviews. More than 50% of parents from Grindstone Rancheria and scores of Butte County parents and Tribal members from the Yuba Feather community contributed to the needs assessment. They identified the following needs: 1) more opportunities for parent involvement, 2) increased home-school communication; 3) more academic support; 4) comprehensive college and career awareness; 5) improved school climate for Native students.
- 3) **School Staff** – Educators from schools in three participating communities provided input to the needs assessment through small group discussions and key informant interviews. They prioritized the following needs: 1) increased school attendance; 2) increased home-school communication; and 3) increased parent involvement and investment in education.

Greatest barriers to college and careers – Numerous factors have created historic barriers to school success and college and career readiness of generations of promising local children and youth. A majority of our Native parents view school systems with mistrust based on negative experiences with racism and school failure. Their lack of success in school and/or segregation on a remote Indian Rancheria combine with other corollaries of economic hardship, including unemployment and underemployment, to create families living in some of the deepest pockets of intergenerational poverty and isolation in Northern California. Family poverty has combined with low parental literacy levels, domestic violence, substance abuse, single parent status, and high family stress to limit parents’ confidence and full participation and trust in schools and communities. These barriers have mounted to create additional barriers including few if any positive role models, fear of leaving the Native community, and lack of school success and preparation for postsecondary education among the current generation of children and youth.

The following chart lists identified barriers as they relate to identified needs.

Needs	Barriers
<ul style="list-style-type: none"> • Increase parent involvement and commitment to schools. 	Mutual parent-school mistrust, lack of specific opportunities for involvement; lack of home-school communication.
<ul style="list-style-type: none"> • Increase home-school communication. 	Mutual mistrust, lack of cell phone reception and internet access.
<ul style="list-style-type: none"> • Comprehensive college and career awareness and preparation throughout the K-12th grade continuum. 	Minimal experience with school completion among families; minimal knowledge and experience with college and careers among families; fear of leaving Native communities; few positive role models among Native adults; lack of transportation and exposure due to rural isolation; lack of high-speed internet;

	lack of school and community resources for college and career preparation services and activities.
• Increase school attendance.	Minimal family commitment to education, minimal school success among parents, home-school mistrust, family dysfunction and substance abuse.
• More academic support for Native students with emphasis on math.	Minimal family commitment to education, family unemployment, parents' negative history in school, lack of school and community resources.
• Improve school climate.	Racism and mutual mistrust among families and schools.
• Enrichment activities in afternoon, evenings, weekends, and summer.	Lack of school & community resources and transportation to safe, culturally relevant, high-interest activities in rural or socially isolated communities during non-school hours.

Opportunities in local community – The local communities provide cultural enrichment, academic reinforcement, and career opportunities to support students. The Learning Community Charter School (LCCS) and Stony Creek schools provide homework and academic assistance and cultural enrichment to Native students in after school and summer programs. Four Winds provides after school and summer enrichment and limited job shadowing and summer employment to students attending the LCCS and Stony Creek schools. Four Winds also provides opportunities for students who choose to participate as volunteers in engaging long-range, hands-on activities such as waterfowl egg protection, stream restoration and oak reforestation activities (including harvest, planting, and protection of acorns) and cultural enrichment through Traditional Ecological Knowledge (TEK) activities including spear fishing, plant identification and gathering, and acorn grinding demonstrations. The U.S. Forest Service provides summer

training and employment with a traditional ecological emphasis, while CSU Sacramento and Butte Community College provide Summer Institute and Summer Bridge programs.

Indian Health Services provides college scholarships for local students pursuing health careers, and the American Indian College Fund provides scholarships for students attending Tribal Colleges. Northern Valley Indian Health provides direct medical and dental services and health-related education services to students and their families including Native Women's Wellness Day, Mammography Day, and Diabetes Education Day.

While local opportunities do exist to support Native students' college and career readiness, they are fragmented and limited in scope. In the proposed project, we will coordinate and build upon existing opportunities to create a comprehensive, community-wide approach that will result in improved educational outcomes that will support success in college and beyond.

Existing policies, programs, practices, service providers, and funding sources – The following represent the community assets identified in the planning processes.

The Learning Community Charter School (LCCS), co-located with Four Winds, provides services through a public charter school. With demographics of approximately 75% Native children, this K-8th grade school has designed and implemented a curriculum with Native culture integrated into the school program. The school environment provides a firm grounding in Native culture and addresses the diverse needs of students from myriad tribes and cultures. The Learning Every Day All Day (LEAD) School, a county community school for 7th-12th grade students on formal and informal probation, also co-located on the Four Winds campus, serves a population comprised primarily of Native students. This alternative school also provides a multi-cultural approach and supports the learning and social-emotional needs of high-risk students in

the juvenile justice system. Both of these schools are supported by the California Department of Education.

Stony Creek Joint Unified School District has designed and begun implementation of a comprehensive behavior management program to encourage student attendance at all grade levels. The program has been successful in addressing a number of school culture issues that have led, in the past, to a dropout rate of almost 100% among Native adults in the district. The first program element is staff interactions with students. Staff, from classroom aides to teachers and on up through the principal, are coached on how to manage behavioral issues by shifting from punishment for misbehavior to helping students understand their motivation for poor choices and strategies for making better decisions. The second element is the *Miss School, Miss Out* program designed to encourage small gains in school attendance. It uses a system of random reinforcements for school attendance, coupled with celebrations for students achieving improved attendance. Parents are also informed about and involved in the *Miss School, Miss Out* program through increased communications in the district's "all call" system and newsletter to parents. The program is funded through ongoing school funding from the state Department of Education.

Three Tribes/Tribal Groups representing people indigenous to Northern California, (i.e., the Mechoopda Tribe, Maidu, and Grindstone Rancheria (Wintun and Wailaki tribes), offer cultural enrichment opportunities for students as well as parent involvement opportunities, and the use of tribal facilities by its students and members. The Mechoopda Indian Tribe also provides career opportunities through its Environmental Protection Department's trails crew program. Operational funding for each Tribal group comes from multiple funding sources including the Bureau of Indian Affairs.

Local Institutions of Higher Education (IHEs) variously provide a week-long Summer Institute introducing students to college life, university interns, and a Summer Bridge program through funding from the California Chancellor's Office and Department of Education.

U.S. Forest Service funding provides summer employment for Native students, while Northern Valley Indian Health provides the behavioral counseling (e.g., school failure, substance abuse, depression, anxiety, family conflict, and behavior problems) many of our students and families need. The Indian Health Service and Butte County Behavioral Health provide funding for behavioral health; medical and dental services; and/or other related services.

Participating schools provide regular school-day instruction and after school academics and enrichment through funds from the California Department of Education.

QUALITY OF THE PROJECT DESIGN

Defined Local Geographic Area – Project NeeSimPom proposes direct services to students in defined communities and school attendance areas within a three-county geographic area consisting of more than 3,600 square miles in Northern California. The Native population in Butte, Glenn, and Yuba Counties is estimated at 8,342 (U.S. Census, 2012) with an overall population density ranging from 20 people per square mile in Glenn County to 124 people per square mile in Butte County. Within these three counties, we will be focusing on Native students and families in the communities of Chico (Butte County), Elk Creek (Glenn County), and Strawberry Valley (Yuba County).

The Four Winds center, co-located with the Learning Community Charter School (LCCS) and the Learning All Day Every Day (LEAD) school, will provide on-site services to students from the town of Chico within its Butte County service area. Staff currently provides services to students and families in Chico with diverse California tribal affiliations including Mechoopda,

Pit River, Pomo, Maidu, Wailaki, Wintun, and Nomolaki. It also provides services to students and families with out-of-state Tribal affiliations including, but not limited to Cherokee, Chippewa, Klamath, and Sioux who have relocated to California.

In Glenn County to the west, the Four Winds' service area extends into Stony Creek Joint Unified School District with students from Wintun and Wailaki tribes comprising 53% of student enrollment. Native students and families live on the nearby Grindstone Indian Rancheria, the only Federally-recognized Rancheria in Glenn County. The short distance between the Grindstone Rancheria and the Stony Creek schools provides a unique opportunity to integrate Native cultural activities and services into school culture while simultaneously infusing awareness of strategies and incentives to increase school attendance, academic success, and career awareness among Rancheria residents.

To the south, the service area extends into Yuba County and into the mountains east of Marysville where students from the indigenous Maidu tribe in Strawberry Valley attend the Yuba Feather School. Families there are currently trying to regain their Federal status.

Based on Scientific Research – The proposed multi-faceted demonstration program is based on current research and effective practice to support Native students, K-12th grade, in becoming successful learners, college-bound, and career-ready. It will feature four primary components based on scientific research and/or on effective programs that have been modified to be culturally appropriate for Native students. They include *Miss School, Miss Out; No Excuses University; Khan Academy;* and/or *Career Guidance and Education* as described in the following section:

Miss School, Miss Out – This student discipline and attendance approach addresses several school culture issues. It uses a system of improved staff-student interactions coupled

with spontaneous, random reinforcement for school attendance, and planned celebrations for students achieving improved attendance. This program has taken into consideration the research on possible negative effects of a system that consistently rewards desired behavior (Kohn, 1994). Kohn builds on the research of Fantuzzo, et al. (1991) that notes typical classroom rewards such as stickers and stars tends to initially improve behaviors, but the desired behaviors eventually lessen as the students tire of these reinforcers. An additional concern is the reduction of altruistic behavior in students who depend on rewards for prosocial behavior (Faves et al., 1989; Grusec, 1991; Kohn 1990). Based on this research, the *Miss School, Miss Out* program randomly rewards very small increments of behavior -- the students do not know when these rewards will occur. This program has been implemented successfully with at-risk students in special education and alternative education settings in the past and has been culturally adapted to a Native population and field-tested with significant success in the Stony Creek Joint Unified School (SCJUSD) where more than half of all enrolled students are Native.

Students will receive monthly stipends as *Miss School/Miss Out* Ambassadors. As appropriate to their age, the Ambassadors will develop ownership in the success of the program through a variety of activities. They will be responsible for providing assistance to planning the Random Rewards program, including providing input into the best college or university memorabilia to purchase; arranging displays of college symbolism (e.g., flags, banners, etc.) around classrooms and in Tribal offices; mentoring younger children with attendance problems; and helping to coordinate field trips through such as activities as getting parent permission slips.

In this program, staff is coached on shifting behavior management strategies from a punishment approach to one of helping students understand their motivation for and alternatives to poor behavioral choices. Individual staff who are oriented toward punishment receive one-

on-one coaching from the principal. Teachers coach students both in whole-class meetings and individually to engage in personal accountability through strategic choices. Adults interact with students and ask them questions such as: *“Were you being your best self when you made that decision?”* *“If you could redo the behavior, what changes could you make that would result in a better outcome for you and the other student?”* Strategies are reviewed regularly with students that include “Ignore, Walk Away,” and if needed, “Get an Adult to Help.” Staff is asked to review these strategies with students and to reinforce their use. Adults are also trained to be alert to students who have used the strategies but are at a point where they require adult assistance to avoid escalation of behaviors and the consequent need for intensive effort.

In the random rewards component, a teacher or another adult may visit the classroom and briefly discuss with students why attendance is important. This is followed by a small reward for each student in class that day. The rewards are typically a “school tool” to reinforce the importance of learning, and a pencil or ruler might be the reward to each student. Regret is expressed for any missing students, and the reward is not saved for any absent student with the teacher or other adult noting, “I’m sorry that _____ wasn’t able to be here today. When we miss school, we miss out.” Different individuals reward attendance each time so that students know that the belief that attendance is important is shared by the entire staff (e.g., aides, principal, janitorial and cafeteria staff). No-cost rewards are also used. For example, students may be let out for recess a few minutes early. Whole-class rewards will also be used. For example, if all students in a class are in attendance, the reward might be a whole class item like a new piece of playground equipment. Older students will participate in random drawings for gift cards and other developmentally-appropriate items. High school students whose attendance meets the 95% level and above will be eligible to participate in field trips. For example, at the end of 2015,

students traveled to San Francisco where they walked across the Golden Gate Bridge and went to a baseball game. Parent Liaisons will be contracted for approximately 12 hours a month for services that will include increasing home-school and community-school communication and partnering with their counterparts in *Miss School/Miss Out* Ambassador positions. In their positions, Parent Liaisons will participate in all grant activities related to objectives, as their skills, abilities, and confidence permits. They will also be eligible to participate in drawings for gift cards that all parents whose children meet attendance objectives will be eligible for.

Khan Academy (Math) – The use of *Khan Academy* as a math enrichment resource is based on current research. Researchers at SRI (Murphy, 2014) reported a positive and statistically significant relationship between use of *Khan Academy* and improved student test scores in math, lower math anxiety, and higher confidence in one’s ability to do math. They also found student engagement with *Khan Academy* resources was associated with better than predicted test scores and attitudinal measures.

Khan Academy is a non-profit educational website created in 2006 with a mission to provide a free world-class education for anyone anywhere. It is supported by the Bill and Malinda Gates Foundation among other major funders and offers millions of K-12th grade students around the world math practice exercises, instructional videos, and a personalized learning dashboard that empowers learners to study at their own pace in and outside of the classroom. Students entering the site are guided from kindergarten to calculus using state-of-the-art, adaptive technology that identifies strengths and learning gaps. To engage and motivate the student in learning math, they have included an array of math-supporting insights and materials from institutions like NASA and the California Academy of Sciences to offer specialized

content. Project staff will provide support for this online math resource and other educational resources to personalize math interventions for Native students based on assessment information.

New Excuses University (NEU) – The proposed use of *NEU* is based on its success as a comprehensive, whole-school reform effort. Although many school improvement strategies around the nation have been tried with only moderate success, one idea that has gained growing attention and support is that improvements in student achievement occur most frequently when there is an all-out effort to make positive, academically focused school-wide changes on behalf of all students. A recent study, “Special Strategies for Educating Disadvantaged Students” (April, 1997), noted that “Students in schools working whole-school reform tended to achieve greater gains than did students in schools attempting various pull-out programs.” A growing body of evidence suggests that working with externally developed school reform models can be a powerful catalyst for improvement when integrated into a school’s overall school reform plan. (Special Strategies, 1997). Even promising school reform designs are likely to fail if they are implemented one element at a time (Ross, March 1998). In its proposed use in Project NeeSimPom, *NEU* will be adapted to Native culture, building on efforts already underway in Riverside, CA where a local school district is implementing the program as adapted to Native students. *NEU* provides the framework for educators to take action and support student learning and academic results through the implementation of six exceptional systems under the umbrella of college readiness for all. This comprehensive program is currently being used in 160 schools across the nation and positively influencing the lives of more than 100,000 students in 22 different states. *NEU*’s six exceptional systems include 1) Culture of Universal Achievement; 2) Collaboration; 3) Standards Alignment; 4) Assessment; 5) Data Management; and 6) Interventions. The Culture of Universal Achievement is grounded on the belief that every student

is capable of meeting or exceeding grade level standards. When staff members believe that it is their responsibility to create success for every student, they collaborate as teams with that belief at their core. In the Collaboration phase, teacher teams will ensure that their work is aligned with standards. As they continue into Assessment, they will organize the data from common assessments in a Data Management system that is easily accessible, openly shared, and deliberately arranged. Finally, in the Intervention phase, educators will align students with meaningful interventions (academic and behavioral) that create academic results. The *NEU* program includes explicit plans for character development among student with 20 identified character traits (e.g., respect, responsibility, kindness, honesty, courtesy, etc.) as part of a bridge to college and a staff Code of Conduct that features six traits (i.e., Integrity, Respect, Responsibility, Honesty, Compassion, Stewardship) staff will be committed to modeling to students, parents, and each other.

NEU's six exceptional systems will be integrated with the nine *Principles for Creating a College Going Culture*. These Principles relate and expand upon *NEU's* systems to better adapt schools to the needs of Native students, families, and communities. The *Principles for Creating a College Going Culture* was developed by UCLA's Melissa MacDonald and Aimee Dorr, and has been adopted by the Karuk Tribe in Northern California as part of its Demonstration Grant for Indian Children. The nine Principles include the following: College Talk, Clear Expectations, Information and Resources, Comprehensive Counseling Model, Testing and Curriculum, Faculty Involvement, Family Involvement, College Partnerships, and Articulation. The Nine Principles are based on the extensive research into creating college-going cultures in K-12th grade schools in numerous reports and studies conducted and published by experts in the college access field including MacDonald and Dorr, (2006), McDonough (1997, 2004, 2005),

McDonough & Calderone (2006), McDonough & Gildersleeve (2005), and Teranishi, Antonio, & McDonough (2004).

As part of college readiness preparation, each classroom (K-12th grade) will adopt a college or university and refer to that class by the university or college name. Similarly, Tribal offices will each adopt a university or college and incorporate college banners, cups, clothing, and other symbols to heighten and reinforce expectations for students. Parents will learn about adult education opportunities and processes for career exploration for themselves. Teachers will determine the years each grade will graduate from college and refer to them as the “Class of 20__.” Project staff and partners will develop a yearly College and Career Fair that involves colleges and community members. Each school will make a plan to take students from specific grade levels on yearly field trips to junior college campuses, four-year colleges and universities, Tribal colleges, and career technical schools through actual site visits and/or virtual tours through technology in school classrooms and Tribal technology facilities. Parents and Tribal representatives will participate in college and career readiness trips to serve as role models and to lessen apprehensions about their children leaving the community. Tribes will arrange for presenters from their respective IHE or technical school to speak about the project and college and career opportunities at Council meetings. Classrooms will display college flags and banners on classroom doors, and schools will establish Mondays as “No Excuses” day where all students wear their school shirts and Fridays as “college spirit” day where students, parents, and staff wear college apparel such as T-shirts or sweatshirts. Participation in weekly “No Excuses” day and “College Spirit” days will be mirrored in Tribal offices and the Four Winds office with staff wearing college apparel from colleges or universities they have adopted. Teachers at each grade level will integrate college awareness into classroom instruction and special events. They will

incorporate college vocabulary into regular classroom instruction. For example, in 1st grade, teachers will introduce vocabulary words such as *career* and *graduate*, while in 3rd grade teachers will introduce words and concepts such as *GPA* and *Bachelor's Degree*. Schools and Tribes will develop a list of inspirational quotes from Native leaders, have students vote on favorites, and place them prominently on campuses, Tribal offices, and Four Winds office.

Career Guidance and Education -- Comprehensive career guidance and education are essential components of effective college and career readiness program, and our project will strengthen this component by integrating cultural enrichment into career guidance and education. Career guidance, in turn, will be integrated into and complement the use of *NEU* and *Miss School/Miss Out*. Numerous studies underscore the value of career education in drop-out prevention. For example, in a 1995 study Hayward and Tallmadge reported statistical significant decreases in school drop-outs among school sites offering coordinated career and academic education. Similarly, Stern et al. (1998) cited 10 studies with findings of higher graduation rates or lower dropout rates for career academy students than students in comparison groups. Whiston, Sexton, and Lasoff (1988) found that career counseling was effective in assisting middle school children in the area of career development, while The Art & Science Group, Inc. reported in 2000 that career counselors were effective in assisting high school students with college choices.

The proposed career guidance component will be guided by standards and related competency indicators for each grade level. The following example illustrates expectations for Standards and Competency Indicators in career guidance. Under the Engagement standard where 3rd-5th grade students explore careers and the connection of school to work, they are expected to demonstrate competency in explaining the relationship of school to future careers. Similarly, under the Inspiration standard, 3rd-5th grade students are expected to demonstrate competency by

identifying and learning about various cultural groups in a community. Under the same standard, 9th-12 grade students demonstrate competency by becoming aware of the education, skills, and training needed to achieve career goals.

At the elementary level, classroom teachers will implement culturally modified and developmentally-appropriate lesson plans and activities to support students' career awareness in four areas: 1) learning more about themselves; 2) understanding the world of work; 3) developing respect for all types of work; and 4) providing foundational knowledge about career clusters. To support learning in the four areas, teachers will implement activities such as: presentations or field trips, guest speakers, door decorating contests, career games/puzzles, role playing activities, and college campus tours.

At the secondary level, teachers and Program Specialists will assist students in attaining competencies using the *California Career Planning Guide* and the *California CareerZone (CCZ)*, both web-based California Department of Education career explorations systems. With the *CCZ*, students can learn about themselves and how they might match-up with 900 occupations that detail the job definition, interests, tasks, and skills. Approximately 300 of the occupations have videos showing a typical day in the life of someone in that occupation. Web-based career exploration is a powerful addition in isolated, rural communities such as ours that provide few opportunities for students to learn about a range of careers or about careers with currency in the local, state, and national job markets. Secondary teachers will also work with Program Specialists, Parent Liaisons, and *Miss School/Miss Out* Ambassadors to arrange presentations and field trips, door decorating contests, career games/puzzles, role playing activities, college campus tours, and numerous other college and career awareness enhancement activities. Students will research and make presentations on Native professionals including those

in their chosen educational and career pathway; positions held; degrees attained and from what institutions; Tribal affiliation; and career highlights.

Enrichment: Project staff will work with Cultural Mentors, Community Tribal members/Elders to provide expanded opportunities for students in afterschool, evening, weekend, and summer experiences. Woven with the academic support and wellness education, students will participate in activities utilizing Traditional Ecological Knowledge (TEK): knowledge, practice, and belief concerning the relationship of living beings to one another and to the physical environment. These activities provide a basis for meaningful learning, increase interest in science/math, and foster interest, awareness, preparation for pursuit of higher education. In addition they will be engaged in collaborative activities with other local organization such as: Kids in Creeks and Tribal activities such as willow and Oak woodland restoration; efforts by the tribes involving the planting, harvesting, and protection of acorns -a vital food staple of the local tribes. Will learn traditional fishing practices, utilization of native plants for nutrition and cultural uses; while protecting the habitat. They will take field trips to gather and to historical traditional sites; caves in the foothills, grinding rocks, and village sites. Staff and community members will arrange student participation in local traditional Native events such as Bear Dance, Big Times, Powwows, and dances at the Round House.

Staff, community partners, and elders during these Enrichment activities serve as culture brokers, people who help students move back and forth more smoothly between their community culture and the culture of school –wherein they will be able to gain insight into how finishing their K-12th grade education and progressing into higher education is a good fit in the Native community and important for the future of our communities. These activities will provide

students with the link between traditional activities, TEK, and college degrees such as in Environmental Sciences, Archeology, Journalism, and Field Biology. Students with degrees in fields of study such as these and others would ultimately strengthen our local Tribes through its accomplished and self-sufficient members; our traditional ways have a place in western science and our communities have much to offer and obtaining a higher education achieves this.

Goals, Objectives, and Outcomes are Specified and Measurable

Goal 1 To transform participating schools into high performing, culturally responsive learning communities through staff development.

Outcome 1 School and project staff, and key community members will integrate the *No Excuses University* (hereinafter *NEU*) into participating schools.

Obj. 1.1 By February 1, 2017, (and annually thereafter), 3-member Leadership Teams from each of three participating school sites will complete a 2-day Trainer of Teachers/Staff training at a *NEU* Institute following monthly study group meetings as verified through project records.

Obj. 1.2 By June 30, 2017, *NEU* consultants will provide a 1-day on-site, follow-up training to Leadership Team members and school staff at school sites as verified through project records.

Obj. 1.3 By November 1, 2017 (and bi-yearly after that), a Principal and a minimum of six Leadership Team members and/or staff representative of Project NeeSimPom and/or each school will attend the 3-day *NEU* National Convention as verified through project records.

Goal 2 To integrate Native culture and responsiveness into all communications at schools through curriculum adaptation and cultural responsiveness practices and activities.

Outcome 2 Native culture will be integrated into all project activities, and school staff will be responsive to culture, strengths, needs, and barriers among Native students and families.

Obj. 2.1 By June 30, 2017 (and annually thereafter), a 4-member Cultural Adaptation Team will complete adaptation of the *NEU* program to Native cultures and provide cultural sensitivity training for school teachers and staff as verified through project records.

Goal 3 To promote the school attendance and success of elementary and secondary children and youth through a comprehensive continuum of expanded school, family, and community supports linked to local colleges and universities and careers.

Outcome 3 Students will graduate from high school in full readiness to pursue the colleges, careers, and life opportunities of their choosing.

Obj. 3.1 By January 1, 2017, (and annually thereafter) 100 targeted students in participating classrooms will adopt a college, university, or other postsecondary institution and will participate in a *Miss School/Miss Out* random rewards program with attendance incentives, including memorabilia from their chosen college/university as determined by project records.

Obj. 3.2 By January 1, 2017 (and annually thereafter), a minimum of 50 targeted students will be participating as *Miss School/Miss Out* Ambassadors as verified by project records.

Obj. 3.3 By February 28, 2017, the Program Specialists will have completed curriculum adaptation and Career Education trainings for K-12th grade teachers, as appropriate to grade level and as determined by project records.

Obj. 3.4 By June 30, 2017 teachers in participating K-8th grade classrooms will have completed implementation of a minimum of three career education lesson plans as verified by project records. (In Years 2-4, teachers will complete a minimum of six career education lesson plans.)

Obj. 3.5 By July 31, 2017 (annually thereafter), a minimum of 20 junior high and high school students will have completed three web-based career assessments to identify interests, values, and skills each is most suited to pursue in college and career as determined by project records.

Obj. 3.6 By June 30, 2017 (annually thereafter), the Program Specialists will have completed Career Exploration Assessment follow-up classroom and individual sessions for each participating 9th-12th grade student to help students identify career choices and related educational requirements based on their assessment results as determined by project records.

Obj. 3.7 By September 30, 2017 (annually thereafter), a minimum of 20 secondary students will have attended a Career Fair, Summer Bridge program or Summer Institute at a college or university, and/or on-the job summer environmental employment as determined by project records.

Objective 3.8 By September 30, 2017 (annually thereafter), a minimum of 100 students will have participated in expanded enrichment activities after school, in evenings/weekends, and summer.

Obj. 3.9 By August 30, 2020, the average GPA of graduating high school seniors will have increased 10% over their average GPA in ninth grade as determined by school records.

Obj. 3.10 By June 30, 2017 (annually thereafter), Native students with chronic absenteeism averages lower than 85% in the previous school year will increase their attendance by 5% as determined by school attendance records; and average school attendance among Native students at each participating school will increase to a minimum of 85% as determined by school attendance records.

Obj. 3.11 By September 30, 2019 (and annually thereafter), enrollment in postsecondary education by the high school class of 2018 will have increased 25% over the postsecondary education enrollment of the high school class of the previous year as determined by project records.

Goal 4 Parent/Community Involvement Objectives – To promote the engagement of parents and community members in Native children’s school attendance, academic success, and career development through participation in school activities and support at home.

Outcome 4 – Collaboration between school, parents, and community representatives will increase resulting in improvement in home-school relations and increased school attendance and graduation rates.

Obj. 4.1 By June 15, 2017 (annually thereafter), a minimum of 15 parents/guardians will have enrolled in and participated as contractors in the Parent Liaison program to support students’ improved school attendance as demonstrated through project records.

Obj. 4.2 By June 30, 2018 parents and community partners from each of three participating counties will demonstrate a 10% increase in collaboration over their baseline score (and 10% over the previous year’s score in 2019 and 2020) as determined through responses to a pre/post analysis of the project-designed Community Collaboration Instrument.

Design is Appropriate to the Target Population -- Project NeeSimPom has been designed to address the learning, cultural, and postsecondary and career readiness needs of participating children, youth, and families. It reflects 27 years of comprehensive educational planning on the part of Four Winds with ongoing input from stakeholders including parents and teachers of our K-12th grade children and youth; representatives from local Tribes, family literacy initiatives, Indian health and social services, and Indian cultural organizations; parents, teachers, and administrators of K-12th grade children; training and employment specialists; and higher education. This project is grounded in an assessment of local needs and current research and will be implemented by experienced staff with wide-spread school and community support.

These factors will combine in project implementation to effectively improve the achievement and life opportunities of talented and motivated children, youth, and families.

Services involve Collaboration of Partners -- A powerful partnership of community representatives has been involved in all aspects of Four Winds' services to American Indian children and families for the past 27 years. These partners will continue active involvement through provision of direct services; technical guidance; program review and improvement; and/or participation as members of the Parent Advisory Committee or Leadership Team. Agency and organization partners' buy-in and investment in project success will continue to be developed and leveraged in the proposed project through significant roles as follows:

Butte Community College – providing a Summer Bridge program for secondary students, and a Recruiter/Outreach Technician staff member to provide on-site enrollment, assessments, and financial aid workshops.

Butte County Office of Education – providing professional development for staff; facilities for Project NeeSimPom activities and staff; regular school-day instruction; and educational linkages to the afterschool program for students attending the K-8th grade Learning Community Charter School (LCCS) and the 7th-12th grade Learning All Day Every Day (LEAD) community school.

California State University, Chico –providing university interns from across the disciplines, the Education Talent Search program enrolling students through Four Winds, and musical/dramatic enrichment events for secondary students.

California State University, Sacramento – providing a week-long American Indian Summer Institute introducing college life to high school sophomores and juniors.

Grindstone Indian Rancheria – providing cultural resources, parent involvement, and facilities for Project NeeSimPom activities and staff.

Mechoopda Indian Tribe -- providing cultural resources; a school attendance enhancement program; and a Cultural Mentor promoting Native language, culture, and education to students through one-on-one and small group mentoring and traditional Gathering Trips.

Northern Valley Indian Health – providing free immunizations, dental care through an on-site mobile dental van, two Cultural Mentors, and Behavioral Health Services through four Clinicians for students and families through an Alternative Health Care Agreement with Four Winds.

Stony Creek Joint Unified School District -- providing regular school-day instruction and facilities for Project NeeSimPom activities and staff.

U.S. Forest Service Youth Conservation Corps – providing summer employment for students (ages 15-18) who provide conservation work on public lands.

Yuba Feather School -- providing regular school-day instruction and facilities for Project NeeSimPom activities and staff.

QUALITY OF PROJECT PERSONNEL

All key personnel proposed to implement the project are members of Native American Tribes and, as such, are members of groups that have been traditionally underrepresented. Recruitment processes for any additional needed personnel will encourage applications from those who have been traditionally underrepresented. Recruitment will take place through postings in Four Winds, School Districts, Tribal offices, and Northern Valley Indian Health.

Administration Qualifications – Rachel McBride, B.A. Liberal Arts (Yurok Tribe) is proposed as the Project Administrator. As the Executive Director of Four Winds for the past nine years she is responsible for all aspects of Four Winds' operations including personnel, contract development and monitoring, Board of Directors reports, afterschool program operations, and community and tribal relationships. She is responsible for the successful

administration of numerous current and previous grants including the Carol M. White Physical Education; Even Start Family Literacy; American Indian Education Center; California Department of Public Health, Community Challenge; Tobacco Use and Prevention; and California Indian Manpower grant.

Kathleen Jack, M.P.H (Paiute Tribe), proposed as Project Director, demonstrates 21 years of successful community education, wellness activities, and grants management experience in a variety of organizations and programs serving Native populations. She currently serves as Four Winds' Health Education Director overseeing all grants/activities related to wellness education, as such, is the Project Director for a \$900,000 U.S. Dept. of Education Carol White Physical Education grant (U.S. Department of Education, Office of Safe and Drug-Free Schools), the previously funded Native Teens Empowered Project and MINTE Tobacco Project (CA Department of Public Health). With a Master's Degree in Public Health, she has been responsible for overseeing Four Winds grants and activities related to education and health education and policy for the past 16 years. She has been responsible for all aspects of grant operations including personnel and fiscal management, supervision of staff and university interns, development and monitoring of contracts, reports to Boards of Directors, after school operations, and community and tribal relationships.

In her previous employment with the California Rural Indian Health Board, she was the Health Education Specialist where she was responsible for implementation of several state and federal grants including the American Indian Tobacco Education Network and the American Indian Youth Challenge Program (CA Dept. of Public Health) where she coordinated direct services and collaboration between six different community pregnancy prevention programs.

Qualifications of Key Project Staff -- Shane Noel (Maidu Tribe – Strawberry Valley

Rancheria) is proposed as the Fiscal Agent. With a Bachelor's Degree in Accounting, he is the current Fiscal Agent for Four Winds and will assume all proposed project accounting, budget management, payroll, and fiscal reporting responsibilities. As indicated above, the project will encourage applications from those who are members of groups that have been traditionally underrepresented. All recruitment processes will include postings at the Four Winds Indian Center, participating school districts, Tribal offices, and Northern Valley Indian Health.

Capacity to improve outcomes – Four Winds has successfully administered special grant programs for Native American students and families that have resulted in improved outcomes. The pregnancy rate among participating Native students dropped to zero after six years of grant funding. The percentage of students with age-appropriate cardiovascular fitness levels increased by 125% from pre- to post-test during a federal Physical Education grant. A Tobacco Control grant was successful in working with the community to develop and pass secondhand smoke policies, provide advocacy training, and the community developed culturally relevant education materials. In conjunction worked statewide with collaborating organizations to raise the age of tobacco use onset among Natives. Even Start Family Literacy grants were effective in recruiting parents of young children and providing them with increased parenting knowledge and skills. Four Winds successfully implemented numerous other grants from the California Departments of Criminal Justice, Health Services, and Education. The organization also received grants from the Indian Education Center and Healthy Kids TUPE, U.S. Department of Health and Human Services, and Administration for Children and Families.

ADEQUACY OF RESOURCES

The relevance of each partner – An enduring partnership of relevant community organizations, schools, parents, and tribal groups have committed their resources to project success. Each stakeholder group will play an integral role in project implementation with commitments as follows: *Butte Community College* – commits to providing an annual Summer Bridge program and a Recruiter/Outreach Technician providing on-site college enrollment, assessments, and financial aid workshops; *Butte County Office of Education* -- commits to providing professional development for project staff, facilities for project activities, regular school-day instruction; educational linkages to the afterschool program, and access to students for project services; *California State University, Chico* – commits to providing interns, Education Talent Search services enrolling Four Winds students, and musical/dramatic enrichment events; *California State University, Sacramento* – commits to providing an annual, week-long American Indian Summer Institute to introduce high school students to college life; *Grindstone Indian Rancheria* – commits cultural resources, parent involvement, and facilities for project activities and staff; *Mechoopda Indian Tribe* – commits cultural resources, a school attendance enhancement program, and a Cultural Mentor promoting Native language, culture, and education to Native students; *Northern Valley Indian Health* – commits to behavioral health services through four Clinicians for Native students and families through an Alternative Health Care Agreement with Four Winds; on-site mobile dental van services; and two Cultural Mentors promoting Native language, culture, and education to Native students; *Stony Creek Joint Unified School District* – providing regular school-day instruction and after school services, and access to enrolled students for project services; *U.S. Forest Service Youth Conservation Corps* – commits to provision of summer employment for 15-18 year old Native

students; and *Yuba Feather School* -- providing regular school-day instruction and access to students for project services.

Costs are reasonable in relation to the anticipated results and benefits – The Project NeeSimPom budget has been developed to support a comprehensive K-12th program designed to address high student and family needs and overcome multiple barriers to better prepare Native students for college and careers. As such, project costs are reasonable in relation to program design and related objectives which propose to transform participating schools, empower families, and equip students with the knowledge, skills, and habits to succeed in school and in life. We plan to extend these opportunities through Replication Handbooks and/or presentations to other American Indian tribes and communities in California and the nation.

The project will serve over 100 high-risk students and their families with quality programming carefully designed to achieve the stated objectives and outcomes. Expenses related to the proposed project's activities are reasonable and relative to the anticipated results and benefits to students and families. Elementary-age students will demonstrate increased school attendance, reading comprehension, and knowledge of colleges and careers. Over the four years of project implementation, secondary students will demonstrate improved attendance and high school graduation rates, improved academic performance, increased personal awareness regarding college and career direction, and increased postsecondary enrollment. Parents and guardians will increase parenting knowledge, connections to schools, and skills and abilities to support their children's learning.

The project will demonstrate the power of prevention rather than remediation through early intervention and support through parents, well-trained educators, career counseling, Cultural Mentors, Behavioral Health Clinicians, and After School staff. It will transform K-12th grade

education for Native children and youth by providing attendance supports, comprehensive K-12th grade career education and guidance, improved school climate and instruction, cultural enrichment activities, and school-to-college-and-career transition activities.

Expenses supporting project activities are appropriate when compared to the planned outcomes for children and youth. A proactive use of resources represents a much more caring and humane approach than dollars poured, too late, into exorbitantly expensive welfare, incarceration, and remedial programs for the undereducated and unemployed.

QUALITY OF THE MANAGEMENT PLAN

Adequacy of the management plan – Four Winds and collaborating partners have developed a plan that clearly identifies operational roles and responsibilities and a process for continuous review, feedback, and improvement. A Project Management Team (Four Winds Executive Director, Project Director, and Evaluator) will meet quarterly to review, revise, and/or problem-solve all aspects of program start-up and operations including staff development, contracts, coordination with partners, sustainability, and other areas, as appropriate. The following management chart provides an overview of project objectives, responsibilities, timelines, and milestones. Please note that space limitations preclude the full text of each objective. For full text, see the Quality of Design section beginning on page 7. Please note that timelines occurring annually are indicated by an asterisk (*) and the Project Director position is abbreviated to PD, Executive Director to Ex. Dir, Program Specialists to Pr. Spec., Parent Liaisons to Par. L., and Student Ambassadors to Amb.

Objective	Milestones	Responsibility	Timeline
	Start-up Activities		
	Hire staff, purchase materials & supplies, develop	PD, Ex. Dir.	Fall '17

	bid packages and execute contracts.		
	Goal 1 – Transformation of Schools		
1.1.	Establishment of Leadership Teams, monthly meetings, and Trainer of Trainer trainings.	PD, Principals, <i>NEU</i> staff	Fall '17
1.2	Complete on-site <i>NEU</i> follow-up trainings.	“	Fall '17*
1.3	Attend <i>NEU</i> National Convention.	“	Fall '17*
	Goal 2 – Promoting Cultural Integration and Adaption		
2.1	Complete cultural adaption of <i>NEU</i> program and cultural sensitivity training for school staff.	Cultural Training Team	June '17*
	Goal 3 – Promoting School Attendance and Success		
3.1	Classrooms adopt colleges or universities.	Principals, PD,	Jan. '17*
3.2	Students participate as <i>Miss School, Miss Out</i> Ambassadors.	Teaching staff, PD, Pr.Sp. Par L	Jan. '17*
3.3	Career education curriculum is adapted and training completed.	Pr. Sp., PD	Feb. '17*
3.4	Complete career education lesson plans.	Teaching staff	Jun '17*
3.5	Students complete career exploration assessments	Pr. Sp., PD, Par. L.. Amb	July '17*
3.6	Students complete career counseling.	“	Jun '17*
3.7	Students attend Career Fairs, Summer Bridge or Summer Institute, job training/employment.	Principals, PD Pr. Sp., Par. L.,	Sept '17*

3.8	Students participate in enrichment activities.	Amb. “	Sept ‘17*
3.9	9 th grade students increase GPA.	Teachers	Aug ‘21*
3.10	Students increase school attendance.	Teachers	Aug ‘21*
3.11	Student increase postsecondary enrollment.	Teachers	Aug ‘19*
Goal 4 – Parent/Community Involvement			
4.1	Parents enroll as subcontractors for school attendance enhancement.	PD	Jan. ‘17*
4.2	Parents/community increase collaboration.	PD	June ‘18*

Procedures for ensuring feedback and continuous improvement – The Project Director will hold bi-weekly meetings with project staff to receive status update reports on project operations. She will also observe implementation activities (i.e., *Miss School, Miss Out*, classroom career education, etc.) on a monthly basis. The Project Director and the Evaluation Director will make reports in regular meetings of the Management and Leadership Teams, providing members with implementation data and information including longitudinal analysis and disaggregation of GPA and students attendance data and findings from focus groups and/or key informant interviews with staff, students, parents, and community partners, including those conducted by parents and students. Management Team and Leadership Team meetings will also regularly include opportunities for members of each to 1) review Project Director and evaluation reports; 2) identify barriers; and 3) make recommendations for change, as appropriate.

Involvement of Indian parents in design and implementation -- Native parents and their children have been active participants in all phases of the proposed project’s design through needs assessment processes over the past two years. Children and youth have contributed in

ongoing tribal office and/or classroom discussions and written surveys as appropriate to their ages and capabilities. Parents have similarly contributed to project design through participation in Needs Assessment and planning processes in monthly Parent Advisory Committee meetings and in written surveys. They have reviewed development of the plan and made revisions and suggestions for improvement that have been incorporated into the proposal.

Parents will be involved in the implementation of the project through their traditional roles in monthly Parent Advisory Committees as they review implementation reports and make recommendations for program improvements. Students will be involved through classroom and Tribal/Rancheria-based discussions where they provide input into what is working and what they would like to see improved.

Parents and students will play important roles in participatory evaluation processes. The Evaluation Director will recruit and train parents to interview small groups of secondary students and other parents to answer evaluation questions and to report findings. The Evaluation Director will also train parents to conduct key informant interviews with staff at participating schools. Parents will then share this information annually with the Parent Advisory, Tribal Council, and/or Leadership Team. Similarly, secondary-level teaching staff will recommend students to the Evaluation Director who will train the students to conduct and report on the results of small group discussions with other students they interview in elementary grades. Their findings will be shared in Parent Advisory meetings and to the Tribal community through monthly collaboration meetings in each community.

Project will build capacity and yield results – The project will build capacity at multiple levels, with results extending well beyond the duration of federal funding. Through staff development, teachers, school counselors, and principals will increase cultural awareness

and knowledge and skills in (1) working with Native children and families and (2) in supporting student success in and beyond the K-12th grade continuum. Tribal Councils and parents will learn how to better support student achievement and preparation for postsecondary education and acquire the knowledge and trust to access school and college/university resources, including financial aid, when needed. Students will develop high expectations, enhanced academic skills, knowledge of postsecondary education opportunities, and the confidence and ability to succeed in higher education and into careers beyond.

QUALITY OF THE PROJECT EVALUATION

Evaluation will support replication -- Effective strategies will be documented as part of a comprehensive evaluation and case study approach in reports and will be included in Replication Handbooks to provide guidance to other tribes and communities to replicate project success and overcome barriers. Replication Handbooks will be available at the Four Winds Center, Tribal offices, and at state and national American Indian conferences. Evaluation processes and reports will support and document the identification of effective practices as well as barriers to success and those practices needing refinement for increased effectiveness.

Evaluation plan – The evaluation features performance measures linked to objectives, benchmarks, and intended outcomes. All data will be analyzed using SPSS analytic software, or other software as appropriate. Each measure was chosen to provide quantitative data to support evaluation of the project's success as follows: (1) School attendance data, collected monthly and annually at year-end, will provide measures of individual student progress as well as school-wide averages. *Benchmark* – quarterly reports on students' average daily attendance. (2) Graduation data, collected annually at year-end, will provide measures of students' high school completion. *Benchmark* – quarterly reports on high school students' accumulation of credits

toward graduation. (3) GPA records and information, collected annually at year-end, will provide data for longitudinal comparisons. *Benchmark* – semi-annual reports on high school students' GPA. (4) A project-designed Community Collaboration Instrument, developed and administered in the project's first three months after award, and administered annually thereafter at the end of each project year, will measure the percent of change from pre-test to post-test of community collaborative efforts (GPRA Measure). *Benchmark* – semi-annual key informant interviews and observations. (5) A project-designed database will provide outcome data on the percentage of the annual measurable objectives that are met in the proposed project (GPRA Measure). *Benchmark* – semi-annual reports on progress toward completion of project objectives.

Methods for evaluation of objectives will include school records, sign-in sheets, project records, Leadership Team meeting notes, progress toward completion of a culturally-adapted curricula, parent participation logs, student career plans, and student participation logs. The data will include observation documentation tools and other recording devices that include notebooks, narrative field logs, and diaries to record reactions, concerns, and speculations. Printed materials such as handouts, presentation materials, sign-up sheets, meeting agendas, and photographs of situations are examples of documents that will be gathered throughout start-up and implementation to support the evaluation.

The data collection schedule will follow established timetables and record-keeping systems in schools for end-of-month and annual school attendance data collection, end-of-year GPA analysis, attendance sheets from special activities, (e.g., Summer Bridge Program, Career Fair, etc.), and college enrollment data collected at the beginning of each school year. Information will be collected from parents and Tribal representatives at culturally-appropriate opportunities to survey and interview stakeholders throughout the grant period.

The project was designed with integrated evaluation goals to 1) provide continuous review, feedback, and improvement; and 2) demonstrate concretely whether the project achieved its identified objectives. Evaluation design will integrate participatory evaluation processes, with the Evaluation Director working closely with the Leadership and Management Teams to ensure the evaluation will be created by and useful to stakeholders.

The Process Evaluation will provide qualitative information (e.g., voices of students, parents, and educators; observations of interactions; transformation of settings, etc.) to project stakeholders about barriers and successes with individual program components from start-up through implementation of services and eventual project close-out. Process evaluation activities, including surveys, focus groups, and key informant interviews regarding attitudes, behaviors, and satisfaction, will provide important feedback to stakeholders to assist in the ongoing process of improving the program and overcoming barriers.

The analysis of process data will follow a multi-step process that will begin during the process of collecting and managing the data, becoming more sophisticated while coding and organizing various forms of data, identifying and examining the relationship between salient themes and patterns, reconstructing the themes along meaningful interpretations, and drawing conclusions and seeking verification of conclusions.

Outcome Evaluation will focus on quantitative achievements to determine if identified objectives and outcomes were achieved, including those relating to: 1) student attendance and graduation rates; 2) GPA data; 3) postsecondary education enrollment; 4) parent participation; and 5) implementation of career education activities throughout the K-12 continuum. Evaluation process and reports will support and document the ongoing identification of effective practices

by the Management Team and the Leadership Team as well as barriers to success and those practices needing refinement for increased effectiveness.

The Evaluation Director will meet with the Management and make quarterly reports on project progress on all relevant objectives. These reports will be appropriate and relevant for sharing with participating partners; describing progress made and significant achievements, as well as barriers and unintended outcomes. The Evaluation Director will make annual reports of results and outcomes available within 30 days of the end of each fiscal grant cycle.

Evaluator Qualifications -- The Center for Research Services, Inc. (CRS) will participate as the contracted external evaluator. Susan St. Germaine-Morger, CEO of CRS, will serve as Evaluation Director. Ms. St. Germaine-Morger demonstrates a 15-year professional evaluation background with expertise in all aspects of program and evaluation design and services including development of survey instruments; database design; data collection and statistical analysis; participatory evaluation; and staff training in use and interpretation of assessment instruments and results. She regularly conducts evaluations that document implementation processes; identify the extent to which quantifiable outcome objectives have been achieved; and recommend improvements. Her professional evaluation experience includes evaluation of numerous state and federal grant projects related to Project NeeSimPom and Native populations including Academic Tutoring, 21st Century Community Learning Centers, After School/Safe Neighborhoods, multiple Safe Schools/Healthy Students initiatives, Even Start Family Literacy, and Carol White Physical Education grants. She has successfully conducted large-scale evaluations for other state and federal programs to include Healthy Start, English Language Literacy, Elementary School Counseling, Repeat Offender Prevention, and School Community Partnership grant programs.

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Defined Local Geographic Area – In Project NeeSimPom, Four Winds proposes direct services to students in defined communities and school attendance areas within a three-county geographic area consisting of more than 3,600 square miles in Northern California. The targeted communities are well known for the beauty of their rivers, pine forests, and oak woodlands in the foothills and mountains as well as their grazing lands and orchards in the Sacramento Valley. The Native population in Butte, Glenn, and Yuba Counties is estimated at 8,342 (US Census, 2012) with an overall population density ranging from 20 people per square mile in Glenn County to 124 people per square mile in Butte County. Within these three counties, we will be focusing on Native students and families in the communities of Chico (Butte County), Elk Creek (Glenn County), and Strawberry Valley (Yuba County).

The Four Winds center which is co-located with the Learning Community Charter School (LCCS) and the Learning All Day Every Day School (LEADS) in Chico will provide on-site services to students from the town of Chico within its Butte County service area. At its Chico site, staff currently provides services to students and families with diverse California tribal affiliations including Mechoopda, Pit River, Pomo, Wailaki, Wintun, and Nomolaki. Four Winds provides services to students and families with out-of state Tribal affiliations including, but not limited to Cherokee, Chippewa, Klamath, and Sioux who have emigrated to California from different parts of the United States.

In Glenn County to the west, the Four Winds' service area extends into Stony Creek Joint Unified School District with students from Wintun and Wailaki tribes comprising 53% of student enrollment. Native students and families live on the nearby Grindstone Indian Rancheria, the only Federally-recognized Rancheria in Glenn County. The short distance between the Grindstone Rancheria and the Stony Creek schools provides a unique opportunity to

integrate Native cultural activities and services into the school culture while simultaneously infusing awareness of strategies and incentives to increase school attendance, academic success, and career awareness among Rancheria residents.

To the south, the service area extends into Yuba County and into the mountains east of Marysville where students from the indigenous Maidu tribe in Strawberry Valley attend the Yuba Feather School. Families there are currently trying to regain their Federal status

California

Geographic Service Area: Select service area within the California Counties of **Butte, Glenn, and Yuba**

Partnership Tribes: Grindstone Rancheria (aka Grindstone Indian Rancheria), Chico Rancheria (aka Mechoopda Tribe of Chico Rancheria), and the Strawberry Rancheria (aka Strawberry Valley Maidu). In addition will service students from the various other tribes from the area/out of state Natives who participate in Four Winds of Indian Education programs and LEA partnership schools.



Enlarged County Service Area (Glenn, Butte, Yuba)



Attachment – Needs Assessment

Four Winds and its Tribal, school, higher education, and Tribal agency partners have undergone a rigorous needs assessment process over the past two years to identify barriers, needs, and opportunities in the local community. The process utilized formal surveys, key informant interviews, and focus groups involving students, parents, schools, higher education, Tribes, and Tribal agency partners. The following narrative highlights the findings from the needs assessment processes.

Greatest Barriers to the Readiness of Local Indian Students for College and Careers

Numerous factors have created historic barriers to school success and college and career readiness of generations of promising local children and youth. A majority of our Native parents view school systems with mistrust based on negative experiences with racism and school failure. Their lack of success in school and/or segregation on a remote Indian Rancheria combine with other corollaries of economic hardship, including unemployment and underemployment, to create families living in some of the deepest pockets of intergenerational poverty and isolation in Northern California. Family poverty has combined with low parental literacy levels, domestic violence, substance abuse, single parent status, and high family stress to limit parents' confidence and full participation and trust in schools and communities. These barriers have mounted to create additional barriers including few if any positive role models, fear of leaving the Native community, and lack of school success and preparation for postsecondary education among the current generation of children and youth.

The specific identified barriers include the following: mutual parent-school mistrust, lack of specific opportunities for parent involvement, lack of home-school communication, lack of cell phone reception and internet access, minimal experience with school completion among

adults, minimal knowledge and experience with college and careers among families, fear of leaving Native communities, few positive role models among Native adults, lack of transportation and exposure due to rural isolation, lack of school and community resources for college and career preparation services and activities, minimal family commitment to education, family dysfunction and substance abuse, family unemployment, parents' negative history in school, racism and mutual mistrust among families and schools, lack of school and community resources and transportation to safe, culturally relevant, high-interest activities in rural or socially isolated communities during non-school hours.

Opportunities in the Local Community to support Indian Students for College and Careers

The local communities provide cultural enrichment, academic reinforcement, and career opportunities to support students. The Grindstone Rancheria holds traditional dances semi-annually in May and October, while the Learning Community Charter School (LCCS) and Stony Creek schools provide homework and academic assistance and cultural enrichment to Native students in after school and summer programs. Four Winds provides after school and summer enrichment and limited job shadowing and summer employment to students attending the LCCS and Stony Creek schools. Four Winds also provides opportunities for students who choose to participate as volunteers in engaging long-range, hands-on activities such as adopt-a-meadow, waterfowl egg protection, stream restoration and oak reforestation activities (including harvest, planting, and protection of acorns) and cultural enrichment through Traditional Ecological Knowledge (TEK) activities including spear fishing, plant identification and gathering, and acorn grinding demonstrations. The U.S. Forest Service provides summer training and employment with a traditional ecological emphasis, while CSU Sacramento and Butte Community College provide Summer Institute and Summer Bridge programs, respectively, for Native students.

Indian Health Services provides college scholarships for local students pursuing health careers, and the American Indian College Fund provides scholarships for students attending Tribal Colleges. Northern Valley Indian Health provides direct medical and dental services and health-related education services to students and their families including Native Women's Wellness Day, Mammography Day, and Diabetes Education Day.

While local opportunities do exist to support Native students' college and career readiness, they are fragmented and limited in scope. In the proposed project, we will coordinate and build upon existing opportunities to create a comprehensive, community-wide approach that will result in improved educational outcomes that will support success in college and beyond.

Existing Local Policies, Programs, Practices, Service Providers, and Funding Sources

The following programs, practices, services providers, and funding sources represent the community assets identified in planning processes.

The Learning Community Charter School (LCCS), co-located with Four Winds, provides services through a public charter school. With student demographics of approximately 75% Native children, this K-8th grade public school has designed and implemented a curriculum with Native culture integrated into all aspects of the school program. The school environment provides a firm grounding in Native culture and addresses the diverse needs of students from myriad tribes and cultures. The Learning Every Day All Day (LEAD) School, a county community school for 7th-12th grade students on formal and informal probation, also co-located on the Four Winds campus, serves a population comprised primarily of Native students. This alternative school also provides a multi-cultural approach and supports the learning and social-emotional needs of high-risk students in the juvenile justice system. Both of these schools are supported by the California Department of Education.

Stony Creek Joint Unified School District has designed and begun implementation of a comprehensive behavior management program to encourage student attendance at all grade levels. The program has been successful in addressing a number of school culture issues that have led to a dropout rate of almost 100% among Native adults in the district. The first element is staff interactions with students. Staff, from classroom aides to teachers and on up through the principal, are coached on how to manage behavioral issues by shifting from punishment for misbehavior to helping students understand their motivation for poor choices and strategies for making better decisions. The second element is the *Miss School, Miss Out* program designed to encourage small gains in school attendance. It uses a system of random reinforcements for school attendance, coupled with celebrations for students achieving improved attendance. Parents are also informed about and involved in the *Miss School, Miss Out* program through increased communications in the district's "all call" system and newsletter to parents. The program is funded through ongoing school funding from the state Department of Education.

Three Tribes/Tribal Groups representing people indigenous to Northern California, (i.e., the Mechoopda Tribe, the Maidu Tribe, and Grindstone Rancheria, with residents from Wintun and Wailaki tribes), offer cultural enrichment opportunities for students as well as parent involvement opportunities, and the use of tribal facilities by its students and members. The Mechoopda Indian Tribe also provides career opportunities through its Environmental Protection Department's trails crew program. Operational funding for each Tribal group comes from multiple funding sources including the Bureau of Indian Affairs.

Local Institutions of Higher Education (IHEs) variously provide a week-long Summer Institute introducing students to college life, university interns, and a Summer Bridge program through funding from the California Chancellors Office and Department of Education.

U.S. Forest Service funding provides summer employment for Native students, while Northern Valley Indian Health provides the behavioral counseling (e.g., school failure, substance abuse, depression, anxiety, family conflict, and behavior problems) many of our students and families need. The Indian Health Service and Butte County Behavioral Health provide funding for behavioral health; medical and dental services; and/or other related services.

Participating schools provide regular school-day instruction and after school academics and enrichment through funds from the California Department of Education.



Four Winds of Indian Education, Inc.

2345 Fair Street ♦ Chico, CA 95928
Phone (530) 895-4212 ♦ Fax (530) 895-4310

American Indian Education Center Needs Assessment

American Indian Students have unique cultural and academic needs that must be met to be successful within the school system. This survey will help guide the services offered by Four Winds of Indian Education Center to best meet student needs. Your opinions are very valuable in creating a quality program to help our students succeed. Please answer all of the following questions. If you have any questions, concerns or comments please let us know.

*Please return to Four Winds-ATTENTION: Rachel McBride fax 530-895-4310 or
2345 Fair Street, Chico, CA 95928 Email: Rachel.4winds@sbcglobal.net*

Date Completed: _____

Community Role (please check all that apply to you):

- | | |
|---|---|
| <input type="checkbox"/> Teacher/Educator | <input type="checkbox"/> Administrator |
| <input type="checkbox"/> Clerical and other support staff | <input type="checkbox"/> Counselor, psychologist or social worker |
| <input type="checkbox"/> Parent/Guardian | <input type="checkbox"/> School Board |
| <input type="checkbox"/> School/Education Staff | <input type="checkbox"/> Community Member |
| <input type="checkbox"/> Student-Grade _____ | <input type="checkbox"/> Tribal Education Staff |
| <input type="checkbox"/> Other _____ | |

1. What services are most important to you? Put your top 5 choices (a-j) on the lines below in order from most important to least important.
- | | |
|--|-------|
| a. Parent Support (IEPs, SSTs, School Meeting) | _____ |
| b. Afterschool Program | _____ |
| c. Cultural Activities | _____ |
| d. GED Prep Classes | _____ |
| e. Health and Nutrition Activities | _____ |
| f. Youth Leadership Activities | _____ |
| g. Attendance Issues | _____ |
| h. Drug and Alcohol Prevention | _____ |
| i. Dropout Prevention | _____ |
| j. Behavioral Health Services | _____ |
| k. College and Vocational Preparation | _____ |

2. Would you and your family participate in evening activities?
Yes or No

3. If yes, what is the best time and day?
4:00 – 6:00pm
4:30 – 6:30pm
5:00 – 7:00pm

Monday Tuesday Wednesday Thursday Friday (please circle 1 day)

4. What subject areas do your children need the most support in?
- | | |
|---------|--------------|
| Math | English |
| Writing | History |
| Science | Other: _____ |

Four Winds of Indian Education Center Academic Assistance & After School Program
COYOTE –Challenging Our Youth On Tobacco Education
SHAPE Project –Student Health Activities & Physical Education

Four Winds of Indian Education, Inc.

5. Do you have a working computer in your home? (Circle one)

Yes or No

6. Do you have access to the internet in your home?

Yes or No

7. Do you have a registered working vehicle?

Yes or No

8. If yes, are you able to get to and from Center activities?

Yes or No

9. Do you need transportation in order to participate in center activities?

Yes or No

10. Please list some Cultural Activities you would like to see in your community.

11. Are there any activities you would like to see Four Winds provide that are not listed?

12. What trainings/activities would you participate or be interested in? (Please rank your top 5)

- | | | |
|---|--|--|
| <input type="checkbox"/> Special Education Services | <input type="checkbox"/> Parent Advocacy | <input type="checkbox"/> Career Exploration |
| <input type="checkbox"/> Math Assistance | <input type="checkbox"/> Reading Assistance | <input type="checkbox"/> Writing Assistance |
| <input type="checkbox"/> Other Subject Assistance _____ | <input type="checkbox"/> Cultural Classes | <input type="checkbox"/> Attendance Issues |
| <input type="checkbox"/> Cultural Awareness Training | <input type="checkbox"/> Affective Communication | <input type="checkbox"/> Drug & Alcohol Prevention |
| <input type="checkbox"/> College/Vocational Preparation | <input type="checkbox"/> Student Leadership | <input type="checkbox"/> Drop Out Prevention |
| <input type="checkbox"/> Family Involvement in School | <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ |

13. Employment is a problem in this area because:
(Check all that apply)

- People lack skills to obtain a job
- Unable to find jobs in the area
- People lack education to obtain a job
- Lack of child care during the hours needed
- Cost of child care
- Lack of computer skills
- Few jobs for people without skills
- Cost of transportation
- Long commute to jobs
- Lack of transportation

Four Winds of Indian Education Center Academic Assistance & After School Program
COYOTE –Challenging Our Youth On Tobacco Education
SHAPE Project –Student Health Activities & Physical Education

Four Winds of Indian Education, Inc.

14. Education is a problem in our Indian community because:

(Check all that apply)

- Lack of transportation
- Cost of transportation
- Lack of college education
- Threats of violence in schools
- Lack of dropout prevention programs
- Lack of college education
- Lack of preschool programs
- Lack of computer skills
- Lack of college prep classes offered
- Cultural barriers/differences
- Lack of youth employment programs
- Community college/university

15. Please answer the following questions regarding education

Y=Yes N=No (please indicate Y or N for each statement)

- Satisfied with education
- Would like to improve reading skills
- Would like to improve writing skills
- Would like to obtain GED
- Would like to earn a two or four year degree
- Would like to have vocational training

16. Do you need any of the following educational services?

Y=Yes N=No (please indicate Y or N for each statement)

- One on one support achieving goals
- GED classes
- Financial aid application assistance

17. Does your child need any of the following educational services?

Y=Yes N=No (please indicate Y or N for each statement)

- One on one support achieving goals
- GED classes
- Financial aid application assistance

Additional Comments _____

Four Winds of Indian Education Center Academic Assistance & After School Program
COYOTE -Challenging Our Youth On Tobacco Education
SHAPE Project -Student Health Activities & Physical Education

Four Winds Key Informant Interview Questions

Summary

Key Informant Interviews utilizing four questions were administered to students/parents/guardians in Butte, Glen, and Yuba counties. Questions administered were relating to their satisfaction with Four Winds, type of impact Four Winds has had, what their needs as students/parents/guardians were to better help their student, barriers, and what services are needed. The questions asked in the survey and the results (if response were similar they were combined) follow:

How has Four Winds positively impacted you/your student?

Numerous parents indicated that in the past without Four Winds, they were uncomfortable with interacting with school staff due to an ongoing history of cultural differences, lack of respect, bullying (of their student and of themselves as parents), and lack of knowledge of how the education/school system operated. Felt that Four Winds' staff was a positive mentor and adult to look up to you –stated that more of these types of interaction were needed for their student to succeed.

What can Four Winds do to help you/parent-guardian, to better assist you/your student to achieve their academic goals?

Provide classes for parent on what they can do to help their students. Work with parents on what their rights are when working with the school and their student's academic goals and behavior issues. For the students help in knowing what classes are needed not only to graduate but what do they need to get into college? When are test dates and help in getting to those tests.

What are some of the biggest barriers to students succeeding at school?

Respondents indicated that they had a strong mistrust of the school staff based on their own negative experiences with racism and school failure. Many expressed that they had not finished school or obtained their GED. Difficulties in making sure their students have the same opportunities as those students who come from homes that have higher income. Lack of role models, besides Four Winds staff and those mentors from the Tribe/Northern Valley Indian Health.

What would you like to see Four Winds offer to you/your student?

Provide more time to mentor students, expose them to what a positive school experience can be, and how to finish school. As a parent who barely finished/didn't finish school need assistance in how to accomplish this –lack of confidence in being the voice to share about the importance of higher education. Activities that are designed for their Indian students such as cultural classes, tribal language, and exposure to new concepts. Expose their students to career opportunities and what type of education they will need to achieve getting a job in that field. What are activities that the community can do to create a community that expects that each student will complete school, go into higher education/vocational program, and it be a positive experience.

Four Winds Key Informant Interview Questions

1. How has Four Winds positively impacted you/your student?

2. What can Four Winds do to help you/parent-guardian, to better assist you/your student to achieve their academic goals?

3. What are some of the biggest barriers to students succeeding at school?

4. What would you like to see Four Winds offer to you/your student?



Four Winds of Indian Education, Inc.

2345 Fair Street ♦ Chico, CA 95928
Phone (530) 895-4212 ♦ Fax (530) 895-4310

Partnership Agreement
Between
Four Winds of Indian Education, Inc.,
Mechoopda Indian Tribe,
Grindstone Indian Rancheria,
Butte County Office of Education,
And
Stony Creek Joint Unified School District,

The intent of this Partnership Agreement is to describe the expectations and commitment of the parties as to their collaboration. While not a legally binding document, this document does indicate a voluntary Partnership Agreement to collaborate on services to the American Indian students and families in Butte, Glenn and Yuba Counties and specifically services and communication for the Native Youth Community Project –NeeSimPom.

Commitment of Partners/Tribes:

Mechoopda Indian Tribe (MIT)

- Recruit families for participation in identified services offered by NeeSimPom
- Provide facilities for parent meetings, trainings, youth activities, educational services, cultural and community events
- Assist in data collection
- Participate in meetings with designated school district
- Participate in NeeSimPom design and services meetings
- Participate in collaborative meetings for overall planning, program development and evaluation of all agencies work and effectiveness

Grindstone Indian Rancheria (GIR) will participate, support and provide the following:

- Recruit families for participation in identified services offered by NeeSimPom
- Provide facilities for parent meetings, trainings, youth activities, educational services, cultural and community events
- Assist in data collection
- Participate in meetings with designated school district
- Participate in NeeSimPom design and services meetings
- Participate in collaborative meetings for overall planning, program development and evaluation of all agencies work and effectiveness

Four Winds of Indian Education Center Academic Assistance & After School Program
COYOTE –Challenging Our Youth On Tobacco Education
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Commitment of Local Educational Agencies:

Butte County Office of Education (BCOE) –Learning Community Charter School and
Butte County Community School

- Provide office space
- Provide parent liaison activities
- Provide support for parent involvement activities
- Provide opportunity for staff to attend trainings to support implementation of No Excuses University
- Provide staff support to facilitate implementation of college/career exploration opportunities
- Provide support to facilitate attendance program –Miss School Miss Out
- Provide facility for afterschool program activities and/or summer programs
- Provide space and time for cultural activities
- Facilitate outreach and communication with district and school staff
- Assist with data collection
- Participate in Four Winds of Indian Education, Inc. collaborative meetings for overall planning, program development and evaluation of program's effectiveness
- Provide report cards and additional assessments (as applicable) for all students that participate in agreed upon services
- Participate in meetings with designated collaborative partner's staff and Four Winds of Indian Education, Inc. staff

Stony Creek Joint Unified School District (SCJUSD)

- Provide office space
- Provide parent liaison activities
- Provide support for parent involvement activities
- Provide opportunity for staff to attend trainings to support implementation of No Excuses University
- Provide staff support to facilitate implementation of college/career exploration opportunities
- Provide support to facilitate attendance program –Miss School Miss Out
- Provide facility for afterschool program activities and/or summer programs
- Provide space and time for cultural activities
- Facilitate outreach and communication with district and school staff
- Assist with data collection
- Provide report cards and additional assessments (as applicable) for all students that participate in agreed upon services

Four Winds of Indian Education Center Academic Assistance & After School Program
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Commitment of Local Educational Agencies Continued:

Stony Creek Joint Unified School District

- Participate in Four Winds of Indian Education, Inc. collaborative meetings for overall planning, program development and evaluation of program's effectiveness
- Participate in meetings with designated collaborative partner's staff and Four Winds of Indian Education, Inc. staff

Commitment of Lead Tribal Organization:

Four Winds of Indian Education, Inc. (Four Winds)

- Provide enrichment activities
- Provide attendance program support –Miss School Miss Out
- Provide parent involvement activities
- Provide college/career exploration opportunities through approved curriculum
- Provide No Excuses University training and curriculum to district and school employees
- Provide staff to help facilitate Afterschool program activities and/or summer activities
- Provide cultural activities and opportunities for enrolled program participants
- Provide parent and student advocacy
- Provide youth leadership activities
- Facilitate parent involvement and communication with district and school staff
- Participate in the development of Student Learning Plans
- Facilitate outreach and communication with collaborating agencies
- Participate in collaborative meetings for overall planning, program development and evaluation of all agencies work and effectiveness
- Participate in meetings with designated school staff

Terms of Partnership Agreement:

The terms of this Partnership Agreement shall commence on October 1, 2016, and shall extend through the life of the Native Youth Community Project -NeeSimPom unless any partner gives prior written notice of termination. The Partnership Agreement may be modified or terminated in thirty (30) days upon written notice of intention to modify or terminate the Partnership Agreement with or without cause.

Four Winds of Indian Education Center Academic Assistance & After School Program
COYOTE –Challenging Our Youth On Tobacco Education
SHAPE Project –Student Health Activities & Physical Education



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Partnership Agreement Signatures:

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Dennis Ramirez, MIT Tribal Chairman

4/22/16
Date

(b)(6)

Ronald Kirk, GIR Tribal Chairman

4/13/16
Date

Tim Taylor, BCOE Superintendent

4/13/16
Date

Laurel Hill-Ward, SCJUSD Superintendent/Principal

April 13, 2016
Date

(b)(6)

Rachel McBride, Four Winds Executive Director

4/18/16
Date

Attachment -- Evidence of Capacity

Four Winds has successfully administered special grant programs for Native American students and families that have resulted in improved outcomes. The pregnancy rate among participating Native students dropped to zero after six years of state Pregnancy Prevention grant funding. The percentage of students with age-appropriate cardiovascular fitness levels increased by 125% from pre- to post-test during a four-year federal Carol M. White Physical Education grant. A statewide evaluation of Four Winds and other recipients of California Tobacco Control grants indicated that the grants were effective in raising the age of tobacco use onset among Natives and non-natives and successful in developing policy, advocacy training, and education materials. As a recipient of state and federal Even Start Family Literacy grants, Four Winds was successful in recruiting parents of young children and providing them with increased parenting knowledge and skills. Four Winds successfully implemented numerous other grants from the California Departments of Criminal Justice, Health Services, and Education. The organization also received grants from the Indian Education Center and Healthy Kids TUPE, U.S. Department of Health and Human Services, and Administration for Children and Families.

Attachment -- Evidence of Involvement of Indian Tribes and Parents

Participating Indian Tribes and Native parents and their children have been active participants in all phases of the proposed project's design through needs assessment processes over the past three years. Children and youth have contributed in ongoing Tribal office and/or classroom discussions and written surveys as appropriate to their ages and capabilities. Parents have similarly contributed to project design through participation in Needs Assessment and planning processes in monthly Parent Advisory Committee meetings and in written surveys. They have reviewed development of the plan and made revisions and suggestions for improvement that have been incorporated into the proposal.

Parents will be involved in the implementation of the project through their traditional roles in monthly Tribal or Rancheria Parent Advisory Committees as they review implementation reports and make recommendations for program improvements. Students will be involved through classroom and Tribal/Rancheria-based discussions where they provide input into what is working and what they would like to see improved.

Parents and students will play important roles in participatory evaluation processes. The Evaluation Director will recruit and train parents to interview small groups of secondary students and other parents to answer evaluation questions and to report findings. The Evaluation Director will also train parents to conduct key informant interviews with project staff and teaching staff at participating schools. Parents will then share this information annually with the Parent Advisory, Tribal Council, and/or Leadership Team. Similarly, secondary-level teaching staff will recommend students to the Evaluation Director who will train the students to conduct and report on the results of small group discussions with other students they interview in elementary

grades. Their findings will be shared in Parent Advisory meetings and to the Tribal community through monthly collaboration meetings in each community.

Demonstration of Research Basis

Project NeeSimPom, a multi-faceted demonstration program is based on current research and effective practice to support Native students, K-12th grade, in becoming successful learners, college-bound, and career-ready. It will feature five primary components based on scientific research and/or on effective programs that have been identified in extensive reviews of the literature such as in closing the College Readiness Gap such (Cline, et al., 2007) and modified to be culturally appropriate for Native students. They include *Creating a College Going Culture*, *Miss School, Miss Out; No Excuses University; Khan Academy;*; and/or *Career Guidance and Education* as described in the following section:

Creating a College Going Culture – The Nine Critical Principles set forth by Melissa Friedman MacDonald and Aimee Dorr, (UCLA, 2006) in *Creating A College Going Culture* provide a clear and practical set of strategies for helping all students, including Native American students, prepare to enter and succeed in colleges and universities. The Nine Principles are based on the extensive research into creating college-going cultures in K-12th grade schools in numerous reports and studies conducted and published by experts in the college access field including MacDonald and Dorr, (2006), McDonough (1997, 2004, 2005), McDonough & Calderone (2006), McDonough & Gildersleeve (2005), and Teranishi, Antonio, & McDonough (2004).

Miss School, Miss Out – This student discipline and attendance approach addresses several school culture issues. It uses a system of improved staff-student interactions coupled with spontaneous, random reinforcement for school attendance, and planned celebrations for students achieving improved attendance. This program has taken into consideration the research on possible negative effects of a system that consistently rewards desired behavior (Kohn, 1994).

Kohn builds on the research of Fantuzzo, et al. (1991) that notes typical classroom rewards such as stickers and stars tends to initially improve behaviors, but the desired behaviors eventually lessen as the students tire of these reinforcers. An additional concern is the reduction of altruistic behavior in students who depend on rewards for prosocial behavior (Faves et al., 1989; Grusec, 1991; Kohn 1990). Based on this research, the *Miss School, Miss Out* program randomly rewards very small increments of behavior -- the students do not know when these rewards will occur. This program has been implemented successfully with at-risk students in special education and alternative education settings in the past and has been culturally adapted to a Native population and field-tested with significant success in the Stony Creek Joint Unified School (SCJUSD) where more than half of all enrolled students are Native.

Khan Academy (Math) – The use of *Khan Academy* as a math enrichment resource is based on current research. Researchers at SRI (Murphy, 2014) reported a positive and statistically significant relationship between use of *Khan Academy* and improved student test scores in math, lower math anxiety, and higher confidence in one's ability to do math. They also found student engagement with *Khan Academy* resources was associated with better than predicted test scores and attitudinal measures.

Khan Academy is a non-profit educational website created in 2006 with a mission to provide a free world-class education for anyone anywhere. It is supported by the Bill and Malinda Gates Foundation among many other major funders and offers millions of kindergarten -12th grade students around the world math practice exercises, instructional videos, and a personalized learning dashboard that empowers learners to study at their own pace in and outside of the classroom. Students entering the site are guided from kindergarten to calculus using state-of-the-art, adaptive technology that identifies strengths and learning gaps. To engage and

motivate the student in learning math, they have included an array of math-supporting insights and materials from institutions like NASA, the California Academy of Sciences, and MIT to offer specialized content. Project staff will provide support for this online math resource and other educational resources to personalize math interventions for Native students based on assessment information.

New Excuses University (NEU) – The proposed use of *NEU* is based on its success as a comprehensive, whole-school reform effort. Although many school improvement strategies around the nation have been tried with only moderate success, one idea that has gained growing attention and support is that improvements in student achievement occur most frequently when there is an all-out effort to make positive, academically focused school-wide changes on behalf of all students. A recent study, “Special Strategies for Educating Disadvantaged Students” (April, 1997), noted that “Students in schools working whole-school reform tended to achieve greater gains than did students in schools attempting various pull-out programs.” A growing body of evidence suggests that working with externally developed school reform models can be a powerful catalyst for improvement when integrated into a school’s overall school reform plan. (Special Strategies, 1997). Even promising school reform designs are likely to fail if they are implemented one element at a time (Ross, March 1998). In its proposed use in Project NeeSimPom, *NEU* will be adapted to Native culture, building on efforts already underway in Riverside, CA where a local school district is implementing the program as adapted to Native students. *NEU* provides the framework for educators to take action and support student learning and academic results through the implementation of six exceptional systems under the umbrella of college readiness for all. This comprehensive program is currently being used in 160 schools

across the nation and positively influencing the lives of more than 100,000 students in 22 different states. *NEU*'s six exceptional systems include 1) Culture of Universal Achievement; 2) Collaboration; 3) Standards Alignment; 4) Assessment; 5) Data Management; and 6) Interventions.

Career Guidance and Education – Comprehensive career guidance and education are essential components of effective college and career readiness program, and our project will strengthen this component by integrating cultural enrichment into career guidance and education. Career guidance, in turn, will be integrated into and complement the use of *NEU* and *Miss School/Miss Out*. Numerous studies underscore the value of career education in drop-out prevention. For example, in a 1995 study Hayward and Tallmadge reported statistical significant decreases in school drop-outs among school sites offering coordinated career and academic education. Similarly, Stern et al. (1998) cited 10 studies with findings of higher graduation rates or lower dropout rates for career academy students than students in comparison groups. Whiston, Sexton, and Lasoff (1988) found that career counseling was effective in assisting middle school children in the area of career development, while The Art & Science Group, Inc. reported in 2000 that career counselors were highly effective in assisting high school students with college choices.

The proposed career guidance component will be guided by standards and related competency indicators for each grade level. The following example illustrates expectations for Standards and Competency Indicators in career guidance. Under the Engagement standard where 3rd-5th grade students explore careers and the connection of school to work, they are expected to demonstrate competency in explaining the relationship of school to future careers. Similarly, under the Inspiration standard, 3rd-5th grade students are expected to demonstrate competency by

identifying and learning about various cultural groups in a community. Under the same standard, 9th-12 grade students demonstrate competency by becoming aware of the education, skills, and training needed to achieve career goals.

Attachment – Description of Continuing Activities

Four winds will continue grant activities through development of increased knowledge and skills among students, families, and educators and commitments and participation of multiple schools, Native Tribes, an Indian Rancheria, and Four Winds, a Tribal Education Agency, with results extending well beyond the duration of federal funding.

Through staff development, teachers, school counselors, and principals will have the skills to integrate ongoing cultural awareness and knowledge and skills in (1) working with Native children and families and (2) in supporting student success in and beyond the K-12th grade continuum. Tribal Councils and parents will have learned how to better support student achievement and preparation for postsecondary education and will have acquired the knowledge and trust to access school and college/university resources, including financial aid, when needed. Students will have developed high expectations, enhanced academic skills, knowledge of postsecondary education opportunities, and the confidence and ability to succeed in higher education and into careers beyond.

Participating schools staff will continue career counseling and awareness, the *Miss School/Miss Out* student discipline and attendance program, *No Excuses University* school reform activities, and Khan Academy's online math activities; and access to students for services from other agencies and Tribes.

Participating tribes will continue to implement activities from *No Excuses University* including "No Excuses Day" and College Spirit" days with staff wearing college apparel from colleges or universities they have adopted.

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EDUCATION

- Associates Degree, Humanities
College of the Redwoods
- Bachelor of Arts, Liberal Studies
California State University Chico

CREDENTIALS

- Emergency Substitute Teaching Permit
Butte County Office of Education

EMPLOYMENT

- Executive Director
Four Winds of Indian Education, Inc., CA, July 2005-Present
Duties: Manage the organization to achieve its goals and objectives and to satisfy all its contractual and grantee obligations. Develop goals, objectives and operating policies to guide the organization and negotiate contracts with delegate agencies and other outside agencies. Develop or revise appropriate policies and assist the Board in interpreting the policies, directives and instructions of Foundation, State and Federal funding resources. Directly supervises and evaluates agency directors and program staff. Oversees fiscal administration and information, prepares all budgets. Write continuing grant applications as well as new grant applications. Prepare and administer all reporting on deliverables to all funding sources. Participate in academic meetings for enrolled students.
- Education Director
Four Winds of Indian Education, Inc., CA, July 2003-2005
Duties: Prepared and administered the budgets and all reporting on deliverables to the State Department of Education for Four Winds of Indian Education, Tribal Even Start Project, 21st Century Afterschool Program-Salmon Club, and all other projects and/or contracts held by Four Winds of Indian Education, Inc. Supervise and provide tutorial support, supervise workstudy students, work with California State University Chico interns, volunteers, and the court compliance program. Supervise and attend special events, field trips and conferences. Participate in academic meetings for enrolled students.
- Project Specialist
Four Winds of Indian Education, Inc., Chico, CA, July 2002-July 2003
Duties: Prepared and administered the budgets and all reporting on deliverables with the State Department of Education for COYOTE Project, 21st Century Afterschool Program-Salmon Club, State Assembly for Youth (SAY) Project, and Histum Yani (Yuba/Sutter Satellite Center). Adapt and implement tobacco education and academic enrichment activities (California State Standard aligned) in the K-9th grades, plan, supervise and attend special events, field trips and conferences. Supervise afterschool, COYOTE, 21st Century, and Histum Yani staff, prepare timesheets and administer staff evaluations.

COMMITTEES/BOARDS

- Butte Jr. College Student Equity Advisory Committee, 2015 – Present
Duties: Provide input and advice on student equity and equality issues and concerns for students that attend Butte Jr. College. Approve equity proposal for on-campus projects and/or personnel.
- InterTribal Task Force, 2014 – Present
Duties: Provide updates and input on educational concerns for Native students in Butte County.
- NorCal PRIE Advisory Board, 2013 – Present
Duties: Provide input and resources to Chico State University NorCAL PRIE staff and students on cultural awareness, intergenerational trauma, and curriculum. Provide advice to staff and education department on implementation of NorCAL PRIE objectives.
- Butte County Alternative Education Leadership Committee, 2015 - Present
Duties: Participate in regularly scheduled meetings and provide input and resources to collaborative agencies and move forward with the common goal of becoming a trauma informed county.
- Grindstone Parent Advisory Board Member, 2008 – Present
Duties: Prepare the agenda, facilitate and inform parents on Title VII and Impact Aide grants that the school district receives. Provide feedback to the district regarding Title VII budget and objectives. Provide communication to the parents, community and Tribe about school and district issues.
- National Indian Education Association Native Workgroup for Common Core Standards, National, 2009 – 2014
Duties: Provide advocacy for Native communities and Tribes to Federal policy makers and National educational agencies on Common Core Standards and implementation affecting Native students.
- Campaign for High School Equity California State Team for Common Core Standards, Statewide, 2011 – 2014
Duties: Provide advocacy for Native communities and Tribes to State policy makers and local school districts and county office of education on Common Core Standards and implementation affecting Native students.
- American Indian Education Oversight Committee member, January 2007 – Present

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- Duties: Provide input and advice to the California State Department of Education Superintendent of Public Instruction
 - California American Indian Education Director's Association Board of Director's Secretary, 2006 - Present
 - Duties: Attend quarterly meetings, share program updates and resources. Prepare agendas, record and disperse meeting minutes. Advocate for American Indian Students and families.
 - California Conference on American Indian Education Planning Committee Member, 2003 - Present
 - Duties: Conference Co-Chair 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016
 - Plan and organize conference activities such as the Educator's Luncheon, conference vendors and educational booths, and evening entertainment.
 - California Department of Public Health –Tobacco Control Program 2009 Native American Roundtable, January 2009 – 2010
 - Duties: Examine tobacco-related issues in Native American communities, build collaboration between advocates and Native American communities within California, provide advice and input for roundtable objectives, structure, and content.
 - TEPTS Regional Tobacco Control Advisory Committee Member, 2008 – March 2011
 - Duties: Quarterly conference calls and one face to face meeting. Help guide TEPTS efforts to prevent and reduce the use of commercial tobacco and exposure to secondhand smoke in all of California and Nevada tribes and California, Nevada, and Utah urban American Indian programs/organizations. Assist and provide guidance to TEPTS with planning and implementing tobacco control activities that address culturally appropriate prevention of commercial tobacco use among American Indian youth and cessation among both American Indian adults and youth. Assist TEPTS in reducing secondhand smoke in tribal and urban American Indian communities. Promote and educate on the use of sacred traditional tobacco across the service area.
 - California Rural Indian Health Board –American Indian Tobacco Education Partnership Advisory Committee, 2003 – 2008
 - Duties: Attended Quarterly meetings, advocate for Native families and traditional tobacco use. Review educational materials for cultural sensitivity and appropriateness.
 - Grant Reader/reviewer for California State Department of Education
 - Duties: Assist with selection of State Even Start Family Literacy Programs for new funding cycles.

TRAININGS

- Crisis Prevention Institute –Non Violent Crisis Intervention Training, Chico, CA, September 2004 - Current
- California Mandated Reporter Training, Chico, CA, 2009 - Current
- California Conference on American Indian Education, CA, March 2003 - 2016
- Medic First Aid and Child & Adult CPR, Chico, CA, April 2015 -Current
- Trauma Informed Community Training, Chico, CA ongoing
- TAC-COM Training; de-escalation techniques Chico, CA June 2015, April 2016
- Nurtured Heart Training, Chico, May 2015
- Parent Advocacy Training in Special Education, CA, 2009, 2011 & 2014
- Professional Learning Community Training, Las Vegas, NV, June 2010
- National Indian Education Convention, October 2006, 2009, 2011
- ADHD Project, Chico, CA, September 2008-2010
- Preventing Discrimination, Harassment and Retaliation 2007 (California), Chico, CA, April 2008
- National Center for Family Literacy Program Administration –Even Start, Louisville, Kentucky, June 2007

Kathleen Jack, MPH

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SUMMARY OF QUALIFICATIONS

- ◆ Sixteen years of administration level grants management; budget, scope of work, implementation, evaluation, and staff supervision.
- ◆ Twenty-one years of health education experience.
- ◆ Excellent interpersonal skills and communicates effectively with diverse populations.
- ◆ Strong presentation skills, with various populations: students, parents, county officials, tribal and state government officials, and collaborative organizations.

EDUCATION

**San Jose State University
Master of Public Health August 2009**

**California State University, Chico
Bachelor of Science in Health Science (Community Health Education) May 1995**

EXPERIENCE

Health Education Director, Four Winds of Indian Education

Responsible for overseeing all grants and activities related to health education/policy and general health education materials development, implementation, and grant writing. Project Director for the *Student Health Education & Physical Education* Project, responsible for: Ensuring compliance with all grant requirements; Communication between Four Winds and U. S. Department of Education –Office of Safe and Drug-Free Schools; Supervision of staff and college interns; Evaluation development and implementation; Curriculum & presentation development and implementation. October 2012-Present

Health Education & Events Coordinator, Northern Valley Indian Health, Inc.

Responsibilities include the development and coordination of specialized community health education programs. Program areas include chronic disease prevention, tobacco use prevention, maternal, child, and adolescent health (MCAH), senior health and wellness, injury prevention, physical activity, healthy nutrition promotion, and other community health promotion/disease prevention projects. Evaluates health education activities/programs provided, collects and analyzes health-related data. In addition facilitates the planning and coordination of special events, community meetings, focus groups, workshops, in-service trainings, conferences, health fairs, and volunteers. June 2012 to August 2012.

Health Education Director, Four Winds of Indian Education

Responsible for overseeing all grants and activities related to health education/policy and general health education materials development, implementation. Project Director for the Native Teens Empowered Pregnancy Prevention Project, responsible for: Ensuring compliance with all grant requirements; Communication between Four Winds and California Department of Public Health; Supervision of staff and college interns; Evaluation development and implementation; Curriculum & presentation development and implementation. Facilitate nutrition, physical activity, and Cal Fresh outreach subcontracts. California Department of Education Summer Food Service Program, administrator and site supervisor. Required to seek out and apply for health oriented grants. August 2003 to August 2011.

Health Education Coordinator/MINTE Tobacco Project Coordinator, Four Winds of Indian Education

Health Education Coordinator for the MINTE Tobacco Project responsible for: Ensuring all grant obligations are completed in a professional and timely manner; Health education material development; Community/classroom presentations; Case Study implementation with local Indian Casinos and; Develop and implement evaluation component for the MINTE Tobacco Project and COYOTE Tobacco Project. Responsible for the supervision of student Health Interns. August 2000 to July 2003.

Kathleen Jack

Health Education Specialist, California Rural Indian Health Board, Inc.: Family and Community Health Services Department

Health Education Specialist for the American Indian Tobacco Education Network and American Indian Youth Challenge Program –CCG teen and unwed pregnancy prevention project. Responsibilities included: Health education material development; presentations; processing tobacco mini-grants; case study data collection and special projects. The American Indian Youth Challenge Program, responsible for: Coordinating collaboration between six different community pregnancy prevention programs; Surveys; Training and; Curriculum development for American Indian communities. Required to locate and apply for foundation and government grants to continue and increase services to the communities. Participated in a team oriented atmosphere to complete Scope of Work activities. April 1996 to June 2000.

Youth Program Trainer, Indian Dispute Resolution Services, Inc.

Presentations to Indian youth, ages fifteen to twenty one, on: Conflict resolution; Leadership skills; Traditional peacemaking; and Gender roles. Coordination and implementation of trainings. October 1995 to February 1996.

American Indian Teen Group Coordinator, Four Winds of Indian Education

Coordinate healthy activities for students, ages eleven to eighteen. January 1995 to June 1995.

University Outreach Intern, CSU Chico

Recruiting of American Indian high school students to CSUC. Assisted prospective students with the CSU system application process, EOP application, and Financial Aid applications. January 1994 to June 1994.

CONSULTANT WORK

- ◆ UC Davis School of Medicine & Northern Valley Indian Health Partnership –Community Participatory Research Project: Nutrition, Diabetes, and Obesity in the American Indian community (2011-present)
- ◆ Cancer Prevention Institute of California, Consultant and Community Advisory Committee (2009-2010)
- ◆ California Health Collaborative (No. CA Breast & Cervical Cancer Partnership) Community Liaison and Materials Review Consultant (2007-2008)
- ◆ California Health Interview Survey Cultural Review Consultant (2003 & 2005)

COMMITTEES

- ◆ California Department of Education –Student Mental Health Policy Workgroup (2015-Present)
- ◆ Health Equity American Indian Alaskan Native Team Member –American Cancer Society (2013-Present)
- ◆ Native Women’s Wellness Action Council –Northern Valley Indian Health, Inc. (2012-Present)
- ◆ UC Davis & Northern Valley Indian Health, Inc. Partnership –Community Participatory Research Project on Nutrition(2011-Present)
- ◆ California Conference on American Indian Education Planning Committee (2003-present)
- ◆ Community Advisory Committee for the Cancer Prevention Institute of California (2009-2010)
- ◆ USC -TRDRP Grant Advisory Committee Member for research on “Culture and Tobacco Use Among American Indian Adolescents” (2006-2008)
- ◆ Co-Chair, American Indian Tobacco Education Partnership Advisory Committee –California Rural Indian Health Board (2000-2004)
- ◆ Materials Review Committee, Tobacco Education Clearinghouse of California (2000-2005)
- ◆ Butte County Tobacco Coalition Member (2000-2004)

CERTIFICATION

- ◆ ServSafe Food Handler -National Restaurant Association
- ◆ CITI –Collaborative Institutional Training Initiative, Institutional Review Board Community Based American Indian Research
- ◆ CPR/First Aid Certification
- ◆ CA Department of Social Services Mandated Reporter Training

Kathleen Jack

TRAINING

- ◆ ASIST (Applied Suicide Intervention Skills Training) –LivingWorks provided by California Rural Indian Health Board, Inc.
- ◆ Native Wellness Institute –Indigenizing Fitness
- ◆ Butte-Glenn Community College –The Training Place Sexual Harassment Prevention Training
- ◆ Positive Behavior Intervention and Supports
- ◆ CX³ Communities of Excellence in Nutrition, Physical Activity and Obesity Prevention
- ◆ Network for a Healthy California—Sierra-Cascade Region: Food Security Issues, Challenges and Successes; Movement Matters -Physical Activity Sharing Forum; Promoting Family Fitness
- ◆ Cal Fresh, Empowering Communities for Healthy Changes, and Becoming Food Secure
- ◆ Food Stamp Outreach Essentials
- ◆ Standards-Based Nutrition Education Training
- ◆ Linking Science and Nutrition Training
- ◆ Footsteps to Health – Native Youth Wellness, Youth Diabetes Prevention & Treatment
- ◆ Adults Working With Native Youth –Native Wellness Institute
- ◆ Collaborative Leadership Training
- ◆ Gathering Of Native Americans (GONA) - Facilitators Training
- ◆ Annual Indian School on Alcohol & Other Drug Related Problems
- ◆ Multigenerational Stress Disorder and Relapse in Substance Abuse and other Addictive Behavior
- ◆ Cultural Disenfranchisement, Post Traumatic Stress Disorder, & Intergenerational Trauma
- ◆ Special Education Rights & Responsibilities Eligibility, IEP Preparation and Assessment
- ◆ Peacemaking and Mediation, Indian Dispute Resolution Services
- ◆ Communication and Negotiation, Indian Dispute Resolution Services

REFERENCES

Judy Delgado, MA Consultant
CA Department of Education

(916) 319-0506
judelgado@cde.ca.gov

DeAnne Blankenship, MPH/MCHES Program Manager
California Health Collaborative

(530) 345-2483
dblankenship@healthcollaborative.org

Stacey Kennedy, MS, RD Nutritionist/Deputy Director
California Rural Indian Health Board, Inc.

(916) 929-9761
stacey.kennedy@carihb.net

Shane Noel

EDUCATION:

- Bachelor of Science Degree in Accounting, *California State University Chico, CA May 2012*
- Associate of Science Degree in Accounting, *Butte College, Oroville, CA May 2009*
- Associate of Arts Degree in Social and Behavioral Science, *Butte College, Oroville, CA May 2009*
- Associate of Science Degree in Auto Technician, *Butte College, Oroville, CA May 2009*

SKILLS AND ABILITIES:

- Ability to perform routine duties, inventory and attendance
- Proficient and competent operation of all office equipment
- Excellent verbal and written communication skills
- Proficient in computer operations, applications and input
- Proficient in Quikbooks for payroll and purchasing
- Ability to remain calm in hectic environments
- Ability to supervise and work with children
- Ability to follow verbal and written instructions efficiently without immediate supervision
- Excellent customer Service and people skills
- Currently maintaining working relationships with parents, teachers, students and other staff
- Ability to maintain a clean and safe work environment

WORK EXPERIENCE:

<p>7/01/2010-Present <i>Four Winds of Indian Education, Inc.</i> 2345 Fair St. Chico,CA,95928</p>	<p>Fiscal Analyst, Four Winds Indian Education</p> <ul style="list-style-type: none"> • Process and manage payroll • Process and manage new employees • Maintain and manage all human resource activities and documents • Maintain and process all office and programs operating expenses and revenues • Maintain and manage all fiscal data • Maintain and manage all Center budgets • Maintain and manage bank records • Provide documentation and work with auditor and tax service provider • Set up, maintain and manage individual grant projects budgets and tracking • Ordering of supplies and services for office and program • Extensive computer knowledge and usage: Quikbooks, Excel, Word, PowerPoint, Outlook, Multiple Internet activities • Maintain a close working relationship with fiscal agent and government entities
<p>6/2008-7/01/2010 <i>Four Winds of Indian Education, Inc.</i> 2345 Fair St. Chico,CA,95928</p>	<p>Program Specialist, Four Winds Indian Education</p> <ul style="list-style-type: none"> • Responsible for obtaining and maintaining current National Association for the Development of Archery certification • Organize and supervise summer school archery program • Track student progress in summer school program • Maintain and repair all equipment

Shane Noel

(b)(6)

- Supervise student helpers
- Maintain a timely school schedule
- Provide cultural lessons for students
- Prepare and implement lesson plans

Tutor/Archery Coach

9/2005-1/2008

MJUSD American Indian Education Program of Marysville
Marysville, CA, 95901

- Responsible for obtaining and maintaining current National Association for the Development of Archery certification
- Organize and supervise and after school archery program
- Maintain attendance and record equipment inventory
- Responsible for all purchases of supplies and equipment
- Responsible for all equipment repair and upkeep

9/2004-6/2006

MJUSD Leaves of Learning Challenge, CA, 95925

Community Coordinator, Evenstart Program

- Responsible for public relations, created all correspondence, announcements and flyers for radio, television, newspapers and community billboards
- Organized and facilitated community events such as "Storytelling Night"
- Participated in and supported all events at Yuba Feather and Dobbins Elementary Schools
- Participated in and supported all local community events, providing books and fun for kids
- Initiated and maintained working relationships with Dobbins and Yuba Feather Elementary Schools' Teacher, Students, Parents and other staff
- Carried out daily duties without direct supervision
- Responsible for driving MJUSD vehicle for student transportation
- Maintained schedule for MJUSD vehicle maintenance
- Responsible for cleaning vehicle
- Provide support, secretary relief and daycare relief

2000-2002

Strawberry Valley Native Protective Cultural Association
Brownsville, CA, 95919

Strawberry Valley N.P.C.A., Project Director

- Maintain grant bookkeeping via computer
- Responsible for following and maintaining grant guidelines
- Responsible for reporting to government grant agency on grant progress
- Responsible for initiating and facilitating grant requirements
- Responsible for all public relations for the Strawberry Valley Maidu
- Created, published, and distributed tribal newsletter
- Responsible for all hiring, accounting, payroll and taxes
- Self motivated with no direct supervision and ability to multitask
- Supervised Bookkeeper/Secretary
- Scheduled and helped facilitate and logged tribal meetings

Irma Amaro

Objective To raise the educational standards of American Indian students

- Experience**
- 2014-Present **Community Education Specialist:** Four Winds of Indian Education, Inc. Chico, CA
- Program implementation of the Tobacco Education program at Four Winds.
 - Implement parenting class with cultural activities. Present in class Tobacco Education for Jr/Sr. High School program.
 - Teach Cultural class in the evening.
- 2009-2013 **Director:** Del Norte Indian Education Center (DNIEC) Crescent City, CA
- Management and supervision of all projects contracted by Northern California Indian Development Council, Inc., for the DNIEC.
- 1995-2008 **Director:** Local Indians For Education, Inc. Shasta Lake City, CA
- Management and supervision of all projects contracted by LIFE, Inc. including fiscal accountability and implement projects by objectives.
 - Planning and development of programs and projects consistent with LIFE's goals and objectives.
 - Report to the Board of Directors and funding agencies on a timely and regular basis.
- 1994-1995 **Director:** Redding Rancheria Head Start Redding, CA
- Plan, design and oversee the implementation of a comprehensive child development program that provides age appropriate care and activities under the guidance of Head Start Performance standards.
 - Ensure that the center meets all requirements for a safe and caring environment for both children and staff, while providing leadership and direction.
 - Prepare and administer center budgets in accordance with all applicable guidelines, regulations, and standards.
- 1993-1994 **Coordinator:** Gateway Unified School District, Indian Education Shasta Lake City, CA
- Plan, design and oversee the after school tutoring program, maintain all center records in a confidential manner.
 - Prepare and submit all program reports to the appropriate funding sources
 - Provide monthly parent training's related to Math, Reading, and Family interaction.
 - Collaborate with other educational and service agencies to provide additional services to families participating in Title V Indian education.

- Education**
- 2000 - 2003 Shasta College Redding, CA
- Early Childhood Education (12 units)
- 2003 Humboldt State University Arcata, CA
- Complete degree in Native American Studies w/emphasis in Indian Education
- 1990-1994 Humboldt State University Arcata, CA
- Spanish Major, minor in ESL.
- 1988-1990 College of the Redwoods Eureka, CA
- General Education

Special Topics Young women's leadership training, Women's health education, Self-esteem building, Community organizing, parent training, Teen pregnancy prevention activities, HIV/AIDS training, Statewide conference planning and implementation.

Laurence J. Gammell

(b)(6)

- Objective** To gain employment with Butte County Office of Education
- Experience**
- Program Specialist
October 2009 – Present Four Winds of Indian Education, Chico, CA
- Supervise staff and interns
 - Oversee an afterschool program with 70 plus students enrolled daily
 - Communicate with parents
 - Complete daily attendance and manage data system
 - Facilitate transportation including multiple bus routes and pick-up times
- College Intern
August 2005 – October 2011 Four Winds of Indian Education, Chico, CA
- Prepare and implement standards based lesson plans
 - Provide a safe, academic environment for 1st grade afterschool program class
 - Maintain effective classroom management skills
- Dishwasher/Prep
July 2004 – May 2005 Logan's Roadhouse, Chico, CA
- Clear and clean dishes
 - Work effectively as a team member
- Education**
- Butte Community College, Oroville, CA
August 2004 - Present
- Liberal Studies Major
- Chico Unified School District, Chico, CA
June 2004
- General Education Diploma
- Skills**
- Dedicated
 - Hardworking
 - Patient
 - Organized
 - Approachable
 - Self Motivated
- References** References are available on request.



**Four Winds of Indian Education, Inc.
Executive Director
Job Description**



Position Description:

Under the supervision of the Four Winds of Indian Education, Inc. Board of Directors, the Executive Director is responsible for planning, developing, and administering culturally relevant academic and enrichment activities for Four Winds Center, and any other education focused activities/grants. Duties require the exercise of considerable independent judgment and initiative in the oversight of project activities. The Executive Director is responsible for overseeing all activity conducted on behalf of Four Winds Center and all projects as well as enforcing the timeline planned for activities throughout the grant periods. Executive Director supervises Four Winds Center staff, volunteers, interns, and any other staff related to education focused grants, monitors and oversees projects; provides community education activities, materials development, and core program evaluation. The Executive Director is responsible for health insurance negotiations, payroll implementation, and to maintain Four Winds of Indian Education, Inc. non-profit 501(c) 3 status.

Example of Duties:

1. Directs and administers the project activities to ensure progress on contract obligations.
2. Supervises activities of staff under Four Winds Center and other education focused grants, which includes training, planning, assigning, and directing activities.
3. Oversees evaluation activities including the planning, development, and conducting of evaluation methodologies as they relate to the projects.
4. Responsible for monitoring budget and all fiscal reports.
5. Develop and implement culturally relevant educational and enrichment activities.
6. Initiate contacts with community representatives; respond to inquires regarding Four Winds activities; establish relationships with community groups and agencies to facilitate smooth working relationships between Four Winds and others.
7. Complete required progress report forms to funding sources.
8. Serve as a liaison between funding sources and Four Winds of Indian Education, Inc.
9. Report verbally and in writing to the Four Winds of Indian Education Board of Directors, as requested.
10. Serve as a parent/student advocate for all educational areas.
11. Other duties as assigned.

Skills:

1. Organize and implement grant activities.
2. Encourage active involvement and investment of students, schools, volunteers, and community.
3. Knowledge of basic computer and technology skills.
4. Experience and knowledge with Microsoft Office
5. Posses communication skills, both oral and written.
6. Respects and maintains professional confidences.
7. Utilize appropriate professional channels for communicating person/professional concerns.
8. Knowledge of California Content Standards

Education and Experience:

Bachelor's Degree or equivalent education and experience in recreation, education, health, or other related fields. Minimum 5 years experience developing and implementing youth programs, related to academics, enrichment, and cultural activities. Ability to identify and implement strategies to enhance language arts and mathematics instruction. Demonstrated experience working with diverse cultures and populations and experience in supervision of employees.

Condition of Employment:

Ability to provide positive fingerprint results.
Ability to pass a TB test.
Possesses a valid California Driver's License.
Ability to maintain confidentiality.
Ability to work flexible hours and attend monthly meetings with staff.
Ability to travel as needed.
Timely, reliable, and professional.

Salary:

Starting \$55,000 - Negotiable

In equal opportunity employer, Four Winds of Indian Education, Inc. is a tobacco and alcohol free work place.



Four Winds of Indian Education, Inc.
Program Director
Job Description



Position Description:

Under the supervision of the Executive Director, the Program Director is responsible for planning, developing, and administering culturally relevant academic and enrichment activities for Four Winds Center, and any other education focused activities/grants. Duties require the exercise of considerable independent judgment and initiative in the oversight of project activities. The Program Director is responsible for overseeing all aspects of the assigned projects as well as enforcing the timeline planned for activities throughout the grant periods. Program Director supervises Four Winds Center staff, volunteers, interns, and any other staff related to specified grants, monitors and oversees projects; provides community education activities, materials development, and core program evaluation.

Example of Duties:

1. Directs and administers the project activities to ensure progress on contract obligations.
2. Supervises activities of staff under specified grants, which includes training, planning, assigning, and directing activities.
3. Oversees evaluation activities including the planning, development, and conducting of evaluation methodologies as they relate to the projects.
4. Responsible for monitoring budget and all fiscal reports.
5. Develop and implement culturally relevant educational and enrichment activities.
6. Initiate contacts with community representatives; respond to inquiries regarding Four Winds activities; establish relationships with community groups and agencies to facilitate smooth working relationships between Four Winds and others.
7. Complete required progress report forms to funding sources.
8. Serve as a liaison between funding sources and Four Winds of Indian Education, Inc.
9. Report verbally and in writing to the Four Winds Executive Director, as requested.
10. Other duties as assigned.

Skills:

1. Organize and implement grant activities.
2. Encourage active involvement and investment of students, schools, volunteers, and community.
3. Knowledge of basic computer and technology skills.
4. Experience and knowledge with Microsoft Office
5. Posses communication skills, both oral and written.
6. Respects and maintains professional confidences.
7. Utilize appropriate professional channels for communicating person/professional concerns.
8. Knowledge of California Content Standards

Education and Experience:

Bachelor's Degree or equivalent education and experience in recreation, education, health, or other related fields. Minimum 5 years experience developing and implementing youth programs, related to academics, enrichment, and cultural activities. Ability to identify and implement strategies to enhance language arts and mathematics instruction. Demonstrated experience working with diverse cultures and populations and experience in supervision of employees.

Condition of Employment:

Ability to provide positive fingerprint results.
Ability to pass a TB test.
Possesses a valid California Driver's License.
Ability to maintain confidentiality.
Ability to work flexible hours and attend monthly meetings with staff.
Ability to travel as needed.
Timely, reliable, and professional.

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Four Winds of Indian Education, Inc.
Fiscal Analyst
Job Description



Position Description

Under the supervision of the Executive Director, the Fiscal Analyst will perform accounting and clerical duties, and prepare financial reports in order to maintain the daily operations and accounting practices of Four Winds of Indian Education, Inc. The Fiscal Analyst will also be responsible for the oversight of all daily office duties including maintaining all office equipment leases and general business files, administrative support, personnel assistance, clerical support and related work as required.

Required Duties

1. Performs financial record keeping operations related to organization's accounting activities.
2. Assists in preparing draft budgets.
3. Participates in further budget process, prepares data processing input of the budget.
4. Prepares monthly reports of expenditures.
5. Maintains cost records pertaining to program transportation.
6. Reviews and processes all organization bills and handles accounts payable for organization.
7. Maintains the organizations checking account and prepares monthly reconciliation for the account according to individual programs.
8. Prepares various financial reports including annual reports required by specific funding sources.
9. Answers questions regarding financial and accounting procedures, account balances, and related matters.
10. Composes and types correspondence and reports with Chico State Research Foundation.
11. Coordinates activities with external auditor.
12. Prepares payroll for data processing.
13. Makes sure that individual employee records are accurately maintained on a current basis, including new hires, and salary and deduction changes.
14. Maintains personnel records.
15. Maintains general knowledge on labor laws and regulations.
16. Interprets and applies appropriate rules and regulations in compliance with payroll regulations.
17. Sorts and distributes salary warrants.
18. Corrects errors in payroll data reporting.
19. Maintains correspondence with all equipment lease holders regarding prices, maintenance, and other specifications to be determined.
20. Acts as receptionist for the administrative office and gives out information to the public.
21. Designs office forms.
22. Supervises the work of students, other part-time clerical assistants, community volunteers and Welfare to Work employees.
23. Process live scan and Department of Justice requests.
24. Assists with all organization's taxes, state and federal.
25. Other duties as assigned.

Skills

1. Use of 10-key adding machine by touch.
2. Ability to type a minimum of 35 wpm.
3. Knowledge of generally accepted accounting principles for use in governmental accounting.
4. Demonstrate knowledge and proficiency of computerized spread sheets and word processing including graphic presentations.
5. Experience and knowledge with Microsoft Office.
6. Knowledge of modern office practices and procedures.
7. Ability to operate standard office equipment.
8. Possesses communication skills, both oral and written.
9. Respects and maintains professional confidences.
10. Utilize appropriate professional channels for communicating personal/professional concerns.

Education and Experience

Two years of concentrated higher education in business and/or accounting-related fields of study. Two years experience with evidence of increasing responsibility in school or governmental accounting and fiscal management, including some experience in payroll preparation. Experience in supervision of employees.

Conditions of Employment

Ability to provide positive fingerprint results.
Ability to pass a TB test.
Possesses a valid California Driver's License.
Ability to maintain confidentiality.
Ability to work flexible hours and attend monthly meetings with staff.
Ability to travel as needed.
Timely, reliable, and professional.

Salary:

Starting \$32,000 – Negotiable

An equal opportunity employer, Four Winds of Indian Education, Inc. is a tobacco and alcohol free work place.



Four Winds of Indian Education, Inc.
Program Specialist II
Job Description



KNOWLEDGE OF:

1. K-12th grade Common Core State Standards.
2. Academic programs and services.
3. Techniques and methods of child supervision.
4. Cultural and physical differences and needs of children in assigned program.
5. English usage, spelling, grammar and punctuation.
6. Modern office methods, practices, procedures and equipment.

ABILITY TO:

1. Gather and maintain student data for reporting efforts.
2. Maintain daily attendance records for student participation.
3. Create student participation schedules.
4. Coordinate activities with Four Winds Staff, Schools, Teachers, and Community Members.
5. Plan and implement a variety of extra-curricular before school, after school, weekend, and summer activities.
6. Work one-on-one and in small groups with students to complete program goals and objectives.
7. Provide link with school staff and student.
8. Promote participation of students, school staff, volunteers, and parents.
9. Learn growth and development principles of children.
10. Patiently and effectively work with students of differing backgrounds.
11. Provide No Excuses University support to assigned schools.
12. Learn basic first aid and safety requirements.
13. Prepare, plan and implement grade appropriate lesson plans.
14. Supervise student participants in program setting.
15. Participate in Student Individual Learning Plan meetings.
16. Physically perform job tasks as assigned.
17. Communicate clearly and concisely, both orally and in writing.
18. Establish and maintain effective working relationships with those contacted in the course of work.
19. Follow directions and function within program policies and procedures.
20. Other duties as assigned.

REQUIRED OF SPECIFIED POSITIONS ONLY:

1. Ability to work with an at-risk student population with diverse cultures.
2. Ability to identify and implement strategies to enhance language arts and mathematics instruction.
3. Ability to work with a wide variety of student ages and abilities.
4. Ability to deal with difficult students and knowledge of approved strategies or behavior management.

EXPERIENCE AND TRAINING:

1. Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain knowledge and abilities would be completion of specialized training in physical education, health, nutrition, education or a related field.
2. Possession or ability to obtain a valid CPR certificate.
3. Possession or ability to obtain a valid Standard First Aid certificate.

Conditions of Employment

Ability to provide positive fingerprint results.

Ability to pass a TB test.

Possesses a valid California Driver's License.

Ability to maintain confidentiality.

Ability to work flexible hours and attend monthly meetings with staff.

Ability to travel as needed.

Timely, reliable, and professional.

Hourly Pay Rate:

\$16.00 - \$23.00 per hour

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CONTINUATION OF SERVICES

Four Winds of Indian Education, Inc., Project NeeSimPom will be able to provide continuing services once the project cycle is completed through its collaborating partners and agreements and the professional development provided by the project. By Project NeeSimPom providing No Excuses University training to the schools the program will be self-sustaining once the project is completed.

Access and exposure to post-secondary options will still continue through virtual tours. This will be able to continue once the project is complete because teachers, students and parents will have access to the appropriate technology that Project NeeSimPom purchased so students still have access to University and College campus' through the internet and video streams.

Project NeeSimPom's Parent Liaisons and Miss School/Miss Out Ambassadors will have helped create a more positive and culturally responsive school environment that will continue once the project cycle is over.

AGENCY APPLICATION AS A TRIBAL ORGANIZATION

P.L. 100-472 defines a "tribal organization" as a recognized governing body of any Indian tribe or any legally established organization of Indians which is controlled, sanctioned or chartered by such governing body or which is democratically elected by the adult members of the Indian community to be served by such organization and which includes the maximum participation of Indians in all phases of its activities. Accordingly, Four Winds of Indian Education, Inc. (Four Winds) does qualify as an American Indian "tribal organization" for the administration of a Demonstration Grant for Indian Children (CFDA 84.299A) for State educational agencies (SEA), local educational agencies (LEA), Indian Tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Indian institution including Indian institutions of higher education, or a consortium of such institutions that meet the requirements of 34 CFR 75.127 through 75.129. Four Winds is an official 501 (c)(3) Non-profit community-based organization. Four Winds was founded in 1989 and is organized and operated exclusively for educational purposes. Primary funding for Four Winds is provided by the California Department of Education for the establishment of an American Indian Education Center which serves as an educational resource center for the American Indian community including children, parents and community members. A Board of Directors whose membership is democratically elected from the American Indian community-at-large governs Four Winds (on file at Four Winds). With the submission of this application, Four Winds of Indian Education, Inc. does apply and request funding for Nee Sim Pom Adult Education for a project period of 36 months.

**ARTICLES OF INCORPORATION
OF
THE FOUR WINDS OF INDIAN EDUCATION
A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION**

Article I.

The name of this corporation is the Four Winds of Indian Education.

Article II.

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes solely. The specific purposes for which this corporation is organized are:

1. To provide an organization and facility for Indian of California who is vitally concerned with improving the educational level of their people through which they can exchange ideas, identify problems; seek solutions to common problems, and to stimulate educational growth and leadership.
2. To create an increased awareness of the true history, contributions and cultural differences of Indians of California and a better understanding of American Indians who are some of the least authentically publicized groups of people in America.
3. To identify, preserve, and disseminate information on California's native cultural heritage.
4. To encourage Indian parents to become involved in improving their children's education by participating in school and community activities, as well as, participating in an Indian-based family cooperative preschool program.

Article III.

The name and address in the State of California of this corporation's initial agent service of process is:

Caleen Sisk, Program Coordinator
Four Winds of Indian Education
Educational Equity Outreach
CSU, Chico
Chico, CA 95929
(916) 895-4428

Article IV.

- A. This corporation is organized and operated exclusively for educational purposes within the meaning of Section 501 (c) (3) of the Internal Revenue Code.

- B. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under section 501 (c) (3) of the Internal Revenue or (2) by corporation contributions to which are deductible under Section 170 (c) (2) of the Internal Revenue Code.
- C. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

Article V.

The names and addresses of the persons appointed to act as the initial Directors of this corporation are:

NAME	ADDRESS
Calcen Sisk	1226 Jackson St. Chico, CA 95928
Terri Tozier	12202 Meridian Rd. Chico, CA 95926
Nicholas Lucio	1715 Palm Avenue Chico, CA 95926
Donna Clark	1-B Fair Oaks Circle Chico, CA 95926
Doyle Lowry	1-B Fair Oaks Circle Chico, CA 95926

Article VI.

The property of this corporation is irrevocably dedicated to educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation code; and no part of the net income or assets of the organization shall ever inure to benefit any Director, officer, or member thereof, or to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provisions for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes meeting the requirements of Section 217 of the California Revenue and Taxation Code; and which has established its tax exempt status under Section 501 (c) (3) of the Internal Revenue Code.

**By-laws of Four Winds Indian Education Board of Directors
A California Non-Profit Public Benefit Corporation**

**Article I
Offices**

Section 1. Principal Office

The principal office for the transaction of business of the Four Winds of Indian Education Board is located in Butte County, California.

Section 2. Change of Address

The Board of Directors is hereby granted full power and authority to change the principal office from one location to another within Butte County by noting the change of address and effective date below:

2345 Fair St. Chico, CA 95928 Date _____

_____ Date _____

_____ Date _____

Section 3. Other Offices

Branch or subordinate offices may at anytime be established by the Board of Directors at any place or places where the corporation is qualified to do business.

**Article II
Purpose**

Section 1. Objective and Purpose

This corporation is formed to provide a focal point for Indians in Butte County for education, advocacy, networking resources for technical assistance, fundraising, cultural awareness, and for continued development of resources to improve the educational levels of Indian families.

**Article III
Members**

Section 1. Determination of Members

There are no members of the corporation.

**Article IV
Directors**

Section 1. Number

The corporation shall have not less than three (3) and no more than fifteen (15) directors and collectively they shall be known as the Board of Directors. The number may be changed by amendments of this By-law, or by repeal of this By-law, as provided in these By-laws. Four Winds of Indian Education, Inc. is a designated Tribal Organization. Four Winds of Indian Education, Inc. Board of Directors is comprised of local Native American community members.

Section 2. Power

Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or bylaws regarding actions that require approval of the members, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised by or under the direction of the board.

Section 3. Specific Power

Without prejudice to the general powers set forth in Section 2 of this article, but subject to the same limitations, the directors shall have the power to:

- a. Appoint and remove all the corporation's officers, agents, and employees; prescribe powers and duties for them that are consistent with law, with the Article of Incorporation, and with these by-laws; and fix their compensation and require from them security for faithful performance of their duties.
- b. Cause the corporation to be qualified to conduct activities in any other state, and designate any place within or outside California for holding any meetings of directors.
- c. Borrow money and incur indebtedness on behalf of the corporation.

Section 4. Designation and Composition

- a. Any organization in Butte County providing educational services to Indian people, the Indian Education Projects which are governed by an Indian board or advisory body, and/or educational institutions (from primary, intermediate, secondary, college, and university) and/or Indian community members-at-large, is eligible to designate a director and an alternate to this board from their respective bodies or organizations.
- b. Designation as director shall be from Indian education projects, educational institutions, and community members-at-large referred to in subsection:

1. Above shall conform to the following procedure; a designation as director shall submit a resume of individual from each of their respective organizations as defined in Section 3.a.
2. Certification of director and an alternate shall be made in writing to the chairperson of the executive committee at least 30 days in advance of the annual board meeting, which shall contain; (a) the names, addresses, and telephone numbers of director and alternate, (b) the exact term for which appointment or election is made except for community members-at-large; (c) a resume for each individual and date of appointment or election, signed and dated by the chairperson or supervisor of his/her respective organization.
3. Any dispute regarding the regularity of selection or certification, and the right of the director to be seated shall be resolved by the corporation's board of directors after referral to executive committees for further review and investigation and shall be reported in writing to the board with recommendations.
4. Properly designated director shall be seated upon a majority vote if the board determines that said designee understands, shares, and believes in furthering the purpose of the corporation as set out in Article II of these by-laws.

**Four Winds of Education
Indiann Education Center**

Amendment
Consensus 5/3 1/90
FWOE BOD Meeting

Article IV

Section 4. Special Compensation Rule for Directors:

This restriction arises from Corporations Code Section 5227 which states that at least 51% of the board of a public benefit corporation cannot be "interested" persons. A board member is interested if s/he receives any money for services rendered the corporation in any other capacity (i.e., in a non-director capacity such as an officer, full or part time employee, independent contractor, etc.) or is related by blood or marriage to such a paid person.

Said "interested" Director must abstain during voting matters relating to relatives employed by the agency.

Section 5. Restriction on Interested Persons as Directors

No interested persons shall serve as directors. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 23 months, whether as a full-time or part-time employee, independent contractor, or otherwise, or (b) any sibling, spouse, brother-in-law, mother-in-law, or father-in-law of such person. However, any violation of the provisions of this paragraph shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 6. Term

Directors and alternates shall serve one year terms beginning at the month board meeting unless the designating Indian education project, education institution, and community members at large notifies the corporation, according to the procedures set out herein, that it has designated another director or alternate prior to that time.

Section 7. Removal, Withdrawal and Notification

- a. The Board of Directors may remove any director for the following reasons:
 1. Occurrence of any event rendering the appointing Indian education project, education institution, and community members-at-large ineligible under section 3 of this article.
 2. A good faith determination by the board that the member has failed in a material and serious degree to observe the rules of conduct of the corporation or has engaged in conduct materially and seriously prejudicial to the purposes and interest of this corporation; provided that no such expulsion shall occur under except upon a two-thirds majority vote of the total membership of the board. Affected directors shall not vote.
- b. The Board of Directors shall notify a respective organization of individual when the director it has designated has been absent from three consecutive meetings without excuse.

Section 8. Vacancies

- a. **Events Causing Vacancy**

A vacancy or vacancies on the board shall exist on the death or resignation of any director; or when a director has been declared of unsound mind by an order of court, convicted of a felony, or found by final order or judgment of any court to have breached a duty under Article 3 of Chapter 2 of the California Non-profit Public Benefit Corporation Law.
- b. **Resignations**

Except as provided below, any director may resign by giving written notice to the chairperson or secretary of the board. The resignation shall be effective when the notice is given unless it specifies a later time for the resignation to become effective. Except on notice to the Attorney General of California, no director may resign if the corporation would be left without a duly elected director or directors.

c. **Filling Vacancies**

Vacancies on the board shall be filled by alternates who shall serve the unexpired portion of the director's present term.

Section 9. Place of Meetings

a. Meetings of the board shall be held at any place within or outside California that has been designated by resolution of the board or in the notice of the meeting or, if not so designated, at the principal office of the corporation.

b. **Date and Time of Regular Meetings**

1. Regular meetings of the Board of Directors, shall be held quarterly on the third weekend of the months of January, April, July and October of each year, provided, however, that if a legal holiday falls on any such weekend, the meeting shall be held on the succeeding weekend.

2. The secretary of the corporation, or other person designated by the chairperson, shall deliver written notice of the time and place of each annual meeting and regular meeting, together with an agenda therefore, to each director personally or by United States mail not less than ten (10) days prior to the date of the meeting. If sent by mail, notices shall be deemed delivered upon deposit in the United States mail, postage prepaid, and addressed to each director at the address shown on the records of the corporation.

c. **Special Meetings of the Board of Directors**

Notices given by personal delivery, telephone, or telegraph shall be delivered, telephoned, or given to the telegraph company at least 48 hours before the time set for the meeting.

d. **Notice Content**

The notice shall state the time of the meeting, and the place if the place is other than the principal office of the corporation.

e. **Attendance**

A record of director attendance at all meetings shall be maintained.

Section 10. Conduct of Meetings

a. All meetings of the Board of Directors shall be governed by Robert's Rules of Order, as revised from time to time, insofar as such rules are not inconsistent with or in conflict with these By-laws, the Articles of Incorporation or applicable law.

- b. Meetings of the Board of Directors shall be presided over by the chairperson of the corporation, or in his absence, by the vice-chairperson, or in absence of both, by a chairperson chosen by a majority of the directors present. The secretary of the corporation shall act as secretary of the board of directors. In the secretary's absence from any meeting, the presiding chairperson may appoint any director to act as secretary.

Section 11. Quorum

One half of the authorized number of directors shall constitute a quorum for the transaction of business. Every action taken or decision made by a majority of the directors present at a duly board, subject to the more stringent provisions of the California Non-profit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the board, and (d) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of directors, if any action taken or decision made is approved by a least a majority of the required quorum for that meeting.

Section 12. Waiver of Notice

Notice of a meeting need not be given to any director who, either before or after the meetings, signs a waiver of notice, a written consent to the holding of the meeting, or an approval of the minutes of the meetings. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings. Notice of a meeting need not be given to any director who attends the meeting and does not protest, before or at the commencement of the meeting, the lack of notice to him or her.

Section 13. Adjournment

- a. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.
- b. Notice of the time and place of holding an adjourned meeting need not be given unless the original meeting is adjourned for more than 24 hours. IF the original meeting is adjourned for more than 24 hours, notice of any adjournment to another time and place shall be given, before the time of the adjourned meeting, to the directors who were not present at the time of the adjournment.

Section 14. Voting

- a. Voting may be conducted by voice, show of hands, roll call or written ballot; provided, however, that no vote shall be taken by roll call or written ballot unless a director so requests prior to voting.
- b. The chairperson shall cast a vote in all matters voted upon by the Board of Directors.

Section 15. Action Without a Meeting

Any action required or permitted to be taken by the Board of Directors under any provision of law may be taken without a meeting, if all members of such board shall individually or collectively consent in writing to such action. Such written consent or consents shall be filed with the minutes of the proceedings of the board. Such action by written consent shall have the same force and effect as the unanimous vote of such directors. Any certificate or other document filed under any provision of law which relates to action so taken shall state that the action was taken by unanimous written consent of the Board of Directors without a meeting and that the By-laws of this corporation authorized the directors to so act, and such statement shall be prima facie evidence of such authority.

Section 16. Conflict of Interest

On any motion before the Board of Directors to approve, review or comment on a proposal or contract for funds for the benefit of any institution or agency, a director shall not participate in any discussion and abstain from voting if such director,

- a. Has a financial interest in the institution or agency; or
- b. Is employed by the institution or agency or associated with it in a responsible capacity with compensation; or
- c. Has a financial interest in the proposal or contract; or
- d. Is employed by a firm or company who has financial interest in the proposal or contract or regularly provides professional service to the institution or agency. Such individual will be permitted to discuss the matter before the board if the conflict of interest is revealed by the individual prior to the discussion. This director may be counted as present in order to determine if a quorum is present.

Section 17. Compensation

- a. The Board of Directors and officer of the corporation shall be reimbursed for expenses related to attendance at bona fide board and committee meetings and other corporate business as follows:
 - 1. Transportation expenses, including mileage for those who drive their personal vehicles, at rates authorized in the corporation's grants and contracts.
 - 2. Per Diem at a rate authorized in the corporation's grants and contracts.

- b. Directors may be awarded honoraria in consideration of their services to the corporation, form time to time, within the discretion of the board.

Section 18. Indemnity

a. Right of Indemnity

To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Section 7237(a) of the California Corporations Code, including persons formerly occupying any such position, against all expenses, judgments, fines, settlements, and other amounts actually and reasonable incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation, by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this by-law, shall have the same meaning as in Section 7237(a) of the California Corporations Code.

b. Approval of Indemnity

On written request to the board by any person seeking indemnification under Section 7237(b) or Section 7237(c) of the California Corporations Code, the board shall promptly determine under Section 7237(e) of the California Corporations Code whether the applicable standard of conduct set forth in Section 7237(b) or Section 7237(c) has been met and, if so, the board shall authorize indemnification. If the board cannot authorize indemnification because the number of directors who are parties to the proceeding with respect to which indemnification is sought prevents the formation of a quorum of directors who are not parties to that proceeding, the board shall promptly call a meeting of members. At that meeting, the members shall determine under Section 7237(c) whether the applicable standard of conduct set forth in Section 7237(b) or Section 7237(c) has been met and, if so, the members present at the meeting in person or by proxy shall authorize indemnification.

c. Advancement of Expenses

To the fullest extent permitted by law and except as otherwise determined by the board in a specific instance, expenses incurred by a person seeking indemnification under any of these by-laws in defending any proceeding covered by those sections shall be advanced by the corporation before final disposition of the proceeding of receipt by the corporation of an undertaking by or on behalf of that person that the advance will be repaid unless it is ultimately determined that the person is entitled to be indemnified by the corporation for those expenses.

d. Insurance

The corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, against any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising out of the officers, director's, employee's, or agent's status as such.

Section 19. Delegation of Duties

The Board of Directors shall have the power to delegate to the Director or other employees or agents of the Corporation as from time to time deemed desirable any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation, or by these By-laws.

**Article V
Executive Committee**

Section 1. Composition

The executive committee shall consist of the five board members, composed of the chairperson, vice-chairperson, secretary, and treasurer of the board and one additional member who shall be elected by the board of directors at the annual meeting of the board. Committee members shall serve one-year terms from election at the annual meeting to the election of their successors at the next annual meeting. There shall be no limitation on the number of terms a committee member may serve. An alternate may not serve in the place of a designated director. Committee members may be removed by a majority vote of the board of directors.

Section 2. Powers and Authority

The board of directors may delegate to the executive committee any of the powers and authority of the board in the management of the business and affairs of the corporation, except the power to adopt, amend, and repeal the by-laws, provided, that the designation of such committee and the delegation thereto of authority shall not operate to relieve the board of directors or any individual director of any responsibility imposed on it or such director by law, by the articles of incorporation or by these by-laws. By a majority vote of its members, the board may at anytime notify or revoke any or all of the authority so designated, increase, or decrease, but not below five (5), the number of the committee's members, and fill vacancies thereon from the members of the board. Vacancies shall be filled at the next regular board meeting or at a special meeting of the board called for that purpose.

Section 3 Procedure

- a. The chairperson of the board shall chair the executive committee. The committee shall establish rules and regulations for its meetings and meet at such times as it deems necessary. Meetings may be called anytime by the committee chairperson or three (3) members of the committee. Notice of all

meetings of the committee shall be given to all the members at least forty-eight (48) hours in advance of each meeting. Telephone meetings and action of the committee without a meeting are subject to the same limitations as is provided for directors meetings in Article IV.

- b. No act of the committee shall be valid unless approved by the vote or written consent of a majority of its members.
- c. The committee shall keep regular minutes of its proceedings and report the same to the board at the board's regular meetings or from time to time as the board may require.

Section 4. Other Committees

The corporation shall have such other committees as may from time to time be designated by resolution of the board of directors. Such other committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled as "advisory" committees.

Section 5. Meeting and Action of Committees

Meetings and action of committees shall be governed by, noticed, held, and taken in accordance with the provisions of these by-laws concerning meeting of the board of directors, with such changes in the context of such by-law provisions as are necessary to substitute the committees and its members for the board of directors and its members, except that the time for regular meetings of committees may be fixed by resolution of the board of directors or by the committee. The time for special meetings of committees may also be fixed by the board of directors. The board of directors may also adopt rules and regulations pertaining to conduct of meetings of committees to extent that such rules and regulations are not inconsistent with the provisions of these by-laws.

**Article VI
Corporate Records, Reports and Seal**

Section 1. Maintenance of Corporate Records

The corporation shall keep adequate and correct books and records of accounts and written minutes of the proceedings of its board.

Section 2. Inspection by Directors

Every director shall have the absolute right at any reasonable time to inspect the corporation's books, records, and documents of every kind. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents.

Section 3. Annual Report

- a. An annual report shall be prepared within 120 days after the end of the corporation's fiscal year. That report shall contain a balance sheet as of the end of the fiscal year, and an income statement and statement of changes in financial position for the fiscal year, accompanied by any report on them by independent accountants, or, if there is not such report, by the certificate or an authorized officer of the corporation that they were prepared without audit from the books and records of the corporation.
- b. On written request by a director, the board shall promptly cause the most recent annual report to be sent to the requesting director.
- c. Annual statement of certain transactions and indemnifications. As part of the annual report, the corporation shall annually prepare and mail or deliver to its members, if any, and furnish to its directors a statement of any transaction or indemnification of the following kinds within 120 days after the end of the corporation's fiscal year:
 1. Any transaction to which the corporation was a party, which involved more than \$25,000 or was one of a number of such transactions with the same person involved, in the aggregate, more than \$25,000 and in which any director had a material financial interest. The statement shall include:
 - a. A brief description of the transaction, the names of interested persons involved, their relationship to the corporation and the nature of their interest in the transaction.
 - b. A brief description of the amounts and circumstances of any loans, guarantees, indemnifications, or advances aggregating more than \$10,000 paid during the fiscal year to any director of the corporation.

Article VII Amendments

Section 1. Amendment or Repeal by Directors

- a. The board of directors may by majority vote, adopt, amend, or repeal these by-laws.
- b. Adoption, amendment or repeal of any by-laws may be taken at any special or regular meeting of the board at which a quorum is present, provided that written notice of such meetings and of the proposed motion to adopt, amend, or repeal a by-law(s) is delivered to each director at least ten (10) days prior to the date of such meeting. Such notice shall include substantially the language of the by-laws to be adopted, amended, or repealed.
- c. Amendments of these by-laws become effective immediately upon their adoption unless the board of directors in adopting them as hereinafter provides that they are to become effective at a later date.

Section 2. Certification and Inspection

The original or a copy of the by-laws as amended, certified by the secretary of the corporation, shall be recorded and filed with proper federal and state agencies, and kept in the principal office of the corporation, and such book shall be open to inspection by members and the general public at all reasonable times during office hours.

**Article VIII
Execution of Instruments, Deposits and Funds**

Section 1. Execution of Instruments

The Board of Directors, except as otherwise provided in these By-laws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation by any contract of engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 2. Checks and Notes

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by the appointed fiscal agent of the corporation as designated by the Board of Directors.

Section 3. Deposits

All funds of the corporation shall be deposited from the time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 4. Gifts

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purpose of this corporation.

**Article IX
Fiscal Year**

Section 1. The fiscal year of the corporation shall begin on the first day of July and end on the last day of June in each Year.

**Article X
Prohibition Against Sharing Corporate Profits and Assets**

Section 1. Prohibition Against Sharing Corporate Profits and Assets

No member, director, officer, employee, or other person connected with this corporation, or any private individual shall receive at anytime any of the net earnings or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person or reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these by-laws and is fixed by resolution of the Board of Directors; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of the affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed as required by the Articles of Incorporation of this corporation and not otherwise.

**Article XI
Members**

Section 1. Determination of members

If this corporation makes no provision for members, then, pursuant to Section 5310 (b) of the Nonprofit Public Benefit Corporation Law of the State of California, any action which would otherwise, under law or the provisions of the Articles of Incorporation or by-laws of this corporation, require approval by a majority of all members or approval by the members, shall only require the approval of the Board of Directors.

Written Consent of Directors adopting By-laws

We, the undersigned, are all of the persons named as the initial directors in the Articles of Incorporation of Four Winds of Indian Education, a California non-profit public benefit corporation, and, pursuant to the authority granted to the directors by these by-laws to take action by unanimous written consent without a meeting, consent to, and hereby do, adopt the foregoing by-laws, consisting of 26 pages, as the by-laws of this corporation.

**Article XII
Officers**

Section 1. Number and Titles

- a. The officers of the Corporation shall be a Chairperson, Vice-Chairperson, Secretary and Treasurer.
- b. Each officer shall hold only one office.

Section 2. Qualification

Only members of the Board of Directors may be officers of the Corporation.

Section 3. Nominations

Nominations shall be accepted by the Chairperson from the floor at the October meeting immediately prior to the election.

Section 4. Election; Terms of Office; Voting

- a. All officers of the Corporation shall be elected by the Directors at the March Board meeting and those elected shall take office immediately after announcement of the results of the elections. Each officer shall hold office for a term of one (1) year, which shall terminate upon the election and qualification of his successor at the next July meeting of the Board, or at such time as such person ceases to be a Director.
- b. Voting for officers shall be by secret written ballot. All ballots shall be publicly counted and the results for each candidate publicly announced. The candidate elected shall be the person receiving a majority of the total votes cast for Corporation officers may be compensated for their services at a rate established by the Board of Directors.
- c. If upon the initial balloting, no candidate receives a majority of the votes cast, there will be a run-off election between the two candidates for that office who received the highest number of votes.

Section 5. Subordinate Officers

The Board of Directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Board of Directors.

Section 6. Removal and Resignation

Any officer may be removed, by two-thirds (2/3) majority vote of the Directors at any regular or special meeting of the Board. Any officer may resign at anytime by giving written notice to the Board of Directors or the Chairperson or Secretary of the Corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 7. Vacancies

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors for the unexpired portion of any the term. In the event of a vacancy in any office, other than that of the Chairperson, such vacancy may be filled temporarily by appointment by the Executive Committee until such time as the Board shall fill the vacancy.

Section 8. Chairperson

- a. The Chairperson shall be chief executive officer of the Corporation and shall in general, subject to the control to the Board of Directors, supervise and control the affairs of the Corporation. The Chairperson shall be the principal liaison between the Board of Directors and governmental agencies, the general public and shall supervise and direct the activities of the Director in accordance with such policies, resolutions and directives as the Board of Directors may adopt from time to time.
- b. The Chairperson shall preside at all meetings of the Board of Directors and perform all duties incident to the office and such other duties as may be required by the Articles of Incorporation, these by-laws by applicable law or which may be prescribed from time to time by the Board of Directors.
- c. Except as otherwise expressly provided by the Articles of Incorporation or by these by-laws, or applicable law, the Chairperson shall, in the name of the Corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments as may be authorized by the Board of Directors form time to time.

Section 9. Vice-Chairperson

- a. In the absence of the Chairperson, or in the event of the Chairperson's inability or refusal to act, the Vice-Chairperson shall perform all the duties of the Chairperson, and when so acting shall have all the powers of, and be subject to all restrictions of the Chairperson.
- b. The Vice-Chairperson shall have such other powers and perform such other duties as may be prescribed by the Articles of Incorporation, by these by-laws, by applicable law or as may be prescribed by the Board of Directors.

Section 10. Secretary

- a. Certify and keep at the principal office of the Corporation the original copy of these by-laws as amended or otherwise altered to date;
- b. Keep at the principal office of the Corporation minutes of Corporation meetings recording therein the time and place of holding, whether regular or

- special, an, if special, how authorized and notice thereof given, the names of those present at the meetings and the proceedings thereof;
- c. See that all notices are duly given in accordance with the provisions of these by-laws or as required by law,
 - d. Be custodian of the records and of the seal of the corporation,
 - e. Maintain records of the certification of each member of the board and the mailing address and telephone number of the board of directors; and;
 - f. If general, perform all duties incident to the office of secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these by-laws, or which may be assigned to the secretary from time to time by the board of directors.

Section 11. Treasurer

- a. Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the board of directors;
- b. Receive, and give receipt for, monies due and payable to the corporation from any source whatever;
- c. Disburse or cause to be disbursed the funds of the corporation as may be directed by the board of directors, taking proper vouchers for such disbursements;
- d. Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses;
- e. Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his attorney, on request therefore;
- f. Render to the chairperson and directors, whenever he or they request it, an account of any or all of his transactions as Treasurer and of the financial condition of the corporation;
- g. If required by the board of directors, give a bond for the faithful discharge of the duties of the office in such sum and with such surety or sureties as the Board of Directors shall determine;
- h. Serve as chairperson of the Finance Committee of the board of directors.
- i. In general, perform all duties incident to the office of treasurer and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these by-laws, or which may be assigned from time to time by the board of directors.

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
LUPANIA CIRCLE
MONTEREY PARK, CA 91755-7406

DEPARTMENT OF THE TREASURY

Date: SEP 04 1996

THE FOUR WINDS IF INDIAN EDUCATION
1388 LONGFELLOW AVENUE, SUITE M
CHICO, CA 95926-1550

Employer Identification Number:
94-3152366
Case Number:
956222037
Contact Person:
TYRONE THOMAS
Contact Telephone Number:
(213) 894-2289
Our Letter Dated:
April 03, 1992
Addendum Applies:
No

Dear Applicant:

This modifies our letter of the above date in which we stated that you would be treated as an organization that is not a private foundation until the expiration of your advance ruling period.

Your exempt status under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3) is still in effect. Based on the information you submitted, we have determined that you are not a private foundation within the meaning of section 509(a) of the Code because you are an organization of the type described in section 509(a)(1) and 170(b)(1)(A)(vi).

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

You are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. For guidance in determining whether your gross receipts are "normally" more than \$25,000, see the instructions for Form 990. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$10 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$5,000 or 5 percent of your gross receipts for the year, whichever is less. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it.

If we have indicated in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Letter 1050 (DO/CG)

Competitive Preference Three Documentation

OMB #1810-0021, Exp. Date 05/03/2016

**PARENT COMMITTEE APPROVAL OF A
TITLE VII FORMULA GRANT PROGRAM**

(Note: Not applicable to elementary and secondary schools funded by the Bureau of Indian Education or tribes that apply in lieu of an LEA)

LEA Name: Stony Creek Joint Unified School District
Address: 3430 Co Rd 309
City/State: Elk Creek CA 95939
Zip

This certifies that the Parent Committee for the above LEA has participated in the development of the application herein submitted and approves the proposed project.

(Note: The LEA and Parent Committee (PC) are to locally determine the number of PC members that are required for PC approval of the application.)

(b)(6)	<u>5/18/15</u>	(b)(6)	<u>5/14/15</u>
Name, Title <u>Chairman</u>	Date	Name, Title <u>parent</u>	Date
(b)(6)	<u>5-13-15</u>	(b)(6)	<u>5/14/15</u>
Name, Title <u>parent</u>	Date	Name, Title <u>parent</u>	Date
(b)(6)	<u>5-13-15</u>	(b)(6)	<u>5/14/15</u>
Name, Title <u>parent</u>	Date	Name, Title <u>student</u>	Date

Check the type of application submitted. Check only one box:

- The application submitted is for a regular formula grant project.
- The application submitted will include project funds in a Title I school-wide program. The Parent Committee also certifies it had an opportunity to review the program in a timely fashion and determines that the school wide program is consistent with the purpose of the formula grant program and does not diminish the availability of culturally-relevant activities.
- The application submitted will consolidate Federal programs funded for the purpose of providing education and related services to Indian students. The Federal funds identified within the budget to be consolidated are those that are allocated under a statutory or administrative formula for the purposes of providing education and related services that would be used to Indian students (see *Integration of Services under Section 7116*).

**Formula Grant Electronic Application System for
Indian Education (EASIE Allocation 1 - Initial) School Year 2016-17**

OMB #: 1810-0021 OMB Expiration Date: 05/03/2016

Type of applicant: LEA (Not part of a Consortium)
 Applicant name: Stony Creek Joint Unified
 Address: 3430 County Rd. 309
 City, State, Zip: Elk Creek, CA 95939
 Applicant DUNS Number: 100140508
 Applicant NCES Number: 0638070
 Applicant PR Award number: S060A150993

Allocation 1 - Initial 2016-17 Allocation: **\$9,742**
 Application Part II version: 1.0
 Total Indian student count: 49
 Total student enrollment: 98

Participating LEAs:

LEA name: Stony Creek Joint Unified
 City, State: Elk Creek, CA
 NCES number: 0638070
 Grades offered:
 Student enrollment: 98
 Indian student count: 49
 Increase of 10% or more: N

Application Timeframe: Single-Year
 Current Application Cycle: Year 1 Of 1

Applicant name: Stony Creek Joint Unified
 PR #: S060A150993
 Page 2 of 2

Handwritten notes:
 June 30th
 Due May 15
 New budget
 w
 Purchase Book Bag List
 April 29th
 From file on file forms current yr. for next yr. funding

I, the legal authorized representative, have read both program assurance forms, Standard Form 424B Assurances – Non-Construction Programs and Additional Program Assurances for 84.060–Indian Education Formula Grants, and agree to their provisions. NOTE: You do not need to sign and mail-in program assurances to the program office. Checking the checkbox is equivalent to a signature. You should keep a signed copy on file for your project records.

All of the required student forms (ED 506 Forms) are on file with the LEA and will be provided to the Office of Indian Education upon request.

I certify that I am an employee authorized to legally bind this entity, and that by accepting the award for the Indian Education Formula Grant Program, this grantee will comply with all program assurances, agrees to carry out the program and meet all applicable requirements described herein. I certify that, to the best of my knowledge, the information in this application is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to penalties under The False Claims Act, 18 U.S.C. 1001.

Applicant Contact Name: Dusty Thompson
 Applicant Contact E-mail: dthompson@glenncoe.org
 Applicant Contact Title: Business Manager
 Applicant Contact Telephone: (530) 968-5361

User 1: Dusty Thompson
 E-mail: dthompson@glenncoe.org
 Title: Business Manager

User 2: Laurel Hill-Ward
 E-mail: LHill-Ward@glenncoe.org
 Title: Superintendent

If you have any questions regarding your SY 2016-17 EASIE Formula Grant application or need to report changes of EASIE system users for your LEA prior to the close of the application submission, review, and approval period (approximately July 1, 2016), please contact the Partner Support Center. PSC is available between 8:00 a.m. and 6:00 p.m. Eastern Time. PSC is closed on federal holidays.

EU Facts Partner Support Center (PSC)
 Voice: 877-457-3336 (877-HLP-EDEN)
 Fax: 888-329-3336 (888-FAX-EDEN)
 E-mail: eden_OIE@ed.gov

Hearing impaired persons may contact the Partner Support Center at TTY/TDD: 888-403-3336 (888-403-EDEN).

If you have questions or need to make changes to SY 2015-16 or prior grants or need information after July 1, 2016, please contact the Office of Indian Education.
 PR/Award # S299A160013
 Page e115

Formula Grant Electronic Application System for Indian Education (EASIE Allocation 1 - Initial) School Year 2015-16

OMB #: 1810-0021 OMB Expiration Date: 05/03/2016

Type of applicant: LEA (Not part of a Consortium)
 Type of application: Regular formula grant program
 Applicant name: Stony Creek Joint Unified
 Address: 3430 County Rd. 309
 City, State, Zip: Elk Creek, CA 95939
 Applicant DUNS Number: 100140508
 Applicant NCES Number: 0638070
 Applicant PR Award number: S060A150993

Allocation 1 - Initial 2015-16 Allocation: \$10,161
 Grant award start date: July 01, 2015 12:00 AM
 Grant award end date: June 30, 2016 12:00 AM
 Application Part II version: 1.0
 Total Indian student count: 52
 Total student enrollment: 103

Participating LEAs:

LEA name: Stony Creek Joint Unified
 City, State: Elk Creek, CA
 NCES number: 0638070
 Grades offered: PK,K,1,2,3,4,5,6,7,8,9,10,11,12
 Student enrollment: 103
 Indian student count: 52
 Increase of 10% or more: Y

Application Timeframe: Single-Year
 Current Application Cycle: Year 1 Of 1

Applicant name: Stony Creek Joint Unified
 PR #: S060A150993
 Page 2 of 6

2.2 Coordination of Service

2.2.1 Coordination of Services with Formula Grant Programs

Programs	(a) Is this Program Available?	(b) Is this Program coordinated with Title VII Services?	Program Type
Title I	Yes	No	Federal
Homeless Child and Youth	Yes	No	Federal
Title III: English Language Acquisition	No	No	Federal
School Improvement Grants	No	No	Federal
Rural and Low-Income School Program	Yes	No	Federal
Impact Aid	Yes	No	Federal
Migrant Education	No	No	Federal

2.2.2.1 Description of Coordination of Services for American Indian/Alaska Native Students

Dropout Prevention-Youth Leadership: Use of cultural groups, clubs, healthy life choices and activities

School Readiness: Career and/or College Guidance. Exposure and access to career/trade schools, junior colleges, and universities.

Tribal History: Experiential Learning through School Outreach and Summer Program.

T-PRCP

2.2.3 Coordination of Services Professional Development

Staff	Professional Development Opportunity	Content
Subset of teachers	Pre-service training or orientation	Use of Data/ Data-driven decision making
LEA staff	School-based coaching or mentoring	Cultural Awareness Education and Sensitivity
Other non-Teaching staff Parents	Conferences, including national, regional, state, or LEA-sponsored	Other California Conference on American Indian Education

2.2.4.1 - 2.2.4.3 Dissemination and Use of Assessment Data

Timeframe of Last Assessment(s) Conducted:	School Year: 2015-16
Method of Dissemination to Indian Community and Parent Committee	<input checked="" type="checkbox"/> Public hearing for application <input checked="" type="checkbox"/> Parent Committee meeting PR/Award # S299A160013 Within a written report

<input type="checkbox"/> Posted on website
<input checked="" type="checkbox"/> Other open meeting
<input type="checkbox"/> Sent home with student
<input type="checkbox"/> Radio Broadcast
<input type="checkbox"/> Newsletter

How is LEA responding to findings of previous assessment(s)?	<input type="checkbox"/> No changes in services/programs
	<input checked="" type="checkbox"/> Modifications to services/programs at LEA level
	Please describe : LEA is changing services provided to better serve Indian students
	<input checked="" type="checkbox"/> Modification to services/programs within project
	Please describe : Services changing with project to better serve Indian students

Public Hearing Date : 4/15/2015

Applicant name: Stony Creek Joint Unified
PR #: S060A150993
Page 3 of 6

2.3 Indian Education Project Description

2.3.1.1 Indian Education Formula Grant Objectives and Data Sources

Objective: Increase school readiness

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Indian education	Attendance data
Cultural enrichment	Parent surveys, interviews, or focus groups

Objective: Decrease school dropout rate

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Indian education	Attendance data
Career preparation	Dropout data
Student advocacy or leadership	Other data source College application and acceptance data including: career, trade, junior college

Objective: Increase graduation rate

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Indian education	Classroom observations
Career preparation	Other data source certificate of completion

Applicant name: Stony Creek Joint Unified
PR #: S060A150993
Page 4 of 6

2.4 Budget

2.4.1.0.1 Supplemental Information

By Checking this box, I will ensure that the Indian Education formula grant funds will supplement and not supplant other funding for the education of Indian children, with the goal of providing culturally-responsive education to meet the academic needs of American Indian/Alaska Native students and to assist those students in meeting State achievement standards. See FAQs for guidance and examples.

9 Budget Summary

Allocated Funds: \$10,161	Total Admin %: 0.0% Total Admin Funds: \$0 Waiver Applied For:	Budgeted Funds: \$10,161	Unbudgeted Funds: \$0
Budget Category	Status	Category Subtotal	% of Overall Allocation
Supplemental Information	Finished	\$0	0.0%
Personnel	Finished	\$0 PR/Award # S299A160013	0.0%
Travel	Finished	\$6,100	60%

Equipment	Finished	\$0	0.0%
Supplies	Finished	\$4,061	40%
Contractual	Finished	\$0	0.0%
Other	Finished	\$0	0.0%
Indirect Costs	Finished	\$0	0.00%
Budget Total		\$10,161	100%

2.4.1.1 Budget-Personnel

Type of Personnel	#	% of Time	Admin Cost	Prog. Cost	Fringe Cost	Total
Project Director						\$0
Project Coordinator						\$0
Other:						\$0
Category Totals	0		\$0	\$0	\$0	\$0

2.4.2.1 Budget-Travel

Type of Travel	Admin Cost	Program Cost	Totals
In-District			\$0
Out of District		\$6,100	\$6,100
Professional Development			\$0
Category Subtotals	\$0	\$6,100	\$6,100

2.4.3.1 Budget-Equipment

Item	Admin Cost	Program Cost	Totals
Category Subtotals	\$0	\$0	\$0

Applicant name: Stony Creek Joint Unified
PR #: S060A150993
Page 5 of 6

2.4.4.1 Budget-Supplies

2.4.4.1

Teacher Connection

Item	Admin Cost	Program Cost	Totals
Direct Instructional Delivery		\$2,000	\$2,000
Student Consumables		\$2,061	\$2,061
Program Management			\$0
Category Subtotals	\$0	\$4,061	\$4,061

2.4.5.1 Budget-Contractual

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Evaluations			\$0
Category Subtotals	\$0	\$0	\$0

2.4.6.1 Budget-Other

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Activities Related to Services			\$0
Professional Development			\$0
Category Subtotals	\$0	\$0	\$0

2.4.7.1 Budget-Indirect Costs

Rate %	Total

2.6 Comment

Applicant name: Stony Creek Joint Unified
PR #: S060A150993
Page 6 of 6

I, the legal authorized representative, have read both program assurance forms, Standard Form 424B Assurances – Non-Construction Programs and Additional Program Assurances for 84.060–Indian Education Formula Grants, and agree to their provisions. NOTE: You do not need to sign and mail-in program assurances to the program office. Checking the checkbox is equivalent to a signature. You should keep a signed copy on file for your project records.

All of the required student forms (ED 506 Forms) are on file with the LEA and will be provided to the Office of Indian Education upon request.

I certify that the Parent Committee participated in the development of the application submitted and approves the proposed application. I have uploaded the Parent Committee Approval form.

I certify that I am an employee authorized to legally bind this entity, and that by accepting the award for the Indian Education Formula Grant Program, this grantee will comply with all program assurances, agrees to carry out the program and meet all applicable requirements described herein. I certify that, to the best of my knowledge, the information in this application is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to penalties under The False Claims Act, 18 U.S.C. 1001.

Certified By: Dusty Thompson
Certified Date: Friday, May 15, 2015, 4:42:56 PM

Applicant Contact Name: Dusty Thompson
Applicant Contact E-mail: dthompson@glenncoe.org
Applicant Contact Title: Business Manager
Applicant Contact Telephone: (530) 958-5361

User 1: Dusty Thompson
E-mail: dthompson@glenncoe.org
Title: Business Manager

User 2: Jess Lamanti
E-mail: jessica.lamanti@aamcorp.com
Title: Project Coordinator

User 3: Earnie Graham
E-mail: egraham@glenncoe.org
Title: Superintendent

User 4: Laurel Hill-Ward
E-mail: lhill-ward@glenncoe.org
Title: Principal

If you have any questions regarding your SY 2015-16 EASIE Formula Grant application or need to report changes of EASIE system users for your LEA prior to the close of the application submission, review, and approval period (approximately July 1, 2015), please contact the Partner Support Center. PSC is available between 8:00 a.m. and 6:00 p.m., Eastern Time. PSC is closed on federal holidays.

EDFacts Partner Support Center (PSC)
a: 877-457-3336 (877-HLP-EDEN)
888-329-3336 (888-FAX-EDEN)
E-mail: eden_QIE@ed.gov

Hearing impaired persons may contact the Partner Support Center at TTY/TDD: 888-403-3336 (888-403-EDEN).

If you have questions or need to make changes to SY 2014-15 or prior grants or need information after July 1, 2015, please contact the Office of Indian Education.

Office of Indian Education
Telephone: 202-260-1454
E-mail: indian.education@ed.gov

Hand held recorders
Camera
Recorded history for
Book
"We're ~~Here~~ Still here"

Title VII Budget Meeting
April 26th

Parent ~~list~~ Signature

(b)(6)

1.)

2.)

3.)

Native American
Club

↳ lunch time
activities
↳ supplies

CCAI E

↳ Jr. + Sr. First

↳ Down to 6th
grade highest
attendance above
Top 3 above 85%

↳ Parents attending
most FIPAE
Santa Barbara

(NREP)

School Site Council
Wavier approved by state

T-PREP (Mooretown)
Jr. High career exploration
Sex Ed.
Verbals to some

*Now of High Speed Internet
Four Winds of Indian Education, Inc.

2345 Fair Street ♦ Chico, CA 95928

Phone (530) 895-4212 ♦ Fax (530) 895-4310

Take Board Head Lice Policy

SARB Board
Chronic Absentee

SPARK

Who will be in SPARK?

Waiting List
Don't pay for spots not using

Co. Board mtg. - opportunity
Can bring children group of volunteers
Learn needs next mtg.
for lice policy attendance

Georgia Greene retiring
SPARK - County will "bill back" \$5,000
Sign a letter for support for opportunity program

April 27th
School mtg.

April 26th
9:00am
Close Public Hearing 11:35

Grindstone Parent Meeting
Agenda

Public Hearing

April 20, 2016

Grindstone Community Center

10:00am

(b)(6)

- I. Introductions
- Principal/Superintendent Update
- a. Announcements
- b. School Site Council Meeting - Today at 3:15 High School mtg.
- c. Future of the High School
- Public Hearing
- IV. Title VII
 - a. California Conference on American Indian Education
 - i. CCAIE will bill district
 - ii. Remaining funds to support field trips, attendance incentives and culturally appropriate curriculum, books, classroom tools
 - b. 2016-17 Grant Application
 - i. Update
Signature Page
- V. Summer Program
 - a. Applications will be available in June
 - b. Use of facilities turned into Grindstone
 - c. June 28th, 29th & 30th
NO PROGRAM July 5th, 6th & 7th
July 12th - 28th Tuesdays, Wednesdays & Thursdays
 - d. End of Summer BBQ Wednesday, July 27th
 - e. Activities? Ideas?
 - f. Space - program will look different and have different activities according to available space
- VI. Demonstration Grant
 - a. Community Needs Assessment
- VII. Native American Parent Committee Dates
 - a. Meeting Dates
 - i. April 20th, May 11th
June 8th, July 13th, Aug. 10th
 - b. All meetings at the Tribal Office
- VIII. Next School Board Meeting
- IX. Questions and/or Concerns

HS to sustain for a yr. we have @ least a yr. notice.

IS

Title VII
CCAIE
Attendance
Fieldtrips
Supplies

Four Winds of Indian Education Center Academic Assistance & After School Program

COYOTE - Challenging Our Youth on Tobacco Education

SHAPE - Student Health Activities and Physical Education

Hiring a high school teacher. English
↳ Recruiting

New Employee - Ernie Ross replaced
Jeff Summerville
↳ Fort Bragg

Mechanical
Skills
Plumbing

May 13th - Open House, focus is science + Art
Science Fair Projects, Duck Stamp

WASC Accreditation

↳ not enough academic strengths
↳ Must be harder

Spanish?

↳ May recommend 3 yr. cycle
↳ Laurel visiting Miranda
High School

Aston - how long was WASC put off? 1 yr.
Will bring WASC Report next mtg.

Currently Accredited

High School

• Suggestions @ county level that HS isn't sustainable

• Not attending school or attending other HS

• Accepted interdistricts that "tend" to be behavior issues. No longer going to approve and will be disenrolled if failing classes

• Very low ADA 1 teacher to 4.6 students @ Elk Creek
\$11,000/yr/student. Need more kids need them to attend

• # of Absences lost over \$50,000

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Budget Justification 2016-2017
Native Youth Community Project –NeeSimPom
Four Winds of Indian Education

<u>Acct Number</u>	<u>Amount \$</u>
1000 Certificated Personnel –N/A	
2000 Classified Personnel	\$257,505.17
Rachel McBride, Executive Director	\$18,814.11
<p>25% FTE \$75,256.42 (Supported by 65% AIEC, 10% ASES) Under the supervision of the Four Winds of Indian Education Board of Directors, responsible for program design, operations and management, coordinate community partnership agreements, supervise personnel, and program operation of NeeSimPom Program. Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.</p>	
Kathleen Jack, Program Director	\$71,673.50
<p>100% FTE \$71,673.50 Under the supervision of the Executive Director –Program Director will implement and track all program activities, supervise staff, volunteers and interns. Compile all data and maintain all reporting requirements. Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.</p>	
Shane Noel, Fiscal Analyst/Program Specialist	\$20,226.00
<p>50% FTE \$40,452 (Supported by 50% AIEC) Under the supervision of the Executive Director and the Program Director, provide full fiscal accountability, tracking, reports and fiscal audits. Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.</p>	
Irma Amaro, Community Education Specialist	\$21,238.56
<p>30% FTE \$42,477.12 (Supported by 50% COYOTE) Under the supervision of the Executive Director and the Program Director, responsible for the development and implementation of all parent, community activities for the program. Will supervise and coordinate the Parent Liaisons for each county. Will provide input on cultural curriculum adaptation. Assist will data compilation and reporting. Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.</p>	
TBD, Program Specialist I	\$38,480.00
<p>100% FTE, \$18.50/hr x 8hrs/day x 260days/yr Under the supervision of the Program Director, responsible for after school, weekend, and summer program activities and regular school day activities as described in the grant with an emphasis on No Excuses University and Miss School/Miss Out. Will supervise and coordinate Miss School/Miss Out student ambassadors and volunteers. Will provide</p>	

input on cultural curriculum adaptation. Assist with data compilation and reporting. One full-time position for each identified county (Butte, Glenn and Yuba)
 Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.

TBD, Program Specialist I \$38,480.00
 Under the supervision of the Program Director, responsible for after school, weekend, and summer program activities and regular school day activities as described in the grant with an emphasis on No Excuses University and Miss School/Miss Out. Will supervise and coordinate Miss School/Miss Out student ambassadors and volunteers. Will provide input on cultural curriculum adaptation. Assist with data compilation and reporting. One full-time position for each identified county (Butte, Glenn and Yuba)
 Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.

TBD, Program Specialist I \$38,480.00
 100% FTE, \$18.50/hr x 8hrs/day x 260days/yr
 Under the supervision of the Program Director, responsible for after school, weekend, and summer program activities and regular school day activities as described in the grant with an emphasis on No Excuses University and Miss School/Miss Out. Will supervise and coordinate Miss School/Miss Out student ambassadors and volunteers. Will provide input on cultural curriculum adaptation. Assist with data compilation and reporting. One full-time position for each identified county (Butte, Glenn and Yuba)
 Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.

Laurence Gammell, Education Specialist \$10,113.00
 25% FTE, \$40,452 (Supported by 75% ASES)
 Under the supervision of the Executive Director and the Program Director will provide support for state standard aligned lessons and activities. Provide program development for after school, weekend and summer activities. Develop and implement tracking system for Miss School/Miss Out activities.
 Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.

2000 Employee Benefits	\$138,674.52
McBride -39.5% + \$6720 Health \$75,256.40 @ 25%	9,111.57
Jack -39.5% + \$6720 Health \$71,673.50 @ 100%	35,031.03
Noel -39.5% + \$6720 Health \$40,452.00 @ 50%	11,349.27
Amaro -39.5% + \$6720 Health \$42,477.00 @ 50%	11,749.21
TBD -39.5% + \$6720 Health \$38,480.00 @ 100%	21,919.60
TBD -39.5% + \$6720 Health \$38,480.00 @ 100%	21,919.60
TBD -39.5% + \$6720 Health \$38,480.00 @ 100%	21,919.60
Gammell -39.5% + \$6720 Health \$40,452.00 @ 25%	5,674.64

3000 Services and other Operating Expenditures

\$50,147.00

Travel & Staff Development Training

\$40,147.00

Project Directors' Meeting

Required by OIE and provides administrative oversight training for NYCP

PerDiem -\$71/day x 4 days x 2 staff = \$568

Transportation –Airline Ticket \$500 x 2 Staff = \$1,000

Hotel -\$169/night x 3 nights x 2 rooms = \$1014

Total = \$2582

Technical Assistance Meeting

Required by OIE and provides administrative oversight training for NYCP

PerDiem -\$71/day x 4 days x 6 staff/key partners = \$1704

Transportation –Airline Tickets \$500 x 6 staff/key partners = \$3000

Hotel \$169/night x 3 nights x 3 rooms = \$1521

Total = \$6225

National Indian Education Convention

Related to Goals 2 & 4 and Objectives 2.1, 4.1, & 4.2. Exposure for parents and staff to Indian Education programs throughout the Nation and is an opportunity for further collaboration and training on how to incorporate culture into daily school programs. Gives parents, staff and partners an opportunity to bring culturally relevant and innovative ideas back to the classroom as part of the parent liaison, staff and partners responsibilities.

Registration -\$375 x 6 staff/parents/partners = \$2250

PerDiem -\$71/day x 4 days x 6 staff/parents/partners = \$1704

Transportation –Airline Tickets \$500 x 6 staff/parents/partners = \$3,000

Hotel \$169/night x 3 nights x 3 rooms = \$3042

Total = \$9996

No Excuses University Convention

Related to goals 1, 2, 3 & 4 and objectives 1.1, 1.2, 1.3 & 2.1. Provides the foundation for staff, and collaborating schools to develop and provide classroom, campus and community environments that promote success for all students. Provides an opportunity to include cultural modifications/adaptations to an already proven successful school program to increase post-secondary options for students.

Registration -\$550 x 6 staff/parents/partners = \$3300

PerDiem -\$71/day x 4 days x 6 staff/parents/partners = \$1704

Transportation –Airline Tickets \$500 x 6 staff/parents/partners = \$3,000

Hotel \$190/night x 3 nights x 6 rooms = \$3420

Total = \$11424

Campus Visit

Related to Goal 3, Objective 3.7 & 3.8 staff will take students and parents on a campus visit to regional and state universities, jr. colleges, and vocational visits.

Food \$50/day x 3 days x 30 participants = \$4500

Transportation 4 vans/suvs x 3 days x \$120/day = \$1440

Gas for transportation = \$600

Hotel \$169/night x 2 nights x 10 rooms = \$3380

Total = \$9920

<u>Local Travel</u>	\$10,000.00
Mileage for travel between Yuba, Butte and Glenn counties for staff, teachers, community partners, and parents to attend collaborative meetings and training sessions, transport students to career fairs, summer bride programs, and program activities @ \$0.565/mile for approximately 17,699 miles.	
4000 Equipment	\$36,000.00
<u>Equipment</u>	\$36,000.00
Includes, but not limited to printers, computers, iPads/tablets, projector, smartboard, elmos for participating No Excuses classrooms and to provide virtual campus tours and access/exposure to appropriate technology so students are successful in their post-secondary options. Will be used for online California Career Guides curriculum and access to the KAHN Academy.	
5000 Books and Supplies	\$51,377.63
<u>Curriculum and Assessment Materials</u>	\$20,000.00
Includes, but not limited to, No Excuses University curriculum and manipulatives. Consumables and posters. California Career guides and website membership.	
<u>Program Supplies</u>	\$19,377.63
Includes, but not limited to –disinfectant supplies (disposable gloves \$21.29/box x 3, sanitizing spray \$5.54/can x 4, disinfecting wipes 3pk @ \$14.99 x 6, disinfecting cleaner \$25.51/gallon x 3, bleach \$29.02/ 96 oz. x 3); writing tablets \$41.39/dozen x 15, student daily trackers/planners \$25 x 100, backpacks, No Excuses University memorabilia \$5,000, Miss School/Miss Out rewards \$6500, and gift cards for the random rewards program \$2,000.	
<u>Office Supplies</u>	\$5,000.00
Includes, but not limited to -pencils \$19.77/box x 8 \$158.16. paper \$38.00/box 21 \$798, file folders \$22.00/box x 8 \$176.00, classification folders \$90.60/box x 5 \$453.00, hanging file folders \$ 35.00/box x 5 \$175.00, binders \$3.49-\$13.29 x 10 \$132.90, Toner \$90.00/cartridge x 8 \$720.00, ink cartridges \$65.00/unit x 15 \$975.00, pens \$7.44/dozen x 10 \$74.40, Desk top calendar \$9.99 x 5 \$49.95, Day planner \$14.00 x 5 \$70.00, tape (no stick painters tape) 7.99 x 6 \$47.94, scotch tape 10 pack for 21.99 x 2 \$43.98, staples \$3.79 x 10 \$37.90, paper clips \$1.29 x 10 \$12.90, corrections tape pack of 2 \$3.99 x 12 \$47.88, mailing labels 2799 box x 3 \$83.97, rubber bands \$7.29 x 2 \$14.58, virus software for 3pcs \$64.95 x 2 \$129.90, poster board \$6.99 pack x 4 \$27.96, bathroom tissue case \$34.99 x 5 \$174.95, Post it pack \$13.99 x 12 \$167.88, battery charging station 25.99 x 2 \$51.98, researchable batteries 8 Pack 21.99 x 2 \$43.98, usb 3.0 flash drive \$19.95 x 5 \$99.75, laminating pouches \$26.65 x 3 \$79.95, box of envelopes \$22.99 x 3 \$68.97, clasp envelopes 9x12 box \$19.99 x 2 \$39.98, folder index dividers 5.99 box x 5 \$29.95, folder labels \$3.29 pack x 4 \$13.16.	
<u>Postage</u>	\$1,000.00
Share of meter costs plus postage	

<u>Duplicating/Printing/Copying</u>	\$6,000.00
Includes, but not limited to, funds allocated for printing, copier lease (Share of copier lease and paper) duplicating activity flyers/program brochures, program outreach information, pictures, and business cards.	
6000 Contracted Services	\$210,263.00
Audit –Matsom & Isom (Share of Single Audit)	\$30,000.00
External Evaluator	\$48,000.00
Evaluator will be responsible for the identification and /or development of database design, development of tracking instruments/record and data keeping. Assist Program Director with all required evaluations and reports.	
Fiscal Management/Payroll	\$3,240.00
Fee will be paid for payroll services and process of \$30/employee per month for payroll services.	
Telephone (landline)	\$1,560.00
\$130/month x 12 months	
Contracted Transportation	\$93,870.00
Will contract with Bidwell Cabs 4 Kids and school districts for transportation to but not limited to; cultural activities, after school programs, weekend and evening activities and outings, summer programs. Will also support the Miss School/Miss Out program, university and colleges trips.	
Parent Liaisons	\$17,500.00
Related to Goals 1, 2, 3 & 4 and Objectives 1.3, 2.1, 3.1, 3.3 & 4.1 35 Parent Liaisons c \$500 Will be responsible to organize, plan and help implement Miss School/Miss Out program. Will work with school and classroom teachers to implement No Excuses University program. Will act as a liaison to other parents and community members to create a positive school environment/climate and communication.	
Miss School/Miss Out Ambassadors	\$11,000.00
Related to goal 3 and objectives 3.1 – 3.11 50 student ambassadors x \$110/semester x 2 semesters They will be responsible for providing assistance to planning the Random Rewards program, including organizing and providing input for the No Excuses University college or university memorabilia purchases, arranging displays of college symbolism (ie., flags, banners, shirts, pencils, etc.) around classrooms and in Tribal offices, mentoring younger children with chronic absences; and helping to coordinate field trips and help get parent permission slips out and completed.	
No Excuses University Training/Facilitator	
Will provide yearly training and follow-up training on No Excuses University program and implementation. Will provide individualized school implantation strategies and	

successes. Will provide teacher professional development and support for No Excuses University and Miss School/Miss Out program.

Will include travel. Will provide summer institute and 2 other trainings per year.

Summer institute will be 3 days, 4hrs/day = \$1500

2 one day trainings, 4hrs/day = \$1000

Travel = 3 flights @ \$500 = \$1500

Hotel = 4 total nights @ \$149.00/night = \$596

PerDiem = \$71 x 7days = \$497

Total = \$5,093

Total Federal Share 2016-2017 Four Winds –NecSimPom Budget \$743,967.32

Budget Justification 2017-2018
 Native Youth Community Project –NeeSimPom
 Four Winds of Indian Education

<u>Acct Number</u>	<u>Amount \$</u>
1000 Certificated Personnel –N/A	
2000 Classified Personnel	\$257,505.17
Rachel McBride, Executive Director	\$18, 814.11
<p>25% FTE \$75,256.42 (Supported by 65% AIEC, 10% ASES) Under the supervision of the Four Winds of Indian Education Board of Directors, responsible for program design, operations and management, coordinate community partnership agreements, supervise personnel, and program operation of NeeSimPom Program. Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.</p>	
Kathleen Jack, Program Director	\$71,673.50
<p>100% FTE \$71,673.50 Under the supervision of the Executive Director –Program Director will implement and track all program activities, supervise staff, volunteers and interns. Compile all data and maintain all reporting requirements. Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.</p>	
Shane Noel, Fiscal Analyst/Program Specialist	\$20,226.00
<p>50% FTE \$40,452 (Supported by 50% AIEC) Under the supervision of the Executive Director and the Program Director, provide full fiscal accountability, tracking, reports and fiscal audits. Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.</p>	
Irma Amaro, Community Education Specialist	\$21,238.56
<p>30% FTE \$42,477.12 (Supported by 50% COYOTE) Under the supervision of the Executive Director and the Program Director, responsible for the development and implementation of all parent, community activities for the program. Will supervise and coordinate the Parent Liaisons for each county. Will provide input on cultural curriculum adaptation. Assist will data compilation and reporting. Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.</p>	
TBD, Program Specialist I	\$38,480.00
<p>100% FTE, \$18.50/hr x 8hrs/day x 260days/yr Under the supervision of the Program Director, responsible for after school, weekend, and summer program activities and regular school day activities as described in the grant with an emphasis on No Excuses University and Miss School/Miss Out. Will supervise and coordinate Miss School/Miss Out student ambassadors and volunteers. Will provide</p>	

input on cultural curriculum adaptation. Assist with data compilation and reporting. One full-time position for each identified county (Butte, Glenn and Yuba)
Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.

TBD, Program Specialist I \$38,480.00
Under the supervision of the Program Director, responsible for after school, weekend, and summer program activities and regular school day activities as described in the grant with an emphasis on No Excuses University and Miss School/Miss Out. Will supervise and coordinate Miss School/Miss Out student ambassadors and volunteers. Will provide input on cultural curriculum adaptation. Assist with data compilation and reporting. One full-time position for each identified county (Butte, Glenn and Yuba)
Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.

TBD, Program Specialist I \$38,480.00
100% FTE, \$18.50/hr x 8hrs/day x 260days/yr
Under the supervision of the Program Director, responsible for after school, weekend, and summer program activities and regular school day activities as described in the grant with an emphasis on No Excuses University and Miss School/Miss Out. Will supervise and coordinate Miss School/Miss Out student ambassadors and volunteers. Will provide input on cultural curriculum adaptation. Assist with data compilation and reporting. One full-time position for each identified county (Butte, Glenn and Yuba)
Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.

Laurence Gammell, Education Specialist \$10,113.00
25% FTE, \$40,452 (Supported by 75% ASES)
Under the supervision of the Executive Director and the Program Director will provide support for state standard aligned lessons and activities. Provide program development for after school, weekend and summer activities. Develop and implement tracking system for Miss School/Miss Out activities.
Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.

2000 Employee Benefits	\$138,674.52
McBride -39.5% + \$6720 Health \$75,256.40 @ 25%	9,111.57
Jack -39.5% + \$6720 Health \$71,673.50 @ 100%	35,031.03
Noel -39.5% + \$6720 Health \$40,452.00 @ 50%	11,349.27
Amaro -39.5% + \$6720 Health \$42,477.00 @ 50%	11,749.21
TBD -39.5% + \$6720 Health \$38,480.00 @ 100%	21,919.60
TBD -39.5% + \$6720 Health \$38,480.00 @ 100%	21,919.60
TBD -39.5% + \$6720 Health \$38,480.00 @ 100%	21,919.60
Gammell -39.5% + \$6720 Health \$40,452.00 @ 25%	5,674.64

3000 Services and other Operating Expenditures	\$50,147.00
<u>Travel & Staff Development Training</u>	<u>\$40,147.00</u>
Project Directors' Meeting	
Required by OIE and provides administrative oversight training for NYCP	
PerDiem -\$71/day x 4 days x 2 staff = \$568	
Transportation –Airline Ticket \$500 x 2 Staff = \$1,000	
Hotel -\$169/night x 3 nights x 2 rooms = \$1014	
Total = \$2582	
Technical Assistance Meeting	
Required by OIE and provides administrative oversight training for NYCP	
PerDiem -\$71/day x 4 days x 6 staff/key partners = \$1704	
Transportation –Airline Tickets \$500 x 6 staff/key partners = \$3000	
Hotel \$169/night x 3 nights x 3 rooms = \$1521	
Total = \$6225	
National Indian Education Convention	
Related to Goals 2 & 4 and Objectives 2.1, 4.1, & 4.2. Exposure for parents and staff to Indian Education programs throughout the Nation and is an opportunity for further collaboration and training on how to incorporate culture into daily school programs. Gives parents, staff and partners an opportunity to bring culturally relevant and innovative ideas back to the classroom as part of the parent liaison, staff and partners responsibilities.	
Registration -\$375 x 6 staff/parents/partners = \$2250	
PerDiem -\$71/day x 4 days x 6 staff/parents/partners = \$1704	
Transportation –Airline Tickets \$500 x 6 staff/parents/partners = \$3,000	
Hotel \$169/night x 3 nights x 3 rooms = \$3042	
Total = \$9996	
No Excuses University Convention	
Related to goals 1, 2, 3 & 4 and objectives 1.1, 1.2, 1.3 & 2.1. Provides the foundation for staff, and collaborating schools to develop and provide classroom, campus and community environments that promote success for all students. Provides an opportunity to include cultural modifications/adaptations to an already proven successful school program to increase post-secondary options for students.	
Registration -\$550 x 6 staff/parents/partners = \$3300	
PerDiem -\$71/day x 4 days x 6 staff/parents/partners = \$1704	
Transportation –Airline Tickets \$500 x 6 staff/parents/partners = \$3,000	
Hotel \$190/night x 3 nights x 6 rooms = \$3420	
Total = \$11424	
Campus Visit	
Related to Goal 3, Objective 3.7 & 3.8 staff will take students and parents on a campus visit to regional and state universities, jr. colleges, and vocational visits.	
Food \$50/day x 3 days x 30 participants = \$4500	
Transportation 4 vans/suvs x 3 days x \$120/day = \$1440	
Gas for transportation = \$600	
Hotel \$169/night x 2 nights x 10 rooms = \$3380	
Total = \$9920	

<u>Local Travel</u>	\$10,000.00
Mileage for travel between Yuba, Butte and Glenn counties for staff, teachers, community partners, and parents to attend collaborative meetings and training sessions, transport students to career fairs, summer bride programs, and program activities @ \$0.565/mile for approximately 17,699 miles.	
4000 Equipment	\$36,000.00
<u>Equipment</u>	\$36,000.00
Includes, but not limited to printers, computers, iPads/tablets, projector, smartboard, elmos for participating No Excuses classrooms and to provide virtual campus tours and access/exposure to appropriate technology so students are successful in their post-secondary options. Will be used for online California Career Guides curriculum and access to the KAHN Academy.	
5000 Books and Supplies	\$51,377.63
<u>Curriculum and Assessment Materials</u>	\$20,000.00
Includes, but not limited to, No Excuses University curriculum and manipulatives. Consumables and posters. California Career guides and website membership.	
<u>Program Supplies</u>	\$19,377.63
Includes, but not limited to –disinfectant supplies (disposable gloves \$21.29/box x 3, sanitizing spray \$5.54/can x 4, disinfecting wipes 3pk @ \$14.99 x 6, disinfecting cleaner \$25.51/gallon x 3, bleach \$29.02/ 96 oz. x 3); writing tablets \$41.39/dozen x 15, student daily trackers/planners \$25 x 100, backpacks, No Excuses University memorabilia \$5,000, Miss School/Miss Out rewards \$6500, and gift cards for the random rewards program \$2,000.	
<u>Office Supplies</u>	\$5,000.00
Includes, but not limited to -pencils \$19.77/box x 8 \$158.16, paper \$38.00/box 21 \$798, file folders \$2200/box x 8 \$176.00, classification folders \$90.60/box x 5 \$453.00, hanging file folders \$ 35.00/box x 5 \$175.00, binders \$3.49-\$13.29 x 10 \$132.90, Toner \$90.00/cartridge x 8 \$720.00, ink cartridges \$65.00/unit x 15 \$975.00, pens \$7.44/dozen x 10 \$74.40, Desk top calendar \$9.99 x 5 \$49.95, Day planner \$14.00 x 5 \$70.00, tape (no stick painters tape) 7.99 x 6 \$47.94, scotch tape 10 pack for 21.99 x 2 \$43.98, staples \$3.79 x 10 \$37.90, paper clips \$1.29 x 10 \$12.90, corrections tape pack of 2 \$3.99 x 12 \$47.88, mailing labels 2799 box x 3 \$83.97, rubber bands \$7.29 x 2 \$14.58, virus software for 3pcs \$64.95 x 2 \$129.90, poster board \$6.99 pack x 4 \$27.96, bathroom tissue case \$34.99 x 5 \$174.95, Post it pack \$13.99 x 12 \$167.88, battery charging station 25.99 x 2 \$51.98, researchable batteries 8 Pack 21.99 x 2 \$43.98, usb 3.0 flash drive \$19.95 x 5 \$99.75, laminating pouches \$26.65 x 3 \$79.95, box of envelopes \$22.99 x 3 \$68.97, clasp envelopes 9x12 box \$19.99 x 2 \$39.98, folder index dividers 5.99 box x 5 \$29.95, folder labels \$3.29 pack x 4 \$13.16.	
<u>Postage</u>	\$1,000.00
Share of meter costs plus postage	

<u>Duplicating/Printing/Copying</u>	\$6,000.00
Includes, but not limited to, funds allocated for printing, copier lease (Share of copier lease and paper) duplicating activity flyers/program brochures, program outreach information, pictures, and business cards.	
6000 Contracted Services	\$210,263.00
Audit –Matsom & Isom (Share of Single Audit)	\$30,000.00
External Evaluator	\$48,000.00
Evaluator will be responsible for the identification and /or development of database design, development of tracking instruments/record and data keeping. Assist Program Director with all required evaluations and reports.	
Fiscal Management/Payroll	\$3,240.00
Fee will be paid for payroll services and process of \$30/employee per month for payroll services.	
Telephone (landline)	\$1,560.00
\$130/month x 12 months	
Contracted Transportation	\$93,870.00
Will contract with Bidwell Cabs 4 Kids and school districts for transportation to but not limited to; cultural activities, after school programs, weekend and evening activities and outings, summer programs. Will also support the Miss School/Miss Out program, university and colleges trips.	
Parent Liaisons	\$17,500.00
Related to Goals 1, 2, 3 & 4 and Objectives 1.3, 2.1, 3.1, 3.3 & 4.1 35 Parent Liaisons c \$500	
Will be responsible to organize, plan and help implement Miss School/Miss Out program. Will work with school and classroom teachers to implement No Excuses University program. Will act as a liaison to other parents and community members to create a positive school environment/climate and communication.	
Miss School/Miss Out Ambassadors	\$11,000.00
Related to goal 3 and objectives 3.1 – 3.11 50 student ambassadors x \$110/semester x 2 semesters	
They will be responsible for providing assistance to planning the Random Rewards program, including organizing and providing input for the No Excuses University college or university memorabilia purchases, arranging displays of college symbolism (ie., flags, banners, shirts, pencils, etc.) around classrooms and in Tribal offices, mentoring younger children with chronic absences; and helping to coordinate field trips and help get parent permission slips out and completed.	
No Excuses University Training/Facilitator	
Will provide yearly training and follow-up training on No Excuses University program and implementation. Will provide individualized school implantation strategies and	

successes. Will provide teacher professional development and support for No Excuses University and Miss School/Miss Out program.

Will include travel. Will provide summer institute and 2 other trainings per year.

Summer institute will be 3 days, 4hrs/day = \$1500

2 one day trainings, 4hrs/day = \$1000

Travel = 3 flights @ \$500 = \$1500

Hotel = 4 total nights @ \$149.00/night = \$596

PerDiem = \$71 x 7days = \$497

Total = \$5,093

Total Federal Share 2017-2018 Four Winds –NeeSimPom Budget \$743,967.32

Budget Justification 2018-2019
Native Youth Community Project –NeeSimPom
Four Winds of Indian Education

<u>Acct Number</u>	<u>Amount \$</u>
1000 Certificated Personnel –N/A	
2000 Classified Personnel	\$257,505.17
Rachel McBride, Executive Director	\$18, 814.11
25% FTE \$75,256.42 (Supported by 65% AIEC, 10% ASES)	
Under the supervision of the Four Winds of Indian Education Board of Directors, responsible for program design, operations and management, coordinate community partnership agreements, supervise personnel, and program operation of NeeSimPom Program.	
Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.	
 Kathleen Jack, Program Director	 \$71,673.50
100% FTE \$71,673.50	
Under the supervision of the Executive Director –Program Director will implement and track all program activities, supervise staff, volunteers and interns. Compile all data and maintain all reporting requirements.	
Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.	
 Shane Noel, Fiscal Analyst/Program Specialist	 \$20,226.00
50% FTE \$40,452 (Supported by 50% AIEC)	
Under the supervision of the Executive Director and the Program Director, provide full fiscal accountability, tracking, reports and fiscal audits.	
Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.	
 Irma Amaro, Community Education Specialist	 \$21,238.56
30% FTE \$42,477.12 (Supported by 50% COYOTE)	
Under the supervision of the Executive Director and the Program Director, responsible for the development and implementation of all parent, community activities for the program. Will supervise and coordinate the Parent Liaisons for each county. Will provide input on cultural curriculum adaptation. Assist will data compilation and reporting.	
Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.	
 TBD, Program Specialist I	 \$38,480.00
100% FTE, \$18.50/hr x 8hrs/day x 260days/yr	
Under the supervision of the Program Director, responsible for after school, weekend, and summer program activities and regular school day activities as described in the grant with an emphasis on No Excuses University and Miss School/Miss Out. Will supervise and coordinate Miss School/Miss Out student ambassadors and volunteers. Will provide	

input on cultural curriculum adaptation. Assist with data compilation and reporting. One full-time position for each identified county (Butte, Glenn and Yuba)
Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.

TBD, Program Specialist I \$38,480.00
Under the supervision of the Program Director, responsible for after school, weekend, and summer program activities and regular school day activities as described in the grant with an emphasis on No Excuses University and Miss School/Miss Out. Will supervise and coordinate Miss School/Miss Out student ambassadors and volunteers. Will provide input on cultural curriculum adaptation. Assist with data compilation and reporting. One full-time position for each identified county (Butte, Glenn and Yuba)
Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.

TBD, Program Specialist I \$38,480.00
100% FTE, \$18.50/hr x 8hrs/day x 260days/yr
Under the supervision of the Program Director, responsible for after school, weekend, and summer program activities and regular school day activities as described in the grant with an emphasis on No Excuses University and Miss School/Miss Out. Will supervise and coordinate Miss School/Miss Out student ambassadors and volunteers. Will provide input on cultural curriculum adaptation. Assist with data compilation and reporting. One full-time position for each identified county (Butte, Glenn and Yuba)
Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.

Laurence Gammell, Education Specialist \$10,113.00
25% FTE, \$40,452 (Supported by 75% ASES)
Under the supervision of the Executive Director and the Program Director will provide support for state standard aligned lessons and activities. Provide program development for after school, weekend and summer activities. Develop and implement tracking system for Miss School/Miss Out activities.
Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.

2000 Employee Benefits	\$138,674.52
McBride -39.5% + \$6720 Health \$75,256.40 @ 25%	9,111.57
Jack -39.5% + \$6720 Health \$71,673.50 @ 100%	35,031.03
Noel -39.5% + \$6720 Health \$40,452.00 @ 50%	11,349.27
Amaro -39.5% + \$6720 Health \$42,477.00 @ 50%	11,749.21
TBD -39.5% + \$6720 Health \$38,480.00 @ 100%	21,919.60
TBD -39.5% + \$6720 Health \$38,480.00 @ 100%	21,919.60
TBD -39.5% + \$6720 Health \$38,480.00 @ 100%	21,919.60
Gammell -39.5% + \$6720 Health \$40,452.00 @ 25%	5,674.64

3000 Services and other Operating Expenditures **\$50,147.00**
Travel & Staff Development Training **\$40,147.00**

Project Directors' Meeting

Required by OIE and provides administrative oversight training for NYCP

PerDiem -\$71/day x 4 days x 2 staff = \$568

Transportation –Airline Ticket \$500 x 2 Staff = \$1,000

Hotel -\$169/night x 3 nights x 2 rooms = \$1014

Total = \$2582

Technical Assistance Meeting

Required by OIE and provides administrative oversight training for NYCP

PerDiem -\$71/day x 4 days x 6 staff/key partners = \$1704

Transportation –Airline Tickets \$500 x 6 staff/key partners = \$3000

Hotel \$169/night x 3 nights x 3 rooms = \$1521

Total = \$6225

National Indian Education Convention

Related to Goals 2 & 4 and Objectives 2.1, 4.1, & 4.2. Exposure for parents and staff to Indian Education programs throughout the Nation and is an opportunity for further collaboration and training on how to incorporate culture into daily school programs. Gives parents, staff and partners an opportunity to bring culturally relevant and innovative ideas back to the classroom as part of the parent liaison, staff and partners responsibilities.

Registration -\$375 x 6 staff/parents/partners = \$2250

PerDiem -\$71/day x 4 days x 6 staff/parents/partners = \$1704

Transportation –Airline Tickets \$500 x 6 staff/parents/partners = \$3,000

Hotel \$169/night x 3 nights x 3 rooms = \$3042

Total = \$9996

No Excuses University Convention

Related to goals 1, 2, 3 & 4 and objectives 1.1, 1.2, 1.3 & 2.1. Provides the foundation for staff, and collaborating schools to develop and provide classroom, campus and community environments that promote success for all students. Provides an opportunity to include cultural modifications/adaptations to an already proven successful school program to increase post-secondary options for students.

Registration -\$550 x 6 staff/parents/partners = \$3300

PerDiem -\$71/day x 4 days x 6 staff/parents/partners = \$1704

Transportation –Airline Tickets \$500 x 6 staff/parents/partners = \$3,000

Hotel \$190/night x 3 nights x 6 rooms = \$3420

Total = \$11424

Campus Visit

Related to Goal 3, Objective 3.7 & 3.8 staff will take students and parents on a campus visit to regional and state universities, jr. colleges, and vocational visits.

Food \$50/day x 3 days x 30 participants = \$4500

Transportation 4 vans/suvs x 3 days x \$120/day = \$1440

Gas for transportation = \$600

Hotel \$169/night x 2 nights x 10 rooms = \$3380

Total = \$9920

<u>Local Travel</u>	\$10,000.00
Mileage for travel between Yuba, Butte and Glenn counties for staff, teachers, community partners, and parents to attend collaborative meetings and training sessions, transport students to career fairs, summer bride programs, and program activities @ \$0.565/mile for approximately 17,699 miles.	
4000 Equipment	\$36,000.00
<u>Equipment</u>	\$36,000.00
Includes, but not limited to printers, computers, iPads/tablets, projector, smartboard, elmos for participating No Excuses classrooms and to provide virtual campus tours and access/exposure to appropriate technology so students are successful in their post-secondary options. Will be used for online California Career Guides curriculum and access to the KAHN Academy.	
5000 Books and Supplies	\$51,377.63
<u>Curriculum and Assessment Materials</u>	\$20,000.00
Includes, but not limited to, No Excuses University curriculum and manipulatives. Consumables and posters. California Career guides and website membership.	
<u>Program Supplies</u>	\$19,377.63
Includes, but not limited to –disinfectant supplies (disposable gloves \$21.29/box x 3, sanitizing spray \$5.54/can x 4, disinfecting wipes 3pk @ \$14.99 x 6, disinfecting cleaner \$25.51/gallon x 3, bleach \$29.02/ 96 oz. x 3); writing tablets \$41.39/dozen x 15, student daily trackers/planners \$25 x 100, backpacks, No Excuses University memorabilia \$5,000, Miss School/Miss Out rewards \$6500, and gift cards for the random rewards program \$2,000.	
<u>Office Supplies</u>	\$5,000.00
Includes, but not limited to -pencils \$19.77/box x 8 \$158.16, paper \$38.00/box 21 \$798, file folders \$22.00/box x 8 \$176.00, classification folders \$90.60/box x 5 \$453.00, hanging file folders \$ 35.00/box x 5 \$175.00, binders \$3.49-\$13.29 x 10 \$132.90, Toner \$90.00/cartridge x 8 \$720.00, ink cartridges \$65.00/unit x 15 \$975.00, pens \$7.44/dozen x 10 \$74.40, Desk top calendar \$9.99 x 5 \$49.95, Day planner \$14.00 x 5 \$70.00, tape (no stick painters tape) 7.99 x 6 \$47.94, scotch tape 10 pack for 21.99 x 2 \$43.98, staples \$3.79 x 10 \$37.90, paper clips \$1.29 x 10 \$12.90, corrections tape pack of 2 \$3.99 x 12 \$47.88, mailing labels 2799 box x 3 \$83.97, rubber bands \$7.29 x 2 \$14.58, virus software for 3pcs \$64.95 x 2 \$129.90, poster board \$6.99 pack x 4 \$27.96, bathroom tissue case \$34.99 x 5 \$174.95, Post it pack \$13.99 x 12 \$167.88, battery charging station 25.99 x 2 \$51.98, researchable batteries 8 Pack 21.99 x 2 \$43.98, usb 3.0 flash drive \$19.95 x 5 \$99.75, laminating pouches \$26.65 x 3 \$79.95, box of envelopes \$22.99 x 3 \$68.97, clasp envelopes 9x12 box \$19.99 x 2 \$39.98, folder index dividers 5.99 box x 5 \$29.95, folder labels \$3.29 pack x 4 \$13.16.	
<u>Postage</u>	\$1,000.00
Share of meter costs plus postage	

<u>Duplicating/Printing/Copying</u>	\$6,000.00
Includes, but not limited to, funds allocated for printing, copier lease (Share of copier lease and paper) duplicating activity flyers/program brochures, program outreach information, pictures, and business cards.	
6000 Contracted Services	\$210,263.00
Audit –Matsom & Isom (Share of Single Audit)	\$30,000.00
External Evaluator	\$48,000.00
Evaluator will be responsible for the identification and /or development of database design, development of tracking instruments/record and data keeping. Assist Program Director with all required evaluations and reports.	
Fiscal Management/Payroll	\$3,240.00
Fee will be paid for payroll services and process of \$30/employee per month for payroll services.	
Telephone (landline)	\$1,560.00
\$130/month x 12 months	
Contracted Transportation	\$93,870.00
Will contract with Bidwell Cabs 4 Kids and school districts for transportation to but not limited to; cultural activities, after school programs, weekend and evening activities and outings, summer programs. Will also support the Miss School/Miss Out program, university and colleges trips.	
Parent Liaisons	\$17,500.00
Related to Goals 1, 2, 3 & 4 and Objectives 1.3, 2.1, 3.1, 3.3 & 4.1	
35 Parent Liaisons c \$500	
Will be responsible to organize, plan and help implement Miss School/Miss Out program. Will work with school and classroom teachers to implement No Excuses University program. Will act as a liaison to other parents and community members to create a positive school environment/climate and communication.	
Miss School/Miss Out Ambassadors	\$11,000.00
Related to goal 3 and objectives 3.1 – 3.11	
50 student ambassadors x \$110/semester x 2 semesters	
They will be responsible for providing assistance to planning the Random Rewards program, including organizing and providing input for the No Excuses University college or university memorabilia purchases, arranging displays of college symbolism (ie., flags, banners, shirts, pencils, etc.) around classrooms and in Tribal offices, mentoring younger children with chronic absences; and helping to coordinate field trips and help get parent permission slips out and completed.	
No Excuses University Training/Facilitator	
Will provide yearly training and follow-up training on No Excuses University program and implementation. Will provide individualized school implantation strategies and	

successes. Will provide teacher professional development and support for No Excuses University and Miss School/Miss Out program.

Will include travel. Will provide summer institute and 2 other trainings per year.

Summer institute will be 3 days, 4hrs/day = \$1500

2 one day trainings, 4hrs/day = \$1000

Travel = 3 flights @ \$500 = \$1500

Hotel = 4 total nights @ \$149.00/night = \$596

PerDiem = \$71 x 7days = \$497

Total = \$5,093

Total Federal Share 2018-2019 Four Winds –NecSimPom Budget \$743,967.32

Budget Justification 2019-2020
Native Youth Community Project –NeeSimPom
Four Winds of Indian Education

<u>Acct Number</u>	<u>Amount \$</u>
1000 Certificated Personnel –N/A	
2000 Classified Personnel	\$257,505.17
Rachel McBride, Executive Director	\$18,814.11
<p>25% FTE \$75,256.42 (Supported by 65% AIEC, 10% ASES) Under the supervision of the Four Winds of Indian Education Board of Directors, responsible for program design, operations and management, coordinate community partnership agreements, supervise personnel, and program operation of NeeSimPom Program. Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.</p>	
Kathleen Jack, Program Director	\$71,673.50
<p>100% FTE \$71,673.50 Under the supervision of the Executive Director –Program Director will implement and track all program activities, supervise staff, volunteers and interns. Compile all data and maintain all reporting requirements. Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.</p>	
Shane Noel, Fiscal Analyst/Program Specialist	\$20,226.00
<p>50% FTE \$40,452 (Supported by 50% AIEC) Under the supervision of the Executive Director and the Program Director, provide full fiscal accountability, tracking, reports and fiscal audits. Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.</p>	
Irma Amaro, Community Education Specialist	\$21,238.56
<p>30% FTE \$42,477.12 (Supported by 50% COYOTE) Under the supervision of the Executive Director and the Program Director, responsible for the development and implementation of all parent, community activities for the program. Will supervise and coordinate the Parent Liaisons for each county. Will provide input on cultural curriculum adaptation. Assist will data compilation and reporting. Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.</p>	
TBD, Program Specialist I	\$38,480.00
<p>100% FTE, \$18.50/hr x 8hrs/day x 260days/yr Under the supervision of the Program Director, responsible for after school, weekend, and summer program activities and regular school day activities as described in the grant with an emphasis on No Excuses University and Miss School/Miss Out. Will supervise and coordinate Miss School/Miss Out student ambassadors and volunteers. Will provide</p>	

input on cultural curriculum adaptation. Assist with data compilation and reporting. One full-time position for each identified county (Butte, Glenn and Yuba)
Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.

TBD, Program Specialist I \$38,480.00
Under the supervision of the Program Director, responsible for after school, weekend, and summer program activities and regular school day activities as described in the grant with an emphasis on No Excuses University and Miss School/Miss Out. Will supervise and coordinate Miss School/Miss Out student ambassadors and volunteers. Will provide input on cultural curriculum adaptation. Assist with data compilation and reporting. One full-time position for each identified county (Butte, Glenn and Yuba)
Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.

TBD, Program Specialist I \$38,480.00
100% FTE, \$18.50/hr x 8hrs/day x 260days/yr
Under the supervision of the Program Director, responsible for after school, weekend, and summer program activities and regular school day activities as described in the grant with an emphasis on No Excuses University and Miss School/Miss Out. Will supervise and coordinate Miss School/Miss Out student ambassadors and volunteers. Will provide input on cultural curriculum adaptation. Assist with data compilation and reporting. One full-time position for each identified county (Butte, Glenn and Yuba)
Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.

Laurence Gammell, Education Specialist \$10,113.00
25% FTE, \$40,452 (Supported by 75% ASES)
Under the supervision of the Executive Director and the Program Director will provide support for state standard aligned lessons and activities. Provide program development for after school, weekend and summer activities. Develop and implement tracking system for Miss School/Miss Out activities.
Full benefit package includes –Cafeteria plan, health insurance, retirement, sick/vacation/holiday.

2000 Employee Benefits	\$138,674.52
McBride -39.5% + \$6720 Health \$75,256.40 @ 25%	9,111.57
Jack -39.5% + \$6720 Health \$71,673.50 @ 100%	35,031.03
Noel -39.5% + \$6720 Health \$40,452.00 @ 50%	11,349.27
Amaro -39.5% + \$6720 Health \$42,477.00 @ 50%	11,749.21
TBD -39.5% + \$6720 Health \$38,480.00 @ 100%	21,919.60
TBD -39.5% + \$6720 Health \$38,480.00 @ 100%	21,919.60
TBD -39.5% + \$6720 Health \$38,480.00 @ 100%	21,919.60
Gammell -39.5% + \$6720 Health \$40,452.00 @ 25%	5,674.64

3000 Services and other Operating Expenditures **\$50,147.00**
Travel & Staff Development Training **\$40,147.00**

Project Directors' Meeting

Required by OIE and provides administrative oversight training for NYCP

PerDiem -\$71/day x 4 days x 2 staff = \$568

Transportation –Airline Ticket \$500 x 2 Staff = \$1,000

Hotel -\$169/night x 3 nights x 2 rooms = \$1014

Total = \$2582

Technical Assistance Meeting

Required by OIE and provides administrative oversight training for NYCP

PerDiem -\$71/day x 4 days x 6 staff/key partners = \$1704

Transportation –Airline Tickets \$500 x 6 staff/key partners = \$3000

Hotel \$169/night x 3 nights x 3 rooms = \$1521

Total = \$6225

National Indian Education Convention

Related to Goals 2 & 4 and Objectives 2.1, 4.1, & 4.2. Exposure for parents and staff to Indian Education programs throughout the Nation and is an opportunity for further collaboration and training on how to incorporate culture into daily school programs. Gives parents, staff and partners an opportunity to bring culturally relevant and innovative ideas back to the classroom as part of the parent liaison, staff and partners responsibilities.

Registration -\$375 x 6 staff/parents/partners =\$2250

PerDiem -\$71/day x 4 days x 6 staff/parents/partners = \$1704

Transportation –Airline Tickets \$500 x 6 staff/parents/partners = \$3,000

Hotel \$169/night x 3 nights x 3 rooms = \$3042

Total = \$9996

No Excuses University Convention

Related to goals 1, 2, 3 & 4 and objectives 1.1, 1.2, 1.3 & 2.1. Provides the foundation for staff, and collaborating schools to develop and provide classroom, campus and community environments that promote success for all students. Provides an opportunity to include cultural modifications/adaptations to an already proven successful school program to increase post-secondary options for students.

Registration -\$550 x 6 staff/parents/partners =\$3300

PerDiem -\$71/day x 4 days x 6 staff/parents/partners = \$1704

Transportation –Airline Tickets \$500 x 6 staff/parents/partners = \$3,000

Hotel \$190/night x 3 nights x 6 rooms = \$3420

Total = \$11424

Campus Visit

Related to Goal 3, Objective 3.7 & 3.8 staff will take students and parents on a campus visit to regional and state universities, jr. colleges, and vocational visits.

Food \$50/day x 3 days x 30 participants = \$4500

Transportation 4 vans/suvs x 3 days x \$120/day = \$1440

Gas for transportation = \$600

Hotel \$169/night x 2 nights x 10 rooms = \$3380

Total = \$9920

<u>Local Travel</u>	\$10,000.00
Mileage for travel between Yuba, Butte and Glenn counties for staff, teachers, community partners, and parents to attend collaborative meetings and training sessions, transport students to career fairs, summer bride programs, and program activities @ \$0.565/mile for approximately 17,699 miles.	
4000 Equipment	\$36,000.00
<u>Equipment</u>	\$36,000.00
Includes, but not limited to printers, computers, iPads/tablets, projector, smartboard, elmos for participating No Excuses classrooms and to provide virtual campus tours and access/exposure to appropriate technology so students are successful in their post-secondary options. Will be used for online California Career Guides curriculum and access to the KAHN Academy.	
5000 Books and Supplies	\$51,377.63
<u>Curriculum and Assessment Materials</u>	\$20,000.00
Includes, but not limited to, No Excuses University curriculum and manipulatives. Consumables and posters. California Career guides and website membership.	
<u>Program Supplies</u>	\$19,377.63
Includes, but not limited to –disinfectant supplies (disposable gloves \$21.29/box x 3, sanitizing spray \$5.54/can x 4, disinfecting wipes 3pk @ \$14.99 x 6, disinfecting cleaner \$25.51/gallon x 3, bleach \$29.02/ 96 oz. x 3); writing tablets \$41.39/dozen x 15, student daily trackers/planners \$25 x 100, backpacks, No Excuses University memorabilia \$5,000, Miss School/Miss Out rewards \$6500, and gift cards for the random rewards program \$2,000.	
<u>Office Supplies</u>	\$5,000.00
Includes, but not limited to -pencils \$19.77/box x 8 \$158.16, paper \$38.00/box 21 \$798, file folders \$22.00/box x 8 \$176.00, classification folders \$90.60/box x 5 \$453.00, hanging file folders \$ 35.00/box x 5 \$175.00, binders \$3.49-\$13.29 x 10 \$132.90, Toner \$90.00/cartridge x 8 \$720.00, ink cartridges \$65.00/unit x 15 \$975.00, pens \$7.44/dozen x 10 \$74.40, Desk top calendar \$9.99 x 5 \$49.95, Day planner \$14.00 x 5 \$70.00, tape (no stick painters tape) 7.99 x 6 \$47.94, scotch tape 10 pack for 21.99 x 2 \$43.98, staples \$3.79 x 10 \$37.90, paper clips \$1.29 x 10 \$12.90, corrections tape pack of 2 \$3.99 x 12 \$47.88, mailing labels 2799 box x 3 \$83.97, rubber bands \$7.29 x 2 \$14.58, virus software for 3pcs \$64.95 x 2 \$129.90, poster board \$6.99 pack x 4 \$27.96, bathroom tissue case \$34.99 x 5 \$174.95, Post it pack \$13.99 x 12 \$167.88, battery charging station 25.99 x 2 \$51.98, researchable batteries 8 Pack 21.99 x 2 \$43.98, usb 3.0 flash drive \$19.95 x 5 \$99.75, laminating pouches \$26.65 x 3 \$79.95, box of envelopes \$22.99 x 3 \$68.97, clasp envelopes 9x12 box \$19.99 x 2 \$39.98, folder index dividers 5.99 box x 5 \$29.95, folder labels \$3.29 pack x 4 \$13.16.	
<u>Postage</u>	\$1,000.00
Share of meter costs plus postage	

<u>Duplicating/Printing/Copying</u>	\$6,000.00
Includes, but not limited to, funds allocated for printing, copier lease (Share of copier lease and paper) duplicating activity flyers/program brochures, program outreach information, pictures, and business cards.	
6000 Contracted Services	\$210,263.00
Audit –Matsom & Isom (Share of Single Audit)	\$30,000.00
External Evaluator	\$48,000.00
Evaluator will be responsible for the identification and /or development of database design, development of tracking instruments/record and data keeping. Assist Program Director with all required evaluations and reports.	
Fiscal Management/Payroll	\$3,240.00
Fee will be paid for payroll services and process of \$30/employee per month for payroll services.	
Telephone (landline)	\$1,560.00
\$130/month x 12 months	
Contracted Transportation	\$93,870.00
Will contract with Bidwell Cabs 4 Kids and school districts for transportation to but not limited to; cultural activities, after school programs, weekend and evening activities and outings, summer programs. Will also support the Miss School/Miss Out program, university and colleges trips.	
Parent Liaisons	\$17,500.00
Related to Goals 1, 2, 3 & 4 and Objectives 1.3, 2.1, 3.1, 3.3 & 4.1 35 Parent Liaisons c \$500 Will be responsible to organize, plan and help implement Miss School/Miss Out program. Will work with school and classroom teachers to implement No Excuses University program. Will act as a liaison to other parents and community members to create a positive school environment/climate and communication.	
Miss School/Miss Out Ambassadors	\$11,000.00
Related to goal 3 and objectives 3.1 – 3.11 50 student ambassadors x \$110/semester x 2 semesters They will be responsible for providing assistance to planning the Random Rewards program, including organizing and providing input for the No Excuses University college or university memorabilia purchases, arranging displays of college symbolism (ie., flags, banners, shirts, pencils, etc.) around classrooms and in Tribal offices, mentoring younger children with chronic absences; and helping to coordinate field trips and help get parent permission slips out and completed.	
No Excuses University Training/Facilitator	
Will provide yearly training and follow-up training on No Excuses University program and implementation. Will provide individualized school implantation strategies and	

successes. Will provide teacher professional development and support for No Excuses University and Miss School/Miss Out program.

Will include travel. Will provide summer institute and 2 other trainings per year.

Summer institute will be 3 days, 4hrs/day = \$1500

2 one day trainings, 4hrs/day = \$1000

Travel = 3 flights @ \$500 = \$1500

Hotel = 4 total nights @ \$149.00/night = \$596

PerDiem = \$71 x 7days = \$497

Total = \$5,093

Total Federal Share 2019-2020 Four Winds –NeeSimPom Budget \$743,967.32

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:
	Kathleen		Jack	

Address:

Street1:	2345 Fair Street
Street2:	
City:	Chico
County:	
State:	CA: California
Zip Code:	95928
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
530-895-4212	530-895-4310

Email Address:

jack.kathleen@gmail.com

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

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

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

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Four Winds of Indian Education, Inc.

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	257,505.17	257,505.17	257,505.17	257,505.17	0.00	1,030,020.68
2. Fringe Benefits	138,674.52	138,674.52	138,674.52	138,674.52	0.00	554,698.08
3. Travel	50,147.00	50,147.00	50,147.00	50,147.00	0.00	200,588.00
4. Equipment	36,000.00	36,000.00	36,000.00	36,000.00	0.00	144,000.00
5. Supplies	51,377.63	51,377.63	51,377.63	51,377.63	0.00	205,510.52
6. Contractual	210,263.00	210,263.00	210,263.00	210,263.00	0.00	841,052.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	743,967.32	743,967.32	743,967.32	743,967.32	0.00	2,975,869.28
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	743,967.32	743,967.32	743,967.32	743,967.32	0.00	2,975,869.28

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

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

PR/Award # S299A160013

Name of Institution/Organization Four Winds of Indian Education, Inc.	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	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524