

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 # S299A160026

Grants.gov Tracking#: GRANT12174275

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

Closing Date: May 31, 2016

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/27/2016"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text" value="82-6000843"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

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

* a. Legal Name: <input type="text" value="Lapwai School District #341"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="82-6000843"/>	* c. Organizational DUNS: <input type="text" value="1000150980000"/>

d. Address:

* Street1: <input type="text" value="404 S. Main"/>
Street2: <input type="text"/>
* City: <input type="text" value="Lapwai"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="ID: Idaho"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="83540-247"/>

e. Organizational Unit:

Department Name: <input type="text" value="Lapwai School District #341"/>	Division Name: <input type="text" value="Indian Education"/>
---	--

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="David"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Penney"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Indian Education Coordinator"/>
--

Organizational Affiliation: <input type="text" value="Lapwai School District No. 341"/>

* Telephone Number: <input type="text" value="208-843-2241"/>	Fax Number: <input type="text" value="208-843-5289"/>
---	---

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

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

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

13. Competition Identification Number:

84-299A2016-1

Title:

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

LocalgeographicareaLSD4.pdf

Add Attachment

Delete Attachment

View Attachment

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

"Victory Dance Project (VDP) "

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="984,085.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="984,085.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

LOCAL GEOGRAPHIC AREA FOR LAPWAI SCHOOL DISTRICT #341

The target population of Native American students (242) attending Lapwai Middle – High School will be the focus of the District’s NYCP college and career readiness plan. The project title will be **“Victory Dance Project (VDP)”**.

The District and the Nez Perce Tribe will honor and celebrate the academic accomplishments of our native youth and will advance forward cutting-edge educational strategies and practical classroom techniques for our highly capable students. Our District and Tribal educators will use a hands-on educational approach to excite our students about traditional and contemporary learning; a capstone to envisioning higher education and a bright future.

The Lapwai School District 341 is a small rural public school located within the boundaries (Nez Perce County) of the Nez Perce Indian Reservation. The Lapwai School District is one of the largest districts (383 square miles) in the State of Idaho.

According to the 2016 Annual Title VIII – Impact Aid Report, Lapwai School District reported 326 Native American (NA) families living on Trust Property, 78 NA families living on Fee Land, and 81 NA families who work (live off Trust/Fee Property) on Trust Property. Native American students enrolled at Lapwai School District represent a total of 485 Native American families.

The Nez Perce Tribe and the Lapwai Non-Indian Community established the Lapwai Schools in 1909, as one of the first integrated public schools in the United States. The Nez Perce Tribe is the major stakeholder in the design of the District’s educational plans.

The Nez Perce Tribe Reservation encompasses 1,203 square miles within north central Idaho and includes four counties (Clearwater, Idaho, Lewis and Nez Perce). Within the Reservation, the Nez Perce Tribe land ownership is checkerboard in pattern; in the mid 1800’s much of the Reservation was opened for settlement. Today the Nez Perce Tribe and its members hold approximately 750,000 acres (10%) of the land base.

The Nez Perce Tribe Education Department, Lapwai Indian Parent Committee, and the Lapwai School District’s Professional Learning Community (PLCs) of teachers are vital to the success of the Victory Dance Project. A partnership agreement is formed with the following District standards and the involvement of the Indian Parent Committee.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="David Penney"/>	TITLE <input type="text" value="Superintendent"/>
APPLICANT ORGANIZATION <input type="text" value="Lapwai School District #341"/>	DATE SUBMITTED <input type="text" value="05/27/2016"/>

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: Lapwai School District No. 341 * Street 1: 404 South Main Street Street 2: * City: Lapwai State: ID: Idaho Zip: 83540 Congressional District, if known: ID-002		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	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: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: Dr. * First Name: David Middle Name: * Last Name: Aiken Suffix: * Street 1: 404 S. Main Street Street 2: * City: Lapwai State: ID: Idaho Zip: 83540		
b. Individual Performing Services (including address if different from No. 10a) Prefix: Mr. * First Name: David Middle Name: * Last Name: Penney Suffix: * Street 1: 404 S. Main Street Street 2: * City: Lapwai State: ID: Idaho Zip: 83540		
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: David Penney * Name: Prefix: Dr. * First Name: David Middle Name: * Last Name: Aiken Suffix: Title: Superintendent Telephone No.: 208-843-2622 Date: 05/27/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160026

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

Lapwai School District #341

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr.

* First Name: David

Middle Name:

* Last Name: Aiken

Suffix:

* Title: Superintendent

* SIGNATURE: David Penney

* DATE: 05/27/2016

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:

Lapwai/Nez Perce Victory Dance Project Abstract

The Lapwai School District serves 531 students. District facilities include one elementary school, one administration building that houses a gymnasium and an auditorium, one middle-high school. Most students are Native American (82%) from the Nez Perce Tribe, a partner in this application. We meet the absolute priority of a Native Youth Community Project. The geographic area for the grant is a small rural public school located within the boundaries of the Nez Perce Indian Reservation. The Lapwai School District is one of the largest districts (383 square miles) and we met the competitive priority of being a rural location designated by NCES as Rural: Distant (42). The school district and the Nez Perce Tribe are applying as a partnership to address the needs of the students in grades 6-12 at Lapwai High School. The school district in collaboration with the Lapwai Native American community identified two educational priority needs they want implemented into the District curriculum that include measurement of student attributes and academic skills and increase supplemental students services and advance educational opportunities. Exposure to career awareness and co-op work experience including more preparation for college or professional-technical training will enhanced the whole child's education. Culturally responsive care programs will develop positive human relations, self-discipline, good citizenship, self-esteem and success.

Groups that provided input identified the three greatest barriers Native American students experience in and out of school that include: student test anxiety, self-motivation, low academic achievement, need for advanced coursework or electives, peer pressure, social concerns including family financial problems at home, family interaction, distance - cost and transportation to school activities, student apathy or low motivation toward education, and some

students will not do school homework. Parents also identified with community issues that include Native American Intergenerational Historical Trauma.

The project will implement the Lapwai/Nez Perce Victory Dance Project, a Native American traditional celebration honoring the major educational accomplishments and opportunities Lapwai already provides and the new educational opportunities to come. We will implement ACT's College and Career Readiness Solutions, a required 2 semester College and Career Readiness course for high school graduation and advanced educational opportunities for grades 6-12. We will utilize culturally responsive care techniques to address the social and emotional needs of students.

Project anticipated outcomes include completion of dual credit courses, increased academic performance, increased career awareness and work skills, and increased cultural knowledge and pride. Objectives address implementing ACT's College and Career Readiness Solutions, review of student scores, development of a student portfolio of student's strengths and core academic skills levels, implementation of supplemental student services and computer-assisted learning, dual credit enrollment, and increase in culturally responsive teaching/professional development for teachers.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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NEED FOR PROJECT

(i)...greatest barriers to the readiness of local Indian students for college and careers;

SCHOOL DISTRICT DATA ANALYSIS/COMMUNITY NEED ASSESSMENT

According to three year data (2013-2016) collected by the Lapwai School District (LSD) Title VIII–**Impact Aid survey, the Lapwai Native American (NA) community identified three educational priority needs** they want implemented into the District curriculum: (A) More exposure to career awareness and work experience, including more preparation for college or professional-technical training, (B) Enhanced whole child educational PreK–12 programs that develop positive human relations, self-discipline, good citizenship, self-esteem and success, (C) More academic challenges and competitions or advanced coursework. Impact Aid provides formula grants to school districts burdened by nontaxable federal land and installations to make up for the revenues and additional costs associated with the federal presence. The Lapwai School District holds an annual Impact Aid meeting and an Impact Aid Survey, to hear the voices of District parents, community members, and Nez Perce Tribal leaders to better plan and develop District educational programs and activities. The reverse side of the survey was created for additional comments and ideas. The survey was: 1) distributed to all Nez Perce Tribe and Nimiipuu Health employees by email, 2) on the District website at www.lapwaidistrict.org, 3) Linked at the LSD Facebook Page: Lapwai School District #341, 4) Sent home with all students Preschool through 12th Grade, 5) Made available at the District Office, 6) Available at the Annual Meeting. Surveys were then collected by the same means.

According to the 2016 Lapwai Community Needs Assessment Survey, the Lapwai School District’s Professional Learning Community (PLC) – Culturally Responsive Team of Teachers

and para-educators (predominantly NA) identified the three greatest barriers Native American students experience in and out of school. They are:

(A) **Parents identified** academic concerns that include student test anxiety, self-motivation, low scores in English, math, science, and reading level; need for advanced coursework (including AP) or electives; and the need for extracurricular activities beyond sports. The school also needs more teachers.

(B) **Parents identified** social concerns that include family financial problems at home, family interaction, distance (cost and transportation to school activities), student apathy or low motivation toward education, and student refusal to do school homework. Parents also identified with community issues that include NA Intergenerational Historical Trauma.

(C) **Parents identified** issues of student peer-pressure and success in school.

The PLC – Culturally Responsive survey was distributed and collected at the 3rd Annual Humanities Night Event, at the 2016 Nez Perce Tribe General Council Meeting and by email.

(2)...opportunities in the local community to support Indian students

The PLC – Culturally Responsive Team is in its 5th year of collaborating with the Nez Perce Tribal Education Partnership (STEP) Project with the State of Idaho. We work together to coordinate professional development, coaching, resources related to culturally relevant instruction, and increasing family engagement. The partnership focuses on improving academic achievement of tribal students by meeting their unique educational and cultural needs. Through use of District Cultural Standards Policy and the Nez Perce Tribe Education Standards, aligned to Idaho Common Core State Standards, we are working collaboratively to define what “culturally relevant” education means for today’s NA students. This partnership has become a critical component to our success. In addition to the School District’s focus group Professional

Learning Community (PLC)–Culturally Responsive Team, the District formed focus teacher/para-educator groups: 1) PLC-Assessment and Instruction, 2) PLC-College and Career Readiness, 3) PLC-Positive Behavior Intervention Support, and 4) PLC-Special Forces (students with disabilities). PLC meetings are held each Wednesday morning to advance SMART goal attainment, are school board approved, and built into the school calendar. Professional development meetings held every Friday provide time for research-based learning, data analysis, are school board approved, and built into the school calendar. Professional development involves all instructional staff including para-educators. The Lapwai Middle-High School (grades 6-12) Leadership Team meets four hours/month with district administrators, including the superintendent. All professional development includes a research-based, data-driven approach to increase student engagement, deepen student learning, and use of intervention and assessment tools.

Selected Lapwai NYCP Community Barriers and Educational Growth Opportunities.

Goal 1: Measurement of Student Attributes and Academic Skills:

The Lapwai Middle-High School (grades 6-12) will implement ACT’s College and Career Readiness Solutions to measure behavioral and psychosocial attributes and curriculum-based assessments by combining ACT **ASPIRE** (8th and 9th Grade), **PLAN** (10th Grade), The **ACT** (11th or 12th Grade) assessments with **ENGAGE** (6th through 12th Grade) assessment to allow educators and parents a perspective regarding students’ level of motivation, social engagement, and self-regulation. **ENGAGE** enables educators to intervene in NA student success, and improve graduation rates, which have been constant barriers for our NA students.

Goal 2: Increase Supplemental Student Services and Advanced Educational Opportunities

The District and Nez Perce Tribe envision an advanced culturally-based education program that infuses the history, values, and language (or ways of knowing) of NA people into the curriculum, language instruction, delivery of instruction, and interaction with NA students. The Lapwai Middle-High School (LMHS) will implement supplemental and advanced educational opportunities for grades 6 -12, including dual enrollment (college credit while in high school) for grades 10-12. Supplemental instruction means initiatives for dropout prevention/retrieval and credit recovery (high dropout rates and loss of credits due to attendance issues have been constant barriers for our NA students); Response to Intervention (RTI) personalized assessment and learning programs; and wellness. Advanced opportunities means more extracurricular activities other than sports, educational experiences in and out of school, advanced use of technology, more academic challenges and competitions, or advanced coursework (our NA students have had barriers to advanced opportunities/coursework/educational experiences in and out of school). The LMHS will build a community based/culturally responsive academic initiative for more college and career readiness opportunities

Lapwai Middle-High School Support Services for Native American Students:

Culturally Responsive Care Techniques: LSD wants all school personnel to understand the social and emotional needs of Native American students and to help the NA community educate the children for quality of life. The District implemented self-help action steps using culturally responsive care techniques and requested help from professional Lapwai community agencies:

Action Steps: 1) Culturally Responsive Care (CRC) is “emergency self-help” techniques for schools to use in crisis situations involving NA students and family, 2) Schools find providers with ability to be culturally responsive based on awareness of NA culture and diversity in the community, 3) Schools schedule regular meetings with providers for crisis response training to

include in the school crisis plan, 4) Providers can communicate effectively with student and family from diverse cultural backgrounds, in the home or cultural settings, 5) Providers demonstrate patience, which results from understanding cultural standards and will understand family dynamics, extended family, and the social services system in general.

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

Lapwai Indian Education Department: The Indian Education Department is funded by the Title VII – Indian Education Formula Grant Program and the Johnson O’Malley (JOM) Program. The office is staffed with a Coordinator, Home/School Liaison, part-time Nez Perce Language Instructor, and part-time Attendance Secretary. The Indian Education Coordinator is a semi-retired Nez Perce Tribal Member and former Lapwai 6-12 School Counselor with 35 years experience. Support services for NA students for the NYCP project include: 1) Attendance Intervention/Attendance Tribal Court for all students, 2) After-school programs for middle and high school, 3) Saturday School for high school, 4) Summer School for high school, and 5) purchase of consumable student supplies for varied school programs. The Indian Education Department purchased contracts for the Edmentum/PLATO Courseware products and the Idaho Career Information System (iCES) for computer-assisted learning for NA students.

The Nez Perce Tribe Education Department and STEP collaborate extensively with the Lapwai Middle-High School Leadership Team to find positive solutions for NA families and students.

Both entities are dedicated to school improvement. The U.S. Department of Education awarded the Nez Perce Tribe a second 2016 grant to increase the role of tribal education agencies and is specifically designed to meet the unique educational and cultural needs of NA students. Joyce McFarland will work with the Idaho/Nez Perce Education Partnership (STEP) project to promote collaboration, improve staff performance, build capacity, and engage families. The Nez Perce

Tribe Students for Success Program has been serving NA youth since 1995. The program fosters personal resiliency and capability for NA youth to succeed in education, career, community service, and wellness. Lapwai Middle-High School service providers include: Trio-GEAR UP; Nez Perce Tribal Police Explorers; Behavioral Health through the Nez Perce Tribe; Trio-Bridge Idaho-Upward Bound; and Educational Talent Search, all focusing on CCR.

QUALITY OF PROJECT DESIGN

(i)...The project is focused on a defined local geographic area that is the Lapwai School District #341. The target population of Native American students (242) attending LMHS will be the focus of the Native Youth Community Project college and career readiness plan. The project title will be **Lapwai Nez Perce-Victory Dance Project (LNP-VDP)**. The District and Nez Perce Tribe will honor and celebrate academic accomplishments of Native youth and advance forward cutting-edge educational strategies and classroom techniques for our students to excite them about traditional and contemporary learning and envision higher education and a bright future.

The Lapwai School District 341 is a small rural public school located within the boundaries of the Nez Perce Indian Reservation and one of the largest districts (383 square miles) in Idaho. According to the 2016 Annual Title VIII – Impact Aid Report, NA students at LSD represent a total of 485 NA families. The Nez Perce Tribe and Lapwai Non-Indian Community established Lapwai Schools in 1909, as one of the first integrated public schools in the US. The Nez Perce Tribe is the major stakeholder in the design of the District’s educational plans. The Nez Perce Tribe Reservation encompasses 1,203 square miles within north central Idaho and includes four counties (Clearwater, Idaho, Lewis and Nez Perce). The Nez Perce Tribe Education Department, Lapwai Indian Parent Committee, and the Lapwai School District PLCs are vital to the success

of the LNP-VDP. A partnership agreement includes District standards and involvement of Indian Parent Committee.

LAPWAI SCHOOL DISTRICT CULTURAL STANDARDS (Policy Title, Code: 600.4)

It is the policy of the Lapwai School District Board of Trustees to implement Cultural Standards for students, educators, curriculum, schools and community. (See Attachment).

LAPWAI INDIAN PARENT COMMITTEE AND INDIAN EDUCATION DEPARTMENT

Formally established in 1982 the LSD – Indian Parent Committee (IPC) By-Laws were approved by the LSD Board of Trustees. (See Attachment)). The Lapwai IPC members are elected officials representing community educational needs and serve JOM, Title VII Indian Education Formula Grant Program, and Title VIII Impact Aid Federal Programs. The IPC advises the District, and Indian community on certain matters that pertain to Indian Education. The IPC is involved in District strategic planning, selection of academic goals and objectives, implementing Cultural Standards, and cultural activities that promote cultural pride and integrity.

(ii)...proposed project is base on scientific research, or an existing program that has been modified to be culturally appropriate for Indian students.

ACHIEVE COLLEGE AND CAREER READINESS

Lapwai High School has been an ACT Test Center, an advantage for our NA students. “ACT is a research based, nonprofit committed to College and Career Readiness. According to recent research, American Indian/Alaska Native students are less likely to be ready, academically, across all subject areas. Recommendations for improving readiness for NA students include increasing rigor and curriculum opportunities, early monitoring of student performance, and setting academic interventions with students, who are off track, as soon as possible.” (*The Condition of College & Career Readiness-American Indian Students, 2014*). The Victory Dance

Project will focus on these recommendations for CCR of our LMHS students. The LSD is assured that ACT's Educational Planning Assessment System (EPAS) is fair and un-biased toward NA students. EPAS provides a longitudinal approach to educational and career planning, assessment, instructional support, and evaluation. EPAS components are coordinated in a unified, comprehensive system for measuring and monitoring student achievement over time. EPAS results, which are reported on a single score scale, are designed to inform students, parents, teachers, counselors, administrators, and school board/tribe about student strengths and weaknesses. This information is provided during students middle-high school experience where strengths and weaknesses are identified early. The Victory Dance Project will use assessments:

- ENGAGE (Grades 6 through 12) providing a holistic view of a student's abilities, as well as guidance for interventions to enable a student to reach his or her full potential.
- ASPIRE (Grades 8th and 9th) measures academic strengths and weaknesses of 8th or 9th graders early in their educational development, when educators have the greatest opportunity to establish a four-year plan to help students achieve their career and educational goals.
- PLAN (10th Grade). Serves as the midpoint measure of academic progress. PLAN provides students with an early indication of how their educational progress relates to their post-high school educational and career plans and helps students make adjustments.
- ACT (11th or 12th Grade). The ACT is used as a college entrance exam, a curriculum-based educational and career planning tool assessing mastery of state and college readiness standards.

MIDDLE SCHOOL DESIGN (Grades 6-8):

Goal 1: Measurement of Student Attributes and Academic Skills

Objective 1: Implement ACT's College and Career ENGAGE and ASPIRE assessments.

Action Plan A: Starting with the 2016-2017 cohort, the ENGAGE assessment will be administered to all MS students. Students will be tested in September or Fall.

Action Plan B: Create an early profile of student strengths and needs and capture student perceptions of themselves, family commitment to education, school safety climate, school-related factors, optimism, and important behavioral indicators.

Action Plan C: Starting with the 2016-2017 cohort, the ASPIRE assessment will be administered to all 8th and 9th grade students. Students will be tested in the Fall.

Action Plan D: Measure academic strengths and weaknesses of 8th and 9th graders early in their educational development, when educators have the greatest opportunity to establish a four-year plan to help students achieve their career and educational goals.

Objective 2: The school counselor, project staff, and teachers will review all student scores.

Action Plan A: Identify students needing school/community helping services and implement a culturally responsive care plan.

Objective 3: The school counselor, project staff, and teachers will identify College and Career Readiness (CCR) solutions and build a portfolio of student strengths and academic skill levels.

Action Plan A: The school counselor will request an immediate Academic Status Report if there is a warning of academic course failure for early intervention and parent notification.

Goal 2: Increase Supplemental Student Services and Advanced Educational Opportunities

(iv)...design of proposed project is appropriate to target population or identified needs

Objective 1: Use the IXL Idaho Excellence in Learning Program to monitor NA student academic progress.

Action Plan A: All Math and Language Arts (LA) instructors will use the IXL Supplemental Program in daily lesson plans in 6th- 8th grade. Teachers will monitor student progress using IXL

reports. IXL Math and LA will also be used as a classroom intervention. IXL skills are aligned to State Standards and Idaho Early Learning Guidelines, providing comprehensive coverage of math concepts and applications. The reports allow for quick evaluation of student aptitude and to identify trouble spots. IXL features over 4,000 topics and skills, and provides for students wanting additional review of concepts learned in school, or for advanced students to work above grade level. IXL assesses students' true understanding of concepts and automatically adapts to each skill level, presenting questions that increase in difficulty as they improve. Parents can stay current on their child's progress with IXL reports.

Objective 2: A 2016 review of earlier research states that American Indian and Alaska Native students have a dropout rate twice the national average; the highest dropout rate of any US ethnic/racial group. Three out of ten NA students drop out of school before graduating from high school both on reservations and in cities (<http://www2.nau.edu/~jar/INAR.html>).

Action Plan A: AVID trains educators to use proven practices to prepare students, especially those underrepresented for success in high school, college, and a career.

Action Plan B: AVID teaches skills and behaviors for academic success, provides intensive tutorial support, strong student/teacher relationships, creates a positive student peer group, develops a sense of hope for personal achievement through hard work and determination. As a result, policymakers and educators consider AVID's mission to be an essential strategy for closing the achievement gap, making college access and success available to all.

HIGH SCHOOL DESIGN (Grades 9-12):

Goal 1: Measurement of Student Attributes and Academic Skills

Objective 1: Implement ACT's College and Career Readiness Solutions ENGAGE, PLAN, and the ACT assessments.

Action Plan A: Starting with the 2016-2017 cohort, the ENGAGE assessment will be administered to all HS students. Students will be tested in the Fall.

Action Plan B: Create an early profile of student strengths and needs. Capture student self-perception, family commitment to education, school safety climate, school related factors, optimism, and important behavioral indicators.

Action Plan C: Starting with the 2016-2017 cohort, the PLAN assessment will be administered to all 10th grade students. Students will be tested in October or Fall.

Action Plan D: Create midpoint measure of student academic progress and early indicate how progress relates to their post high school education/career plans. Help student make adjustments.

Action Plan E: Starting with the 2016-2017 cohort, the ACT will be scheduled for all 11th grade students. Students will be tested in February or their sixth semester of HS.

Action Plan F: Create a curriculum-based educational and career planning tool that assesses a student's mastery of state and college readiness standards.

Goal 2: Increase Supplemental Student Services and Advanced Educational Opportunities

Objective 1: Implement supplemental student services and computer-assisted learning.

Action Plan A: Lapwai Middle-High School will implement a two semester Advisory course (Idaho Systems for Educational Excellence: ISEE H/S 01105), designated by the school board as required for all incoming freshmen. This course may vary according to aims of LHS and student needs. The objective is to assist 9th grade students to experience positive, successful HS learning experience with constant communication with parents and caregivers. A student survey will be given (4x Yr.) to measure student resiliency, awareness, success, motivation, and experience.

Objective 2: Lapwai High School will implement an expanded use Edmentum/Plato online computer-assisted learning program. According to Edmentum.com, "Plato program is grounded

in solid research, sound pedagogy, and applied innovation. The curriculum is rigorous, relevant, and challenging within a 21st Century approach, which engages students with interactive, media-rich content.”

Action Plan A: Lapwai High School will continue the Edmentum/Plato program using grant funds for licenses so all students can utilize the program for core subjects while at school and home. The English-Advanced Opportunity teacher will offer and facilitate online A/P Literature and Composition, through the program as requested by the community needs assessment requesting more advanced opportunities for students. NA Students can access up-to-date newer courses for Career-Technical Education (CTE) such as Career Explorations and Essential Career Skills. Plato programs have built-in assessments and measurements.

Objective 3: Continue providing Saturday School days, Summer School, and enhance the After School Program for high school students.

Action Plan A: LHS will continue to offer Saturday School approximately 6 times a year to help students complete and catch up on school work, and make up attendance days. This program has been highly successful with our students and will continue to be successful by using a blended learning program of Edmentum/Plato curriculum and teacher led lessons/activities.

Our Summer School program has proven highly effective for our NA students in earning extra credits for high school transcripts and/or as an avenue for recovering core credits they may not have earned. LHS will continue to offer this program using a blended learning program and teacher led lessons/activities. With the Edmentum/Plato courseware, Summer School will be enhanced to include College and Career Readiness courses using laptops and wireless internet. Lapwai High School currently provides an After School Program (ASP) for HS students one hour/day, four days/week. LHS ASP focuses on a positive, safe environment where students feel

welcome, enjoy snacks, can complete homework/school work, and/or makeup time for attendance. A highly qualified/certified teacher is available for assistance and management. We will enhance the after school program by implementing an 8th hour Independent Study for Native American Literature, to allow participating students to earn 1 credit/ semester. This opportunity will enhance credits earned on the HS transcript; boost knowledge of literary analysis as they advance towards college, and also help students recover needed credits.

(v)...services involve collaboration of appropriate partners for maximizing effectiveness.

Objective 4: Implement an advanced opportunity for 38 LHS NA students to attend Lewis-Clark State College (LCSC) Native American Awareness Week panel discussion presentations.

Action Plan A: LHS will provide an advanced opportunity for high school students by taking them to LCSC's Native American Awareness Week forum discussions featuring panels of NA educators, businessmen and women, cultural/natural resources experts, and college students, who discuss current and relevant issues in NA education, culture, and natural resources. In the interest of increasing advanced educational opportunities and personal/cultural motivation for our LHS students, the English teacher, Counselor, and CCR coach will take approximately 38 students in the proposed COMM 204-Public Speaking and ENGL 101-College Writing courses to this event at LCSC for 2 of the days it is scheduled each year.

Objective 5: Lapwai will implement a dual credit/dual enrollment program for grades 10-12.

Action Step A: Lapwai will collaborate and develop articulation agreements with local colleges and universities to provide dual-credit and dual enrollment coursework for Native American high school students (grades 10-12). Lapwai High School articulation agreements is a planned process linking the high school to local higher education institutions to provide Native American students a non-duplicative sequence of instruction from one level to another. Articulated courses

are secondary courses fulfilling the competencies of college courses. Designated Lapwai High School teachers will apply to become college adjunct faculty. The preferred qualification is a master's degree in the field or related field. The academic division approves Lapwai teacher applicants who will have the opportunity to teach introductory general education courses, which are applicable towards any degree a student chooses. LHS highly qualified instructors receive College Adjunct Instructor status through a credential review and teach college level courses at the high school during the regular high school day. This is convenient to both the high school student and the high school/adjunct instructor. Credit is earned with an 80% or higher grade.

Action Step B: Lapwai students applying for college dual credit courses offered by Lapwai High School must complete an application and registration form for each semester they wish to participate. The form must be approved by the school counselor or official and by a parent or guardian. This form meets Idaho's Advanced Opportunities requirements. Lapwai students 16 years or older (sophomore-senior) may enroll in offered programs and are eligible to receive college credit (with 80% grade or above). One credit is recorded on the high school transcript and 1-4 credits per course are recorded on the student's college transcript. No fees are charged to the student or the school district. LSD receives subsidy from the Idaho Department of Education, local educational grant funds, and from the Federal grant process for the dual-credit/dual enrollment program. The benefits of articulated dual-credit/dual enrollment for HS NA students:

- Increased enthusiasm and motivation among students and teachers.
- Provides high school student the opportunity to experience the rigor and intellectual challenge of college classes and earn a letter grade while still in high school.
- Enhances ability and skills and aids students in gaining confidence for college success.

- Provides an opportunity for college faculty and high school teachers to work together and share methods, ideas and experiences for the benefit of the students
- Offers classroom support in the form of textbooks, lab supplies, and access to college resources for students and instructor.
- Offers professional development opportunities in the subject area provided by academic department faculty liaison.
- Students taking classes will be issued a college Student ID Card that will provide them with use of computer lab facilities and free admission to college campus and athletic events.

STATE AND REGIONAL ED. SERVICES THAT MAKE PROJECT GOALS ACHIEVABLE

On September 20, 2011, the Idaho Department of Education notified school administrators of the new state program to pay for dual credit classes for students who complete state graduation requirements by the beginning of their senior year. This program allows qualifying HS students to enroll in up to 36 college credits' worth of dual credit classes during their senior year. The state will pay the amount colleges charge for credits, up to a maximum of \$75 per credit. This new program will help provide additional challenges to some our brightest and most ambitious students, while also reducing the ever-rising cost of college. Lapwai has successful experience with the Region 2 Professional-Technical Academy, which is a consortium of school districts in Idaho's Region 2, combining resources to provide course opportunities for students throughout the Region in technical education. Two LSD teachers are trained to use the Idaho Digital Learning Academy (IDLA) Network. LSD has successful experience with IDLA programs that provide quality public school education, aligned with state achievement standards, utilizing innovative e-learning methods of delivery.

RESULTS - FOCUSED

Lapwai understands that NA students' aspirations to go to college alone are insufficient to reach their full potential. Lapwai's project approach to college and career readiness will help students determine short or long-term goals that may include 1) Academic (degree with 4-5 years higher education), 2) Professional-Technical (1-2 years higher education), and 3) Workforce Preparedness (Certificated, Entry Level, and Industry-Specific Job Skills), or a combination. The approach will include transitioning NA students with disabilities into college and careers.

QUALITY OF PROJECT PERSONNEL

The Lapwai School District is an equal employment employer, supports the spirit, policies and practices of affirmative action (Affirmative Action/Title IX/American with Disabilities Act/504). The district prohibits discrimination based on race, color, religion, creed, national origin, gender, marital status, age, pregnancy, or the presence of a disability, or any other basis prohibited by law. Lapwai's assurance for meeting the General Education Provisions Act, Section 427 Requirement, the district and Lapwai Indian Parent Committee (IPC) amended and signed IPC Bylaws on December 13, 2010. Article II of the bylaws states "The Indian Parent Committee shall advise the Local Education Agency (LEA), School Board, Superintendent, school staff, Indian Education Coordinator, and American Indian community on certain matters that pertain to Indian Education and be directly involved in and review Indian Education proposals and budget; have access to all records and correspondence pertaining to projects/programs; shall review, recommend, and approve all budgetary changes and revisions; and shall be directly involved in the screening and hiring of the Indian Education Coordinator and project/program staff positions.

Project Director Qualifications.

(i)...qualifications, training, experience of project director

David F. Penney was the Project Director for the 2008-2012 Indian Education Demonstration Grant for Indian Children: Lapwai – Nez Perce Education Project. Mr. Penney is American Indian and an enrolled member of the Nez Perce Tribe (#1230). Mr. Penney received his Masters of Education Degree from South Dakota State University, Brookings, SD, in 1979, majoring in Counseling, Guidance, and Personnel Services. He has worked in both the Bureau of Indian Affairs (Flandreau Indian School) and the public (Lapwai School District) school systems. Mr. Penney has thirty-six (36) years certified School Counselor experience and his current Idaho educational endorsements include: Pupil Personnel Services, Standard Counselor K-12, and Vocational Guidance Counselor (see Resume Attachment).

(ii)...qualifications, relevant training, experience of key personnel

English/Advanced Opportunities Teacher Qualifications.

Tina K. Stacy was the Transition/Intervention Specialist for the 2008-2012 Indian Education – Demonstration Grant for Indian Children: Lapwai – Nez Perce Education Project. Mrs. Stacy is a highly qualified certified English Teacher. Mrs. Stacy is American Indian and a lineal descendant of the Eastern Band of Cherokee. She received her Bachelor of Arts Degree – summa cum laude – from Lewis-Clark State College, Lewiston, ID, in 2004, double – major in English/Publishing Arts and Secondary Education-English; Minor in Nez Perce Language (see Resume Attachment).

College and Career Readiness Teacher.

This teaching position will require a Idaho Valid Teaching Certificate. Teacher must display strong ability in a least one core curricular area (English, math, science, or social studies, be knowledgeable in current classroom computer technology as a primary teaching/resource tool, have ability to work collaboratively with NA education entities, have excellent integrity and

demonstrate good moral character, demonstrate a comprehensive knowledge of Culturally Responsive Teaching and understanding of child growth and development and how it relates to learning. Must have two years teaching experience or demonstrated experience working with at-risk minority students living in small rural areas. The teacher must complete a background check.

External Evaluator Qualifications (Contracted Services).

Dr. Marion Betsy Bounds was the GPRA – External Evaluator for the 2008-2012 Indian Education – Demonstration Grant for Indian children: Lapwai-Nez Perce Education Project. Dr. Bounds has extensive experience in project evaluation. Dr. Bounds will make annual site visits to Lapwai High School to monitor project goals and objectives; assisting the project director in meeting GPRA performance measures. She will assist the project director in completing accurately annual reports and the final project report. Dr. Bounds received her Doctor of Philosophy Degree from the University of Arizona, Tucson, AZ, in 1988, Major in Special Education and Educational Administration (see Resume Attachment).

ADEQUACY OF RESOURCES

(i)...commitment of each partner to implementation and success of project

Project Relevance and Demonstrated Commitment from Partners

Educational relevance and demonstrated commitment began when The Nez Perce Tribe and local non-Indian community established Lapwai schools in 1909, as one of the first integrated public schools in the US. The Nez Perce Tribe was and is currently the major stakeholder in the design of LSD’s educational plans for Lapwai NA students. Currently, LSD is in its 5th year collaborating with the Nez Perce Tribal State/Tribal Education Partnership (STEP) program with the State of Idaho. Our purpose for working together is coordinating professional development,

coaching, and resources related to culturally relevant instructional strategies and increasing family engagement.

The Nez Perce Tribal Circle of Elders was formed in 1996 as an advisory group of tribal members who spoke the tribal language fluently, and had a varied tribal cultural history and stories. Nez Perce Tribal Members over the age of 70 participate in this group. Circle of Elders language speakers participate in the LSD's K-12 Nez Perce Language curriculum. The LSD approved the By-Laws of the Lapwai Indian Parent Committee) (IPC) that is directly involved in and reviews Indian Education proposals and budgets; has access to all financial records and correspondence pertaining to projects/programs. The LSD approved (2004) and implements Policy Title: CULTURAL STANDARDS Code: 00.4.

The Nez Tribe, LSD, and LCSC have a long-term educational relationship and a 1969 Special Conditions Agreement for Nez Perce students states travel will be provided and no tuition is paid if the student enters vocation-technical training. LCSC annually admits 160 NA students and is especially cognizant of the distinctive relationship with Idaho Tribes on projects and program of mutual benefit. Lewis-Clark State College, University of Idaho, Northwest Indian College – Lapwai, Walla Walla Community College, and Washington State University are within close driving distance from Lapwai High School so these students will participate in opportunities such as site-visits to college planning days, preview days for seniors, vocational career day, financial aide workshops, Native American Awareness Week on campus, and welcome representatives of higher education institutions or technical training to LHS.

In 2009, LHS welcomed Upward Bound – University of Idaho and Educational Talent Search (ETS) – Lewis-Clark State College to establish site-offices within the school campus. To assist Lapwai in its endeavor, Upward Bound serves as a resource and advocate for first-generation and

low-income participants while progressively leading the dialogue, strategy and action concerning college access and attainment. ETS serves students aged 11-27 who have the desire to seek post high school training that includes two and four year colleges and technical schools.

The project English/Advanced Opportunities classroom located in Lapwai High School is a fully equipped, diversely utilized classroom used for teaching 3 mainstream classes and 4 college and career readiness classes. This room has wireless Internet access.

The Guidance and Counseling office offers a full time Pupil Personnel Services/Standard Counselor K-12/Vocational Guidance Counselor available to serve and assist students in guidance and curriculum counseling; post-secondary educational guidance and assistance; individual and group guidance and counseling; responsive and supportive services; student academic status; provide accurate and concise data to assist the student; maintain confidentiality, privileged communication, student records, and legal or authoritative restraints; take action on imminent danger; offering culturally responsive care and cultural standards resources. The counseling center also offers assistance to students through Title VII/JOM Home-School Liaison who provides culturally responsive care, attendance intervention, crisis intervention, and guidance assistance as needed.

Partnership Collaboration to Achieve Results and Benefits

- 1.) In September 2011, the Lapwai School District 341 developed a Professional Learning Community (PLC) Culturally Responsive Team of Teachers primarily concerned with student/parent Culturally Responsive Care (in and out of school) and helping at-risk students achieve academic success. Group efforts led to include culturally responsive teaching.
- 2.) From 2012-2016, the Lapwai School District 341 worked collaboratively with the Nez Perce Tribe's State Tribal Educational Partnership (STEP) pilot project to improve academic

achievement, meeting the unique cultural and educational needs of Native American students, and teacher training specific to culturally responsive teaching.

- 3.) With the Nez Perce Tribe’s new 2016 STEP program, the PLC will begin its 5th year of collaborating with the Nez Perce Tribe Education Department. The purpose for working together is advance the coordination of professional development, coaching, and resources related to culturally-relevant instructional strategies and increasing family educational standards, aligned to the Idaho Common Core State Standards, the partners are working collaboratively to define what “culturally relevant” education means for today’s tribal students. This partnership has become a critical component to our success.

Nez Perce Tribe Education Department

- 1) A goal of the Nez Perce Tribe is to significantly improve Native American student academic proficiency rates and graduation rates, related to average yearly progress (AYP) indicators.
- 2) The Nez Perce Tribe wishes to engage families and apply culturally responsive principles to enhance student motivation to learn and to persist in school to graduation.
- 3) The Nez Perce Tribe will provide technical assistance and professional development to the Lapwai staff and consultation on school improvement indicators to include expansion of Tribal Culture and Language Indicators used in Native Star.
- 4) The Nez Perce Tribe will develop and implement strategies to improve collaboration and coordination of services with internal and external partners who support the Lapwai School District’s educational priorities.

(ii)...costs are reasonable in relation to persons served, anticipate results and benefits

The Indian Education Demonstration Grant will provide direct services to NA (92% of LMHS population) students for the four-year grant period. The proposed budget is primarily for

advanced opportunity teachers, advanced opportunity education, and computer assisted learning programs and equipment. Total direct costs over the four-year period are \$984,085, which will provide intensive support to 242 NA students to prepare them for College and Career Readiness. Personnel will provide classroom instruction to students over the academic school year (172 days). Each class period (7/ day) is fifty-two minutes each. Units of service are provided by highly qualified teachers.

QUALITY OF THE MANAGEMENT PLAN

(i)...achieve objectives on time, within budget, responsibilities, timelines, and milestones.

MIDDLE SCHOOL PLAN

Goal 1: Measurement of Student Attributes and Academic Skills

Objective 1: Implement ACT’s College and Career Readiness Solutions ENGAGE and ASPIRE assessments.

ACT ENGAGE helps (1) identify students with personal challenges that go unreported in standardized academic tests, (2) improve graduation rates and directly reach students whose personal challenges may hinder academic success, (3) evaluate a student’s self-reported psychosocial attributes, (4) define a student’s levels of academic risk, and (5) use suggested interventions to help students improve academic achievement.

ACT ASPIRE is the first computer-based, longitudinal college and career readiness assessment system that connects student growth from elementary grades through early high school (3-10).

This vertically aligned system of summative and periodic assessments is built upon the same rigorous psychometric and research foundations as ACT Explore, ACT Plan, and the ACT test.

<u>Objective</u>	<u>Responsibilities</u>	<u>Timeline</u>	<u>Milestones/Project Tasks</u>
Engage Assessment	Counselor/CCR Teacher	Fall	ID Personal Challenges

Aspire Assessment	Counselor/CCR Teacher Testing Coordinator	Spring	Close Achievement Gaps
Student Profile	CCR Teacher/Tutors	Fall	Start Portfolio/each student
4-Year Academic Plan	Counselor	Fall	Required by Idaho Dept. of Ed

Objective 2: School counselor, project staff, and team of teachers will review all student scores.

Objective	Responsibilities	Timeline	Milestones/Project Tasks
Schedule Team Meetings	Counselor/CCR Teacher	Bi-Weekly	ID Below Basic/Basic Scores
CRC Plan	Counselor/ PLC-CR	Weekly	ID Whole Child Needs

Objective 3: The school counselor, project staff, and team of teachers will identify college and career readiness solutions and start a portfolio of student strengths and CORE academic skill levels. Academic Status Report will provide student and teachers with immediate (cross reference) academic standing. Need for intervention can be determined based on this report.

Objective	Responsibilities	Timeline	Milestones/Project Tasks
Schedule Team Meetings	CCR Teacher	Bi-Weekly	Review 15-20 Portfolios
Academic Status Report	School Counselor	Immediate/Email	Guidance and Intervention
Notification of Parent	Project Staff	Weekly	Parental Involvement and Prevention/Intervention
Academic Intervention	Counselor/Project Staff	Immediate	Complete Core Subjects

Goal 2: Increase Supplemental Student Services and Advanced Educational Opportunities

for Grades 6-8

Objective 1: Use supplemental math and language programs.

Action Plan A: Using individual chrome books, all students will use supplemental math and language programs to reinforce skills and understanding in content areas. Math and LA

instructors will use the IXL Program in daily lesson plans in 6th- 8th grade and monitor student progress. IXL Math and LA will also be used as an intervention within the classroom. IXL’s reports can be especially helpful in diagnosing which skills and topics students are experiencing difficulty with, and that might need re-teaching. IXL Math and LA will an additional support as an intervention within the classroom. IXL Math and LA has a positive impact on standardized test scores, even when used for a limited time. Supplemental Math and LA IXL support allows students to continue and reinforce skills at home and assignments can also align with classroom instruction for additional practice to understand the content area.

<u>Objective</u>	<u>Responsibilities</u>	<u>Timeline</u>	<u>Milestones/Project Tasks</u>
IXL	Math/LA Teachers	4yrs	Positive Impact on Standardized Test scores, Task: Daily Lessons

Objective 2: AVID will close the achievement gap by preparing all students for college readiness and success. It will build the desire to go to college and the willingness to work hard.

Action Step A: Impacts on Students: Students will hold themselves accountable for their learning. They will demonstrate improved academic behaviors, competencies, and self-efficacy reinforced by peer support and mentoring. They will change their beliefs in their own abilities, and apply the learning strategies to rigorous college-level coursework. There will be AVID training for all teachers; distributing binders to all students so they can organize their schoolwork using the same study strategies taught to AVID students; promoting AVID’s philosophy, practical teaching organizational strategies, such as Cornell notes for note taking; and incorporating AVID’s learning support structure, and Writing as a Tool for Learning. There will be the continual support and development of people within the organization. In this middle

school, the implementation of AVID allowed for an organic train-the-trainer model. First year implementation will train the leadership which in turn will train staff and students. With this support, AVID strategies and philosophies will be adopted throughout the school. One of the strongest levers of change available to Lapwai Middle School leadership team is the master schedule. AVID class scheduling will be the key to its success. These concrete demonstrations of commitment will foster the actualization of the AVID philosophy along with improving teaching and learning practices within the school.

Action Step B: Impacts on Faculty: Teachers will be able to identify academic barriers to student persistence and develop a vision to remove barriers, advocates for and monitors the AVID students. Teachers will participate in professional learning opportunities providing faculty with research-based instructional pedagogy and concrete strategies for student engagement and teaching within various disciplines.

Development: Teachers will participate in a Summer Institute training (eight site team members in first year of implementation). Professional Development Days (6 days per year during first two years, 3 each semester) Planning: Teachers will create a Formulation of Instructional Mapping Matrix for the school year. This plan will include: Planning Days (one day per year), and a curriculum and time frame of implementation for each grade level. Implementation: AVID frameworks, methodologies, and strategies will be embedded into existing course content and instruction. (1st year implementation, 2nd 3rd 4th year continuation).

Faculty member models and directly instructs teachers in AVID frameworks, methodologies and strategies as outlined in Instructional Mapping Matrices. AVID frameworks, methodologies and strategies are integrated into future teacher candidate field experiences and student teaching.

Evaluation: Teachers will track and monitor student data, AVID and campus data collection, complete teacher and student AVID surveys, and complete AVID classroom instructional observations yearly.

Action Step C: Impacts on Campus Culture: Lapwai Middle High School will create high expectations for student success and high levels of student support will become the norm, and belief systems will shift to a more positive commitment to student achievement.

Instruction: Entire instructional staff utilizes AVID strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID students and improved academic performance for all students. Systems: Systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID students and improved academic performance for all students. Leadership: School leadership sets the vision and tone to promote college readiness and high expectations for all students in the school. Culture: School’s beliefs and behaviors reflect and demonstrate increase in students meeting college readiness requirements.

<u>Objective</u>	<u>Responsibilities</u>	<u>Timeline</u>	<u>Milestones/Project Tasks</u>
AVID	CCR Teacher	1 year	Implementation
	CCR Teacher	Year 2,3,4	Professional Development
	English/Advanced		AVID class schedule
	Opportunities		AVID data collection
	Teacher		Positive Impact on Standardized Test Scores

HIGH SCHOOL PLAN

Goal 1: Measurement of Student Attributes and Academic Skills

Objective 1: Implement ACT’s College and Career Readiness Solutions PLAN and the ACT assessments.

<u>Objective</u>	<u>Responsibilities</u>	<u>Timeline</u>	<u>Milestones/Project Tasks</u>
Plan Assessment	CCR Teacher/ Testing Coordinator	Spring	ACT Preparation
The ACT Student Profile	Counselor/CCR Teacher	Fall/Spring	11 th /12 th College Exam
4-yr Plan/Registration	Counselor	Spring/Fall	Course Review/Selection

Objective 2: Counselor, project staff, and a team of teachers will review all student scores.

<u>Objective</u>	<u>Responsibilities</u>	<u>Timeline</u>	<u>Milestones/Project Tasks</u>
Schedule Team Meetings	Counselor/CCR Teacher	Bi-Weekly	ID Below Basic/Basic Scores
Culturally Responsive Care Plan	Counselor/PLC-CR	Weekly	ID Whole Child Needs

Objective 3: Counselor, project staff, and team of teachers will identify college and career readiness solutions and start a portfolio of student strengths and CORE academic skill levels.

<u>Objective</u>	<u>Responsibilities</u>	<u>Timeline</u>	<u>Milestones/Project Tasks</u>
Schedule Team Meetings	CCR Teacher	Bi-Weekly	Review 15-20 Portfolios
Academic Status Report	Counselor	Immediate/Email	Guidance and Intervention
Notification of Parent	Project Staff	Weekly	Parental Involvement and Prevention/Intervention
Academic Intervention	Counselor/Proj. Staff	Immediate	Complete Core Subjects

Goal 2: Increase Supplemental Student Services and Advanced Educational Opportunities for Grades 9-12

Objective 1: Implement supplemental student services and computer-assisted learning.

Action Plan A: Lapwai Middle-High School will implement a two semester Advisory course designated by the school board as required for all incoming freshmen according to the aims of LHS and student needs. This course could offer tutoring, health and wellness intervention, attendance intervention for attendance problems, and/or dropping out of school and may include study skills and individual tutorials; positive communication skills; personal assessment and awareness activities; promote resiliency; and small group seminars that promote positive social interaction with peers and adults, learning and coping activities to assist students in transitioning successfully to the rigor, routines, time management requirements, and course work of high school. Stress management activities may be planned periodically featuring walking, aerobics, gym activities, and relaxation techniques. The aim is to assist 9th grade students in experiencing a positive and successful high school learning experience in conjunction with constant communication with parents and caregivers

<u>Objective</u>	<u>Responsibilities</u>	<u>Timeline</u>	<u>Milestones/Project Tasks</u>
9th Grade Advisory Course (ISEE H/S 01105)	English-Advanced English/CCR Teacher	1 Class Hr/ 5 Days/Wk. 2 Semester	CCR/HS Success/Ed. Excellence/Positive peer- Mentor/Social Interaction

Objective 2: LHS will implement an expanded Edmentum/Plato online computer-assisted learning program.

Action Plan A: Edmentum/Plato program is a proven, Common Core Standards and research based online program that has been a successful learning tool for our Native American students

at Lapwai High School every year since implementation in 1998. Using laptop computers in the classroom, students will be able to access Plato courses to accrue, recover, or enhance high school credits. We have been able to upgrade the program on a limited basis as necessary to include more licenses for student use, particularly in the Social Sciences realm. We will expand use of the Edmentum/Plato program using grant funds to include licenses so that all students can utilize the program for core subjects like math, reading, language arts, and social studies while at school and home. Furthermore, the assigned program English teacher will offer and facilitate online A/P Literature and Composition, through the expanded Edmentum/Plato program as requested by the community in our needs assessment regarding more advanced opportunities for our students. Other course offerings might include Computing for College and Careers, Essential Career Skills, and Academic Success. Students will also be able to access up-to-date newer courses for Career-Technical Education (CTE) such as Career Explorations and Essential Career Skills. Plato Courseware can be used as a blended model in which online courses supplement the traditional classroom, in a lab setting, or through a completely virtual experience.

<u>Objective</u>	<u>Responsibilities</u>	<u>Timeline</u>	<u>Milestones/Project Tasks</u>
Expand Edmentum	English-Advanced Opp.	Fall/Spring	Dual-Credit
Plato Online Courseware	Counselor/English/ CCR Teacher	Fall/Spring	Computer-Assisted Learning/Credit Recovery/Adv Opportunity
AP Plato Courses:	Counselor/Eng./CCR Teachers	Fall/Spring	Advanced Placement Coursework
ACT Test-Taking Skills	CCR Teacher	Fall/Spring	Decrease Test Anxiety
Career-Technical Ed.	Counselor/CCR Teacher	Fall/Spring	Tech. Career Study Plan

Objective 3: Continue providing Saturday School days, Summer School, and enhance the After School Program for high school students.

Action Plan A: Currently, through JOM and Title VII funding, Lapwai High School offers Saturday School days approximately 6 times a year to help students complete and catch up on school work, and make up attendance days. Saturday School days have been offered regularly for 12+ years. Lapwai High School will continue to offer this successful program to our NA students using an expanded blended learning program of Edmentum/Plato and teacher led lessons/activities. Summer School has been an option for our NA high school students for 12+ years. Our Summer School program has proven highly effective for our NA students in earning extra credits for their high school transcript and/or as an avenue for recovering core credits that they may have not earned. We plan to sustain our Summer School program well into the future will continue to offer this successful program to our students using an expanded blended learning program of Edmentum/Plato and teacher led lessons/activities which will improve educational outcomes for our NA students in particular. With the expanded use of Edmentum/Plato courseware, Summer School could be enhanced to include College and Career readiness courses on Plato using the laptops and wireless internet. Lapwai High School has provided an after school program for its high school students for 12+ years and currently offers ASP for one hour each day, four days per week. Lapwai High School ASP focuses on a positive, safe environment where students feel welcome, enjoy snacks, can complete homework or other school work, and/or makeup time for attendance. A highly qualified/certified teacher is available the entire hour for assistance and management. According to The Afterschool Alliance research based report in 2011, after school programs are vital for successful youth, strong communities, and healthy families. One featured high school after school program, ACE, shows how attending

after school programs often better prepare students for careers and college success. One way we want to enhance our after school program is to implement an 8th hour Independent Study for Native American Literature, which would allow participating students to earn 1 credit in a semester. This opportunity would enhance NA students' credits earned on their high school transcript, boost their knowledge of literary analysis as they advance towards college, and also help NA students who may need to recover credits if they are lacking in credits earned on their transcripts. NA students would receive assignments from the Program English Teacher, read and meet with other students taking the course, produce the required work, and then submit it to the English Teacher for grading, discussion, and granting of the earned credit.

<u>Objective</u>	<u>Responsibilities</u>	<u>Timeline</u>	<u>Milestones/Project Tasks</u>
Summer Sch.	English-Adv.Opp. Teacher/Counselor	3-4 weeks June/July	Credit Recovery/College Career Readiness(CCR)
Saturday School	English-Adv. Opp. Teacher/Counselor	Fall/Spring M-Th (1hr.)	CCR/Attendance Recovery Credit Recovery/Grades
After Sch. Program	Teacher/Counselor Career Readiness (CCR) Coach		Attendance Recovery
8th Hour/ASP	English-Adv.Opp. Teacher/ Counselor/Eng. Adv. Opp Teacher		Enhanced HS credit Advanced Opp.

Objective 4: Implement an advanced opportunity for 38 Lapwai High School Native American students to attend Lewis-Clark State College Native American Awareness Week panel discussion presentations for two days every March at Lewis-Clark State College (LCSC).

Action Plan A: Every March, Lewis-Clark State College's Native American Student Services and Native American Club sponsor a week-long event focusing on Native American education, arts, and culture, featuring educational projects of many of LCSC's Native American students.

One of the highlights of the week features speaker panels of Native American educators, businessmen and women, and cultural/natural resources experts, and college students, who discuss current and relevant issues in Native American education, culture, and natural resources in a public forum. This event has continually proven to educate and inform all who attend. In the interest of increasing advanced educational opportunities for our Lapwai High School students as stated on our needs analysis, the program English teacher, Counselor, and CCR coach will take approximately 38 students in the proposed COMM 204-Public Speaking and ENGL 101-College Writing courses to this public forum event at LCSC for 2 of the days it is scheduled each year. LHS students will have the opportunity to join college level students, staff, community speakers, and wider community in this cultural learning event. This will also promote college and career readiness/awareness for our LHS students. Students who attend will ultimately compose essays and prepare public speeches of their own regarding what they learned at the event and then share these at our own school during our annual family/community Humanities Night.

<u>Objective</u>	<u>Responsibilities</u>	<u>Timeline</u>	<u>Milestones/Project Tasks</u>
LHS students attend	English-Adv. Opp.	March(2 days)	Advanced Ed. Opp.
LCSC Native American Awareness Week panel	Teacher/CCR staff Counselor	2017-2020	CCR Student log/journal

Objective 5: Lapwai will increase a dual credit/dual enrollment program for grades 10-12.

Action Plan A: Lapwai will add-back into the student class schedule high school science courses Chemistry/Physics, and core college courses COMM 204: Public Speaking (3 credits) and ENGL 101: College Writing (3 credits). Dual credits already established at Lapwai High School are:

<u>Objective</u>	<u>Responsibilities</u>	<u>Timeline</u>	<u>Milestones/Project Tasks</u>
Current/Active Dual Credit			

Courses (See Attachment) Teachers: Fall/Spring Student Achievement:

Action Step B: The school counselor will articulate the NEW dual credit course “American Sign Language (ASL)” with Lewis Clark State College to be used as a college and career readiness tool used professionally in the future. Students enrolled in course will be taught to use ASL as a tool to communicate and reinforce their understanding of color identification, counting, feelings, and to provide simple communication skills for those persons that are nonverbal.

(iv)...proposed project is designed to build capacity and yield results beyond Federal financial assistance.

The LSD administration is working diligently toward high performance schools and project sustainability as a means of: 1) maintaining outcomes, goals and products, and 2) institutionalizing the process gained. Strategies for sustainability include a broad-based relationship/partnership that fosters collaboration as demonstrated throughout the narrative.. Parents, students, and community are extensively involved. LSD wants to develop a strategy of growth and development that continues to function indefinitely. Lapwai High School has the adequacy to support the Indian education project, including facilities, equipment, supplies, committed entities, and other resources.

QUALITY OF THE EVALUATION PLAN

An external evaluator, Dr. Betsy Bounds will lead the evaluation. She will develop project instruments with the input of the project director and analyze results. Both qualitative and quantitative data will be collected to contribute to formative and summative evaluation. Process and outcome evaluation will occur. The outcome evaluation will utilize quantitative measures that include standardized norm referenced test results, ratings and self-report instruments, student post-secondary enrollment data, surveys, student records of attendance,

participation, and grades earned. Qualitative data collected will include information from project staff about what is working well, barriers encountered and solutions. The evaluation will elicit answers to the following evaluation questions:

Implementation evaluation questions:

- Has the project been implemented as intended? If not, why?
- Have the new classes and dual credit been made available to students and when?
- Are counselors reviewing assessment results? How often?
- Has the Edmentum online course work use been expanded? In what way?
- What partnerships/linkages have been established and what do they involve?
- Who are the partners involved-what were their contributions?
- Have student profiles been developed? Have all students developed a four-year plan?
- How have parents been involved in the grant activities?

Outcome evaluation questions:

- How many students have participated in each activity?
- How many students have improved their academic performance?
- How many students have increased their career and college readiness?
- What skills have students gained from the Co-op work based learning opportunity?
- How many parents, students, staff and partners are satisfied with services offered?
- What post-school outcomes have students experienced?
- How were families involved? What was their perception of the process?
- What methods have resulted in improved student achievement?
- What increases have there been in college readiness? (increased ACT test-taking; increased college enrollment; decrease in need for developmental courses in college; increased A.P.

course completion)

Surveys (parents, students, staff, partners) will be collected in Spring each year. Academic performance on state tests will be compared yearly to the baseline. Student assessment data and course progress reports will be collected and reviewed quarterly by the project director. An implementation survey will be used to determine the fidelity of implementation and to determine progress, identify barriers and elicit recommendations to improve programming. The GPRA measure of the percent of annual measurable objectives will be determined with quarterly reviews and annual summary that address each objective. The GPR A measure of a significant increase in community collaboration efforts that promote college and career readiness will be reported based on the establishment of new programs, community involvement and measures of college and career readiness such as the ACT test results and supervisor feedback from work experience. Each year, an annual report of data analysis and recommendations will be provided to guide the future year's plans. The evaluator will also assist the project director in preparing the annual reporting. Information included in the final report will include student demographic data, program description including all components and assessment results. The methods used will be clearly specified.

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Other Attachment File(s)

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IDAHO

“PARTNERSHIP AGREEMENT” BETWEEN THE LAPWAI SCHOOL DISTRICT 341 (LEA) AND THE NEZ PERCE TRIBE’S EDUCATION DEPARTMENT (TRIBE)

Purpose: A partnership agreement is made between the Lapwai School District 341 (LEA) and the Nez Perce Tribe (Federally Recognized Indian Tribe) Education Department administering the State Tribal Education Partnership (STEP) Program. The District is applying for U.S. Department of Education grant funds Fiscal Year 2016, New Grants under The Indian Education Demonstration Grants Program CFDA 84.299A. An absolute priority for the Native Youth Community Project is to form a partnership between an LEA and a Tribe. The school terms for the project begins 2016-2017 through 2019-2020 (4 years).

Partnership Goal: Implement a Native Youth Community Project centered on ensuring that Native American students are prepared for college and careers.

Lapwai School District 341

- 1.) In September 2011, the Lapwai School District 341 developed a Professional Learning Community (PLC) Culturally Responsive Team of Teachers primarily concerned with student/parent Culturally Responsive Care (in and out of school) and helping at-risk students achieve academic success. Group efforts led to include culturally responsive teaching.
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- 3.) With the Nez Perce Tribe’s new 2016 STEP program, the PLC will begin its 5th year of collaborating with the Nez Perce Tribe Education Department. The purpose for working together is advance the coordination of professional development, coaching, and resources related to culturally-relevant instructional strategies and increasing family engagement. Through use of District Cultural Standards Policy and the Nez Perce Tribe Educational Standards, aligned to the Idaho Common Core State Standards, the partners are working collaboratively to define what “culturally relevant” education means for today’s tribal students. This partnership has become a critical component to our success.

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Certification

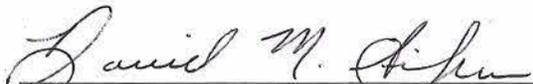
The Lapwai School District is the lead applicant for the NYCP grant. The LEA is eligible (NCES-LEA-ID 1601830) for the 2016 Small Rural School Achievement Program (SRSA). Under Competitive Preference Priority Three, the District is in its 5th year partnership with the Idaho/Nez Perce Tribal Education Partnership (STEP) Program.

The District and the Nez Perce Tribe Education Department agree to meet regularly on school improvement priorities. The District welcomes Nez Perce Tribe Education Department staff to attend District's focus groups meetings (1) Professional Learning Community (PLC) – Culturally Responsive Team of Teachers, (2) PLC – Assessment and Instruction, (3) PLC – College and Career Readiness, (4) PLC – Positive Behavior Intervention Support, and (5) PLC – Special Forces (students with disabilities). Weekly PLC meetings are held each Wednesday morning from 7:00 a.m. to 8:00 a.m. to advance SMART goal attainment.

The Nez Perce Tribe Education Department is invited to weekly professional development meetings held every Friday from 1:30 p.m. to 3:30 p.m. Meetings involve research-based learning and data analysis. The Department is invited to Leadership Team Meetings held monthly (approx. 4 hour duration) with district administration, including the superintendent.

Signatures

The Lapwai School District 341 acknowledges that there no financial obligations to the Nez Perce Tribe by signing this partnership agreement. This partnership agreement will be effective upon signing, and will remain in effect until the end of the 2020 project year.


David M. Aiken
Superintendent, Lapwai School District 341

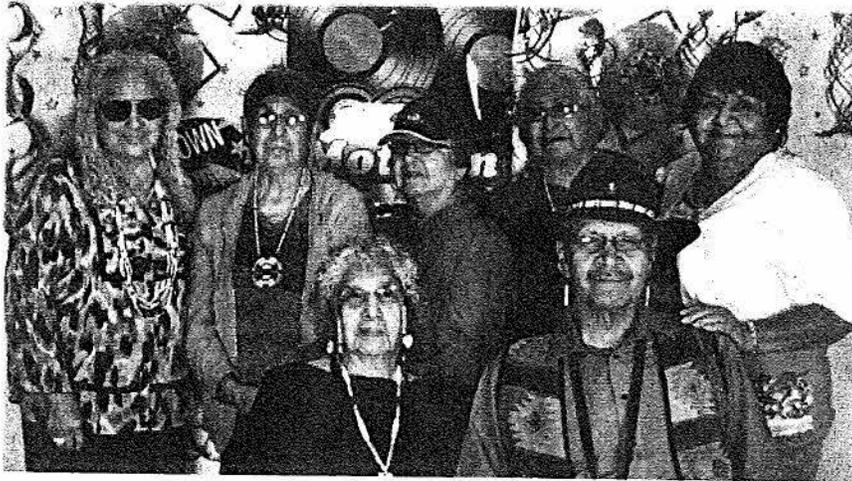
Date: 5-6-16

(b)(6)

Joyce McFarland
Education Director, Nez Perce Tribe

Date: 5/12/16

The Circle of Elders is Recruiting Tribal Membership



PRESENT ELDERS ARE RECRUITING TRIBAL MEMBERS

The Nez Perce Tribal Circle of Elders was formed in 1996 when the tribe applied for an Administration for Native American Grant (ANA), which an advisory group was needed to complete the grant. The first advisory group included ten tribal members, including Nez Perce Tribal Executive Committee Members and community members who spoke the tribal language fluently, and also had a varied tribal cultural history and stories. During this time many tribal elders were alive and now most of them are deceased. A tribal resolution was written in support of this ANA grant and still exists.

Presently the advisory board is known as Circle of Elders and they meet the first Friday of each month at the Tribal Language Department. The Circle is comprised of 9 active members presently. The decision of the group at their last meeting have agreed to recruit for additional tribal members over the age of 70 and can assist with tribal culture and history and under-

stand or speak the language. If interested call the Cultural Resource office for Nakia Williamson.

Present Elders

Mary Jane Souther, Chairman

843-2204 Cell 816-1206

Vera Sonneck, Vice Chair

790-2164

Florene Davis, Secretary

Bernice Moffett

Loretta Halfmoon

553-0604

Bessie Scott

843-2249

Leroy Seth

Connie Claye

836-5477

Rosa May Yearout (new)

843-2452

The first Elder Board members: May Taylor, Florene Allen, Vera Sonneck, Dorothy Hudson, Margaret Smith, Evelyn Peterson, Delares Pablo, Rachel Zumwalt, Gladys Allen, Unidentified, Christine Lawyer, Rebecca Benting, Delares Wheeler



LAPWAI SCHOOL DISTRICT #341

P.O. Box 247
Lapwai, Idaho 83540
(208) 843-2622

2015-2016 Impact Aid Questionnaire Results Summary

What is Impact Aid?

The purpose of Impact Aid is to provide formula grants to school districts burdened by the presence of nontaxable federal land and installations to make up for the lost revenues and additional costs associated with the federal presence. It is one of the few formula programs where Local Educational Agencies receive funds directly from the U.S. Department of Education rather than through their states. Impact Aid was first signed into law by President Harry S. Truman in 1950 and has been amended many times since then.

This program provides a payment in lieu of local taxes otherwise collected for Local Educational Agencies that are burdened by the presence of nontaxable federal land and installations, but are nonetheless responsible for educating children of federal personnel who live and/or work on these properties. Except for money earmarked specifically for children with disabilities, the aid becomes part of the Local Educational Agencies regular budget, and no specific restrictions are placed on the use of the funds.

After reviewing the results of the 2015-2016 Impact Aid Questionnaire three learning needs emerged as the highest priority to the parents and patrons of the Lapwai School District:

- 1) Enhanced whole child educational PreK-12 programs that develop positive human relations, self discipline, good citizenship, self-esteem, and success:
 - a. The Lapwai School District is currently implementing Positive Behavioral Interventions and Supports (P.B.I.S). P.B.I.S. is a best-practice framework for improving academic and behavioral outcomes for all students. The purpose of this program is to increase academic time-on-task by reducing problem behaviors. The students are explicitly taught how to be respectful, responsible, and safe in all locations on the school grounds. Our goal with PBIS and bully prevention is to create a safe learning environment to maximize learning for all students. The elementary is also implementing the P.A.T.H.S. curriculum (Promoting Alternative Thinking Strategies), which encourages the development of strong social skills, problem solving, positive character traits, and bullying prevention, all which support academics. These research-based tools for teachers minimize learning interruptions and prevent bullying and other behaviors with strategic procedures and prevention techniques.
 - b. Bullying is not accepted in our schools. Our zero tolerance approach to bullying can lead to serious consequences ranging from positive behavioral interventions up to and including suspension, expulsion, and police involvement. Students are encouraged to prevent bullying by refusing to join in, refusing to watch, standing up for the person being bullied, being a friend to a person being bullied, or getting help from an adult. Elementary students can earn a Bully Prevention Hero trophy by helping to prevent bullying. Middle-high students are also recognized during quarterly award assemblies for good citizenship. Together, we ensure all students will reach their full potential.
 - c. The Lapwai School District was awarded a prevention grant to address underage drinking and prescription drug use. This includes stakeholder involvement with the Lapwai Community Coalition.
 - d. Grant funding has also increased the mental health counseling available in the Lapwai School District.

- 2) More real world experience in and out of school and advance use of technology; **and** 3) More academic challenges and competitions or advanced coursework:
 - a. All seniors are enrolled in a College and Career Readiness Course. This is a dual credit class where the students earn both high school and college credit. They receive assistance with applying to schools and scholarships, seeking financial aid, and creating professional resumes. Their activities have included several guest speakers from local colleges and universities as well as a record number of campus visits.
 - b. The BPA (Business Professional Association) and FFA (Future Farmers of America) provide career awareness, work experience, and professional-technical opportunities for our students.
 - c. University of Idaho Upward Bound has an office at the High School. Their college preparation services include ACT assistance, dual enrollment opportunities, campus visits, and financial aid assistance.
 - d. Gear Up is a grant awarded to the District serving students in grades 10-11. It provides tutoring, a four-year renewable scholarship opportunity, financial aid and ACT assistance, and campus visits. Career exploration is a central component to Gear Up program offerings.
 - e. There are several academic and professional-technical opportunities for dual credit.
 - f. The Middle-High has a College and Career Readiness Professional Learning Community working on a research-based approach to preparing students for graduation and the requirements and challenges after high school.
 - g. Dual enrollment courses and online classes through the Idaho Digital Learning Academy provide opportunities for advanced coursework with our High School students.
 - h. BPA, FFA, and Nez Perce Language students are participating in academic competitions with great success.
 - i. College and career readiness is a priority in the Lapwai School District. The number of students entering college within 12 months after graduation is known as your go-on rate. The state average go-on rate is 53% and the Lapwai School District is well above the state average at 62%. We are one of only 38 Idaho school districts with a go-on rate above 60%. This is out of 115 districts and 48 charters in Idaho. All of our seniors are enrolled in a College and Career Readiness course. This is a dual credit class where the students earn both high school and college credit. They receive assistance with applying to schools and scholarships, seeking financial aid, and creating professional resumes. Their activities have included several guest speakers from local colleges and universities as well as campus visits.

In addition to working on these priorities, we have also increased our partnership with the Nez Perce Tribe Education Department. The Nez Perce Tribal Education Partnership (STEP) Project is providing professional development, coaching, and resources related to culturally-relevant instructional strategies and increasing family engagement. The project focuses on improving the academic achievement of tribal students by meeting their unique educational and cultural needs. Through use of the Nez Perce Tribe Education Standards, aligned to the Idaho Common Core State Standards, we are working collaboratively to define what "culturally relevant" education means for today's tribal students. This partnership has become a critical component to our success.

It is not too late to provide input. You are still welcome to complete and submit a survey which can be accessed on our district website at www.lapwai.org. I would like to thank the Lapwai School District Board of Trustees, Indian Parent Committee, Nez Perce Tribe Education Department, and our district administrators for their input in creating this year's survey. The survey was widely distributed in the following ways:

- 1) Distributed to all Nez Perce Tribe and Nimiipuu Health employees by email
- 2) Available on the District website at www.lapwaidistrict.org
- 3) Linked at the Lapwai School District Facebook Page: Lapwai School District #341
- 4) Sent home with all students Preschool through 12th Grade
- 5) Copies available at the District Office at 404 S. Main St.
- 6) Available at the Annual Meeting on Thursday, November 20th



LAPWAI MIDDLE-HIGH SCHOOL

P.O. Box 247
Lapwai, Idaho 83540
(208) 843-2241

COMMUNITY SURVEY: NATIVE YOUTH COMMUNITY PROJECT GRADES 6TH – 12TH
PLC-Culturally Responsive Team of Teachers (4/2016)

Results:

1. How well does your school provide opportunities to support your child's education?
Extremely Well: 13
Moderately Well: 34
Not Well at All: 4

2. What are the greatest barriers you child faces both in and out of school?
In School:
Priority #1. Lack of academic challenges in Middle High School.
Priority #2. Bullying in the Middle High School.
Priority #3. Peer pressure amongst students.
Out of School:
Priority #4. Family issues.
Priority #5. Family financial issues.
Priority #6. Low student motivation for school.

3. How can the school help parents overcome these barriers?
Priority #1. Provide more school guidance for college and career readiness.
Priority #2. Improve communication between school and parents.
Priority #3. Improve communication with students.
Priority #4. Increase advanced opportunities and positive social events for students.
Priority #5. Make the school environment safe and implement consequences for misbehavior (bullying, etc.).

4. What are the educational opportunities you want to see in developing college and career readiness programs at the school?
Priority #1. Increase college visits to school and more on-campus visits.
Priority #2. Increase student economic skills development (financial literacy, etc.)
Priority #3. Increase hands-on lab applications for English, Math, and Science.
Priority #4. Increase counselor/teacher guidance in student goal setting.
Priority #5. Increase tutoring for students.

5. Given your child's cultural background, how well does your child's school fit their cultural needs?
- | | |
|------------------|----|
| Extremely Well: | 17 |
| Moderately Well: | 23 |
| Not Well at All: | 12 |
6. Are you satisfied with the overall quality of instruction at this school?
- | | |
|-----------------------|----|
| Extremely Satisfied: | 14 |
| Moderately Satisfied: | 27 |
| Dissatisfied: | 13 |
7. Why do students transfer in and out of the Lapwai School District?
- Transfer In:
1. View school more culturally sensitive and culturally diverse.
 2. View school smaller with more student/teacher interaction.
 3. Student's extended family lives in the community.
- Transfer Out:
4. Parent/student want more academic challenges offered by a larger school district.
 5. Parent/student want more sport and extracurricular activities offer by a larger School.
 6. Parent seeks more job opportunities.
8. What are the weaknesses of this school?
1. Need professional development plan for teachers to be more culturally responsive.
 2. Need to develop and implement more academic challenges.
 3. Need for more extracurricular activities for students.
 4. Need a plan to change the false image of Lapwai schools.
 5. Hold students more accountable for completing academic requirements.
9. What are the strengths of this school?
1. Small school district that is culturally diverse with students.
 2. The Nez Perce Tribe and community support the students and the school.
 3. Parents and teachers work together to support the students and the school.
 4. The school has Native American teachers as role-models for students.
 5. The school has great sports teams.

dfp

Lapwai Middle High School Lapwai, Idaho

Job Description

Job Title: Project Direct **Grade: 6-12**
Department: Indian Education Demonstration Grant Project
Reports To: AOR, Federal Grants Director, Lapwai School District
Salary Schedule: **FLSA: Exempt**

Duties:

The Project Director is responsible for managing the Federal – Indian Education Demonstration Grant Project and other Native American associated school initiatives. Duties include developing, coordinating and managing project activities and timelines; designing and implementing project protocols, templates and procedures; assisting with collection, analysis and display of data in charts, tables or other formats; working with higher education institutions in articulation of dual-credit, dual-enrollment courses; developing adjunct instructor status for high school teachers; and writing/editing reports, and other materials. The Project Director should be familiar with Native American junior high/high school education issues and with higher education issues; have experience launching new initiatives; be flexible in adapting approaches to local conditions; and be able to articulate project goals and motivate the project team. This position supervises project staff and collaborates with the Lapwai community and the Nez Perce Tribe Education Department.

Responsibilities:

1. The Project Director position requires a high degree of “big picture” thinking, organization, personal initiative, flexibility and personal judgment in all assignments, strong communication skills, ability to organize and prioritize tasks to ensure smooth work flow and excellence of educational work standards. This position will be responsible for evaluating options and recommending best-course-of-action to the Project Staff.
2. Project Director will be responsible for overseeing and cultivating Native American community relations, outreach and recruitment, to include forming longer-term partnerships with tribal education entities and leaders to shape the project to respond to college and career readiness needs and opportunities.
3. Fiscal abilities to manage project budget; knowledge of G5 Federal Government financial reporting requirements; and ensures the Indian Demonstration Grant project assignments are completed within budget and schedules.
4. Project Director will be highly motivated and versatile, with the ability to work independently, inspire staff, maintain confidentiality, participate as an effective team member, and use cooperative behavior with co-workers and supervisor(s) at all times.
5. Project Director will know public school system (K-12) and how it works; relates to Indian Education.
6. Project Director will work with detail and accuracy; multi-task and prioritize work effectively and adjust to multiple and competing demands.
7. Obtain, analyze, interpret and report data in GPRA (Government Performance and Results

- Act) measurement forms.
8. Present results of data analyses and provide interpretation of such information at internal and external meetings, and parent conferences.
 9. Other duties as assigned.

Minimum Qualifications:

1. Idaho School Counselor Endorsement (K-12) or Career Counselor Endorsement.
2. Substantial amounts of K-12 experience must be in the middle/junior high and high school levels.
3. Have knowledge of Career Pathways and Professional Technical Guidance; Principles/ Foundations of Professional-Technical Education; and Theories of Occupational Choice.
4. Proficiency with the use of personal computers. Facility with the use of E-mail communication. Facility with internet usage and online applications (or willing to learn). Facility with a spreadsheet program, preferably EXCEL, a word processing/editing Program, preferably WORD, presentation/drawing/slide program such a POWER POINT, and basic understanding of learning management software or willingness to learn.
5. Knowledge of computer-assisted learning and articulation of dual-credit/dual enrollment courses with colleges or universities.
6. Knowledge of Native American Cultural Standards and Native American Intergenerational Historical Trauma.
7. Demonstrated ability to work in a collaborative and cooperative manner interfacing with Native American education, tribal education, tribal service liaisons, tribal entities, tribal community agencies, tribal parents/guardians, Native American students, and tribal law enforcement entities.
8. Have excellent integrity and demonstrate good moral character.
9. Demonstrate a comprehensive knowledge of Culturally Responsive Teaching and understanding of child growth and development and how it relates to learning.
- 10..Five (5) years of counseling experience and demonstrated experience in working with at-risk minority students in rural areas.

VITA PROJECT EVALUATOR

(b)(6)

EDUCATION:

University of Arizona, Tucson, Arizona

1988 Doctor of Philosophy

Major: Special Education

Minor: Educational Administration

1975 Education Specialist

Major: Special Education

1969 Masters Degree

Major: Counseling and Guidance

1967 Bachelors Degree

Major: Elementary Education

CERTIFICATION:

Arizona Administrative - Principal K-12

Arizona Standard Elementary Teaching K-8 with Counseling Endorsement

Arizona Supervisory Certificate in Special Education K-12

Arizona Standard Special Education K-12

Arizona Administrative - Superintendent

WORK EXPERIENCE:

- 1996-Present Associate Professor-Adjunct, Northern Arizona University, Tucson campus. Responsible for teaching Supervision and Administration of Special Education, Survey of Special Education, and Foundations of Special Education, School Law.
- 2000-Present Educational Consultant/Grant Writer Responsibilities include doing contract work, grant writing, providing workshops, consulting on resource development, reviewing special education programs, program evaluation of grant programs.
- 1988-2000 Executive Director of Exceptional Education & Special Programs, Tucson Unified School District. Responsibilities include supervision and administration of the Special Education, Gifted Programs, Health Services, Resource Development Dept., and Parent and Community Relations Dept.; direct supervision and evaluation of 7 directors, 1 assistant director, 4 coordinators, 2 principals and 5 support staff; overall supervision of 1,050 special education staff; development and implementation of programs and services; coordination of programs and personnel; management of \$38,000,000 budget; provision of staff development, grant writing and administration, compliance monitoring; school board presentations; directing advertising, screening, interviewing and hiring processes for new special education staff; development of policies and procedures and program evaluation.
- 1992-Present- Faculty member, University of Phoenix. Responsible for teaching Grant Writing for At-risk Populations, Supervision and administration of Special Education, Special Education Methods, Orientation to Special Education, Characteristics of Emotional Disabilities.
- 1992-1994 Adjunct Assistant Professor, University of Arizona. Responsible for teaching transition methods.
- 1984-1988 Assistant Director of Special Education and Project Director, Tucson Unified School District. Responsibilities included supervision and administration of special education vocational program including three federal transition grant programs; grant writing and administration; supervision of personnel, organizing and maintaining fiscal and programmatic documentation for vocational special needs; updating the TUSD Special Education Handbook; compliance with Section 504 of the Rehabilitation Act; acting as liaison of high school special education department chairs and program specialists and assisting the director as needed.

- ❖ Components of a Successful Transition Prog., Council of Great City Schools Spec. Ed. Annual Mtg.
- ❖ Role And Responsibility of Parents in Helping Their Child Transition from School to Post Secondary Vocational and Academic Training, Assoc. for Children & Adults with Learning Disabilities
- ❖ Integrated Transition Programs, The Assoc. for the Severely Handicapped Conference
- ❖ Evaluation of the Cross-Categorical Model: Is the Regular Education Initiative Working?, Council of Exceptional Children Conference, 1991
- ❖ Writing a Winning Grant Proposal, American Association of School Administrators, 1994-96
- ❖ Families FIRST: A Model for Early Childhood Family School Partnership, Pacific Rim Conference, 1995
- ❖ Families FIRST: A Family-School Partnership, The Assoc. for Severely Handicapped Conference, 1995
- ❖ Grant Writing for At-risk Populations, University of Phoenix, 1997-98
- ❖ Administration and Supervision of Special Education, Northern Arizona, 1998
- ❖ Grant Writing for Fun, Profit and Survival, Council for Exceptional Children, 1999
- ❖ Characteristics of Students with Emotional Disabilities, Chapman University
- ❖ Project ACCEPT: Reducing Identification of Minorities as Emotionally Disabled, Urban Special Education Leadership Collaborative, 1999
- ❖ Grant Writing for the 21st Century, International Council for Exceptional Children, Vancouver Canada, 2000.

Task Forces/Committees:

Arizona Department of Education:

- Special Education Teacher Certification Competencies Task Force
- Special Education Advisory Committee-High School Graduation Requirements, Promotion/Retention, & Minimum Competency Testing
- Transition Manual Planning
- Work Experience Task Force
- OT/PT Guidelines Task Force
- Directors' Institute Planning Committee

Tucson Unified School District:

- Curriculum Writing Task Force; Special Education Sub Committee
- Criteria for Special Education Placement Committee
- Special Education Handbook Committee (Chair)
- Curriculum Council
- Decision Band Method Review Committee
- Empowering Schools Committee
- Teacher Evaluation Committee
- School Improvement Plan Committee
- Technology Implementation Committee
- Technical Occupational Career Education Advisory Committee
- Bond Projects Review Committee
- Section 504 Review Committee
- Strategic Planning, Facilities Subcommittee
- Budget Review Committee

Advisory Boards:

- Pima Council of Developmental Disabilities, three years
- Mayor's Committee for Employment of the Handicapped Executive Board, five years
- Goodwill Industries Business Advisory Council, three years
- Arizona School for the Deaf & Blind, ADTEC Support Team, two years
- Univ. of AZ Dept. of Spec. Ed. & Rehab. Qual Prep Advisory Bd., Proj. Interface Advisory Board, four years
- Mayor's School District Action Task Force, five years
- Casey Family Program, three years
- VSA Arts, Secretary

Legislative Committees:

- Joint Legislative Committee for Augmented Extended School Year
- Joint Legislative Committee to study The Arizona School for the Deaf & Blind

Editorial Boards

- Council for Administrators in Special Education, 4 years
- National Association for Vocational Education Special Needs, 3 years

Professional Affiliations/Offices Held:

- ❖ Council for Exceptional Children, Div. of Career Development, Div. of Learning Disabilities, Arizona Federation Vice President 1997, President 1998, DCDT Vice President, 2000
- ❖ Council of Administrators in Special Education/President of Arizona chapter 1994-96
- ❖ Learning Disabilities Association, Tucson chapter, vice president, two years
- ❖ Special Education Administrators Assoc. of Arizona/ regional vice president, two years
- ❖ Pi Lambda Theta (Education Honorary)
- ❖ Delta Kappa Gamma (Education Honorary)
- ❖ The Association for The Severely Handicapped
- ❖ Council of Learning Disabilities
- ❖ Tucson Residence Foundation for the Mentally Handicapped, Board of Directors, served as secretary, Vice President, Program Committee Chairman, President
- ❖ Project SUPPORT, Arizona State Department of Education Peer Consultant Cadre
- ❖ Pima Council on Developmental Disabilities, 3 years
- ❖ America Vocational Association
- ❖ Special Needs Associated Personnel of Arizona
- ❖ National Association of Vocational Education Special Needs Personnel
- ❖ Vocational Education, Special Education and Vocational Rehabilitation Services (VESPERs) Committee - Chairperson-1987-88
- ❖ Association for Retarded Citizens
- ❖ International Council for Administrators in Special Education publications committee 1994-96, policy and legislation committee, 1996-98.
- ❖ American Association of School Administrators
- ❖ Arizona Administrators Association
- ❖ International Council for Administrators in Special Education, Exemplary Unit Award as President
- ❖ Urban Special Education Leadership Collaborative
- ❖ Vocational Association for Vocational Special Needs Personnel

Awards:

- ❖ TUSD Superintendent's Honor Roll
- ❖ Special Needs Associated Personnel of Arizona Award of Excellence
- ❖ Arizona Council for Administrators in Special Education, Laura Ganoung Award for Outstanding Contribution to Special Education
- ❖ University of Arizona College Alumni Council Outstanding Educator Award

Publications:

- ❖ Bounds, Marion Betsy. (1988) The Effects of Summer Employment Training On Mildly Handicapped Students, Doctoral Dissertation
- ❖ Bounds, Betsy. (1988) Continuous Comprehensive Transition Model: Final Report. Tucson Unified School District
- ❖ Bounds, Betsy. (1989) Project ACTIVITY: Final Report, Tucson Unified School District
- ❖ Myers, Chris, & Bounds, Betsy. (1991) Evaluation Of The Cross Categorical Service Delivery Model: Is The Regular Education Initiative Working? Paper presented at Council of Exceptional Children International Conferences, Atlanta, GA
- ❖ Bounds, Betsy, and Gould, Reasons why students with disabilities drop out of school. (2001) The Journal for Vocational special Needs Personnel.
- ❖ Bounds, Betsy, and Gould, Albert W. Families FIRST: A Model for Early Childhood Family School Partnership. Paper presented at Pacific Rim Conference, Honolulu, Hawaii, January, 1995
- ❖ Bounds, Betsy and Gould, Albert W. Families FIRST: Final Report
- ❖ Bounds, Betsy. Grant Writing for Fun, Profit & Survival, CEC Today
- ❖ Bounds, Betsy. Should Special Education Students be paid for Work Experience?, CEC Today
- ❖ Bounds, Betsy. Grant Writing for Fun, Profit and Survival, Albuquerque, NM, Council for Administrators in Special Education

Areas of Expertise

- Special education-general areas-all disability categories and ages
- Transition Methods
- Vocational Rehabilitation
- Independent Living Skills
- Supported Employment
- Special Education Administration
- Parent involvement
- Conflict resolution
- Counseling
- Teacher Education
- Dropouts/Mentorin

Lapwai School District 341
404 South Main Street, Lapwai, Idaho 83540

AMERICAN INDIAN EDUCATION
JOM/Title VII Operation Plan

Mission

The mission of the plan is to meet the unique cultural and academic needs of American Indian Students through supplemental programs planned and approved by the local Lapwai Indian Education Parent Committee.

Contact

David F. Penney
Lapwai Indian Education Coordinator
Lapwai School District 341
404 South Main Street
Lapwai, Idaho 83540
(208) 843-2241 Ext. 120
(208) 843-5289 Fax
dpenney@lapwai.org

Jenny L. William
Home/School Liaison
(208) 843-2241 Ext. 122
jwilliams@lapwai.org

Committee

Jeanette Pinkham, Chairperson
Lilly James, Member
DelRae Kipp, Member
Karee Picard, Member
(Vacant), Member
Tina K. Stacy, Teacher/Member
Preslee Moses, HS Student Rep.
David F. Penney, Coordinator/Counselor
Jenny L. Williams, Home/School Liaison

Committee's Plan (2016-2019)

1. Assist Lapwai School District 341 strategic planning for the social and emotional needs of Native American students.
2. Advocate K-12 Differentiated Instructional (multiple ways-to-learn) training for elementary and secondary staff to be implemented into the Lapwai schools.
3. Advocate teacher training to help them understand "American Indian Intergenerational Historical Trauma" and its affects on Native American students's educational success, and advocate the school district implement a culturally responsive plan for its teachers.
4. Advocate recognition of Native American students' Gifts & Talents and Multiple Intelligence.
5. Advocate for Nez Perce Language Recovery Curriculum school wide and courses be taught during the regular school day.

Financial

Johnson O'Malley/Title VII/Federal Grant funds are not to take the place of federal, state or local funds. The Idaho State Department of Education serves as the contracting agent with the Bureau of Indian Affairs for the Johnson O'Malley program.

Major goals for the educational program are to assure that Indian students are functioning at grade level, meet state standards; that they remain in school through high school graduation, and that their self-concept is promoted through awareness and pride in their cultural heritage.

Operational Plan of Action

Cultural Standards: Lapwai School District 341 Policy Title, Code 600.4

It is the policy of the Lapwai School District Board of Trustees to implement Cultural Standards for students, educators, curriculum, schools and community. There are five essential elements that ensure the Lapwai School District is culturally sensitive and responsive. The system wants to (1) value diversity, (2) have the capacity for cultural self-assessment and cultural assessment district-wide, (3) be conscious of the "dynamics" inherent when cultures interact, (4) institutionalize culture knowledge, and (5) develop adaptations to service delivery reflecting an understanding of diversity between and within cultures.

Guidance & Counseling: Culturally Responsive Care (CRC) Techniques

Culturally Responsive Care is adaptable prevention/intervention techniques proven to be effective with the Lapwai students and community. As a guidance tool for keeping students in school, CRC helps identify negative life situations that interrupt a child's education.

CRC Action Steps:

1. Culturally Responsive Care (CRC) is "emergency self-help" techniques for school use in crisis situations that involve student & family.
2. Schools find providers with ability to be culturally responsive based on an awareness of the personal culture and of the diversity within the local community.
3. Schools schedule regular meetings with providers for crisis response training and inclusion into the school crisis plan.
4. Providers can communicate effectively with student and family from diverse cultural backgrounds, in the home or cultural setting.
5. Providers demonstrate patience, which comes out of understanding cultural standards.
6. Providers will understand family dynamics, extended family, and generally the social service system.

School Attendance, Tardiness, and Truancy: Intervention/Prevention Support Services

Budget Justifications:

- A. Cultural Enrichment and Cultural Supplies. Are used for student cultural supplies, assist students to attend cultural events, and to enhance classroom cultural projects.
- B. Purchase Services. Are used to bring in cultural/motivational speakers, assist students and JOM staff to chaperone culturally related conferences. Student stipends are given in the amount of \$50 once per year to assist in participating in an educational conference.
- C. Home-School Liaison. Position is a multi-tasked job. Person is a front-line person to interact with student, parent, community, and serves on the schools Culturally Responsive Care Team. Person must be culturally responsive/sensitive and know the Lapwai community norms.

Tasks include, but not limited to:

1. Tracking students and overall student attendance.
2. Making important home visits.
3. Culturally sensitive "Front-line Person" to student needs.
4. Culturally responsive "Front-line Person" for student crisis.
5. Front-line person for parents coming into the school.
6. Advocate for student needs.
7. Collaborate services with the Lapwai Indian Education Coordinator and Parent Committee.

Lapwai Indian Education Coordinator: Academic Support Services.

Supplemental Professional Services:

1. Develop and implement educational accredited summer school and cultural programs.
2. Grantsmanship for supplemental education funds.
3. Cultural resource person for teachers and school district.
4. Design and implement academic credit/tutoring/attendance time recovery plan to prevent school dropout.
5. Tribal Government education liaison.
6. College/university, professional-technical education liaison.

Program Evaluation

The program staff provide pre-determined required written reports to the federal/state funding agencies and to the Nez Perce Tribe.

The IPC holds at least one annual meeting yearly to review the Education Plan, assess accomplishments and modify the plan if necessary.

Lapwai School District #341 – Public Meeting Agenda
LAPWAI – INDIAN EDUCATION PARENT COMMITTEE (IPC)

Location: **Indian Education Dept., Room # 120, Lapwai Middle-High School**
Date:

1. Roll Call: Jeanette Pinkham, Chairperson Present __, Absent __
Lilly James, Member Present __, Absent __
DelRae Kipp, Member Present __, Absent __
Karee Picard, Member Present __, Absent __
(Vacant), Member Present __, Absent __
David F. Penney, Coordinator Present __, Absent __
Tina K. Stacy, Teacher Present __, Absent __
Jenny L. Williams, H/S Liaison Present __, Absent __
Preslee Moses, HS Student Rep. Present __, Absent __
2. Meeting Called to Order at _____ a.m./p.m.
3. Addition/deletion items for the Agenda.
4. Motion to approve the Agenda: Motion by _____, Second by _____.
(THE IPC MAY GO INTO EXECUTIVE SESSION AT ANY TIME FOR CONFIDENTIAL BUSINESS).
Yes ___ No __, Action: _____.
5. Recognition of Indian Parent/IPC Invited Guests/Educational Concern(s).
6. Program reports/administrative action(s).
 - a. Title VII
 - b. JOM.
 - c. Nez Perce Tribe – Local Education Fund
 - d. Title VIII – Impact Aid.
 - e. Federal Grants.
 - f. Culturally relevant standards, curriculum, professional development,
and assessment.
7. Old/New Business:
8. Reading of the Minutes, correction and approval: Motion by _____, Second
_____. Approved.
Motion to Table Minutes: Motion by _____, Second _____.
9. Next meeting date is: _____ Time : _____
10. Time _____. Motion to Adjourn by _____, Second _____.
Adjourned.

**Lapwai School District #341
Indian Parent Committee (IPC)
BY-LAWS**

Article I: Name

The name of the committee shall be the Indian Parent Committee (IPC) of the Lapwai School District #341, Lapwai, Idaho.

Article II: Purpose

Terms used in the By-Laws include:

- Local Education Agency (LEA) meaning Lapwai School District.
- Lapwai Indian Parent Committee (IPC).
- Johnson O'Malley Program (JOM) for Federally Enrolled Indian Students.
- Title VII (Formula Grant, Office of Indian Education)
- Title VIII (Impact Aid Funds, Indian Children residing on Trust Land)
- American Indian/Alaska Native (AI/AN)

The Indian Parent Committee shall serve the JOM, Title VII, and Title VIII Federal Programs; U.S. Department of Education formula funds targeting American Indian/Alaska Native children. The Committee will meet special program requirements and shall not review individual student 506 forms or individual student information. The IPC has authority to approve or deny the inclusion of Title VII funds in Title I school-wide projects.

The IPC intent is to advocate full compliance with all Federal Indian Title Education Programs requirements for American Indian/Alaska Native Children.

The District and its Board of Directors shall implement Indian Policies and Procedures (IPPs) as a process of developing and implementing enhanced cooperation between the LEA and Indian community.

The IPC shall advise the LEA, School Board, Superintendent, school staff, Indian Education Coordinator, and Indian community on certain matters that pertain to Indian Education. The IPC or its staff shall be directly involved in and review Indian Education proposals and budget; shall have access to all records and correspondence pertaining to projects/programs; shall review, recommend, and approve all budgetary changes and revisions; shall be directly involved in the screening and hiring of the Indian Education Coordinator and project/program staff positions.

The IPC shall be involved in LEA strategic planning and the selection of academic goals and objectives, Cultural Standards, and cultural activities that promote cultural pride and integrity.

Article III. Procedures

- 1) The District Superintendent and/or principal and IPC shall meet two or three times annually with the Nez Perce Tribe, parents of Indian children, and staff members. The purpose of these meetings shall be to inform and to address comments and concerns regarding Indian children's equal participation in the educational programs of the District.

The IPC & Indian Community shall meet annually in October for election of officers.

The LEA shall meet with the IPC prior to the public hearing on Title VIII (Impact Aid) in December.

- 2) The IPC serves the District in accordance with Federal Education Fund Requirements for appropriations for American Indian Children. It is the intent of the Lapwai School District that all American Indian Children of school age have equal access to all programs, services, and activities offered in the school district.
- 3) The IPC advocates adherence to District Code 600.4 - Policy Title: Cultural Standards.

Article IV. Policy

- 1) The Superintendent and/or principal, in conjunction with the IPC, shall review school data and comments with the Nez Perce Tribe, Indian community, and staff regarding the assessment and extent of Indian student's participation and progress in the educational programs and services of the District.
- 2) The District shall seek input from the IPC, when necessary, in order to modify educational programs and services when progress is not being made, or there appears to be a lack of equal participation for Indian students.
- 3) The following materials shall annually be disseminated to the IPC, Nez Perce Tribe, and Indian parents:
 - o Title VIII Application (prior to public meeting held in December);
 - o Evaluation of programs assisted with Title VIII funds;
 - o Program plans and information related to the education programs of the School District.
 - o Assessment data for Indian students and non-Indian students in the District.

Adequate time and opportunity shall be provided to the Nez Perce Tribe, IPC, and Indian parents to present views and comments regarding the disseminated documents.

- 4) The complete Title VIII application shall be sent to the Nez Perce Tribe and a summary prepared for all Indian parents in conjunction with the December Title VIII public hearing.

A Lapwai School Board meeting will be held in December, for the discussion of the disseminated material as part of a regular Board agenda. The Nez Perce Tribe and Indian parents and staff will be notified at least ten (10) days prior to the meeting. The meeting date will be coordinated with the Nez Perce Tribe. Notice will be posted in the school's District Office, schools, and will be sent to the Nez Perce Tribal Executive Committee's Office for posting.

The summary of the annual Title VIII Impact Aid survey and public hearing shall be provided to the IPC prior to the January School Board Meeting.

- 5) The Lapwai School District shall actively consult and regularly involve the IPC as well as the Nez Perce Tribe and Indian parents in the planning and development of educational programs assisted with Federal funds.
- 6) The Lapwai School District shall actively consult and regularly involve the IPC and the Indian Education Coordinator in the intent, planning and development of educational

programs using Federal, State, private, or tribal funding.

Article V. Membership

The Indian Parent Committee (IPC) shall be composed of nine members to include five parents of Indian children/grandchildren in school, two teachers or a counselor, and two secondary students.

1. Three (3) Indian Parents shall be elected for a two-year term and two (2) parents elected for a one-year term. Two-year terms are elected on even-numbered years, one-year term on odd.

Two(2) interested teachers or a counselor and two (2) 9-12 Indian secondary students will serve per school year. Interested teachers inform the IPC and are selected by the IPC.

2. Eligible parents wishing to be elected to the Indian Parent Committee must submit a letter of interest to the Lapwai Indian Education Coordinator. The letter must be postmarked not less than ten (10) working days prior to the date of election.
3. If an Indian parent committee member misses two consecutive meetings without notification, the IPC shall investigate to determine cause. Under normal circumstances and in the best interest of student educational need, the Indian parent committee member will automatically be dismissed.

In order to replace a vacant position, the IPC shall appoint an interested Indian parent to completed the unexpired term.

Article VI. Election

Annual election will be conducted in cooperation with the Lapwai School District 341 as follows:

1. All eligible Indian parents in attendance at the annual IPC meeting are entitled to vote by secret ballot for Indian Parent Committee candidate on the ballot.
2. Election results shall be tabulated no later than 24 hours after the election under the supervision of a committee member, Indian Education Coordinator, and a school district representative. Vote by majority are final.

Article VII. Officers

The Indian Parent Committee shall have the following officers:

1. Chairperson – The chairperson shall preside at all meetings of the committee. It shall be the responsibility of the chairperson to have an agenda for each committee meeting. It shall be the chairperson's responsibility to follow the agenda items. The chairperson is authorized to represent the committee when they are not in session. He/she may sign all important committee correspondence such as grant application support letter, student enrollment verification, minor budgetary changes (under \$1,000) and revisions, and related activities. In addition, the chairperson shall be responsible for providing all new in-coming members with a orientation to committee's purpose, goals and objectives, and duties and responsibilities expected of a committee member.

2. Vice-Chairperson - The Vice-Chairperson shall assume all the duties of the Chairperson in their absence and such other duties as may be directed by the IPC.
3. Secretary – The secretary shall be responsible for minutes of all meetings, both regular and special, and promptly transmit copies to each IPC member and to such other identified person the committee may deem advisable. For Indian parent participation, the secretary will post all IPC meetings in a timely manner. The secretary shall perform all duties indicative to the office and other duties as may be assigned by the IPC.
4. In the event a vacancy of an officer, the IPC shall re-organize officers.

Article VIII. Meetings and Quorum

All regular and special meetings are open to the public. Regular meetings are held on bi-monthly on the second Wednesday starting at 4:45 p.m. Meetings are advertised using school announcements and local flyers posted at public locations. All meetings are held by approved agenda format. Meetings will be called to order by the chairperson.

The IPC can establish and abolish such standing or special committees as it may desire. Activity or tasks, duration of such committees are specified in the IPC minutes. No standing or special committee may exercise the authority of the IPC.

In the case of an emergency or immediate business decision, the Chairperson, Vice-Chairperson, Secretary and two other members (quorum of five) make administrative decision(s).

If there is not a quorum 15 minutes after the regular advertised time, a meeting will be re-scheduled for the next regular meeting date or the chairperson may determine to schedule a special business meeting to hear program reports.

A representative of the IPC shall attend periodic School Board meetings and submit reports of those meetings to the IPC. School board members/superintendent may attend IPC meetings and will be placed on the agenda.

All Indian Education personnel are encouraged to attend regular IPC meetings.

Special meetings may be called by the chairperson or by majority vote of the IPC in Session. A twenty-four (24) notice will be given prior to holding a special meeting.

The IPC may go into executive session at any time during a meeting.

The IPC adjourns during the summer months of June, July, and August.

Article IX. Parent Grievances

The IPC will consider grievances related to the Lapwai School District's JOM, Title VII, And Title VIII guidelines requiring IPPs:

- a. Complaints from American Indian/Alaska Native parents/legal guardian.
- b. Complaints from the Nez Perce Tribe.
- c. Student affairs while being served by such programs.
- d. Complaints involving the use of program funds.

- e. Certain problems involving program staff, as long as it does not interfere with or conflict with personnel contracts or conflict with the School District's Personnel Policies and Procedures.
- f. The IPC officers will be responsible for analyzing the grievance and making recommendations to the Indian Education Coordinator and Superintendent; then forwarded to the School Board.

Article X. Amendments

These by-laws may be amended at any time by two-thirds affirmative vote by members of the Indian Parent Committee. Any amendments must conform with U.S. Department of Education Program guidelines for AI/AN children.

The Lapwai School District collaborates with the IPC in the development of reasonable by-laws assuring that they are consistent with school district policies and procedures.

In addition, the Indian Education Coordinator and staff will be notified of any intent to Change the by-laws, prior to change going into effect.

Article XI. Responsibility, Acknowledgment of Indian Parent Committee.

The Lapwai IPC is committed to the educational enhancement and enrichment of our students. The above by-laws reflect our roles and responsibilities in relation to U.S. Department of Education guidelines, and should also represent a direct involvement with the local LEA. We know that the IPC has certain limitations and not interfering in the administrative function and decision making of the program staff as governed by the School District's Personnel Policy and Procedure document.

The IPC wants the by-laws flexible to allow Committee input in Lapwai School District employment hiring, especially as it pertains AI/AN programs; recruitment and retention of program staff and evaluation of program staff's performance.

CERTIFICATION

Date: 1-19-2011

(b)(6)

Lapwai IPC Chairperson

David A. Sawyer

Superintendent, and

(b)(6)

Lapwai School Board Chairperson

Approved: 10/5/1992 Amended: 12/13/2010

Lapwai School District #341 – Public Meeting Agenda
LAPWAI – INDIAN EDUCATION PARENT COMMITTEE (IPC)

Location: **Indian Education Dept., Room # 120, Lapwai Jr/Sr High School**

Date: **Tuesday, August 23, 2016 (12:00 – 1:00 p.m.)**

Special Meeting

1. Roll Call: Jeanette Pinkham, Chairperson Present __, Absent __
DelRae Kipp, Vice Chairperson Present __, Absent __
Lilly James, Secretary Present __, Absent __
Karee Picard, Member Present __, Absent __
(Vacant), Member Present __, Absent __
David F. Penney, Coordinator Present __, Absent __
Tina K. Stacy, Teacher Present __, Absent __
Jenny L. Williams, H/S Liaison Present __, Absent __
(Vacant), HS Student Rep. Present __, Absent __

2. Meeting Called to Order at _____ a.m./p.m.

3. Addition/deletion items for the Agenda.

4. Motion to approve the Agenda: Motion by _____, Second by _____.
(THE IPC MAY GO INTO EXECUTIVE SESSION AT ANY TIME FOR CONFIDENTIAL BUSINESS).
Yes __ No __, Action: _____.

5. Recognition of Indian Parent/IPC Invited Guests/Educational Concern(s).

- A.
- B.
- C.
- D.

6. Program reports/administrative action(s).
- a. Title VII
 - b. JOM.
 - c. Nez Perce Tribe – Local Education Fund
 - d. Title VIII – Impact Aid.
 - e. Federal Grants.
 - f. Culturally relevant standards, curriculum, professional development, and assessment.

7. Old/New Business.

A. Vacant Member Position(1)

B. Bylaws Amendment

8. Reading of the Minutes, correction and approval: Motion by _____, Second _____ . Approved.

Motion to Table Minutes: Motion by _____, Second _____.

9. Next meeting date is: August 23, 2016 Time : **12:00 – 1:00**

10. Time _____. Motion to Adjourn by _____, Second _____.
Adjourned.

EDUCATIONAL PROGRAM
Series 600

Policy Title: CULTURAL STANDARDS

Code: 600.4

It shall be the policy of the Lapwai School District Board of Trustees to implement Cultural Standards for students, educators, curriculum, schools and community. There are five essential elements that will ensure that the Lapwai School District is culturally sensitive and responsive. The system should (1) value diversity, (2) have the capacity for cultural self-assessment and cultural assessment district-wide, (3) be conscious of the “dynamics” inherent when cultures interact, (4) institutionalize culture knowledge, and (5) develop adaptations to service delivery reflecting an understanding of diversity between and within cultures.

CULTURAL STANDARDS FOR STUDENTS

- A. Culturally knowledgeable students are well grounded in the cultural heritage and traditions of their community.
- B. Culturally knowledgeable students are able to build on the knowledge and skills of the local and world cultural communities as a foundation from which to achieve personal and academic success throughout life.
- C. Culturally knowledgeable students are able to actively participate in various cultural environments.
- D. Culturally knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.
- E. Culturally knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

CULTURAL STANDARDS FOR EDUCATORS

- A. Culturally responsive educators incorporate local ways of knowing and teaching in their work.
- B. Culturally responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.
- C. Culturally responsive educators participate in community events and activities in an appropriate and supportive way.
- D. Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.
- E. Culturally responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

CULTURAL STANDARDS FOR CURRICULUM

- A. A culturally responsive curriculum reinforces the integrity of the cultural knowledge that students bring with them.

- B. A culturally responsive curriculum recognizes cultural knowledge as part of a living and constantly adapting system that is grounded in the past, but continues to grow through the present and into the future.
- C. A culturally responsive curriculum uses the local language and cultural knowledge as part of the foundation for the rest of the curriculum.
- D. A culturally responsive curriculum fosters a complementary relationship derived from diverse knowledge systems.
- E. A culturally responsive curriculum situates local knowledge and actions in a global context.

CULTURAL STANDARDS FOR SCHOOLS

- A. A culturally responsive school fosters the on-going participation of Elders in the schooling process.
- B. A culturally responsive school provides multiple avenues for students to access the learning that is offered, as well as multiple forms of assessment for students to demonstrate what they have learned.
- C. A culturally responsive school provides opportunities for students to learn in and/or about their heritage language.
- D. A culturally responsive school has a high level of involvement of professional staff that is of the same cultural background as the students with whom they are working.
- E. A culturally responsive school consists of facilities that are compatible with the community environment in which they are situated.
- F. A culturally responsive school fosters extensive on-going participation, communication and interaction between school staff and community.

CULTURAL STANDARDS FOR COMMUNITIES

- A. A culturally supportive community incorporates the practice of local cultural traditions.
- B. A culturally supportive community nurtures the use of the local heritage language.
- C. A culturally supportive community takes an active role in the education of its members.
- D. A culturally supportive community nurtures family responsibility, sense of belonging and cultural identity.
- E. A culturally supportive community assists teachers in learning and utilizing local cultural traditions and practices.
- F. A culturally supportive community contributes to pertinent aspects of curriculum design and implementation in the local school.

Date of Adoption:
July 19, 2004

Legal References:

Related References:

LAPWAI HIGH SCHOOL 2016

Dual Credit opportunities is a collaborative partnership between Idaho's colleges/universities with Lapwai High School to provide college courses for high school students. Students must be at least 16 years of age by the 10th day of the college term or has completed half of his/her high school graduation requirements.

Professional-Technical courses offered at Lapwai High School are:

ECDPT 296 – Co-op Work Based Learning (3 cr.)
MTHPT 103 – Applied Mathematics (3 cr.)
SD 120 – Career Exploration (1 cr.)
AHLTH 130 – Intro Allied Health I&II (2 cr.)
MEDPT 172 – Medical Terminology (4 cr.)

Academic courses offered at Lapwai High School are:

SD 100 – Intro to College Studies (1 cr.)
SD 221 – Advanced College Studies (1 cr.)
NP 109 – Elementary Nez Perce Language Lab (1 cr.)
HIST 240 – Intro to Native American History (3 cr.)
ART 291 - Native American Arts (1-3 cr.)
COMM 101 – Communications (3 cr.)
ENGL 101 – College Writing (3 cr.)
NS 150 - Intro Natural Sciences 3 cr.)
MATH 137 – Math for Technology (4 cr.)
MATH 143 – Pre-Cal Alg/Analytic Geometry (3 cr.)
MATH 144 – Trigonometry (1 cr.)

Pending courses (college department approval) are:

Indirect Cost Calculation Worksheet

341 Lapwai

Function / Program	(A) Actual 2014-2015	(B) Unallowed Costs	(C) Indirect Costs	(D) Excluded Costs	(E) Direct Costs
512 Elementary School	1,447,780	-	-	-	1,447,780
515 Secondary School	1,189,150	-	-	-	1,189,150
517 Alternative School	-	-	-	-	-
519 Vocational-Technical Program	-	-	-	-	-
521 Exceptional Child	773,712	-	-	-	773,712
522 Preschool Exceptional	99,753	-	-	-	99,753
524 Gifted & Talented	-	-	-	-	-
531 Interscholastic	-	-	-	-	-
532 School Activity	72,603	-	-	-	72,603
541 Summer School	-	-	-	-	-
542 Adult School	-	-	-	-	-
546 Detention Center	-	-	-	-	-
611 Attendance / Guidance / Health	268,828	-	-	-	268,828
616 Special Services	369,497	-	-	-	369,497
621 Instruction Improvement	65,290	-	-	-	65,290
622 Educational Media	40,995	-	-	-	40,995
623 Instruction-Related Technology	164,565	-	-	-	164,565
631 Board of Education	26,601	26,601	-	-	26,601
632 District Administration	384,297	138,296	246,001	-	138,296
641 School Administration	332,569	-	-	-	332,569
651 Business Operation	-	-	-	-	-
655 Central Service	-	-	-	-	-
656 Administrative Technology Service	-	-	-	-	-
661 Buildings - Care	405,670	-	-	-	405,670
663 Maintenance - Non Student Occ	10,322	-	-	-	10,322
664 Maintenance - Student Occupied	193,812	-	-	-	193,812
665 Maintenance - Grounds	39,657	-	-	-	39,657
667 Security	4,102	-	-	-	4,102
681 Transportation - School	211,614	-	-	-	211,614
682 Transportation - Activity	9,034	-	-	-	9,034
683 Transportation - General	2,064	-	-	-	2,064
691 Other Support Services	-	-	-	-	-
710 Food Services	375,068	-	-	37,046	338,022
720 Community Services	-	-	-	-	-
730 Enterprise Operations	-	-	-	-	-
810 Capital Assets - Student Occ	16,377	-	-	16,377	-
811 Capital Assets - Non Student Occ	64,733	-	-	64,733	-
911 Debt Services - Principal	185,000	-	-	185,000	-
912 Debt Services - Interest	94,249	-	-	94,249	-
913 Debt Services - Refunded Debt	-	-	-	-	-
Total	6,847,342	164,897	246,001	397,405	6,203,936

Indirect Cost Rate = Total (C) divided by Total (E) = **3.965%**

Discounted Indirect Cost Rate = Indirect Cost Rate multiplied by 95% = **3.8%**

Restricted Indirect Cost Rate for July 1, 2016 - June 30, 2017 =	3.8%
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Lapwai Middle High School

P.O. Box 247

Lapwai, Idaho 83540

Phone (208) 843-2241

Fax: (208) 843-5289

REQUEST FOR COMPETITIVE PREFERENCE PRIORITY THREE

1. The Lapwai School District 341 is eligible (NCES-LEA-ID 1601830) for the 2016 Small Rural School Achievement Program (SRSA).
2. The Nez Perce Tribe Education Department and the Lapwai School District 341 have signed a partnership agreement and meet Absolute Priority for the NYCP FY 2016 grant application.
3. The Nez Perce Tribe is in its 5th year receiving the State Tribal Education Partnership (STEP) Grant. The Lapwai School District is an original partner in the STEP and continue that partnership. **The Lapwai School District qualifies for Competitive Preference Priority Three.**

David F. Penney

Title VII/JOM Coordinator

Lapwai Middle High School

Lapwai, Idaho

Job Description

Job Title: CCR Teacher

Grade: 6-12

Department: Indian Education Demonstration Grant Project

Reports To: Project Director

Salary Schedule:

FLSA: Exempt

Duties:

College and Career Readiness (CCR) Teacher will teach elective coursework that provides academic and social and emotional support to students in grades 6 – 12 (e.g. Plato Learning, Advancement Via Individual Determination or AVID, etc.).

CCR Teacher will monitor student social development, educational achievement, and provide guidance to Lapwai 6th – 12th grade Native American students and help them identify and realize career goals through personal consultation.

A CCR Teacher is a guide, a supporter, an encourager, a partner. A teacher is not an enforcer or a director. Career guidance is about being an ally, helping guide Native American youth toward realizing their own ideas, goals and decisions.

Responsibilities:

1. Help Native American students envision a future this is productive, achievable, and stimulating.
2. Provide the framework for helping Native American students learn to project into the future and understand the consequences of today's choices and actions.
3. Expose Native American students to potential stumbling blocks that could impede their success.
4. Help them develop the necessary coping skills and attitudes required for a productive transition into adulthood.
5. Help Native American students become identity-achieved, a necessary development process for a students.
6. Provide practice in the communication and interpersonal skills required for career and personal success.
7. Facilitate Native American students' recognition of the value of education and the importance of becoming internally motivated to succeed in school.
8. Motivate Native American learners to challenge themselves and strive for higher achievement.
9. Help Native American students understand how education, training, and career choice impact their personal lifestyle.
10. Motivate Native American students to apply themselves, because once they understand how

core subjects (e.g., reading, writing, speaking, computing) impact their future success, academic achievement will increase.

11. Teach a life and career planning “process,” so Native American students can continually adjust their plans throughout their education and adult life.
12. Help Native American students become “career focused,” so every student is prepared to enter the workforce upon completion of their education.
13. Facilitate the development of a personalized ten-year plan that matches each Native American student’s career aspirations and commitment to education.
14. Teach Native American students the skills, aptitudes, and attitudes needed to successfully transition into high school, post-secondary education and/or training, the workforce, and adulthood

Knowledge, Skills, Abilities and Worker Characteristics:

Knowledge of career software and assessment instruments

Strong Microsoft Office Skills

Strong knowledge of career development and job search processes

Excellent presentation skills

Flexibility and the ability to handle multiple tasks

Marketing skills

Excellent interpersonal, verbal, and written communication skills

Ability to work with Native American student population

Ability to work with junior high student population

Experience in workshop and program development

Minimum Requirements:

1. Valid Idaho Teaching Certificate.
2. Display strong ability in at least one core curricular area (English, math, science, or social Studies).
2. CCR Teacher must be knowledgeable in current classroom computer technology as a primary teaching/resource tool.
3. Have the ability to work collaborative and cooperative manner interfacing Native American education entities.
4. Have excellent integrity and demonstrate good moral character.
5. Demonstrate a comprehensive knowledge of Culturally Responsive Teaching and understanding of child growth and development and how it relates to learning.

6. Two (2) years teaching experience or demonstrated experience in working with at-risk minority students living in small rural areas.
7. Complete a background check.

Lapwai Middle High School Lapwai, Idaho

Job Description

Job Title: English/Advanced Opportunities Teacher **Grade: 9-12**
Department: Indian Education Demonstration Grant Project
Reports To: Project Director
Salary Schedule: **FLSA: Exempt**

Duties:

Teach primarily American Indian students at the secondary level in English I-IV, Communications (Speech), Credit Recovery English, Technical Reading and Writing, and Advanced/AP English courses. Teacher will assist with students' intervention strategies in areas such as: social, emotional, and educational challenges. Areas of intervention focus may include advocacy, credit recovery, substance abuse, attendance/drop-out issues, juvenile delinquency (law issues), incarceration, homelessness, health, safety, and violence issues. This position requires that the teacher possess the strong ability to advocate for, relate to, and mentor at-risk and high at-risk AI/AN high school students using intelligence, respect, compassion, understanding of culturally responsive care, and strict confidentiality at all times. Teacher will provide documentation of work done with students and programs utilized to make a positive impact on areas of concern and assist team members in reporting statistics using the GPRA standards for grant reporting.

Responsibilities:

Knowledge of principals of teaching, classroom management, teaching duties, child development, child behavior, instructional processes, rules and regulations of the school and/or classroom.

Ability to understand and carry out oral and written instructions, maintain strict confidentiality of student records, meet schedules and deadlines, interact with persons of different age groups and cultural/educational backgrounds, adhere to safe working practices, adjust to flexible assignments, read/interpret/apply rules, regulations and/or policies, work cooperatively with others, and rapidly learn methods and materials used in a variety of instructional and intervention situations.

Skills to perform basic clerical functions, strong communication skills in both written and verbal form, operate standard office equipment including computers, copiers, multi-line phones, and fax machines.

Provide Idaho State Standards oriented instruction using computer technology, the PLATO online program, and Idaho State mandated curriculum while focusing on the whole student and their safety, positive growth, and educational success.

Provide classroom instruction, individualized instruction, mentoring, and tutorial assistance to students with at-risk behaviors.

Teach and monitor individuals and groups of students and employ intervention techniques when necessary.

Work independently and as a team player. Communicate and confer with Indian Demonstrate Grant staff, other school staff, and other appropriate individuals or social, tribal, and law enforcement entities for the purpose of providing information and assistance in the evaluation of student progress and/or behavior, and/or implementation of student objectives and/or student advocacy.

Work with school personnel through the referral process to determine the make-up and focus of individual student learning plans.

When needed, work at the After School Tutoring program, discretionary Friday and Saturday school days, one-on-one tutoring sessions, and as a substitute for other Indian Demonstration Grant team members.

Other duties as assigned.

Minimum Qualifications

1. Must be an Idaho State Certified Secondary 6-12 English Teacher.
2. Teacher must be knowledgeable in current classroom computer technology as a primary teaching/resource tool.
3. Demonstrated ability to work in a collaborative and cooperative manner interfacing with Native American education, tribal education, tribal service liaisons, tribal entities, tribal community agencies, tribal parents/guardians, Native American students, and tribal law enforcement entities.
4. Have excellent integrity and demonstrate good moral character.
5. Demonstrate a comprehensive knowledge of Culturally Responsive Teaching and understanding of child growth and development and how it relates to learning.
6. Five (5) years of teaching experience and demonstrated experience in working with at-risk minority students in rural areas.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

BUDGET SUMMARY
Project Year 1

1. Personnel.

<u>Name/Position</u>	<u>Computation</u>	<u>Cost</u>
a) David F. Penney, Project Director	50% time x \$18,368 annual salary	\$ 18,368

Mr. Penney is a member of the Nez Perce Tribe and he will be responsible for overall management of the NYCP grant. The Project Director position requires a high degree of “big picture” thinking, organization, personal initiative, flexibility and personal judgment in all assignments, strong communication skills, ability to organize and prioritize tasks to ensure smooth work flow and excellence of educational work standards. Mr. Penney will be responsible for evaluating options and recommending best-course-of-action to the Project Staff.

b) Tina K. Stacy, English/Adv Opportunities Teacher	100% time x \$49,863 annual salary	\$ 49,863
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Mrs. Stacy is a member of the Eastern Band of Cherokee and she is a highly qualified teacher who will provide direct English instruction in the classroom. She will use her nine (9) years experience of teaching primarily Native American students at the secondary level in English 1-4, Communications (Speech), Credit Recovery English, Technical Reading and Writing, and Advance Opportunity courses. Teacher will use the Humanities to implement culturally responsive pedagogy that involves the Lapwai Native American community.

c) <u>(Vacant)</u> , College and Career Readiness Teacher	100% time x \$49,863 annual salary	\$ 49,863
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The College and Career Readiness Teacher/Coach will teach elective coursework that provides academic and social and emotional support to students in grades 6-12. The Coach will monitor student social development, educational achievement, and provide guidance to 6-12 Native American students and help them identify and realize career goals through personal consultation.

Personnel Total \$118,094

2. Fringe Benefits.

<u>Name/Position</u>	<u>Computation</u>	<u>Cost</u>
a) David F. Penney, Project Director	FICA (6.2% x \$18,368)	\$ 1,139.
	Medicare (1.45% x \$18,368)	267.
	Health Ins (\$4.96 per hr x 656 hrs)	\$ 3,254.
	Workers Comp (.54% x \$18,368)	100.
	PERSI (11.32% x \$18,368)	\$ 2,080.
	Unused Sick Leave (1.26% x \$18,368)	232.
	Total_ \$ 7,072	
b) Tina K. Stacy, English/Advanced Opportunities Teacher	FICA (6.2% x \$49,863)	\$ 3,092.
	Medicare (1.45% x \$49,863)	724.
	Health Ins (\$4.96 per hr x 1720 hrs)	\$ 8,532.
	Workers Comp (.54% x \$49,863)	270.
	PERSI (11.32% x \$49,863)	\$ 5,645.
	Unused Sick Lv (1.26% x \$49,863)	629.
	Total_ \$18,892	
c) College and Career Readiness Teacher	FICA (6.2% x \$49,863)	\$ 3,092.
	Medicare (1.45% x \$49,863)	724.
	Health Ins (\$4.96 per hr x 1720 hrs)	\$ 8,532.
	Workers Comp (.54% x \$49,863)	270.
	PERSI (11.32% x \$49,863)	\$ 5,645.
	Unused Sick Lv (1.26% x \$49,863)	629.
	Total_ \$18,892	
Fringe Benefits Total_ \$44,856		

3. Travel.

Purpose of Travel	Location	Item	Computation	Cost
• Required Director Meetings				
Project Directors' Meeting	Washington DC	Airfare	\$700 x 1 person	\$ 700
		Hotel	\$175 x 1 person x 3 nights	\$ 525
		Per Diem	\$90/day x 1 person x 4 days	\$ 360
		Ground	\$50 x 1 person	\$ 50
		Transport.		
Education Director Nez Perce Tribe	Washington DC	Airfare	\$700 x 1 person	\$ 700
		Hotel	\$175 x 1 person x 3 nights	\$ 525
		Per Diem	\$90/day x 1 person x 4 days	\$ 360
		Ground	\$50 x 1 person	\$ 50
		Transport.		
Director Total				\$ 3,270

Professional Development

Annual National Indian Education Association Conf (5) PLC-Culturally Responsive Team of Content Area Teachers	Varied	Airfare	\$700 x 3 persons	\$ 2,100
		Hotel	\$150 x 3 persons x 4 nights	\$ 1,800
		Per Diem	\$60/day x 3 persons x 5 days	\$ 900
		Ground	\$60 per day x 4 days	\$ 240
		Transport.		

- Justification: As a result of attending the National Indian Education Conventions, the Lapwai Professional Learning Community (PLC) – Culturally Responsive Team of Teachers will become trainers using the latest scientifically research based best practices for Native American students as measured by Lapwai Middle High School staff professional development for the school year.

AVID Summer Institute (First Yr Only) (Admin., Counselor, CCR/English Teachers, Four content-area Teachers)	Varied	Airfare	\$725 x 3 persons	\$ 2,175
		Hotel	\$125 x 3 persons x 3 nights	\$ 1,125
		Per Diem	\$60/day x 3 persons x 4 days	\$ 720
		Ground	\$60 per day x 4 days	\$ 240

- Justification: As a result of attending the AVID Summer Institute, the Lapwai NYCP would provide high-quality professional learning conducted for content-area teachers and AVID elective teachers (CCR/English-Advanced Opportunities) as well as administrators over a three-day period. To received the full content-area training, first-year implementation requires an AVID site team of eight (8).

PD Total \$ 9,300

4. Equipment.

Item	Computation	Cost
a) Special Education (Gr 6-8)		
	Sobotta	
Laptop Computer	14 x \$425 ea	\$ 5,950
Printer	1 x \$ 450 ea	\$ 450
Justification: There is an incoming classroom of 17 students from 5 th grade into middle school special education (caseload will be between 25-30 students). The classroom used 4 academic curriculums the year that required internet access. If curriculums are continued, the classroom will not have enough computers for all students to access these programs.		
b) Middle School (Gr 6)		
	Chimburas	
HP 11.6" Chromebook	40 x \$190 ea	\$ 7,600
Durable Fabric Stacking Chairs	25 x \$60 ea	\$ 1,500
Chromebook Charging Cart	1 x \$1,918	\$ 1,918
Justification: Using individual chrome books, all students will use supplemental math and language programs to reinforce skills and understanding of the content area. Teachers will monitor students' progress using IXL's reports which can be especially helpful in diagnosing which skills and topics students are experiencing difficulty with, and therefore might need reteaching.		
Classroom is also used for the middle school after-school program.		
c) Lang. Arts/Speech (Gr 7-8)		
	Morrison	
Headphones	30 x \$20 ea	\$ 600
Chromebook Charging Cart	1 x \$1,918 ea	\$ 1,918
d) Project Eng/CCR Classroom (Gr 9/12)		
	Stacy	
Laptop Computer	24 x \$425	\$10,200
Printer	1 x \$450	\$ 450
Justification: Very high use area (classroom) for core English courses, credit recovery, dual credit courses, Native American Arts instruction, and high school after-school program. Very high use of computers and need for computer updates and repair.		
e) School Library (Gr 6-12)		
	Coats	
Mobile Laptop Charging Cart	1 x 1,300	\$ 1,300
Justification: The school library is used as the testing center for all assessments.		

f) Project Staff	Penney	
Desktop PC for Project Staff,	1 x \$800	\$ 800
Printer	1 x 450	\$ 450
Office Desk	1 x \$700	\$ 700
Office Chair	1 x \$275	\$ 275

Justification: Basic start-up costs for the NYCP project.

Total__ \$ 34,111

5. Supplies.

<u>Supply Items</u>	<u>Computation</u>	<u>Cost</u>
a) ACT's Assessment Material for Grades 6 – 12	\$6.25 per survey x 242 students	\$ 1,513
Textured 10-Pocket Presentation Book (Student Portfolio)	\$2.29 x 242	\$ 555
File Cabinets	\$800 x 2	\$ 1,600
b) Office Supplies (pens, pencils, copy paper, print cartridges, postage, etc.)	\$300/month x 9 months	\$ 2,700
d) Project Administration Materials, Student Incentives, etc.	\$500/month x 9 months	\$ 4,500
f) Middle – High School Incentives to improve attendance and learning	\$750/month x 10 months	\$ 7,500

Total_ \$ 18,368

6. Contractual.

<u>Consultants/Contracts</u>	<u>Service Provided</u>	<u>Computation</u>	<u>Cost</u>
a) Edmentum Bloomington, MN	Comprehensive Core Curriculum 10 Semester Courses 10 Secondary Electives Library Adaptive Intervention Solution ESL Reading Smart Study Island (Standards based Mastery for EOC prep, Idaho Core, AP, ACT/SAT, etc.) PD Professional Development	\$12,000 year – 1	\$ 6,000
b) Advancement Via Individual Determination (AVID)	Middle School Curriculum College/Career Readiness Annual Membership Summer Institute Library Package	\$14,015 year – 1	\$14,015
c) IXL Idaho Excellence in Learning	License Fee Math and Language Arts	\$ 1,259 year – 1	\$ 1,259
d) Marion (Betsy) Bounds	External Evaluation of the Lapwai School District Native Youth Community Project under The Indian Education Demonstration Grants Program CFDA 84.299A	\$ 2,500 year – 1	\$ 2,,500
Total			\$ 23,774

7. Construction.

<u>Description</u>	<u>Computation</u>	<u>Cost</u>
		\$ 0

8. Other.

<u>Description</u>	<u>Computation</u>	<u>Cost</u>
a) Honorariums/Fees for Tribal Elders or other Motivational Speakers;	\$1,500 x 4 (per quarter)	\$ 6,000
b)Community/School event materials		\$ 2,000
		Total_ \$ 8,000

9. Total Direct Costs.

Line Items (1-8)	Cost
1. Personnel.....	\$118,094
2. Fringe Benefits.....	\$ 44,856
3. Travel.....	\$ 25,396
4. Equipment.....	\$ 34,111
5. Supplies.....	\$ 18,368
6. Contractual.....	\$ 23,774
7. Construction.....	\$ 0
8. Other.....	\$ 8,000
Total	\$ 272,599

10. Indirect Costs.

Description	Computation	Cost
Lapwai School District 341 Idaho SDE Restricted Indirect Cost Rates for 2019-2020	3.8% x \$272,599	\$ 10,359
Total		\$ 10,359

11. Training Stipends.

Description	Cost
Year 4	0
Total	\$ 0

12. Total Costs

Description	Cost
Year 1	
Line Items (1-8).....	\$272,599
Indirect Costs.....	10,359
Total	\$282,958

BUDGET SUMMARY
Project Year 2

1. Personnel.

<u>Name/Position</u>	<u>Computation</u>	<u>Cost</u>
a) David F. Penney, Project Director	50% time x \$18,368 annual salary	\$ 18,368

Mr. Penney is a member of the Nez Perce Tribe and he will be responsible for overall management of the NYCP grant. The Project Director position requires a high degree of “big picture” thinking, organization, personal initiative, flexibility and personal judgment in all assignments, strong communication skills, ability to organize and prioritize tasks to ensure smooth work flow and excellence of educational work standards. Mr. Penney will be responsible for evaluating options and recommending best-course-of-action to the Project Staff.

b) Tina K. Stacy, English/Adv Opportunities Teacher	100% time x \$49,863 annual salary	\$ 49,863
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Mrs. Stacy is a member of the Eastern Band of Cherokee and she is a highly qualified teacher who will provide direct English instruction in the classroom. She will use her nine (9) years experience of teaching primarily Native American students at the secondary level in English 1-4, Communications (Speech), Credit Recovery English, Technical Reading and Writing, and Advance Opportunity courses. Teacher will use the Humanities to implement culturally responsive pedagogy that involves the Lapwai Native American community.

c) <u>(Vacant)</u> , College and Career Readiness Teacher	100% time x \$49,863 annual salary	\$ 49,863
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The College and Career Readiness Teacher/Coach will teach elective coursework that provides academic and social and emotional support to students in grades 6-12. The Coach will monitor student social development, educational achievement, and provide guidance to 6-12 Native American students and help them identify and realize career goals through personal consultation.

Personnel Total \$118,094

2. Fringe Benefits.

<u>Name/Position</u>	<u>Computation</u>	<u>Cost</u>
a) David F. Penney, Project Director	FICA (6.2% x \$18,368)	\$ 1,139.
	Medicare (1.45% x \$18,368)	267.
	Health Ins (\$4.96 per hr x 656 hrs)	\$ 3,254.
	Workers Comp (.54% x \$18,368)	100.
	PERSI (11.32% x \$18,368)	\$ 2,080.
	Unused Sick Leave (1.26% x \$18,368)	232.
	Total	
b) Tina K. Stacy, English/Advanced Opportunities Teacher	FICA (6.2% x \$49,863)	\$ 3,092.
	Medicare (1.45% x \$49,863)	724.
	Health Ins (\$4.96 per hr x 1720 hrs)	\$ 8,532.
	Workers Comp (.54% x \$49,863)	270.
	PERSI (11.32% x \$49,863)	\$ 5,645.
	Unused Sick Lv (1.26% x \$49,863)	629.
	Total	
c) College and Career Readiness Teacher	FICA (6.2% x \$49,863)	\$ 3,092.
	Medicare (1.45% x \$49,863)	724.
	Health Ins (\$4.96 per hr x 1720 hrs)	\$ 8,532.
	Workers Comp (.54% x \$49,863)	270.
	PERSI (11.32% x \$49,863)	\$ 5,645.
	Unused Sick Lv (1.26% x \$49,863)	629.
	Total	
Fringe Benefits Total		\$44,856

3. Travel.

Purpose of Travel	Location	Item	Computation	Cost
• Required Director Meetings				
Project Directors' Meeting	Washington DC	Airfare	\$700 x 1 person	\$ 700
		Hotel	\$175 x 1 person x 3 nights	\$ 525
		Per Diem	\$90/day x 1 person x 4 days	\$ 360
		Ground Transport.	\$50 x 1 person	\$ 50
Education Director Nez Perce Tribe	Washington DC	Airfare	\$700 x 1 person	\$ 700
		Hotel	\$175 x 1 person x 3 nights	\$ 525
		Per Diem	\$90/day x 1 person x 4 days	\$ 360
		Ground Transport.	\$50 x 1 person	\$ 50
Director Total				\$ 3,270

Professional Development

Annual National Indian Education Association Conf (5) PLC-Culturally Responsive Team of Content Area Teachers	Varied	Airfare	\$700 x 3 persons	\$ 2,100
		Hotel	\$150 x 3 persons x 4 nights	\$ 1,800
		Per Diem	\$60/day x 3 persons x 5 days	\$ 900
		Ground Transport.	\$60 per day x 4 days	\$ 240

- Justification: As a result of attending the National Indian Education Conventions, the Lapwai Professional Learning Community (PLC) – Culturally Responsive Team of Teachers will become trainers using the latest scientifically research based best practices for Native American students as measured by Lapwai Middle High School staff professional development for the school year.

PD Total \$ 5,040

Student Centered Activities

Annual Northwest Indian Youth Education Conference (30) NA Club Members	Varied	School Bus Transportation x 950 miles round trip x \$4.05 per mi	\$ 3,848
		Hotel @ \$79 per room x 6 x 4 nights	\$ 1,896
		Per Diem @ \$25 per day x 14 x 4	\$ 1,400
		Registration Fee x \$150 x 14	\$ 2,100

- Justification: As a result of attending the Annual Northwest Indian Youth Conference, student experience leadership workshops, motivational speakers, a two-day College & Resource Fair, Idaho National Laboratory

exhibit, a talent show, a fashion show, a powwow, traditional games and feast and more. The Conference is held in the Northwest region and is hosted by a different tribe every year. The tribes anticipate up to 600 Native American youth ranging from 14-18 years old and adult mentors from all over the Northwest including Idaho, Nevada, Montana, Wyoming, Washington and Oregon to attend the four-day conference.

National College Fair Spokane, WA	School Bus Transportation x 600 miles round trip x \$4.05 per mi	\$ 2,430
Washing State University Pullman, WA	Meals \$8.00 per student x 144	\$ 1,152
University of Idaho Moscow, ID		
Idaho Higher Ed Day Lewiston, ID		
Washington Higher Ed Day Clarkston, WA		

Student Total \$ 12,826

Travel Total \$ 21,136

4. Equipment.

<u>Item</u>	<u>Computation</u>	<u>Cost</u>
a)Computer Replacement/ Update/Repair	Project Director	
Laptop Computer	5 x \$425 ea	\$ 2,125
Printer	2 x \$450 ea	\$ 900

Justification: Expected classroom need for damaged equipment or computer crash.

Total__ \$ 3,025

5. Supplies.

<u>Supply Items</u>	<u>Computation</u>	<u>Cost</u>
a)ACT's Assessment Material for Grades 6 – 12	\$6.25 per survey x 242 students	\$ 1,513
b)Office Supplies (pens, pencils, copy paper, print cartridges, postage, etc.)	\$300/month x 9 months	\$ 2,700
c)Project Administration Materials, Student Incentives, etc.	\$500/month x 9 months	\$ 4,500
d)Middle – High School Incentives to improve attendance and learning	\$750/month x 10 months	\$ 7,500
		Total_ \$ 16,213

6. Contractual.

<u>Consultants/Contracts</u>	<u>Service Provided</u>	<u>Computation</u>	<u>Cost</u>
a) Edmentum Bloomington, MN	Comprehensive Core Curriculum 10 Semester Courses 10 Secondary Electives Library Adaptive Intervention Solution ESL Reading Smart Study Island (Standards based Mastery for EOC prep, Idaho Core, AP, ACT/SAT, etc.) PD Professional Development	\$6,000 year	\$ 6,000
b) Advancement Via Individual Determination (AVID)	Middle School Curriculum College/Career Readiness Annual Membership Summer Institute Library Package	\$4070 year	\$ 4,070
c) IXL Idaho Excellence in Learning	License Fee Math and Language Arts	\$ 1,259 year – 1	\$ 1,259
d) Marion (Betsy) Bounds	External Evaluation of the Lapwai School District Native Youth Community Project under The Indian Education Demonstration Grants Program CFDA 84.299A	\$ 2,500 year – 1	\$ 2,,500
Total			\$ 13,829

7. Construction.

<u>Description</u>	<u>Computation</u>	<u>Cost</u>
		\$ 0

8. Other.

<u>Description</u>	<u>Computation</u>	<u>Cost</u>
a) Honorariums/Fees for Tribal Elders or other Motivational Speakers;	\$1,500 x 4 (per quarter)	\$ 6,000
b)Community/School event materials		\$ 2,000
		Total_ \$ 8,000

9. Total Direct Costs.

Line Items (1-8)	Cost
1. Personnel.....	\$118,094
2. Fringe Benefits.....	\$ 44,856
3. Travel.....	\$ 21,136
4. Equipment.....	\$ 3,025
5. Supplies.....	\$ 16,213
6. Contractual.....	\$ 13,829
7. Construction.....	\$ 0
8. Other.....	\$ 8,000
Total	\$ 225,153

10. Indirect Costs.

Description	Computation	Cost
Lapwai School District 341 Idaho SDE Restricted Indirect Cost Rates for 2019-2020	3.8% x \$225,153	\$ 8,556
Total		\$ 8,556

11. Training Stipends.

Description	Cost
Year 2	0
Total	\$ 0

12. Total Costs

Description	Cost
Year 2	
Line Items (1-8).....	\$225,153
Indirect Costs.....	8,556
Total	\$233,709

BUDGET SUMMARY
Project Year 3

1. Personnel.

Name/Position	Computation	Cost
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a) David F. Penney, Project Director	50% time x \$18,368 annual salary	\$ 18,368
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Mr. Penney is a member of the Nez Perce Tribe and he will be responsible for overall management of the NYCP grant. The Project Director position requires a high degree of “big picture” thinking, organization, personal initiative, flexibility and personal judgment in all assignments, strong communication skills, ability to organize and prioritize tasks to ensure smooth work flow and excellence of educational work standards. Mr. Penney will be responsible for evaluating options and recommending best-course-of-action to the Project Staff.

b) Tina K. Stacy, English/Adv Opportunities Teacher	100% time x \$49,863 annual salary	\$ 49,863
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Mrs. Stacy is a member of the Eastern Band of Cherokee and she is a highly qualified teacher who will provide direct English instruction in the classroom. She will use her nine (9) years experience of teaching primarily Native American students at the secondary level in English 1-4, Communications (Speech), Credit Recovery English, Technical Reading and Writing, and Advance Opportunity courses. Teacher will use the Humanities to implement culturally responsive pedagogy that involves the Lapwai Native American community.

c) (Vacant), College and Career Readiness Teacher	100% time x \$49,863 annual salary	\$ 49,863
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The College and Career Readiness Teacher/Coach will teach elective coursework that provides academic and social and emotional support to students in grades 6-12. The Coach will monitor student social development, educational achievement, and provide guidance to 6-12 Native American students and help them identify and realize career goals through personal consultation.

Personnel Total \$118,094

2. Fringe Benefits.

<u>Name/Position</u>	<u>Computation</u>	<u>Cost</u>
a) David F. Penney, Project Director	FICA (6.2% x \$18,368)	\$ 1,139.
	Medicare (1.45% x \$18,368)	267.
	Health Ins (\$4.96 per hr x 656 hrs)	\$ 3,254.
	Workers Comp (.54% x \$18,368)	100.
	PERSI (11.32% x \$18,368)	\$ 2,080.
	Unused Sick Leave (1.26% x \$18,368)	232.
	Total_ \$ 7,072	
b) Tina K. Stacy, English/Advanced Opportunities Teacher	FICA (6.2% x \$49,863)	\$ 3,092.
	Medicare (1.45% x \$49,863)	724.
	Health Ins (\$4.96 per hr x 1720 hrs)	\$ 8,532.
	Workers Comp (.54% x \$49,863)	270.
	PERSI (11.32% x \$49,863)	\$ 5,645.
	Unused Sick Lv (1.26% x \$49,863)	629.
	Total_ \$18,892	
c) College and Career Readiness Teacher	FICA (6.2% x \$49,863)	\$ 3,092.
	Medicare (1.45% x \$49,863)	724.
	Health Ins (\$4.96 per hr x 1720 hrs)	\$ 8,532.
	Workers Comp (.54% x \$49,863)	270.
	PERSI (11.32% x \$49,863)	\$ 5,645.
	Unused Sick Lv (1.26% x \$49,863)	629.
	Total_ \$18,892	
Fringe Benefits Total_ \$44,856		

3. Travel.

Purpose of Travel	Location	Item	Computation	Cost
• Required Director Meetings				
Project Directors' Meeting	Washington DC	Airfare	\$700 x 1 person	\$ 700
		Hotel	\$175 x 1 person x 3 nights	\$ 525
		Per Diem	\$90/day x 1 person x 4 days	\$ 360
		Ground Transport.	\$50 x 1 person	\$ 50
Education Director Nez Perce Tribe	Washington DC	Airfare	\$700 x 1 person	\$ 700
		Hotel	\$175 x 1 person x 3 nights	\$ 525
		Per Diem	\$90/day x 1 person x 4 days	\$ 360
		Ground Transport.	\$50 x 1 person	\$ 50
Director Total				\$ 3,270

Professional Development _____

Annual National Indian Education Association Conf	Varied	Airfare	\$700 x 3 persons	\$ 2,100
(5) PLC-Culturally Responsive Team of Content Area Teachers		Hotel	\$150 x 3 persons x 4 nights	\$ 1,800
		Per Diem	\$60/day x 3 persons x 5 days	\$ 900
		Ground Transport.	\$60 per day x 4 days	\$ 240

- Justification: As a result of attending the National Indian Education Conventions, the Lapwai Professional Learning Community (PLC) – Culturally Responsive Team of Teachers will become trainers using the latest scientifically research based best practices for Native American students as measured by Lapwai Middle High School staff professional development for the school year.

PD Total \$ 5,040

Student Centered Activities _____

Annual Northwest Indian Youth Education Conference	Varied	School Bus Transportation x 950 miles round trip x \$4.05 per mi		\$ 3,848
(30) NA Club Members		Hotel @ \$79 per room x 6 x 4 nights		\$ 1,896
		Per Diem @ \$25 per day x 14 x 4		\$ 1,400
		Registration Fee x \$150 x 14		\$ 2,100

- Justification: As a result of attending the Annual Northwest Indian Youth Conference, student experience leadership workshops, motivational speakers, a two-day College & Resource Fair, Idaho National Laboratory

exhibit, a talent show, a fashion show, a powwow, traditional games and feast and more. The Conference is held in the Northwest region and is hosted by a different tribe every year. The tribes anticipate up to 600 Native American youth ranging from 14-18 years old and adult mentors from all over the Northwest including Idaho, Nevada, Montana, Wyoming, Washington and Oregon to attend the four-day conference.

National College Fair Spokane, WA	School Bus Transportation x 600 miles round trip x \$4.05 per mi	\$ 2,430
Washing State University Pullman, WA	Meals \$8.00 per student x 144	\$ 1,152
University of Idaho Moscow, ID		
Idaho Higher Ed Day Lewiston, ID		
Washington Higher Ed Day Clarkston, WA		

Student Total \$ 12,826

Travel Total \$ 21,136

4. Equipment.

<u>Item</u>	<u>Computation</u>	<u>Cost</u>
a)Computer Replacement/ Update/Repair	Project Director	
Laptop Computer	5 x \$425 ea	\$ 2,125
Printer	2 x \$450 ea	\$ 900
Justification: Expected classroom need for damaged equipment or computer crash.		

Total__ \$ 3,025

5. Supplies.

<u>Supply Items</u>	<u>Computation</u>	<u>Cost</u>
a)ACT's Assessment Material for Grades 6 – 12	\$6.25 per survey x 242 students	\$ 1,513
b)Office Supplies (pens, pencils, copy paper, print cartridges, postage, etc.)	\$300/month x 9 months	\$ 2,700
c)Project Administration Materials, Student Incentives, etc.	\$500/month x 9 months	\$ 4,500
d)Middle – High School Incentives to improve attendance and learning	\$750/month x 10 months	\$ 7,500
		Total__ \$ 16,213

6. Contractual.

<u>Consultants/Contracts</u>	<u>Service Provided</u>	<u>Computation</u>	<u>Cost</u>
a) Edmentum Bloomington, MN	Comprehensive Core Curriculum 10 Semester Courses 10 Secondary Electives Library Adaptive Intervention Solution ESL Reading Smart Study Island (Standards based Mastery for EOC prep, Idaho Core, AP, ACT/SAT, etc.) PD Professional Development	\$6,000 year	\$ 6,000
b) Advancement Via Individual Determination (AVID)	Middle School Curriculum College/Career Readiness Annual Membership Summer Institute Library Package	\$4070 year	\$ 4,070
c) IXL Idaho Excellence in Learning	License Fee Math and Language Arts	\$ 1,259 year – 1	\$ 1,259
d) Marion (Betsy) Bounds	External Evaluation of the Lapwai School District Native Youth Community Project under The Indian Education Demonstration Grants Program CFDA 84.299A	\$ 2,500 year – 1	\$ 2,,500
Total			___ \$ 13,829

7. Construction.

<u>Description</u>	<u>Computation</u>	<u>Cost</u>
		\$ 0

8. Other.

<u>Description</u>	<u>Computation</u>	<u>Cost</u>
a) Honorariums/Fees for Tribal Elders or other Motivational Speakers;	\$1,500 x 4 (per quarter)	\$ 6,000
b)Community/School event materials		\$ 2,000
		Total_ \$ 8,000

9. Total Direct Costs.

Line Items (1-8)	Cost
1. Personnel.....	\$118,094
2. Fringe Benefits.....	\$ 44,856
3. Travel.....	\$ 21,136
4. Equipment.....	\$ 3,025
5. Supplies.....	\$ 16,213
6. Contractual.....	\$ 13,829
7. Construction.....	\$ 0
8. Other.....	\$ 8,000
Total	\$ 225,153

10. Indirect Costs.

Description	Computation	Cost
Lapwai School District 341 Idaho SDE Restricted Indirect Cost Rates for 2019-2020	3.8% x \$225,153	\$ 8,556
Total		\$ 8,556

11. Training Stipends.

Description	Cost
Year 3	0
Total	\$ 0

12. Total Costs

Description	Cost
Year 3	
Line Items (1-8).....	\$225,153
Indirect Costs.....	8,556
Total	\$233,709

BUDGET SUMMARY
Project Year 4

1. Personnel.

<u>Name/Position</u>	<u>Computation</u>	<u>Cost</u>
a) David F. Penney, Project Director	50% time x \$18,368 annual salary	\$ 18,368

Mr. Penney is a member of the Nez Perce Tribe and he will be responsible for overall management of the NYCP grant. The Project Director position requires a high degree of “big picture” thinking, organization, personal initiative, flexibility and personal judgment in all assignments, strong communication skills, ability to organize and prioritize tasks to ensure smooth work flow and excellence of educational work standards. Mr. Penney will be responsible for evaluating options and recommending best-course-of-action to the Project Staff.

b) Tina K. Stacy, English/Adv Opportunities Teacher	100% time x \$49,863 annual salary	\$ 49,863
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Mrs. Stacy is a member of the Eastern Band of Cherokee and she is a highly qualified teacher who will provide direct English instruction in the classroom. She will use her nine (9) years experience of teaching primarily Native American students at the secondary level in English 1-4, Communications (Speech), Credit Recovery English, Technical Reading and Writing, and Advance Opportunity courses. Teacher will use the Humanities to implement culturally responsive pedagogy that involves the Lapwai Native American community.

c) <u>(Vacant)</u> , College and Career Readiness Teacher	100% time x \$49,863 annual salary	\$ 49,863
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The College and Career Readiness Teacher/Coach will teach elective coursework that provides academic and and social and emotional support to students in grades 6-12. The Coach will monitor student social development, educational achievement, and provide guidance to 6-12 Native American students and help them identify and realize career goals through personal consultation.

Personnel Total \$118,094

2. Fringe Benefits.

Name/Position	Computation	Cost
a) David F. Penney, Project Director	FICA (6.2% x \$18,368)	\$ 1,139.
	Medicare (1.45% x \$18,368)	267.
	Health Ins (\$4.96 per hr x 656 hrs)	\$ 3,254.
	Workers Comp (.54% x \$18,368)	100.
	PERSI (11.32% x \$18,368)	\$ 2,080.
	Unused Sick Leave (1.26% x \$18,368)	232.
Total		\$ 7,072
b) Tina K. Stacy, English/Advanced Opportunities Teacher	FICA (6.2% x \$49,863)	\$ 3,092.
	Medicare (1.45% x \$49,863)	724.
	Health Ins (\$4.96 per hr x 1720 hrs)	\$ 8,532.
	Workers Comp (.54% x \$49,863)	270.
	PERSI (11.32% x \$49,863)	\$ 5,645.
	Unused Sick Lv (1.26% x \$49,863)	629.
Total		\$18,892
c) College and Career Readiness Teacher	FICA (6.2% x \$49,863)	\$ 3,092.
	Medicare (1.45% x \$49,863)	724.
	Health Ins (\$4.96 per hr x 1720 hrs)	\$ 8,532.
	Workers Comp (.54% x \$49,863)	270.
	PERSI (11.32% x \$49,863)	\$ 5,645.
	Unused Sick Lv (1.26% x \$49,863)	629.
Total		\$18,892
Fringe Benefits Total		\$44,856

3. Travel.

Purpose of Travel	Location	Item	Computation	Cost
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- Required Director Meetings**

Project Directors' Meeting	Washington DC	Airfare	\$700 x 1 person	\$ 700
		Hotel	\$175 x 1 person x 3 nights	\$ 525
		Per Diem	\$90/day x 1 person x 4 days	\$ 360
		Ground Transport.	\$50 x 1 person	\$ 50
Education Director Nez Perce Tribe	Washington DC	Airfare	\$700 x 1 person	\$ 700
		Hotel	\$175 x 1 person x 3 nights	\$ 525
		Per Diem	\$90/day x 1 person x 4 days	\$ 360
		Ground Transport.	\$50 x 1 person	\$ 50

Director Total \$ 3,270

Professional Development

Annual National Indian Education Association Conf (5) PLC-Culturally Responsive Team of Content Area Teachers	Varied	Airfare	\$700 x 3 persons	\$ 2,100
		Hotel	\$150 x 3 persons x 4 nights	\$ 1,800
		Per Diem	\$60/day x 3 persons x 5 days	\$ 900
		Ground Transport.	\$60 per day x 4 days	\$ 240

- Justification: As a result of attending the National Indian Education Conventions, the Lapwai Professional Learning Community (PLC) – Culturally Responsive Team of Teachers will become trainers using the latest scientifically research based best practices for Native American students as measured by Lapwai Middle High School staff professional development for the school year.

PD Total \$ 5,040

Student Centered Activities

Annual Northwest Indian Youth Education Conference (30) NA Club Members	Varied	School Bus Transportation x 950 miles round trip x \$4.05 per mi	\$ 3,848
		Hotel @ \$79 per room x 6 x 4 nights	\$ 1,896
		Per Diem @ \$25 per day x 14 x 4	\$ 1,400
		Registration Fee x \$150 x 14	\$ 2,100

- Justification: As a result of attending the Annual Northwest Indian Youth Conference, student experience leadership workshops, motivational speakers, a two-day College & Resource Fair, Idaho National Laboratory

exhibit, a talent show, a fashion show, a powwow, traditional games and feast and more. The Conference is held in the Northwest region and is hosted by a different tribe every year. The tribes anticipate up to 600 Native American youth ranging from 14-18 years old and adult mentors from all over the Northwest including Idaho, Nevada, Montana, Wyoming, Washington and Oregon to attend the four-day conference.

National College Fair Spokane, WA	School Bus Transportation x 600 miles round trip x \$4.05 per mi	\$ 2,430
Washing State University Pullman, WA	Meals \$8.00 per student x 144	\$ 1,152
University of Idaho Moscow, ID		
Idaho Higher Ed Day Lewiston, ID		
Washington Higher Ed Day Clarkston, WA		

Student Total \$ 12,826

Travel Total \$ 21,136

4. Equipment.

<u>Item</u>	<u>Computation</u>	<u>Cost</u>
a)Computer Replacement/ Update/Repair	Project Director	
Laptop Computer	5 x \$425 ea	\$ 2,125
Printer	2 x \$450 ea	\$ 900
Justification: Expected classroom need for damaged equipment or computer crash.		

Total__ \$ 3,025

5. Supplies.

<u>Supply Items</u>	<u>Computation</u>	<u>Cost</u>
a)ACT's Assessment Material for Grades 6 – 12	\$6.25 per survey x 242 students	\$ 1,513
b)Office Supplies (pens, pencils, copy paper, print cartridges, postage, etc.)	\$300/month x 9 months	\$ 2,700
c)Project Administration Materials, Student Incentives, etc.	\$500/month x 9 months	\$ 4,500
d)Middle – High School Incentives to improve attendance and learning	\$750/month x 10 months	\$ 7,500
		Total_ \$ 16,213

6. Contractual.

<u>Consultants/Contracts</u>	<u>Service Provided</u>	<u>Computation</u>	<u>Cost</u>
a) Edmentum Bloomington, MN	Comprehensive Core Curriculum 10 Semester Courses 10 Secondary Electives Library Adaptive Intervention Solution ESL Reading Smart Study Island (Standards based Mastery for EOC prep, Idaho Core, AP, ACT/SAT, etc.) PD Professional Development	\$6,000 year	\$ 6,000
b) Advancement Via Individual Determination (AVID)	Middle School Curriculum College/Career Readiness Annual Membership Summer Institute Library Package	\$4070 year	\$ 4,070
c) IXL Idaho Excellence in Learning	License Fee Math and Language Arts	\$ 1,259 year – 1	\$ 1,259
d) Marion (Betsy) Bounds	External Evaluation of the Lapwai School District Native Youth Community Project under The Indian Education Demonstration Grants Program CFDA 84.299A	\$ 2,500 year – 1	\$ 2,,500
Total			___ \$ 13,829

7. Construction.

<u>Description</u>	<u>Computation</u>	<u>Cost</u>
		\$ 0

8. Other.

<u>Description</u>	<u>Computation</u>	<u>Cost</u>
a) Honorariums/Fees for Tribal Elders or other Motivational Speakers;	\$1,500 x 4 (per quarter)	\$ 6,000
b)Community/School event materials		\$ 2,000
		Total_ \$ 8,000

9. Total Direct Costs.

Line Items (1-8)	Cost
1. Personnel.....	\$118,094
2. Fringe Benefits.....	\$ 44,856
3. Travel.....	\$ 21,136
4. Equipment.....	\$ 3,025
5. Supplies.....	\$ 16,213
6. Contractual.....	\$ 13,829
7. Construction.....	\$ 0
8. Other.....	\$ 8,000
Total	\$ 225,153

10. Indirect Costs.

Description	Computation	Cost
Lapwai School District 341 Idaho SDE Restricted Indirect Cost Rates for 2019-2020	3.8% x \$225,153	\$ 8,556
Total		\$ 8,556

11. Training Stipends.

Description	Cost
Year 4	0
Total	\$ 0

12. Total Costs

Description	Cost
Year 4	
Line Items (1-8).....	\$225,153
Indirect Costs.....	8,556
Total	\$233,709

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:
Mr.	David	F.	Penney	

Address:

Street1:	404 South Main Stree
Street2:	
City:	Lapwai
County:	Nez Perce
State:	ID: Idaho
Zip Code:	83540
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
208-843-2241	208-843-5289

Email Address:

dpenney@lapwai.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Lapwai School District #341

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	118,094.00	118,094.00	118,094.00	118,094.00		472,376.00
2. Fringe Benefits	44,856.00	44,856.00	44,856.00	44,856.00		179,424.00
3. Travel	25,396.00	21,136.00	21,136.00	21,136.00		88,804.00
4. Equipment	34,111.00	3,025.00	3,025.00	3,025.00		43,186.00
5. Supplies	18,368.00	16,213.00	16,213.00	16,213.00		67,007.00
6. Contractual	23,774.00	13,829.00	13,829.00	13,829.00		65,261.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	8,000.00	8,000.00	8,000.00	8,000.00		32,000.00
9. Total Direct Costs (lines 1-8)	272,599.00	225,153.00	225,153.00	225,153.00		948,058.00
10. Indirect Costs*	10,359.00	8,556.00	8,556.00	8,556.00		36,027.00
11. Training Stipends						
12. Total Costs (lines 9-11)	282,958.00	233,709.00	233,709.00	233,709.00		984,085.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 3.80%.

(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 # S299A160026

Name of Institution/Organization Lapwai School District #341	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

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