

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 # S299A160039

Grants.gov Tracking#: GRANT12174972

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

Closing Date: May 31, 2016

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="05/28/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Devils Lake Public School District"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="45-6001342"/>	* c. Organizational DUNS: <input type="text" value="8009409590000"/>

d. Address:

* Street1: <input type="text" value="1601 College Drive North"/>
Street2: <input type="text"/>
* City: <input type="text" value="Devils Lake"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="ND: North Dakota"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="58301-1550"/>

e. Organizational Unit:

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

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Erin"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Lacina"/>	
Suffix: <input type="text"/>	
Title: <input type="text"/>	

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

* Telephone Number: <input type="text" value="701.662.7650"/>	Fax Number: <input type="text" value="701.662.7658"/>
---	---

* Email: <input type="text" value="erin.lacina@nescnd.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.):

Add Attachment

Delete Attachment

View Attachment

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

Spirit Lake Native Youth Community Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="989,000.00"/>
* 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="989,000.00"/>

*** 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:

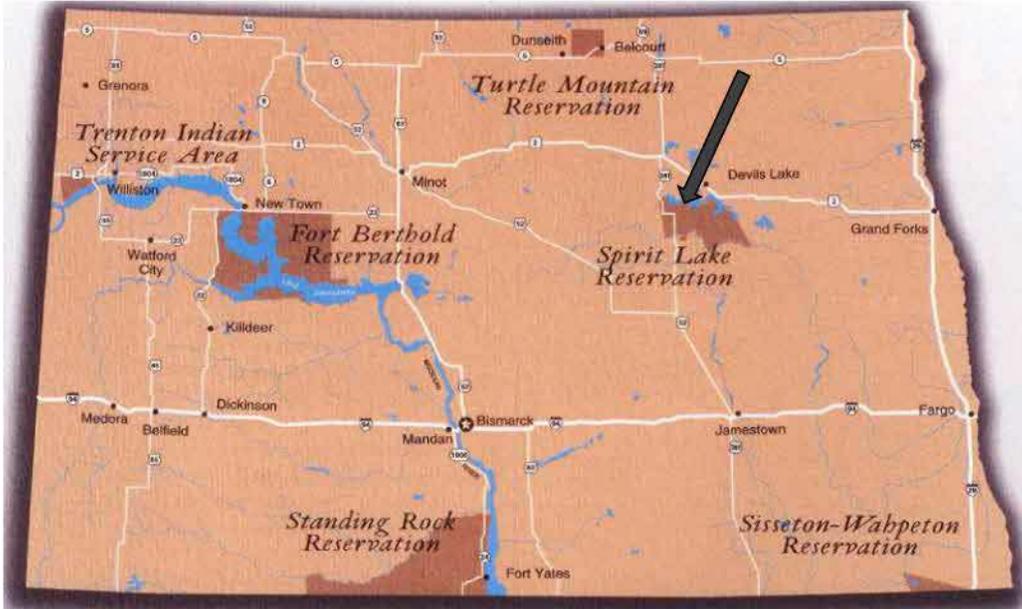
* Telephone Number: Fax Number:

* Email:

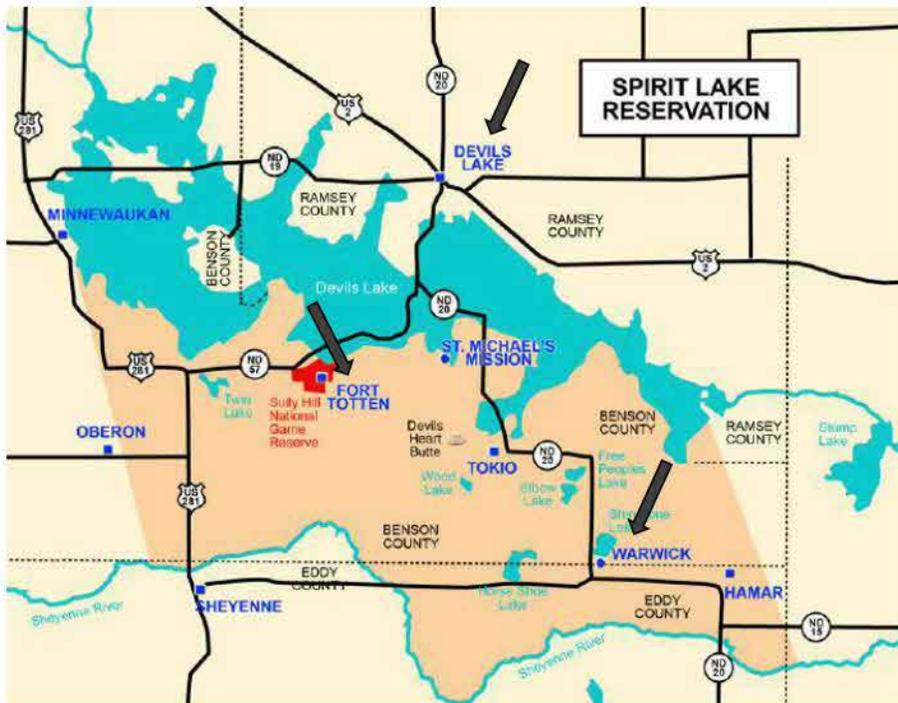
* Signature of Authorized Representative: * Date Signed:

PROJECT MAP

Map 1: ND Reservations



Map 2: Spirit Lake Reservation



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="Erin Lacina"/>	TITLE <input type="text" value="Superintendent"/>
APPLICANT ORGANIZATION <input type="text" value="Devils Lake Public School District"/>	DATE SUBMITTED <input type="text" value="05/28/2016"/>

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
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Devils Lake Public School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract

2016 Indian Education Demonstration Grants Program

Grant Application - CFDA 84.299A

Spirit Lake Native Youth Community Project

Submitted by:

**Spirit Lake Tribe, Tate Topa Tribal School, Warwick Public School, and
Devils Lake Public Schools**

Schools within the Spirit Lake Reservation in North Dakota are communities proud of their culture and history, but struggling to adequately prepare students academically and culturally for college and career. According to multiple, comprehensive needs assessments from a variety of school and reservation stakeholders, the greatest needs in area education include cultural curriculum and instruction, family involvement and education, student services for college and career preparedness, and professional learning to enhance educator effectiveness. Student performance data, including state assessment, ACT and high school graduation data, reveal a substantial need for increased academic proficiency. Within the reservation, Tate Topa Tribal School and Warwick Public School demonstrated the greatest needs. This coalition brings together the Spirit Lake Tribe, the Bureau of Indian Education Tate Topa Tribal School, Warwick Public School, Devils Lake Public Schools (DLPS), and many external stakeholders. All partners are located in the northeast region of North Dakota. DLPS is located in Devils Lake, within twenty miles of the Spirit Lake Reservation where the Spirit Lake Tribal Offices, Tate Topa Tribal School (in Fort Totten) and Warwick Public School are all situated. These partner schools include student populations that are 100% Native American and 100% free and reduced. The goal of the Spirit Lake Native Youth Community Project is to ensure that 100% of Fort Totten and Warwick 11th grade students are college and career ready by the end of the grant as measured by ACT. Academic and behavioral preparations of students lead to this goal, which

will be measured according to increases in student grade point averages, North Dakota State Assessment proficiency, attendance, and student, high school retention. Due to the early-intervention focus of the project and four-year grant term, an increase in student retention in the high school grades has been identified as a predictor of on-time, high school completion and increased graduation rates. Annual objectives to be measured include increases in knowledge of college/career key considerations (by students and family members), academic confidence (by students), and implementation of effective practices (by educators). Outcomes will be measured according to results produced annually from matched, pre/post perception surveys, retrospective surveys, classroom observation rubrics, and interim indicators categorized according to persons involved and activity implementation and outcome data. Barriers to overcome include the current, independent approaches to preparing students by individual entities and the lack of learning opportunities for students, families and educators. Opportunities available throughout this project include collaboration among entities with connections to needs-based resources and a comprehensive, unified approach to student support. Project partners have committed to increasing academic proficiency and college- and career-readiness of Native American students in grades preK-8 through an early-intervention framework of frequent and intensive activities geared towards student cultural inclusion, college/career preparedness, teacher effectiveness, and family, tribal, and community collaboration and education. Project activities will engage 600, preK-8 students and their families in frequent and varied college/career planning activities and a tribal citizenship program, as well as 90 educators in instructional coaching and cultural inclusion work. These activities are based on research stating the essential need for educators with skill and cultural competence, family engagement for educational impact, and the need for academic achievement in the early years.

Project Narrative File(s)

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SPIRIT LAKE NATIVE YOUTH COMMUNITY PROJECT

PROJECT PROPOSAL

INDIAN EDUCATION DEMONSTRATION GRANTS PROGRAM

CFDA 84.299A



**A NORTH DAKOTA PARTNERSHIP BETWEEN
THE SPIRIT LAKE TRIBE,
TATE TOPA TRIBAL SCHOOL,
WARWICK PUBLIC SCHOOL,
AND
DEVILS LAKE PUBLIC SCHOOLS**

Submitted May 28, 2016 by:

(b)(6)

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This application includes data that should not be disclosed outside the U.S. Government and shall not be duplicated, used, or disclosed in whole or in part for any purpose other than to evaluate this application. If, however, an agreement is awarded to Devils Lake Public Schools as a result of this proposal, a final determination will be made regarding the extent to which data included in the cooperative agreement can be disclosed.

SPIRIT LAKE NATIVE YOUTH COMMUNITY PROJECT
INDIAN EDUCATION DEMONSTRATION GRANTS PROGRAM
CFDA 84.299A

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NEED FOR PROJECT

Barriers

Fort Totten and Warwick, located within North Dakota's Spirit Lake Reservation, are communities proud of their culture and history, but struggling to adequately prepare students academically and culturally for college and career. The town of Fort Totten boasts two distinct school systems within their Four Winds Community School; the Bureau of Indian Education's Tate Topa Tribal School (a preK-8 system) and the Four Winds Public High School. Warwick has one, preK-12 public school. Based on needs, the Spirit Lake Tribe has selected Tate Topa Tribal School and Warwick Public School as the two schools within the Spirit Lake Reservation that will be the sites for this pilot project.

The Spirit Lake Tribe, Fort Totten and Warwick schools, Fort Totten's Cankdeska Cikana Community College¹, and the North Dakota Department of Public Instruction have all conducted comprehensive needs assessments within the last three years regarding the prosperity and education of Native American youth on the Spirit Lake Reservation and across the state.² Common priorities have been identified across the various needs assessments and stakeholder groups, and are compiled and categorized in Table 1 on page 3.

¹ Cankdeska Cikana Community College is chartered by the Spirit Lake Dakota Nation and has a five member Board of Regents appointed by the Spirit Lake Tribal Council.

² Needs assessments were conducted through meetings with tribal council representatives, tribal elders, school leadership and governing boards; surveys completed by community tribal members, students, parents, and educators; and school improvement audits conducted by external reviewers.

Table 1: Summary of 2013-2016 Needs Assessments Regarding Native American Youth and Education

Stakeholder Group Completing Needs Assessment	Priorities According to Stakeholder Groups						
	Cultural Education	Student Services	Family Involvement	Professional Learning			
Spirit Lake Tribe	X		X		X		X
ND Tribal Elders	X		X		X		X
Spirit Lake Community	X		X		X		X
Spirit Lake Students			X		X		X
Spirit Lake Parents			X		X		X
School Staff	X				X		X
School Leadership & Governance	X		X		X		X
AdvancED ³	X		X		X		X
Tate Topa Native Star Restructuring Plan ⁴					X		

The priorities identified in the various needs assessments reflect the tribal community’s belief about the education of their children. Cultural education, comprehensive student services, family involvement, and knowledgeable and skilled educators are all important for the education of the whole child. When a child is secure in his/her identity and heritage, when daily supports and role models are in place, and when academic and behavioral requirements have been met, then and only then can a child be motivated, and truly ready, for college and career.

Tribal council members, tribal elders, parents and school-employed, cultural specialists have all expressed the need for implementation of a formal, cultural curriculum in the schools to

³ AdvancED is an accreditation organization used by Tate Topa and Warwick schools. Both schools have completed stakeholder surveys within the last two years and Tate Topa completed a self-assessment and hosted an external review in Spring 2016.

⁴ Native Star is the Bureau of Indian Education’s tool for continuous school improvement. Tate Topa Tribal School completed their most recent Restructuring Supplemental Report according to current needs in March 2016.

better engage students in the Dakota language and culture. While each school has a cultural specialist making efforts towards cultural inclusion, the structure, scope and sequence, and methodologies are not defined and resources are lacking. The schools need the framework, complete curriculum, and integration strategies required to adequately immerse the Tate Topa and Warwick students in their Dakota culture for the preservation of their tribe's history and for relevance in their academic pursuits.

College/career, student services were also found to be lacking in stakeholders' opinions. Schools have counselors in place to assist students, but time and resources for college/career planning are extremely limited since counselors spend the majority of their time handling emotional/behavioral issues of students. The schools need a college/career specialist in their buildings who can prioritize the work, procure the most effective resources, and facilitate student activities in coordination with the existing school counselors.⁵

Additionally, student access to higher education and business/industry is limited within and around the Spirit Lake Reservation. Due to the very rural setting, students only have access to two higher education institutions close to home: Cankdeska Cikana Community College and Lake Region State College. The three nearest four-year universities are at least 90 miles away, and the United Tribes Technical College (an intertribal college, operated by the five Native American tribes in North Dakota) is 180 miles away in Bismarck, North Dakota. Business and industry is also very limited in this rural setting. The reservation boasts only five major employers, including the tribe itself, the schools (BIE and public), Cankdeska Cikana Community College, Sioux Manufacturing Corporation, and Spirit Lake Casino and Resort. The neighboring Devils Lake community is also limited in business and industry, as it is a small city

⁵ Fewer than 10% of Fort Totten and Warwick students enrolled in North Dakota or out-of-state higher education systems in 2014-15 as reported in the State Longitudinal Data System.

with a population of approximately 7,000. Schools are in the position to have tremendous impact on students' pathways to higher education and careers if the steps are in place and opportunities plentiful.

Family involvement was identified as a want and a need across *every* stakeholder group. The parents themselves requested education regarding ways to better prepare their children for the future, and the tribal needs assessment addressed the limited education of its adult members.⁶ The schools do hold several family involvement events each year, but most are social and entertaining in nature, and very few, if any, involve true learning opportunities for adults. The following requests have been made by, or on behalf of, the parents/guardians: 1) Provide opportunities to be involved, 2) Invite family members to school, 3) Inform family members of grades and grading policies, 4) Communicate effectively about the school goals, and 5) Share responsibility for learning. As part of this project, a four-year, comprehensive plan will be implemented, scaffolding family education in a way that helps parents/guardians to support their students through daily academic expectations, transitional years, and preparedness for higher education and careers.

The final, common need expressed by stakeholders was professional learning for educators. All groups recognize the importance of having highly knowledgeable, skilled, and experienced teachers and specialists within the schools. Educators echo this sentiment, along with frequent, guided collaboration for cultural inclusion, proven instructional strategies, differentiation and student engagement techniques, and data-driven instruction. The

⁶ The 2015 Spirit Lake Tribe Comprehensive Needs Assessment stated that “only a minority of parents/guardians has completed high school education, making it difficult for them to assist their children with homework.”

administrators and teachers at Tate Topa and Warwick desire instructional coaches in their buildings to maximize professional learning and refine current practices.

Academic data also points to the need for more knowledgeable, skilled and experienced teachers. Academic proficiency is a substantial area of need in Tate Topa and Warwick schools. Students' 2014-15 state assessment proficiency percentages are reported in Table 2 below.

Table 2: 2014-15 ND State Assessment Proficiency Comparison by Cohort and Grade Level

		Proficiency Percentages by Grade Level					
Cohort	Subject	3 rd gr.	4 th gr.	5 th gr.	6 th gr.	7 th gr.	8 th gr.
Region	ELA*	74%	67%	67%	68%	76%	72%
State	ELA*	77%	75%	70%	71%	76%	74%
Tate Topa	ELA*	11%	4%	12%	4%	2%	9%
Warwick	ELA*	0%	0%	26%	6%	41%	11%
Region	Math	85%	76%	78%	78%	69%	66%
State	Math	88%	80%	81%	79%	67%	66%
Tate Topa	Math	7%	0%	4%	2%	2%	3%
Warwick	Math	5%	0%	0%	0%	12%	0%

Well below region and state %

Well below region and state %

*ELA represents English Language Arts

This chart identifies Tate Topa and Warwick students as being significantly behind their regional and state peers, as much as 62% on the average in English Language Arts and as much as 73% on the average in Math. This means that six or seven out of ten Tate Topa and Warwick students are unprepared for high school and at risk of dropping out.

Other alarming statistics regarding academic performance in Fort Totten and Warwick communities include:

- Students in both schools have declined in proficiency over the past seven years (within testing cohorts and across grade levels);
- The lack of proficiency extends into high school and through the 11th grade year, as reflected in the most recent ACT results (shown below in Table 3);
- Fewer than 10% of Fort Totten and Warwick students enrolled in North Dakota or out-of-state higher education systems in 2014-15; and
- Over the past four years, *zero* students from the Fort Totten or Warwick schools achieved a composite ACT score of 24.0 or more to make them eligible for the North Dakota Academic Scholarship (worth up to \$6,000), as compared to about 25.0% of their regional peers who were eligible each year.

Table 3: 2014-15 ACT Average Composite Score Comparison

Student Cohort	2014-15 Average Composite Score
North Dakota	20.6
Fort Totten	17.5 – well below North Dakota average
Warwick	14.0 – well below North Dakota average

It is evident in high-stakes test scores and regional/state statistics that students are struggling across grades three through eleven in the Fort Totten and Warwick communities. This issue, combined with the prevalence of poverty (currently reported at 100% in each school), has led to low graduation rates over the past three years, as shown in the regional, school comparison in Table 4 and reflected in the state, demographic comparison in Table 5 (both on page 8).⁷

⁷ North Dakota’s State Longitudinal Data System and Smarter Balanced Assessment Portal were used for the collection of all academic performance data, graduation data, and demographic data.

Table 4. School and Regional Comparisons – 2012-15 Graduation Rates

Group	Percent of Students Graduating		
	2012-13	2013-14	2014-15
Regional Average	87.1%	87.3%	86.1%
Fort Totten	62.8%	53.1%	70.2%
Warwick	64.3%	58.2%	73.3%

Table 5. ND Demographic Comparisons – 2012-15 Graduation Rates

Group	Percent of Students Graduating					
	2012-13		2013-14		2014-15	
White	90.3%	↓	90.1%	↓	90.5%	↓
Native American	61.4%	28.9%	64.6%	25.5%	59.7%	30.8%

Opportunities

Tate Topa and Warwick students have a variety of supports available to them in the local community. Guidance counselors are in place at both schools, and while they are limited in student contact time and resources for college/career activities, they do provide extensive emotional/behavioral support and some academic assistance. Each school has intervention teams, student leadership groups, and parent committees in place, and the Fort Totten and Lake Region Special Education Units partner with the two schools. Extended school day programs (21st Century Community Learning Centers) are established in each school. Supports to higher education include the Cankdeska Cikana Community College in Fort Totten and nearby Lake Region State College in Devils Lake. Both are two-year colleges that together, offer a wide

variety of certifications and undergraduate degrees, as well as avenues to four-year degrees through distance education.

Existing Policies, Programs, Service Providers and Funding Sources

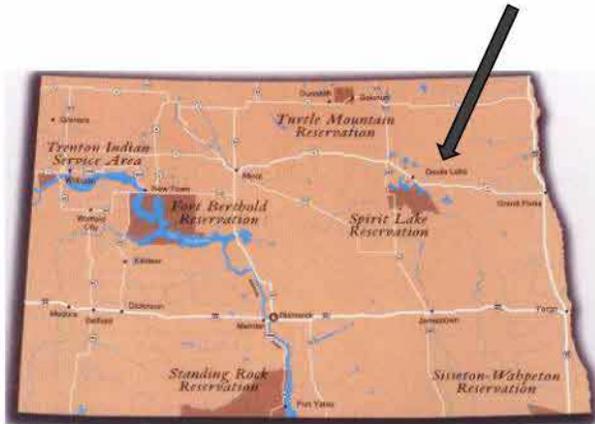
Beyond the academic setting, students can find a variety of programs and providers. Two local, reservation-based businesses (Sioux Manufacturing Corporation and Spirit Lake Casino and Resort) offer educational and wage incentives to young hires, encouraging them to become productive citizens and to engage in the community businesses offering career paths. The Spirit Lake Tribe provides a number of support services to benefit students including Community Nourishment, Early Childhood Tracking, Head Start, Johnson O'Malley Programs, Education Incentive Program, Higher Education Scholarship Funds, Tribal Social Services - Indian Child Welfare Program, Bureau of Indian Affairs Social Services – Child Protection Services/Foster Care, Spirit Lake Law Enforcement Center Partnerships, Tribal Health, Tribal Substance Abuse Prevention Program, Suicide Prevention Efforts, and Wellness Centers. The Tribal Council has established partnerships with local educational entities through appointment of the Tate Topa School Board members and Cankdeska Cikana Community College Board of Regents.

The Northeast Education Services Cooperative (under Devils Lake Public Schools) currently manages the region's Succeed 2020 Grant (2012-17), which provides college/career activities and related professional learning to member schools across the region. This grant is in its final year, and the foundation of work will be used to create more intensive and focused, college/career programs in the coming years.

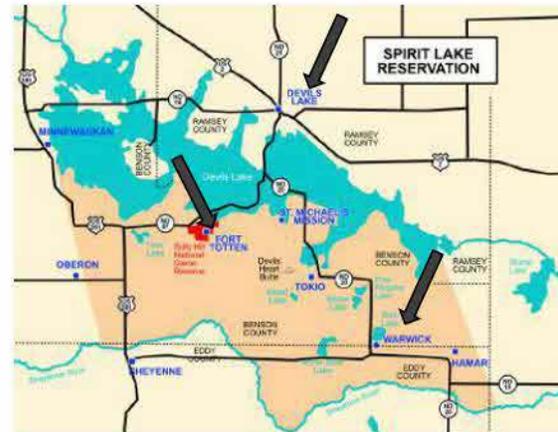
QUALITY OF THE PROJECT DESIGN

Geographic Area

Map 1: ND Reservations



Map 2: Spirit Lake Reservation



The proposed grant activities are focused within two schools on the Spirit Lake Reservation, including Tate Topa Tribal School, a preK-8 Bureau of Indian Education (BIE) community school in the town of Fort Totten, and Warwick Public School in the town of Warwick. The Spirit Lake Reservation is located in the northeast area of the state and has just over 2,000 enrolled members living on the reservation, including nearly 650 preK-8 students within the two, targeted schools. All project locations and grant partners are within 25 miles of one another. Collaborating partners in higher education are also nearby. Cankdeska Cikana Community College, a college chartered by the Spirit Lake Dakota Nation, is located in Fort Totten and Lake Region State College is located in Devils Lake.

The Spirit Lake Tribal Council Members selected the school sites for the proposed grant projects based on needs, as well as a focus on grades preK-8 and early-intervention. The tribe intends to improve educational outcomes on the reservation by implementing a comprehensive

and intensive approach in a limited number of schools (increasing frequency of services and student/teacher contact⁸) and by taking a proactive approach during the early, formative years.

Research

Activities chosen for this proposed grant project were based on the correlation of the needs assessment results to recent research regarding Native American youth and academic performance, cultural education, family/community involvement, and college- and career-readiness. Key findings and relevance to the proposed project are noted here (refer to page 14, Chart 1, Spirit Lake Native Youth Community Project–Theory of Change for more information).

Key finding: “Opportunities exist for tribal nations to find ways to increase the flow of high quality teachers and provide culturally relevant professional development for teachers and leaders in their communities. Schools must be able to recruit, hire, support, and develop effective teachers and school leaders who are committed to long-term improvements. These efforts should focus on strengthening the skills of current instructional staff, for example, by infusing cultural competence training into professional development” (Executive Office of the President, 2014). A cultural curriculum will be implemented in the partner schools, including frequent instruction by a cultural specialist and incorporation with the North Dakota state standards in regular classroom instruction. Educators will collaborate to create lessons and build a collection of culturally relevant instructional strategies.

Key finding: “The wealth of research supporting the positive impact of family and community engagement on student achievement holds true for American Indian/Alaska Native (AI/AN) families, communities and students. The positive outcomes of improved motivation, attendance, graduation rates, and achievement are all outcomes observed in AI/AN students

⁸ Project personnel will reach approximately 600 students and 100 teachers weekly.

when their families and communities are involved” (Trujillo and Alston, 2005). Numerous activities for parent/family and community/tribal involvement are incorporated into the project including classroom presentations, college and business tours, college/career events, family education events, and tribal citizenship programming.

Key finding: “The level of academic achievement that students attain by 8th grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school” (ACT, 2015). The grant partners are focusing on preK-8, early intervention through increased efforts with teacher effectiveness, academic proficiency and confidence, and college/career-readiness.

Goals, Objectives and Outcomes

The long-term goal or intended outcome for this proposed grant project is to ensure that 100% of Fort Totten and Warwick 11th grade students are college and career ready by the end of the grant as measured by ACT. Two contributing factors lead to achievement of this goal: academic and behavioral preparations of students, both involving tribal and community support and activities. The academic component will be measured against two, annual goals:

- Increased student grade point averages, and
- Increased student North Dakota State Assessment proficiency.

The two objectives supporting these annual, academic goals are stated below. (See appendices for a complete list of interim indicators used to monitor objectives quarterly).

1. As a result of educator professional learning and instructional coaching, 90% of participating educators will increase their implementation of at least 3 of 6 effective practices as measured annually by degree of implementation through a pre- and post-observational rubric.

2. As a result of increased educator effectiveness, 90% of participating K-2 students will increase their confidence in reading and math capacities as measured through matched, annual, student pre- and post-surveys.⁹

The behavioral component will be measured against two, annual goals:

- Increased attendance, and
- Increased student, high school retention¹⁰.

The two objectives supporting these annual, behavioral goals are stated below.

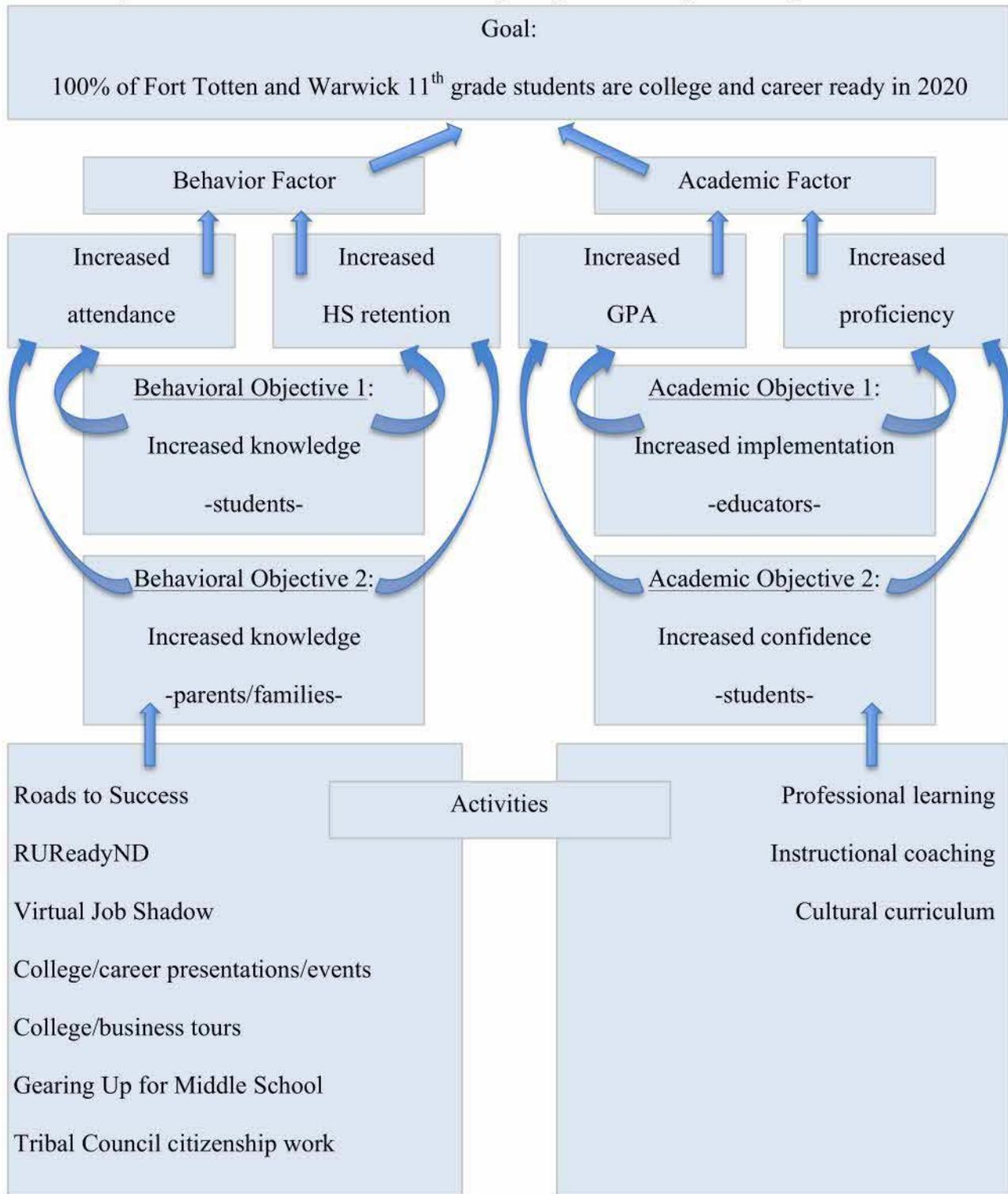
1. As a result of college- and career-readiness activities, the annual, average post-intervention score will be higher than the annual, average pre-intervention score on at least 80% of the student survey items relevant to knowledge about key considerations for college- and career-readiness.
2. As a result of college- and career-readiness activities, the annual, average post-intervention score will be higher than the annual, average pre-intervention score on at least 80% of the parent, retrospective survey items relevant to knowledge about key considerations for student college- and career-readiness.

As detailed above and shown in the Theory of Change in Chart 1 (page 14), there is a clearly specified and measurable path from the activities to the long-term goal, and the Project Director is prepared to report on objectives according to the Government Performance and Results Act.

⁹ K-2 students are the focus for this objective since proficiency in grades 3-8 is dependent upon academic success in the preceding years. A confidence objective and survey is being used since students in grades K-2 do not take the state assessment.

¹⁰ Increases in student retention in the 9th, 10th and 11th grades are predictors of on-time, high school completion and increased graduation rates. Since this is a four-year grant with a preK-8 focus, the 2015-16 8th grade student cohort included in this grant project can be tracked through their 11th grade year.

Chart 1. Spirit Lake Native Youth Community Project - Theory of Change



Relevance

The proposed project has been designed to successfully meet the needs of the Spirit Lake community and Tate Topa and Warwick schools.

Students: A menu of student activities/services was created to address the limited access to college/career preparations identified through nearly all, local needs assessments. Students in grades 5-8 will engage in weekly classroom activities using Roads to Success, a North Dakota college/career curriculum, and RUREadyND (www.rureadynd.com), an online platform including interest inventories and college/career portfolios. Virtual Job Shadow will be a supplemental resource used for further career planning and exploration, ideal for students in a rural setting and limited in local business and industry exposure (www.virtualjobshadow.com). These three resources will help students to gain 21st century skills while completing specific steps towards planning for college and career. To build relevance of 21st century skills and strengthen the community support structure, activities will be planned every two months with tribal members, parents, and area colleges and businesses, and will include classroom presentations (grades 5-8) and field trips (grades 7-8). Students in grades 5-8 will also participate in annual events including presentations by motivational, college/career speakers and local and regional You're Hired! tournaments.¹¹ Through this portion of the plan involving external stakeholders, students will be exposed to opportunities for local, higher education and careers and will be able to have regular conversations with a wide variety of role models, including Native American community members. Additionally, the participating adults will be

¹¹ You're Hired! is a project that allows students to use STEM (Science, Technology, Engineering and Math) along with 21st century skills to solve real, present-day problems. Students work as a team (company) to find a solution and present their proposal to a boardroom, comprised of local business partners and community members.

learning college- and career-readiness supports/strategies to use with students at home and in the community.

These college/career activities will be enhanced through integration of the schools' new, preK-8 Dakota language and culture curriculum. Tribal representatives will lead curriculum selection and will ensure that the chosen curriculum aligns with the North Dakota Native American Essential Understandings (see appendices)¹². Following selection (early October 2016), the school staff will continue collaborating for seamless implementation of this new curriculum with college/career planning activities and state standards. To build upon the Essential Understandings and to further address the needs within the Spirit Lake Reservation, Tribal Council members will implement a program to inform students about Tribal Council roles and responsibilities, as well as tribal citizenship and leadership opportunities within their communities. Tribal Council members will use a scope and sequence of content and activities for each grade level, four through eight, that aligns with the state standards for North Dakota Studies set by the North Dakota Department of Public Instruction. Implementation of the content and strategies will take place in the classrooms, at the tribal offices, and any other relevant locations within the Spirit Lake Reservation.

Student services/programs proposed through this grant can be implemented during the regular school day and in the 21st Century Community Learning Center extended-day program.

Parents/Families: Parents and family members will participate in college/career classroom presentations, field trips to businesses and colleges, and You're Hired! tournaments. Special parent/family events will be held quarterly at the schools as opportunities to discuss college/career preparations and cultural efforts (requested through the various needs

¹² The Essential Understandings were compiled through a partnership between North Dakota tribal elders and the Department of Public Instruction and Schools Boards Association.

assessments). Currently, each partner school does hold a variety of parent/family events throughout each school year, but requests have been made from the schools' parents, educators and administrators to make these events more focused on adult education. One such program that will respond to this request is Gearing Up for Middle School, a program for parents of students in their final elementary year, with a focus on changes in students and the importance of a home and school partnership to ensure academic success.

This comprehensive, four-year plan of parent/family sessions combines culture, college/career readiness and academics to ensure that families' needs are met and students are receiving the supports at home and in the community that will foster success.

Educators: Professional learning for school staff was a prevalent request in nearly every needs assessment, and paraprofessional training was explicitly identified by the tribe and in the state's Native American Needs Assessment as an area for improvement. Tate Topa and Warwick schools will hold quarterly, two-hour, professional learning sessions for all staff members. Additional time for collaborative planning and learning will be designated during contract time in each week's schedule. Currently, the school staffs participate in regular, regional offerings for professional learning, and workshop participants do acknowledge increases in knowledge and skills as a result of these workshops (as reported through participant surveys and leadership meetings). The administrators, and even many teachers, however, report that minimal workshop strategies are "sticking" in the classroom or making their way into regular practice. The missing piece needed to solidify best practices and sound instruction of the standards into daily instruction is instructional coaching. This was a primary request of the Tate Topa leadership team when considering this grant proposal. As a result of this project, instructional coaches (math and language arts specialists) will be provided to the schools and all

educators will participate in weekly professional learning following an instructional coaching model that addresses requests detailed in the needs assessments: research-based instructional strategies promoting student engagement (supported by participation in the High Reliability Schools Summit - <http://www.marzanoresearch.com/high-reliability-schools-summit-cfl005>)¹³, data-driven practices (supported by participation in the NWEA Fusion Conference - <https://www.nwea.org/events-intro/fusion/>)¹⁴, and standards and curriculum (including integration of the Dakota culture and language – the primary request of the Warwick leadership team). The instructional coaching model brings together the instructional and cultural specialists for all staff members’ improved knowledge, skills and implementation of critical content, and equally important, their increased confidence in teaching and supporting the youth in their community. Further, special attention will be provided to the schools’ counselors, culture specialists, and paraprofessionals through customized trainings specific to their roles and needs in a manner that compliments the standards and practices used in classrooms. All educators’ improvements in these practices will lead to improved results in student performance, the most transparent need in these schools.

Collaboration

All partners have worked collaboratively since the announcement of this grant opportunity to create a project that responds to the needs of the communities and aligns with the expertise and resources of each partnering entity, and all have signed partnership agreements. The tribe chose the two schools for the focus of the work and named Devils Lake Public Schools (DLPS), a local educational agency experienced with project and grant management, as the lead applicant. The partners facilitated a community session for all interested students, parents,

¹³ See budget narrative for more information regarding the High Reliability Schools Summit.

¹⁴ See budget narrative for more information regarding the NWEA Fusion Conference.

educators, and community/tribal/business representatives of the Tate Topa and Warwick communities. Thirty stakeholders attended this session (representing all above-mentioned parties) and shared needs and requests based on their roles and perspectives. It's important to note that their requests for programs and services directly aligned with the more formal needs assessments that had been conducted locally, regionally and statewide previously. All collaborating entities will be on both the contributing and learning end of activities at some point throughout each year's work. This project will mark the first time in our region that Spirit Lake community and family members, culture specialists, classroom teachers, paraprofessionals/support staff, administrators, and counselors are working together for the comprehensive education of Native American children. It will also be the first attempt at such extensive involvement among the tribe, families, greater community, colleges, and businesses in these schools. And while each of these stakeholder groups will serve as role models for students, they each bring a unique skillset to the project (see page 20, Chart 2).

Chart 2: Grant Partner Collaboration

<u>CONTRIBUTE</u>	<u>GRANT PARTNER</u>	<u>GAIN</u>
Classroom strategies, knowledge of standards, student data	Educators	Cultural & college/career inclusion strategies, family perspective
Cultural inclusion strategies, family/community perspective	Culture Specialists	Instructional strategies, relevance to state standards & student performance
College/career inclusion strategies, leadership of student events	Counselors	Instructional strategies, relevance to state standards & student performance
Personal perspective, cultural relevance, goals for students	Parents/ Families	College/career & academic support strategies
Relevance to college/career work, cultural perspective, community support	*External Stakeholders	School involvement, potential future members/ enrollees/ employees
Leadership, program expertise & management throughout the project	DLPS	Cultural awareness, partnerships, knowledge of projects suitable for replication

*External stakeholders refer to the Tribal Council, colleges and businesses involved.

QUALITY OF PROJECT PERSONNEL

Project Director Qualifications:

Erin Lacina: Ms. Lacina is currently in her third year as the Northeast Education Services Cooperative (NESC) Project Director under Devils Lake Public Schools. She has a BS in Elementary Education and a Minor in Early Childhood Education from Moorhead State University, and possesses a MA in Curriculum and Instruction from the College of St. Catherine. Ms. Lacina has consistently worked with the Fort Totten and Warwick Schools for four years, assisting them with school improvement, state standards, curriculum alignment, research-based instructional practices, and data-driven instruction. Ms. Lacina is currently in the final year of managing the \$2M, five-year Succeed 2020 Grant and is responsible for all operations, staff, evaluation, and reporting. Ms. Lacina will dedicate 117 days to grant activities, including grant management, program delivery, evaluation, and reporting.

Key Project Personnel Qualifications

Arnold Calf Boss Ribs: Mr. Calf Boss Ribs serves as the Cultural Coordinator for Warwick School. He possesses a BS in Elementary/Early Childhood Education, as well as a Minor in Native American Studies. He has been employed as a Teacher Mentor and Native American Cultural Coordinator at Cankdeska Cikana Head Start and a Youth Prevention Specialist at Cankdeska Cikana Community College. Mr. Calf Boss Ribs thoroughly understands and extensively applies the ‘traditional’ and ‘contemporary’ perspectives of the Native American culture in his community and school role. He is a registered member of the Spirit Lake Tribe. Mr. Calf Boss Ribs will dedicate approximately 75% of his time to grant activities, including program delivery and inclusion services with the new, cultural curriculum.

Oliver Gourd: Mr. Gourd is a North Dakota Certified Teacher and the Dakota Language and Culture Teacher at Tate Topa Tribal School, and holds multiple degrees in a wide array of studies, including Dakota Language Reading and Writing. He has also completed training in Language Immersion Planning and Methodology. He has served in *numerous* roles with the Spirit Lake Tribe over 25 years pertinent to the projects in this proposal (employee and committee roles), and has been an instructor and curriculum developer for numerous Native American educational entities. Mr. Gourd served as a Core Concept Workgroup member on the Native American Essential Understandings Committee led by the North Dakota Department of Public Instruction in 2015 and is a certified member of the Spirit Lake Tribe. Mr. Gourd will dedicate approximately 75% of his time to grant activities, including program delivery and inclusion services with the new, cultural curriculum.

Kim Nelson: Ms. Nelson is the preK-12 counselor at Warwick Public School and previously worked as the middle school counselor for Tate Topa Tribal School. She has 13 years experience working with students on the Spirit Lake Reservation. She holds a BS in Elementary Education from Mayville State University and a MS in Education/Guidance and Counseling from Northern State College. She collaboratively works with parents, teachers, administrators and the community to serve students. Ms. Nelson will dedicate approximately 20% of her time to grant activities, focusing on program delivery of college/career-readiness activities for students and families.

Jill Nesheim: Ms. Nesheim is the preK-8 counselor at Tate Topa Tribal School in Fort Totten, North Dakota. She has seven years of experience working with Native American youth. She completed a BS in Business Education, Mathematics and Physical Education at Mayville State University and a Master of Education degree in Counselor Education at North Dakota State

University. She has been trained in Roads to Success, RUMReadyND, elementary career awareness, The Framework for Understanding Poverty, and standards-based, best practice. Ms. Nesheim will dedicate approximately 20% of her time to grant activities, focusing on program delivery of college- and career-readiness activities for students and families.

Karen Plummer: Ms. Plummer has served as the Professional Learning Specialist for the NESC under Devils Lake Public Schools since 2013. In this role, she plans and facilitates professional learning for member schools and assists with analysis of student performance data. She earned a double major in Elementary Education and Special Education from the University of Wisconsin-Whitewater and a Masters in Technology Education from Lesley College. Ms. Plummer has also worked as an intervention coordinator, inclusive practices coordinator, Reading Best Practice Model Site Coordinator, Read First Coordinator, and technology coordinator. Ms. Plummer will dedicate 90 days to grant activities, including instructional coaching and facilitation of professional learning.

Jennifer Carlson: Ms. Carlson is currently in her eighth year as the NESC Executive Director under Devils Lake Public Schools. As Executive Director, one of her roles is to provide the service of fiscal management for local, educational grant awards. She holds a BS in Business and Vocational Education from the University of North Dakota and a MS in Business Management from the University of Mary. Ms. Carlson will dedicate 27 days in year one, and 36 days in years two, three and four to the fiscal management of this grant.

Devils Lake Public Schools plans to hire an additional College and Career Specialist (with 37 days dedicated to this grant) to assist with management and implementation of the student and family, college/career readiness activities.¹⁵

Capacity to Improve Outcomes

Devils Lake Public Schools and the NESC personnel working as part of this entity have a proven record of success with improving outcomes through grant projects. Since 2012 and the regional implementation of the Succeed 2020 grant (\$2 million award, July 2012-September 2017), the project management team has increased teacher effectiveness in the classroom through improved instructional practices and student engagement strategies, led school improvement workshops resulting in change and accreditation/certification, organized and facilitated collaboration across rural schools, and conducted administrative trainings resulting in increased accountability and instructional leadership. In addition, the team successfully launched a series of college/career activities, similar to the ones presented in this project, with impressive results (see Succeed 2020 College/Career Outcomes in the appendices for the complete list).

ADEQUACY OF RESOURCES

Relevance and Commitment

The bulk of the commitment lies with the Tate Topa and Warwick schools and Devils Lake Public Schools (DLPS). These three entities will be collaboratively responsible for the planning, implementation, and oversight of the grant projects, with each bringing unique perspectives as they work to bridge culture, college/career planning, and academics for the

¹⁵ See appendices for job description. For any new positions deemed necessary to carry out the grant projects, job postings will be advertised by all grant partners and special preference given to applicants of Native American descent/tribal members to the greatest extent feasible.

success of students. The proposed work is relevant to the current initiatives of the schools in a number of ways. The infusion of the Dakota culture and language into daily school life and the state standards will respond to the request from the communities. The college and career counseling will help school personnel to meet the area needs, stakeholder requests, and state mandates for this type of service. The professional learning of educators can positively impact below-average and less-than-proficient student performance. And finally, the cooperation of the partnering entities is already in existence but can be greatly enhanced through development of new projects.

Devils Lake Public Schools, will act as the convener and force multiplier for all partnering entities and projects, and will lead the evaluation process with the assistance of Anderson Inquiry, LLC (see appendices for qualifications). The Spirit Lake Tribal Council members will be contributing their time and expertise for projects in alignment with their priorities and community needs, however nothing needs to be budgeted for their participation. The greater community (families, colleges, businesses, etc.) will have a more limited time commitment appropriate to their availability. These stakeholders will participate in and assist with cultural education, career awareness opportunities, college field trips/presentations, and family/community events. This group will be involved as role models through regular activities across the 48 month grant period, in order to better prepare our students for academic success, careers, and societal/tribal contributions. While the external stakeholders are not identified as official grant partners, they each play a key role in the development of our youth (see page 26, Table 6, and page 29, Table 8 for partner roles and responsibilities).

Table 6. Grant Partner Roles

Advisory	Management	Program Delivery	Evaluation
Spirit Lake Tribe	-	Spirit Lake Tribe	Spirit Lake Tribe
Parents	-	-	-
Culture Specialists	-	Culture Specialists	-
Counselors	-	Counselors	Counselors
Educators	-	Educators	Educators
DLPS	DLPS	DLPS	DLPS

Costs

The costs outlined in the budget and budget narrative are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. Through the proposed projects, the NESC and school personnel will have weekly contact with about 48% (300) of the Tate Topa Tribal School and Warwick School students (all students in grades 5-8) for college/career activities. In addition, 100% (626) of students in grades preK-8 will benefit from the early-intervention, grant activities on a daily basis through improved teacher performance and activities pertaining to academic success and college/career. All classroom teachers and counselors (90) will have weekly contact with the schools’ cultural specialists and professional learning staff. Parent/family events are planned bi-monthly, along with equally frequent business/community/tribal events. The collaborating grant partners plan to build on existing resources, putting most grant money into staff for implementation and management of the comprehensive plan. It is the request of the tribe and school administration to use the grant to provide time and expertise to enhance existing activities, such as parent events and professional

learning, while also launching new endeavors such as college/business tours, class presentations, Gearing Up for Middle School, cultural curriculum, and tribal citizenship programming.

QUALITY OF THE MANAGEMENT PLAN

Adequacy of Management Plan to Achieve the Objectives

The Devils Lake Public Schools (DLPS) project management team has numerous measures and steps in place to achieve the objectives of the proposed project on time and within budget. An annual Gantt chart has been created that details each activity within the proposed project, including a defined timeline (pages 27-28, Table 7).

Table 7. Gantt Chart – Project Timeline

ACTIVITY	TIMELINE (Oct. – Sept. each year)											
	O	N	D	J	F	M	A	M	J	J	A	S
Project kick-off/Award announcement – Fall ‘16	■											
Grant partner meeting	■											
PROGRAM IMPLEMENTATION	O	N	D	J	F	M	A	M	J	J	A	S
Roads to Success/Virtual Job Shadow		■	■	■	■	■	■	■			■	■
Interest inventories/portfolios		I						P				
You're Hired! local/regional events					L		R					
Classroom presentations		■		■		■		■				■
College/business/tribal tours						■	■	■				
Cultural curriculum		■	■	■	■	■	■	■			■	■
Family events/Gearing Up for Middle School		■			■		■	■				
Instructional coaching/classroom observations		■	■	■	■	■	■	■			■	■
Staff workshops/collaborative work	■		■		■		■					

EVALUATION	O	N	D	J	F	M	A	M	J	J	A	S
Administration of pre/post surveys/rubrics	■							■				
ND State Assessment administered						■	■					
Annual goals addressed								■				■

REFLECTION/ANALYSIS	O	N	D	J	F	M	A	M	J	J	A	S
Pre/post & state assessment results analyzed	■							■				
Data related to annual goals analyzed								■	■			■
Project management staff meeting	■	■	■	■	■	■	■	■			■	■
Fiscal manager & grant partner meeting	■			■			■		■			■

REPORTING	O	N	D	J	F	M	A	M	J	J	A	S
Required grant reporting & stakeholder meetings												■

Responsibilities of grant partners are noted in Table 8 below.

Table 8. Responsibility Assignment Matrix

	ACTIVITY	STAKEHOLDERS						
		A	R	R	I	I	I	I
	Project kick-off, award/project announcement	A	R	R	I	I	I	I
IMPLEMENTATION	College/career curriculum and tasks	A	I	C	C	R	C	I
	You're Hired!, class presentations, tours	A	R	C	R	R	C	R
	Cultural curriculum, Tribal Council activity	A	A	C	R	C	R	R
	Family events/Gearing Up for Middle School	A	C	C	C	R	R	R
	Coaching, class observations, workshops	A	I	R	R	R	R	I
EVALUATION	Pre- and post-surveys	A	C	I	R	R	I	R
	Implementation indicators	A	C	I	R	R	I	R
	Administration of local/state assessments	I	I	A	R	R	I	I
	Analysis of results	R A	C	C	C	C	C	I
REPORTING	Required grant reporting	R A	C	I	I	I	I	I
	Community meeting	R A	R	C	R	R	R	R
	Tribal Council meeting	R A	R	C	I	I	I	I
	School board meetings – Tate Topa/Warwick	R A	C	R	I	I	I	R
	(R) RESPONSIBLE (A) ACCOUNTABLE (C) CONSULTED (I) INFORMED	DLPS	TRIBE	ADMINISTRATORS	TEACHERS	COUNSELORS	CULTURE SPECIALISTS	EXTERNAL

The Gantt chart and Responsibility Assignment Matrix will be used by the Project Director to manage all grant activity and requirements throughout the 48-month award period. The Gantt chart will keep all scheduled evaluation work on time throughout each year in order to answer to project objectives. Five meetings have been scheduled throughout each year (at key points within the annual timeline) with the grant's fiscal manager for regular review of the budget in accordance with the work. Additionally, five meetings have been scheduled throughout each year with the grant partners for progress reports and reflection on the work. The project management team will hold monthly staff meetings for more frequent progress checks and decision-making.

Methods of Evaluation

Multiple measures are in place for the grant partners to evaluate program effectiveness and progress towards achieving the intended outcomes. As reflected in the Gantt chart (pages 27-28, Table 7) each evaluation tool, the state assessment, and annual goals have all been assigned a month for administration and analysis. These periodic assessments will keep the grant partners on track for reaching the goal of ensuring that 100% of 11th grade students are college and career ready by the end of the grant as measured by ACT. The grant partners acknowledge that this goal is a very aggressive one, considering the current state of college/career readiness in these two schools (ACT composite scores), but will strive to reach the goal and will report any progress towards that goal at the end of the grant. The Project Director is prepared to meet all annual reporting requirements in accordance with the Government Performance and Results Act. The Theory of Change (page 14, Chart 1), shows the evaluation path from all activities to the overarching goal.

Involvement of Indian Tribes and Parents of Indian Children

Upon the announcement of this grant opportunity, the Spirit Lake Tribe held a meeting with potential grant partners to discuss needs and possible projects. The tribal representatives noted the importance of consistently working from three angles (students, families, and educators) for maximum effectiveness. Following that meeting, a community session was held, which was attended by 30 stakeholders (parents, Student Council members, educators, cultural teachers, administrators and community members). During this session, each stakeholder group shared their priorities.

A considerable portion of the grant's focus is on parents/families and the great majority of the work is implemented through tribal involvement and guidance. The grant partners will implement family sessions in a way that maximizes attendance, learning, and carry-over to the home and community. Stakeholders have expressed interest in family events at the school that provide a balance between social activities, incorporation of Dakota culture, and adult learning related to students' college/career readiness and academic performance. This can be achieved through collaborative facilitation by the grant partners and a menu of activities; balanced through a scope and sequence across the four years of the funding period. Family members will also be invited into classrooms and on field trips to businesses and colleges. These family members can carry the conversation back to the home after the events and can be strong supporters of continued education and career paths.

In addition to the parents as role models, students will also have Tribal Council members, Native American school staff members, Fort Totten and Warwick community members, and tribal employers involved along their path to higher education and career success. Tribal representatives will lead the selection of the cultural curriculum for strengthened implementation

of the Dakota language and culture in the schools. Relatedly, Tribal Council members will be responsible for implementation of a tribal citizenship program used to teach students about tribal roles and responsibilities through classroom presentations and visits to the tribal offices. Both the cultural curriculum and tribal citizenship components will align with North Dakota Studies requirements and the North Dakota Native American Essential Understandings (see appendices for more information regarding the Essential Understandings). The tribe's project responsibilities are outlined in the Responsibility Assignment Matrix (page 29, table 8). Tribal council members, parents, students, cultural specialists and educators will all be invited to meet with the project management team quarterly to review activities and outcomes. Additionally, annual tribal council and school board presentations/reports have been built into the project plan each of the four years of the grant.

Sustainability

Nearly all activities and resources included in this proposed project are sustainable beyond the four-year grant period (see page 34, Table 9). Student activities and resources are addressed here first. The cultural curriculum, Gearing Up for Middle School, Roads to Success, interest inventories and student portfolios will be the property of the schools at the end of the grant. You're Hired! events, classroom presentations, and college/business tours will be sustainable through a small amount of transportation funding budgeted by the schools. Parent/family events and the tribal citizenship program can be maintained through the collaborative efforts of the grant partners with minimal budgets, and the partners can continue to use the framework, agendas and activities established during the grant period, recycling and modifying them throughout the following years. In regards to professional learning for educators, all activities can be sustained. Staff learning and collaboration can continue through

the professional learning time built into the annual, school calendars. The schools *will* need to assume responsibilities for facilitating these workshops and/or will need to budget small amounts to contract with a service provider. The activity that will be most challenging to sustain will be the instructional coaching. This type of service is extensive and typically requires the hiring of an experienced educator. Likely options for sustainability include: 1) Contract with a service provider for part-time instructional coaching; 2) Hire an instructional coach for each school; 3) Hire an instructional coach to be shared across schools; 4) Move to a peer review model of coaching with colleagues observing and coaching each other; or 5) Fill the role through the use of building principals as instructional leaders. To ensure the likelihood of continued coaching, the project management team will implement a gradual release model by training lead teachers to assume the instructional coaching responsibilities by the end of the grant period.

It is evident that the partner schools will be able to continue a comprehensive college/career readiness plan beyond the grant funding, with somewhat minimal monetary support. The grant dollars within the proposed budget are needed primarily for the staffing required to establish partnerships, frameworks, procedures, implementation schedules, professional learning curricula, and evaluation tools and cycles. The schools need people with expertise to pull this comprehensive plan together and to implement it. That is the service being provided by Devils Lake Public Schools through the NESC staff. The knowledge and skills acquired by all stakeholders through the grant activities *will* outlive the grant. Once student-centered, effective instruction and culturally relevant practices are in place, schools will press to maintain and enhance newfound success. Partnerships developed during the grant (with community members, colleges, and businesses) will endure beyond 2020, opening the doors for more collaborative opportunities and student pathways. Student, academic proficiency gained in the elementary and

middle school years will remain with students through high school, raising graduation rates, state assessment scores, and ACT scores. It is believed that all grant partners will be highly motivated to push for continued success once the positive outcomes from this grant project are realized.

Table 9. Sustainability of Activities and Resources

ACTIVITIES/RESOURCES	SUSTAINABLE
Roads to Success and Virtual Job Shadow	✓
Interest inventories and college/career portfolios	✓
You're Hired! events	✓
Classroom presentations	✓
Business and college tours	✓
Cultural curriculum and instruction	✓
Tribal citizenship program	✓
Parent/family events (including Gearing Up for Middle School)	✓
Instructional coaching with classroom observations	✓
Professional learning and collaboration	✓

QUALITY OF PROJECT EVALUATION

A strong evaluation plan (Theory of Change) has driven this proposed project from the inception, in correlation with the needs assessments (see page 14, Chart 1, and Goals, Objectives and Outcomes in appendices). Activities, interim indicators, objectives, and evaluation tools have all been linked to create a comprehensive evaluation process that will respond to the intended project outcome of college and career readiness for Native American students.

Necessary surveys and observation rubrics are already drafted and will be finalized upon notice

of a grant award. A series of pre/post and retrospective survey data will be triangulated with project implementation data, observational data, and student academic and behavioral data to provide the Project Director and grant partners with extensive information regarding the grant activities most promising for replication in other schools with similar needs (possibly other schools within the Spirit Lake Reservation). This data analysis will be led by the evaluator and Project Director and will involve all grant partners during annual progress meetings. All data collection, analysis and reporting tasks are outlined within the Gantt chart (see pages 27-28, Table 7). The evaluation plan will be led by Nathan Anderson of Anderson Inquiry, LLC out of Minot, North Dakota, and implemented with the assistance of the Project Director and other responsible stakeholders (see page 29, Table 8). Nathan Anderson has an extensive list of degrees and qualifications that bring great merit to this project. He has a PhD in Education: Institutional Analysis, a MS in Management: Organizational Studies Concentration, and a BA in Psychology with a Finance Minor. As the owner of Anderson Inquiry, LLC, he is currently working to develop data utilization curriculum and training modules, and facilitates research, evaluation and assessment processes. Mr. Anderson has also recently worked as a Data Management Specialist for a North Dakota Regional Education Association, providing consultation and professional learning regarding data analysis, the State Longitudinal Data System, and inquiry/assessment cycles, and designing evaluation tools, analysis processes and reporting methods. His resume, including a complete work history and list of skills and publications, can be found in the appendices.

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APPENDICES

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GOALS, OBJECTIVES AND OUTCOMES

The long-term goal or intended outcome for this proposed grant project is to ensure that 100% of Fort Totten and Warwick 11th grade students are college and career ready by the end of the grant as measured by ACT. Two contributing factors lead to achievement of this goal: academic and behavioral preparations of students, both involving tribal and community support and activities. The academic component will be measured against two, annual goals:

- Increased student grade point averages, and
- Increased student North Dakota State Assessment proficiency.

The two objectives supporting these annual, academic goals are stated below.

1. As a result of educator professional learning and instructional coaching, 90% of participating educators will increase their implementation of at least 3 of 6 effective practices as measured annually by degree of implementation through a pre- and post-observational rubric.
 - a. Number of professional learning workshops scheduled and facilitated
 - b. Number of instructional coaching sessions scheduled and facilitated
 - c. Number of classroom observations scheduled and facilitated
 - d. Number and percent of educators participating (by activity and subgroup)
 - e. Baseline and outcome data (surveys and observations)
 - f. Documentation of content and strategies presented/discussed

2. As a result of increased educator effectiveness, 90% of participating K-2 students will increase their confidence in reading and math capacities as measured through matched, annual, student pre- and post-surveys.¹⁶
 - a. Number and percent of students surveyed
 - b. Number and percent of students confident (baseline and outcome data) –reading and math

The behavioral component will be measured against two, annual goals:

- Increased attendance, and
- Increased student, high school retention¹⁷.

The two objectives supporting these annual, behavioral goals are stated below, along with indicators used for quarterly monitoring.

1. As a result of college- and career-readiness activities, the annual, average post-intervention score will be higher than the annual, average pre-intervention score on at least 80% of the student survey items relevant to knowledge about key considerations for college- and career-readiness.
 - a. Number and type of college- and career-readiness activities scheduled and facilitated
 - b. Number and percent of students participating (by activity and subgroup)
 - c. Documentation of content and resources presented

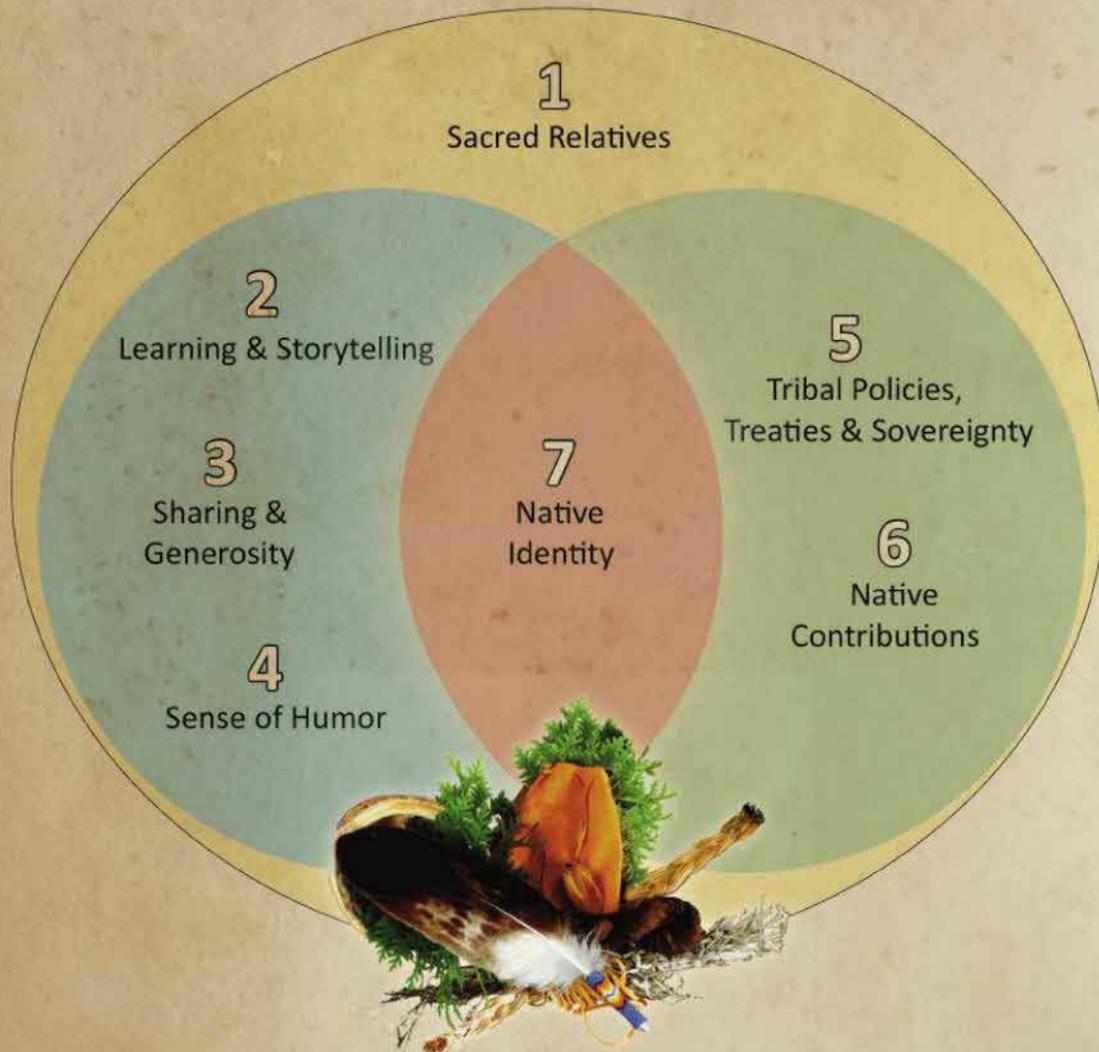
¹⁶ K-2 students are the focus for this objective since proficiency in grades 3-8 is dependent upon academic success in the preceding years. A confidence objective and survey is being used since students in grades K-2 do not take the state assessment.

¹⁷ Increases in student retention in the 9th, 10th and 11th grades are predictors of on-time, high school completion and increased graduation rates. Since this is a four-year grant with a preK-8 focus, the 2015-16 8th grade student cohort included in this grant project can be tracked through their 11th grade year.

- d. Documentation of cultural integration into college/career lessons and activities
 - e. Number and percent of participating business, college, tribal and family representatives (by activity and subgroup)
 - f. Number and percent of students completing interest inventories
 - g. Number and percent of students completing college/career portfolios
2. As a result of college- and career-readiness activities, the annual, average post-intervention score will be higher than the annual, average pre-intervention score on at least 80% of the parent, retrospective survey items relevant to knowledge about key considerations for student college- and career-readiness.
- a. Number and type of parent involvement activities scheduled and facilitated
 - b. Number and percent of parents/family members participating (by activity)
 - c. Documentation of content and resources presented

As detailed above, there is a clearly specified and measurable path from the interim indicators to the long-term goal, and the Project Director is prepared to report on objectives according to the Government Performance and Results Act.

North Dakota Native American Essential Understandings



Introduction to the North Dakota Native American Essential Understandings (NDNAEU)

In the spring of 2015, the North Dakota Department of Public Instruction brought together tribal Elders from across North Dakota to share stories, memories, songs and wisdom in order to develop the North Dakota Native American Essential Understandings to guide the learning of both Native and non-Native students across the state. Similar Essential Understandings have been developed and are being used in several other states already, and more are making plans to begin a similar process. Many tribal Elders have had input into these understandings, and it is hoped that the NDNAEU themselves will open up many more additional opportunities for tribal Elders and Educational Leaders to impact ND classroom practice with important tribal stories, songs and cultural perspectives.

The learning benefits to ND students who have a tribal or native heritage are clear. According to research around Culture Based Education (CBE), "...in culture-rich environments, teachers push beyond conventional best practice to achieve greater relevance, relationships, and rigor using culturally responsive, relevant approaches. Teachers can and must make learning culturally meaningful to their students and families by honoring culture and place in teaching and learning with respect to the heritage language, family and community involvement, instructional content and context, and authentic assessment" (Kana'iaupuni and Ledward, 2013).

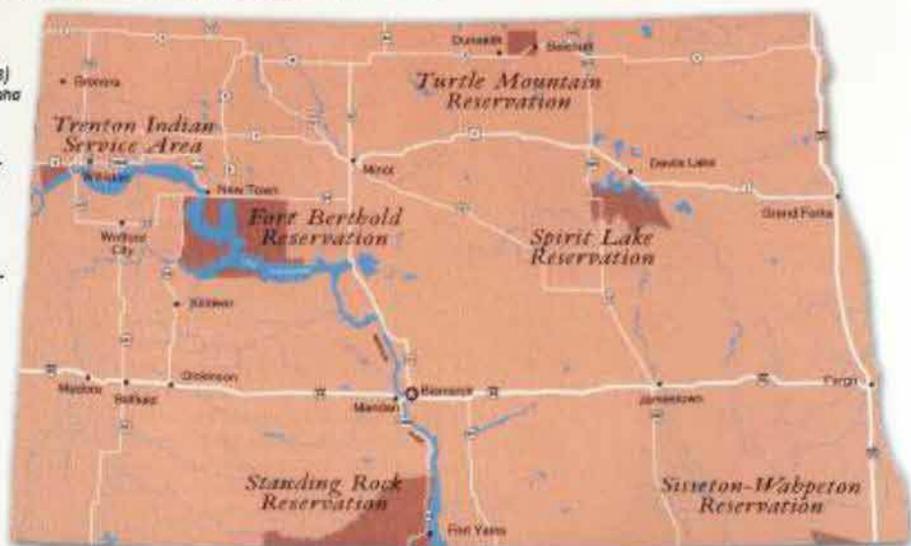
The benefits to ALL students who learn in educational environments that are culturally responsive and value multiple cultural perspectives are clear. The following is a summary of outcomes connected with multi-cultural education compiled in ASCD Express, Vol. 6, No. 15., 2011 (<http://www.ascd.org/ascd-express/vol6/615-koppelman.aspx>).

1. All students should be encouraged to affirm themselves as unique individuals and they should accept and respect the differences shaping individual identities of other students.
2. Students should learn about their group from the school curriculum and about the diverse groups in American society to have a basis of appreciation and respect for cultural diversity.
3. Students should engage in intergroup dialogues that promote cross-cultural communication skills and reduce biases and prejudices.
4. Students should learn to be critical thinkers able to analyze historical and contemporary issues in order to make intelligent decisions about problems and conflicts.
5. Students should engage in activities that address social justice issues and be encouraged to develop and implement strategies to respond to such issues in their school and their community.

It is the hope of both the ND Department of Public Instruction and the tribal Elder team of writers that these seven NDNAEU can create a framework for learning that will foster these outcomes. The NDNAEU are merely a starting point for this work. It is our expectation that the next several years will see the active engagement of many more educators, administrators, tribal Elders and communities in developing additional resources, lesson plans, curricula, video interviews and collaborative projects as guided and informed by the NDNAEU. The ultimate goal of this document is to increase learning, understanding and well-being among all North Dakota students, educators and communities.

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Accessed 10/11/2015 at www.ascd.org/ascd-express/vol6/615-koppelman.aspx



North Dakota Native American Essential Understandings (short descriptors)

How we relate to everything:

1. **Sacred Relatives:** Native people practice a deep interconnectedness with the land, the resources, the water, all living things and all human beings. Land stewardship, respect for all 2 legged, 4 legged, winged, crawlers and swimmers and a strong belief in the sacredness of all human beings are key elements of our spirituality.

How we promote and sustain our cultures, languages & traditions:

2. **Learning & Storytelling:** Traditional teaching and the passing on of knowledge and wisdom was done through storytelling, song, ceremony and daily way of life, often incorporating specific gender and age specific responsibilities. These continue to be some of the best modes for learning for both Native and non-Native learners.
3. **Sharing & Generosity:** Native people have rich traditions of sharing and generosity which include gifting, shared meals, Pow Wow gatherings, shared living spaces and care for relatives, including the environment, natural resources and waters.
4. **Sense of Humor:** Native people have a rich history of shared sense of humor that includes teaching stories involving Iktomi, Maymaygwisí and Nanabozhoo. These stories and this unique sense of humor continue to support our resiliency and cohesiveness.

How we respond to & contribute to all of society from local to global:

5. **Tribal Policies, Treaties & Sovereignty:** Native people practice self-determination, developing tribal policies and practicing political activism. Despite a history of US policies and Treaties that have often been detrimental, Native people are members of sovereign nations that predate the US government.
6. **Native Contributions:** Native people continue to contribute to all levels of society from local to global in diverse fields including medicine, science, government, education, economics, art, music, and many more.

Who we are:

7. **Native Identity:** Individual and communal identity is defined and supported by shared Native languages, kinship systems, Tiospaye, Clan structures, traditional teachings, values, sacred laws and ceremonies. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no "generic American Indian".

Page 3

1. Sacred Relatives

Native people practice a deep interconnectedness with the land, the resources, the water, all living things and all human beings. Land stewardship, respect for all 2 legged, 4 legged, winged, crawlers and swimmers and a strong belief in the sacredness of all human beings are key elements of our spirituality.

Extended Description

The tribes in North Dakota have creation stories telling how we came into being on earth. No tribe disagrees with or makes fun of another tribal Creation story; the stories connect to one another. We practice our ceremonies, medicines, and plants to keep us whole and connected to the Great Mystery of life. We teach our youth the Natural Laws of the Creator for their well-being (Elder JT ShiningOne Side).

One of the beliefs that we, as Native people, share is the knowledge that every living thing has a spirit. Sometimes described as "respect", it is much more than that. It is our belief. The Ojibwa (Chippewa) creation story says, "The Creator breathed life into all that He created." We are taught that each blade of grass, etc. has this spirit. Gregory Cajete, in his book "Native Science" uses this same analogy when he explains the difference between Native science and Western science. It is the reason we put tobacco down before we take a medicine, or a plant (Elder Carol Davis).



Arikara man, wearing a bearskin, 1908.



Page 4

"...a belief in the sacredness of all human beings is a key element of our spirituality"

2. Learning & Storytelling

Traditional teaching and the passing on of knowledge and wisdom was done through storytelling, song, ceremony and daily way of life, often incorporating specific gender and age specific responsibilities. These continue to be some of the best modes for learning for both Native and non-Native learners.

Extended Description

When we sing the songs and tell the stories, we pass on the wisdom, knowledge, and teachings of praying, fatherhood, motherhood, coming of age ceremonies, care of the home, children, environment, and care of the water. We teach respect for life, self, family, star, and universe knowledge. In all of this one finds truth to live a good life (Elder JT ShiningOne Side).



Petroglyphs are another form of storytelling. This is a drawing of an underwater panther (mishibizhiw) as well as two snakes and a canoe, attributed to the Ojibwe people.

Wikipedia.org File:

Underwater_Father_rock_painting_(crop).jpg



Turtle Mountain Chippewa Elder J.T. Shinging Oneside tells the story of how the Sweat Lodge came to her people.



"When we sing... we pass on the wisdom..."

Page 5

3. Sharing & Generosity

Native people have rich traditions of sharing and generosity which include gifting, shared meals, Pow Wow gatherings, shared living spaces and care for relatives, including the environment, natural resources and waters.



Extended Description

The Native American people are chosen to shine the light of peace onto the world to teach the truth of the Creator. We share our cultural knowledge with other tribes and nationalities for survival and as a part of the web of life. "What one does inside the web is felt by all." (Elder JT ShiningOne Side).

Mandaree resident and senior Environmental Science major at Ft. Berthold Community College Lisa DeVille wants proof that water is safe to drink after Bakken fracking oil spill threatens Missouri River.

*Caption and Photo by Talli Nauman
www.indlanz.com/News/2015/016792.asp*



Page 6

Reconstructed Hidatsa Earthlodge In Stanton, North Dakota

4. Sense of Humor

Native people have a rich history of shared sense of humor that includes teaching stories involving Iktomi, Maymaygwi and Nanabozhoo. These stories and this unique sense of humor continue to support our resiliency and cohesiveness.



Dakota Elder Demus McDonald usually includes humor when he tells about his difficult boarding school experiences.

Extended Description

As Native people we have seven sacred medicines, tobacco, cedar, sage, sweet grass, water, laughter, and land to keep one in balance in life. Laughter is a good medicine that brings your spirit up. The stories through humor teach lessons about life. We love playing humorous jokes on each other (Elder JT ShiningOne Side).



Elementary school class of Indian students with botanical specimens at United States Indian School, Carlisle, Pennsylvania.



"Laughter is good medicine"

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5. Tribal Policies, Treaties & Sovereignty

Native people practice self-determination, developing tribal policies and practicing political activism. Despite a history of US policies and Treaties that have often been detrimental, Native people are members of sovereign nations that predate the US government.



Mandan and Arikara delegation - NARA - between circa 1874 and circa 1907.

Extended Description

We come from a proud, rich heritage, and we use the Seven Sacred Laws to maintain order in the tribal villages. We are taught from the Elders, medicine people, warriors, chiefs, clans, and guidance of the spirits in ceremony, and the dream world about living a good life (Elder JT ShiningOne Side).



Tribal dignitaries are introduced in the North Dakota House of Representatives Chamber at the "State of the Tribal-State Relationship" delivered by Hon. Dave Archambault II, Chairman Standing Rock Sioux Tribe, January 8, 2015.

6. Native Contributions

Native people continue to contribute to all levels of society from local to global in diverse fields including medicine, science, government, education, economics, art, music and many more.

Extended Description

Native Contributions to North Dakota are AKI-rich black dirt for farming, ranching, native species, trees, berries, waters, irrigation, natural medicines. Three sisters (corn, squash, and beans) We bring people and help them to heal with our medicine, prayers, and ceremonies. We contribute the Natural Spiritual Beliefs of connecting the four realms of life. (MENTAL, EMOTIONAL, PHYSICAL, SPIRITUAL) We bring the Shakey Tent, Doodooswan-Sweat lodge, Thirsty Dance (Sundance) Big Drum Ceremony, Buffalo Dance, Jingle Dress Dance, Making of a Relative, Lacrosse, Wigwam, Moon Ceremony, Nimiwin-Powwow. We are natural barterers and traders. We love to live life in a natural, humble way to include the elders, children, and the family. American Indians have a warrior tradition and a high military volunteer rate. According to statistics provided by the U.S. Department of Defense, in 2010, 22,569 enlisted service members and 1,297 officers on active duty were of American Indian heritage. So while the U.S. population recorded only 1.4 percent American Indian, the military population was 1.7 percent Native, making it the highest per-capita commitment of any ethnic population to defend the United States (Elder JT ShiningOne Side).



Woodrow Keeble (1917–1984), Medal of Honor recipient and Sisseton-Wahpeton Tribal member.



Vine Deloria Jr., Standing Rock Elder, scholar, writer and activist.

7. Native Identity

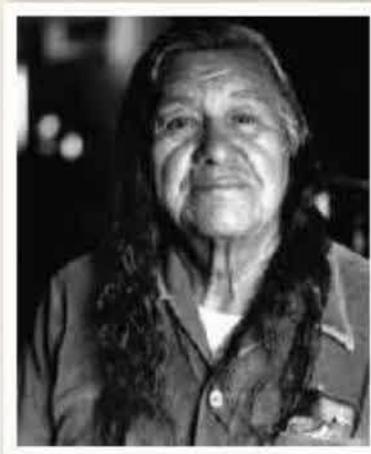
Individual and communal identity is defined and supported by shared Native languages, kinship systems, Tiospaye, Clan structures, traditional teachings, values, sacred laws and ceremonies. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no "generic American Indian".

Extended Description

As an Ogichita dakwe (warrior woman), knowledge keeper of the old traditions, carrier of the ceremonies and ancestral pathway, I affirm that it is important to remember the Old way and New way of the Red people. "If one knows the 'Old way' and the 'New way' they become a 'Powerful being.'" (Francis Old Eagle Heart Cree, TMBC). The Coming of Age Ceremonies help our youth to build their native identity. Naming ceremonies help our youth identify with their spirit and connect to the spirit world (Elder JT ShiningOne Side).



"Typical Chippewa Indian home." Turtle Mountain Res., North Dakota. - NARA circa 1943.

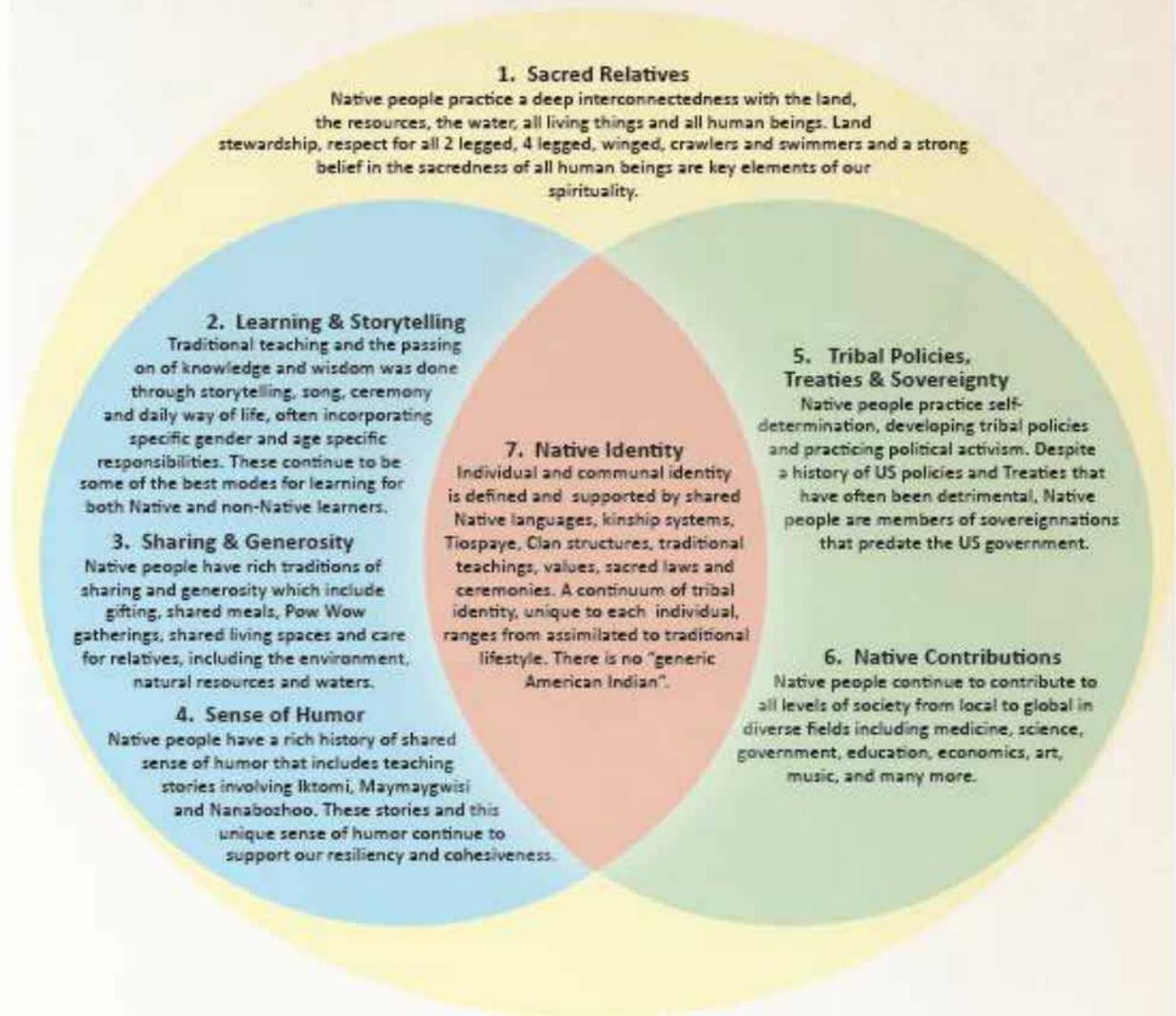


Francis Old Eagle Heart Cree 1921-2007.



Elder Oliver Gourd in traditional regalia at the 2015 Spirit Lake Powwow.

North Dakota Native American Essential Understandings



To hear and see many of the Elders who worked to create these Essential Understandings visit the Teachings of our Elders YouTube channel at <https://goo.gl/oAc793>.



Funded by North Dakota Department of Public Instruction
Kirsten Baesler, State Superintendent
Lucy Fredericks, Indian Education Director
Bismarck, North Dakota

Facilitated by

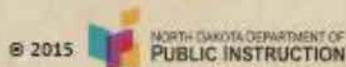
- Dr. Scott Simpson - Technology & Innovation in Education (TIE)
- Sharia Steever - Technology & Innovation in Education (TIE)
- Dr. David Henderson - Montana State University

Core Concept Workgroup

- Mrs. JT Shining Oneside - Turtle Mountain (Chippewa)
- Carol Davis - Turtle Mountain (Chippewa)
- Eugene Hale - Spirit Lake (Dakota)
- Oliver Gourd - Spirit Lake (Dakota)
- Demus McDonald - Spirit Lake (Dakota)
- Marilyn Hudson - Three Affiliated Tribes (Mandan/Hidatsa/Arikara)
- Dr. Linda Gourneau - Three Affiliated Tribes (Mandan/Hidatsa/Arikara)
- Emma Jean Blue Earth - Standing Rock (Lakota)
- Sunshine Archambault-Carlow - Standing Rock (Lakota)
- Angeline Fourth Iron Road - Standing Rock (Lakota)

Personal photos provided by Elders Jt Shining Oneside and Carol Davis

Document Design by Megan Mersheim, Technology & Innovation in Education (TIE)



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SUCCEED 2020 COLLEGE/CAREER OUTCOMES

1. Collaborative work place tours for classroom teachers, school counselors and employers, resulting in career awareness and job shadow opportunities for high school students;
2. You're Hired! tournaments for middle school and high school students, leading to increased demonstration of STEM and 21st century skills by students;
3. Direct, student instruction of Roads to Success college- and career-readiness curriculum to 100% (240) of students across grades 5-9 in two pilot schools;
4. Access to Virtual Job Shadow by all students and staff in grades 7-12 in 22 member schools;
5. Facilitation of regional, Roads to Success, RUREadyND and Virtual Job Shadow workshops and curriculum planning sessions, bringing together counselors, classroom teachers and administrators;
6. Facilitation of regional, biannual, counselor/career advisor professional learning communities for the study of college- and career-readiness curriculum, planning, and opportunities, and ACT/WorkKeys and state assessment preparation; and
7. Implementation of a *Ready for College, Ready for Careers* workshop to plan for the unique aspects of preparing students of poverty for life beyond K-12 education.

**SPIRIT LAKE NATIVE YOUTH COMMUNITY PROJECT
COLLEGE/CAREER SPECIALIST
JOB DESCRIPTION**

QUALIFICATIONS:

- Possess a Bachelor's Degree (Master's Degree preferred)
- Possess experience and training in college and career advisement
- Possess experience and training in Roads to Success, Virtual Job Shadow and RUPrepareND
- Possess knowledge of college- and career-readiness curriculum and correlating instructional strategies
- Possess experience with student, college/career portfolios, planning tools, etc.
- Possess strong teaching skills (with audiences of students and adults)
- Possess strong computer literacy skills
- Possess strong organizational & multi-tasking skills
- Possess strong verbal and written communication skills
- Possess strong collaboration skills

REPORTS TO: Project Director

JOB GOALS: Prepare students to be college and career ready by leading *Native Youth Community Project (NYCP)* initiatives in partner schools

PERFORMANCE RESPONSIBILITIES:

- Implement Roads to Success curriculum in classrooms.
- Implement Virtual Job Shadow in classrooms.
- Implement RUPrepareND in classrooms.
- Assist students with completion of interest inventories and college/career portfolios.
- Co-facilitate classroom presentations by colleges/businesses/community members.
- Co-facilitate college/business tours.
- Co-facilitate parent/family sessions regarding college/career readiness.
- Co-facilitate Gearing Up for Middle School family events.
- Lead student teams in You're Hired! events and preparations.
- Administer and collect student and parent/family surveys as requested by the Project Director.
- Collaborate with grant partners for effective implementation of project activities.
- Provide activity summary reports and documentation to the Project Director as requested.

TERMS OF EMPLOYMENT: Salary (with full benefits) is dependent upon experience. Scope and contract of the work is detailed in the NYCP project proposal.

EVALUATION: The Project Director will collaborate with partner schools to complete an end-of-year, performance review.

NATHAN C. ANDERSON, PH.D.

(b)(6)

EDUCATION

PhD Education: Institutional Analysis. (2013). North Dakota State University.
MS Management: Organizational Studies Concentration. (2004). Minot State University.
BA Psychology: Finance Minor. (2003). Minot State University.

PROFESSIONAL EXPERIENCE

Anderson Inquiry, LLC, Minot ND

1/16-Present, Owner

- Develop data utilization curriculum and training modules for pre-service and in-service teachers throughout North Dakota
- Provide professional development relevant to effective data utilization
- Facilitate research, evaluation, and assessment processes

Mid-Dakota Education Cooperative (MDEC), Minot ND

8/12-3/16, Data Management Specialist

- Facilitate evaluation, assessment, and research processes, including question identification, survey development, data management and analysis, and reporting
- Provide consultation to help education professionals make meaning out of student achievement data, including preparation of custom reports with visualizations and narrative interpretations
- Provide data-related professional development to PK-12 teachers and administrators, including delivery relevant to the North Dakota Statewide Longitudinal Data System, Northwest Evaluation Association Measures of Academic Progress, standards for effective data use, and AdvancED school improvement
- Present breakout sessions at local, statewide, and national conferences
- Utilize Statewide Longitudinal Data System to access and analyze student data at region, district, school, teacher, and student levels
- Facilitate collection, management, analysis, and reporting of school district needs assessment data
- Facilitated survey development, data collection, analysis, and reporting of Common Core State Standards needs assessment administered to North Dakota superintendents and principals
- Prepare school district profile reports with district needs assessment data and standardized assessment data, including North Dakota State Assessment, Northwest Evaluation Association Measures of Academic Progress, ACT, and/or other student achievement data
- Manage, analyze, and report student assessment and program perception data for the Student Health and Risk Prevention Education program
- Contributed to North Dakota statewide customizations of escWorks professional development registration and tracking software
- Provide escWorks technical support for REAs across the state of North Dakota
- Delivered escWorks professional development registration training to school districts
- Contributed to identification of North Dakota statewide common metrics to help track progress toward Succeed 2020 grant outcomes
- Internally monitor and evaluate MDEC programs
- Collected, analyzed, and reported data for Minot Public Schools Foundational Skills Assessment and Minot Public English Language Arts Common Core State Standards Inventory

- Contributed to grant writing initiatives, including the Succeed 2020 grant intended to better prepare high school students for college and career readiness
- MDEC conference evaluation survey development, data collection and analysis, and reporting
- Member of the North Dakota Statewide Longitudinal Data System Report Working Group
- Member of the multi-state Statewide Longitudinal Data System Data Use Standards Workgroup
- Conducted first year teacher study to measure whether perceptions of first year teachers participating in a new teacher program differed from those who did not participate
- Developed data analysis methods and tools to help answer AdvancED school improvement student performance diagnostic questions and stakeholder feedback questions
- Developed process and spreadsheet for analyzing AdvancED school improvement stakeholder feedback survey data
- Developed and delivered multiple one-day AdvancED school improvement camps for school leadership teams
- Developed processes for collecting, analyzing, and reporting MDEC needs assessment and evaluation data utilizing Google Sites, Forms, Sheets, and Gadgets
- Co-developed A+ Inquiry framework for effective data utilization
- Wrote effective data utilization scenarios through an A+ Inquiry framework lens
- Developed effective data utilization training materials, including A+ Inquiry framework materials

Self-employed, Minot ND

9/08-Present, APA Formatting Consultant

- Format Graduate Student theses, major papers, and dissertations according APA and university requirements
- Formatting work includes page numbering, line spacing, paragraph spacing, document margins, APA headings, title page format, approvals page format, table of contents, list of tables, list of figures, figure formatting, table formatting, references, citations, appendices, and any other formatting modifications required for approval by the university
- Formatted and/or reviewed 140+ theses and major papers to ensure formatting alignment with Graduate School requirements
- Provided formatting consultation for 5 doctoral level dissertations
- Contracted by Minot State University Graduate School to conduct final reviews of theses and major papers

Minot State University, Minot ND

3/08-8/12, Accreditation Technology Support Coordinator, College of Education & Health Sciences

- Built Filemaker databases to manage and report data for accreditation and other purposes
- Created and managed student and instructor access accounts for appropriate databases
- Member of MSU's 2010 NCATE steering committee team
- Survey development, distribution, and analysis
- Prepared 5-year trend analysis reports on program completers
- Presented Undergraduate and Graduate data to stakeholders at annual stakeholders' retreats
- Trained professors and students how to access and use applicable databases
- Provided tech support to faculty and staff
- Produced screencast video tutorial to demonstrate data entry processes
- Supervised up to one Graduate Research Assistant per semester
- Used SPSS to run statistical analyses, including t-tests, ANOVA, and multiple regression
- Presented database management and reporting system to NCATE accreditation team

11/06-3/08, Training & Research Associate, Rural Crime and Justice Center

- Employed full time on the Rural Methamphetamine Education Project (RMEP) and part time on the State Victim Assistance Academy for North Dakota (SVAAND) initiative

- Researched hazards and trends of methamphetamine and other illicit drugs
- Participated in survey development, distribution, and analysis
- Delivered PowerPoint presentations to k-12 students, community members and professionals throughout North Dakota, providing information about the history, signs, and effects of methamphetamine usage and its impact on society
- Set up and worked booth displays at schools and community events
- Created the *Learn More Series* newsletter as a means to distribute current methamphetamine related information through hard copy and electronic formats
- Co-authored an operations guide for the RMEP initiative
- Co-wrote the SVAAND grant that was awarded through the Office for Victims of Crime
- Facilitated steering committee meetings and regional meetings for the SVAAND
- Represented Rural Crime and Justice Center at Grant Writers Roundtable meetings

Other Service to Minot State University

- Staff Senate, member and one year term as President
- North Dakota state staff senate, MSU representative
- Compensation task force
- Landscaping committee
- Information technology advisory committee
- Alcohol tobacco and other drugs task force
- University cabinet
- Cost-of-living legislative subcommittee
- Commencement speaker
- Convocation speaker
- Annual employee appreciation banquet co-emcee
- Staff senate/faculty senate meet and greet co-host
- Developer of first online staff senate election ballot
- Consultant for Graduate students seeking APA formatting assistance
- Graduate School writing workshop APA consultant
- Final reviewer for graduate students' theses and major papers
- Presenter for Master of Education APA formatting seminars
- Co-investigator for Master of Science in Management alumni study
- Co-editor of Graduate School *Guide for Preparation of Theses and Major Papers*
- Connections freshmen orientation leader

A Good Dose of God, Minot ND

2/09-12/11, Owner/Author

- Wrote, designed, and published the book, *A Good Dose of God: Everybody's Best Friend*
- Photographer and writer for *Photos and Phrases of Inspiration* calendar and posters
- Managed all areas of the business, including product development, online and local distribution, financial management, and website design
- Hosted Book signings at Main Street Books and Gideon's Trumpet
- Raised \$550 for Zion Lutheran Church through a book and calendar drive

Charleton's, Inc., Minot ND

12/05-8/07, Owner/Vice President, The Boulevard Cafe

- Developed and implemented *The Boulevard Cafe*, a small quick-service restaurant
- Designed and created the menu; wrote menu specs for each menu item
- Created a detailed profit and loss spreadsheet to forecast revenues and expenses
- Delegated employee duties; coordinated with vendors, account executives, and contractors
- Monitored customer feedback through formal and informal evaluation mechanisms

- Used *QuickBooks* to pay bills, itemize expenses, track deposits, and run payroll, etc.
- Operated point of sale software to monitor sales and employee time-clock

Rehab Services, Inc., Minot ND

6/05-11/06, Program Coordinator, Brooklyn Flats

- Co-designed and implemented *Brooklyn Flats*, a program providing residential services to clients undergoing medication stabilization and/or substance abuse treatment
- Developed program and policy guidelines for staff and residents
- Managed 8 employees: hired, trained, supervised, scheduled, and dismissed staff
- Facilitated monthly staff meetings
- Supervised up to 12 residents: intake interviews, counseling, weekly resident meetings, medicine monitoring, discharge planning, daily progress notes, confidentiality
- Financial management, including monthly billing, purchasing, and inventory management
- Coordinated resident activities, including treatment, aftercare, counseling, living arrangements, and medical appointments
- Worked with residents' addiction counselors, case managers, and nurses; collaborated with community agencies, e.g. hospital, court, social services, university, and housing office
- Arranged public speaking engagements for recovering addicts who wished to inform others about their struggles with addiction
- Collaborated with other Rehab Services programs, including Recovery House and ReStore
- Participated in fundraising initiatives for silent auction

Sports World Stadium, Minot ND

9/99-6/05, Assistant Manager, The Dugout Restaurant and Sports Bar

- Supervised 60 staff: hired, trained, motivated, and dismissed employees; made schedule modifications.
- Opened and closed the restaurant and bar, counted tills, made deposits, and completed daily paperwork and reports
- Placed product orders, entered product/price changes into the computer, and analyzed proposed project feasibility
- Hosted, served, tended bar, and cooked as needed
- Organized and negotiated plans and terms for private parties

TEACHING EXPERIENCE

Minot State University, Minot ND

1/16-5/16, Visiting Graduate Faculty

- SPED 588 Thesis Writing. This course is designed to synthesize the knowledge and skills developed in previous research courses and apply them to the master's thesis process.

8/14-12/14, Adjunct Faculty

- ED 260 Education Psychology. Emphasizes learning theory, effective teaching, classroom management and child development as applied to educational settings.

1/11-5/11, Adjunct Faculty

- ED 380 Technology in Teaching. This course provides an introduction to integrating technology in the classroom. Topics include the Internet, Productivity Software Applications for educators, integrating multimedia and education software applications, and creating curriculum pages.

Williston State College, Williston ND

8/07-12/07, Adjunct Faculty

- MHA 201 Addictions I. Introduction to the theories of chemical addiction and dependence (12 step treatment), impact of drug abuse on individual, family, and society. Native American issues will be addressed.

SCHOLARLY SERVICE

- AdvancED School District Accreditation. (2015, April 20-22). Member of external review team. Dunseith, ND.
- North Dakota State University Education Doctoral Program. (2011). Member of Annual Gathering Student Committee. Fargo, ND.
- Mid-continent Research for Education and Learning and North Dakota State University research collaboration. (2011, September 30). Moderator for Sunnyside Elementary School focus group. Minot, ND.

COMMUNITY SERVICE

Current

- Zion Lutheran Church (youth ministries team member, new pastor call committee member, communion assistant, lesson reader, Food Faith and Family dinner team, website redesign, LIFE Group facilitator)
- Minot Public Schools Family and Consumer Science Advisory Committee member
- Rotary International (scholarship committee)

Former

- Magic City Youth Baseball (Board member, finance committee, Cal Ripken coach, website design and management, online registration, Facebook, PayPal and PayPal Here to collect online and mobile payments)
- Dakota Thunder Volleyball (website design and management including online calendar and domain name registration)
- Edison Elementary School PTA member
- Hazen Community Health Task Force, Hazen ND
- Beulah Community Health Task Force, Beulah ND
- Christ Lutheran Church (Board of Education member, lesson reader, Sunday School teacher)
- Zion Lutheran Church (Adult Ministries Team member, Church Council member, church school teacher, confirmation guide, confirmation mentor)
- YMCA youth basketball coach
- Minot Recreation Commission youth baseball coach
- Kids for Peace co-leader

SKILLS

Disciplined inquiry (e.g. research, assessment, evaluation), public speaking/presenting, oral/written communication, Google Apps (Sites, Drive, Calendar, etc.), APA formatting, Microsoft Word, Excel, PowerPoint, FileMaker, SPSS, PayPal

INTERESTS

Reading, writing, research, technology, spirituality, photography, exercise, lake activities, spending time with family and friends, helping others, lifelong learning

PROFESSIONAL DEVELOPMENT

- AdvancED North Dakota Fall Conference. (2015, September 30-October 1). AdvancED. Mandan, ND.
- NWEA Fusion Central. (2015, July 7-9). Northwest Evaluation Association. Chicago, IL.
- North Dakota Response to Intervention / Multi-Tiered Systems of Support Conference. (2015, June 8-10). Southeast Educational Cooperative & Mid-Dakota Education Cooperative. Fargo, ND.
- NWEA Spring Institute Day. (2015, March 10). Northwest Evaluation Association. Minot, ND.
- Evaluation 2014: Visionary Evaluation for a Sustainable, Equitable Future. (2014, October 14-18). American Evaluation Association. Denver, CO.
- Evaluation Capacity Development 101. Theories and Strategies on How to Work with Clients, Communities and Organizations to Enhance Their Evaluation Knowledge and Practice. (2014, October 13). American Evaluation Association. (2014, October 13). Denver, CO.
- AdvancED North Dakota Fall Conference. (2014, October 1-2). AdvancED. Mandan, ND.
- Statewide Longitudinal Data System (SLDS) 201 Training. (2014, May 1). EduTech. Bismarck, ND.
- Introduction to AdvancED. (2014, April 15). AdvancEd Midwest Region. Minot, ND.
- escWorks Professional Development Registration Software Training. (2014, February 18-19). Texas Region 4 Education Service Center. Bismarck, ND
- Statewide Longitudinal Data System (SLDS) Training. (2013, November 18). EduTech. Minot, ND.
- Fusion 2013: Northwest Evaluation Association's Summer Conference. (2013, June 26-28). Northwest Evaluation Association. Portland, OR.
- Freshmen Orientation CONNECTIONS Leader Training. (2011, August 16). Minot State University. Minot, ND.
- Google Days Google Apps Training. (2011, June 6-9). Minot Public Schools. Minot, ND.
- Focus Group Training. (2010, September 20). Midcontinent Research for Education and Learning and North Dakota State University. Fargo, ND.
- Accreditation, Accountability, and Quality: An Institutional Orientation and Professional Development Conference. (2010, September 10-12). National Council for Accreditation of Teacher Education and American Association of Colleges for Education. Arlington, VA.
- FileMaker Pro Level 1 and Level 2 Training (2010, January 4-6). FirstTech Computer. Minneapolis, MN.
- State Victim Assistance Academy National Meeting. (2008, January 28-31). Washington DC.
- Northern Plains Methamphetamine Summit. (2007, July 31-August1). United Tribes Community College. Bismarck, ND.
- National Rural Institute on Alcohol and Drug Abuse. (2007, June 3-June 7). University of Wisconsin Stout. Menomonie, WI.
- Methamphetamine: Casting a Shadow Across Disciplines and Jurisdictions. (2007, March 30). North Dakota Law Review. Grand Forks, ND.

PROFESSIONAL ORGANIZATIONS

- North Dakota Council of Educational Leaders
- American Evaluation Association (PK-12 topical interest group, AEA365 blog contributor)
- Statewide Longitudinal Data System Data Use Standards Workgroup
- North Dakota Educational Data Alliance

PUBLICATIONS

Author

- Anderson, N. (2009). *A good dose of God: Everybody's best friend*. Minot, ND: A Good DoG.

- Anderson, N., Anicha, C., Williams, C., & Erie, B. (2011). *Education doctoral program formative feedback session: Evaluation report*. Fargo, ND: North Dakota State University.
- Anderson, N. C., Brockel, M. R., & Kana, T. E. (2014). Disciplined inquiry: Using the A+ Inquiry framework as a tool for eliminating data hoarding, mindless decision-making, and other barriers to effective ESA programming. *Perspectives: A Journal of Research and Opinion About Educational Service Agencies*, 20(3).
- Anderson, N., & Engelhard, A. (2015, May 4). Nathan Anderson and Amy Engelhard on transforming data frustration into data utopia [Web log post]. Retrieved from <http://aea365.org/blog/ed-eval-tig-week-nathan-anderson-and-amy-engelhard-on-transforming-data-frustration-into-data-utopia>
- Erichsen, E., Martinez-Freedman, A., Anicha, C., Anderson, N., & Walsh, R. L. (2012). Constructive discontent: Engaging doctoral students to advance doctoral programs. In T. Amiel & B. Wilson (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2012* (pp. 813-817). Chesapeake, VA: AACE.
- Statewide Longitudinal Data Systems Grant Program. (2015). *SLDS data use standards: Standards in practice*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Editor

- Minot State University Graduate School. (2010). *Guide for preparation of theses and major papers*. Minot, ND: Minot State University.

PRESENTATIONS

*indicates reviewed presentation

- Anderson, N. (2016, April 28). *SLDS: Applying data utilization knowledge and skills to RTI universal screening*. Session co-presented with A. Engelhard to educators at the North Dakota PLC Summit. Mandan, ND.
- Anderson, N. (2016, April 6). *MREC school improvement workshop*. One day workshop presented to school leadership teams. Bismarck, ND.
- Anderson, N. (2016, March 3). *Using A+ Inquiry as a framework to guide research*. Session presented to CJ 480: Research Methods undergraduate criminal justice course. Minot, ND.
- Anderson, N. (2016, March 1). *Trunk full of failures*. Session presented to k-12 educators at A Study of the Mind: Digging into Mindsets for Teaching and Life professional development course. Minot, ND.
- Anderson, N. (2016, February 26). *AdvancED school improvement overview*. Session presented to Bowbells school improvement leadership team. Minot, ND.
- Anderson, N. (2016, February 24). *Data utilization*. Session co-presented with K. Andersen to schoolwide k-12 educators. Max, ND.
- Anderson, N. (2016, February 4). *MDEC school improvement camp*. One day workshop co-presented and co-facilitated with L. Schaefer to school leadership teams. Minot, ND.
- Anderson, N. (2016, February 3). *SLDS AdvancED workshop*. One day workshop co-presented and co-facilitated with A. Engelhard to school leadership teams. Bismarck, ND.
- Anderson, N. (2016, January 26). *North Dakota Educational Data Alliance and North Dakota Association of Colleges for Teacher Education SLDS grant meeting and workday*. Session co-facilitated with A. Engelhard and S. Duffield to teacher education university faculty and regional education association staff. Bismarck, ND.
- Anderson, N. (2016, January 25). *State longitudinal data system tool time for AdvancED and effective data utilization*. Session co-presented with A. Engelhard to superintendents at the North Dakota Association of School Administrators mid-winter conference. Bismarck, ND.
- Anderson, N. (2015, December 2). *An introduction to using the AdvancED continuous improvement tools: Session 3*. Webinar co-presented with A. Koppang to North Dakota k-12 educators. Online.

- Anderson, N. (2015, November 25). *A+ inquiry: A framework for effective data utilization*. Session co-presented with K. Andersen to schoolwide k-12 educators. Max, ND.
- Anderson, N. (2015, November 9). *AdvancED school improvement workshop*. One-day workshop co-presented and co-facilitated with L. Schaefer to school leadership teams. Minot, ND.
- Anderson, N. (2015, November 5). *AdvancED school improvement workshop*. One-day workshop co-presented and co-facilitated with L. Schaefer to school leadership teams. Bottineau, ND.
- Anderson, N. (2015, October 14). *AdvancED school improvement overview*. Session presented to Nedrose school improvement leadership team. Minot, ND.
- Anderson, N. (2015, October 14). *Data-driven student scavengers*. Session co-presented with K. Andersen and B. Upton to schoolwide educators at Ramstad Middle School. Minot, ND.
- Anderson, N. (2015, October 14). *AdvancED school improvement overview*. Session presented to Max school improvement leadership team. Max, ND.
- Anderson, N. (2015, October 1). *SLDS tool time for the AdvancED student performance diagnostic (Part II)*. Session co-presented with A. Engelhard to education professionals at the AdvancED North Dakota Fall Conference. Mandan, ND.
- Anderson, N. (2015, October 1). *Nitty gritty of the AdvancED student performance diagnostic (Part I)*. Session co-presented with A. Engelhard to education professionals at the AdvancED North Dakota Fall Conference. Mandan, ND.
- Anderson, N. (2015, September 29). *Standards for effective data use*. Two breakout sessions presented to k-12 educators at Mid-Dakota Education Cooperative's Engagement Party fall conference. Minot, ND.
- Anderson, N. (2015, September 29). *EscWorks professional development registration software training*. Session presented to school nutrition staff at Mid-Dakota Education Cooperative's Nutrition Track fall conference. Minot, ND. Minot, ND.
- Anderson, N. (2015, September 23). *Taking action with data overview*. Session co-presented with K. Andersen to schoolwide k-12 educators. Max, ND.
- Anderson, N. (2015, September 18). *Taking action with data: Goal setting*. Session co-presented with B. Upton to schoolwide k-12 educators. Surrey, ND.
- Anderson, N. (2015, September 14). *Develop your data mindset*. Two 3-hour sessions presented to schoolwide k-12 teachers and administrators. Hettinger, ND.
- Anderson, N. (2015, September 11). *AdvancED overview*. Session presented to schoolwide pk-12 teachers and administrators. Velva, ND.
- Anderson, N. (2015, September 1). *Top 4 things to consider for AdvancED stakeholder feedback diagnostic*. Session presented to high school teachers and administrators at Magic City Campus' school improvement day. Minot, ND.
- Anderson, N. (2015, September 1). *Top 3 things to consider for AdvancED student performance diagnostic*. Session presented to high school teachers and administrators at Magic City Campus' school improvement day. Minot, ND.
- Anderson, N. (2015, August 24). *Northwest Evaluation Association Measures of Academic Progress essential web-based reports*. Three sessions presented k-12 educators. Velva, ND.
- Anderson, N. (2015, August 24). *Northwest Evaluation Association Measures of Academic Progress essential web-based reports*. Session presented k-12 educators. Surrey, ND.
- Anderson, N. (2015, August 21). *Top 4 things to consider for AdvancED stakeholder feedback diagnostic*. Session presented to k-12 school leadership teams at Mid-Dakota Education Cooperative's AdvancED School Improvement Camp. Minot, ND.
- Anderson, N. (2015, August 21). *Top 3 things to consider for AdvancED student performance diagnostic*. Session presented to k-12 school leadership teams at Mid-Dakota Education Cooperative's AdvancED School Improvement Camp. Minot, ND.
- Anderson, N. (2015, August 10). *Classification talk*. Brief presentation delivered to Rotary members and guests attending Noon Rotary of Minot Club meeting. Minot, ND.

- *Anderson, N. (2015, July 7). *Develop your data mindset*. Session co-presented with A. Blikre to K-12 educators at Northwest Evaluation Association's Fusion Central Conference. Chicago, IL.
- Anderson, N. (2015, June 10). *Develop your data mindset*. Session presented to K-12 educators at 5th annual North Dakota Response to Intervention / Multi-Tiered Systems of Support Conference. Fargo, ND.
- Anderson, N. (2015, June 6). *Trunk full of failures: CPR failure analysis and success planning*. Session presented to K-12 educators at Creating 21st Century Learners class. Minot, ND.
- Anderson, N. (2015, June 2). *Data day*. Full day workshop presented to educators at Turtle Mountain Community High School. Belcourt, ND.
- Anderson, N. (2015, May 27). *Trunk full of failures: CPR failure analysis and success planning*. Session presented to K-12 educators at See Their Future class. Minot, ND.
- Anderson, N. (2015, May 13). *AdvancED student performance diagnostics*. Half-day work session facilitated for school leadership team. Kenmare, ND
- Anderson, N. (2015, May 6). *NWEA class and student data review*. Session co-presented/facilitated with K. Andersen to all school staff. Max, ND.
- Anderson, N. (2015, April 24). *Develop your data mindset*. Two sessions presented to K-12 educators at North Dakota Reading Association conference. Minot, ND.
- Anderson, N. (2015, April 20). *Answer AdvancED student performance diagnostic questions and create data document*. Session presented to K-12 teachers and administrators at AdvancED work session. Fargo, ND.
- Anderson, N. (2015, April 15). *NWEA web-based MAP: Essential reports*. Session presented to all school staff. Burlington, ND.
- Anderson, N. (2015, April 13). *Answer AdvancED student performance diagnostic questions and create data document*. Session presented to K-12 teachers and administrators at AdvancED work session. Minot, ND.
- Anderson, N. (2015, April 10). *AdvancED student performance diagnostic data introduction*. Session presented to all school staff. Sawyer, ND.
- Anderson, N. (2015, April 8). *AdvancED student performance diagnostic data review*. Session presented to all school staff. Glenburn, ND.
- Anderson, N. (2015, April 1). *AdvancED student performance diagnostic follow up session*. Session facilitated for school leadership team. Max, ND.
- Anderson, N. (2015, March 30). *Data use standards resource vetting session*. Session co-facilitated with A. Engelhard for Minot Public Schools performance strategists. Minot, ND.
- Anderson, N. (2015, March 24). *Answer AdvancED student performance diagnostic questions with SLDS*. Full day session presented to K-12 teachers and administrators. Minot, ND.
- Anderson, N. (2015, March 25). *Answer AdvancED student performance diagnostic questions with SLDS*. Full day session presented to K-12 teachers and administrators. Dickinson, ND.
- Anderson, N. (2015, February 26). *Don't be a data hoarder*. Four hour session presented to educators. Minot, ND.
- Anderson, N. (2015, February 25). *Taking action with data*. Session co-presented with A. Engelhard, A. Blikre, S. Hoerer, & G. Foster to North Central Education Cooperative administrators. Rugby, ND.
- Anderson, N. (2015, February 20). *Data use standards resource vetting session*. Session facilitated for Minot State University teacher education faculty. Minot, ND.
- Anderson, N. (2015, February 18). *AdvancED student performance diagnostics presentation and work time*. Session presented to k-12 school leadership team. Max, ND.
- Anderson, N. (2015, February 13). *Effective data use, A+ Inquiry, and SLDS*. Session co-presented with K. Andersen to all school staff. Sawyer, ND.
- Anderson, N. (2015, February 6). *My experience as an author*. Two sessions presented to K-5 students during 2 Read At Home (RAH) assemblies at Longfellow Elementary. Minot, ND.
- Anderson, N. (2015, January 15). *Answer AdvancED student performance diagnostic questions with SLDS*. Full day session presented to K-12 teachers and administrators. Rugby, ND.

- Anderson, N. (2015, January 14). *SLDS AdvancED workshop*. Four hour session co-presented with A. Engelhard to teachers and administrators. Minot, ND.
- Anderson, N. (2015, January 7). *SLDS introduction*. Session co-presented with K. Andersen to K-12 teachers and administrators. Max, ND.
- Anderson, N. (2014, December 12). *Don't be a data hoarder*. Full day workshop presented to teachers and administrators. Dickinson, ND.
- Anderson, N. (2014, December 3). *NWEA web-based reports*. Session co-presented with K. Andersen to K-12 teachers and administrators. Max, ND.
- Anderson, N. (2014, November 4). *Answer AdvancED student performance diagnostic questions with SLDS*. Six hour session presented to K-12 teachers and administrators. Minot, ND.
- Anderson, N. (2014, October 23). *Don't be a data hoarder*. Three hour session presented to K-12 education strategists. Minot, ND.
- Anderson, N. (2014, October 21). *Taking Action with Data*. Session co-presented with A. Engelhard, S. Hoerer, & G. Foster to North Central Education Cooperative administrators. Rugby, ND.
- Anderson, N. (2014, October 8). *Introduction to SLDS (statewide longitudinal data system)*. Session presented to Glenburn teachers and administrators. Glenburn, ND.
- Anderson, N. (2014, October 2). *Don't be a data hoarder*. Three breakout sessions presented to education professionals at the AdvancED North Dakota Fall Conference. Mandan, ND.
- Anderson, N. (2014, September 29). *Don't be a data hoarder*. Three breakout sessions presented to teachers and administrators at MDEC's Navigating Uncharted Territory conference. Minot, ND.
- Anderson, N. (2014, September 10). *How to create a website with Google Sites*. Lesson presented to MSU Personal Training Methods class. Minot, ND.
- Anderson, N. (2014, May 21). *EscWorks professional development registration software training*. Session presented to South Prairie teachers. Minot, ND.
- Anderson, N. (2014, May 7). *EscWorks professional development registration software training*. Session presented to Bowbells teachers. Bowbells, ND.
- Anderson, N. (2014, April 30). *EscWorks professional development registration software training*. Session presented to Bishop Ryan teachers. Minot, ND.
- Anderson, N. (2014, April 28). *EscWorks professional development registration software training*. Session presented to Our Redeemers teachers. Minot, ND.
- Anderson, N. (2014, April 23). *EscWorks professional development registration software training*. Session presented to Surrey school teachers. Surrey, ND.
- Anderson, N. (2014, April 9). *EscWorks professional development registration software training*. Session presented to Des Lacs high school teachers. Des Lacs, ND.
- Anderson, N. (2014, March 26). *A+ inquiry and state longitudinal data system*. Session presented to Velva teachers and administrators. Velva, ND.
- Anderson, N. (2013, October 26). *Stewardship*. Temple talk presented at Zion Lutheran. Minot, ND.
- Anderson, N. (2013, October 22). *My career as data management specialist*. Session presented to students at the Minot High School Magic City Campus career fair. Minot, ND.
- Anderson, N. (2013, October 16). *State longitudinal data system*. Session presented to Kenmare teachers and administrators. Kenmare, ND.
- Anderson, N. (2013, September 20). *Improve research, evaluation and assessment capacities to enhance nourishment of unconventional proficiencies*. Quick pitch presented at TEDx Minot. Minot, ND.
- Anderson, N. (2013, September 18). *State longitudinal data system*. Session presented to United elementary and secondary teachers and administrators. Burlington, ND.
- Anderson, N. (2013, August 19). *State longitudinal data system*. Session presented to Max elementary and secondary teachers and administrators. Max, ND.
- Anderson, N. (2012, September 5). *How to create a website with Google Sites*. Lesson presented to MSU Personal Training Methods class. Minot, ND.
- Anderson, N. (2012, June 18). *Garage band tutorial*. Lesson presented to MSU HPER 340 Elementary Methods and Activities class. Minot, ND.

- Anderson, N. (2012, February 17). *Garage band tutorial*. Lesson presented to MSU HPER 340 Elementary Methods and Activities class. Minot, ND.
- Anderson, N. (2011, November 17). *Formatting APA with Microsoft Word*. Seminar presented to MSU Master of Education Graduate students. Minot, ND.
- Anderson, N. (2011, October 25). *My career as an author*. Session presented to students at the Minot High School Magic City Campus career fair. Minot, ND.
- *Anderson, N. (2011, October 14). *Keeping it together with Google: How Google products help me stay organized*. Session presented at NDSU Education Doctoral Programs Annual Conference. Fargo, ND.
- *Martinez-Freeman, A., Anicha, C., Walsh, R., Okurut-Ibore, C., & Anderson, N. (2011, October 14). *Student Planning Committee Panel*. Panel discussion presented at NDSU Education Doctoral Programs Annual Conference. Fargo, ND.
- Anderson, N. (2011, June 16). *Storybird in the classroom*. Lesson presented to MSU Master of Education Graduate students. Minot, ND.
- *Anderson, N. (2011, April 20). *A qualitative inquiry of the assessment of pre-service teacher communication*. Poster session presented at NDSU College of Human Development and Education Annual Research Day. Fargo, ND.
- Anderson, N. (2011, April 15). *APA formatting*. Strategies presented and consultant at MSU Graduate School Writing Workshop. Minot, ND.
- Anderson, N. (2011, April 6). *Formatting APA with Microsoft Word*. Seminar presented to MSU Master of Education Graduate students. Minot, ND.
- *Anderson, N. (2010, October 31). *A good dose of God: Everybody's best friend*. Session presented at 13th Annual Body, Mind, and Spirit Conference. Menomonie, WI.
- Anderson, N. (2010, November 28). *A good dose of God and photos and phrases of inspiration fundraiser*. Temple talk presented at Zion Lutheran. Minot, ND.
- Anderson, N. (2010, November 27). *A good dose of God and photos and phrases of inspiration fundraiser*. Temple talk presented at Zion Lutheran. Minot, ND.
- Anderson, N. (2010, November 16). *MSU thesis and major paper formatting guidelines*. Seminar presented to MSU Graduate students and faculty. Minot, ND.
- Anderson, N. (2010, November 9). *Formatting APA with Microsoft Word*. Seminar presented to MSU Master of Education Graduate students. Minot, ND.
- Anderson, N. (2010, November 7). *Database management and reporting*. Orientation session presented to NCATE on-site review team. Minot, ND.
- Anderson, N. (2010, October 28). *INTASC, dispositions, and Praxis data*. Session presented at MSU Teacher Education Unit Stakeholders' Retreat. Minot, ND.
- Anderson, N. (2010, October 27). *My career as an author*. Session presented to students at the Minot High School Magic City Campus career fair. Minot, ND.
- Anderson, N. (2010, October 4). *How to create a website with Google Sites*. Lesson presented to MSU Personal Training Methods class. Minot, ND.
- Anderson, N. (2010, June 4). *Formatting APA with Microsoft Word*. Seminar presented to MSU Graduate students. Minot, ND.
- Anderson, N. (2010, May 12). *4 Ps of Parenting*. Session presented to staff and parent volunteers at Minot Head Start. Minot, ND.
- Anderson, N. (2010, April 22). *A good dose of God part 2*. Session presented at MSU Spiritual Wellness Series. Minot, ND.
- Anderson, N. (2010, November 9). *Formatting APA with Microsoft Word*. Seminar presented to MSU Master of Education Graduate students. Minot, ND.
- Anderson, N. (2010, April 8). *A good dose of God part 1*. Session presented at MSU Spiritual Wellness Series. Minot, ND.
- Anderson, N. (2010, April 7). *My career as an author*. Session presented to students at the Minot High School Central Campus career fair. Minot, ND.

- Anderson, N. (2009, December 9). *A good dose of God*. Session presented at MSU Faiths Explored Series. Minot, ND.
- Anderson, N. (2009, December 8). *A good dose of God part 3*. Guest interview on Making Life Work radio show. Minot, ND.
- Anderson, N. (2009, November 16). *The 4 Ps of success*. Session presented at Minot High School Council for Exceptional Children workshop. Minot, ND.
- Anderson, N. (2009, October 29). *My career as an author*. Session presented to students at the Minot High School Magic City Campus career fair. Minot, ND.
- Anderson, N. (2009, September 29). *A good dose of God part 2*. Guest interview on Making Life Work radio show. Minot, ND.
- Anderson, N. (2009, September 24). *A good dose of God part 1*. Guest interview on Making Life Work radio show. Minot, ND.
- Anderson, N. (2009). *INTASC, dispositions, and Praxis data*. Session presented at MSU Teacher Education Unit Stakeholders' Retreat. Minot, ND.
- Anderson, N. (2009, May 15). *4 Ps of successful MSU Beavers*. Speech delivered at MSU commencement ceremony. Minot, ND.
- Anderson, N. (2009, Spring). *Staff senate and faculty senate collaboration*. Speech delivered and event co-hosted at MSU Staff Senate/Faculty Senate Meet and Greet. Minot, ND.
- Anderson, N. (2009, March 5). *Employee appreciation*. Speech delivered and event co-emceed at MSU Annual Employee Appreciation Banquet. Minot, ND.
- Anderson, N. (2008, August 21). *INTASC, dispositions, and Praxis data*. Session presented at MSU Teacher Education Unit Stakeholders' Retreat. Minot, ND.
- Anderson, N. (2008, August 20). *Staff senate update*. Update presented at MSU fall convocation.
- Anderson, N. (2008, February 2). *Regional meeting*. Academy information presented and meeting facilitated at North Dakota Victim Assistance Academy Region 7 meeting. Bismarck, ND.
- Anderson, N. (2008, January 15). *Rural Methamphetamine Education Project (RMEP) presentation*. Session presented at Beulah High School. Beulah, ND.
- Anderson, N. (2007, December 11). *Steering committee meeting*. Academy information presented and meeting facilitated at North Dakota Victim Assistance Academy steering committee meeting. Bismarck, ND.
- Anderson, N. (2007, December 5). *RMEP presentations*. Sessions presented at Southwest Principals meeting. Bismarck, ND.
- Anderson, N. (2007, December). *RMEP presentation*. Session presented to REM staff. Minot, ND.
- Anderson, N. (2007, November 16). *RMEP law enforcement training*. Training presented at Devil's Lake Police Academy. Devil's Lake, ND.
- Anderson, N. (2007, November 1). *RMEP presentations*. Parshall, ND.
- Anderson, N. (2007, October 22). *RMEP presentations*. Sessions presented to 4th-8th graders at Hazen Red Ribbon Week. Hazen, ND.
- Anderson, N. (2007, September 19). *RMEP presentations*. Sessions presented to k-4th graders at Ray School. Ray, ND.
- Anderson, N. (2007, August 6). *RMEP presentation*. Session presented at Kiwanis Club meeting. Minot, ND.
- Anderson, N. (2007, July 31-August 1). *RMEP tribal law enforcement training*. Session presented at North Plains Methamphetamine Summit. Bismarck, ND.
- Anderson, N. (2007, July 20). *RMEP presentation*. Session presented Custer Health Nurses' meeting. Hazen, ND.
- Anderson, N. (2007, July 11). *RMEP presentations*. Sessions presented at Marketplace for Kids. Cooperstown, ND.
- Anderson, N. (2007, May 31). *RMEP presentation*. Session presented at 3rd Annual Great Plains Regional Summit on Methamphetamine. Devil's Lake, ND.

- Anderson, N. (2007, May 1). *RMEP presentation*. Session presented to 3rd-4th graders at Nedrose School. Minot, ND.
- Anderson, N. (2007, April 30). *RMEP presentations*. Sessions presented at Marketplace for Kids. Bismarck, ND.
- Anderson, N. (2007, April 24). *RMEP presentations*. Sessions presented at Drake Health Fair. Drake, ND.
- Anderson, N. (2007, April 23). *RMEP presentations*. Sessions presented at Minot High School Central Campus. Minot, ND.
- Anderson, N. (2007, April 18). *RMEP presentations*. Sessions presented at Burlington Health Fair. Burlington, ND.
- Anderson, N. (2007, April 9). *RMEP presentations*. Session presented to Head Start Staff. Jamestown, ND.
- Anderson, N. (2007, March 13). *RMEP presentations*. Sessions presented at Marketplace for Kids. Bottineau, ND.
- Anderson, N. (2007, March 6). *RMEP presentation*. Session presented at Recovery House residential facility. Minot, ND.
- Anderson, N. (2007, February 11). *RMEP presentation*. Session presented at Beulah Community Education event. Beulah, ND.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

DESCRIPTION OF THE DEFINED GEOGRAPHIC AREA TO BE SERVED

Map 1: ND Reservations



Map 2: Spirit Lake Reservation



The proposed grant activities are focused within two schools on the Spirit Lake Reservation, including Tate Topa Tribal School, a preK-8 Bureau of Indian Education (BIE) community school in the town of Fort Totten, and Warwick Public School in the town of Warwick. The Spirit Lake Reservation is located in the northeast area of the state and has just over 2,000 enrolled members living on the reservation, including nearly 650 preK-8 students within the two, targeted schools. All project locations and grant partners are within 25 miles of one another. Collaborating partners in higher education are also nearby. Cankdeska Cikana Community College, a college chartered by the Spirit Lake Dakota Nation, is located in Fort Totten and Lake Region State College is located in Devils Lake.

The Spirit Lake Tribal Council Members selected the school sites for the proposed grant projects based on needs, as well as a focus on grades preK-8 and early-intervention. The tribe intends to improve educational outcomes on the reservation by implementing a comprehensive and intensive approach in a limited number of schools (increasing frequency of services and student/teacher contact¹) and by taking a proactive approach during the early, formative years.

¹ Project personnel will reach approximately 600 students and 100 teachers weekly.

NEEDS ASSESSMENT

Barriers

Fort Totten and Warwick, located within North Dakota's Spirit Lake Reservation, are communities proud of their culture and history, but struggling to adequately prepare students academically and culturally for college and career. The town of Fort Totten boasts two distinct school systems within their Four Winds Community School; the Bureau of Indian Education's Tate Topa Tribal School (a preK-8 system) and the Four Winds Public High School. Warwick has one, preK-12 public school. Based on needs, the Spirit Lake Tribe has selected Tate Topa Tribal School and Warwick Public School as the two schools within the Spirit Lake Reservation that will be the sites for this pilot project.

The Spirit Lake Tribe, Fort Totten and Warwick schools, Fort Totten's Cankdeska Cikana Community College¹, and the North Dakota Department of Public Instruction have all conducted comprehensive needs assessments within the last three years regarding the prosperity and education of Native American youth on the Spirit Lake Reservation and across the state.² Common priorities have been identified across the various needs assessments and stakeholder groups, and are compiled and categorized in Table 1 on page 2.

¹ Cankdeska Cikana Community College is chartered by the Spirit Lake Dakota Nation and has a five member Board of Regents appointed by the Spirit Lake Tribal Council.

² Needs assessments were conducted through meetings with tribal council representatives, tribal elders, school leadership and governing boards; surveys completed by community tribal members, students, parents, and educators; and school improvement audits conducted by external reviewers.

Table 1: Summary of 2013-2016 Needs Assessments Regarding Native American Youth and Education

Stakeholder Group Completing Needs Assessment	Priorities According to Stakeholder Groups							
	Cultural Education	Student Services	Family Involvement	Professional Learning				
Spirit Lake Tribe	X		X		X			X
ND Tribal Elders	X		X		X			X
Spirit Lake Community	X		X		X			X
Spirit Lake Students			X		X			X
Spirit Lake Parents			X		X			X
School Staff	X				X			X
School Leadership & Governance	X		X		X			X
AdvancED ³	X		X		X			X
Tate Topa Native Star Restructuring Plan ⁴					X			

The priorities identified in the various needs assessments reflect the tribal community’s belief about the education of their children. Cultural education, comprehensive student services, family involvement, and knowledgeable and skilled educators are all important for the education of the whole child. When a child is secure in his/her identity and heritage, when daily supports and role models are in place, and when academic and behavioral requirements have been met, then and only then can a child be motivated, and truly ready, for college and career.

Tribal council members, tribal elders, parents and school-employed, cultural specialists have all expressed the need for implementation of a formal, cultural curriculum in the schools to

³ AdvancED is an accreditation organization used by Tate Topa and Warwick schools. Both schools have completed stakeholder surveys within the last two years and Tate Topa completed a self-assessment and hosted an external review in Spring 2016.

⁴ Native Star is the Bureau of Indian Education’s tool for continuous school improvement. Tate Topa Tribal School completed their most recent Restructuring Supplemental Report according to current needs in March 2016.

better engage students in the Dakota language and culture. While each school has a cultural specialist making efforts towards cultural inclusion, the structure, scope and sequence, and methodologies are not defined and resources are lacking. The schools need the framework, complete curriculum, and integration strategies required to adequately immerse the Tate Topa and Warwick students in their Dakota culture for the preservation of their tribe's history and for relevance in their academic pursuits.

College/career, student services were also found to be lacking in stakeholders' opinions. Schools have counselors in place to assist students, but time and resources for college/career planning are extremely limited since counselors spend the majority of their time handling emotional/behavioral issues of students. The schools need a college/career specialist in their buildings who can prioritize the work, procure the most effective resources, and facilitate student activities in coordination with the existing school counselors.⁵

Additionally, student access to higher education and business/industry is limited within and around the Spirit Lake Reservation. Due to the very rural setting, students only have access to two higher education institutions close to home: Cankdeska Cikana Community College and Lake Region State College. The three nearest four-year universities are at least 90 miles away, and the United Tribes Technical College (an intertribal college, operated by the five Native American tribes in North Dakota) is 180 miles away in Bismarck, North Dakota. Business and industry is also very limited in this rural setting. The reservation boasts only five major employers, including the tribe itself, the schools (BIE and public), Cankdeska Cikana Community College, Sioux Manufacturing Corporation, and Spirit Lake Casino and Resort. The neighboring Devils Lake community is also limited in business and industry, as it is a small city

⁵ Fewer than 10% of Fort Totten and Warwick students enrolled in North Dakota or out-of-state higher education systems in 2014-15 as reported in the State Longitudinal Data System.

with a population of approximately 7,000. Schools are in the position to have tremendous impact on students' pathways to higher education and careers if the steps are in place and opportunities plentiful.

Family involvement was identified as a want and a need across *every* stakeholder group. The parents themselves requested education regarding ways to better prepare their children for the future, and the tribal needs assessment addressed the limited education of its adult members.⁶ The schools do hold several family involvement events each year, but most are social and entertaining in nature, and very few, if any, involve true learning opportunities for adults. The following requests have been made by, or on behalf of, the parents/guardians: 1) Provide opportunities to be involved, 2) Invite family members to school, 3) Inform family members of grades and grading policies, 4) Communicate effectively about the school goals, and 5) Share responsibility for learning. As part of this project, a four-year, comprehensive plan will be implemented, scaffolding family education in a way that helps parents/guardians to support their students through daily academic expectations, transitional years, and preparedness for higher education and careers.

The final, common need expressed by stakeholders was professional learning for educators. All groups recognize the importance of having highly knowledgeable, skilled, and experienced teachers and specialists within the schools. Educators echo this sentiment, along with frequent, guided collaboration for cultural inclusion, proven instructional strategies, differentiation and student engagement techniques, and data-driven instruction. The

⁶ The 2015 Spirit Lake Tribe Comprehensive Needs Assessment stated that “only a minority of parents/guardians has completed high school education, making it difficult for them to assist their children with homework.”

administrators and teachers at Tate Topa and Warwick desire instructional coaches in their buildings to maximize professional learning and refine current practices.

Academic data also points to the need for more knowledgeable, skilled and experienced teachers. Academic proficiency is a substantial area of need in Tate Topa and Warwick schools. Students' 2014-15 state assessment proficiency percentages are reported in Table 2 below.

Table 2: 2014-15 ND State Assessment Proficiency Comparison by Cohort and Grade Level

		Proficiency Percentages by Grade Level					
Cohort	Subject	3 rd gr.	4 th gr.	5 th gr.	6 th gr.	7 th gr.	8 th gr.
Region	ELA*	74%	67%	67%	68%	76%	72%
State	ELA*	77%	75%	70%	71%	76%	74%
Tate Topa	ELA*	11%	4%	12%	4%	2%	9%
Warwick	ELA*	0%	0%	26%	6%	41%	11%
Region	Math	85%	76%	78%	78%	69%	66%
State	Math	88%	80%	81%	79%	67%	66%
Tate Topa	Math	7%	0%	4%	2%	2%	3%
Warwick	Math	5%	0%	0%	0%	12%	0%

Well below region and state %

Well below region and state %

*ELA represents English Language Arts

This chart identifies Tate Topa and Warwick students as being significantly behind their regional and state peers, as much as 62% on the average in English Language Arts and as much as 73% on the average in Math. This means that six or seven out of ten Tate Topa and Warwick students are unprepared for high school and at risk of dropping out.

Other alarming statistics regarding academic performance in Fort Totten and Warwick communities include:

- Students in both schools have declined in proficiency over the past seven years (within testing cohorts and across grade levels);
- The lack of proficiency extends into high school and through the 11th grade year, as reflected in the most recent ACT results (shown in Table 3 below);
- Fewer than 10% of Fort Totten and Warwick students enrolled in North Dakota or out-of-state higher education systems in 2014-15; and
- Over the past four years, *zero* students from the Fort Totten or Warwick schools achieved a composite ACT score of 24.0 or more to make them eligible for the North Dakota Academic Scholarship (worth up to \$6,000), as compared to about 25.0% of their regional peers who were eligible each year.

Table 3: 2014-15 ACT Average Composite Score Comparison

Student Cohort	2014-15 Average Composite Score
North Dakota	20.6
Fort Totten	17.5 – well below North Dakota average
Warwick	14.0 – well below North Dakota average

It is evident in high-stakes test scores and regional/state statistics that students are struggling across grades three through eleven in the Fort Totten and Warwick communities. This issue, combined with the prevalence of poverty (currently reported at 100% in each school), has

led to low graduation rates over the past three years, as shown in the regional, school comparison in Table 4 and reflected in the state, demographic comparison in Table 5.⁷

Table 4. School and Regional Comparisons – 2012-15 Graduation Rates

Group	Percent of Students Graduating		
	2012-13	2013-14	2014-15
Regional Average	87.1%	87.3%	86.1%
Fort Totten	62.8%	53.1%	70.2%
Warwick	64.3%	58.2%	73.3%

Table 5. ND Demographic Comparisons – 2012-15 Graduation Rates

Group	Percent of Students Graduating					
	2012-13		2013-14		2014-15	
White	90.3%	↓	90.1%	↓	90.5%	↓
Native American	61.4%	28.9%	64.6%	25.5%	59.7%	30.8%

Opportunities

Tate Topa and Warwick students have a variety of supports available to them in the local community. Guidance counselors are in place at both schools, and while they are limited in student contact time and resources for college/career activities, they do provide extensive emotional/behavioral support and some academic assistance. Each school has intervention teams, student leadership groups, and parent committees in place, and the Fort Totten and Lake

⁷ North Dakota’s State Longitudinal Data System and Smarter Balanced Assessment Portal were used for the collection of all academic performance data, graduation data, and demographic data.

Region Special Education Units partner with the two schools. Extended school day programs (21st Century Community Learning Centers) are established in each school. Supports to higher education include the Cankdeska Cikana Community College in Fort Totten and nearby Lake Region State College in Devils Lake. Both are two-year colleges that together, offer a wide variety of certifications and undergraduate degrees, as well as avenues to four-year degrees through distance education.

Existing Policies, Programs, Service Providers and Funding Sources

Beyond the academic setting, students can find a variety of programs and providers. Two local, reservation-based businesses (Sioux Manufacturing Corporation and Spirit Lake Casino and Resort) offer educational and wage incentives to young hires, encouraging them to become productive citizens and to engage in the community businesses offering career paths. The Spirit Lake Tribe provides a number of support services to benefit students including Community Nourishment, Early Childhood Tracking, Head Start, Johnson O'Malley Programs, Education Incentive Program, Higher Education Scholarship Funds, Tribal Social Services - Indian Child Welfare Program, Bureau of Indian Affairs Social Services – Child Protection Services/Foster Care, Spirit Lake Law Enforcement Center Partnerships, Tribal Health, Tribal Substance Abuse Prevention Program, Suicide Prevention Efforts, and Wellness Centers. The Tribal Council has established partnerships with local educational entities through appointment of the Tate Topa School Board members and Cankdeska Cikana Community College Board of Regents.

The Northeast Education Services Cooperative (under Devils Lake Public Schools) currently manages the region's Succeed 2020 Grant (2012-17), which provides college/career activities and related professional learning to member schools across the region. This grant is in

its final year, and the foundation of work will be used to create more intensive and focused, college/career programs in the coming years.

Partnership Agreement

Between

Devils Lake Public Schools (DLPS)

And

Spirit Lake Tribe

For Application To

The Indian Education Demonstration Grants Program (NYCP).

This Partnership Letter establishes a general partnership between DLPS and Spirit Lake Tribe.

I. MISSION

The mission of DLPS is to develop responsible, productive and respectful citizens by providing quality education to all students in a safe and orderly environment. DLPS is proposing a collaborative college- and career-readiness project with preK-8 students in the Tate Topa Tribal School and Warwick Public School.

Together, the Parties enter into this Partnership agreement to mutually promote academic proficiency, teacher effectiveness, college and career planning and the Dakota culture. Accordingly, DLPS and Spirit Lake Tribe, operating under this Partnership Agreement agree as follows:

II. PURPOSE AND SCOPE

DLPS and Spirit Lake Tribe aim to ensure that 100% of Tate Topa and Warwick 11th grade students are college and career ready by the end of the grant as measured by ACT. The partners will work to increase student grade point averages, North Dakota State Assessment proficiency, attendance, and student, high school retention while enriching local education by interweaving academics, community, business, and the Dakota language and culture.

The organizations are forming a partnership to better leverage their expertise and available resources for the benefit of the students. DLPS will benefit by building upon foundational work established through the Succeed 2020 Grant, enhancing and establishing programs and services in two of its member schools, growing partnerships with member schools and community entities, and achieving increased student performance within the region. The Spirit Lake Tribe will benefit by acquiring a comprehensive support system for students, having community youth better prepared for college and career, establishing an enhanced presence of Dakota language and culture in the Tate Topa and Warwick schools, building partnerships with local, educational entities, and promoting tribal government and service in the schools.

The target population is preK-8 students in the Tate Topa Tribal School and Warwick Public School. To serve the students, DLPS and Spirit Lake Tribe must also serve the educators, counselors, culture specialists, parents/families, and college/business/community representatives who support the students throughout their path to higher education and careers. The students will benefit from increased academic performance and confidence, more effective teachers, formal college and career planning, more knowledgeable parents/families, and increased efforts towards cultural inclusion in the school. Educators, counselors and culture specialists will benefit from frequent and focused professional learning, instructional coaching, collaborative planning sessions, proficient students, knowledgeable parents/families, and community/tribal support. The external stakeholders will benefit from preK-8 educational involvement, educator collaboration, student perception, and better-prepared, young adults moving into higher education and/or the workforce.

There will not be an exchange of funds between the parties for tasks associated with this Agreement.

III. RESPONSIBILITIES

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out the Agreement and the Spirit Lake Native Youth Community Project. The initial appointees of each organization are:

DLPS – Erin Lacina, Project Director.
205 16th St. NW, Devils Lake, ND 58301
Erin.Lacina@nescnd.org
701-662-7650

Spirit Lake Tribe – Nancy Greene-Robertson, Tribal Secretary/Treasurer
Spirit Lake Tribe - Charmayne Bohanon, Education Manager
PO Box 359, Fort Totten, ND 58335
sltsectres@spiritlakenation.com and sltedu@spiritlakenation.com
701-766-4221

The organizations agree to the following tasks for this Partnership Agreement:

DLPS will:

- Administer the grant
- Provide a Project Director for the grant
- Coordinate all activities under the grant
- Evaluate the grant
- Complete required grant reporting
- Assume responsibility for fiscal management of the grant
- Coordinate publicity of the grant and key grant activities
- Coordinate and facilitate partnership meetings
- Provide professional learning and instructional coaching services:
 - Facilitator(s)
 - Schedule and framework
 - Content
 - Ongoing support
- Provide college- and career-readiness student services, programs, and events:
 - Support with local You're Hired! events
 - Coordination and facilitation of regional You're Hired! event
 - Coordination of college and business tours
 - Coordination of classroom presentations by colleges, businesses, and family/community/tribal members
 - Providing Roads to Success curriculum and instructional guidance
 - Providing RUPrepareND assistance and guidance
 - Providing Virtual Job Shadow access and guidance

- Provide parent/family learning events (college- and career-readiness events):
 - Facilitator(s)
 - Schedule and framework
 - Content
 - Ongoing support
- Coordinate implementation of Native American curriculum in partner schools
 - Research options
 - Facilitate selection
 - Guide implementation
 - Facilitate collaborative planning/learning sessions
- Assist with implementation of tribal citizenship program

Spirit Lake Tribe (Tribal Council representatives) will:

- Support all grant initiatives
- Support the grant and other grant partners publicly
- Participate in decision-making regarding grant projects
- Participate in grant partnership meetings as requested
- Establish a schedule for annual reports by DLPS to the Tribal Council
- Supply tribal information as needed for grant evaluation and reporting
- Assist with publicity of the grant and grant activities
- Participate in college- and career-readiness activities and events:
 - Classroom presentations
 - Business and/or college tours
 - Local and regional You're Hired! events
 - Parent/family learning events
- Participate in selection of the cultural curriculum to be implemented in partner schools
- Design and facilitate the tribal citizenship program

DLPS and Spirit Lake Tribe will:

- Provide leadership to the partner schools

IV. TERMS OF UNDERSTANDING

The term of this Partnership Agreement is effective from the date of signing through September 30, 2020, pending award of the grant, and may be extended upon written mutual agreement.

By signing this Partnership Agreement DLPS and Spirit Lake Tribe agree that the proposed project is aligned with the strategic goals of the entities, and that the tribe is familiar with the staff and organization proposing the partnership.

Authorization:

The signing of this Partnership Agreement is not a formal undertaking. It implies that the signatories will strive to reach, to the best of their ability, the objective stated.

On behalf of the organization I represent, I wish to sign this Partnership Agreement.

Devils Lake Public Schools
Scott Privratsky
Superintendent



Date: _____ May 25, 2016 _____

Northeast Education Services Cooperative
Jennifer Carlson
Executive Director

(b)(6)

Date: _____ May 25, 2016 _____

Northeast Education Services Cooperative
Erin Lacina
Project Director

(b)(6)

Date: _____ May 20, 2016 _____

Spirit Lake Tribe
Myra Pearson
Chairperson

(b)(6)

Date: 5/25/16

Spirit Lake Tribe
Nancy Greene-Robertson
Tribal Secretary/Treasurer

(b)(6)

Date: 5/25/2016

Spirit Lake Tribe
Charmayne Bohanon
Education Manager

(b)(6)

Date: 5/25/2016

(b)(6)

RESUME' PROFILE

Dakotah language was my primary language up through my seventh birthday, at which time, I was required by Tribal law to attend school and learn to talk, read and understand English. Now, as an Elder of my Tribe, it seems, I have always been learning, practicing and participating in our Mni Wakan Dakotah Oyate traditions, customs, and ceremonial ways of our people and most of my life.

Prior to any teaching at our Spirit Lake 'Tate Topa Tribal School', the first (1) requirement was to be interviewed by the Tribes "Indigenous Language Board" and to receive approval of being able to speak Dakotah and be awarded a 'Imminent Certification' to teach Dakotah. (2) To enroll, attend and pass an under graduate classroom behavior class at UND (record annexed) and (3) acquire from the North Dakota Educational Standards and Practices Board a 'Educator's Professional License', I was awarded a 'Educators Professional Licenses' to teach and my current number **61030**.

- **2014-2015 Four Winds elementary para-professional:** Help classroom teachers with student reading, substitute teacher, Dakotah language curriculum development and many other cultural activities as needed.
- **2013-2014 Four Winds School grades K-12 Substitute Teacher:** Also, taught Dakotah language and Culture.
- **2013 and 2014 Spirit Lake Tribes Employment and Training Program:** Worked with the summer youth program teaching our Dakotah language, customs, traditions, history and culture.
- **2010-2011 Tate Topa Tribal School Middle School Substitute Teacher:** Designed, created and developed curriculum/ lesson plans in our Dakotah language and culture on a daily basis for approximately 150 students. Working with the Tribes Dakotah language advisory board and elders.
- **2010 Spirit Lake Casino Shuttle Bus Driver:** Providing customer service and driving the Casinos shuttle bus for customers and staff.
- **2009 Cankdeska Cikana Community College:** Summer semester taught on 'The way men speak in Dakotah'
- **2007-2008 Turtle Mountain Community College – Dakotah Cultural Instructor:** Developing Dakotah language and culture curriculum and lessons plans and teach courses, that meet the ND state and INTASC standards, primarily tailored to meet the needs of Cankdeska Cikana students.
- **2007 Cankdeska Cikana Community College:** Consultant services conducting extensive research and interviews with our elders regarding the Spirit Lake Tribe history and assisting with the publication of the 'Mni Wakan Oyate' book and CD.
- **2006 Cankdeska Cikana Comminty College:** Seminar on the "The Language of the Eagle Feather" lectured on the ways of the Eagle and what the highly regarded Eagle Feathers signify and mean to our Dakotah people. Also, developed a power point presentation on the 'Teachings of the Drum'.
- **2003-2006 Tate Topa Tribal School – Dakota Language and Culture Teacher:** Taught (120) elementary school students grades (4-5-6) and (15) High School on a daily bases. Developing curriculum and lesson plans daily. (my curriculum mapping on file)
- **2002 Spirit Lake Early Childhood Program-Dakotah language and Culture Speaker:** This was the beginning of my 'official' my classroom teaching experience (ages 3-5) with the Spirit Lake Tribe.

Oliver J. Gourd resume' continued 2 of 3

1997-2002 SPIRIT LAKE TRIBE - Water Quality Coordinator: EPA 106 Water Pollution Prevention Program. Design, develop and implement a 'surface water monitoring program' for biological, physical and chemical, scientific, as well as legal, parameters to determine 'water quality' and assist in developing a 'Tribal water quality plan' and approved by US EPA. Conduct field recordings, statistical analysis, data components, documentation and archived all data collected in the Tribes system. Worked with many Tribal, State, Federal agencies and our own community members, to effectively coordinate, promote and accomplish the Tribes EPA 106 program as contracted. Also, continued to write, submit and secure more funding of Tribal EPA programs (\$800,000.00 plus secured an annual \$200,000.00 operating budget) for the Spirit Lake Tribe.

1995-1996 Spirit Lake Casino & Resort - Shipping and Receiving clerk:

SPIRIT LAKE TRIBE - Water Resource Director 1988-1995: Appointed by the Spirit Lake Tribal Council with -0- funding (no salary for 3 months plus) to develop, implement and administer a U S Congressional Act of Congress, for much needed high quality potable 'rural water projects' of three (3) North Dakota Tribes, called 'Garrison Diversion Reformulation Act of 1986'. The tribes non-guaranteed projected funding share was \$4,500,000.00. Began coordinating, meetings and securing legal agreements with U S Bureau of Reclamation, Bureau of Indian Affairs, Engineering consultants, Garrison Diversion Commission, North Dakota Governor's office, North Dakota Water commission, U S EPA, the other North Dakota Tribes and our own community members. Secured funding to build the Water Resource building and secured annually funding of \$300,000.00 for the programs MR&I Operation and Maintenance program. Total funding I secured for Water Resource was over \$6,000,000.00.

- 1987 Spirit Lake Tribal-Finance-Loan Officer
- 1984-1986 Spirit Lake Tribal CHR Director
- 1982-1984 Spirit Lake Tribal Planning-Collections Officer
- 1982 Spirit Lake Tribal Housing Authority-Collections Clerk
- 1989-1982 Little Hoop Community College-Curriculum Developer/Proposal Writer
- 1975-1979 California State University, Los Angeles-Student Advisor (part-time)
- 1970-1975 Los Angeles Indian Centers, Inc.-Assistant Director, Community Organizer, Bookkeeper
- 1958-1970 Car-mar Enterprises, Inc. - Shipping and Receiving
- 1966-1968 Two (2) Factory jobs
- 1965-1966 Devils Lake Sioux Tribe, Community Action Program-Program Assistant
- Many seasonal farming jobs ...

EDUCATION:

- Elementary: St. Michael, North Dakota – Elementary Parochial Boarding Schools Fort Totten, North Dakota – Federal Government Boarding School
- High School: 1963 Graduated Maddock High School: Maddock, North Dakota Public High School (weekly boarding school)
- Colleges: 1964–1965 Dakota Business College , Fargo, North Dakota
Major: Accounting / Bookkeeping
Lake Region Junior College, Devils Lake, North Dakota
Major: Business Management – Marketing
California State University, Los Angeles – Los Angeles, California
Major: Political Science – Minor – Marketing (143 credit hrs) Senior status
1998 Little Hoop Community College: Certificate 'Hotel/Motel Managemet'
Little Hoop Community College – Fort Totten, North Dakota–College algebra
2006 Cankdeska Cikcan Commutiy College: Dakotah Language reading and Writing

Certifications and References upon request

Committees:

- Recreation, Chair
- Tribal Planning, Chair
- Constitution
- Tribal Personal Selection
- Tero Commissioner
- Sioux Utilities Commission, Chair
- JOM
- Ft. Totten Days Pow-wow
- Spirit Lake Dakota Language Advisory Board
- Wiconi Ohitika Elderly Advisory
- Spirit lake Housing Corporation
- Traditional Court (Wodakotah)

I possess some computer skills (Microsoft windows-word), and I have experience in writing proposals and secured funds for tribal programs, able to communicate with many of my Elders in our own Dakotah language, coordinated many community events for many different entities...Was active in many sports in elementary, high school, college and adult were I managed, coached, and played in men's basketball, softball and bowling teams. For the past 10 years or so I have been active in traditional dancing which I enjoy very much.

KIMBERLY K. NELSON

◆ Cando, ND 58324 ◆ 701-351-7813 ◆ 701-968-4574 ◆ kimberly.nelson@k12.nd.us◆

SCHOOL COUNSELOR

Objective:

To gain a school counseling position in a K-12 school.

Education:

M.S. in Education, Northern State College, Aberdeen, SD, 2002

Major: Guidance and Counseling

CG03 K-12 Profession School Counselor Credential (Number 816)

B.S. in Education, Mayville State University, Mayville, ND, 1986

Major: Elementary Education

Minor: Early Childhood Education

Specialization: Kindergarten, Middle School Endorsement

Master's GPA: 3.62

Major GPA: 3.80

Minor GPA: 4.0

PROFESSIONAL EXPERIENCE

WARWICK PUBLIC SCHOOL

PREK-12 COUNSELOR

2013-
present

I have worked as the School Counselor for the past 3 years with the Prek-12th grade students. I have been part of the school leadership team, student leadership team advisor, senior advisor, and many other responsibilities. I have counseled individual students and families. I worked in collaboration with parents, teachers, administrators, and community. I have coordinated the ND State Assessments and the NWEA MAP assessments.

TATE TOPA TRIBAL SCHOOL

Middle School Counselor

2001-
2013

I have worked as the Middle School Counselor for the past 10 years on the Spirit Lake Reservation in Fort Totten, ND. I have been part of the school leadership team, student leadership team advisor, parent involvement co-chair, and many other responsibilities. I have taught Character Education classes to students in 5th – 8th grade with the focus on prevention. I have done both large and small group counseling. I have counseled individual students and families. I worked in collaboration with parents, teachers, administrators, and community. I have coordinated the ND State Assessments and the NWEA MAP assessments.

Middle School Alternative Room Teacher

1996 – 2001

I started a program to help at-risk students who had been retained one or more years. The goal of the program was to help the student gain the skills and confidence to continue their education in order to avoid dropping out.

Special Education Tutor

1995 – 1996

HONORS

- Magma Cum Laude Commencement Honors
- Alpha Phi Sigma National Scholastic Fraternity

PROFESSIONAL AFFILIATIONS

National School Counseling Association

North Dakota School Counseling Association

REFERENCES

Available upon request from Northern State University, Aberdeen, SD. Register's Office (605) 626-3011.

Jill Nesheim, School Counselor

Tate Topa Middle School
PO Box 199
Ft Totten ND, 58335
701-766-1400 ext 1449

Education

NDSU, MS.Ed. Counselor Education, May 2009

MaSU, BS.Ed. Business Education, Mathematics, Physical Education, May 1979

Workshops and Continuing Education

Online Safety: Cyberbullying January 2016

Roads to Success (lessons for college and career readiness) Fall of 2015 & 2016

RUReadyND College and Career Readiness, 2015

Characteristics of Effect (including training on PAWS in JOBLAND for elementary career awareness), 2014

Framework for Understanding Poverty 2013

Standards Based Best Practice 2011

Bullying Prevention 2011

MAPS certification 2008-2009

Healthy Choices 2006

Bridges (the predecessor to RUREADYND for College and Careers readiness for Students), 2005/2006

Work Experience

Tate Topa Middle School, School Counselor, PO Box 199, Ft. Totten, ND 58335
PH. 701-766-1400, August 2014-Present

Tate Topa Elementary School, Elementary School Counselor, PO Box 199,
Ft. Totten, ND 58335 PH. 701-766-1400, August 2009 to May 2014

Grafton Public School, Prevention and Intervention Coordinator, 1548 School Rd,
Grafton, ND 58237, August 2007 to May 2009

KAREN PLUMMER

(b)(6)

Experience

NESC: Professional Learning Specialist

August 2013-Present

- Plan and facilitate professional development for member schools
- Assist districts, schools, and teachers as needed
- Maintain records of participation and graduate credit registration for PD events

Wisconsin Public Schools: Racine Unified, Racine, WI

• **AIMSweb/Rtl Coordinator**

December 2012-June 2013

Implementation of AIMSweb K-8

• **Inclusive Practices Coordinator**

August 2011-December 2012

K-5 Inclusion support for 21 elementary schools

• **Reading Best Practice Model Site Coordinator**

July 2009-June 2010

Janes Elementary School.

• **Read First Coordinator**

July 2005-June 2009

Janes Elementary School.

• **Classroom Teacher**

August 1987-September 2001

3rd grade Janes Elementary School,

4th & 5th grade Roosevelt Elementary,

Special Education grades 4-5 Gifford Elementary

North Dakota Public Schools

• **Adams-Edmore School District:**

August 2004-May 2005

Elementary Learning Disabilities & High School School-to-Work

• **Langdon Elementary School:**

October 2001-May 2003

Pre-School Special Needs & Technology/Keyboarding teacher grades K-6



Education

Lesley College

Masters in Technology Education

UW-Whitewater (BSE)

Double major: Elementary Education (1-8) Special Education (K-12)

Activities/Achievements

Certified Aimsweb Trainer

Data Retreat facilitator 2010

MAP Data Cards/Data Folders Initiative

Adjunct teacher at UW Parkside

DEN Star Educator 2010 (Discovery Educator Network)

Inspiration Inspired Educator 2005

Presenter at Local and State Conferences

References

Jen Carlson, Executive Director, Northeast Education Services Cooperative, Devils Lake, ND 58301. Tel: (701) 662-7650, email: Jennifer.Carlson@nescnd.org

Erin Lacina, Project Director Succeed 2020, Northeast Education Services Cooperative, Devils Lake, ND 58301. Tel: (701) 662-7650, email: erin.lacina@nescnd.org

Jeff Rasmussen, Principal, Roosevelt Elementary School, Racine, WI, email: (b)(6)

Tel: (b)(6)



state, and federal officials. Attended local, regional, and state meetings as directed. Prepared and submitted all necessary state, federal, or other progress reports to appropriate persons. Collaborated with the NESC Executive Director and NESC IT Support Technician to coordinate regional technology needs.

2000-2005 Recreation Supply Company & Eureka Manufacturing Company,
Bismarck, ND

Marketing Director

Was responsible for the marketing for two 'sister' companies specializing in commercial swimming pool catalog sales and swimming pool building supplies. Worked with company executives and the sales department to develop the marketing plan for the company and established goals for marketing strategies. Identified areas for sales growth and research into new and existing markets. Developed advertising campaigns for print ads, as well as design and publishing of sales catalogs and specialty promotions. Represented the company at several national trade shows establishing relationships with existing and new customers and vendors.

1998-2000; 1995-1997 St. Alexius Medical Center, Bismarck, ND

Executive Assistant to the Administrator/CEO

Served as Executive Assitant to the Administrator/CEO of a medical center that employs several hundred employees over the south central region of North Dakota. Worked closely with the board of directors, including recording of monthly board meetings and activities. Prepared the annual budget for the department, developed and maintained a policies and procedures manual for hospital and clinical accreditation, and coordinated licensure with various compliance organizations. Completed the senior leadership training for hospital administration. Scheduled public events for medical center board members, executives and employees, maintained the master calendar for the board and the Administrator/CEO, and scheduled travel for the board and administrators. Assisted the human resources department by conducting employment interviews for clerical staff to be hired throughout the medical center, served as the safety coordinator for the administration department, and assisted in various other leadership duties as requested.

1997-1998 Eveleth-Gilbert Public Schools Eveleth & Gilbert, MN

Business Education Instructor & District Communications Coordinator

Taught advanced accounting and personal typing. As the communications coordinator served as the liason between the school district and media, students, partents and local communities. Also served as the senior high student council advisor, conducted supervision of study halls, elementary detention supervision, lunchroom supervision and locker room attendant.

References:

Mr. Scott Privratsky, Superintendent of Devils Lake Public Schools
1601 College Drive North, Devils Lake, ND 58301 701.662.7640

Mrs. Janet Edlund, Superintendent of Dakota Prairie Public Schools
PO Box 37, Petersburg, ND 58272 701.345.8233

Mrs. Kimberly Anderson, Superintendent of Maddock Public Schools
PO Box 398, Maddock, ND 58348 701.438.2531

(b)(6)



SPIRIT LAKE TRIBE

OFFICE OF THE TRIBAL SECRETARY / TREASURER

NANCY GREENE-ROBERTSON

P.O. BOX 359 • FORT TOTTEN, ND 58335 • PHONE 701-766-1223 • FAX 701-766-4126

May 27, 2016

To: Whom it may concern,

Subject: Indian Organization

The Spirit Lake Tribe is a federally recognized tribe and has master contracts with the Department of Interior. Therefore, the Spirit Lake Tribe is eligible to participate in this grant application as required below:

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

Sincerely,

(b)(6)

Nancy Greene-Robertson

**INDIAN EDUCATION DEMONSTRATION GRANTS PROGRAM
CFDA 84.299A**

SPIRIT LAKE NATIVE YOUTH COMMUNITY PROJECT

COMPETITIVE PREFERENCE PRIORITY THREE

The Spirit Lake Native Youth Community Project application meets Competitive Preference Priority Three. The Spirit Lake Tribe, the lead partner for this application, was awarded a Tribal Education Department Grant from the United States Department of the Interior (grant number A14AV00883) on April 9, 2015. The Grant and Cooperative Agreement is included on the next page.

Grant and Cooperative Agreement

CHOOSE ONE

 COOPERATIVE AGREEMENT
 GRANT

CHOOSE ONE EDUCATION FACILITIES RESEARCH SDCR TRAINING

1. GRANT/COOPERATIVE AGREEMENT NUMBER A14AV00883	2. SUPPLEMENT NUMBER 0003	3. EFFECTIVE DATE 04/09/2015	4. COMPLETION DATE 06/30/2017
5. ISSUED TO NAME/ADDRESS OF RECIPIENT (No., Street, City/County, State, Zip) SPIRIT LAKE TRIBE Attn: ATTH GOVERNMENT POC 816 3 AVE N FORT TOTTEN ND 58335-9998		6. ISSUED BY BIA CENTRAL 00016 Mailing Address: 12220 Sunrise Valley Drive Contracting Office Reston VA 20191	
7. TAXPAYER IDENTIFICATION NO. (TIN)		8. PRINCIPAL INVESTIGATOR/ORGANIZATION'S PROJECT OR PROGRAM MGR. (Name & Phone)	
9. COMMERCIAL & GOVERNMENT ENTITY (CAGE) NO.			
10. RESEARCH, PROJECT OR PROGRAM TITLE			
11. PURPOSE AMDM7 13 - ADD/OBLIGATE FY 2015 TPA/WELFARE ASSISTANCE FUNDS; TPA/JPT FUNDS AND TPA/HIGHER 1 (SCHOLARSHIP) FUNDS			
12. PERIOD OF PERFORMANCE (Approximate) 07/01/2014 through 06/30/2017			
13A. AWARD HISTORY		13B. FUNDING HISTORY	
PREVIOUS	\$1,327,077.37	PREVIOUS	\$1,327,077.37
THIS ACTION	\$667,293.00	THIS ACTION	\$667,293.00
CASH SHARE	\$0.00	TOTAL	\$1,994,370.37
NON-CASH SHARE	\$0.00		
RECIPIENT SHARE	\$0.00		
TOTAL	\$1,994,370.37		
14. ACCOUNTING AND APPROPRIATION DATA See Schedule			
PURCHASE REQUEST NO.	JOB ORDER NO.	AMOUNT	STATUS
See Schedule			
15. POINTS OF CONTACT			
	NAME	MAIL STOP	TELEPHONE
TECHNICAL OFFICER	YVONNE LAROCQUE		
NEGOTIATOR			
ADMINISTRATOR			
PAYMENTS			
16. THIS AWARD IS MADE UNDER THE AUTHORITY OF: PL 93-638 ISDEAA			
17. APPLICABLE STATEMENT(S), IF CHECKED: <input type="checkbox"/> NO CHANGE IS MADE TO EXISTING PROVISIONS <input type="checkbox"/> FDP TERMS AND CONDITIONS AND THE AGENCY-SPECIFIC REQUIREMENTS APPLY TO THIS GRANT		18. APPLICABLE ENCLOSURE(S), IF CHECKED: <input type="checkbox"/> PROVISIONS <input type="checkbox"/> SPECIAL CONDITIONS <input type="checkbox"/> REQUIRED PUBLICATIONS AND REPORTS	
UNITED STATES OF AMERICA Yvonne LaRocque BIA-2014-L2-000032		COOPERATIVE AGREEMENT RECIPIENT	
CONTRACTING/GRANT OFFICER Yvonne LaRocque	DATE 04/09/2015	AUTHORIZED REPRESENTATIVE (b)(6)	DATE 04/13/2015

**INDIAN EDUCATION DEMONSTRATION GRANTS PROGRAM
CFDA 84.299A**

SPIRIT LAKE NATIVE YOUTH COMMUNITY PROJECT

COMPETITIVE PREFERENCE PRIORITY TWO

Competitive Preference Priority Two has been met. The Spirit Lake Tribe is the lead partner in the Spirit Lake Native Youth Community Project application and has submitted the Tribal Resolution included on the next page.

**SPIRIT LAKE TRIBE
RESOLUTION NO. A05-16-178**

WHEREAS, the Spirit Lake Tribe of Indians is a federally recognized Indian tribe acting under a revised Constitution dated May 5, 1960, approved by the Acting Commissioner, Bureau of Indian Affairs, July 14, 1961, and as subsequently amended which amendments were approved by the Commissioner, Bureau of Indian Affairs; and August 19, 1996; and

WHEREAS, the Constitution of the Spirit Lake Tribe generally authorizes and empowers the Spirit Lake Tribal Council to engage in activities on behalf of and in the interest of the welfare and benefit of the Tribe and of the enrolled members thereof; and

WHEREAS, the Spirit Lake Tribal Council (hereinafter the Tribal Council) is the governing body of the Tribe and is empowered to administer the economic resources and financial affairs of the Tribe; and

WHEREAS, the Tribal Council reviewed the FY2016 Indian Demonstration Grant Application, submitted by Secretary-Treasurer Nancy Greene-Robertson on behalf of the Spirit Lake Tribe Education Program; and

WHEREAS, the Tribal Council approves the partnership with the Warwick Public School, Tate Topa Tribal School and Northeastern Educational Service Cooperative to provide college readiness skills, leadership training, cultural language, traditional crafts, foods, and oral teachings, and professional development; and

NOW THEREFORE BE IT RESOLVED, that the Spirit Lake Tribal Council, pursuant to their vested authority hereby approves the Indian Demonstration Grant Application.

CERTIFICATION

I, the undersigned as Secretary-Treasurer of the Tribal Council, do hereby certify that the Tribal Council is composed of six (6) members of whom five (5) were present, constituting a quorum for a Special Meeting duly called and convened on this 31 day of March 2016 and approved this resolution by an affirmative vote of three (3) in favor, none (0) opposed, none (0) abstaining, and one (1) absent. (The Secretary-Treasurer does not vote and the Chairman votes only in case of a tie.)

(b)(6)

**Nancy Greene-Robertson
Secretary-Treasurer**

(b)(6)

**Myra Pearson
Chairperson**

**INDIAN EDUCATION DEMONSTRATION GRANTS PROGRAM
CFDA 84.299A**

SPIRIT LAKE NATIVE YOUTH COMMUNITY PROJECT

COMPETITIVE PREFERENCE PRIORITY ONE

The Spirit Lake Native Youth Community Project proposes to serve a rural local community. The project activities will be implemented in the Tate Topa Tribal School in Fort Totten, North Dakota and in the Warwick Public School in Warwick, North Dakota. The Spirit Lake Tribe, the lead partner in this application, is located on the Spirit Lake Reservation in Fort Totten, North Dakota.

This application meets Competitive Preference Priority One. Tate Topa Tribal School is a Bureau of Indian Education-funded school that is located in an area designated by the U.S. Census Bureau with a locale code of 42. Warwick is an LEA eligible under the Small Rural School Achievement Act (NCES ID #3819260 and State ID #03029).



May 19, 2016

Jennifer Carlson
Devils Lake Public School District
1601 College Drive North
Devils Lake, ND 58301-1550

"Letter of Clearance" In Conformance with the North Dakota Federal Program Review System -
State Application Identifier No.: ND160519-0549

Dear Ms. Carlson:

SUBJECT: NESC/Spirit Lake Native Youth Community Project

The above referenced application has been reviewed through the North Dakota Federal Program Review Process. As a result of the review, clearance is given to the project only with respect to this consultation process.

If the proposed project changes in duration, scope, description, budget, location or area of impact, from the project description submitted for review, then it is necessary to submit a copy of the completed application to this office for further review.

We also request the opportunity for complete review of applications for renewal or continuation grants within one year after the date of this letter.

Please use the above SAI number for reference to the above project with this office. Your continued cooperation in the review process is much appreciated.

Sincerely,

(b)(6)

Rikki Roehrich
Program Specialist
Division of Community Services

cmh

Partnership Agreement

Between

Devils Lake Public Schools (DLPS)

And

Tate Topa Tribal School

For Application To

The Indian Education Demonstration Grants Program (NYCP).

This Partnership Letter establishes a general partnership between DLPS and Tate Topa Tribal School.

I. MISSION

The mission of DLPS is to develop responsible, productive and respectful citizens by providing quality education to all students in a safe and orderly environment. DLPS is proposing a collaborative college- and career-readiness project with preK-8 students in the Tate Topa Tribal School and Warwick Public School.

The mission of the Tate Topa Tribal School is to produce learners who excel academically, physically, spiritually, and socially by expanding curriculum and activities, increasing community involvement and integrating culture in the school environment.

Together, the Parties enter into this Partnership agreement to mutually promote academic proficiency, teacher effectiveness, college and career planning and the Dakota culture. Accordingly, DLPS and Tate Topa Tribal School, operating under this Partnership Agreement agree as follows:

II. PURPOSE AND SCOPE

DLPS and Tate Topa Tribal School aim to ensure that 100% of Tate Topa and Warwick 11th grade students are college and career ready by the end of the grant as measured by ACT. The partners will work to increase student grade point averages, North Dakota State Assessment proficiency, attendance, and student, high school retention while enriching local education

by interweaving academics, community, business, and the Dakota language and culture.

The organizations are forming a partnership to better leverage their expertise and available resources for the benefit of the students. DLPS will benefit by building upon foundational work established through the Succeed 2020 Grant, enhancing and establishing programs and services in two of its member schools, growing partnerships with member schools and community entities, and achieving increased student performance within the region. Tate Topa Tribal School will benefit by acquiring a comprehensive support system for students, having community youth better prepared for college and career, establishing an enhanced presence of Dakota language and culture in the school, and building partnerships and opportunities with external stakeholders such as parents/families, colleges, businesses and the Spirit Lake Tribe.

The target population is preK-8 students in the Tate Topa Tribal School and Warwick Public School. To serve the students, DLPS and Tate Topa Tribal School must also serve the educators, counselors, culture specialists, parents/families, and college/business/community/tribal representatives who support the students throughout their path to higher education and careers. The students will benefit from increased academic performance and confidence, more effective teachers, formal college and career planning, more knowledgeable parents/families, and increased efforts towards cultural inclusion in the school. Educators, counselors and culture specialists will benefit from frequent and focused professional learning, instructional coaching, collaborative planning sessions, proficient students, knowledgeable parents/families, and community/tribal support. The external stakeholders will benefit from preK-8 educational involvement, educator collaboration, student perception, and better-prepared, young adults moving into higher education and/or the workforce.

For tasks associated with this Agreement, DLPS will exchange funds with Tate Topa Tribal School accordingly:

- Transportation costs for college/career tours as outlined in the grant budget and budget narrative

III. RESPONSIBILITIES

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out the Agreement and the Spirit Lake Native Youth Community Project. The initial appointees of each organization are:

DLPS – Erin Lacina, Project Director
205 16th St. NW, Devils Lake, ND 58301
Erin.Lacina@nescnd.org
701-662-7650

Tate Topa Tribal School – Jackie Thompson, Superintendent
7268 Hwy 57, Fort Totten, ND 58335
Jackie.Thompson@k12.nd.us
701-766-1400

The organizations agree to the following tasks for this Partnership Agreement:

DLPS will:

- Administer the grant
- Provide a Project Director for the grant
- Coordinate all activities under the grant
- Evaluate the grant
- Complete required grant reporting
- Assume responsibility for fiscal management of the grant
- Coordinate publicity of the grant and key grant activities
- Coordinate and facilitate partnership meetings
- Provide professional learning and instructional coaching services:
 - Facilitator(s)
 - Schedule and framework
 - Content
 - Ongoing support
- Provide college- and career-readiness student services, programs, and events:
 - Support with local You're Hired! events
 - Coordination and facilitation of regional You're Hired! event
 - Coordination of college and business tours

- Coordination of classroom presentations by colleges, businesses, and family/community/tribal members
- Providing Roads to Success curriculum and instructional guidance
- Providing RUMReadyND assistance and guidance
- Providing Virtual Job Shadow access and guidance
- Provide parent/family learning events (college- and career-readiness events):
 - Facilitator(s)
 - Schedule and framework
 - Content
 - Ongoing support
- Coordinate implementation of Native American curriculum in partner schools
 - Research options
 - Facilitate selection
 - Guide implementation
 - Facilitate collaborative planning/learning sessions
- Assist with implementation of tribal citizenship program

Tate Topa Tribal School will:

- Support all grant initiatives
- Support the grant and other grant partners publicly
- Participate in decision-making regarding grant projects
- Participate in grant partnership meetings as requested
- Establish a schedule for annual reports by DLPS to the School Board
- Supply school and assessment information as needed for grant evaluation and reporting
- Assist with publicity of the grant and grant activities
- Participate in and co-facilitate college- and career-readiness activities and events:
 - Classroom presentations
 - Business and/or college tours
 - Local and regional You're Hired! events
 - Parent/family learning events
- Provide classroom time for completion of college- and career-readiness tasks
- Provide classroom time for business and college presentations (4 per year, Grades 5-8)

- Provide the counselor(s) needed to implement the college- and career-readiness activities (current hires are adequate for the grant project)
- Participate in selection of the cultural curriculum to be implemented in partner schools
- Provide the cultural teacher(s)/specialist(s) needed to implement the cultural curriculum (current hires are adequate for the grant project)
- Provide adequate student contact time with tribal members for implementation of the tribal citizenship program
- Provide adequate time for professional learning in the school calendar, including regular early-outs and weekly coaching sessions
- Support the instructional coaching model for all key personnel, including classroom observations as a component of the model
- Administer student, teacher and parent/family surveys as requested by DLPS
- Administer the ND State Assessment annually

DLPS and Tate Topa Tribal School will:

- Provide leadership to the grant stakeholders

IV. TERMS OF UNDERSTANDING

The term of this Partnership Agreement is effective from the date of signing through September 30, 2020, pending award of the grant, and may be extended upon written mutual agreement.

By signing this Partnership Agreement DLPS and Tate Topa Tribal School agree that the proposed project is aligned with the strategic goals of the entities, and that the school is familiar with the staff and organization proposing the partnership.

Authorization:

The signing of this Partnership Agreement is not a formal undertaking. It implies that the signatories will strive to reach, to the best of their ability, the objective stated.

On behalf of the organization I represent, I wish to sign this Partnership Agreement.

Devils Lake Public Schools
Scott Privratsky
Superintendent

Scott Privratsky

Date: _____ May 25, 2016 _____

Northeast Education Services Cooperative
Jennifer Carlson
Executive Director

(b)(6)

Date: _____ May 20, 2016 _____

Northeast Education Services Cooperative
Erin Lacina
Project Director

(b)(6)

Date: _____ May 20, 2016 _____

Tate Topa Tribal School
Jackie Thompson
Superintendent

Jackie Thompson

Date: 5-20-2016

CCCC Board of Regents

At-Large	Lori Brown
Crowhill	Waynita Chaske
St. Michael	Jeanette Herald
Woodlake	Collette Brown
Fort Totten	Wacahpi Tawacinhehomni

Constitution Committee

At-Large	Erich Longie
Crowhill	Doug Yankton
St. Michael	Richard Yankton
Woodlake	Billy D. Cavanaugh
Fort Totten	Vacant

SORNA

At-Large	Patti Longie
Crowhill	Marie Martin
St. Michael	Elaine Robinson
Woodlake	Bernadette Brown
Fort Totten	Marty Alex

Education/JTPA

At-Large	April St. Pierre
Crowhill	Jolene St. Claire
St. Michael	Allene DuBois
Woodlake	Heather Lawrence
Fort Totten	Tara Yankton

Spirit Lake Housing Corporation

At-Large	John Tollefson
Crowhill	Wanda Thomas
St. Michael	Oliver Gourd Sr.
Woodlake	Joan Black
Fort Totten	Barbara Robertson

Tate Topa Tribal School

At-Large	Arthur Carmona
Crowhill	Colleen Chaske
St. Michael	David Davidson
Woodlake	Dixie Omen
Fort Totten	Ivan Lovejoy

Election Board

Crowhill	Iris Walking Eagle
St. Michael	Roberta Littleghost
Woodlake	Noreen Cavanaugh
Fort Totten	Devonne Robertson

Tribal Health Board

At-Large	Arliss Krulish
Crowhill	Valerie Bull
St. Michael	Darcie Lohnes
Woodlake	Lisa Georgeson
Fort Totten	Jeannie Cavanaugh

Enrollment Committee

At-Larg	Myrna Greene
Crowhill	Joanne Smith
St. Michael	Clarise Lawrence
Woodlake	Violet Smith
Fort Totten	Patricia Christianson

Roads

At-Large	Cletus Lawrence
Crowhill	Archie Mudgett
St. Michael	Duane Jackson
Woodlake	Lisa Georgeson
Fort Totten	Waylon Red Tomahawk

Fish & Wildlife Board

At-Large	Jeremiah Robertson
Crowhill	Denver Littlewind
St. Michael	Gerard Thompson
Woodlake	Matthew Georgeson
Fort Totten	Donovan Robertson

Water Resource Board

At-Large	Mary Cavanaugh
Crowhill	Debbie LaVallie
St. Michael	Duane Guy
Woodlake	Jason Thompson
Fort Totten	Roger Yankton Jr

Social Service Board

At-Large	Erica Cavanaugh
Crowhill	Mary Greene-Trottier
St. Michael	Andrew Morin
Woodlake	Robin Smith
Fort Totten	Luanna Cavanaugh

Law & Order

At-Large	Peter Belgarde
Crowhill	Vacant
St. Michael	Ermen Brown
Woodlake	Yvonne Thompson
Fort Totten	Fred Longie Sr.

Tribal Housing

At-Large	Martina Morgan
Crowhill	Renita Shaw
St. Michael	Dianne Lohnes
Woodlake	June Littlewind
Fort Totten	Orila Diaz

Vocational Rehabilitation

At-Large	David Riggles
Crowhill	Carolyn Walking Eagle
St. Michael	John Lohnes
Woodlake	Bernadette Brown
Fort Totten	Sarah Demarce

T.E.R.O Commission

At-Large	Dale Alberts
Crowhill	Winfield Chaske
St. Michael	Duane Guy
Woodlake	Darla Thiele
Fort Totten	Kim Three Irons

Elderly Advisory Board

At Large	Phillip "Skip" Longie / Tony Hunt
Crowhill	Ramona Chaske
St. Michael	Sheila Thompson / Darlene Wadsworth
Woodlake	Hilda Weiker
Fort Totten	Catherine Howard

Powwow Committee

At-Large	Catherine Howard
Crowhill	Vacant
Mission	Arlene Demarce
Woodlake	Vacant
Fort Totten	Dusti Goodbird/ LaDonna Fox

Environmental Quality Committee

At-Large	Dave Cavanaugh
Crowhill	Charlene WalkingEagle-Jetty
Mission	Bonita Morin
Woodlake	June Lafrombois
Fort Totten	Vacant

Gaming Commission

At-Large	Collette Brown
Crowhill	Vacant
Mission	Robert Thompson
Woodlake	Sharon Georgeson
Fort Totten	Vacant
Tribal Council:	Myra Pearson

Partnership Agreement

Between

Devils Lake Public Schools (DLPS)

And

Warwick Public School

For Application To

The Indian Education Demonstration Grants Program (NYCP).

This Partnership Letter establishes a general partnership between DLPS and Warwick Public School.

I. MISSION

The mission of DLPS is to develop responsible, productive and respectful citizens by providing quality education to all students in a safe and orderly environment. DLPS is proposing a collaborative college- and career-readiness project with preK-8 students in the Tate Topa Tribal School and Warwick Public School.

The mission of Warwick Public School is to provide a safe, healthy environment that will encourage our students to make productive choices, to learn from the past, grow in the present, and build for the future as we assist our youth in the learning process.

Together, the Parties enter into this Partnership agreement to mutually promote academic proficiency, teacher effectiveness, college and career planning and the Dakota culture. Accordingly, DLPS and Warwick Public School, operating under this Partnership Agreement agree as follows:

II. PURPOSE AND SCOPE

DLPS and Warwick Public School aim to ensure that 100% of Tate Topa and Warwick 11th grade students are college and career ready by the end of the grant as measured by ACT. The partners will work to increase student grade point averages, North Dakota State Assessment proficiency, attendance, and

student, high school retention while enriching local education by interweaving academics, community, business, and the Dakota language and culture.

The organizations are forming a partnership to better leverage their expertise and available resources for the benefit of the students. DLPS will benefit by building upon foundational work established through the Succeed 2020 Grant, enhancing and establishing programs and services in two of its member schools, growing partnerships with member schools and community entities, and achieving increased student performance within the region. Warwick Public School will benefit by acquiring a comprehensive support system for students, having community youth better prepared for college and career, establishing an enhanced presence of Dakota language and culture in the school, and building partnerships and opportunities with external stakeholders such as parents/families, colleges, businesses and the Spirit Lake Tribe.

The target population is preK-8 students in the Tate Topa Tribal School and Warwick Public School. To serve the students, DLPS and Warwick Public School must also serve the educators, counselors, culture specialists, parents/families, and college/business/community/tribal representatives who support the students throughout their path to higher education and careers. The students will benefit from increased academic performance and confidence, more effective teachers, formal college and career planning, more knowledgeable parents/families, and increased efforts towards cultural inclusion in the school. Educators, counselors and culture specialists will benefit from frequent and focused professional learning, instructional coaching, collaborative planning sessions, proficient students, knowledgeable parents/families, and community/tribal support. The external stakeholders will benefit from preK-8 educational involvement, educator collaboration, student perception, and better-prepared, young adults moving into higher education and/or the workforce.

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III. RESPONSIBILITIES

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out the Agreement and the Spirit Lake Native Youth Community Project. The initial appointees of each organization are:

DLPS – Erin Lacina, Project Director
205 16th St. NW, Devils Lake, ND 58301
Erin.Lacina@nescnd.org
701-662-7650

Warwick Public School – Dean Dauphinais, Superintendent
210 4th Ave., Warwick, ND 58381
Dean.Dauphinais@k12.nd.us
701-294-2561

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 - Facilitate selection
 - Guide implementation
 - Facilitate collaborative planning/learning sessions
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- Support the grant and other grant partners publicly
- Participate in decision-making regarding grant projects
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- Support the instructional coaching model for all key personnel, including classroom observations as a component of the model
- Administer student, teacher and parent/family surveys as requested by DLPS
- Administer the ND State Assessment annually

DLPS and Warwick Public School will:

- Provide leadership to the grant stakeholders

IV. TERMS OF UNDERSTANDING

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Authorization:

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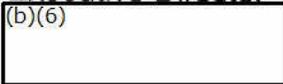
On behalf of the organization I represent, I wish to sign this Partnership Agreement.

Devils Lake Public Schools
Scott Privratsky
Superintendent



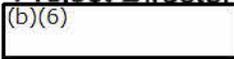
Date: _____ May 25, 2016 _____

Northeast Education Services Cooperative
Jennifer Carlson
Executive Director

(b)(6)


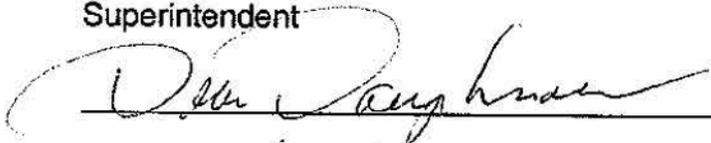
Date: _____ May 20, 2016 _____

Northeast Education Services Cooperative
Erin Lacina
Project Director

(b)(6)


Date: _____ May 20, 2016 _____

Warwick Public School
Dean Dauphinais
Superintendent



Date: 5/25/16 _____

EVIDENCE OF CAPACITY

Devils Lake Public Schools and the NESC personnel working as part of this entity have a proven record of success with improving outcomes through grant projects. Since 2012 and the regional implementation of the Succeed 2020 grant (\$2 million award, July 2012-September 2017), the project management team has increased teacher effectiveness in the classroom through improved instructional practices and student engagement strategies, led school improvement workshops resulting in change and accreditation/certification, organized and facilitated collaboration across rural schools, and conducted administrative trainings resulting in increased accountability and instructional leadership. In addition, the team successfully launched a series of college/career activities, similar to the ones presented in this project, with impressive results:

1. Collaborative work place tours for classroom teachers, school counselors and employers, resulting in career awareness and job shadow opportunities for high school students;
2. You're Hired! tournaments for middle school and high school students, leading to increased demonstration of STEM and 21st century skills by students;
3. Direct, student instruction of Roads to Success college- and career-readiness curriculum to 100% (240) of students across grades 5-9 in two pilot schools;
4. Access to Virtual Job Shadow by all students and staff in grades 7-12 in 22 member schools;
5. Facilitation of regional, Roads to Success, RUREadyND and Virtual Job Shadow workshops and curriculum planning sessions, bringing together counselors, classroom teachers and administrators;

6. Facilitation of regional, biannual, counselor/career advisor professional learning communities for the study of college- and career-readiness curriculum, planning, and opportunities, and ACT/WorkKeys and state assessment preparation; and
7. Implementation of a *Ready for College, Ready for Careers* workshop to plan for the unique aspects of preparing students of poverty for life beyond K-12 education.

EVIDENCE OF INVOLVEMENT OF INDIAN TRIBES AND PARNTS

Upon the announcement of this grant opportunity, the Spirit Lake Tribe held a meeting with potential grant partners to discuss needs and possible projects. The tribal representatives noted the importance of consistently working from three angles (students, families, and educators) for maximum effectiveness. Following that meeting, a community session was held, which was attended by 30 stakeholders (parents, Student Council members, educators, cultural teachers, administrators and community members). During this session, each stakeholder group shared their priorities.

A considerable portion of the grant's focus is on parents/families and the great majority of the work is implemented through tribal involvement and guidance. The grant partners will implement family sessions in a way that maximizes attendance, learning, and carry-over to the home and community. Stakeholders have expressed interest in family events at the school that provide a balance between social activities, incorporation of Dakota culture, and adult learning related to students' college/career readiness and academic performance. This can be achieved through collaborative facilitation by the grant partners and a menu of activities; balanced through a scope and sequence across the four years of the funding period. Family members will also be invited into classrooms and on field trips to businesses and colleges. These family members can carry the conversation back to the home after the events and can be strong supporters of continued education and career paths.

In addition to the parents as role models, students will also have Tribal Council members, Native American school staff members, Fort Totten and Warwick community members, and tribal employers involved along their path to higher education and career success. Tribal

representatives will lead the selection of the cultural curriculum for strengthened implementation of the Dakota language and culture in the schools. Relatedly, Tribal Council members will be responsible for implementation of a tribal citizenship program used to teach students about tribal roles and responsibilities through classroom presentations and visits to the tribal offices. Both the cultural curriculum and tribal citizenship components will align with North Dakota Studies requirements and the North Dakota Native American Essential Understandings (see appendices for more information regarding the Essential Understandings). The tribe's project responsibilities are outlined in the Responsibility Assignment Matrix (page 3). Tribal council members, parents, students, cultural specialists and educators will all be invited to meet with the project management team quarterly to review activities and outcomes. Additionally, annual tribal council and school board presentations/reports have been built into the project plan each of the four years of the grant.

Responsibility Assignment Matrix

	ACTIVITY	STAKEHOLDERS						
	Project kick-off, award/project announcement	A	R	R	I	I	I	I
IMPLEMENTATION	College/career curriculum and tasks	A	I	C	C	R	C	I
	You're Hired!, class presentations, tours	A	R	C	R	R	C	R
	Cultural curriculum, Tribal Council activity	A	A	C	R	C	R	R
	Family events/Gearing Up for Middle School	A	C	C	C	R	R	R
	Coaching, class observations, workshops	A	I	R	R	R	R	I
EVALUATION	Pre- and post-surveys	A	C	I	R	R	I	R
	Implementation indicators	A	C	I	R	R	I	R
	Administration of local/state assessments	I	I	A	R	R	I	I
	Analysis of results	R A	C	C	C	C	C	I
REPORTING	Required grant reporting	R A	C	I	I	I	I	I
	Community meeting	R A	R	C	R	R	R	R
	Tribal Council meeting	R A	R	C	I	I	I	I
	School board meetings – Tate Topa/Warwick	R A	C	R	I	I	I	R
	(R) RESPONSIBLE (A) ACCOUNTABLE (C) CONSULTED (I) INFORMED	DLPS	TRIBE	ADMINISTRATORS	TEACHERS	COUNSELORS	CULTURE SPECIALISTS	EXTERNAL

DEMONSTRATION OF RESEARCH BASIS

Activities chosen for this proposed grant project were based on the correlation of the needs assessment results to recent research regarding Native American youth and academic performance, cultural education, family/community involvement, and college- and career-readiness. Key findings and relevance to the proposed project are noted here (refer to page 14 of the Project Narrative, Chart 1, Spirit Lake Native Youth Community Project–Theory of Change for more information).

Key finding: “Opportunities exist for tribal nations to find ways to increase the flow of high quality teachers and provide culturally relevant professional development for teachers and leaders in their communities. Schools must be able to recruit, hire, support, and develop effective teachers and school leaders who are committed to long-term improvements. These efforts should focus on strengthening the skills of current instructional staff, for example, by infusing cultural competence training into professional development” (Executive Office of the President, 2014). A cultural curriculum will be implemented in the partner schools, including frequent instruction by a cultural specialist and incorporation with the North Dakota state standards in regular classroom instruction. Educators will collaborate to create lessons and build a collection of culturally relevant instructional strategies.

Key finding: “The wealth of research supporting the positive impact of family and community engagement on student achievement holds true for American Indian/Alaska Native (AI/AN) families, communities and students. The positive outcomes of improved motivation, attendance, graduation rates, and achievement are all outcomes observed in AI/AN students when their families and communities are involved” (Trujillo and Alston, 2005). Numerous activities for parent/family and community/tribal involvement are incorporated into the project

including classroom presentations, college and business tours, college/career events, family education events, and tribal citizenship programming.

Key finding: “The level of academic achievement that students attain by 8th grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school” (ACT, 2015). The grant partners are focusing on preK-8, early intervention through increased efforts with teacher effectiveness, academic proficiency and confidence, and college/career-readiness.

DESCRIPTION OF CONTINUING ACTIVITIES

Nearly all activities and resources included in this proposed project are sustainable beyond the four-year grant period (see Sustainability of Activities and Resources table, page 3). Student activities and resources are addressed here first. The cultural curriculum, Gearing Up for Middle School, Roads to Success, interest inventories and student portfolios will be the property of the schools at the end of the grant. You're Hired! events, classroom presentations, and college/business tours will be sustainable through a small amount of transportation funding budgeted by the schools. Parent/family events and the tribal citizenship program can be maintained through the collaborative efforts of the grant partners with minimal budgets, and the partners can continue to use the framework, agendas and activities established during the grant period, recycling and modifying them throughout the following years. In regards to professional learning for educators, all activities can be sustained. Staff learning and collaboration can continue through the professional learning time built into the annual, school calendars. The schools *will* need to assume responsibilities for facilitating these workshops and/or will need to budget small amounts to contract with a service provider. The activity that will be most challenging to sustain will be the instructional coaching. This type of service is extensive and typically requires the hiring of an experienced educator. Likely options for sustainability include: 1) Contract with a service provider for part-time instructional coaching; 2) Hire an instructional coach for each school; 3) Hire an instructional coach to be shared across schools; 4) Move to a peer review model of coaching with colleagues observing and coaching each other; or 5) Fill the role through the use of building principals as instructional leaders. To ensure the likelihood of continued coaching, the project management team will implement a gradual release

model by training lead teachers to assume the instructional coaching responsibilities by the end of the grant period.

It is evident that the partner schools will be able to continue a comprehensive college/career readiness plan beyond the grant funding, with somewhat minimal monetary support. The grant dollars within the proposed budget are needed primarily for the staffing required to establish partnerships, frameworks, procedures, implementation schedules, professional learning curricula, and evaluation tools and cycles. The schools need people with expertise to pull this comprehensive plan together and to implement it. That is the service being provided by Devils Lake Public Schools through the NESC staff. The knowledge and skills acquired by all stakeholders through the grant activities *will* outlive the grant. Once student-centered, effective instruction and culturally relevant practices are in place, schools will press to maintain and enhance newfound success. Partnerships developed during the grant (with community members, colleges, and businesses) will endure beyond 2020, opening the doors for more collaborative opportunities and student pathways. Student, academic proficiency gained in the elementary and middle school years will remain with students through high school, raising graduation rates, state assessment scores, and ACT scores. It is believed that all grant partners will be highly motivated to push for continued success once the positive outcomes from this grant project are realized.

Sustainability of Activities and Resources

ACTIVITIES/RESOURCES	SUSTAINABLE
Roads to Success and Virtual Job Shadow	✓
Interest inventories and college/career portfolios	✓
You're Hired! events	✓
Classroom presentations	✓
Business and college tours	✓
Cultural curriculum and instruction	✓
Tribal citizenship program	✓
Parent/family events (including Gearing Up for Middle School)	✓
Instructional coaching with classroom observations	✓
Professional learning and collaboration	✓

Northeast Education Services Cooperative
205 16th St. NW
Devils Lake, ND 58301
Tel: (701) 662-7650
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311 Dickinson Dr. SE
Devils Lake, ND 58301
Tel: (701) 662-8502
Email: Erin.Lacina@nescnd.org

EDUCATION

Master of Arts, Curriculum and Instruction, College of St. Catherine, St. Paul, MN.
December, 2008.

Bachelor of Science, Elementary Education, Moorhead State University. Minor:
Elementary Education. Concentration: Kindergarten. May, 1999

PRESENTATIONS

Lacina, E. (monthly, September 2012-present). Presentations on standards, curriculum, effective teaching practices, student engagement, assessment, data-driven instruction and school improvement, for preK-12 educators and administrators of NESC-member schools, Northeast Region of ND.

Lacina, E. (June, 2014). *NWEA Data Analysis for Instructional Planning*. Invited presentation to teachers, instructional coaches, data coordinators and administrators at the North Dakota Response to Intervention/Multi-Tiered System of Supports Conference, Fargo, ND.

Lacina, E. (September, 2013). *Correlations Between the Next Generation Science Standards and the Common Core*. Invited presentation to science teachers at the Mid-Dakota Education Cooperative Fall Conference, Minot, ND.

Lacina, E. (September, 2013). *Common Core: What Administrators Need to Know*. Invited presentation to principals and superintendents at the Mid-Dakota Education Cooperative Fall Conference, Minot, ND.

Lacina, E. (June, 2013). *Aligning Your Curriculum to the North Dakota State Standards*. Invited presentation to teachers, instructional coaches, curriculum coordinators and administrators, for the Missouri River Education Cooperative, Bismarck, ND.

Lacina, E. (May, 2013). *Using NWEA MAP Assessment Results to Drive Instruction*. Invited presentation to teachers and administrators, for Steele-Dawson School District, Steele, ND.

Lacina, E. (August, 2012). *High-Level Questioning and Writing in Math*. Invited presentation to math teachers at the South Central Special Education Fall Conference, Napoleon, ND.

Lacina, E. (August, 2012). *Finally...A Game Plan for Teaching the Basic Math Facts*. Invited presentation to math teachers at the South Central Special Education Fall Conference, Napoleon, ND.

Lacina, E. and Fritel, C. (October 2011). *Resources for Title I Math Specialists*. Invited presentation to math teachers, instructional coaches and school administrators at the North Dakota Title I, Special Education and 21st CCLC Fall Conference, Bismarck, ND.

Lacina, E. and Fritel, C. (October 2010). *A.C.E. Your Basic Math Facts through Application, Collaboration and Evaluation*. Presentation to math teachers, instructional coaches and school administrators at the North Dakota Title I, Special Education and 21st CCLC Fall Conference, Bismarck, ND.

Lacina, E. and Cochran, C. (October, 2010). *Preparing for Your Team Visit*. Invited presentation to NCA chairpersons and school administrators held during the NCA CASI School Improvement Workshop, Bismarck, ND.

Lacina, E. (January, 2010). *Finally...A Game Plan for Teaching the Basic Math Facts*. Invited talk presented to NESC math teachers and school administrators held during the NESC Fall In-Service Workshop, Devils Lake, ND.

Lacina, E. and Fritel, C. (October 2009). *Finally...A Game Plan for Teaching the Basic Math Facts*. Presentation to math teachers, instructional coaches and school administrators at the North Dakota Title I, Special Education and 21st CCLC Fall Conference, Bismarck, ND.

Lacina, E. and Cochran, C. (October, 2009). *Preparing for Your Team Visit*. Invited presentation to NCA chairpersons and school administrators held during the NCA CASI School Improvement Workshop, Bismarck, ND.

Lacina, E. (January, 2008). *Teaching Practical Applications and Vocabulary in Math*. Invited presentation to NESC math teachers and school administrators held during the NESC Winter In-Service Workshop, Devils Lake, ND.

Lacina, E. (August, 2006). *Using the Process Standards to Increase Understanding of Mathematics*. Invited presentation to NESC math teachers and school administrators held during the NESC Fall In-Service Workshop, Devils Lake, ND.

HONORS AND AWARDS

North Dakota Title I Caught in the Act Award, 2011

Just For Kix Veteran Director of the Year, 2009

Devils Lake Unsung Hero, July 2009

Who's Who Among America's Teachers, 2005-06, 2006-07, 2007-08.

Devils Lake Public Schools Teacher of the Quarter, 2005.

North Dakota Association of Dance and Drill Coach of the Year, 2004-05

Devils Lake Public Schools Foundation Grant for classroom teachers, 2001.

PROFESSIONAL DEVELOPMENT

Service

Member, AdvancED Education Service Agency Accreditation Review Team, February, 2016-Present

Member, North Dakota Department of Public Instruction *Watch Us Grow* Standards

Committee, January, 2016-Present

PR/Award # S299A160039

Member, North Dakota Educational Data Alliance, 2015-Present.
Evaluator, North Dakota State Assessment, October, 2014.
Member, Smarter Balanced/North Dakota State Leadership Team, 2013-2015
Member, PARCC/North Dakota Educator Leader Cadre, July 2012-Present
Member, North Dakota NCA CASI State Council, 2009-Present.
Vice-President, Lake Region Teacher Center Policy Board, 2008-Present.
Co-Chair, Prairie View Elementary AdvancED (NCA) Steering Committee, 2006-2012.
Member, Devils Lake Public Schools Math Curriculum Committee, 2001-2012.
Member, Devils Lake Public Schools Professional Development Committee, 2005-2012.
Member, Devils Lake Public Schools District Curriculum Council, 2005-2012.
Member, Prairie View Elementary Response to Intervention Team, 2008-2012.
Mentor, Prairie View Elementary Mentoring and Coaching Program, 2003-2012.
Member, North Dakota Mathematics Education Collaborative, 2005-2007.
Co-Chair, Prairie View Elementary NCA Systems Committee, 2002-2006.
Member, Prairie View Elementary Child Study Team, 2001-2003.
State Competition Site Coordinator, North Dakota Association of Dance and Drill, 2000-2002.
Judge Coordinator, North Dakota Association of Dance and Drill, 1997-2002.

Continuing Education

Marzano Research: *High Reliability Schools Academy*, Devils Lake, ND. 2015-2016.
Bureau of Education and Research: *Helping Students Meet or Exceed the Common Core State Standards in Mathematics*, Fargo, ND. September, 2015.
A Framework for Understanding Poverty, Devils Lake, ND. 2015-2016.
North Dakota Council of Educational Leaders State Conference, Bismarck, ND. October, 2015.
Marzano Research: *Creating a Highly Engaged Classroom*, Devils Lake, ND. August 2015.
Characteristics of Effective Instruction, Fargo, ND. February, 2015.
Harry Wong: *The First Days of School*, Devils Lake, ND. August, 2014.
Marzano Research: *High Reliability Schools Summit*, Denver, CO. Annual, 2014-2016.
AdvancED/Learning Forward North Dakota State Conference, Mandan, ND. 2013-2016.
Succeed 2020 Convenings, Bismarck, ND. Quarterly, 2012-2016.
Smarter Balanced State Leadership Team Seminars, Las Vegas, NV. 2013-2015.
PARCC Educator Leader Cadre Seminar. Chicago, ND. August, 2012.
Implementing the Common Core State Standards. Bismarck, ND. June, 2012.
How the Brain Learns Mathematics. Fargo, ND. August, 2011.
Developing Mathematical Ideas: *Working With the Data*. Devils Lake, ND. June, 2011.
Developing Mathematical Ideas: *Measuring Space in 1, 2 and 3 Dimensions*. Devils Lake, ND. June, 2010.
Student Focused Coaching: *Helping Every Teacher Succeed!* Bismarck, ND. July, 2009.
Developing Mathematical Ideas: *Reasoning Algebraically About Operations*. Devils Lake, ND. May, 2009.
Developing Mathematical Ideas: *Examining Features of Shape*. Devils Lake, ND. June, 2009.
Algebra: *Connecting the Five Representations*. Devils Lake, ND. August, 2008.
Developing Mathematical Ideas: *Making Meaning for Operations*. Devils Lake, ND. May, 2007.
Developing Mathematical Ideas: *Building a System of Tens*. Devils Lake, ND. December, 2006.
Developing Mathematical Ideas Summer Institute. Mt. Holyoke College, MA. July, 2006.

Developing Mathematical Power: *Patterns, Functions and Algebraic Reasoning* for K-12 Educators. Bismarck, ND. June, 2006.

Affiliations

AdvancED

Learning Forward (formerly National Staff Development Council or NSDC)

Association for Supervision and Curriculum Development (ASCD)

National Council of Teachers of Mathematics (NCTM)

Association for Supervision and Curriculum Development (ASCD)

National Education Association (NEA)

North Dakota Council of Teachers of Mathematics (NDCTM)

North Dakota Council of Educational Leaders (NDCEL)

North Dakota Regional Education Association (NDREA)

North Dakota Education Association (NDEA)

North Dakota Teacher Center Network (NDTCN)

Lake Region Teacher Center (LRTC)

Devils Lake Education Association (DLEA)

PROFESSIONAL EXPERIENCE

- 2013-Present **Northeast Education Services Cooperative: Project Director**
Coordinate regional professional learning events, on-site/school-level in-services, and regional student events. Facilitate professional learning and school improvement initiatives. Write and manage grants, including administration and implementation of the Succeed 2020 Grant and all associated reporting and evaluation requirements. Oversee and evaluate NESC personnel. Report to NESC governing boards and stakeholders.
- 2012-2013 **Northeast Education Services Cooperative: Professional Learning and Instructional Support Program Coordinator**
Use leadership to promote educational learning opportunities for teaching staff, counselors, support staff and administrators in member schools. Facilitate regular, professional learning for member educators. Coordinate regional professional learning initiatives.
- 2005-2012 **Devils Lake Public Schools: Math Coach.**
- 2000-2005 **Prairie View Elementary: Grade 2 Teacher.**
- 1999-2000 **Clay County: Kindergarten Head Start Teacher.**

REFERENCES

Luke Schaefer, Executive Director, Mid-Dakota Education Cooperative, Minot, ND 58707.
Tel: (701) 858-4700, email: luke.schaefer@ndmdec.com

Jennifer Glasheen, Director of Teacher and Learning and Succeed 2020 Project Director, South East Educational Cooperative, Fargo, ND 58103. Tel: (701) 446-3172, email: glashej@ndseec.com

Arnold Calf Boss Ribs

(b)(6)

Objective

- To gain meaningful employment and facilitate and foster an understanding of Dakota (Native American) culture within our society

Education

BACHELOR OF SCIENCE | DECEMBER 1999 | MONTANA STATE UNIVERSITY-BOZEMAN, BOZEMAN, MT

- Major: Elementary Education/Early Childhood Education
- Minor: Native American Studies
- Skills & Abilities
 - I have excellent oral and written communication skills.
 - I am a team player.
 - I am knowledgeable and understanding of the Native American Culture for a “traditional” and “contemporary” perspective.

CULTURAL COORDINATOR | WARWICK PUBLIC SCHOOL, WARWICK, ND | AUGUST 2015 - PRESENT

- Setting a foundation for a Dakota/Native American Education Curriculum to be taught @ Warwick Public Schools
- Providing a “positive” outlet and being a role model to students and staff at Warwick Public School

TEACHER MENTOR/NATIVE AMERICAN CULTURAL COORDINATOR | CANKDESKA CIKANA HEAD START, FORT TOTTEN, ND | JANUARY 2014 – OCTOBER 2014

- Supervised and mentored teachers and classroom support staff
- Assisted teachers and classroom support staff with their professional development
- Researched curriculum and ideas to implement/infuse Dakota/Native American Culture into programs
- Renamed program centers/classrooms from “Anglo” names to Dakota/Native American Culturally relevant names

YOUTH PREVENTIONS SPECIALIST | WICONI OHITIKA SUICIDE PREVENTION PROJECT /CANKDESKA CIKANA COMMUNITY COLLEGE, FORT TOTTEN,ND | NOVEMBER 2012 – DECEMBER 2013

- Supervised and mentored Minnewaukan Public School students
- Presented daily/weekly “life skills” and Native American cultural lessons on suicide prevention
- Assisted teachers and classroom support staff at Minnewaukan with their professional development regarding suicide prevention
- Researched curriculum and ideas to implement/infuse Dakota/Native American Culture into suicide prevention program at Minnewaukan and throughout Wiconi Ohitika project
- Sponsored community events to raise awareness and educate the Spirit Lake Tribal community about suicide and suicide prevention.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Spirit Lake Native Youth Community Project
Indian Education Demonstration Grants Program
CFDA 84.299A

Budget Narrative
Year 1: 2016-2017

1. Personnel

Project Director: The Project Director will be responsible for grant management including partner communication, program implementation, coordination of evaluation, and reporting. The salary in year one for the project will be **\$51,750**, which is a total of 117 days over a twelve-month contract. This position is key to coordination of all grant activities and partners and complete oversight of all grant components. This position must be on site at the project locations regularly and will convene and answer to all grant stakeholders, keeping the community and the tribe at the center of the work. This position must have extensive knowledge of all grant activities and evaluation components. The \$51,750 salary figure is based upon the current rate of a local Project Director in a similar grant situation and is aligned with local salary schedules.

The two cultural specialists and two school counselors listed in the ‘Key Project Personnel’ section of the Project Narrative are not included in the Budget Narrative since their positions are already established and funded through the partner schools.

Professional Learning Specialist: The Professional Learning Specialist will be responsible for oversight and implementation of instructional coaching and staff workshops. The salary in year one will be **\$12,000** based on 90 days of a 149.5-day, twelve-month contract. This position needs to be knowledgeable of best practices for instructional coaching, instructional coaching models, and methods for classroom observations. This position must also facilitate professional learning workshops for administrators, classroom teachers, cultural specialists, counselors, paraprofessionals and other support staff on the topics of cultural inclusion strategies, student engagement strategies, differentiation, data-driven instruction, and math and language arts best practices. The Professional Learning Specialist must work well with all staff members within a school and must provide a supportive environment and process for educator growth. The \$12,000 salary figure is based upon the current rate of a local Professional Learning Specialist in a similar grant situation and is aligned with local salary schedules.

Fiscal Manager: The Fiscal Manager will be responsible for oversight and maintenance of the grant budget. The salary in year one will be **\$13,425** based on 27 days over a twelve-month, 225 day contract. This position will work closely with the Project Director to ensure that all components of the project are completed within budget and all reporting requirements regarding fiscal information are met. The Fiscal Manager must have experience with Quick Books to manage day-to-day tracking of the budget. The \$13,425 salary is aligned with similar positions in area schools.

College/Career Specialist: The College/Career Specialist will be responsible for leadership and facilitation of student and family college- and career-readiness events. The salary in year one

will be **\$20,000** based on 37 days over a twelve-month contract. This position needs to be experienced with the RUPReadyND online platform, Roads to Success curriculum, Virtual Job Shadow, interest inventories, and student college/career portfolios. This position will share responsibility with school counselors for implementation of these resources in classrooms at partner schools. Implementation of these resources, Gearing Up for Middle School, and other college and career planning strategies will also be required at the various family events at the schools. In addition, the College/Career Specialist must assist the Project Director and school counselors with the organization and facilitation of classroom presentations by community members, colleges, and businesses, and must also assist with college and business tours. The \$20,000 salary figure is based upon the average salary of local counselors/career advisors.

Personnel costs for year one of the grant total \$97,175.

2. Fringe Benefits:

Fringe benefits are based upon an estimate of 50% of total personnel costs according to current, local figures and expected increases for the 2016-2017 fiscal year:

Fringe Benefits costs for year one of the grant total \$48,588 (based on \$97,175 in personnel costs).

3. Travel:

Tate Topa – Professional Learning/Instructional Coaching: Travel costs for Professional Development/Instructional Coaching will include four trips per month to Tate Topa. Each trip is 30 miles/round trip totaling 1,200 miles over the fiscal year. The total cost for this project will be **\$648** at a rate of \$.54/mile (state rate).

Warwick – Professional Learning/Instructional Coaching: Travel costs for Professional Development/Instructional Coaching will include four trips per month to Warwick. Each trip is 50 miles/round trip totaling 2,000 miles over the fiscal year. The total cost for this project will be **\$1,080** at a rate of \$.54/mile (state rate).

Tate Topa – Project Director: Travel costs for the Project Director will include four trips per month to Tate Topa. Each trip is 30 miles/round trip totaling 1,200 miles over the fiscal year. The total cost for this project will be **\$648** at a rate of \$.54/mile (state rate).

Warwick – Project Director: Travel costs for the Project Director will include four trips per month to Warwick. Each trip is 50 miles/round trip totaling 2,000 miles over the fiscal year. The total cost for this project will be **\$1,080** at a rate of \$.54/mile (state rate).

Washington, DC – Grant Trip: The NYCP Grant requires three trips to Washington, DC over years one, two, and three of the grant award. For each trip, the Project Director and one representative from one of the partner agencies will attend (three agencies represented over three years). Costs for roundtrip airfare are expected to be a total of \$1,600 (\$800/each). Per diem for participants will be \$126 each (\$42/day for 3 days) for a total of \$252. The lodging costs are

estimated at \$250/night/person (for 2 nights) for a total of \$1,000. Total costs for the Washington, DC trip are **\$2,852**.

College Visits: College visits for both Tate Topa and Warwick students are budgeted as part of this project. There will be visits to Cankdeska Cikana Community College in Fort Totten, ND, Lake Region State College in Devils Lake, ND and United Tribes Technical College in Bismarck, ND. Total miles traveled to these locations from the two schools will total 825 miles at a cost of \$2.50 per mile for a total cost of about \$2,063 for bus mileage. Bus drivers will be paid \$36 per 100 miles for a cost of \$297. Total cost of the college visits is **\$2,360**.

Business Tours: There will be several student trips to area businesses in the region. Warwick will travel to Fort Totten at a round trip of 40 miles; Fort Totten will travel to Devils Lake three times at a round trip of 30 miles; Warwick will travel to Devils Lake three times at a round trip of 50 miles. Fort Totten will visit the Spirit Lake Casino with a round trip of 15 miles and Warwick will also visit the Spirit Lake Casino with a round trip of 25 miles. Total bus mileage for Business Tours will be 320 miles at a total cost of \$1,600 for mileage (\$.20/mile) and a bus drivers' fee of \$230 (\$36/100 miles). Total cost for the business tours is **\$1,830**.

High Reliability Schools' Summit: The High Reliability Schools' (HRS) Summit - <http://www.marzanoresearch.com/professional-development/workshops-conferences/high-reliability-schools-summit-cfl005> is an annual conference for schools interested in implementing best practices and effective instructional strategies for student engagement. The content and strategies learned at the summit will be addressed during instructional coaching in the partner schools. The Grant Project Director will attend this conference along with two representatives each from Tate Topa and Warwick.

The costs for the Grant Project Director to attend the HRS Summit will include round trip airfare to Denver for \$600, per diem for three days of \$126 (\$42/day), lodging for two nights at \$320 (\$160/night) and a registration cost of \$700. Total cost for the Grant Project Director to attend the HRS Summit is **\$1,746**.

The costs for four representatives from the schools to attend the HRS Summit will include four round trip airfares to Denver at \$2,400 (\$600/each), per diem for three days at \$504 (\$42/day/person), lodging for two nights at \$1,280 (\$160/each/night) and a registration cost of \$2,800 (\$700/each). Total cost for the four school representatives to attend the HRS Summit is **\$6,984**.

Total travel costs for year one of the project are **\$17,500**.

4. Equipment:

Cultural Curriculum: A cultural curriculum, estimated at a cost of **\$5,000** will be purchased for implementation at both the Tate Topa and Warwick schools. The schools currently have cultural specialists in place to lead the inclusion of the Dakota language and culture within the schools, but are relying on casual conversation and teachable moments to teach that curriculum. The schools need a resource that offers a scope and sequence and a methodical approach to

teaching of the content, which can then be incorporated into the state standards and college- and career-readiness curriculum. A committee of tribal representatives, parents, students, educators, cultural specialists and the Project Director will be responsible for selecting the curriculum, and the cultural specialists will be responsible for implementing it. Students must see a strong cultural relevance within their daily academics in order to feel successful and stay motivated to pursue higher education, a career, and tribal citizenship. The \$5,000 cost estimate is based on recent, local purchases of similar resources and preliminary data-gathering regarding available curricula.

5. Supplies:

Resources: The Gearing Up for Middle School resource requires a one-time expense of **\$100** for the Tate Topa and Warwick Schools (\$50 per school). This curriculum will be used with parents and students in the final year of elementary school as they prepare to transition to the academic and management expectations of middle school.

Office Supplies/Expenses: Office supplies are estimated at \$5,000 in year two of the grant and include items such as copies, folders, office supplies/materials and equipment usage. These are the basic costs required to maintain grant operations throughout the year. The **\$5,000** for office/supplies and expenses is based on average costs in previous years.

Event Expenses: Event Expenses are budgeted at **\$10,000** in year one. This figure includes logistical and catering expenses for staff, student and family events such as the following: professional learning workshops, You're Hired! events, Gearing Up for Middle School, and college and business tours. These facilitation costs are essential to the daily operations of special events throughout the year. The \$10,000 figure is based on average costs incurred during local events and workshops in previous years.

Total supplies for year one total **\$15,100**.

6. Contractual:

Project Evaluator: Contractual expenses will include utilization of an evaluator who will assist with progress toward project outcomes and will provide guidance about effective strategies suitable for replication or testing. This evaluator with Anderson Inquiry, LLC will assist in creating evaluation tools and compiling, analyzing and reporting the data. It is estimated that for this service, there will be up to ten days of work in year one at \$1,000 per day, totaling **\$10,000**, and four trips to Devils Lake at a total of 244 miles round trip (\$.54/mile state rate) totaling **\$527**.

Instructional Coaching: An Instructional Coach will be utilized at both Tate Topa and Warwick. Up to **\$14,500** is budgeted for this position, providing services to the two partner schools with presentation fees of \$50 per hour, and prep fees of \$25 per hour. Time and activity logs will be closely monitored to ensure that the services are equalized for each school and within the budget allowed. The instructional coach will ensure content and strategies acquired through professional learning are implemented in the classrooms.

College & Career Readiness Motivational Speaker: A College/Career Readiness (CCR) Motivational Speaker will be hired to provide informative and culturally relevant presentations for students, parents and educators at Tate Topa and Warwick schools, with a total budget of **\$7,500** allotted for this service. The presentation(s) will enhance the college/career curriculum and resources used by the stakeholders throughout the school year.

Total contractual expenses will be **\$32,527**.

7. Construction: n/a

8. Other:

Presenter Honoraria: Honoraria for classroom presenters (tribal, college, and business representatives) will be provided, allowing for four presenters per grade (grades 5-8) at both Tate Topa and Warwick. Classroom presentations will include 16 per year, per school at a rate of \$50 per presentation, totaling **\$1,600**. The classroom presentations are a crucial component of the project as they build community partnerships and bring relevance to the college/career and cultural curricula.

9. Total Direct Costs: Direct Costs for year one of the project total **\$217,489**.

10. Indirect Costs:

Total indirect costs are factored with 10% of the overall grant budget total, which will be **\$22,490** for each year, based on the federal government indirect cost rate.

11. Training Stipends: n/a

Total costs for year one will be \$239,979.

Year 2: 2017-2018

1. Personnel

Project Director: The Project Director will be responsible for grant management including partner communication, program implementation, coordination of evaluation, and reporting. The salary in year two for the project will be **\$53,250**, which is a total of 117 days over a twelve-month contract. This position is key to coordination of all grant activities and partners and complete oversight of all grant components. This position must be on site at the project locations regularly and will convene and answer to all grant stakeholders, keeping the community and the tribe at the center of the work. This position must have extensive knowledge of all grant activities and evaluation components. The \$53,250 salary figure is based upon the current rate

and increase of a local Project Director in a similar grant situation and is aligned with local salary schedules.

The two cultural specialists and two school counselors listed in the ‘Key Project Personnel’ section of the Project Narrative are not included in the Budget Narrative since their positions are already established and funded through the partner schools.

Professional Learning Specialist: The Professional Learning Specialist will be responsible for oversight and implementation of instructional coaching and staff workshops. The salary in year two will be **\$13,200** based on 90 days of a 149.5-day, twelve-month contract. This position needs to be knowledgeable of best practices for instructional coaching, instructional coaching models, and methods for classroom observations. This position must also facilitate professional learning workshops for administrators, classroom teachers, cultural specialists, counselors, paraprofessionals and other support staff on the topics of cultural inclusion strategies, student engagement strategies, differentiation, data-driven instruction, and math and language arts best practices. The Professional Learning Specialist must work well with all staff members within a school and must provide a supportive environment and process for educator growth. The \$13,200 salary figure is based upon the current rate of a local Professional Learning Specialist in a similar grant situation and is aligned with local salary schedules.

Fiscal Manager: The Fiscal Manager will be responsible for oversight and maintenance of the grant budget. The salary in year two will be **\$17,900** based on 36 days over a twelve-month, 225 day contract. This position will work closely with the Project Director to ensure that all components of the project are completed within budget and all reporting requirements regarding fiscal information are met. The Fiscal Manager must have experience with Quick Books to manage day-to-day tracking of the budget. The \$17,900 salary is aligned with similar positions in area schools.

College/Career Specialist: The College/Career Specialist will be responsible for leadership and facilitation of student and family college- and career-readiness events. The salary in year two will be **\$20,750** based on 37 days over a twelve-month contract. This position needs to be experienced with the RUPrepareND online platform, Roads to Success curriculum, Virtual Job Shadow, interest inventories, and student college/career portfolios. This position will share responsibility with school counselors for implementation of these resources in classrooms at partner schools. Implementation of these resources, Gearing Up for Middle School, and other college and career planning strategies will also be required at the various family events at the schools. In addition, the College/Career Specialist must assist the Project Director and school counselors with the organization and facilitation of classroom presentations by community members, colleges, and businesses, and must also assist with college and business tours. The \$20,750 salary figure is based upon the average salary of local counselors/career advisors.

Personnel costs for year two of the grant total \$105,100.

1. Fringe Benefits:

Fringe benefits are based upon an estimate of 50% of total personnel costs according to current, local figures:

Fringe Benefits costs for year two of the grant total \$52,550 (based on \$105,100 in personnel costs).

2. Travel:

Tate Topa – Professional Learning/Instructional Coaching: Travel costs for Professional Development/Instructional Coaching will include four trips per month to Tate Topa. Each trip is 30 miles/round trip totaling 1,200 miles over the fiscal year. The total cost for this project will be **\$648** at a rate of \$.54/mile (state rate).

Warwick – Professional Learning/Instructional Coaching: Travel costs for Professional Development/Instructional Coaching will include four trips per month to Warwick. Each trip is 50 miles/round trip totaling 2,000 miles over the fiscal year. The total cost for this project will be **\$1,080** at a rate of \$.54/mile (state rate).

Tate Topa – Project Director: Travel costs for the Project Director will include four trips per month to Tate Topa. Each trip is 30 miles/round trip totaling 1,200 miles over the fiscal year. The total cost for this project will be **\$648** at a rate of \$.54/mile (state rate).

Warwick – Project Director: Travel costs for the Project Director will include four trips per month to Warwick. Each trip is 50 miles/round trip totaling 2,000 miles over the fiscal year. The total cost for this project will be **\$1,080** at a rate of \$.54/mile (state rate).

Washington, DC – Grant Trip: The NYCP Grant requires three trips to Washington, DC over years one, two, and three of the grant award. For each trip, the Project Director and one representative from one of the partner agencies will attend (three agencies represented over three years). Costs for roundtrip airfare are expected to be a total of \$1,600 (\$800/each). Per diem for participants will be \$126 each (\$42/day for 3 days) for a total of \$252. The lodging costs are estimated at \$250/night/person (for 2 nights) for a total of \$1,000. Total costs for the Washington, DC trip are **\$2,852**.

College Visits: College visits for both Tate Topa and Warwick students are budgeted as part of this project. There will be visits to Cankdeska Cikana Community College in Fort Totten, ND, Lake Region State College in Devils Lake, ND and United Tribes Technical College in Bismarck, ND. Total miles traveled to these locations from the two schools will total 825 miles at a cost of \$2.50 per mile for a total cost of about \$2,063 for bus mileage. Bus drivers will be paid \$36 per 100 miles for a cost of \$297. Total cost of the college visits is **\$2,360**.

Business Tours: There will be several student trips to area businesses in the region. Warwick will travel to Fort Totten at a round trip of 40 miles; Fort Totten will travel to Devils Lake three times at a round trip of 30 miles; Warwick will travel to Devils Lake three times at a round trip of 50 miles. Fort Totten will visit the Spirit Lake Casino with a round trip of 15 miles and Warwick will also visit the Spirit Lake Casino with a round trip of 25 miles. Total bus mileage

for Business Tours will be 320 miles at a total cost of \$1,600 for mileage (\$.20/mile) and a bus drivers' fee of \$230 (\$36/100 miles). Total cost for the business tours is **\$1,830**.

High Reliability Schools' Summit: The High Reliability Schools' (HRS) Summit - <http://www.marzanoresearch.com/professional-development/workshops-conferences/high-reliability-schools-summit-cfl005> is an annual conference for schools interested in implementing best practices and effective instructional strategies for student engagement. The content and strategies learned at the summit will be addressed during instructional coaching in the partner schools. The Grant Project Director will attend this conference along with two representatives each from Tate Topa and Warwick.

The costs for the Grant Project Director to attend the HRS Summit will include round trip airfare to Denver for \$600, per diem for three days of \$126 (\$42/day), lodging for two nights at \$320 (\$160/night) and a registration cost of \$700. Total cost for the Grant Project Director to attend the HRS Summit is **\$1,746**.

The costs for four representatives from the schools to attend the HRS Summit will include four round trip airfares to Denver at \$2,400 (\$600/each), per diem for three days at \$504 (\$42/day/person), lodging for two nights at \$1,280 (\$160/each/night) and a registration cost of \$2,800 (\$700/each). Total cost for the four school representatives to attend the HRS Summit is **\$6,984**.

NWEA Fusion Conference: The NWEA Fusion Conference - <https://www.nwea.org/events-intro/fusion/> is an annual conference for the Northwest Evaluation Association (NWEA), that provides an interim assessment for students. Both Tate Topa and Warwick use the NWEA MAP Assessment to measure student growth and learning needs. The NWEA Fusion Conference offers professional development for educational leaders to learn more effective ways to use data to improve instruction for students. The Grant Project Director will attend this conference along with one representative from Tate Topa and Warwick. Airfare for the NWEA Fusion Conference is expected to be \$2,400, per diem for three people for four days is expected to be \$336, lodging at \$225 per night for three nights is \$2,025 and the registration cost for three to attend the conference is \$1,800. Total cost for the NWEA Fusion Conference is **\$6,561**.

Total travel costs for year two of the project are **\$24,061**.

3. Equipment: n/a

4. Supplies:

Resources: The Virtual Job Shadow resource requires a three year subscription expense of **\$3000**. Virtual Job Shadow will be a supplemental resource as an online career planning and career exploration resource that is ideal for students in a rural setting who are limited in local business and industry exposure.

Office Supplies/Expenses: Office supplies are estimated at \$5,000 in year two of the grant and include items such as copies, folders, office supplies/materials and equipment usage. These are the basic costs required to maintain grant operations throughout the year. The **\$5,000** for office/supplies and expenses is based on average costs in previous years.

Event Expenses: Event Expenses are budgeted at **\$10,000** in year two. This figure includes logistical and catering expenses for staff, student and family events such as the following: professional learning workshops, You're Hired! events, Gearing Up for Middle School, and college and business tours. These facilitation costs are essential to the daily operations of special events throughout the year. The \$10,000 figure is based on average costs incurred during local events and workshops in previous years.

Total supplies for year two total **\$18,000**.

5. Contractual:

Project Evaluator: Contractual expenses will include utilization of an evaluator who will assist with progress toward project outcomes and will provide guidance about effective strategies suitable for replication or testing. This evaluator with Anderson Inquiry, LLC will assist in creating evaluation tools and compiling, analyzing and reporting the data. It is estimated that for this service, there will be up to ten days of work in year two at \$1,000 per day, totaling **\$10,000**, and one trip to Devils Lake at a total of 244 miles round trip (\$.54/mile state rate) totaling **\$132**.

Instructional Coaching: An Instructional Coach will be utilized at both Tate Topa and Warwick. Up to **\$14,500** is budgeted for this position, providing services to the two partner schools with presentation fees of \$50 per hour, and prep fees of \$25 per hour. Time and activity logs will be closely monitored to ensure that the services are equalized for each school and within the budget allowed. The instructional coach will ensure content and strategies acquired through professional learning are implemented in the classrooms.

College & Career Readiness Motivational Speaker: A College/Career Readiness (CCR) Motivational Speaker will be hired to provide informative and culturally relevant presentations for students, parents and educators at Tate Topa and Warwick schools, with a total budget of **\$7,500** allotted for this service. The presentation(s) will enhance the college/career curriculum and resources used by the stakeholders throughout the school year.

Total contractual expenses will be **\$27,132**.

6. Construction: n/a

7. Other:

Presenter Honoraria: Honoraria for classroom presenters (tribal, college, and business representatives) will be provided, allowing for four presenters per grade (grades 5-8) at both Tate Topa and Warwick. Classroom presentations will include 16 per year, per school at a rate of \$50 per presentation, totaling **\$1,600**. The classroom presentations are a crucial component of the

project as they build community partnerships and bring relevance to the college/career and cultural curricula.

8. Total Direct Costs: Direct Costs for year two of the project total **\$228,443**.

9. Indirect Costs:

Total indirect costs are factored with 10% of the overall grant budget total, which will be **\$22,490** for each year, based on the federal government indirect cost rate.

10. Training Stipends: n/a

Total costs for year two will be \$250,932.

Year 3: 2018-2019

1. Personnel

Project Director: The Project Director will be responsible for grant management including partner communication, program implementation, coordination of evaluation, and reporting. The salary in year three for the project will be **\$54,750**, which is a total of 117 days over a twelve-month contract. This position is key to coordination of all grant activities and partners and complete oversight of all grant components. This position must be on site at the project locations regularly and will convene and answer to all grant stakeholders, keeping the community and the tribe at the center of the work. This position must have extensive knowledge of all grant activities and evaluation components. The \$54,750 salary figure is based upon the current rate and increase of a local Project Director in a similar grant situation and is aligned with local salary schedules.

The two cultural specialists and two school counselors listed in the 'Key Project Personnel' section of the Project Narrative are not included in the Budget Narrative since their positions are already established and funded through the partner schools.

Professional Learning Specialist: The Professional Learning Specialist will be responsible for oversight and implementation of instructional coaching and staff workshops. The salary in year three will be **\$14,400** based on 90 days of a 149.5-day, twelve-month contract. This position needs to be knowledgeable of best practices for instructional coaching, instructional coaching models, and methods for classroom observations. This position must also facilitate professional learning workshops for administrators, classroom teachers, cultural specialists, counselors, paraprofessionals and other support staff on the topics of cultural inclusion strategies, student engagement strategies, differentiation, data-driven instruction, and math and language arts best practices. The Professional Learning Specialist must work well with all staff members within a school and must provide a supportive environment and process for educator growth. The

\$14,400 salary figure is based upon the current rate of a local Professional Learning Specialist in a similar grant situation and is aligned with local salary schedules.

Fiscal Manager: The Fiscal Manager will be responsible for oversight and maintenance of the grant budget. The salary in year three will be **\$17,900** based on 36 days over a twelve-month, 225 day contract. This position will work closely with the Project Director to ensure that all components of the project are completed within budget and all reporting requirements regarding fiscal information are met. The Fiscal Manager must have experience with Quick Books to manage day-to-day tracking of the budget. The \$17,900 salary is aligned with similar positions in area schools.

College/Career Specialist: The College/Career Specialist will be responsible for leadership and facilitation of student and family college- and career-readiness events. The salary in year three will be **\$21,500** based on 37 days over a twelve-month contract. This position needs to be experienced with the RUPrepareND online platform, Roads to Success curriculum, Virtual Job Shadow, interest inventories, and student college/career portfolios. This position will share responsibility with school counselors for implementation of these resources in classrooms at partner schools. Implementation of these resources, Gearing Up for Middle School, and other college and career planning strategies will also be required at the various family events at the schools. In addition, the College/Career Specialist must assist the Project Director and school counselors with the organization and facilitation of classroom presentations by community members, colleges, and businesses, and must also assist with college and business tours. The \$21,500 salary figure is based upon the average salary of local counselors/career advisors.

Personnel costs for year three of the grant total \$108,550.

2. Fringe Benefits:

Fringe benefits are based upon an estimate of 50% of total personnel costs according to current, local figures:

Fringe Benefits costs for year three of the grant total \$54,275 (based on \$108,550 in personnel costs).

3. Travel:

Tate Topa – Professional Learning/Instructional Coaching: Travel costs for Professional Development/Instructional Coaching will include four trips per month to Tate Topa. Each trip is 30 miles/round trip totaling 1,200 miles over the fiscal year. The total cost for this project will be **\$648** at a rate of \$.54/mile (state rate).

Warwick – Professional Learning/Instructional Coaching: Travel costs for Professional Development/Instructional Coaching will include four trips per month to Warwick. Each trip is 50 miles/round trip totaling 2,000 miles over the fiscal year. The total cost for this project will be **\$1,080** at a rate of \$.54/mile (state rate).

Tate Topa – Project Director: Travel costs for the Project Director will include four trips per month to Tate Topa. Each trip is 30 miles/round trip totaling 1,200 miles over the fiscal year. The total cost for this project will be **\$648** at a rate of \$.54/mile (state rate).

Warwick – Project Director: Travel costs for the Project Director will include four trips per month to Warwick. Each trip is 50 miles/round trip totaling 2,000 miles over the fiscal year. The total cost for this project will be **\$1,080** at a rate of \$.54/mile (state rate).

Washington, DC – Grant Trip: The NYCP Grant requires three trips to Washington, DC over years one, two, and three of the grant award. For each trip, the Project Director and one representative from one of the partner agencies will attend (three agencies represented over three years). Costs for roundtrip airfare are expected to be a total of \$1,600 (\$800/each). Per diem for participants will be \$126 each (\$42/day for 3 days) for a total of \$252. The lodging costs are estimated at \$250/night/person (for 2 nights) for a total of \$1,000. Total costs for the Washington, DC trip are **\$2,852**.

College Visits: College visits for both Tate Topa and Warwick students are budgeted as part of this project. There will be visits to Cankdeska Cikana Community College in Fort Totten, ND, Lake Region State College in Devils Lake, ND and United Tribes Technical College in Bismarck, ND. Total miles traveled to these locations from the two schools will total 825 miles at a cost of \$2.50 per mile for a total cost of about \$2,063 for bus mileage. Bus drivers will be paid \$36 per 100 miles for a cost of \$297. Total cost of the college visits is **\$2,360**.

Business Tours: There will be several student trips to area businesses in the region. Warwick will travel to Fort Totten at a round trip of 40 miles; Fort Totten will travel to Devils Lake three times at a round trip of 30 miles; Warwick will travel to Devils Lake three times at a round trip of 50 miles. Fort Totten will visit the Spirit Lake Casino with a round trip of 15 miles and Warwick will also visit the Spirit Lake Casino with a round trip of 25 miles. Total bus mileage for Business Tours will be 320 miles at a total cost of \$1,600 for mileage (\$.20/mile) and a bus drivers' fee of \$230 (\$36/100 miles). Total cost for the business tours is **\$1,830**.

High Reliability Schools' Summit: The High Reliability Schools' (HRS) Summit - <http://www.marzanoresearch.com/professional-development/workshops-conferences/high-reliability-schools-summit-cfl005> is an annual conference for schools interested in implementing best practices and effective instructional strategies for student engagement. The content and strategies learned at the summit will be addressed during instructional coaching in the partner schools. The Grant Project Director will attend this conference along with two representatives each from Tate Topa and Warwick.

The costs for the Grant Project Director to attend the HRS Summit will include round trip airfare to Denver for \$600, per diem for three days of \$126 (\$42/day), lodging for two nights at \$320 (\$160/night) and a registration cost of \$700. Total cost for the Grant Project Director to attend the HRS Summit is **\$1,746**.

The costs for four representatives from the schools to attend the HRS Summit will include four round trip airfares to Denver at \$2,400 (\$600/each), per diem for three days at \$504

(\$42/day/person), lodging for two nights at \$1,280 (\$160/each/night) and a registration cost of \$2,800 (\$700/each). Total cost for the four school representatives to attend the HRS Summit is **\$6,984**.

NWEA Fusion Conference: The NWEA Fusion Conference - <https://www.nwea.org/events-intro/fusion/> is an annual conference for the Northwest Evaluation Association (NWEA), that provides an interim assessment for students. Both Tate Topa and Warwick use the NWEA MAP Assessment to measure student growth and learning needs. The NWEA Fusion Conference offers professional development for educational leaders to learn more effective ways to use data to improve instruction for students. The Grant Project Director will attend this conference along with one representative from Tate Topa and Warwick. Airfare for the NWEA Fusion Conference is expected to be \$2,400, per diem for three people for four days is expected to be \$336, lodging at \$225 per night for three nights is \$2,025 and the registration cost for three to attend the conference is \$1,800. Total cost for the NWEA Fusion Conference is **\$6,561**.

Total travel costs for year three of the project are **\$24,061**.

4. Equipment: n/a

5. Supplies:

Office Supplies/Expenses: Office supplies are estimated at \$5,000 in year three of the grant and include items such as copies, folders, office supplies/materials and equipment usage. These are the basic costs required to maintain grant operations throughout the year. The **\$5,000** for office/supplies and expenses is based on average costs in previous years.

Event Expenses: Event Expenses are budgeted at **\$10,000** in year three. This figure includes logistical and catering expenses for staff, student and family events such as the following: professional learning workshops, You're Hired! events, Gearing Up for Middle School, and college and business tours. These facilitation costs are essential to the daily operations of special events throughout the year. The \$10,000 figure is based on average costs incurred during local events and workshops in previous years.

Total supplies for year three total **\$15,000**.

6. Contractual:

Project Evaluator: Contractual expenses will include utilization of an evaluator who will assist with progress toward project outcomes and will provide guidance about effective strategies suitable for replication or testing. This evaluator with Anderson Inquiry, LLC will assist in creating evaluation tools and compiling, analyzing and reporting the data. It is estimated that for this service, there will be up to ten days of work in year three at \$1,000 per day, totaling **\$10,000**, and one trip to Devils Lake at a total of 244 miles round trip (\$.54/mile state rate) totaling **\$132**.

Instructional Coaching: An Instructional Coach will be utilized at both Tate Topa and Warwick. Up to **\$14,500** is budgeted for this position, providing services to the two partner schools with presentation fees of \$50 per hour, and prep fees of \$25 per hour. Time and activity logs will be closely monitored to ensure that the services are equalized for each school and within the budget allowed. The instructional coach will ensure content and strategies acquired through professional learning are implemented in the classrooms.

College & Career Readiness Motivational Speaker: A College/Career Readiness (CCR) Motivational Speaker will be hired to provide informative and culturally relevant presentations for students, parents and educators at Tate Topa and Warwick schools, with a total budget of **\$7,500** allotted for this service. The presentation(s) will enhance the college/career curriculum and resources used by the stakeholders throughout the school year.

Total contractual expenses will be **\$27,132**.

7. Construction: n/a

8. Other:

Presenter Honoraria: Honoraria for classroom presenters (tribal, college, and business representatives) will be provided, allowing for four presenters per grade (grades 5-8) at both Tate Topa and Warwick. Classroom presentations will include 16 per year, per school at a rate of \$50 per presentation, totaling **\$1,600**. The classroom presentations are a crucial component of the project as they build community partnerships and bring relevance to the college/career and cultural curricula.

9. Total Direct Costs: Direct Costs for year three of the project total \$230,618.

10. Indirect Costs:

Total indirect costs are factored with 10% of the overall grant budget total, which will be **\$22,490** for each year, based on the federal government indirect cost rate.

11. Training Stipends: n/a

Total costs for year three will be \$253,107.

Year 4: 2019-2020

1. Personnel

Project Director: The Project Director will be responsible for grant management including partner communication, program implementation, coordination of evaluation, and reporting. The salary in year four for the project will be **\$56,250**, which is a total of 117 days over a twelve-

month contract. This position is key to coordination of all grant activities and partners and complete oversight of all grant components. This position must be on site at the project locations regularly and will convene and answer to all grant stakeholders, keeping the community and the tribe at the center of the work. This position must have extensive knowledge of all grant activities and evaluation components. The \$56,250 salary figure is based upon the current rate and increase of a local Project Director in a similar grant situation and is aligned with local salary schedules.

The two cultural specialists and two school counselors listed in the ‘Key Project Personnel’ section of the Project Narrative are not included in the Budget Narrative since their positions are already established and funded through the partner schools.

Professional Learning Specialist: The Professional Learning Specialist will be responsible for oversight and implementation of instructional coaching and staff workshops. The salary in year four will be **\$15,600** based on 90 days of a 149.5-day, twelve-month contract. This position needs to be knowledgeable of best practices for instructional coaching, instructional coaching models, and methods for classroom observations. This position must also facilitate professional learning workshops for administrators, classroom teachers, cultural specialists, counselors, paraprofessionals and other support staff on the topics of cultural inclusion strategies, student engagement strategies, differentiation, data-driven instruction, and math and language arts best practices. The Professional Learning Specialist must work well with all staff members within a school and must provide a supportive environment and process for educator growth. The \$15,600 salary figure is based upon the current rate of a local Professional Learning Specialist in a similar grant situation and is aligned with local salary schedules.

Fiscal Manager: The Fiscal Manager will be responsible for oversight and maintenance of the grant budget. The salary in year four will be **\$17,900** based on 36 days over a twelve-month, 225 day contract. This position will work closely with the Project Director to ensure that all components of the project are completed within budget and all reporting requirements regarding fiscal information are met. The Fiscal Manager must have experience with Quick Books to manage day-to-day tracking of the budget. The \$17,900 salary is aligned with similar positions in area schools.

College/Career Specialist: The College/Career Specialist will be responsible for leadership and facilitation of student and family college- and career-readiness events. The salary in year four will be **\$22,250** based on 37 days over a twelve-month contract. This position needs to be experienced with the RUPrepareND online platform, Roads to Success curriculum, Virtual Job Shadow, interest inventories, and student college/career portfolios. This position will share responsibility with school counselors for implementation of these resources in classrooms at partner schools. Implementation of these resources, Gearing Up for Middle School, and other college and career planning strategies will also be required at the various family events at the schools. In addition, the College/Career Specialist must assist the Project Director and school counselors with the organization and facilitation of classroom presentations by community members, colleges, and businesses, and must also assist with college and business tours. The \$22,250 salary figure is based upon the average salary of local counselors/career advisors.

Personnel costs for year four of the grant total \$112,000.

2. Fringe Benefits:

Fringe benefits are based upon an estimate of 50% of total personnel costs according to current, local figures:

Fringe Benefits costs for year four of the grant total \$56,000 (based on \$112,000 in personnel costs).

3. Travel:

Tate Topa – Professional Learning/Instructional Coaching: Travel costs for Professional Development/Instructional Coaching will include four trips per month to Tate Topa. Each trip is 30 miles/round trip totaling 1,200 miles over the fiscal year. The total cost for this project will be **\$648** at a rate of \$.54/mile (state rate).

Warwick – Professional Learning/Instructional Coaching: Travel costs for Professional Development/Instructional Coaching will include four trips per month to Warwick. Each trip is 50 miles/round trip totaling 2,000 miles over the fiscal year. The total cost for this project will be **\$1,080** at a rate of \$.54/mile (state rate).

Tate Topa – Project Director: Travel costs for the Project Director will include four trips per month to Tate Topa. Each trip is 30 miles/round trip totaling 1,200 miles over the fiscal year. The total cost for this project will be **\$648** at a rate of \$.54/mile (state rate).

Warwick – Project Director: Travel costs for the Project Director will include four trips per month to Warwick. Each trip is 50 miles/round trip totaling 2,000 miles over the fiscal year. The total cost for this project will be **\$1,080** at a rate of \$.54/mile (state rate).

College Visits: College visits for both Tate Topa and Warwick students are budgeted as part of this project. There will be visits to Cankdeska Cikana Community College in Fort Totten, ND, Lake Region State College in Devils Lake, ND and United Tribes Technical College in Bismarck, ND. Total miles traveled to these locations from the two schools will total 825 miles at a cost of \$2.50 per mile for a total cost of about \$2,063 for bus mileage. Bus drivers will be paid \$36 per 100 miles for a cost of \$297. Total cost of the college visits is **\$2,360**.

Business Tours: There will be several student trips to area businesses in the region. Warwick will travel to Fort Totten at a round trip of 40 miles; Fort Totten will travel to Devils Lake three times at a round trip of 30 miles; Warwick will travel to Devils Lake three times at a round trip of 50 miles. Fort Totten will visit the Spirit Lake Casino with a round trip of 15 miles and Warwick will also visit the Spirit Lake Casino with a round trip of 25 miles. Total bus mileage for Business Tours will be 320 miles at a total cost of \$1,600 for mileage (\$.20/mile) and a bus drivers' fee of \$230 (\$36/100 miles). Total cost for the business tours is **\$1,830**.

Total travel costs for year four of the project are **\$5,918**.

4. **Equipment:** n/a

5. **Supplies:**

Office Supplies/Expenses: Office supplies are estimated at \$5,000 in year four of the grant and include items such as copies, folders, office supplies/materials and equipment usage. These are the basic costs required to maintain grant operations throughout the year. The \$5,000 for office/supplies and expenses is based on average costs in previous years.

Event Expenses: Event Expenses are budgeted at \$10,000 in year four. This figure includes logistical and catering expenses for staff, student and family events such as the following: professional learning workshops, You're Hired! events, Gearing Up for Middle School, and college and business tours. These facilitation costs are essential to the daily operations of special events throughout the year. The \$10,000 figure is based on average costs incurred during local events and workshops in previous years.

Total supplies for year four total **\$15,000.**

6. **Contractual:**

Project Evaluator: Contractual expenses will include utilization of an evaluator who will assist with progress toward project outcomes and will provide guidance about effective strategies suitable for replication or testing. This evaluator with Anderson Inquiry, LLC will assist in creating evaluation tools and compiling, analyzing and reporting the data. It is estimated that for this service, there will be up to ten days of work in year four at \$1,000 per day, totaling **\$10,000**, and four trips to Devils Lake at a total of 244 miles round trip (\$.54/mile state rate) totaling **\$527.**

Instructional Coaching: An Instructional Coach will be utilized at both Tate Topa and Warwick. Up to **\$14,500** is budgeted for this position, providing services to the two partner schools with presentation fees of \$50 per hour, and prep fees of \$25 per hour. Time and activity logs will be closely monitored to ensure that the services are equalized for each school and within the budget allowed. The instructional coach will ensure content and strategies acquired through professional learning are implemented in the classrooms.

College & Career Readiness Motivational Speaker: A College/Career Readiness (CCR) Motivational Speaker will be hired to provide informative and culturally relevant presentations for students, parents and educators at Tate Topa and Warwick schools, with a total budget of **\$7,500** allotted for this service. The presentation(s) will enhance the college/career curriculum and resources used by the stakeholders throughout the school year.

Total contractual expenses will be **\$32,527.**

7. **Construction:** n/a

8. Other:

Presenter Honoraria: Honoraria for classroom presenters (tribal, college, and business representatives) will be provided, allowing for four presenters per grade (grades 5-8) at both Tate Topa and Warwick. Classroom presentations will include 16 per year, per school at a rate of \$50 per presentation, totaling **\$1,600**. The classroom presentations are a crucial component of the project as they build community partnerships and bring relevance to the college/career and cultural curricula.

9. Total Direct Costs: Direct Costs for year four of the project total \$223,045.

10. Indirect Costs:

Total indirect costs are factored with 10% of the overall grant budget total, which will be **\$22,490** for each year, based on the federal government indirect cost rate.

11. Training Stipends: n/a

Total costs for year four will be \$245,535.

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:
	Erin		Lacina	

Address:

Street1:	205 16th St NW
Street2:	
City:	Devils Lake
County:	
State:	ND: North Dakota
Zip Code:	58301
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
701.662.7650	701.662.7658

Email Address:

erin.lacina@nescnd.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:

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

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

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

Name of Institution/Organization

Devlis Lake Public School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	97,175.00	105,100.00	108,550.00	112,000.00	0.00	422,825.00
2. Fringe Benefits	48,588.00	52,550.00	54,275.00	56,000.00	0.00	211,413.00
3. Travel	17,500.00	24,061.00	24,061.00	5,918.00	0.00	71,540.00
4. Equipment		5,000.00			0.00	5,000.00
5. Supplies	15,100.00	18,000.00	15,000.00	15,000.00	0.00	63,100.00
6. Contractual	32,527.00	27,132.00	27,132.00	32,527.00	0.00	119,318.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	1,600.00	1,600.00	1,600.00	1,600.00	0.00	6,400.00
9. Total Direct Costs (lines 1-8)	212,490.00	233,443.00	230,618.00	223,045.00	0.00	899,596.00
10. Indirect Costs*	22,490.00	22,490.00	22,490.00	22,489.00	0.00	89,959.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	234,980.00	255,933.00	253,108.00	245,534.00	0.00	989,555.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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