

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 # S299A160050

Grants.gov Tracking#: GRANT12175170

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

Closing Date: May 31, 2016

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/30/2016"/>	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"/>
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8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="85-0395073"/>	* c. Organizational DUNS: <input type="text" value="8071868610000"/>
--	---

d. Address:

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

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

Organizational Affiliation:

* Telephone Number: <input type="text" value="505-326-6571"/>	Fax Number: <input type="text" value="505-327-9123"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

K: Indian/Native American Tribally Designated Organization

Type of Applicant 2: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

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.):

AreasAffected_NavajoPrep.pdf

Add Attachment

Delete Attachment

View Attachment

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

Diné Soaring: Local to Global

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="705,017.00"/>
* 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="705,017.00"/>

*** 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:

AREAS AFFECTED BY PROJECT

Navajo Preparatory School (Navajo Prep) serves the City of Farmington, New Mexico, and the surrounding Four Corners area of New Mexico, Colorado, Utah, and Arizona. The service area includes the Navajo Nation, and the Hopi, Ute, and Zuni tribal reserves and nations. In addition to Farmington, the communities within the service area include Durango and Cortez, CO; Teec Nos Pos, Kayenta, and Chinle, AZ; Shiprock, Aztec, and Bloomfield, NM; and Monticello and Blanding, UT.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Betty Ojaye</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Navajo Preparatory School</p>	<p>DATE SUBMITTED</p> <p>05/30/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Navajo Preparatory School

* Street 1: 1220 West Apache St. Street 2: _____

* City: Farmington State: NM: New Mexico Zip: 87401

Congressional District, if known: _____

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

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299
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8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name n/a Middle Name _____

* Last Name n/a Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

Prefix _____ * First Name n/a Middle Name _____

* Last Name n/a Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

* Signature: Betty Ojaye

* Name: Prefix Ms. * First Name Betty Middle Name _____
* Last Name Ojaye Suffix _____

Title: Executive Director Telephone No.: 505-326-6571 ext. 148 Date: 05/30/2016

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.

GEPASTatement_NavajoPrep.pdf	Add Attachment	Delete Attachment	View Attachment
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NAVAJO PREPARATORY SCHOOL GEPA STATEMENT

Navajo Preparatory School (Navajo Prep) will ensure that the campus and classrooms and facilities are fully available and accessible to all participants, regardless of special need or disability. The facility is in full compliance with the American with Disabilities (ADA) Mandate. The school works with any students requiring special assistance to ensure that all students and participants have equitable access to facilities, resources, programs, and activities. The school may purchase large print books, materials, and software packages that can be used visually, for hearing impaired individuals, as well as providing other assistive technology as necessary. Navajo Prep will continue to ensure that all necessary steps and means are taken to provide full accessibility for all persons.

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 Navajo Preparatory School	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Betty Middle Name:
* Last Name: Ojaye	Suffix:
* Title: Executive Director	
* SIGNATURE: Betty Ojaye	* DATE: 05/30/2016

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

PROJECT ABSTRACT

Purpose and Expected Outcomes. Navajo Preparatory School (NPS) of Farmington, NM, is submitting this application to the Indian Education Demonstration Grant Program under the program title, *Diné Soaring: Local to Global*. Tribal partners include Department of Diné Education, Navajo Nation. This project addresses college preparatory programs for secondary students designed to increase competency and skills in challenging subject matters by increasing student achievement, building on the International Baccalaureate Diploma Programme (IBDP), and advancing educational technology. The purpose and expected outcomes include: a) Develop a comprehensive 9-12th grade curriculum and instruction aligned to the IBDP, Common Core, and Diné Educational Standards; b) Implement rigorous assessment aligned with the assessment philosophy and procedures of the IBDP, State and Navajo Education Standards; c) Strengthen College and Career Readiness skills for students of all grade levels; d) Promote a Digital-Age Learning Culture aligned to the International Standards in Technology Education that provides an innovative, relevant, and engaging education for all students; e) Promote and preserve the Navajo Culture and Navajo Language Curriculum; develop advanced coursework in curriculum and assessment in IB Navajo Language and Literature Studies; and f) Provide extensive and relevant professional development opportunities for instructional staff.

Local Geographic Area to be Served. Located in Farmington, New Mexico, Navajo Preparatory School serves the Four Corners area of the Southwestern U.S. Most of the Four Corners region belongs to semi-autonomous Native American nations, the largest of which is the Navajo Nation, followed by the Hopi, Ute, and Zuni tribal reserves and nations.

Barriers and Opportunities to be Addressed. Barriers to readiness of local students for college and careers includes high rates of poverty, unemployment, and geographical isolation of many of

the tribal communities; poor college preparation; a decline in student ACT scores among Native American students; and higher dropout rates. Opportunities are reflected in NPS's mission statement, which addresses three tasks/opportunities: a) To prepare students for a post-secondary education and to be leaders in their current and future endeavors; b) To provide a rigorous academic program with its foundation rooted in the Navajo philosophy of learning; and c) To create independent individuals through its residential program. This is achieved through the IB Diploma Programme, Advanced Placement, and ACT Preparation.

Community-Based Strategies and Measurable Objectives. Strategies and measurable objectives include: a) Aligning school-wide curriculum for 9th-12th and instructional teaching with IBDP, Common Core, and Diné Education Standards, which will result in greater mastery of broader and more sophisticated skills as evidenced by their Senior Extended Essay, Creative Action, Service Project, and Senior Portfolio; b) Implement rigorous assessments aligned with classroom assessments in all subjects through developing school-wide rubric for evaluation, and providing IBDP testing assistance fees for low-income and high-performing candidates; c) Strengthen college and career readiness skills through summer ACT camp and ACT preparation leading to an increase in ACT scores, improvement in mathematics scores by four points, and improve numbers and grades of students engaged in dual-enrollment courses; d) Promote a digital-age learning culture that will align with ISTE standards, resulting in student mastery and understanding of digital citizenship and technology operations; e) Promote and preserve Navajo culture and language through advanced coursework and curriculum measured by the Oral Navajo Language Assessment and aligned to the Diné educational standards and IB aims; and f) Provide extensive and professional teacher development opportunities as required by IB professional development standards.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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ABSOLUTE PRIORITY / COMPETITIVE PREFERENCE PRIORITY

The Navajo Preparatory School (Navajo Prep, NPS) of Farmington, New Mexico, is submitting this application to the Indian Education Demonstration Grant Program under the **Absolute Priority** to fund Native Youth Community Projects (NYCPs). Navajo Prep is seeking additional points for submission by an eligible Indian tribal organization under **Competitive Preference Priority Two**. This application will expand upon the institution's previous successful IEDG grant entitled *The Diné: Soaring to the Future*. The current project, entitled *Diné Soaring: Local to Global*, addresses college preparatory programs for secondary school students designed to increase competency and skills in challenging subject matters by increasing student achievement, building on the International Baccalaureate Diploma Programme (IBDP), and advancing educational technology. Under this application, Navajo Prep will:

1. Develop a comprehensive 9-12th grade curriculum and instruction aligned to the IBDP, Common Core, and Diné Education Standards;
2. Implement rigorous assessment aligned with the assessment philosophy and procedures of the IBDP, State and Navajo Nation Education Standards;
3. Strengthen College and Career Readiness skills for students of all grade levels;
4. Promote a Digital-Age Learning Culture aligned to the International Standards in Technology Education that provides an innovative, relevant, and engaging education for all students;
5. Promote and preserve the Navajo Culture and Navajo Language Curriculum; develop advanced coursework in curriculum and assessment in IB Navajo Language and Literature Studies; and
6. Provide extensive and relevant professional development opportunities for instructional staff.

NEED FOR THE PROJECT

(i) Evidence-Informed Need.

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

Poverty and Unemployment. Many American Indian students in tribal communities face unique educational challenges, including severe poverty. For instance, according to the U.S. Census, four of the Nation's five poorest counties overlap at least partly with American Indian reservations. These communities experience a high rate of unemployment and a higher concentration of residents who are 18 years old or younger. This presents challenges to educators trying to convince young people to stay in school, to do well in school, to graduate, and to go onto college.¹ Further, chronic high unemployment contributes to substance abuse and domestic violence in tribal communities; factors which present additional obstacles to quality education, and impact many of the Navajo Prep students and families.

Geographic Isolation. The rural nature of many tribal communities also contributes to the lack of economic opportunity in tribal communities. Many reservations are located at great distances from cities and do not benefit from the private investment and market-based resources that other communities receive. The remote location of many BIE-funded schools makes it difficult to recruit effective teachers and leaders and to provide them with ongoing professional development. At the same time, remote locations also hamper the delivery of needed complementary services.² Navajo Prep students represent approximately 55

¹ Klein, A., & Maxwell, L.A. (2013). Federal Cuts Take a Toll on Native American's Schools. *Education Week*. Retrieved from <http://wee.edweek.org/we/toc/2013/12/0/index.html>

² *Findings and Recommendations Prepared by the Bureau of Indian Education Study Group* (2014). Submitted to the Secretaries of the Departments of the Interior and Education

communities, on multiple reservations, representing very rural communities.

Poor College Preparation. In the last year it was published (2008), the National Center for Public Policy and Higher Education’s Report Card on Higher Education³ indicated that at that time, New Mexico, with a grade of “D”, had shown no notable progress in preparing students to succeed in college. Only a small portion of high school students were enrolled in upper-level math (37 percent) and science (22 percent), and a low percentage of 11th and 12th graders scored well on the Advanced Placement tests and college entrance exams. Hispanic and Native American students in the 9th through 12th grades are likely to enroll in upper-level math.

A recent American College Testing (ACT) report indicated that less than a third (30 percent) of New Mexico’s 2014 high school graduates who took the ACT had a “strong likelihood of experiencing success in college.”⁴ This compares nationally to 39 percent of students who took the test and met the college-ready benchmarks in at least three of four subjects – reading, writing, math, and science. In 2015, New Mexico’s average composite ACT score was 20.1, nearly equal to the national average of 21. According to the testing company, about 71 percent of New Mexico’s graduating class took the ACT; this is a rank of 25th among states in terms of ACT participation.

Decline in ACT Scores. A 2014 historical analysis of composite ACT scores at Navajo Prep revealed a two-point decline over the previous four-year period. The same is true when

³ National Center for Public Policy and Higher Education (2008). *Measuring Up 2008: The National Report Card on Higher Education*. <http://measuringup2008.highereducation.org/print/NCPPEMUNationalRpt.pdf>

⁴ Swedien, J. (2014). Report: 30% of NM grads ‘college ready’. *Albuquerque Journal*. Retrieved from <http://www.abqjournal.com/448866/news/report-30-of-nm-grads-college-ready.html>

New Mexico Standards-Based Assessment (NMSBA) data from Navajo Prep was analyzed in 2015. Since then, however, student Northwest Evaluation Assessment (NWEA) scores are on a gradual increase due to the previous discretionary funding.⁵ These are evidenced in “Other Supporting Documents.”

As of the 2015-2016 school year, New Mexico is no longer using the NMSBA, and has replaced it with the Partnership for Assessment of Readiness for College and Careers (PARCC). Aligned to the Common Core State Standards (CCSS), the standards measure students’ ability to apply their knowledge of concepts rather than memorizing facts. Student achievement data on the 2015 PARCC Exam are given in Other Supporting Documents.

Dropout Rates. In 2009-2010, Native American schools had the highest dropout rate of any ethnic minority group.⁶ Further, graduation rates have been sliding backwards according to an annual report released by Education Week.⁷ Roughly 51 percent of Native American students in the class of 2010 earned a high school diploma; a drop of three percent from 2008, when graduate rates for the group reached its peak. “What we’re dealing with here is a tremendous issue,” states RiShawn Biddle, Director of Communications for the National Indian Education Association; “Native American education is in crisis.”⁸ New Mexico’s graduation

⁵ Navajo Preparatory School (2016). *Strategic Leadership Plan*.

⁶ <http://nativeamericanedu.blogspot.com/2013/04>

⁷ EPE Research Center (2013). High School Graduation Rate Approaching Milestone, Reaches Highest Point in 40 Years. *Education Week*. Retrieved from http://www.edweek.org/media/diplomascount2013_release.pdf

⁸ Sheehy, Kelsey (2013). *Graduation Rates Dropping Among Native American Students*. U.S. News & World Report. Retrieved from <http://www.usnews.com/education/high-schools/articles/2013/06/06/graduation-rates-dropping-among-native-american-students>

rates are among the lowest in the nation, surpassed on by the District of Columbia, Nevada, and Oregon. At approximately 70 percent, the state's graduation rates fail in comparison to those of Navajo Prep, at 100 percent.

2. *Opportunities in the Local Community to Support Indian Students.*

Addressing the crisis through accessibility to educational excellence at the tribal and community level is critical to improving the education and graduation rates, and college preparedness among Native American students. For over 25 years, Navajo Preparatory School (Navajo Prep) of Farmington, New Mexico, has served as the only Navajo-sanctioned college preparatory school for Native Americans. The school enrolls Native American students who show genuine potential for academic success, offering a challenging, innovative curriculum rich in STEM courses, and other traditional academic subjects. In harmony with the past, it enriches students with a deep appreciation of the Navajo Language, culture, and history. Students graduate with the skills to succeed in college, and an understanding of the world around them, preparing many to become leaders of their people and role models for future generations.

Mission. The mission of the Navajo Preparatory School addresses three tasks: a) To prepare students for a post-secondary education and to be leaders in their current and future endeavors; b) To provide a rigorous academic program with its foundation rooted in the Navajo philosophy of learning; and c) To create independent individuals through its residential program. This philosophy reflects the long history of education to education that the Navajos hold, and was best expressed by the great chief Hastinn Ch'il Haajiin (Manuelito). A few days before his death in 1893, he said, "My grandchild, education is the ladder. Tell our people to take it." For many decades, the Navajos have allocated a relatively large proportion of their efforts and resources to improving educational opportunities for their tribal members.

To reflect this commitment to educational excellence, Navajo culture and language is integrated into the school curriculum, both as school-wide activities and within individual course content. Navajo Prep prepares students to pursue one of three pathways to graduation: a) The IB (International Baccalaureate) Diploma; b) One or more IB Course Certificates; and c) The Navajo Preparatory Diploma. As stated, 100 percent of all graduates are continuing with a college education, or pursue military careers, or vocational studies.

Of the 256 students attending Navajo Prep each year, approximately 175 are residential students. Students originate from 55 communities in the Four Corners area, 37 of which are located on the Navajo, Apache, Pueblos, and Ute reservations. Students from the Navajo Nation comprise the majority of Navajo Prep's population, representing Navajo agencies from North, Central, and South, as well as Arizona Navajo South. Other students from the Apache Nation and the Standing Rock Sioux also attend Navajo Prep.

Previous Success. Navajo Prep successfully completed the *Special Projects Demonstration Grants for Indian Children* in 2014, which sought to increase competency and skills in challenging subjects including mathematics and science, and to enable Indian students to successfully transition to post-secondary education. It addressed the following goals: a) To establish an International Baccalaureate Diploma Programme (IBDP) to increase the rigor of course work; b) To establish Dual Credit coursework with San Juan College to enable students to become better equipped for post-secondary academic life; c) To review the existing Advanced Placement (AP) coursework to prepare students for the demands of Dual Credit and IBDP; and d) To improve the existing ACT preparation program to assist students in preparing for the ACT exam, and increase their chances for academic scholarships. The following results were obtained:

- *IB Diploma Programme.* The grantee began with a cohort of 62 freshman students in 2011-2012. By school year ending 2014-2015, a cohort of 55 seniors graduated. During this time, the school reached its goal of becoming an approved IB World School, allowing Navajo Prep to offer the IB Diploma from the beginning of school year 2014-2015. While all 256 students received instruction in the IB Curriculum, a total of 27 candidates were in the Diploma Programme. Fifteen earned certificates for the course, and 12 completed the full diploma program. All 55 of the 2015 graduating class seniors completed and passed the Extended Essay and Creativity/Activity/Service project which is required for the IB Programme, and all were accepted to colleges and universities across the country, from local community colleges to such schools as Massachusetts Institute of Technology (MIT), Harvard, Dartmouth, Brown, and Pennsylvania (Penn) State.
- *Dual Credit Coursework.* The school met its objective to improve the rigor of coursework and student achievement through the Dual Credit Program established with San Juan College. Between the fall of 2013 and spring of 2015, there was a total enrollment of 156 students in a total number of 251 courses/classes, with a 96 percent passing rate.
- *Advanced Placement Program (AP).* In response to the project objective to review the AP Program in light of the new IB Diploma Programme curricula and the demand for dual credit courses, it was decided by the faculty to replace the AP courses with dual credit and IB courses.
- *American College Testing Preparation (ACT).* An additional objective from the previous grant includes improving student achievement by implementing the ACT preparation

program. The goal was to raise the overall ACT composite score of the 2011-2012 school year cohort from 18 to 23 by June 2015. This was accomplished through curriculum revision, introducing an ACT camp, and providing professional development for teachers. This has resulted in a turnaround in the decline in ACT scores. Current evidence reveals that student CT scores have gone up two points – from 18 to 20 composite points.

Since the IB Programme was approved in January 2014, the International Baccalaureate Diploma Programme (IBDP) has become an integral part of Navajo Prep. Through the program, students are provided an academically-challenging high school education which meets worldwide standards and criteria, and is sanctioned by the International Baccalaureate Organization (IBO). The IB curriculum provides a cohesive and comprehensive liberal arts and sciences program of study for highly-motivated juniors and seniors of differing educational backgrounds, abilities, and interests. Far more than being a set of examinations, the IB curriculum for high school juniors and seniors is a rigorous pre-university program which provides the basis for life-long education, which stimulates thought and creativity, and enhances the international perspective of students.

The purpose of the IB curriculum is to a) Reaffirm cultural identity and language in a global context; b) Educate young people to act intelligently and responsibly in a complex society; c) Ensure knowledge of traditional academic disciplines and of the individual's own heritage, which fosters inquisitiveness and openness to new ideas; and d) Equip students with a genuine understanding of themselves and others, heightening the capacity for tolerance and engendering respect for different points of view.

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

The mission of the Office of Indian Education (OIE), under the U.S. Department of Education is to support the efforts of local educational agencies, Indian tribes and organizations, post- secondary institutions, and other entities to meet the unique educational and culturally-related academic needs of America Indians and Alaska Natives so that these students can achieve to the same challenging state standards as all students.⁹ In order to do this, the OIE has established *Indian Policies and Procedures Relating to Children Residing on Indian Lands* as they pertain to LEA funding.

Blueprint for Reform. After several discussions with tribal leaders regarding systemic issues within the Bureau of Indian Education (BIE), Secretary of the Interior Sally Jewell and Secretary of Education Arne Duncan appointed the American Indian Education Study Group (Study Group) in September 2013. They directed the Study Group to diagnose the causes of too-common academic failure in BIE- funded schools, which are some of the lowest performing schools in the country. Charged with developing and implementing recommendations to transform the BIE, the Study Group combines management, legal, education, and tribal expertise to ensure that the Study Group's recommendations are grounded in a comprehensive, institutional understanding of how schools work, how effective teaching and learning occur, and American Indian affairs.¹⁰ Based on extensive listening sessions in fall of 2013 with tribal leaders, educators, and community members across Indian Country, and analysis of a wide range of primary and secondary data, the Study Group proposed a redesigned BIE to tribal leaders. The redesign seeks to achieve one overarching goal; that all BIE students receive a

⁹ Office of Indian Education (OIESE), Retrieved from <http://www2.ed.gov/about/offices/list/oese/oie/index.html>

¹⁰ *Finding and Recommendations Prepared by the Bureau of Indian Education Study Group* (2014). Submitted to the Secretaries of the Department of the Interior and Education.

world-class education delivered by tribes and supported by the Department of the Interior.

The Study Group, based largely on written comments and feedback received during tribal consultations, recommends that the BIE focus on fostering five areas of reform: a) *Highly Effective Teachers and Principals* – Help tribes to identify, recruit, develop, retain, and empower diverse, highly effective teachers and principals to maximize the highest achievement for every student in all BIE-funded schools; b) *Agile Organizational Environment* – Build a responsive organization that becomes an expert in its field and provides resources, direction, and services to tribes so that they can help their students attain high levels of achievement; c) *Promote Educational Self-Determination for Tribal Nations* – Strengthen and support the efforts of tribal nations to directly operate BIE-funded schools; d) *Comprehensive Supports through Partnerships* – Foster parental, community, and organizational partnerships to provide the academic as well as the emotional and social supports BIE students need in order to be ready to learn; and e) *Budget that Supports Capacity-Building Mission* – Develop a budget that is aligned with and supports BIE’s new mission of tribal capacity-building and exchanging best practices.



PROJECT DESIGN

(i) Defined Local Geographic Area.

Navajo Preparatory School is located in Farmington (San Juan County) New Mexico, and serves students from the Navajo Nation as well as students from the Jicarilla, Pueblos, and Ute reservations in the Four Corners region of the U.S. A detailed map of the four-state (Utah, Colorado, New Mexico, and Arizona) service area and the Navajo Nation are included under

“Attachments / Description of the Defined Geographic Area to be Served”. Most of the Four Corners region belongs to semi-autonomous Native American nations, the largest of which is the Navajo Nation, followed by the Hopi, Ute, and Zuni tribal reserves and nations.

The school serves as a beacon in the Four Corners region of New Mexico, Arizona, Utah, and Colorado. Farmington, NM is located just outside the Navajo Nation (geographically). According to the 2013 U.S. Census estimates, nearly 37 percent of the population of the county is American Indian. Of that population, 16 percent are less than 50 percent of the poverty level, and as many as 33 percent are at or below 100 percent of the poverty level.¹¹ The majority of students come from rural and semi-rural regions of the Navajo Nation, where the demographics tell a greater story: With a population of over 180,000, the unemployment rate among citizens of the Navajo Nation is approximately 42 percent, with 43 percent of individuals and families living below the poverty level. For those aged 25 and over, only 56 percent have high school degrees, and more distressing, only seven percent have college degrees.¹² In order to turn around these numbers, it is imperative that education that is at least on par with national levels of educational achievement be provided for Native American students.

(ii) The Program is Based on Scientific Research or Modified Existing Program

The International Baccalaureate Diploma Programme (IBDP). The IBD Programme was selected for implementation for several reasons. The mission of the program (*to create a better world through education*) closely aligns with and supports the mission for Navajo Prep: To educate talented and motivated college-bound Navajo and Native American youth who have the

¹¹ U.S. Census (2013) (estimates). Retrieved from <http://factfinder.census.gov>

¹² Choudhary, T. (2000). *U.S. Census Data, the Navajo Nation*. Retrieved from www.navajobusiness.com

potential to succeed in higher education and become leaders in their respective communities. This is reflected in the school's motto: *Yideeskaago Naat'aanii - Leaders Now and Into the Future.*

A study of the IBD Programme found that it "...stands out among other high school curricul[a] available today in the U.S. public education system because it offers a rigorous, aligned, integrated instructional system that is both appropriate and valuable for students of average skill proficiency, and transformative for minority and low-income students.¹³ The IBD Programme meets the educational requirements of students from a variety of cultures while also providing a demanding academic program appropriate for preparation for the world's best institutions of higher learning. The structured program implementation requires that staff members utilize the most effective instructional strategies in order to maintain program integrity. The format and rubric utilized for the application process to the IBDP provides a strict level of accountability for proper implementation. The IB Global Research Department collaborates with universities and independent research organizations worldwide to produce rigorous studies examining the impact and outcomes of the IB's four programs: The Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), and the Career-related Certificate (IBCC). Areas of inquiry include, but are not limited to: standards alignment, program implementation, student performance, and the learner profile. The International Baccalaureate Global Research Department collaborates with universities and independent research organizations worldwide to produce rigorous studies examining the impact and outcomes of the IB's programs. These reveal that students in IB Diploma Programme

¹³ <http://www.ibo.org/facts/>

general perform better in most subject areas; had higher incidences of college attendance and graduation; were more likely to receive honors degrees or awards; continue on to further studies; and be employed in graduate level positions and higher-paid occupations. These key findings from research on the IB Diploma Programme can be found under “Other Supporting Documentation”.

American College Testing (ACT). The ACT® is a curriculum- and standards-based educational and career planning tool that assesses students’ academic readiness for college. All four-year colleges and universities in the U.S. accept ACT, which measures five multiple-choice subject tests: English, Mathematics, Reading, Science Reasoning, and Writing.

National Career Readiness Certificate (NCRC). All students are prepared to pursue the National Career Readiness Certificate. Issued by ACT, the NCRC is a portable, evidence-based credential that measures essential workplace skills and is a reliable predictor of a number of workplace success. The certificate test consists of three components of the WorkKeys® assessment system: Applied Mathematics, Reading for Information, and Locating Information.

Dual Credit Coursework. Many scientific studies have been conducted on the benefits of dual enrollment on post-secondary academic degree attainment^{14, 15, 16} which show that students who took dual enrollment courses were at least 10 percent more likely to complete a Bachelor’s

¹⁴ An, B.P. (2011). *The Impact of Dual Enrollment on College Degree Attainment: Do Low-SES Students Benefit?* Educational Evaluation and Policy Analysis, American Educational Research Association.

¹⁵ Swanson, J.L. (2008). *An Analysis of the Impact of High School Dual Enrollment Course Participation on Post-Secondary Academic Success, Persistence, and Degree Completion*. University of Iowa, Department of Education.

¹⁶ Marks, J.L. & Lord, J.M. (2011). *New Measures, New Perspectives: Graduates’ Time- and Credits-to-Degree in SREB States*. Retrieved from <http://publications.sreb.org/2011/>

degree than a comparison group, and even greater (12 percent) for students who never attended college. Further, dual enrollment students who completed 20 or more credits the first year of college were 28 percent more likely to continue through a second year of college than those who did not complete dual enrollment courses.

(iii) Specified and Measurable Goals, Objectives, and Outcomes.

Purpose of the Project: Under the *Diné Soaring* program, Navajo Preparatory School (NPS) will accomplish the following Goals and Objectives:

Table 1: Goals, Objectives, Measurements/Benchmarks

GOAL 1: Develop a comprehensive 9-12th grade curriculum and instruction aligned to the IBDP,

Common Core, and Diné Education Standards

Objective 1.1: Align school-wide curriculum for 9-12th with the requirements of the IBDP, Common Core, and Diné Education Standards.

Measurement/Benchmark: By 2018, the NPS curriculum will be aligned and integrated to adequately address higher order thinking skills, core subject knowledge, life and career readiness, information, media and technology skills, college readiness and Dine' language and culture. By 2020, 95% of the seniors will pass the PARCC exam, IBDP Exam, and Navajo Oral Language Proficiency Exam.

Objective 1.2: Instructional teaching and learning aligns with the requirements of the IB Programme and learner profile.

Measurement/Benchmark: By 2018, 75% of the seniors will demonstrate mastery of broader and more sophisticated skills in creativity, evaluating and analyzing information and how to solve real-world problems as evidenced by their Senior Extended Essay, Creativity, Action, Service (CAS) Project, and Senior Portfolio. By 2020, 95% of the seniors will demonstrate mastery of broader and more sophisticated skills in creativity, evaluating and

analyzing information and how to solve real-world problems as evidenced by their Senior Extended Essay, Creativity, Action, Service (CAS) Project, and Senior Portfolio.

GOAL 2: Implement rigorous assessment aligned with the assessment philosophy and procedures of the IBDP, State, and Navajo Nation Education Standards.

Objective 2.1: Align classroom assessments in all subject areas with requirements of IBDP.

Measurement/Benchmark: By 2018 the overall curriculum will be more comprehensive and balanced with assessments to measure responsible citizenship, critical/compassionate thinkers, intercultural understanding and respect in a global society.

Objective 2.2: Provide IBDP testing fees assistance for low income students as well as high- performing candidates in support of completing the course certificate or full Diploma course exams.

Measurement/Benchmark: By 2020, 75 percent of the IBDP students will be prepared for testing and provided financial assistance to pay for their IBDP testing fees.

GOAL 3: Strengthen College and Career Readiness skills for students in all grade levels.

Objective 3.1: Continue to provide summer ACT camp and ACT preparation throughout the school year to both junior and senior students.

Measurement/Benchmark: By 2018, the ACT composite score will increase 2 points, from 20 to 22. By 2020, The ACT composite score will increase from 22 to 23.

Objective 3.2: Provide response to intervention for mathematics through the use of online web-based tutorial programs, individual tutoring services, and summer math camp.

Measurement/Benchmark: By 2018, NWEA mathematics scores will increase an average of 4 points in growth, from 1.7 to 5.7. By 2020, NWEA scores will increase another 4 points to reflect a total of 8 points growth in mathematics from 1.7 to 9.7.

Objective 3.3: Continue the opportunity for juniors and seniors to gain access to post- secondary education and obtain college credit.

Measurement/Benchmark: By 2018, 75% of students enrolled in dual credit courses will pass with a grade of “C” or better. By 2020, 98% of students enrolled in dual credit will pass with a grade of “B” or better.

Objective 3.4: By 2020, increase to 25% to gold level.

Measurement/Benchmark: By 2018, 50% of the juniors and seniors will have earned the ACT National Career Readiness Certificate at the Gold or Platinum Level to help them prepare in a variety of career readiness pathways. By 2020, 80% of the juniors and seniors will have earned the Certificate at the Gold or Platinum Level.

GOAL 4: Promote a Digital-Age Learning Culture aligned to the International Standards in Technology Education that provides an innovative, relevant, and engaging education for all students.

Objective 4.1: All students will apply ISTE standards, collaborate, and develop critical and creative thinking skills for research, project management, and problem-solving.

Measurement/Benchmark: By 2018, 40% of all classroom lessons will incorporate ISTE standards. Based on an annual student perception survey, by 2018, students will determine their own competency levels. By 2020, student perception surveys, done at the beginning and end of each school year, will reflect that 85% of all students are using technology competency as a learning tool in their classes.

Objective 4.2: Students will develop mastery and understanding of digital citizenship and technology operations and concepts that lead to college and career readiness, and be able to process information evidenced by the IB 3,500-word Extended Essay research requirement.

Measurement/Benchmark: By 2018, 40% of all participating students will acquire information technology in STEM fields determined through internal assessment. By 2020, 80% of the students will be skilled in accessing the vast array of information available through advanced technology and be able to process the information.

GOAL 5: Promote and preserve the Navajo Culture and Navajo Language as a Foundation to Identity, Self-Esteem, Cognitive Ability and Academic Success.

Objective 5.1: Develop advanced coursework in curriculum and assessment in IB Navajo Language and Literature Studies.

Measurement/Benchmark: Enhance prerequisite courses in Navajo Language and Culture studies at freshman and sophomore levels to prepare for advanced coursework at the Junior and Senior Levels as measured by the Oral Navajo Language Assessment (ODLA). By 2018, 50% of the seniors will speak the Navajo Language at the Proficient Level, and by 2020 75% of the seniors will speak the Navajo Language at the Proficient Level as measured by ODLA.

Objective 5.2: Provide all instructional and support staff with Diné educational standards, and Navajo culture and language.

Measurement/Benchmark: By 2018, 50% of the staff will experience more competence and support in promoting Navajo culture and language culture-wide. This will increase to 75% by 2020. By 2018, 75% of lesson plans will be aligned to Diné educational standards and IB aims. By 2020, there will be increase in enrollment from 20 students to 40 students in IB Navajo language and literature.

GOAL 6: Provide extensive and relevant professional development opportunities for instructional staff.

Objective 6.1: Provide all instructional staff with differentiated IBDP/CCSS recognized professional development for subject area, as well as all core components of the IB Diploma Programme and learner profile.

Measurement/Benchmark: By 2018, 60% of the NPS faculty will be continuously trained in their subject content area required by IB professional development standards and best practices that influence student achievement. By 2020 90% of the NPS faculty will be continuously trained in their subject content area required by IB professional development standards and best practices that influence student achievement. The measurement of success will be determined by 98% college placement of seniors in 2018 and 2020.

Objective 6.2: Instructional staff will participate in ongoing, sustained, high-quality professional development activities designed to infuse 21st century technology skills into curricula, instruction, and assessment.

Measurement/Benchmark: By 2018, 60% of the NPS faculty will be digitally literate and teach with technology to enhance and support learning in their curriculum, instruction, and assessment. By 2020, 90% of the NPS faculty will be digitally literate and teach with technology to enhance and support learning in their curriculum, instruction, and assessment. The measurement of success will be determined by an assessment of teacher technology proficiency and student technology proficiency.

Addressing the Needs of the Target Population.

As indicated, many Native American students in tribal communities face unique educational challenges, which are related to – or exacerbated by – poverty, geographic isolation, lack of economic opportunity, higher incidences of alcohol and substance abuse in the community, and other challenges. Disaggregated data for Native Americans suggest that from 20-28% do not graduate from high school, compared to 15% nationally.¹⁷ Many tribal schools do not adequately prepare students for post-secondary and career success, as reflected in the high dropout rate, and poor college and employment preparation. This project will continue the successful integration of global learning, college/career preparation, and faculty support to provide educational excellence to Native American students attending Navajo Prep.

¹⁷ Adelman, H.S., Taylor, L. & Nelson, P. (2013). Native American Students Going to and Staying in Postsecondary Education: An Intervention Perspective. *American Indian Culture and Research Journal* 37:3

(iv) Collaboration of Services to Maximize Project Effectiveness.

Navajo Prep has intentionally chosen to maintain a limited partnership, and to be the Lead Fiscal Agent for several reasons. Navajo Prep has a history of strong academic instruction and purpose, meeting the needs of the student population it serves. The school is fiscally responsible, and the Dean of Instruction is familiar with federal grants, participating in the American Indian Leadership Cohort through Northern Arizona University (NAU) and Teacher Quality Enhancement Grants. A current focus at Navajo Prep is to connect the students with the global community while enriching the Native American students' cultural foundation.

The International Baccalaureate Diploma Programme (IBDP) was adopted to address the rigor of Navajo Prep's coursework and the emphasis on maintaining a global perspective for students. The IB organization's mission is "...to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect."¹⁸ This mission correlates well with that of Navajo Prep. The IBDP was implemented to improve current instruction and curriculum at the school, allowing students to achieve at proficient and advanced levels. The structured process required to become an IB school ensures integrity and a high level of accountability so that results may be replicated for a similar cohort of students in the future.

In addition to partnerships with United World College and New Mexico International Baccalaureate Association, Navajo Preparatory School maintains partnership agreements with two colleges: San Juan College and Diné College. Through these partnerships, Navajo Prep students can participate in credit recapture (summer) enrichment courses, as well as dual credit

¹⁸ <http://www.ibo.org/mission/>

courses through both institutions. In addition, Navajo Prep shares in strong supportive relationships with the Shiprock Associated Schools. Inc. (SASI). Together they recognize the necessity in working together to address and overcome the barriers they each face in preparing young people for the future. This letter is produced in the Attachments.

PROJECT PERSONNEL

(i) Qualifications of the Project Director

Project Director. Ms. Betty Ojaye, Executive Director of Navajo Prep, will provide direction and oversight of the project. The Director will certify that all project goals and objectives are met and that fiscal accountability, reports, and processes are compiled and submitted as required. Ms. Ojaye works directly with San Juan College, Diné College personnel; assists with the development of a strategy for presenting and enhancing an image of the grant to signature and non-signature partners; seeks new grant funding through identification of funding opportunities; develops networks and coalitions with other educational organizations and proposal writing; and supports Navajo Prep staff in the implementation of the International Baccalaureate Diploma (IBD) program. The Project Director will have oversight of the overall grant administration, fiscal management, grant conditions, and reporting requirements. Ms. Ojaye holds a Masters Degree in Education Administration, and has several years of professional experience in planning, delivering teacher education, and professional development programming in an LEA environment.

Responsibilities include: Oversight of the entire grant including fiduciary matters; hiring and supervision of staff; coordinating Advisory Committee affairs and meetings; establish job procedures and descriptions for all functions including standards of performance of newly-created positions; administer performance appraisals as required; assign appropriate

workload to staff including administrative duties and special projects; attend meetings and maintain effective communication and rapport with all levels of grant leadership and employee groups; develop and maintain accurate management reports; demonstrate leadership qualities and exercise good judgment and logic in making decisions; uphold high standards in the area of service, teamwork, communication and work ethics; coordinate and work with the Evaluator to establish and monitor the assessment and evaluation system for the *Diné Soaring* program; attend project meetings as scheduled; and complete final report.

(ii) Qualifications of Other Key Project Personnel

Project Coordinator. Ms. Tasha Racawan, Dean of Instruction at Navajo Prep, serves as the Project Coordinator and will lead, direct, and implement the defined action plan utilizing budgeted resources to accomplish determined goals and objectives. Ms. Racawan is responsible for training staff assigned to the project and to plan, coordinate, and implement the *Diné Soaring* program activities described in the management plan, to ensure that all applicable policies and procedures are implemented and followed; and assures efficient and productive utilization of resources. The Project Coordinator works directly with the International Baccalaureate Organization, San Juan College, Diné College personnel, Navajo Prep administrators, Advisory Committee members, and the staff of participating entities to plan, coordinate, and implement the *Diné Soaring* program activities described in the management plan. Further, the Project Coordinator assists with the development of a strategy for presenting and enhancing an image of the grant to signature and non-signature partners; develops networks and coalitions with other educational organizations and proposal writing; and supports Navajo Prep staff in the implementation of the International Baccalaureate Diploma (IBD) program. The Project Coordinator is responsible to train staff assigned to the

project; ensures that all applicable policies and procedures are implemented and followed; and assures efficient and productive utilization of resources.

Required Qualifications: 1) Enrolled in Masters Degree program in Educational Administration; 2) Currently licensed in New Mexico as an Administrator; 3) A minimum of five years' experience as a classroom teacher and two years as a Principal; 4) Experience related to culturally- or linguistically-diverse populations; 5) Knowledge of current and emerging methodologies, techniques, and theories; and 6) Experience with instructional technology.

Responsibilities: The Project Coordinator will collaboratively develop and implement an action plan for completing all grant activities; hire, train, and develop staff for project articulating direction and a motivational environment for employees; meets or exceeds results and performance standards as set by the action plan and provide recommendations for modifications to the project as the actual implementation is accomplished; develop and coordinate a one-stop information center; work with the partners to expand and improve instructional programs for students; coordinate dual enrollment coursework with Diné College and San Juan College in collaboration with Navajo Prep; attend training as required; continue building level administrators updated on implementation of the IB program; maintain accurate documentation of caseload information; maintain accurate data and record-keeping for evaluation purposes; file or post reports as requested; safeguard the confidentiality of caseload information; safeguard assigned equipment; attend project meeting as scheduled or requested; seek out grant opportunities; assist with final report. Ms. Racawan holds a Masters Degree in Educational Administration with more than 11 years in education and three years of administrative experience.

IB Diploma Programme Coordinator. Ms. Roxanne Lee will serve as IB Diploma Programme Coordinator. In this capacity, she will oversee the IBDP, to include assisting with the IBDP application process; identifying and monitoring IBDP students per IB student profile in collaboration with the site counselor; assisting with subject assessments; ensuring extended essay, *Theory of Knowledge* course (TOK), and *Creativity, Activity, Service* (CAS) requirements are met; and serving as the site IBDP liaison.

(iii) Capacity to Improve Outcomes Relevant to the Project Focus

Navajo Prep is a former recipient of funding through the Indian Education Demonstration Grants Program. In 2014, Navajo Prep successfully completed the *Special Projects Demonstration Grants for Indian Children*, which sought to increase competency and skills in challenging subjects including mathematics and science, and to enable Indian students to successfully transition to post-secondary education. The project established the IBDP program, established Dual Credit coursework with San Juan College; reviewed existing AP coursework to prepare students for the demands of dual credit and IBDP; and improved the existing ACT preparation. Please refer to “Evidence of Capacity” in the Attachments.

RESOURCES

(i) Relevance and Commitment of Each Partner in the Project

Partners include a) Dine Education Department; b) San Juan College; c) United World College; and d) New Mexico International Baccalaureate Association. Each member of the partnership is committed to increasing the rigor of coursework provided to students at Navajo Prep. The International Baccalaureate Diploma Programme provides a structured curriculum that is thorough enough to be accepted by various institutes of higher education

throughout the United States. San Juan College can provide asynchronous coursework that will provide those students not participating in the IBDP with a rigorous program that will enable them to transition successfully into post-secondary education.

(ii) Reasonableness of Costs in Relation to Number Served and Anticipated Benefit

The *Diné Soaring* program will serve as estimated 1,040 unduplicated students during the four-year funding cycle. The expenditure is estimated to be **\$2,538** per student to implement all activities. This is a very worthwhile investment in the lives of our children, and extremely reasonable given the fact that IBDP students will graduate having completed a full year of post- secondary education before ever attending a college or university. Dual credit students can complete eight courses for post-secondary credit prior to graduation. The benefits of a strong academic foundation provided by the activities in this project will ensure that graduates will be better prepared for post-secondary education and careers.

MANAGEMENT PLAN

(i) Adequacy of the Management Plan

The following management/work plan illustrates the activities, responsibility, timelines, milestones, and outcomes of the project. The overarching goal of the project is to expand the rigorous International Baccalaureate Programme (IBP) for Native American students; provide financial support for all IBDP testing; continue to increase the ACT scores among juniors and seniors; further dual credit courses with partnering colleges; and provide extensive, relevant professional development opportunities for instructional staff. Further, the plan provides for implementing international standards in technology education, and promoting and preserving the Navajo culture and Navajo language within the curricula.

Table 2: Management / Work Plan

Activities	Milestone	Timeline	Outcome	Responsible
GOAL 1: Develop a comprehensive 9-12th grade curriculum and instruction aligned to the IBDP, Common Core, and Diné Education Standards				
<i>Objective 1.1: Align school-wide curriculum for 9-12th with the requirements of the IBDP, Common Core, and Diné Education Standards.</i>				
Acquire IB Diploma textbooks, resources, materials for classroom instruction	All materials and resources will be acquired	Year 1-4, Aug - Dec	A comprehensive curriculum will be aligned to the standards and practices required by the IBDP	Dean of Instruction, IBDP Coordinator Instructors
Introduce software program to develop curriculum maps		Year 1, Aug - Dec	Curriculum maps will be developed annually	
Staff collaboration and interdisciplinary curriculum development	Curriculum developed according to IB standards	Years 1-4, Aug - July	All NPS students will progress through IBDP coursework and given an opportunity to pursue the IB Diploma or Certificate	Dean of Instruction, IBDP Coordinator
Software updated	Software applications and subscriptions renewed annually	Year 1, 2, 3, 4, Dec - May	All software programs are maintained and current	IT Tech Specialist
<i>Objective 1.2: Instructional teaching and learning aligns with the requirements of the IB Programme and Common Core State standards</i>				
CAS Coordinator appointed	Staff evaluations; IBO 5-Year Evaluation;	Year 1, Aug – May and	Instructors will demonstrate competency	Dean of Instruction,

Extended Essay Coordinator appointed Resources and funding to support core components allocated	CAS Projects Extended Essays are completed	ongoing Years 1-4, Jan – May Year 1-4, Aug - Dec	in vest practices aligned to the IBDP All NPS students will complete CAS projects and the Extended Essay as part of their graduation requirements	IBDP Coordinator
GOAL 2: Implement rigorous assessment aligned with the assessment philosophy and procedures of the IBDP, State, and Navajo Nation Education Standards.				
<i>Objective 2.1: Align classroom assessments in all subject areas with requirements of the IBDP</i>				
Staff will collaborate on developing quality assessments Allocate resources for assessment development Develop rubrics to assess quality of assessments aligned to curriculum	Staff meets quarterly on assessment development and review Assessment rubrics will be developed according to IBO standards & practices	Year 1-4, quarterly By Year 2, 1 st quarter	Improved quality of all assessments NPS will develop rubrics for evaluating assessments aligned to the curriculum	Dean of Instruction
<i>Objective 2.2: Provide scholarship opportunities for low-income families and high-performing students</i>				
Develop scholarship application process and review committee	Scholarship process will be developed	Year 1, Aug - Dec	IBDP candidates will receive financial assistance for IB Exam	Dean of Instruction, IBDP

Inform students and families about scholarship opportunities	An annual list of awardees will be identified	By Year 2, Jan - May ongoing	payment to the IBO Students will be better prepared for rigorous coursework and assessments aligned to pre-university requirements	Coordinator
Allocate funds to support students committed to completing the IB Diploma expectations and exams	Fund disbursement to identified awardees	By Year 2, Jan - May ongoing		
GOAL 3: Strengthen College and Career Readiness skills for students in all grade levels.				
<i>Objective 3.1: Continue to provide ACT WorkKeys and goal levels, and ACT preparation throughout the year for junior and senior students</i>				
Develop ACT preparation program for students	ACT preparation program will be developed and approved	Year 1, Aug - May	An incremental increase in student ACT scores from 20-23 within four years	Dean of Instruction
Support ACT prep summer camp goals	ACT summer goals are established and reviewed annually	Years 1-4, June - July		
<i>Objective 3.2: Provide response to intervention for mathematics through the use of online web-based tutorial programs, individual tutoring services, and summer math camp.</i>				
Develop 3-tiered response to intervention in area of mathematics	RTI Framework for Math Intervention		Student achievement on NWEA will reflect an overall average of 8	Dean of Instruction

Allocate resources and funding	Materials and software programs for math intervention through use of web-based tutorials	Years 1-4, Aug – Dec	points growth in mathematics	
Provide a summer math intervention program	Individual tutoring and summer math camp program each year	Years 1-4, June – July		
<i>Objective 3.3: Continue opportunity for juniors and seniors to gain access to post-secondary education and obtain college credit</i>				
Provide dual credit option in college counseling services	Dual credit enrollees	Years 1-4, Aug – May	Students enrolled in dual credit courses will pass with a grade of “C” or better	Dean of Instruction
GOAL 4: Implement a Digital-Age Learning Culture aligned to the International Standards in Technology Education that provides an innovative, relevant, and engaging education for all students				
<i>Objective 4.1: All students will apply digital tools to plan, collaborate, and develop critical thinking skills for research, project management, and problem-solving</i>				
Provide technology training and support services to staff and students	Mobile labs; teacher lesson plans; staff evaluations; student perception surveys	Years 1-4, Jan – May	NPS faculty will incorporate technology learning tools and tasks into daily lesson plans	IT Tech Specialist
Allocate resources and materials to support technology			Students will utilize digital technology to increase their capacity as	Executive Director

implementation in and out of the classroom			learners and develop 21 st century technology skills	
<i>Objective 4.2: Students will develop understanding of technology concepts, systems, and operations to increase college and career opportunities</i>				
Develop program of studies and curriculum in Computer Sciences	Computer Science course description and class are developed	Years 2-4, Aug – May	Increase technology-based college and career readiness	Dean of Instruction
Develop program of studies and curriculum in Digital Media Arts	Digital Media Arts course description and class are developed	Years 1-2	Students will take classes in advanced Computer and Digital Media Arts	
GOAL 5: Promote and preserve the Navajo Culture and Navajo Language Curriculum				
<i>Objective 5.1: Develop advanced coursework in curriculum and assessment in IB Navajo Language and Literature Studies</i>				
Creation of the Navajo Prep Language Development Program	All students at NPS will learn at least 3 languages: English, Spanish, and Navajo	Year 1 Aug - May	All students will demonstrate proficiency in Language Arts, and Navajo reading, writing and speaking skills	Dean of Instruction
<i>Objective 5.2: Provide all instructional and support staff with Diné educational standards, and Navajo culture and language</i>				
Diné educational standards will be developed and introduced	All teachers and support staff will be provided Diné Educational Standards	Year 1 Aug - May	All teachers and support staff will exhibit strong understanding of standards, Navajo culture, and language	Dean of Instruction
GOAL 6: Provide extensive and relevant professional development opportunities for instructional staff.				
<i>Objective 6.1: Provide all instructional staff with differentiated IB DP recognized professional development for</i>				

<i>subject area, as well as all core components of the IB Diploma Programme</i>				
Provide training on curriculum mapping	Teachers will receive in-service and off-campus training	Years 1-4, 2-3 times annually	All teachers and staff will be proficient in and master IB professional development requirements and training needed to support IBDP implementation	Dean of Instruction, IBDP Coordinator
Provide differentiated training and support for DP and pre-DP teachers specific to instructional content areas	Teachers will be given a Professional Development Plan			
<i>Objective 6.2: Provide school-wide training for all staff on core components of the IB Diploma Programme</i>				
Conduct a technology training needs analysis for instructional staff	In-service training	Years 1-4, April-May	All staff will incorporate 21 st century technology into their curriculum, instruction, and assessment	Dean of Instruction, IT Tech Specialist
Provide instructional staff with training on technical devices, software applications, and web-based tools	Off-campus training 3 times a year	Years 1-4, Aug – May		

Reporting and Accountability. Each of these objectives will include reported data on collaborative efforts, and will be included in GPRA measurement.

(ii) Procedures for Ensuring Feedback and Continuous Improvement

The *Diné Soaring* program Advisory Council will review project data, information, and other performance feedback quarterly. This process will serve as a periodic assessment of progress toward achieving intended outcomes and serve as the basis for making informed decisions regarding any program changes to ensure continuous performance improvement.

The Project Director and staff will be responsible for maintaining process evaluation documents (i.e., sign-in sheets, minutes of meetings, service contract files, applications, etc.) as evidence of program activity progress and efficiency in achieving the process-related grant requirements. The *Diné Soaring* program staff will implement the following strategies to ensure high-quality, consistent performance monitoring: a) The Evaluator, Dr. Thomas Sileo, will develop a process evaluation report each quarter that will be submitted to the Advisory Council. The report will detail the progress of program activities in a work-plan format tied to project goals and objectives; b) The Evaluator will perform site visits once each year; c) Program staff will regularly collect data from participants and partners who will complete consumer satisfaction surveys. Data from surveys, as well as other outcome data, will be assessed and discussed at program staff meetings and Advisory Council meetings to assess the progress and quality of services; d) The External Evaluator will aggregate and prepare an annual evaluation report that describes outcome data and program progress in meeting contracted goals, objectives, and activities. The report will be viewed by staff, the Advisory Council, and Navajo Prep staff, and used for formative assessment. Throughout the duration of the *Diné Soaring* program, the Director will work with the External Evaluator to identify and deploy new strategies and assessment procedures in a cycle of continuous improvement. Program consumer and staff satisfaction data will also be gathered through focus group

meetings.

(iii) Indian Tribes and Parents Involvement in Development and Implementation of

Proposed Activities Navajo Prep will have a member of the Parent Advisory Committee serving on the Advisory Council. In addition, stakeholders will have student work demonstrations at various venues. These are more fully explained in “Evidence of Involvement of Indian Tribes and Parents” in the Attachments.

(iv) Capacity-Building and Sustainability Beyond Federal Assistance

All activities will continue beyond the life of the funding due to capacity-building. The amount of energy and time that will be devoted to expanding the IBD program site has been – and will continue to be – extensive. The board and staff of Navajo Prep are committed to fully integrating mission and curriculum with the International Baccalaureate Programme through coursework and curriculum pathways leading to graduation.

One of the considerations given to this proposal is the ability of Navajo Prep to sustain activities when the funding period ends in 2020. The Dean of Students and Director of Navajo Prep both are committed to continuing the IBD program and dual credit coursework, and will be able to secure funding for the programs beyond the life of the grant. The program will be completely absorbed into the main curricula, and will not be a separate program. Sustainability will be ensured through cost-sharing, Title I funding, and dual credit enrollment. Student fees will be applied toward the continuation of the program, as well as other state, Tribal, and Federal funding sources.

PROJECT EVALUATION

(i) Methods of Evaluation and Objective Performance Measures

Evaluation activities will be on-going throughout the duration of the funding, and data collected will be utilized to drive program evaluation and modification. All evaluation activities will be planned by an External Evaluator in collaboration with the Project Director and Advisory Council. Dr. Thomas W. Sileo will lead the external evaluation. Dr. Sileo holds a Doctoral degree and has many years of experience in Primary, Secondary, and Special Education, and serves as a national consultant providing educational project evaluation and measurements.

Both quantitative and qualitative data analysis will occur continuously throughout the life of the project, with reporting and updates quarterly and annually, followed by the external evaluation report in order to effectively identify strengths and weaknesses to be addressed in order to meet stated goals and objectives. The External Evaluator and project staff have established three criteria to inform the implementation of the project and evaluate project impact in targeted area. Evaluation criteria are designed to provide formative feedback as well as determine the depth and breadth of the project's impact on students and faculty. The criteria are: a) Indication that progress has been made in meeting benchmarks, objectives, and project goals, and what is the overall impact of the project; b) Reports that teachers find the professional development they receive helpful, appropriate, and adequate to meet their needs; and c) Evidence that short-term experimental changes become long-term institutional changes

Methods: The evaluation uses an eclectic design and incorporates principles of Robert Stake's Responsive Evaluation Model.¹⁹ Evaluators will focus on issues identified from multiple

¹⁹ Stakes, R.E. (1983). *Program Evaluation, Particularly Responsive Evaluation*. Center for Instructional Research and Curriculum Evaluation, University of Illinois.

perspectives, and engage stakeholders in dialogue and reflection on study results for the purposes of making informed data-based decisions. The evaluation design includes foci that support the development of the project with formative evaluation feedback loops and move to outcome assessment as the project reaches maturity.

The ***Formative Evaluation*** articulates and legitimizes the theoretical basis of the project related to content, pedagogy and the change process; reviews/refines the program components; and identifies indicators and creates rubrics for successful implementation of components facilitated by an ongoing feedback cycle. The ***Context Evaluation*** provides baseline data and documents changes in participant, classroom, and site-based contextual variables. Finally, the ***Outcome or Summative Evaluation*** uses quantitative and qualitative data points to measure progress on goals, benchmarks, and outcomes. Research will focus on design-based methods, including: an iterative process of development and research that occurs through continuous cycles of design, enactment, analysis, and redesign; and those that focus on interactions that refine our understanding of the learning issues involved. These are described in ***Table 1: Goals, Objectives, Measurements/Benchmarks***. For each outcome, data will be collected.

A variety of both short-term and long-term objective performance measures will be tracked to determine the overall success of the *Diné Soaring* program. A database containing all relevant data will be maintained by project staff and utilized for monitoring, evaluation, and reporting.

Goal 1: Develop a comprehensive 9-12th grade curriculum and instruction aligned to the IBDP, Common Core, and Diné Education Standards. Objective 1.1: NPS Curriculum will be evaluated by established criteria, and test scores for the PARCC, IBDP, and Navajo Oral

Language Proficiency Exam will be maintained; Objective 1.2: Measurements include evaluation and analysis of required essays, service projects, and Senior Portfolios.

Goal 2: Implement rigorous assessment aligned with the assessment philosophy and procedures of the IBDP, State, and Navajo Nation Education Standards.

Objective 2.1: A school-wide rubric will be developed for evaluating assessments aligned to curriculum; Objective 2.2: Percentage of IBDP candidates assisted financially will be maintained.

Goal 3: Strengthen College and Career Readiness skills for students in all grade levels.

Objective 3.1: Comparison of ACT camp and ACT preparation throughout the year; Objective 3.2: Evaluation of increase in web-based math tutorial programs; Objective 3.3: Maintain records of grade improvements in students enrolled in dual-credit courses; Objective 3.4: Assess and compare the number of students who have earned ACR National Career Readiness Certificates.

Goal 4: Promote a digital-age learning culture aligned to International Standards in Technology Education. Objective 4.1: Annual student perception surveys will reveal students' competency levels; Objective 4.2: Assessment of IB Extended Essay research requirement.

Goal 5: Promote and preserve the Navajo culture and language. Objective 5.1: Oral Navajo Language Assessment will measure proficiency; Objective 5.2: Measurement of staff competency through comparison to Diné educational standards.

Goal 6: Provide extensive and relevant professional development opportunities for instructional staff. Objective 6.1: Measurement of success will be determined by 98 percent of senior college placements; Objective 6.2: Teacher technology proficiency and student technology proficiency will be measured by standards established by Diné educational standards.

Other Attachment File(s)

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DESCRIPTION OF THE DEFINED GEOGRAPHIC AREA TO BE SERVED

Located in Farmington, New Mexico, Navajo Preparatory School serves the Four Corners area of the Southwestern U.S., consisting of the southwest corner of Colorado, southeastern corner of Utah, northeastern corner of Arizona, and northwestern corner of New Mexico. Most of the Four Corners region belongs to semi-autonomous Native American nations, the largest of which is the Navajo Nation, followed by the Hopi, Ute, and Zuni tribal reserves and nations. The Four Corners region is part of a larger region known as the Colorado Plateau, and is mostly rural, rugged, and arid. The economic hub – Farmington, N.M. – is the largest city. Other cities and communities within the area include: Durango and Cortez, CO; Teec Nos Pos, Kayenta, and Chinle, AZ; Shiproch, Aztec, and Bloomfield, NM; and Monticello and Blanding, UT.

The following map illustrates the area served by Navajo Preparatory School:

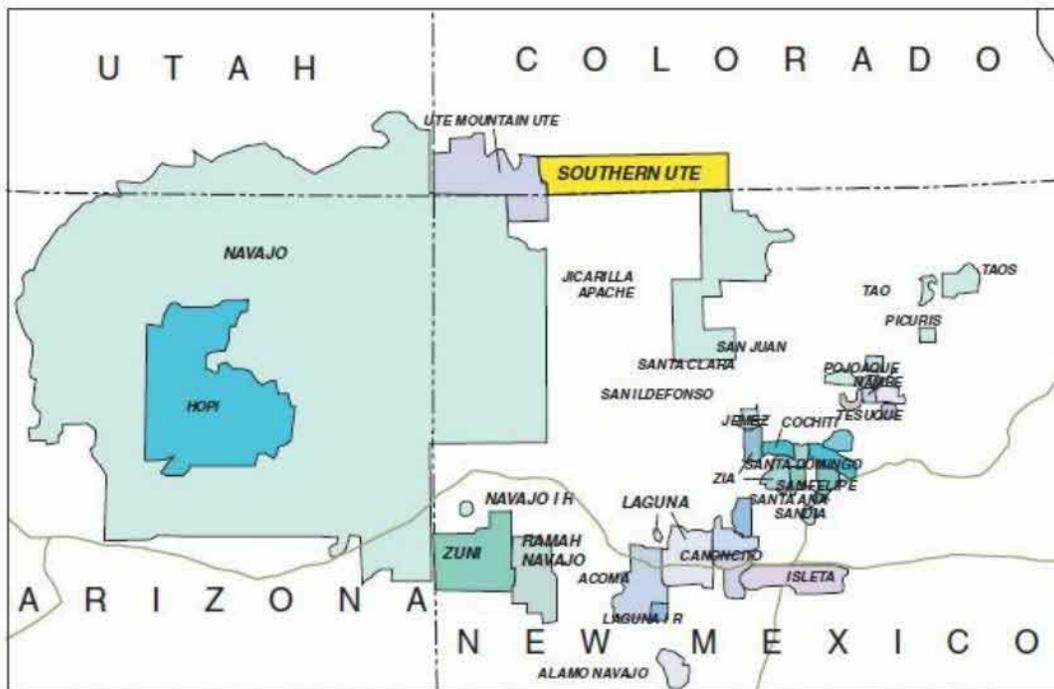


Figure SU-1. Location of Southern Ute Indian Reservation with respect to other Indian Reservations (modified after Indian Land Areas, 1993).

NEEDS ASSESSMENT OR OTHER DATA ANALYSIS

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

Research has shown that the greatest barriers to readiness of local Indian students for college and careers are shown to be:

1. Poverty and unemployment: As evidenced by U.S. Census figures and researchers such as Klein and Maxwell (2013), show that American Indian reservations overlap, to some degree, four of the nation's poorest counties. This results in higher rates of unemployment, substance abuse, domestic violence, and reduction in school attendance.
2. Geographic isolation: *The Findings and Recommendations Prepared by the Bureau of Indian Education Study Group* (2014) underscored the problems of isolation of many reservations, resulting in difficulty in recruiting and retaining educators, providing professional development, and hampering delivery of needed educational services.
3. Poor college preparation: According to the National Center for Public Policy and Higher Education's Report Card on Higher Education (2008) indicated that New Mexico was lagging behind other states in preparing students for college. This was reinforced by a recent ACT report by Swedien (2014) which reported that only 30 percent of New Mexico graduates are college-ready.
4. Decline in ACT scores: Navajo Prep reported a two-point decline in the previous four-year period, which is being addressed within this application. This was reflected in the NMSBA data in 2015. That standards-based assessment has been replaced with the PARCC, which is aligned with the Common Core State Standards.
5. High dropout rates: According to EPE Research Center (2013) and Sheehy (2013), Native American schools have had the highest dropout rate of any ethnic minority group. This is

coupled with the fact that New Mexico's graduation rates are among the lowest in the nation, at approximately 70 percent. By contrast, 100 percent of Navajo Prep's students graduate.

Opportunities of the Local Community to Support Indian Students.

Navajo Preparatory School is the primary provider of uniquely Native American-based education in the Four Corners area of New Mexico, and has enjoyed the support of the local communities for the students who attend Navajo Prep. Through integration of Navajo language and culture with exceptional academic curricula, Navajo Prep serves more than 250 students each year, approximately 68 percent of whom are residential students. Students are drawn from many communities and agencies, to include Navajo agencies, Apache, and Sioux.

In 2011, the IB Diploma Programme was introduced. By 2015, all of the graduating class seniors completed the rigorous program, and all were accepted to colleges and universities across the country, to include MIT, Harvard, Dartmouth, Brown, Cornell, Stanford, and Pennsylvania (Penn) State. The IBDP is based on scientific research.

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

In 2013, the Office of Indian Education directed a study group that recommended that the BIE focus on fostering five areas of reform which include a) Highly Effective Teachers and Principals; b) Agile Organizational Environment; c) Promote Educational Self-Determination for Tribal Nations; d) Comprehensive Supports through Partnerships; and e) Budgets that Supports Capacity-Building Mission. These are more thoroughly discussed in the Project Narrative, "Need for the Project."

Navajo Prep relies on a broad array of funding sources, to include tuition, state, tribal, and federal funding support.

SIGNED PARTNERSHIP AGREEMENT

Department of Diné Education, the Navajo Nation / Navajo Preparatory School, Inc.



Russell Begaye
President

**DEPARTMENT OF DINÉ EDUCATION
THE NAVAJO NATION**

P.O. Box 670 · Window Rock, Arizona 86515
PHONE (928) 871 - 7475 · FAX (928) 871 - 7474



Jonathan Nez
Vice-President

NNBEMY-340-2016

**RESOLUTION OF THE
NAVAJO NATION BOARD OF EDUCATION**

Approving and Authorizing the Navajo Department of Education to enter into a Partnership Agreement with Navajo Preparatory School, Inc. for the purpose of applying for the Office of Indian Education (OIE) Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children CFDA Number 84.299A

WHEREAS:

1. The Department of Diné Education (hereinafter the "Department") is the administrative agency within the Navajo Nation with responsibility and authority for implementing and enforcing the educational laws of the Navajo Nation [2 N.N.C. § 1801 (B); 10 N.N.C. § 107 (A)].
2. The Navajo Nation Board of Education (hereinafter the "Board") is the education agent in the Executive Branch for the purposes of overseeing the operation of all schools serving the Navajo Nation. [10 N.N.C. § 106 (A)] The Board carries out its duties and responsibilities through the Department of Diné Education [10 N.N.C. §106 (G)(3)].
3. The Department is under the immediate direction of the Board [10 N.N.C. § 107 (B)].
4. The Navajo Preparatory School Board of Trustees is applying for the education discretionary grant funding available through the 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.
5. The discretionary grant application requires a signed consortium/partnership agreement from the Tribal Education Agency.
6. The partnership agreement between the Department of Diné Education and Navajo Preparatory School will address college preparatory programs for secondary school students designed to increase competency and skills in challenging subject matters by increasing ACT scores, building on the International Baccalaureate Diploma (IBD) Programme, and increasing

BOARD OF EDUCATION

Dr. Pauline M. Begay, President · Glorla Johns, Vice President · Marlene Burbank, Secretary
Members: Dolly C. Begay · Dolores Greyeyes · Dr. Bernadette Todacheene · Patrick D. Lynch · Bennie Begay
Dr. Tommy Lewis, Jr., Superintendent of Schools

NNBEMY-340-2016

dual credit courses with San Juan College and Dine' College and staff professional development for Navajo Language and Culture courses.

NOW THEREFORE BE IT RESOLVED THAT:

1. The Navajo Nation Board of Education hereby authorizes the Navajo Nation Department of Diné Education to enter into a Partnership Agreement with Navajo Preparatory School, Inc. for the purpose of applying for the Office of Indian Education (OIE) Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children CFDA Number 84.299A.
2. The Navajo Nation Board of Education hereby approves the Partnership Agreement between the Diné Education Department and Navajo Preparatory School, Inc. attached hereto as "EXHIBIT A."
3. The Navajo Nation Board of Education hereby recommends and empowers the Superintendent of Schools to take any actions deemed as necessary and proper to carry out the purposes of this resolution.

CERTIFICATION

I hereby certify that the foregoing resolution was duly considered by the Board of Education of the Navajo Nation at a duly called meeting at Tohajilee, New Mexico (Navajo Nation) at which a quorum was present, motioned by Dolly C. Begay and seconded by Dr. Bernadette Todacheene and that the same was passed by a vote of 6 in favor; 0 opposed; 0 abstained, this 6th day of May 2016.



Dr. Pauline M. Begay, President
Navajo Nation Board of Education



NAVAJO PREPARATORY SCHOOL, INC.

Feeds Now, Add Into the Future



PARTNERSHIP AGREEMENT

Between

Navajo Preparatory School Inc.

And

Department of Diné Education

This Partnership Agreement sets forth the terms and understanding between the Navajo Preparatory School, Inc. and Department of Diné Education for the purpose of applying for and implementing the grant upon award the Office of Indian Education Discretionary Grants Program: Demonstration Grants for Indian Children CFDA Number 84.299A.

Background

Navajo Preparatory School, Inc. (hereinafter NPS, Inc.) is an approved Public Law 100-297 tribally controlled grant school that is officially sanctioned and authorized by the Navajo Board of Education and the Department of Diné Education is the administrative agency of the Navajo Nation with responsibility and authority to implement and enforce the educational laws of the Navajo Nation 2 N.N.C §1801 (B); 10 N.N.C. §107 (A). The Department is under the immediate direction of the Board. 10 N.N.C. § 107 (B).

Purpose

NPS, Inc. is applying for Demonstration Grants for Indian Children CFDA Number 84.299A. The title of the proposal is "Diné Soaring: Local to Global." The project addresses college preparatory programs for secondary school students designed to increase competency and skills in challenging subject matters by increasing ACT scores, building upon the International Baccalaureate Diploma Programme, increasing dual credit courses with San Juan College and Diné College, development of a comprehensive Navajo Language and Culture curriculum, strengthening college and career readiness skills, promotion of Digital-Age learning; and provision of extensive, relevant professional development opportunities for instructional staff.

The above goals will be accomplished by undertaking the following activities:

- NPS, Inc. will have an Advisory Committee with representation from the Department of Diné Education; the Advisory Committee will serve in an advisory capacity for the successful implementation of the grant.
- Department of Diné Education will support NPS, Inc. to implement its grant by promoting the BIE Blueprint for Reform: 1) Highly effective teachers and principals; 2) Agile organizational environment; 3) Promote Educational Indian Self-Determination; 4) Comprehensive support through partnerships; and 5) Budget that supports Capacity-Building Mission.
- The Department of Diné Education will provide cultural resource personnel for NPS, Inc. for development of a comprehensive Navajo Language and Culture curriculum.

1220 West Apache Street • Farmington, NM 87401

Administrative Fax
(505) 327-9213

Academic Fax
(505) 564-8099

Main Telephone Line
(505) 326-6571

SBHC Fax
(505) 326-1834

Business Office Fax
(505) 326-2155



NAVAJO PREPARATORY SCHOOL, INC.

Leaders Now And Involving Future Generations



- NPS, Inc. and Department of Diné Education will share external resources by providing professional development that is rigorous and high quality to improve pedagogy and leadership so that the quality of services is constantly improved to deliver the purpose of the grant.
- NPS, Inc. and Department of Diné Education will promote the success of the demonstration grant by making at least two (2) presentations at local and National Indian Education conferences.
- A representative of the Department of Diné Education will serve in the evaluation of the grant.

Funding

There are no funds allocated to this Partnership Agreement.

Duration

The duration of this Partnership Agreement is effective from the date of award and end date of award to Navajo Preparatory School, Inc.

Contact Information

Betty Ojaye, Executive Director
Navajo Preparatory School, Inc.
1220 West Apache St.
Farmington, NM, 87401
Phone: (505) 326-6571, ext. 148
bojaye@navajoprep.com

Dr. Tommy Lewis, Superintendent of Schools
Department of Diné Education
Navajo Nation
Window Rock, Arizona 86515
Phone: (928) 871-7475
tommylewis@nndode.org

(b)(6)

Date: 5-17-16
Executive Director: Betty Ojaye
Navajo Preparatory School, Inc.

Date: 5-17-2016
Dr. Tommy Lewis, Superintendent
Department of Diné Education

1220 West Apache Street • Farmington, NM 87401

Administrative Fax
(505) 327-9213

Academic Fax
(505) 564-8099

Main Telephone Line
(505) 326-6571

SBHC Fax
(505) 326-1834

Business Office Fax
(505) 326-2155

Letter of Support, San Juan College, Farmington, NM



May 26, 2016

Indian Education Discretionary Grants Programs
Demonstration Grants for Indian Children
U.S. Department of Education
Washington, D.C.

Re: Partnership and Support

This letter is written in support of Navajo Preparatory School's proposal for the Demonstration Grant for Indian Children, U.S. Department of Education. As an academic institution, San Juan College greatly values the contributions Navajo Preparatory Academy has made to educate Native American learners and we feel confident in their goals to further support their students through the acquisition of this grant.

San Juan College has partnered with Navajo Preparatory School for over five years through a Statewide Dual Credit Master Agreement. Through this agreement, we provide dual credit courses to area high school students, providing them a greater variety of educational choices while increasing the overall quality of instruction and learning they receive. San Juan College has quickly become a front-runner in dual credit education. Over the last five years, we have seen a 181% increase in our dual credit enrollment with students taking 10,356 student credit hours in the last year. Research indicates that dual credit programs can lead to better completion rates for both high school and college; reduce the need for remediation; shorten time to a diploma or degree completion; reduce the cost of higher education; reinforce the concept of life-long learning through an educational continuum; and provide equal access to higher education opportunities to students. Through this grant we anticipate seeing an increase in the number of Navajo Preparatory School students who elect to pursue academic and career technical college courses through dual credit offerings.

Native American students are grossly underrepresented in higher education, an issue that plagues communities throughout the country. San Juan College is a leader in Native American education and was recognized by Community College Weekly as the second highest issuer of degrees and certificates to Native American students among the 1,164 community colleges throughout the country. We would like to build on this success and see even more Native American students earn credentials that lead them to a brighter future. Our work with Navajo Preparatory School will allow us to move forward and accomplish this goal. For this reason, I ask that you support Navajo Preparatory School in their request for the U.S. Department of Education's Demonstration Grant for Indian Children.

Sincerely,

(b)(6)

Toni Hopper Pendergrass
President

Letter of Support, Shiprock Associated Schools, Inc.



SHIPROCK ASSOCIATED SCHOOLS, INC.

P.O. Box 1809
Shiprock, New Mexico
Diné Nation 87420
Business (505) 368-2100
Fax (505) 368-2076
www.sasi.bie.edu

May 27, 2016

Indian Education Discretionary Grants Programs
Demonstration Grants for Indian Children
U.S. Department of Education
Washington, D.C.

Re: Partnership and Support

Shiprock Associated School, Inc. (SASI) enthusiastically supports Navajo Preparatory School's proposal for the Demonstration Grant for Indian Children, U.S. Department of Education. SASI is a federally-funded P.L. 100-297 grant school located within 30 miles of Navajo Preparatory School.

SASI and Navajo Preparatory School recognize that in order to make an impact on the barriers we face in preparing our young people for the future, we must work together as partners.

In this grant proposal, we offer innovative ideas to collaborate between institutions in the area of professional development for teachers. Navajo Preparatory School teachers are continuously trained in IB Diploma Programme teaching strategies and best practices which has been successful in placing a high percentage of their graduates in colleges and universities. SASI has an excellent Navajo Language and Culture Studies program that can be shared to support Navajo Prep School teachers. This collaborative effort is necessary as support for teachers in schools are often uneven and inadequate. This partnership creates opportunities for more teachers to learn from best practices and become even better teachers. We recognize that good teachers help create good students. Research also shows that an inspiring and informed teacher is the most important factor influencing student achievement.

We appreciate your support of this grant application which will ultimately benefit students and their futures.

Sincerely,

(b)(6)

Leonard Anthony, School Board President
Shiprock Associated Schools, Inc.

Administration

Academic

Facilities

Residential

Letter of Support, United World College

Partnership Agreement
Between
Navajo Preparatory School, Inc.
And
United World College

1. Pursuant to Navajo Nation Resolution ECMY-33-91, the Navajo Preparatory School, Inc. was Founded in 1991 in Farmington, NM as a college preparatory boarding school to provide a culturally appropriate academic program for gifted, talented, and highly motivated students so that they may further their education at the college level and contribute to the progress of the Navajo Nation and the larger world society.
2. The United World College-USA was founded in 1982 in Montezuma, NM and is part of an international movement that now includes thirteen two-year pre-university residential schools worldwide offering the International Baccalaureate (IB) Diploma curriculum plus a three-year tertiary college of rural development and agriculture in Venezuela. UWC makes education a force to unite people, nations, and cultures for peace and a sustainable future.
3. The Navajo Preparatory School, Inc. was authorized on January 29, 2014 by the International Baccalaureate (IB) Organization to offer an IB Diploma Programme and will partner with the international educational organization to assume responsibility and leadership for positive changes in the world.
4. The United World College-USA provides IB Diploma workshops in New Mexico to help build stronger institutions by providing professional development that is rigorous and high quality to improve pedagogy and leadership so that the quality of services is constantly improved to deliver the mission to improve the educational community.

This partnership agreement allows both parties to collaborate and work jointly with each other to engage teachers and professional staff to new and exciting approaches to learning through IB teacher training opportunities provided by the United World College.

Agreed to and Signed:

(b)(6)

Eyad Saabaneh
Montezuma Summer IB Institute Director
United World College
Box 248
Montezuma, NM 87731

Date: 6/19/2015

(b)(6)

Betty Ojaye
Executive Director
Navajo Preparatory School, Inc.
1226 West Apache St.
Farmington, NM 87401

Date: 6-19-15

Letter of Support, Cottonwood Classical Preparatory School

Frank Volpe
President
NM International Baccalaureate Association
7801 Jefferson NE
Albuquerque, NM 87109

Demonstration Grants for Indian Children
U.S. Department of Education

June 18, 2015

Dear Grantor:

The New Mexico International Baccalaureate (NMIB) Association enthusiastically supports the Navajo Preparatory School's proposal for the Demonstration Grants for Indian Children of the U.S. Department of Education.

NMIB represents ten (10) IB Schools in New Mexico who offer a challenging educational program with rigorous assessment to help students' chances of succeeding in today's competitive working society and preparing them for global changes. We are pleased that Navajo Preparatory School was recently authorized to offer an International Baccalaureate Diploma Programme and the school is now a member of the NMIB Association.

As a member of the NMIB Association, Navajo Preparatory School is a partner and leader in providing an International Baccalaureate Program that is recognized worldwide to promote the success of students from culturally and linguistically diverse backgrounds. The IB Program provides accelerated and enriched programs for students and meets their diverse learning needs by incorporating cutting-edge, evidence-based practices in education. In addition, the IB program provides excellent research-based professional development with internationally benchmarked accountability and reliability standards.

As a partner with the NMIB Association, Navajo Preparatory School has access to and support for professional development for teachers and collaboration opportunities with school administrators to advance educational reform.

Sincerely,

(b)(6)

Frank Volpe
President NMAIB & Assistant Director
Cottonwood Classical Preparatory School
7801 Jefferson NE Albuquerque, NM 87109

EVIDENCE OF CAPACITY

Navajo Preparatory School (Navajo Prep) has proven its strong commitment to the academic achievement of its students, through its capacity to improve outcomes for students that are relevant to the project focus. This is reflected in previous funding awards from the Department of Education.

Navajo Prep is a former recipient of funding through the Indian Education Demonstration Grants Program. In 2014, Navajo Prep successfully completed the *Special Projects Demonstration Grants for Indian Children*, which sought to increase competency and skills in challenging subjects including mathematics and science, and to enable Indian students to successfully transition to post-secondary education. It addressed the following goals: a) To establish an International Baccalaureate Diploma Programme (IBDP) to increase the rigor of course work; b) To establish Dual Credit coursework with San Juan College to enable students to become better equipped for post-secondary academic life; c) To review the existing Advanced Placement (AP) coursework to prepare students for the demands of Dual Credit and IBDP; and d) To improve the existing ACT preparation program to assist students in preparing for the ACT exam, and increase their chances for academic scholarships. Previous and existing partnership agreements include Diné College, San Juan College, United World College, and the New Mexico International Baccalaureate Association.

The limited partnerships of the projects have been intentional. Navajo Prep is the lead local education agency for several reasons, and has a history of strong academic instruction and purpose, meeting the needs of the student population it serves. The school is fiscally responsible, and the Dean of Students is familiar with federal grants, having participated on the Advisory Council for *Transition to Teaching and Teacher Quality Enhancement* grants. A current focus at

Navajo Prep is to connect the students with the global community while enriching the Native American students' cultural foundation.

Previous grants have been administered by the Three Rivers Educational Foundation, which has experience supervising federal grants, to include many educational grants. The Foundation is a frequent and long-standing collaborator with area colleges and universities.

EVIDENCE OF INVOLVEMENT OF INDIAN TRIBES AND PARENTS

Parental inclusion in the education of their children is an important component of the school's educational programs. The new "Parent Center" has been created to ensure inclusion of parents and guardians in all aspects of their children's education.

In order to ensure participation and consumer input, Navajo Prep will have a member of the Parent Advisory Committee serving as a member of the Advisory Council. In addition, stakeholders will have student work demonstration as CAS fairs, colloquials, senior exhibition projects, science fairs, speech debates, parent-teacher conferences, Parents Day, parent seminars, and through partnership with other schools.

DEMONSTRATION OF RESEARCH BASIS

Literature in the field of Education supports sound theories of educational disparities between Native American students and overall national averages. Data consistently documents gaps in Native American educational outcomes, ranging from lower achievement, attendance, and graduation rates.¹ Various theories have emerged to explain such gaps in student performance, as suggested by Kana’iaupuni et al. in their study of Native Hawaiian students:

Supporting Theory Logic Model²

Inputs / Theories	Outputs	Outcomes	
		Short-Term	Long-Term
<i>Cultural Deficit Theory</i>	Home, culture, school, environment	Lower achievement in school	Lower overall educational attainment
<i>Cultural Difference Theory</i>	Language and communication differences	Language / Cultural incongruence between home and school	Broader societal inequity
<i>Cognitive Theory</i>	Support of cultural relevance in new learning	Improved achievement in learning	Broader success post-secondary and in adulthood

¹ Kana’iaupuni, S., Ledward, B., & Jensen, U. (2010). Culture-Based Education and Its Relation to Student Outcomes. Retrieved from http://www.ksbe.edu/assets/spi/pdfs/CBE_relationship_to_student_outcomes.pdf

² Ibid

Much research focusing on American Indian education has tied the educational outcomes of students to key factors including language, culture, and family/community interactions with the school system. While some educators believe that American Indian students are not successful because of their cultural and language differences, other research finds that it is exactly this indigenous culture, language, and family-community interaction that makes students more successful.^{3, 4} Additional research by Freng et al.⁵ reviewed earlier models of Native education such as Charleston's (1994) Theoretical Framework and Epstein's (1995) Model of Overlapping Spheres. Their research supports the idea that Native American students are successful in schools that provide family/community/school connection, and include culture and language in the classroom.

The guiding *Theory of Knowledge* of the IBD Programme focuses on simulating critical reflection on the knowledge and experience of students both inside and outside the classroom, building on the unique characteristics of language and culture within an academic structure of academic excellence. Within this framework, students study a) The role of language and thought in knowledge; b) The requirement of logical rigor for knowledge; c) Systems of knowledge; d) Value judgments as knowledge; and e) Knowledge and truth.⁶

³ Demmert, W.G. (2001). *Improving Academic Performance among Native American Students: A Review of the Research Literature*. Charleston, WV: Clearinghouse on Rural Education and Small Schools: ERIC.

⁴ Deyhle, D., & Swisher, K. (1997). Research in American Indian and Alaska Native Education: From Assimilation to Self-Determination. *Review of Research in Education* 22:113-194.

⁵ Freng, A., Freng, S., & Moore, H.A. (2006). *Models of American Indian Education: Cultural Inclusion and the Family / Community / School Linkage*. Department of Sociology, University of Nebraska – Lincoln.

⁶ http://www.unesco.org/education/educprog/sve_sed/sum_int.htm

DESCRIPTION ON CONTINUING ACTIVITIES

All activities will continue beyond the life of the funding due to capacity-building. The amount of energy and time that will be devoted to expanding the IBD Programme site has been – and will continue to be – extensive. The board and staff of Navajo Prep are committed to fully integrating mission and curriculum with the International Baccalaureate Programme through coursework and curriculum pathways leading to graduation.

One of the considerations given to this proposal is the ability of Navajo Prep to sustain activities when the funding period ends in 2020. The Dean of Students and Director of Navajo Prep are both committed to continuing the IBD program and dual credit coursework, and will be able to secure funding for the programs beyond the life of the grant. The *Diné Soaring* program will be completely absorbed into the main curricula, and will not be a separate program. Sustainability will be ensured through cost-sharing, Title I funding, and dual credit enrollment. Student fees will be applied toward the continuation of the program, as well as other state, Tribal, and Federal funding sources.

RÈSUMÈS FOR PROJECT DIRECTORS, KEY PERSONNEL, AND EVALUATOR

BETTY OJAYE – PROJECT DIRECTOR

P.O. Box 3241

Shiprock, New Mexico 87420

505-326-6571, Ext. 148 (Work)

505-860-0968 (Cell)

e-mail: bojaye@navajoprep.com

Educational Background:

- ❖ Post Graduate Studies, Education Administration, Arizona State University, Tempe, Arizona, 1990-91
- ❖ Education Specialist Degree, Administration, University of New Mexico, Albuquerque, New Mexico, 1987
- ❖ Master of Arts Degree, Counselor Education, University of New Mexico, Albuquerque, New Mexico, 1982
- ❖ Bachelor of Arts Degree, Major: Sociology, Minor: Business, Eastern New Mexico, Portales, New Mexico, 1976

Professional Experience:

- ❖ Executive Director, Navajo Preparatory School, Inc., Farmington, New Mexico, 1991 to (present) Responsible for the establishment and overall management of a college preparatory school for high schools students. Helped established the school as a 501 (c) (3) non-profit organization under the New Mexico Corporation and Navajo Nation Corporation Commissions. Serve as Chief Executive Officer overseeing programs in administration, business and finance, academic, residential, facilities management and capital fundraising. The work entails cooperative working relationships with the Federal Government, State Department of Education, Navajo Nation, City of Farmington and community.
- ❖ Director of Campus Development, Navajo Preparatory School, Inc., Farmington, New Mexico, 1998-present (concurrently as Executive Director) Responsible for the planning and development of a new college preparatory school campus on an 83.24 acre-site. Secured over \$40 million from various sources for planning, design and construction.
- ❖ Executive Director, North Central Association, Commission on Schools, Navajo Nation, 1985-1990. Oversee the accreditation of 58 Navajo Nation Schools with the North Central Association, a regional accrediting agency. Assisted schools with school improvement plans, conducted school evaluations with NCA standards, provided orientation and training on school accreditation and school improvement.
- ❖ High School Counselor, Shiprock Northwest High School, Shiprock Alternative Schools, Inc., 1982-1985. Professional counselor for 150 high school students that require remedial education. Responsibilities involved counseling in the areas of social development, alcohol-substance abuse, career and family issues. Also served as Interim Academic Supervisor for one year.

- ❖ Academic Advisor/Counselor, University of New Mexico, Special Services Program, Albuquerque, New Mexico, 1977-1982
Provided student assistance in the areas of college counseling, financial aid, tutoring and personal counseling to students of all backgrounds.
- ❖ Other short-term assignments:
Adjunct Faculty at Dine College, 1985-1989
Acting Student Services Director, Native American Programs, UNM, 1983

Other Professional Activities:

- ❖ NM Governor's Committee for 2009 Native American Solutions Summit
- ❖ Board Member, Navajo Ministries
- ❖ Past Board Member, San Juan County Character Counts Program
- ❖ Trained and chaired over 25 NCA evaluation teams in NM & AZ on Outcomes Accreditation
- ❖ Past Committee Member, Pre-White House Conference on Indian Education
- ❖ Past Committee Member, Development of Navajo Education Standards
- ❖ Past Member, New Mexico School Climate Advisory Council

Recognition, Awards & Achievement:

- ❖ 2007 New Mexico Women Hall of Fame Inductee
- ❖ Top Non-Secondary School, Nov. 1996 & 2006, New Mexico Business Weekly
- ❖ Administrator of the Year, North Central Association, Commission on Schools, Navajo Nation, 2002
- ❖ Arizona State University Regents Academic Scholarship
- ❖ NCA – Exemplary Services to Navajo Schools
- ❖ Navajo Nation Education Committee – Exemplary Services
- ❖ University of New Mexico Student Services Award
- ❖ Licensed in New Mexico as a Teacher, Counselor and Administrator

ROXANNE LEE

PO Box 666, Fruitland, New Mexico 87416 | (C) 505-860-0953 | rlee@navajoprep.com

Professional Summary

Dynamic instructional leader dedicated to continuous process improvement in the face of rapidly evolving and changing school initiatives. Extremely results-oriented and proactive in finding solutions to school-wide problems.

Skills

- Expertise in **Curriculum & Instruction**
- Experience with instructional design
- Tailoring curriculum plans
- IB course instruction
- Excellent communication skills
- Articulate and well-spoken
- Works well under pressure
- Employee training and development
- Strong collaborator
- Critical thinking
- Computer proficient
- Interpersonal skills
- Effective time management
- Team building
- Attention to detail
- Project planning
- Report analysis

Work History

Visual Arts Instructor 10/2002 to 02/2009
Rough Rock Community School – Rough Rock, AZ

- Planned, implemented, monitored, and assessed a classroom instructional program which was consistent with RRCS regulations and Board of Trustees goals.
- Fostered meaningful relationships among students through student field-trip retreats and team-work community service projects.
- Implemented reading and writing workshops to increase student literacy and support school reading programs.
- Assisted in developing student-led after-school tutoring program to teach students.
- Developed program to work with students and increase interest in higher learning.
- Modified the general education curriculum for special-needs students based upon a variety of instructional techniques.
- Developed and taught lessons on relevant children's books, poems, movies and themes to promote student interest.

Federal Programs Director 02/2010 to 10/2010

Navajo Preparatory School – Farmington, NM

- Collaborated with a team of faculty and parents to develop and sustain projects for student programs.
- Responsible for input of school information into Native Star/ PIAP, EAISE and ISEP NASIS.
- Managed over \$240 million ISEP and Title I, II, IV and VII, as well of Johnson O'Malley grants for program forecasting, operations, accounting close and reporting.
- Compiled financial reports pertaining expenditures and profit and loss.
- Performed general accounting functions, including preparation of account analysis and balance sheet reconciliations.
- Provided timely budget data for administration and Board reports.
- Worked with administrators to develop annual School Improvement goals and program budgets.
- Collected and reported monthly expense variances and explanations.
- Created presentation formats for monthly/quarterly reviews of expense, program descriptions and parent trainings.
- Performed periodic budgeting/modeling to project monthly expenditures and program requirements/objectives and goals are met.
- Oversaw inventory and office supply purchases.
- Supported academic program through teamwork, calendar organization and preparation for meetings.
- Prepared meeting minutes and edited proposals, project goals and memorandums for organizational support.

Dean of Instruction/ Federal Programs Director 10/2010 to 08/2013
Navajo Preparatory School – Farmington, NM

- Consistently received positive teacher evaluations from students.
- Met with parents to resolve conflicting educational priorities and issues.
- Planned, implemented, monitored, and assessed classroom instructional program which was consistent School Improvement Objectives and Goals.
- Collaborated with a team of faculty to develop after-school tutorial program for students in need of extra help.
- Developed program to work with students and increase interest in higher learning.
- Planned and coordinated logistics and materials for board meetings, committee meetings and staff events.
- Created detailed expense reports and requests for expenditures.
- Ordered and distributed office supplies while adhering to a fixed office budget.
- Compiled annual recommendations for end of fiscal year budgets.
- Oversaw daily office operations, classroom instruction and support for staff of 30 employees.
- Composed and drafted all outgoing correspondence and reports for faculty and administrators.
- Managed executive calendar and coordinated weekly project team meetings.
- Facilitated organized record retrieval and access by maintaining filing system for personnel documentation and evaluation.

International Baccalaureate Coordinator 08/2013 to Current
 Navajo Preparatory School – Farmington, NM

- Introduced the IB program to students, parents, Board Members and support staff in effort to increase institution's interest in the IB Learner Profile, International Mindedness and experiential learning opportunities.
- Implemented writing workshops to increase student research process for both students and staff to support IB extended essay procedures.
- Revised the school's policies and rules to support the Dine and IB Philosophies of Education.
- Developing student-led peer tutoring program to assist student's in the IB Program.
- Developed "IB Inquiry" Sessions to work with students and staff to increase interest in "ways of knowing", research questioning, and the IB Learner Profile.
- Collaborated with a team of faculty to develop interventions for students who need academic support.
- Modified the general education curriculum for IB students based upon a variety of instructional techniques and technologies.
- Planned, implemented, monitored, and assessed an IB classroom instructional program which was consistent with both the International Standards and the Common Core State Standards.
- Met with parents and students to select an "IB Path" of study and resolve conflicting educational priorities and issues.

Education

High School Diploma:	May 1995
Navajo Preparatory School - Farmington, NM	
Bachelor of Arts: Fine Arts	December 2000
Fort Lewis College - Durango, CO	
Master of Arts: Education: Curriculum & Instruction	May 2007
Arizona State University - Tempe, AZ	

Tasha Racawan

(b)(6)

Education/ Certification

M.Ed.	Education Leadership, Northern Arizona University, Flagstaff, AZ, expected completion in 2018
M.A.	Secondary Education, University of Phoenix, Phoenix, AZ 2007
B.A.	Social Science, Hofstra University, Hempstead, NY 2000
Principal Certificate	K-12 Provisional Administrative Licensure, New Mexico, 2013
Teacher Certificate	7-12 English Language Arts Licensure, New Mexico, 2013 7-12 Secondary Education (ELA), Arizona
Reading Specialist	K-12 Endorsement, Arizona and New Mexico
ESL Education	K-12 Endorsement, Arizona and New Mexico
Gifted Specialist	K-12 Endorsement, Arizona

**Administrative and Leadership
Experience**

**Dean of Instruction, Navajo Preparatory School,
Farmington, NM 2013-present**

- Provides leadership for curriculum and instruction to promote the School's mission and goals
- Directs implementation of International Baccalaureate Diploma Programme into curriculum, assessment, instruction and school culture
- Observes employee performance, record observations, and conduct evaluation conferences with staff
- Works in collaboration with the Executive Director, Director of Federal Programs, and Business Manager to ensure compliance with Tribal, State and Federal mandates including Grant requirements
- Conducts periodic staff meetings to maintain good communication to achieve school goals
- Serves as the instructional leader in the development, revisions and evaluation of the instructional program that meet student needs
- Foster collegiality and team building among staff members and encourage their active involvement in the decision-making process

**ELA Department Chairperson, Page Middle School,
Page, AZ, 2006-2013**

- Facilitated data review for reading and writing assessments and identify instructional implications
- Designed and facilitated professional learning sessions related to curriculum, instruction, and assessment
- Maintained resources and curriculum materials in the department
- Modeled effective instruction; provided on-going technical assistance; assisted in strengthening lesson plans; provided guidance on curriculum alignment.

**School Improvement Committee, Page Middle School,
Page, AZ 2006-2013**

- Worked with administrators and support personnel on school programs and goals related to instruction, professional staff development, and special services.
- Facilitated implementation of School Improvement Plan goals for reading and writing
- Collaborated with RtI Team Members
- Collaborated with principals to facilitate school-based data review and professional learning
- Collaborated with school district department personnel on literacy-related projects

**Curriculum Cabinet Member, Page Unified School District,
Page, AZ 2009-2012**

- Facilitated the design and implementation of Common Core Curriculum
- Aligned instructional resources with curriculum standards

- Designed summer school curriculum and summer TAG program

Teaching Experience

English Language Arts Teacher, Page Middle School, Page, Arizona 2003-2013

- Taught 6th-8th grade Honors English Language Arts Teacher
 - Developed instructional units based in Common Core standards;
 - Practiced evidence-based strategies, such as critical reading (close reading);
- Developed Summer Remedial Reading Enrichment Program
 - engaged students in collaborative learning;
- Facilitated Summer Gifted and Talented Program
 - maintained student portfolios which involve students in monitoring their own progress and potential; gave specific and timely feedback
- Extra duties: Garden Club, Odyssey of the Mind; Debate Club

Adjunct Faculty, Coconino Community College, Page, Arizona 2006-2009

- Taught English Composition 101
- Designed GED program
- Instructed GED courses

Elementary School Teacher, Red Mesa Unified School District, Teec Nos Pos, Arizona 2000-2003

- Taught 4th Grade Teacher self-contained
 - set high expectations toward growth and improvement;
 - established student-centered classroom; encouraged teamwork and collaborative skills;
 - emphasized speaking and listening skills;
- Taught 7th and 8th grade Language Arts Teacher
 - Organizes lesson plans that are differentiated, provides scaffolding when appropriate; Student Council; School Newspaper.

Coaching Experience

Instructional Coach

Page Middle School, Page, AZ 2012-2013

- Provided curriculum support for literacy teachers
- Provided instructional coaching including lesson demonstrations teachers and staff
- Consulted with administrators and faculty
- Provided support in analyzing student assessment data
- Monitored intervention programs by observing and meeting with teachers
- Developed and maintained a confidential, collegial relationship with teachers

Technology Peer Coach

Page Middle School, Page, AZ 2012-2013

- Planned technology-rich activities or projects with individual teachers
- Identified resources or strategies to support learning activities
- Modeled or team-taught lessons that integrate technology into the classroom

Additional Training/ Professional Development

Annual Conference of Americas for the International Baccalaureate, Washington, DC, 2014
National Indian Education Association Conference, Anchorage, AK 2014
NCA AdvancedED Conference, Flagstaff, AZ 2014
"Leadership Institute" Land of Enchantment Leadership Grant, Farmington, NM, 2014
"Advancement Via Individual Determination", Sacramento, CA June 2013
"English Language Arts Leadership Cadre" Arizona Department of Education, Phoenix, AZ 2012
"Response to Intervention" Arizona Department of Education, Scottsdale, AZ 2010
1200+ Staff Development Hours in areas related to ELA instruction and practice

External Evaluator

CURRICULUM VITAE

NAME: Sileo, Thomas W.

POSITION: Education Consultant
 HIV/AIDS Prevention and Teacher Education
 Grant Development, Procurement, and Evaluation
 Professional Education Accreditation

Professor (Retired)
 Department of Special Education
 College of Education
 University of Hawaii at Manoa

ADDRESS: 4230 Woronzof Drive, Unit C
 Anchorage, AK
 99517

TELEPHONE: Home: (b)(6)
 E-mail:

EDUCATION

<u>Years</u> <u>Degree</u>	<u>Institution</u>	<u>Area of Study</u>
1977 Ed. D. Education	University of Northern Colorado Greeley, Colorado 80639	Special
1968 M.A. Education	Seton Hall University South Orange, New Jersey	Elementary
1963 B.S. Education English)	Seton Hall University South Orange, New Jersey	Secondary (Social Studies and

Areas of Specialization:

- HIV/AIDS Prevention Education
- Grant Development, Procurement, and Evaluation
- Professional Education Accreditation
- At-Risk Children and Youth
- Multicultural Education
- Parent-Professional Partnerships
- Educational Collaboration
- Learning Disabilities/Mild/Moderate Disabilities
- Special Education Assessment Processes

Teacher Certification: Alaska Department of Education: Type U
 Elementary Education (K-6)
 Language Arts/Social Studies (7-12)
 Special Education
 New Jersey Regular Secondary & Elementary
 Certificate
 Social Studies and English (7-12)
 Elementary Education (K-6)
 Colorado Professional Teacher Certificate
 Educationally Handicapped (K-12)
 Secondary Social Studies (7-12)
 Elementary Education (K-6)
 SOMPA (System of Multicultural Pluralistic
 Assessment)

Research Areas/Interests: HIV/AIDS Prevention Education for Diverse Racial, Ethnic, and Cultural Populations

Identification and Assessment of Students - Mild and Moderate Disabilities
 Non-Categorical Special Education Programs
 Constructivist Approach to Education
 Quality Indicators of Special Education Personnel Preparation
 Development Needs of Parents of Children with Disabilities
 Preparation of Personnel to Teach Students At-Risk and with Disabilities
 Self- Reflection and Journal Writing
 Ethical Considerations in Teacher Preparation Programs
 School University Partnerships and Students' Field Experiences

WORK EXPERIENCE: Professional Academic

Years: Institution/Organization

Positions:

January 1, 2007 - Present Capacity Builders Inc.
 Evaluator
 Provides technical assistance and related support services to CBI's nonprofit, city, county, and tribal partners in the realm of grant research and evaluation. Develops: survey tools, evaluation policy manuals, evaluation designs and protocols, IRB consultancy, and summative/formative evaluation reports.

Lead Evaluator - Alaska Native Education Grant (January - December 2007)
 South West Regional School District (Dillingham, Alaska)

Lead Evaluator - Upward Bound Program (February 2008 - January 2009)
 Nebraska Methodist College (Omaha, Nebraska)

Lead Evaluator - Drop Out Prevention Program (May - December 2008)
 Carter G. Woodson Charter School (Winston-Salem, North Carolina)

June 2007 National University
 Adjunct Faculty / Online Instruction

August 2007 - Present Member, Board of Examiners
 National Council for Accreditation of Teacher Education

June 1 -
 December 31, 2006 University of Hawaii at Manoa
 Report Consultant - Technical Assistance and Development of NCATE Institutional

August 1, 2005 -
 June 1, 2006 University of Hawaii at Manoa
 Professor, Department of Special Education

Responsibilities:
 Instruction: Course Development and Implementation
 Partnerships with Families and Professionals
 Educating Exceptional Students in the Elementary Classroom
 Characteristics/Strategies for Teaching At-Risk Students
 Student Teaching Supervision

Research:
 Populations HIV/AIDS Prevention Education for Diverse Racial, Ethnic, and Cultural
 (Survey / Focus Group Research)

Accreditation: Assist with preparation of NCATE Institutional Report

August 15, 2003 - University of Alaska Anchorage
 August 1, 2005 Professor/Associate Dean for Research, Assessment and Accreditation, and
 Technical Support

Responsibilities:
 Research: Provide leadership for reséarch programs in College of Education, including expanding
 and supporting scholarly work of faculty and students primarily through external grants
 and contracts

 Provide leadership and establish goals for an integrated interdepartmental and
 interdisciplinary
 research projects. Work with faculty to develop a long-range plan to achieve research
 goals.

 Review, approve, monitor, and evaluate research proposals/projects prepared by faculty
 for grants
 from internal and external sources.

 Identify funding sources and develop collaborative partnerships that support educational
 research.

Provide technical assistance and support to faculty and students in preparation and submission of research proposals

Establish and maintain relationships with relevant university committees and administrators and state and national funding agencies to increase College of Education faculty resources to achieve scholarly work through grants and contracts

Oversee and coordinate all research and externally funded projects in the College

Assess faculty members' scholarly productivity through grants, research, publications, and other scholarship. Develop and maintain a database of faculty research activities, including preparation and distribution of an annual report (e.g., # of faculty proposals submitted, grants received, journal articles published, professional presentations, etc)

Assessment/
Accreditation

Coordinate, monitor, and support regular on-going assessment and evaluation of academic programs as part of NWCCU (Northwest Commission on Colleges and Universities), accreditation requirements including design, implementation, and analysis of outcomes based assessment and program reviews to inform and ensure program change

Initiate, coordinate, monitor, and support NCATE (National Council for Accreditation of Teacher Education) accreditation activities, including Preconditions Report, Specialty Professional Association Program reviews, and Institutional Report

Maintain documentation and database required for NCATE accreditation

Prepare institutional and annual reports including, but not limited to Title II and AACTE/NCATE PEDS reports

Technical
Support
communication

Oversee roles and responsibilities of technical services team related to college systems and assessment and accreditation efforts, including electronic document center

DOCUMENTATION OF INDIAN ORGANIZATION

BYLAWS OF THE NAVAJO PREPARATORY SCHOOL, INC.

ARTICLE I. NAME

The name of the Corporation shall be Navajo Preparatory School, Incorporated, and hereafter called the School.

ARTICLE II. LOCATION

The place in this state (New Mexico) where the principle office of the Corporation is to be located at: 1220 West Apache Street, City of Farmington, San Juan County.

ARTICLE III. PURPOSE

The School shall provide, in conformity with the Articles of Incorporation, culturally appropriate academic programs for gifted, talented and highly motivated Navajo and other students so that they may further their education at the college level, and contribute to the progress of the Navajo Nation and the larger world society. The School shall commit to the International Baccalaureate Diploma Programme to provide a challenging global education.

ARTICLE IV. TITLE REAL OF PROPERTY

The School uses real property of the Navajo Nation. Title to that property will continue to belong to the Navajo Nation.

ARTICLE V. BOARD OF TRUSTEES

Section A. General Powers and Responsibilities

The operation and administration of the School shall be managed by the Board of Trustees, hereafter called the Board, which shall act as its governing body.

The general responsibilities of the Board are as follows:

1. No individual board member shall make any public statement or individual decision of the Board's position on any matter of public concern, except the President or other person authorized by the Board.
2. To develop policies to govern the educational and other programs of the corporation.
3. To review and revise the policies to meet the current needs.
4. To govern the overall operation of the corporation in conformity with law and good business and accounting practices.
5. To provide a safe and healthy educational environment that conforms to all pertinent laws.
6. To be involved in annual budget planning and assure that adequate funds are made available.
7. To hire qualified staff to carry out and administer the policies set forth by the Board.
8. To carry out the provisions of the leased property.

*By-Laws of the Board of Trustees
Navajo Preparatory School, Inc.*

Page 2 of 7

9. To assure that financial reports are made to appropriate agencies and an annual audit of the total program is completed.
10. To enter into contracts with private and public persons, corporations and organizations.
11. To file with the Department of Dine' Education and Health, Education and Human Services Committee of the Navajo Nation Council, the school's reauthorization to continue operation as a grant school under Public Law 100-297.

Section B. Number, Tenure, Qualification, Election.

1. The membership of the Board shall consist of:
 - (a) Representatives elected at-large based on the most recent reapportionment approved by the Navajo Board of Election Supervisor.
 - (b) One (1) Ad-Hoc non-voting member who shall be the President of the Student Senate of the School.
2. The terms for elected members shall be set in accordance with the Navajo Election Code, Section 6.D. Term for the ad-hoc member shall be concurrent with the term from the organization that names him/her.
3. Qualifications for elected Board members shall be set in accordance with the Navajo Election Code, Section 8, D.4 (a-k): Qualifications for Candidates for School Board, with the exception of the President of the Student Senate who is not required to be 21 years old.
4. No employee of the School may be a member of the Board and no person may serve on the Board while any of his/her relatives in the first degree, (spouse, child, parent) is employed by the corporation.
5. Elected Board members shall have voting power.

Section C. Vacancies

Vacancies occurring because of the normal expiration of terms shall be filled in accordance with the Navajo Election Code, Section 8, D.4 (a-k).

Vacancies occurring because of death, sickness, removal, termination, or resignation shall be filled by the body or agency, which selected the member whose position has become vacant. The person so selected shall serve for the remainder of the term of the member whose position has become vacant.

Section D. Meetings

1. Date for all meetings shall be determined by agreement of the Board.
2. There shall be regular monthly meetings of the Board each year, including the Annual Meeting.
3. The purpose of the Annual Meeting of the Board is to amend policies. The Annual Meeting shall be held in June, or any other day designated thereafter by the Board.
4. Special meetings of the board may be called by the President or by three members of the board, to the President of the board and other members.
5. Notice of any regular meeting of the board shall be given in writing no less than three days in advance of the meeting. A written waiver of notice signed by the person entitled to notice shall be equivalent to the giving of such notice.

6. A Special meeting shall require 24 hours advance notice. The purpose of any special meeting of the Board shall be specified in the notice or waiver of notice of such meeting.
7. A Special Construction meeting may be called when necessary for the performance and implementation of the School's planning, design and construction project.

Section E. Quorum

A quorum for any meeting of the Board shall be a simple majority of members and no formal action of the board shall be valid unless a quorum is present. Board members who are unable to be physically present at duly convened special or regular board meetings shall give reasonable notice to the board and are permitted to participate in Board deliberations and votes by means of teleconference technology, such as conference telephone calls and video conference. The physically absent Board member(s) may participate in all discussions, deliberations, and votes of the Board as if physically present at the meeting. Teleconferencing shall be allowed only in the event of emergencies and other compelling circumstances, which require a Board member to physically absent from a meeting. These include personal illness, family emergency, and work-related travel. A Board member may participate in Board meetings by means of teleconferences two (2) times in any calendar year; however, this limitation may be waived on a case by case basis by the affirmative vote of the majority of the Board.

Section F. Manner of Acting

The act of a majority of Board members present at a meeting at which a quorum is present shall be the act of the board. Navajo Nation Council Rules of Procedures will be used as a reference guide to conduct all meetings.

Section G. Removal and Discipline

The non-voting ad-hoc member may be removed for cause in accordance with policies set forth by the Student Senate upon ten (10) days written notice by an affirmative vote of a majority of the voting members.

An elected member of the Board may be removed, placed on administrative leave, recalled or filled with a vacancy according to the Navajo Election Laws, Subchapter 13, Section 240.D: The Navajo Election Administration shall, upon notice and opportunity for response, remove school board members no longer possessing the necessary qualifications for office. Regarding his or her removal, an individual may within ten (10) calendar days file with the Office of Hearings and Appeals a statement of grievance to 11 NNC §341.

In addition, the Board as a whole may discipline an individual member of the Board for violation of the Board Member Ethics and Code of Conduct.

ARTICLE VI. OFFICERS

Section A. Officers.

The officers of the Board shall be a President, Vice President and Secretary/Treasurer. Only elected board members shall be eligible to hold office.

Section B. Election and Term of Office.

The officers of the Board shall be elected by the Board at its first organizational meeting and every year thereafter. If the election of officers is not held at such meeting, the election shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his successor shall have been duly elected and qualified.

Section C. Removal

Any officer elected by the Board may be removed by a majority vote of the Board for cause at a meeting held for that purpose after ten (10) days written notice to the members of the Board provided a quorum is present.

Section D. Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled at any regular or special meeting of the Board for the unexpired portion of the term by majority vote of the members.

Section E. President.

The President shall be the principal executive officer of the Board; shall be elected from among the members of the Board described in Section B of Article VI of these bylaws; shall chair all meetings of the Board and the Executive Committee; may sign, with the Secretary/Treasurer or any other proper officer of the School authorized by the Board, and deeds, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these bylaws or by statute to some other officer or agent of the School; and in general shall perform all duties incident to the Office of President and such other duties as may be prescribed by the Board from time to time. The President shall vote only to break a tie.

Section F. Vice President.

The Vice President shall be elected from the members of the Board described in Section B of Article VI of these bylaws. In the absence of the President, the Vice President shall perform the duties of the President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice President shall perform such other duties as from time to time may be assigned to him/her by the President or the Board.

Section G. Secretary/Treasurer.

1. The Secretary/Treasurer shall be elected from the members of the Board described in Section B of Article VI of these bylaws; shall sign the minutes of all meetings of the Board and Executive Committee; shall also serve as Secretary of the Executive Committee; and shall carry out such further duties usual to the office of the Secretary.
2. If required by the Board, the Secretary/Treasurer shall give a bond for the faithful discharge of his/her duties in such sum and with such surety or sureties as the Board shall determine; he/she shall be aware of all financial information related to the school's financial status and provide assurance for all funds and securities of the School, and in general perform all the duties incident to the office of Treasurer and such other duties as

from time to time may be assigned to him/her by the President or the Board. These duties and responsibilities may be delegated to other officers or agents of the School

3. The financial affairs of the corporation shall be conducted by the Business Manager under such rules and regulations as may be established by the Board. The Business manager and Executive Director shall be bonded in an amount no less than \$100,000.00.

ARTICLE VII. COMMITTEES

The Board may establish such committees from time to time, as it deems advisable including an Executive Committee. Such committees shall have such duties and provisions as are delegated to it by the Board.

ARTICLE VIII. MONETARY MATTERS

Section A. Funds and Borrowing

The deposits for School funds, the persons entitled to draw against these funds, the persons entitled to borrow on behalf of the School, and the manner of accomplishing these matters will be determined by the Board. Any and all fund raising conducted on behalf of the school shall be deposited in the proper designated account of the school.

Section B. Compensation and Pecuniary Benefits.

No Board member or Officer shall receive, directly or indirectly, any income, profit, or pecuniary benefit from the Board; except that the Board may reimburse its members from School funds upon proper documentation for expenses incurred on behalf of the Board and may reasonably compensate them for services rendered for furtherance of the board's purposes in accordance to Board Policies.

Section C. Provision Against Sharing in Earning.

No Board member or officer shall receive at any time any of the net earnings of the School or share in any of the corporate assets upon dissolution of the School.

Section D. Disbursement of Funds.

Funds of the School shall be disbursed by check issued under authority of a resolution of the Board and in accordance with generally accepted accounting principles and shall be signed by such persons as are authorized to do so by resolution of the Board.

ARTICLE IX. INDEMNIFICATION

The School shall indemnify each Board member and officer of the board and their heirs, legal representatives and assigns, against expenses, costs and liabilities reasonably incurred in connection with any action, suit or proceeding in which the Board member or officer is involved or made a party to by reason of being or having been such, except in relation to matters as to which the indemnity is adjudged to have been guilty of actual negligence or misconduct in the performance of duty to the Board. This right of indemnification shall not be exclusive of other rights to which any Board member or officer may be entitled as a matter of law and shall include

reimbursement of any amount and expenses paid or incurred settling any such action, suit or proceedings when such settlement has been approved by the Board.

ARTICLE X. INTERESTED PARTIES.

No member of the Board shall take part in any debate or vote of the Board on a matter in which the member has a pecuniary or family interest and every member who has such an interest in any matter before the Board shall make the fact known before such debate or vote and said notice shall appear in the minutes.

ARTICLE XI. SEAL

The Board may, but need not, adopt a form of seal to be used in the conduct of business, but the failure to use a seal does not affect the validity of any instrument or any action taken in reliance thereof or in pursuance thereof.

ARTICLE XII. FISCAL YEAR

The fiscal year of the School shall run from July 1 of one year to June 30 of the next succeeding year.

ARTICLE XIII. DISSOLUTION OF CORPORATION.

Upon dissolution of the Corporation, the Board shall, after paying or making provision for payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law). Any such assets not so disposed of shall be disposed of by the Navajo Nation Tribal Courts, exclusively for such purposes or to such organization or organizations, as the Court shall determine, as are organized and operated exclusively for such purposes.

ARTICLE XIV. AMENDMENTS TO BYLAWS.

The Board shall have the power to amend the bylaws at the annual meeting held in June or July by an affirmative vote of a simple majority of the entire Board of any regular or special meeting called for that purpose.

ARTICLE XV. REGULATORY LAWS

The School agrees to abide by all criminal, civil and regulatory laws of the Navajo Nation including the Navajo Nation Corporation Code.

ACKNOWLEDGEMENT OF THE REGISTERED AGENT

I, Jennifer Laughter, having been designated to act as Registered Agent, hereby consent to act in that capacity until removed or until resignation is submitted in accordance with the Navajo Nation Corporation Act.

(b)(6)

Signature of Registered Agency

Address of Registered Agent. The address must be an exact street, if there is no street address, a map must be included an exact location of Registered Agent.

The above is a true and correct copy of the Bylaws as approved by the board of Trustees at its meeting on February 20, 2015

(b)(6)

Jennifer Laughter, President
Board of Trustees

Revised: February 20, 2015
Adopted: February 20, 2015
M/S: Charley Long, Sr./Anderson Yazzie, Jr.
Vote: 2-0-0

Board of Trustees, Navajo Preparatory School

**2013 – 2016 Board of Trustees
Navajo Preparatory School, Inc.**

PRESIDENT

Jennifer D. Laughter
Northern Agency
Member since January 2009

H:
C: (505) 716-1189
Email: (b)(6)

P. O. Box 3697
Shiprock, NM 87420

VICE-PRESIDENT

Anderson Yazzie, Jr.
Western/Chinle Agency
Member since January 2013

W:
H: (928) 674-3864
F:
C: (928) 814-0204
Email: (b)(6)

P. O. Box 2702
Chinle, AZ 86503

SECRETARY/TREASURER

Charley Long, Sr.
Eastern Agency
Member since January 2009

H:
C: (505) 979-4840
Email: (b)(6)

P. O. Box 22
Continental Divide, NM 87312

MEMBER-AT-LARGE

Sherrick S. Roanhorse
Ft. Defiance Agency
Member since Sept. 2014

W: (505) 241-2762
F: (505) 241-4361
C: (505) 353-1124
Email: (b)(6)

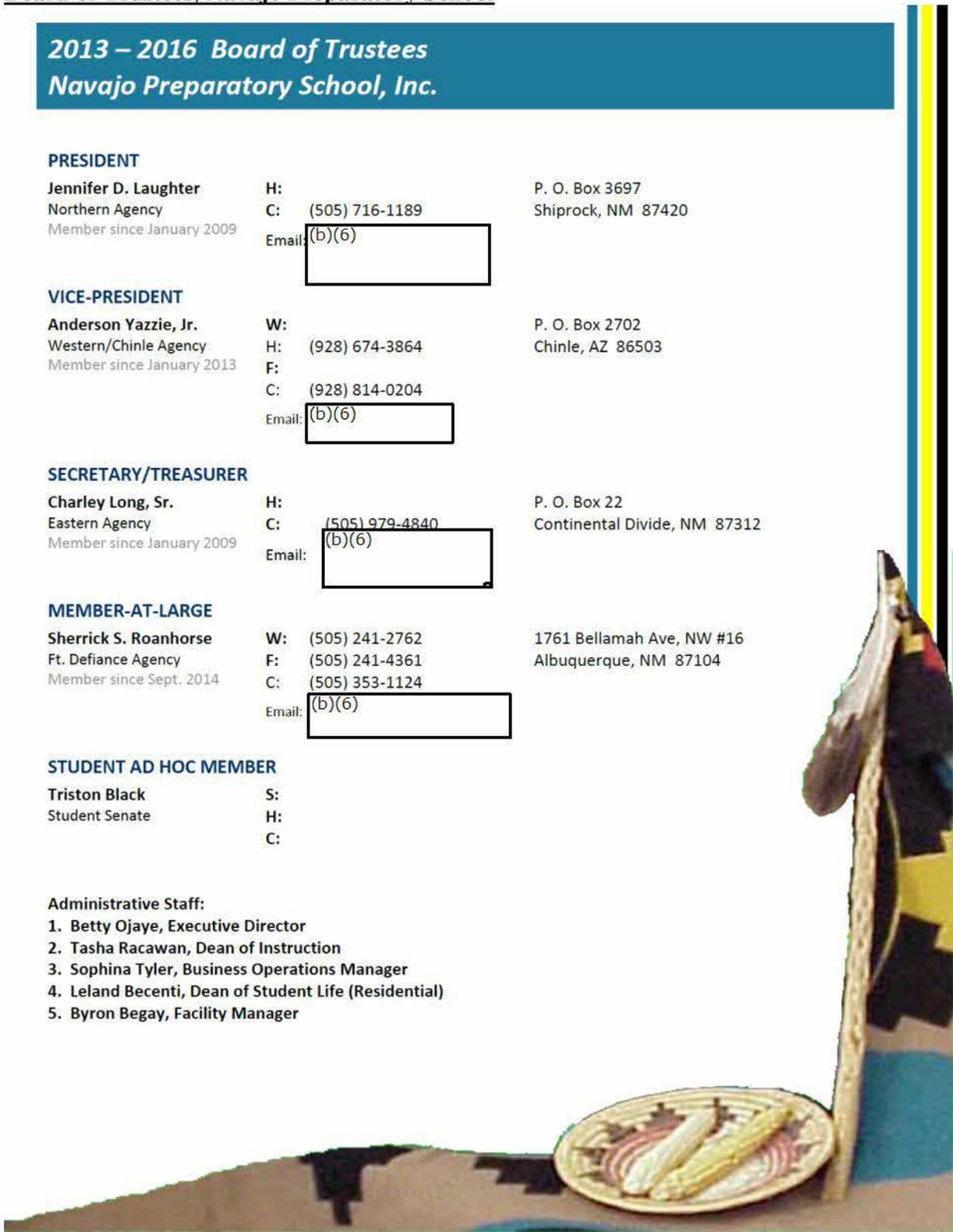
1761 Bellamah Ave, NW #16
Albuquerque, NM 87104

STUDENT AD HOC MEMBER

Triston Black
Student Senate
S:
H:
C:

Administrative Staff:

1. Betty Ojaye, Executive Director
2. Tasha Racawan, Dean of Instruction
3. Sophina Tyler, Business Operations Manager
4. Leland Becenti, Dean of Student Life (Residential)
5. Byron Begay, Facility Manager



Board of Trustees Governance and Operations

BOARD OF TRUSTEES GOVERNANCE AND OPERATIONS

A.1 BOARD MISSION AND GOALS

A.1.1 Board Mission

The mission of the board is to educate talented and motivated college-bound Navajo and other youth who have the potential to succeed in higher education and become leaders in their respective communities.

The School provides a rigorous academic program based on a strong foundation of Navajo philosophy supported by a residential environment that enhance individuality and independence. This mission is reflected in the school's motto, "Yideeskągóó Nat'áanii – Leaders Now and Into The Future."

A.1.2 Board Goals and Purpose

1. To promote and provide leadership for the continual improvement of a college preparatory educational program that is comprehensive, accessible, responsive, relevant, and efficient.
2. The School shall commit to the International Baccalaureate Diploma Programme to provide a challenging global education.
3. To promote and provide leadership for the establishment and implementation of a sound staff development program that will enhance each employee's knowledge and skills, which are required to accomplish the School's plan for educational excellence.
4. To promote and provide leadership for the development and implementation of an administrative organization structure that is designed to facilitate the educational process through effective management and leadership.
5. To promote the development of plans for modernizing existing school buildings and for building new educational facilities that are conducive to quality instruction and learning, and that maintains the integrity of the land and promotes the Navajo culture.
6. To provide a safe and healthy educational environment that conforms to all pertinent laws.
7. To promote open channels of communication with parents and all stakeholders.

A.2 BOARD OF TRUSTEES LEGAL STATUS

A.2.1 Board Of Trustees Powers And Duties

A.2.1.1 Board Member Authority

As the general agent of the School, the Board is authorized to develop and implement all needed policies and regulations for the organization, evaluation, and governance in the School.

Individual Board members exercise authority over School affairs only by way of legislation taken at a legal meeting of the Board. In other instances, an individual Board member has power only when the Board, by vote, has delegated authority to the Board member. Individual Board members are prohibited from micro- management and interference with daily school operations.

In the event that specific authority has been delegated to a Board member to act on behalf of the Board, the Board shall ratify the actions of that Board member. The board member's

Navajo Preparatory School, Inc. Board of Trustees Policies

authority shall be limited to those areas of specific delegation and shall expire when the full Board has ratified the action.

A.2.1.2 Board Member Duties

The Board performs the following basic functions necessary to the discharging of its responsibilities:

- The legislative function is the policy-making aspect of the School. The Board shall retain and exercise full legislative authority and control over the School by adopting general policies or by acting directly in matters not covered by its policies.
- The executive function of the Board is concerned with placing in operation existing board policy. Most of this function is delegated by the Board to its executive and administrative officer, the Executive Director.
- The appraisal function involves the determination of the efficiency of the School operation and evaluation of the educational program of the School based on the policies as outlined in the policy manual.
- The corporate function is the fulfillment of the duties and obligations granted to the Board of Trustees by Article V of the By-Laws of Navajo Preparatory School, Inc.

The duties and obligations of an individual board member include the following:

- To become familiar with the federal, state and Navajo Nation laws and regulations as they relate to the School, and the School's policies, rules, and regulations.
- To be knowledgeable of the educational mission and goals of the School.
- To work harmoniously with other board members without neglecting one's share of the work or trying to dominate the Board.
- To vote and act in board meetings impartially for the good of the School.
- To accept the will of the majority vote in all cases, and give whole-hearted support to the resulting decisions.
- To represent the Board and the School to the public in a manner as to promote both interests and support.
- To refer complaints to the proper school authorities and to abstain from individual counsel and action.
- To perform other duties that may arise in the course of the administration of the School.

A.2.2 Board Of Trustees Selection

A.2.2.1 Elected Board Member Qualifications, 11 NNC, Section 8.D

- (a) Must not be a member of the Navajo Nation Council
- (b) Must be an enrolled member of the Navajo Nation and be on the Agency Census roll of the Navajo Nation Office of Vital Records.
- (c) Must be a registered voter of the Chapter or Agency; he or she will represent and certify that he or she will remain so registered for the duration of his or her term of office.
- (d) Must be twenty-one (21) years of age at the time of the election.
- (e) Must not be an employee or the spouse of an employee of the School on whose Board he or she would serve.
- (f) Must not have a conflict of interest arising from any tribal, state or federal laws regarding his or her employment.

Navajo Preparatory School, Inc.
Board of Trustees Policies

- (g) Must not have been convicted of a felony.
- (h) Must not have been convicted of the following misdemeanor crimes:
 - (1) Any crimes involving elements of deceit, untruthfulness and dishonesty, including but not limited to extortion, bribery, forgery, fraud, theft, embezzlement, perjury, misrepresentation, false pretense, conversion, or misuse of public funds or property;
 - (2) Any crimes involving the welfare of children, child abuse, or child neglect;
 - (3) Aggravated Assault or Aggravated Battery;
 - (4) Any crimes involving the use of intoxicating alcohol or illegal substance abuse including unlawful transport, sales or distribution of controlled substances.
- (i) Must have fully complied with all orders or sanctions imposed by the Ethics and Rules Committee of the Navajo Nation Council or Courts of the Navajo Nation for any violations of the Navajo Nation Ethics in Government Law.
- (j) School Board members shall maintain the qualifications stated herein throughout their terms of office.
- (k) If elected or appointed, the candidate shall serve on no more than one Local Community School Board.

A.2.2.1.a Appointed Board Members

The President of the Student Senate of Navajo Preparatory School, Inc. will serve as appointed ad-hoc member of the board whose term shall begin with the first board meeting in June and ends upon graduation. The appointed ad-hoc member of the board will have no voting power and will not participate in closed executive sessions of the board.

A.2.2.1.b Appointed Board Members Qualifications

The Student Senate member must maintain a cumulative G.P.A. of 2.5 or better, throughout the duration of the term.

A.2.2.2 Board Member Oath of Office, 11 NNC, Subchapter 1, Section 6, D-E.

Local Community School Board members shall serve four consecutive terms. No individual shall serve as an elected official or be permitted to act as an elected official until after certification by the Election Board and an oath of office is taken or administered as prescribed by law.

A.2.3 Board Member Resignation

Any elected and appointed Board member who desires to resign from the Board shall send a letter of resignation to the office of the Executive Director, giving the effective date of resignation. The resigning board member shall furnish a copy of said letter to other members of the Board prior to the date on which the board member's resignation is to become effective.

Navajo Preparatory School, Inc.
Board of Trustees Policies

A.2.4 Board Member Removal And Placement On Administrative Leave, 11NNC, Subchapter 13, Section 240.D

The Navajo Election Administration shall, upon notice and opportunity for response, remove elected school board members no longer possessing the necessary qualifications for office. Regarding his or her removal, an individual may within ten (10) calendar days file with the Office of Hearings and Appeals a statement of grievance pursuant to 11 NNC §341.

A.2.5 Unexpired Term Fulfillment

Any vacancy of an elected Board member shall be filled by special election in accordance with provisions of the By Laws of the Navajo Preparatory School, Inc., pursuant to Navajo Election Code, Section 166E. In the event a vacancy occurs for the appointed Student Senate representative, the position will be filled in accordance with the Student Senate By-Laws.

A.2.6 Board Member Ethics, Ethics & Governance Law of the Navajo Nation

Board members shall strive with integrity to improve all aspects of the School, and to that end shall:

- Attend all regularly scheduled boards meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
- Recognize that board members should endeavor to make policy decisions only after full discussion at publicly held board meetings;
- Render all decisions based on the available facts and independent judgment, and refuses to surrender that judgment to individuals or special interest groups;
- Encourage the free expression of opinion by all board members, and seek systematic communications between the Board, students, staff, and parents;
- Work with other board members to establish effective board policies and to delegate authority for the administration of the School to the Executive Direct;
- Communicate to other board members and the Executive Director expressions of student, staff and parent reaction to board policies and School programs;
- Be informed regarding current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by tribal, state, and national school boards associations;
- Shall employ persons best qualified to serve as school staff members, and insist on a regular and impartial evaluation of all staff personnel;
- Avoid being placed in a position of conflict of interest, and refrain from using one's board position for personal or partisan gain;
- Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law; and
- Remember that the first and greatest concern must be the educational welfare of the students attending Navajo Preparatory School.

Navajo Preparatory School, Inc.
Board of Trustees Policies

A.2.7 Board Member Conflict Of Interest

A.2.7.1 Voting Restrictions

Any Board members shall be eligible to vote on any budgetary, personnel, or other question that comes before the Board, except that it shall be unlawful for a Board member to vote on a specific item that concerns the appointment, employment, or remuneration of such member or any person related to such member in the first degree (spouse, child or parent)

A.2.7.2 Employment Limitation

No dependent of a board member may be employed in the School, except by consent of the Board. No employee of the School may hold membership on the Board of the School.

A.2.7.3 Conflict of Interest

Any Board member or employee of the School who has, or whose relative in the first degree (spouse, child or parent) has a substantial interest in any contract, sale, purchase, or service to the School shall make known that interest in the official records of the School. Such Board member or employee shall refrain from voting upon or otherwise participating in any manner in such contract, sale, or purchase.

Any Board member or employee who has, or whose relative in the first degree (spouse, child or parent), has a substantial interest in any decision of the School shall make known such interest in the official records of the School and shall refrain from participating in any manner in such a decision.

A.3 ORGANIZATION OF THE BOARD

A.3.1 Board Organizational Meeting

The Board shall be organized at the annual meeting, which shall be held in June or any other day designated thereafter by the Board. The meeting shall be called to order by the president of the board for the preceding year who shall preside until a successor is chosen.

The new president of the board shall take office upon election. The Board shall then elect a vice president and a secretary/treasurer.

Whenever there is a vacancy in the office of president, vice president, or secretary/treasurer, the Board shall elect a new officer to fill said vacancy for the duration of the unexpired term of office.

During the annual meeting the Board shall review its mission statement and receive orientation on all school programs.

A.3.2 Board Officers

The duties of the President of the Board shall be as follows:

- Preside over all meetings. The President shall vote only to break a tie.
- Consult with the Executive Director on the agenda for each meeting.
- Encourage and maintain orderly and democratic participation.
- Keep discussions factual and on the subject at hand.
- Allow for exploration of each item of business.

In the absence of the President of the Board, the Vice-President shall assume that position temporarily and perform the functions of the President. In the absence of the Vice-President, the Secretary/Treasurer shall assume that position temporarily and perform the functions of the President. In the absence of all three officers, the remaining members

Navajo Preparatory School, Inc.
Board of Trustees Policies

shall select a member to assume the position for that meeting. The Board delegates to the Executive Director the following tasks:

- Keep a record of the proceedings of the Board.
- Keep an itemized account of the receipts and expenditures of school monies.
- Provide all school supplies and keep the School and premises in repair.
- Responsible for the maintenance of school records, personnel records, property records, procurement and school finances.

A.3.3 Board-Executive Director Relationship

The Executive Director shall be the chief executive officer of the School and shall be responsible for translating the will of the Board into administrative action.

The Executive Director shall be responsible for all aspects of school operation and for such duties and powers pertaining thereto. The Executive Director may delegate the necessary authority to other school officials and develop such procedures and regulations as the Executive Director considers necessary to ensure the efficient operation of the School.

A.3.4 School Attorney

The Board may retain an attorney or legal firm for legal counsel and services as necessary. Compensation shall be set at the time of appointment.

The Executive Director and the President of the Board or designee shall be designated as the representatives of the School who may confer with counsel.

All legal advice to be relied upon by the Board shall be in writing or directly communicated by the attorney to the Board. Copies of all written requests for opinions of counsel shall be furnished by the Executive Director to all board members. Requests for opinions requiring research or substantial amounts of work on the part of the attorney shall be in writing where applicable. The Executive Director may contact the attorney by telephone or in person as to matters pertaining to the day-to-day operation of the School.

A.3.5 Consultants To The Board

The Board may employ consultants on selective basis to carry out tasks or projects that enhance the effectiveness of School operations when (1) the School does not have the specialized competency on its staff or (2) such assignments would be burdensome to the school staff when added to their full-time assignments. The kinds of assistance sought from consultants may include, but will not necessarily be limited to: (1) conducting fact-finding studies, surveys, and research; (2) providing counsel or services requiring special expertise; and (3) assisting the Board in developing policy and program recommendations. The Executive Director shall communicate with the Board regarding the employment of any consultant.

A.4 BOARD OF TRUSTEES MEETINGS

The Board shall transact all business at official meetings of the Board. These may be either regular or special meetings, defined as follows:

- Regular meeting – the usual official legal-action meeting, held regularly.
- Special meeting – an official legal-action meeting called between scheduled regular meetings to consider specified topics deemed to be of urgent nature at that time.

A.4.1 Regular Board Meetings

Regular meetings shall be held each calendar month. A regular meeting may be rescheduled or canceled by agreement of a majority of the Board. Written notice of the date, hour, place, and subject (agenda) of each regular meeting of the Board shall be posted at least twenty-four (24) hours preceding the scheduled time of the meeting. The Board shall have a notice posted at a prominent place, convenient to the public.

A.4.2 Special Board Meetings

Special meetings may be called by the Board President or upon a written request by three members of the board. In the event of an emergency the President, with the concurrence of three other members of the Board, may call a special meeting of the Board of Trustees with less 24 hours notice. An emergency special meeting of the Board of Trustees may be called with telephoned notification given to the members of the Board, and written notice given to the public at least twenty-four (24) hours prior to the time stated for the meeting to convene. Said notice shall indicate the purpose of the emergency special meeting. No more than six (6) special meetings per fiscal year are allowed.

Construction meetings shall fall under the category of Special board meetings. Construction meetings are held for the performance and implementation of the school's planning, design and construction project.

A.4.3 Open Meetings

All meetings of the Board shall be conducted in public. All persons desiring to attend shall be permitted to attend and listen to the deliberations and proceedings. A "meeting" is defined as the gathering of a quorum of members of the Board to propose or take legal action, including any deliberations with respect to such action.

Notices and agendas shall be provided for such meeting which contain such information as is reasonable necessary to inform the School's constituents of the matters to be discussed or decided.

All efforts will be made to inform parents and other School constituents of Board meetings. Meeting announcements will be made through local newspapers and radio stations to disseminate notification of all Board of Trustees meetings.

A.4.4 Executive Sessions

The Board may enter into executive session after the following requirements have been met:

- The Board has first been convened in open meeting.
- The executive session is authorized by a vote in open session.
- The Board states, in general terms, the reason it is proceeding to executive session.
- The Board shall limit discussion at the closed session to those topics authorized by the motion requesting a closed session.

No final action, decision, or vote shall be taken while the board is in executive session.

The Board shall reconvene the open meeting after an executive session prior to adjourning the meeting.

An executive session is defined as a meeting of the Board conducted in private, without the public being allowed to attend and listen to the deliberations. An executive session may be convened solely for the purpose of discussing such matters as personnel, confidential records, legal advice, litigation, employee salary discussions, purchase or lease of real property, or taking legal action.

During executive sessions, the President shall remind all persons present in the executive session of the confidentiality of the executive session deliberations.

A.4.5 Board Meeting Procedures

The President of the board is responsible for the orderly conduct of the meeting and shall rule on such matters as the time to be allowed for public discussion, the appropriateness of the subject being presented, and the suitability of the time for such a presentation. The Board as a whole shall have the final decision in determining the appropriateness of all such rulings. Navajo Nation Rules of procedures shall be used as a reference guide to conduct all meetings.

A.4.5.1 Notification of Board Meetings

A statement of the posting place for all notices of meetings shall be on file in the office of the Executive Director. Twenty-four (24) hours notice shall be given by posting, in the designated public place, any change in the regular meeting time or place, with the exception of an actual emergency, in which case such notice as is appropriate to the circumstance shall be given.

A.4.5.2 Agenda Format

Unless changed by a majority vote of members present at each meeting, the order of business shall be as follows:

Regular Meetings:

- Call to order
- Roll Call
- Invocation
- Approval of the agenda and minutes
- Announcements/Recognition of Guests/Community Input
- Reports
- Unfinished Business
- New Business
- Future Business/Other
- Adjournment

Navajo Preparatory School, Inc.
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Special Meetings:

- Call to order
- Roll Call
- Invocation
- Approval of agenda
- Announcements/Recognition of Guests/Community Input
- Items for which special meeting was called
- Adjournment

A.4.5.3 Agenda Preparation and Dissemination

Regular Meetings:

The Executive Director will prepare Board meeting agenda in consultation with the Board President.

Only the Executive Director and Board members may place an item on the agenda. Any Board member desiring to place an item on the agenda will notify the Executive Director of the particular item of business at least five working days before the meeting. The inclusion of these items shall be at the discretion of the Board President and Executive Director.

The agenda and supporting materials shall be distributed to the board members not less than 24 hours prior to the meeting.

Copies of the agenda shall be available upon request by the public and press at least 24 hours prior to the meeting.

Special Meetings:

Whenever possible, the procedures for agenda preparation and dissemination used for regular meetings will be used for special meetings.

These procedures may be altered by the Executive Director during an emergency or when compliance would be impractical.

A.4.5.4 Quorum

A quorum consisting of a simple majority shall be necessary to conduct any business. In the event that a quorum is not present within thirty minutes of the time scheduled, the meeting may be canceled and another meeting scheduled. Board members present may elect to go into a work session to discuss items of interest or concern; however, no decisions binding the Board shall be made.

If a quorum is not achieved for a duly called school board meeting, only mileage reimbursement can be claimed by those members who attended, provided that the board member's primary residence is over twenty (20) miles. Primary residence is defined as the residential location the board member resides day-to-day.

Board Teleconferencing

The board recognizes that, from time to time, Board members encounter scheduling conflicts due to work or family commitments that prevent their physical presence at Board meetings. Board members who are unable to be physically present at duly convened special or regular board meetings shall give reasonable notice to the board and are permitted to participate in Board deliberations and votes by means of teleconferencing. The physically absent Board member(s) may participate in all discussions, deliberations, and votes of the Board as if physically present at the meeting.

The procedures for Board member participation by teleconferencing may be used only when a majority (quorum) of the Board is physically present at the meeting. A Board

Navajo Preparatory School, Inc.
Board of Trustees Policies

member may participate in Board meetings by means of teleconferences two (2) times in any calendar year; however, this limitation may be waived on a case by case basis by the affirmative vote of the majority of the Board.

Teleconferencing shall be allowed only in the event of emergencies and other compelling circumstances, which require a Board member to be physically absent from a meeting. These include personal illness, family emergencies, and work-related travel.

A speaker telephone shall be provided to enable the absent Board member(s) to hear all of the comments of and speak to all those present at the meeting.

A.4.5.5 Voting Method

Votes on all motions and resolutions shall be by hand signal or by "ayes," "nays," or abstentions.

All votes shall be recorded. All motions shall be carried by a majority of the members present, except as required by the by-laws.

A.4.5.6 Minutes

All regular and special board meetings shall be recorded on tape. This tape will be available for public review in the Office of the Executive Director three working days after the date of the meeting. Members of the public may review the tape in the administrative office during normal business hours except when it is being used to prepare written minutes.

The tape recording of the meeting shall serve as the official minutes of the meeting until the written minutes are prepared. In all cases, written minutes of each meeting shall be prepared as soon as possible. The Board will take action at a subsequent meeting to amend and/or approve these minutes. After approval these minutes are official and are open to inspection by the public. The tape of each meeting will be maintained until the written minutes are approved by the Board. The Board Secretary shall sign off on all board minutes and witnessed by the President

Minutes of all meetings will be distributed to all board members prior to the next meeting, and will be made available to the public upon request, as unconfirmed minutes.

The Executive Director or designee will prepare written minutes of all executive sessions, and will maintain a confidential file of all of these minutes.

A.4.5.7 Public Participation at Board Meetings

All regular and special meetings of the Board shall be open to the public.

The Board desires to hear the viewpoints of its constituents and considers the responsible presentation of these viewpoints vital to the efficient operation of the School. The Board also recognizes its responsibility for the proper governance of the School and the need to conduct its business in an orderly and efficient manner. The Board establishes the following procedures to receive input from its constituents:

- Any individual desiring to address the Board shall complete a Form A.4.5.7-E (Request to Address Board) and give this form to the President prior to the start of the Board meeting. Said form is filed in the appendix of the Board's policy manual.
- The President shall be responsible for recognizing speakers, maintaining proper order, and adherence to any time limit set. Questions asked by the public shall, when appropriate, be answered immediately by the President or referred to staff members present for reply. Questions requiring investigation shall be referred to the Executive Director for later report to the Board.

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- If considered necessary, the President shall set a time limit on the length of the comment period. In order to ensure that each individual has an opportunity to address the Board, the President may also set a time limit for individual speakers.
- Members of the public may, at the discretion of the chair, be recognized while the Board conducts its official business.
- During an open session the Board shall not hear personal complaints against school personnel or any person connected with the School unless other procedures provided by the Board for disposition of legitimate complaints involving individuals have been followed.

A.4.5.8 Reporting Board Meeting Business

Unless otherwise directed, the Executive Director shall send all notices required as a result of official Board action to the appropriate recipient.

A.5 BOARD OF TRUSTEES WORK SESSIONS AND RETREATS

The Board may schedule a work session or retreat to study and/or discuss items or issues of interest or concern. Cost (if any) associated with holding a work session or retreat shall be paid by the School provided money has been budgeted for such purpose.

A.6 BOARD OF TRUSTEES POLICY DEVELOPMENT

A.6.1 Preliminary Development Of Policies

Proposals for new policies, or changes to existing policies, may be initiated in writing (draft procedures) by board members, by any constituents of the School, or by an employee of the School. The policy proposals shall be referred to the Board and the administration for detailed study prior to public discussion of the proposal.

The intent and spirit of these provisions are to gain the most complete and reliable information on which to base decisions and to provide for the maximum practical interaction by way of regular administrative channels. Major school policies, which affect students, parents, and staff, shall be adopted on an annual basis.

A.6.2 Policy Adoption

Adoption of new policies or the revision or repeal of existing policies is solely the responsibility of the Board.

The Executive Director shall present policy proposals to the Board for reading, discussion, and action. During discussion of a policy proposal, the views of the public and staff may be considered. Changes may be proposed by Board members. A change shall not require that the policy go through an additional reading except as the Board determines that the change requires further study and that in additional reading would be desirable.

A.6.3 Board Review Of Regulations

The Board reserves the right to review all administrative regulations and procedures, and shall require revision of them when, in the Board's judgment, they are inconsistent with policies set by the Board. The Executive Director shall provide a copy of each School regulation to each Board member upon publication.

Before issuance, regulations shall be properly titled and coded in conformance with the policy classification system selected by the Board.

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Board of Trustees Policies

A.6.4 Policy Dissemination

The Executive Director shall maintain a current policy manual that contains the policies and administrative regulations of the School.

The manual is intended both as a tool for School management and as a source of information to patrons, staff, and others about how the School operates. To that end, each Board member and administrator shall have ready access to the manual. In addition, a manual shall be available in each School department and such other places as the Executive Director may determine for the use of staff, student, and patrons.

Administrative regulations shall be so designated and included in the manual on separate color-coded sheet accompanying the policy with which they are associated.

All policy manuals distributed to anyone shall remain the property of the School. They shall be subject to recall at any time.

The Board's policy manual shall be considered a public record and shall be open for inspection at the School administration office during regular business hours.

The master copy of the manual will be maintained in the Executive Director's office. It is this copy that will be used to resolve any discrepancies in language existing in other copies.

A.6.5 Administration In Absence Of Policy

The Executive Director shall have the power to implement action within the School if a situation should develop that is not covered by established Board policy. It is the Executive Director's duty to promptly inform the Board of any such action and of the need to develop an official policy.

A.7 BOARD OF TRUSTEES-STAFF COMMUNICATIONS

A.7.1 Communications

Any employee or group of employees, desiring to address the Board on school-related matters shall direct their communication on personnel matters through the appropriate chain of command to the Executive Director in accordance with Policy A.4.5.3. All such communication should be in writing and channeled through the Office of the Executive Director. No anonymous correspondence will be considered by the Board.

Any employee who wishes to address the Board in the employee's capacity as a parent, or individual, rather than as an employee, may do so by following the procedures in Policy A.4.5.7.

Official communications, policies, directives, Board concerns, and Board action(s), as appropriate, will be communicated to employees by the Executive Director.

A.8 BOARD OF TRUSTEES MEMBER SERVICES

A.8.1 New Board Of Trustees Member Orientation

A new member is to be afforded the Board's and the staff's fullest measures of courtesy and cooperation. The Board and staff shall make every effort to assist the new member to become fully informed about the Board's functions, policies, procedures, and problems. The new member is to be provided copies of all appropriate publications and aids, including the Board's Policies and Procedures Manual. The Board president and members of the administrative staff will also confer with the new member as necessary on special problems or concerns.

Navajo Preparatory School, Inc.
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New Board members will be encouraged to attend meetings or workshops specifically designed for new school Board members. Their expenses at these meetings may be reimbursed by the School.

A.8.2 Board Of Trustees Member Development Opportunities

Board members are encouraged to attend workshops presented by the Navajo Nation, state, and national, regional or local school boards association. Professional journals and books in the school libraries shall be available to every board member.

A.8.3 Board Conference, Conventions and Workshops

In keeping with the need for continuing in-service training and development for its members, the Board shall approve the participation of members at appropriate school board conferences, workshops, and conventions. In order to control the investment of time and funds necessary to implement this policy, the Board established these principles and procedures for its guidance:

- The Board will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the School.
- Funds for participation at such meetings will be budgeted on an annual basis.
- When funds are limited, the Board will designate which of its members would be the most appropriate to participate at a given meeting. With the prior approval of the Board, board members may participate in meetings other than those authorized in the budget.
- When a conference, convention, or workshop is not attended by the full Board, those who do participate will be requested to share information, recommendations, and material acquired at the meeting.

A.8.4 Board Of Trustees Member Compensation And Expenses

Board members will be compensated for expenses incurred in connection with any school business authorized by the Board according to the following School Board Payment Policy adopted by the Education Committee of the Navajo Nation Council; Resolution #ECD-35-10 :

Stipends:

\$250.00 daily stipend for full attendance at duly called Board meeting for which there is a quorum, including the annual corporate meeting. Partial attendance will be pro-rated based on one-third time increments from the time the meeting begins until the meeting ends. Increments are as follows: \$250.00 for full attendance; \$166.66 for 2/3 attendance; \$83.33 for 1/3 attendance.

The stipend for full attendance at duly called construction meeting will be determined by the Construction Grant Amendment.

\$150.00 stipend for special meetings.

Payment of mileage and per diem is authorized under this section for At-Large school board members whose primary residence is over seventy-five (75) miles one way. "At-Large school board" is defined as a school board whose membership is composed of school board members elected from each of the five (5) Navajo Nation Agencies. Primary residence is defined as the residential location the board member resides day-to-day.

Navajo Preparatory School, Inc.
Board of Trustees Policies

Per Diem, Lodging and Mileage:

Board members will be paid per diem, lodging and mileage for attendance at trainings, work/planning sessions, and professional education conferences at the federal government prevailing rate, actual costs for lodging, and other miscellaneous costs for taxi, telephone and fax as they relate to school business. Mileage shall be paid when a board member is requested by the Executive Director to travel to the school to sign an official document for the school.

All mileage reimbursements for travel shall be paid considering the most direct or shortest route. If traveled by an indirect route, the extra expense shall be borne by the traveler. When mileage is claimed in lieu of travel by a school board member, the total mileage reimbursed cannot exceed the lowest round trip fare published by the common carrier.

A board member shall not claim nor will they be reimbursed when expenses are borne by another source, school or entity.

School Board Training:

Providing that funding is available, each board member is limited to an amount equal to one (1) WSU per board member for training purposes in addition to amounts the school budgets for meeting expenses and costs for membership in organizations. Such amounts are authorized to be set aside in the school's Administrative Cost Grant budget.

A.9 BOARD OF TRUSTEES MEMBERSHIPS

By vote of the Board, the Board as a whole may become a member of a professional education organization. Membership fee(s) shall be paid by the School provided money has been budgeted for such purpose.

A.10 EVALUATION OF THE BOARD OF TRUSTEES OPERATIONAL PROCEDURES

Each year Board members shall evaluate themselves objectively according to role recognition, relationships with others, performance at board meetings, and self-improvement during the Annual meeting. The Board shall adopt a self-evaluation instrument that provides criteria the Board can use to gauge its performance. Form A.10-E is filed in the appendix of Board's policy manual.

(b)(6)

Jennifer Laughter, President
Board of Trustees

February 20, 2015
Date

Revised: February 20, 2015
Adopted: February 20, 2015
M/S: Charley Long, Sr./Anderson Yazzie, Jr.
Vote: 2-0-0

INDIRECT COST RATE AGREEMENT

04/03/2016 10.10 PAA 202 200 0211 USER NUM * 04/04/16 04/03/2016
 A FORM BIA 4124 UNITED STATES DEPARTMENT OF THE INTERIOR DATE 04/04/16
 August 1993 BUREAU OF INDIAN AFFAIRS NO. 16-106A
 ALLOCATION DISTRIBUTION DOCUMENT

Education Line Officer
 UNIT NO. AADD32N20G
 UNIT NAME Navajo Preparatory School
 COPIES Recipient; D00100

APPROPRIATION SYMBOL AND TITLE: 14-5/6-2100 Operation of Indian Programs FY 5/6.

FUND	FUNCTIONAL AREA TRIBAL GRANT SUPPORT COST E34	INCREASE
156A2100DD	A0E340000.000000	\$ 305,980

REMARKS: This distribution is made pursuant to H.R.3547, Public Law 113-76, Consolidated Appropriations Act, 2014 for the fiscal year ending September 30, 2015. These funds are available until September 30, 2016. No year funds are available until expended. CFDA No.15.046

PURPOSE: This distribution corrects the "increased amount" on FDD 106 for the final SY 2015-2016 Tribal Grant Support Cost funds.

Administrative Cost Rate	15.39%
Program Dollars	\$5,671,929
Calculated Need	\$872,900
Prorated Need	\$717,080

NOTE: If this distribution issues the recipient more TGSC funds than the recipient will be eligible to receive based on the ACG formula, the amount of funds received that is greater than the amount the recipient is eligible to receive will be withdrawn when the final SY 2015-2016 distribution is made. (Public Law 107-110 Sec. 1130(a)(2)(C), The No Child Left Behind Act of 2001, requires that any overpayments made to tribal schools shall be returned to the Secretary not later than 30 days after the final determination that the school was overpaid.)

CONDITIONS: These funds are subject to the conditions and restrictions contained in IAM Part 26 Chapter 2.

FUNDS AVAILABLE FOR OBLIGATION 07/01/2015 - 09/30/2016

PREVIOUS BFY 2015-2016 DISTRIBUTION	\$411,100
THIS BFY 2015-2016 DISTRIBUTION	\$305,980
TOTAL BFY 2015-2016 DISTRIBUTION	\$717,080

(b)(6)

APPROVED BY : (b)(6)
 FOR DIRECTOR BUREAU OF INDIAN EDUCATION
 RECEIVED BY : (b)(6) (Acting)
 RECIPIENT SIGNATURE & TITLE

04/05/2016
 DATE APPROVED
 04/05/16
 DATE RECEIVED

(The recipient is to return a signed copy to C.O., Bureau of Indian Education, Code D00100, to verify receipt of this Distribution Document.)

AREA/AGENCY ::::: Navajo/New Mexico Navajo North N32E20

ADMINISTRATIVE COST LIMIT WAIVER REQUEST

Not applicable.

Of the total budget request of **\$2,664,418** the Project Director's salary (\$106,000 for four years) is identified as administrative costs. This is **four percent** of the total program cost for four years.

INTERGOVERNMENTAL REVIEW - SPOC

As evidenced by the following list, New Mexico does have a Single Point of Contact (SPOC) for the purpose of performing an Intergovernmental Review. (Page excerpted from http://www.whitehouse.gov/omb/grants_spoec). As evidenced by the following correspondence, the State of New Mexico will not be required as SPOC for this application.

<p>NEW MEXICO Ken Hughes Local Government Division Room 201 Bataan Memorial Building Santa Fe, New Mexico 87503 Telephone: (505) 827-4370 Fax: (505) 827-4948 khughes@dfa.state.nm.us</p>	<p>NEW YORK Linda Shkrelli Office of Public Security Homeland Security Grants Coordination 633 3rd Avenue New York, NY 10017 Telephone: (212) 867-1289 Fax: (212) 867-1725</p>
<p><u>NORTH DAKOTA</u> Jim Boyd Division of Community Services 600 East Boulevard Ave, Dept 105 Bismarck, North Dakota 58505-0170 Telephone: (701) 328-2094 Fax: (701) 328-2308 jboyd@state.nd.us</p>	<p>RHODE ISLAND Kevin Nelson Department of Administration Statewide Planning Program One Capitol Hill Providence, Rhode Island 02908-5870 Telephone: (401) 222-2093 Fax: (401) 222-2083 knelson@doa.state.ri.us</p>
<p><u>SOUTH CAROLINA</u> SC Clearinghouse Budget and Control Board Office of State Budget 1201 Main Street, Suite 950 Columbia, South Carolina 29201 Telephone: (803) 734-0494 Fax: (803) 734-0645 clearinghouse@budget.state.sc.us</p>	<p><u>TEXAS</u> Denise S. Francis Director, State Grants Team Governor's Office of Budget and Planning P.O. Box 12428 Austin, Texas 78711 Telephone: (512) 305-9415 Fax: (512) 936-2681 dfrancis@governor.state.tx.us</p>
<p><u>UTAH</u> Clare Walters Utah State Clearinghouse Governor's Office of Planning and Budget State Capitol, Room 116 Salt Lake City, Utah 84114 Telephone: (801) 538-1555 Fax: (801) 538-1547 cwalters@utah.gov</p>	<p>WEST VIRGINIA Fred Cutlip, Director Community Development Division West Virginia Development Office Building #6, Room 553 Charleston, West Virginia 25305 Telephone: (304) 558-4010 Fax: (304) 558-3248 fcutlip@wvdo.org</p>
<p><u>WISCONSIN</u> Jeff Smith Section Chief, Federal/State Relations Wisconsin Department of Administration 101 East Wilson Street, 6th Floor P.O. Box 7868 Madison, Wisconsin 53707 Telephone: (608) 266-0267 Fax: (608) 267-6931 jeffrey.smith@doa.state.wi.us</p>	

Correspondence and Response, SPOC

From: Betty Ojaye [mailto:bojaye@navajoprep.com]
Sent: Monday, May 23, 2016 4:05 PM
To: Madrid, Morris, DFA <Morris.Madrid2@state.nm.us>
Subject: Single Point of Contact

Dear Sir: Navajo Preparatory School is applying for an Indian Demonstration Grant from the Federal Government which will be direct-funded to the School as the LEA. The grant requires a Partnership with the Navajo Department of Education which we have already acquired. If funded, the grant will **not** be channeled through the State as Navajo Preparatory School is a BIE funded Public Law 200-297 Grant School.

New Mexico applicants (except for federally-recognized tribes) must report intent to submit to their State Single Point of Contact (SPOC) for the purpose of performing an Intergovernmental Review. I will appreciate a response from you whether the State of New Mexico will be a SPOC or not. Thank you.

*Betty Ojaye, Executive Director
Navajo Preparatory School
1220 West Apache St.
Farmington, NM 87401
505-326-6571, ext. 148
(b)(6) Cell Phone)
505-327-9213 (Fax)*

The things we take for granted, someone else is praying for."

From: Madrid, Morris, DFA <Morris.Madrid2@state.nm.us>
Sent: Monday, May 23, 2016 4:13 PM
To: Betty Ojaye
Subject: RE: Single Point of Contact

Dear Betty,

This email will serve as documentation that the State of New Mexico will not be required as SPOC for your application mentioned below.

Thank You,

Morris Madrid
Local Government Division
Department of Finance and Administration
505-827-4370

TABLE OF CONTENTS - OTHER SUPPORTING DOCUMENTATION

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International Baccalaureate Learner Profile – English and Navajo	Page 92

OTHER SUPPORTING DOCUMENTATION

Map of Four-Corners area served by Navajo Preparatory School, Farmington, NM

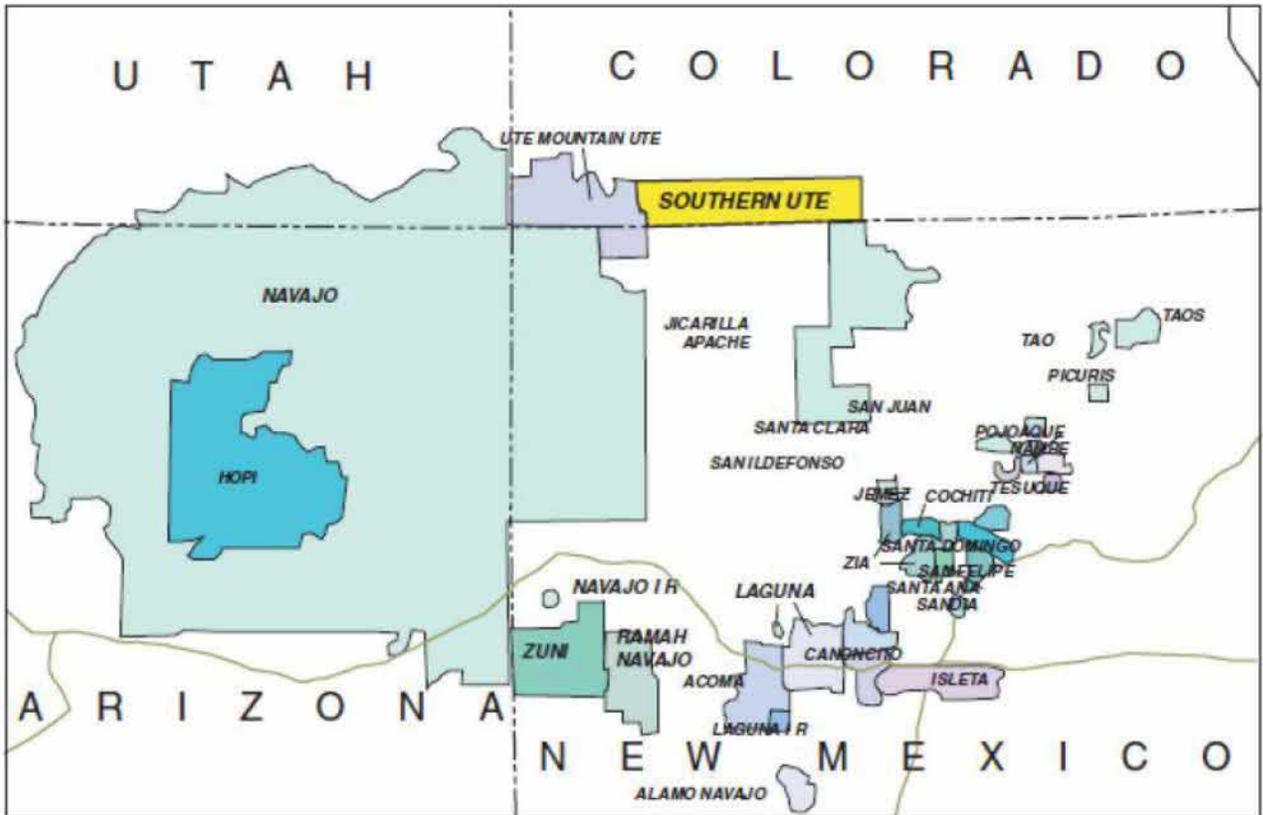


Figure SU-1. Location of Southern Ute Indian Reservation with respect to other Indian Reservations (modified after Indian Land Areas, 1993).

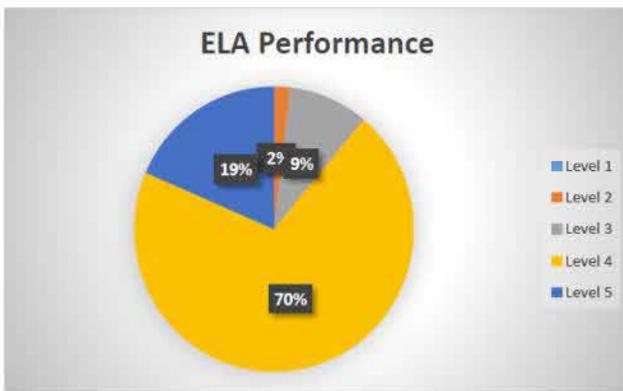
Student Achievement Data

Student Achievement Data

a. 2015 PARCC Exam

In the Spring 2015, NPS students in the 11th grade took the New Mexico PARCC exam. Compared to district, state and national averages, Navajo Prep students exceed expectations in both Mathematics and Language Arts

**Navajo Preparatory School
 PARCC Data SY 14-15**

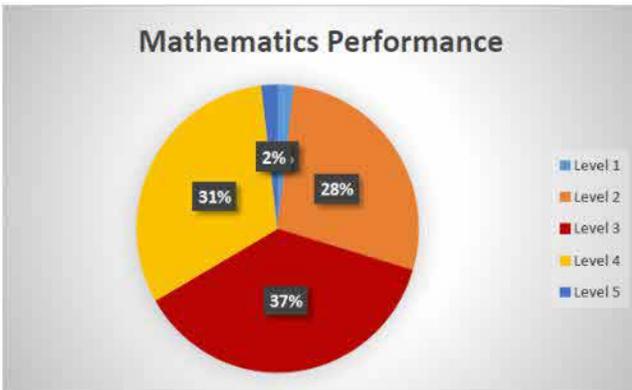


English Language Arts/Literacy Performance			
School Average	District Average	State Average	PARCC Average
775	748	745	739

Mathematics Performance			
School Average	District Average	State Average	PARCC Average
740	719	713	729

ELA	
Level 1	0
Level 2	1
Level 3	5
Level 4	38
Level 5	10
Total	54

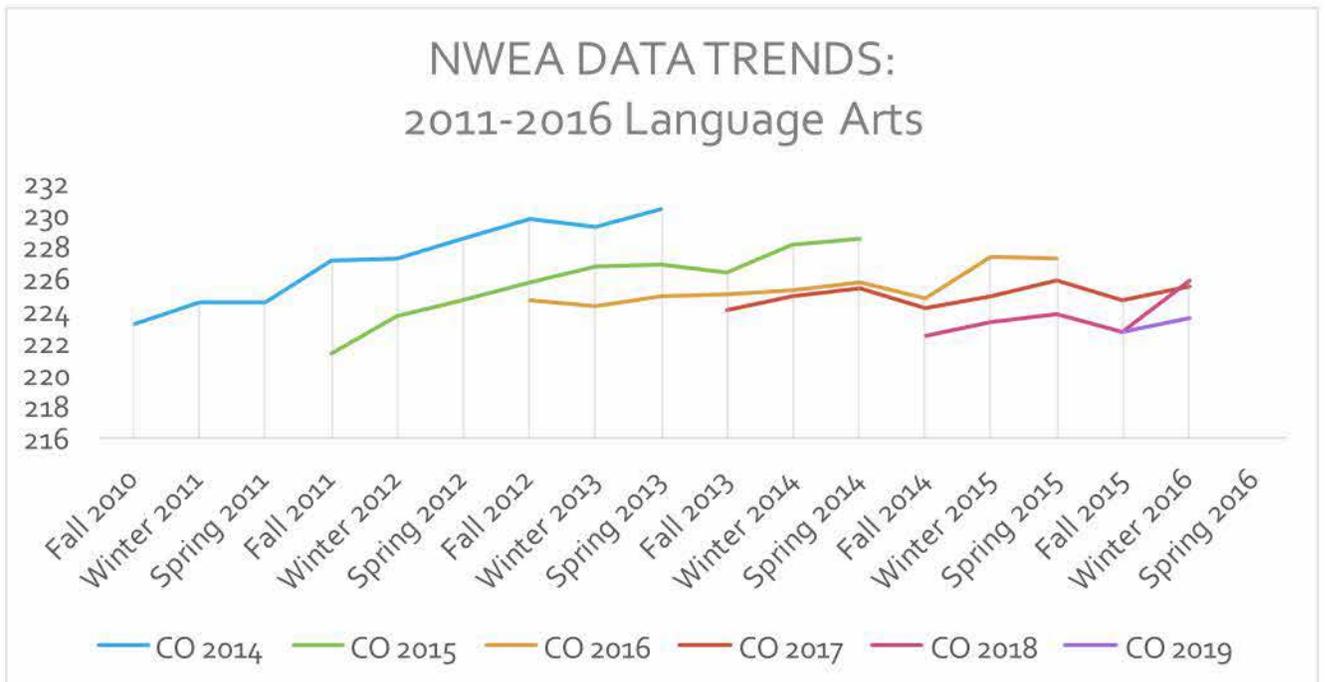
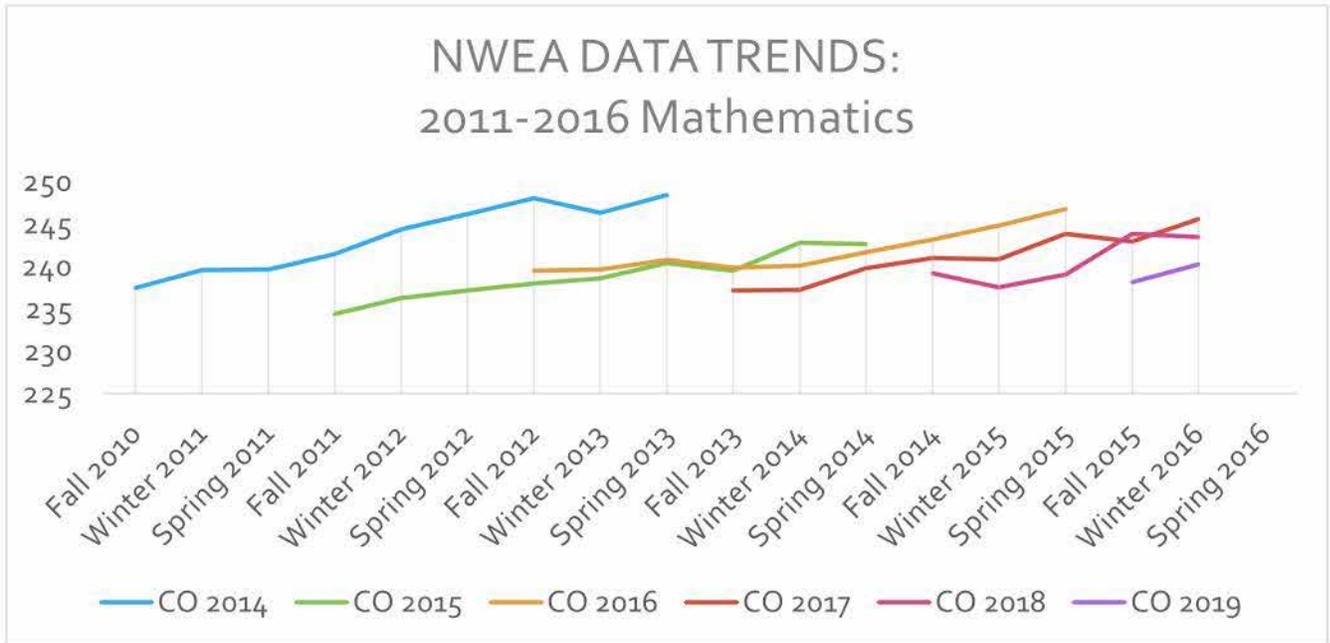
Mathematics	
Level 1	1
Level 2	15
Level 3	20
Level 4	17
Level 5	1
Total	54



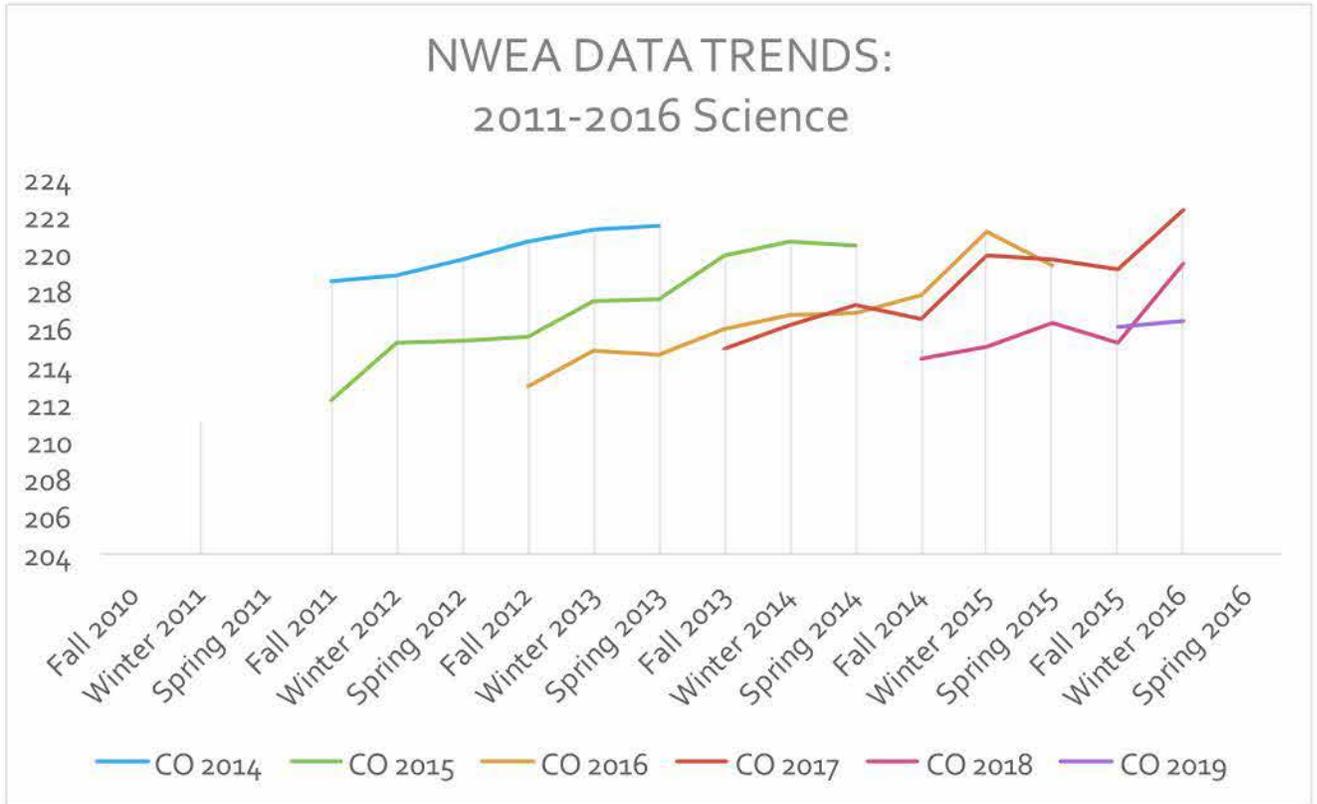
Level 1: Did not meet Expectations
 Level 2: Partially met Expectations
 Level 3: Approached Expectations
 Level 4: Met Expectations
 Level 5: Exceeded Expectations

NWEA Assessments

Navajo Preparatory School utilizes the Northwest Evaluation Assessment (NWEA) for short-cycle, interim monitoring at the beginning of the year, middle of the year, and end of year. These benchmark assessments are used to analyze student growth and instructional needs for intervention and curriculum development.



(NEWA Assessments, Con't)



Research Findings on the Impact of the IB Diploma Programme



Key findings from research on the impact of the IB Diploma Programme

The International Baccalaureate (IB) Global Research department collaborates with universities and independent research organizations worldwide to produce rigorous studies examining the impact and outcomes of the IB's four programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) and the Career-related Certificate (IBCC). Areas of inquiry include, but are not limited to: standards alignment, programme implementation, student performance and the learner profile. The findings below come from internal IB, IB-commissioned and independent research relating to the DP.

Investigating the **implementation and impact of the IB Diploma Programme** on state schools in Ecuador, a mixed methods study examined governmental and other support for schools, changes in school practice and student outcomes. The findings suggest that: the Ministry of Education is actively supporting the DP in Ecuador by leading school selection and providing financial resources; generally DP students enjoy well-organized, interactive and imaginative lessons; and the DP has a noticeable effect on teacher pedagogy. Although, students in DP state schools seem to be benefiting from the programme in terms of academic and non-academic outcomes, students in Ecuador's DP private schools generally performed better in most subject areas (Barnett 2013).

Using data from the IB student data system (IBIS) and the National Student Clearinghouse (NSC), the IB Global Research department explored the **university enrollment, retention and graduation rates of 2005 Diploma Programme graduates in the United States** (n=9,654). DP college graduation rates were consistently higher than institutional university rates. 92% of DP candidates enrolled in college and 74% graduated within four years (Halic 2013).

A study by the Higher Education Statistics Agency (HESA) in the UK examined the **characteristics and trends of IB students** (n=6,390), compared to A-level and other student groups with similar qualifications, at Higher Education Institutions (HEIs). Data from the academic year 2008–2009, with comparisons from 2007–2008, offers evidence that IB students were more likely to: enroll in a top 20 HEI; receive honours degrees or awards, in most subject areas; continue on to further studies; and be employed in graduate level positions and higher paid occupations (HESA 2011).

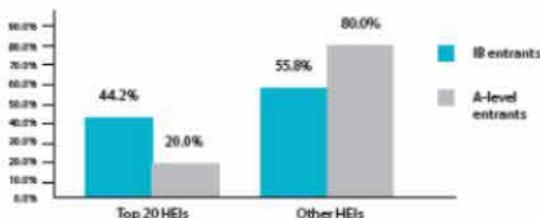


Figure 1: IB entrants were more likely to enroll in one of the UK's top HEIs.

A case study investigated the **enrollment, progression and achievement** of IB Diploma Programme graduates at two universities in Australia. The study tracked cohorts of students at the two universities (n=135 and n=19) over a five-year period, following enrollment in 2007; one of the universities also offered longitudinal data for a control sample of non-IB graduates. The results indicate that generally IB students were more likely than their non-IB counterparts to be offered admission and to graduate within five years, although students' GPA rates and plans for future education were similar (Edwards, Underwood 2012).

In the 1990s **Chicago Public Schools (CPS)** introduced the DP into 12 high schools throughout the city, mostly serving low income, racially diverse students with little or no history of college-going. Part of the Chicago Postsecondary Transition Project, this study sought to examine the impact of Chicago's IB programmes on **postsecondary outcomes and experiences of CPS graduates**, comparing DP and matched non-DP graduates. The sample included 18,075 CPS graduates between 2003 and 2007. Compared to similar non-DP graduates, DP graduates were more likely to enroll in college, to enroll in selective colleges, to stay enrolled and to perform better once there. Generally, DP students reported that they felt well-prepared to succeed in college coursework and described writing and mathematics preparation, motivation and time management as strengths (Coca, Johnson, Kelley-Kemple, Roderick, Moeller, Williams, Moragne 2012).

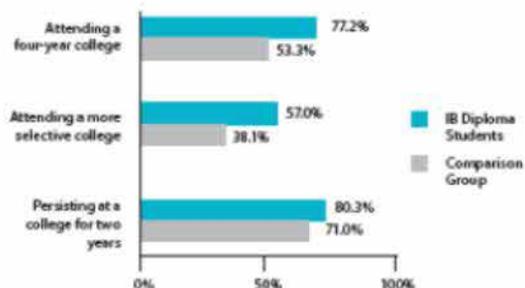


Figure 2: This figure compares former DP students and a comparison group on postsecondary outcomes.



Key findings from research on the Impact of the IB Diploma Programme

In a separate working paper, Anna Rosefsky Saavedra of RAND explored whether participation in the DP had an impact on ACT scores, high school graduation rates and college enrollment for 20,422 CPS students from 2002–2008. The findings suggest that participation in the DP may boost ACT scores by up to 0.5 standard deviations, and increase both the likelihood of graduating from high school (by up to 17%) and enrolling in college (by up to 22%) (Saavedra 2011).

The relationship between students' enrollment in the DP and their college preparedness was further examined at four case study schools in Mexico. The results of the study suggest that DP students do indeed enroll in top-ranking universities in Mexico. DP students, teachers and administrators reported a high level of preparedness for college coursework although respondents did not believe the DP offered an admissions advantage to DP students in the Mexican tertiary system. The study also suggests that academically stronger students tended to enroll in the DP, reportedly due to a lack of satisfaction with other high school options (Saavedra, Lavore and Flores 2013).

To better understand how the extended essay (EE) prepares students for university-level research and academic success, a study was conducted at the University of Virginia (UVA). Examining former IB students' (n=1,045) and former AP students' (n=1,046) perceptions of their high school research experience, a survey found that IB students were more likely to indicate they: felt prepared for college-level research; were proud of their research; intended to conduct future research; and believed research skills were important to their continued success. After controlling for background characteristics, the study also found a statistically significant relationship between the EE score and college grade point averages (GPAs) (Inkelas, Swan, Pretlow, Jones 2013).

The impact of the extended essay (EE) on preparation for university studies was also examined through interviews with 43 students and 14 tutors at two universities in the UK. Comparing A-level students' research experiences with those of former DP students, DP students were more positive about the value of the EE and their pre-university education. Overall, DP students reported that the EE strengthened their critical thinking skills and capacity for independent research. Some DP students, however, indicated that there were few opportunities at their universities to use the skills they had developed through the EE (Wray 2013).



This sheet aims to provide a brief sample of findings from recent research. It does not attempt to represent all research on the DP available in the field. As with all research, findings must be placed within the particular contexts in which the studies took place.

Barnett, E. 2013. *Research on the implementation of the Diploma Programme in Canada's state schools*. New York, NY, USA: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University.

Coca, V., Johnson, D., Kelley-Kaepke, T., Federick, M., Mueller, L., Williams, N. and Maragno, E. 2012. *Modeling top-performing outcomes of DP students in the International Baccalaureate Diploma Programme*. Chicago, IL, USA: The Consortium on Chicago School Research.

Edwards, D. and Underwood, C. 2012. *IB graduates in Australian universities: Outcomes and outcomes. A case study of two institutions*. Melbourne, Australia: Australian Council for Educational Research.

Helle, G. 2010. *Pre-university educational attainment of IB Diploma Programme candidates from US high schools*. Geneva, Switzerland: International Baccalaureate Organization.

Higher Education Statistics Agency. 2011. *International Baccalaureate students studying at UK higher education institutions: How do they fare?* HESA.

Inkelas, M., Swan, A., Frels, W. J. and Jones, J. 2013. *Exploring the benefits of the International Baccalaureate extended essay for university study at the University of Virginia*. Charlottesville, VA, USA: Center for Advanced Study of Teaching and Learning in Higher Education, University of Virginia.

Saavedra, M. 2011. *The academic impact of enrollment in the International Baccalaureate Diploma Programme: A case study of Chicago Public Schools*. Santa Monica, CA, USA: RAND.

Saavedra, M., Lavore, L. and Flores, G. 2013. *The International Baccalaureate Diploma Programme in Mexico as preparation for higher education*. Santa Monica, CA, USA: RAND Education.

Wray, G. 2013. *Student perceptions of the value of the International Baccalaureate extended essay in preparing for university studies*. Coventry, UK: University of Warwick.

To read summaries or complete reports of research projects conducted or commissioned by the IB Research department, please visit <http://www.ibo.org/research>, or contact research@ibo.org.

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Navajo Preparatory School SY2015-2016 Course Sequencing Chart



**NPS SY2015-2016
 COURSE SEQUENCING CHART**



	9 th Grade	10 th Grade <i>Year before DP</i>	11 th Grade <i>DP Year 1</i>	12 th Grade <i>DP Year 2</i>	Exams	
GROUP 1: LANGUAGE A1	English I	English II	IB Language & Literature I HL	IB Language & Literature II HL	HL	
GROUP 2: LANGUAGE B	Spanish I	Spanish II	IB Spanish I SL	IB Spanish II SL	SL	
GROUP 3: INDIVIDUALS & SOCIETY	NM/AZ History (.5)	World History & Geography	IB History: US & World SL/HL	IB History: World SL/HL	SL or HL	
			IB Psychology I SL <i>(Elective)</i>	IB Psychology II SL <i>(Elective)</i>	SL	
			Environmental Systems I SL <i>(Elective)</i>	Environmental Systems II SL <i>(Elective)</i>	SL	
GROUP 4: EXPERIMENTAL SCIENCES	Principles of Chemistry & Physics	Biology	IB Biology I HL	IB Biology II HL	HL	
			Chemistry I <i>(Elective)</i>	IB Environmental Systems I SL	IB Environmental Systems II SL	SL
				IB Chemistry I SL	IB Chemistry II SL	SL
				IB Sports, Exercise Science I SL	IB Sports, Exercise Science II SL	SL
GROUP 5: MATHEMATICS	Algebra I	Geometry	IB Math Studies I SL (Algebra II)	IB Math Studies II SL	SL	
	Geometry	IB Math Studies I (Algebra II)	IB Math I SL (Trig/Pre-Cal/Stats)	IB Math II SL (Cal/Review)	SL	
			Math HL ONLINE	Math HL ONLINE	HL	
GROUP 6: THE ARTS		Investigations in Art <i>(Elective)</i>	IB Visual Arts I SL/HL	IB Visual Arts II SL/HL	SL or HL	
Group 6 can be another substituted for another category above						
TOK & EXTENDED ESSAY			TOK (100 hrs.) <i>Spring</i> Extended Essay	TOK (.5) <i>Fall</i> Extended Essay	Essay/ Oral Presentation Argumentative Paper	
CAS			CAS	CAS	ATSA/ CAS Fair	
NPS & State Requirements	Navajo I Physical Education Navajo Hist/Gov (.5)/ Navajo Culture (.5) Keyboarding (.5)	Navajo II US Government (.5)/ US Economics (.5)	Junior Seminar	Senior Seminar		
Electives		Journalism Japanese I Computer Program Band I Health/Fitness	Native Amer. Studies Band II, III, IV Piano/Guitar Design Technology Fitness II, & III Aerobics	Navajo Culture (SJC)		

International Baccalaureate Learner Profile – English and Navajo

IB Learner Profile

DEVELOP INTERNATIONALLY-MINDED PEOPLE WHO, RECOGNIZING THEIR COMMON HUMANITY AND SHARED GUARDIANSHIP OF THE PLANET, HELP TO CREATE A BETTER AND MORE PEACEFUL WORLD.

Inquirers	Na'ídiłkíid dooleet
Knowledgeable	Bił ééhózin dooleet
Thinkers	Bił chohoo'jigo nitsékees dooleet
Communicators	Bizaad hahóózhoođ dooleet
Principled	Hóyąą dooleet
Open-Minded	T'áá ałtsoní yaa ákonízin dooleet
Caring	Bee ajooba' hólóq dooleet
Risk-Takers	Yá'át'éhígíi yee na'ídíniitaah dooleet
Balanced	Hózhóqgo naagháa dooleet
Reflective	Íhoo'aah yaa ntsénákeesgo yee siihdindzin dooleet
Courageous	T'áá ałtsoni yich'í' ha'ólníi dooleet
Spiritual	Ádáhodíłzin dóó hodísin dooleet

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

BUDGET AND BUDGET NARRATIVE

Line Item Budget

Item	Year 1	Year 2	Year 3	Year 4	Total
<u>Personnel</u>					
Project Director	\$26,500	\$26,500	\$26,500	\$26,500	\$106,000
Dean of Instruction	\$14,000	\$14,000	\$14,000	\$14,000	\$56,000
IB Program Coord.	\$62,000	\$62,000	\$62,000	\$62,000	\$248,000
IB Teachers (12)	145,000	145,000	145,000	145,000	580,000
<i>Subtotal</i>	<i>\$247,500</i>	<i>\$247,500</i>	<i>\$247,500</i>	<i>\$247,500</i>	<i>\$990,000</i>
<u>Fringe Benefits (20%)</u>					
Project Director	\$5,300	\$5,300	\$5,300	\$5,300	\$21,200
Dean of Instruction	\$2,800	\$2,800	\$2,800	\$2,800	\$11,200
IB Program Coord.	\$12,400	\$12,400	\$12,400	\$12,400	\$49,600
IB Teachers (#)	\$29,000	\$29,000	\$29,000	\$29,000	\$116,000
<i>Subtotal</i>	<i>\$49,500</i>	<i>\$49,500</i>	<i>\$49,500</i>	<i>\$49,500</i>	<i>\$198,000</i>
<u>Travel</u>					
Registration Fees	\$16,800	\$16,800	\$16,800	\$16,800	\$67,200
Staff Travel	\$34,660	\$34,660	\$34,660	\$34,660	\$138,640
Transportation	\$3,136	\$3,136	\$3,136	\$3,136	\$12,544
Travel to Grantee Conf.	\$1,890	\$1,890	\$1,890	\$0	\$5,670
<i>Subtotal</i>	<i>\$56,486</i>	<i>\$56,486</i>	<i>\$56,486</i>	<i>\$54,596</i>	<i>\$224,054</i>
<u>Equipment</u>					
Mobile Computer	\$9,000	\$0	\$0	\$0	\$9,000
Computers	\$16,000	\$16,000	\$16,000	\$16,000	\$64,000
Visual Arts Lrng. Lab	\$23,000	\$0	\$0	\$0	\$23,000
<i>Subtotal</i>	<i>\$48,000</i>	<i>\$16,000</i>	<i>\$16,000</i>	<i>\$16,000</i>	<i>\$96,000</i>
<u>Supplies</u>					
Media Carts	\$2,500	\$0	\$2,500	\$0	\$5,000
Assorted Software	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
DP Content Text Books	\$7,500	\$7,500	\$7,500	\$7,500	\$30,000
IB Prep Res. & Guide	\$1,200	\$1,200	\$1,200	\$1,200	\$4,800
IB Exam & Jr Exam	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
Educational Subscriptions	\$7,550	\$7,550	\$7,550	\$7,550	\$30,200
Online IB Course Regis.	\$4,250	\$4,250	\$4,250	\$4,250	\$17,000
ATSA & CAS Fair S&M	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000

Navajo Preparatory School
Diné Soaring: Local to Global
Indian Education Demonstration Grant Program

Classroom Supplies	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
<i>Subtotal</i>	<i>\$37,500</i>	<i>\$35,000</i>	<i>\$37,500</i>	<i>\$35,000</i>	<i>\$145,000</i>
<u>Contractual</u>					
Annual IB Fees	\$12,000	\$12,000	\$12,000	\$12,000	\$48,000
Student Testing Fees	\$12,000	\$12,000	\$12,000	\$12,000	\$48,000
Managbac	\$4,000	\$4,000	\$4,000	\$4,000	\$16,000
External Evaluator	\$73,000	\$68,000	\$68,000	\$67,000	\$273,000
Data Collection Spec.	\$71,000	\$66,000	\$66,000	\$65,000	\$265,000
<i>Subtotal</i>	<i>\$172,000</i>	<i>\$162,000</i>	<i>\$162,000</i>	<i>\$160,000</i>	<i>\$656,000</i>
<u>Construction</u>					
N/A	\$0	\$0	\$0	\$0	\$0
<u>Other</u>					
	\$0	\$0	\$0	\$0	\$0
Total Direct Cost	\$610,986	\$566,486	\$568,986	\$562,596	\$2,303,054
Indirect Cost (15.39%)	\$94,031	\$87,182	\$87,567	\$86,584	\$55,364
Training Stipends	\$0	\$0	\$0	\$0	\$0
TOTAL COSTS	\$705,017	\$653,668	\$656,553	\$649,180	\$2,664,418

Budget Narrative

1. Personnel

- a. Project Director: Oversee the program and activities.
 - 1FTE x \$26,500/yr = \$26,500 x 4 yrs = \$106,000
- b. Dean of Instruction: Provides guidance and regulation of all instruction.
 - .2FTE x \$70,000/yr = \$14,000 x 4 yrs = \$56,000
- c. IB Program Coordinator: Coordinate all activities of the IB Program
 - 1FTE x \$62,000/yr = \$62,000 x 4 yrs = \$248,000
- d. IB Teachers (12): Provide instruction in all IB coursework.
 - 2 teachers @ .5FTE x \$51,000/yr = \$51,000/yr x 4 yrs = \$204,000
 - 10 teachers @ .2FTE x \$47,000/yr = \$94,000/yr x 4 yrs = \$376,000

Total Personnel Four Years = \$990,000

2. Fringe Benefits

Fringe benefits (including IFCA, withholding, insurance, PTO, etc.) calculated at 20%.

- a. Project Director: \$26,500/yr x .20 = \$5,300/yr x 4 yrs = \$21,200
- b. Dean of Instruction: \$14,000/yr x .20 = \$2,800/yr x 4 yrs = \$11,200
- c. IB Program Coordinator: \$62,000/yr x .20 = \$12,400/yr x 4 yrs = \$49,600
- d. IB Teachers: \$145,000/yr x .20 = \$29,000/yr x 4 yrs = \$116,000

Total Fringe Benefits Four Years = \$198,000

3. Travel

- a. Registration Fees: Includes all registration fees for annual in-state IB training for 12 teachers, the IB Coordinator, and the Dean of Students.
 - \$1,200/employee x 14 employees = \$16,800/yr x 4 yrs = \$67,200
- b. Staff Travel: Travel allowance for 14 teachers/staff to attend annual in-state training.
 - \$900 round-trip flight x 14 teachers = \$12,600/yr x 4 yrs = \$50,400
 - \$120/day x 3 days for meals for 14 teachers/staff = \$5,040/yr x 4 yrs = \$20,160
 - Miscellaneous costs for travel, training = \$220/yr x 4 yrs = \$880
- c. Transportation: For auto travel from Farmington, NM to Albuquerque, NM, or other in-state site.
 - 14 teachers/staff x 400 mi/ea @ \$.56/mi (GSA rate) = \$3,136/yr x 4 yrs = \$12,544
- d. Travel to Grantee Conference: Years 1-3, Project Director
 - Airfare - \$900 round-trip x 1 person = \$900/yr x 3 yrs = \$2,700
 - Hotel - \$250/night x 1 person x 3 nights = \$750/yr x 3 yrs = \$2,250
 - Per Diem - \$80/day x 1 person x 3 days = \$240/yr x 3 yrs = \$720

Total Travel = \$224,054

4. Equipment

- a. Mobile Computer on Wheels: To hold 25 Chromebooks, Wifi antenna, cart.
 - \$9,000 one-time purchase, Year One = \$9,000
- b. Computers: To upgrade and replace.
 - 20 computers/yr @ \$800/ea = \$16,000/yr x 4 years = \$64,000
- c. Visual Arts Learning Lab: New digital arts program to focus on computers for classroom, industry standard, hands-on technology.
 - \$23,000 one-time purchase, Year One = \$23,000

Total Equipment Four Years = \$96,000

5. Supplies

- a. Media Carts: To hold laptop, projector.
 - \$2,500/yr x 2 yrs (Years 1 and 3) = \$5,000
- b. Assorted Software: Includes Adobe Suite for hands-on career-oriented experience to be used as part of the Digital Arts course. Also, Office Suite for new computers.
 - \$10,000/yr x 4 yrs = \$40,000
- c. DP Content Text Books: For classroom use.
 - \$7,500/yr x 4 yrs = \$30,000
- d. IB Prepared Exam Resource and Guide: For use with annual IB testing.
 - \$1,200/yr x 4 yrs = \$4,800
- e. IB Exam and Junior Final Exam: For student testing.
 - \$1,000/yr x 4 yrs = \$4,000
- f. Educational Subscriptions: Subscriptions to educational and supplementary materials.
 - \$7,550/yr x 4 yrs = \$30,200
- g. Online IB Course Registration: Annual registration for online IB courses.
 - \$4,250/yr x 4 yrs = \$17,000
- h. ATSA and CAS Fair S&M: Includes exhibition supplies, advertising, decorations for senior program, CAS, etc.
 - \$1,000/yr x 4 yrs = \$4,000
- i. Classroom Supplies: Classroom supplies and materials for IB and dual-credit courses and ACT prep.
 - \$2,500/yr x 4 yrs = \$10,000

Total Supplies Four Years = \$145,000

6. Contractual

- a. Annual IB Fees: \$12,000 per school year.
 - \$12,000/yr x 4 yrs = \$48,000
- b. Student Testing Fees: Estimated based on number of IB students
 - \$12,000/yr x 4 yrs = \$48,000

- c. Managbac: Teacher learning management tool.
- \$4,000/yr x 4 yrs = \$16,000
- d. External Evaluator: (Includes travel). Evaluation is provided by an experienced PhD-level individual with expertise in educational research and evaluation, and is knowledgeable about the population of focus. The third-party Evaluator will work closely with the assessment of the grant's outcomes and impact. S/He will work closely with the Project Director and Dean of Instruction to track progress and troubleshoot implement gaps, ensuring that the goals and objectives of the grant are adequately met at all times.
- Year 1: 4 quarterly reports @ \$18,250 each = \$73,000
 - Year 2: 4 quarterly reports @ \$17,000 each = \$68,000
 - Year 3: 4 quarterly reports @ \$17,000 each = \$68,000
 - Year 4: 4 quarterly reports @ \$16,750 each = \$67,000
 - Travel for External Evaluator to Farmington, NM, \$2,000/yr
 - Ground travel: \$.51/mi x 295 mi = \$150/yr
 - Airfare: \$800 round trip = \$800/yr
 - Hotel: \$175/night x 3 nights = \$525/yr
 - Per Diem: \$70/day x 5 travel days = \$350/yr
 - Incidentals: \$5/travel day x 5 days = \$25/yr
 - Baggage charges: \$25/bag x 2 bags = \$50/yr
 - Airport parking: \$20/ay x 5 days = \$100/yr
- Total External Evaluator Four Years = \$276,000*
- e. Data Collection Specialist: The Data Collection Specialist will collect and analyze data in conjunction with the External Evaluator. S/He will enter data gathered from program surveys and other data associated with implementation of the grant. The Specialist will also assist the Evaluator with the development and editing of all progress reports, in addition to maintaining all formative evaluation data for the Program Director's and Dean of Instruction's approval. This will be calculated at 10 percent of the total direct costs per year.
- Year 1 = \$71,000
 - Year 2 = \$66,000
 - Year 3 = \$66,000
 - Year 4 = \$65,000
- Total Data Collection Specialist Four Years = \$268,000*

Total Contractual Four Years = \$656,000

7. Construction n/a

8. **Other** n/a

9. **Total Direct Cost** \$2,309,054

10. **Indirect Costs (15.39%)** \$355,363

11. **Training Stipends** n/a

12. **TOTAL COSTS** \$2,664,417

*Of the total, only \$106,000 (Project Director's salary for four years) is identified as administrative costs. This is **4 percent** of the total program cost for four years.

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:
Ms.	Betty		Ojaye	

Address:

Street1:	1220 West Apache St.
Street2:	
City:	Farmington
County:	San Juan
State:	NM: New Mexico
Zip Code:	87401-3886
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
505-326-6571 Ext. 148	505-327-9213

Email Address:

bojaye@navajoprep.com

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

Navajo Preparatory School

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	247,500.00	247,500.00	247,500.00	247,500.00	0.00	990,000.00
2. Fringe Benefits	49,500.00	49,500.00	49,500.00	49,500.00	0.00	198,000.00
3. Travel	56,486.00	56,486.00	56,486.00	54,596.00	0.00	224,054.00
4. Equipment	48,000.00	16,000.00	16,000.00	16,000.00	0.00	96,000.00
5. Supplies	37,500.00	35,000.00	37,500.00	35,000.00	0.00	145,000.00
6. Contractual	172,000.00	162,000.00	162,000.00	160,000.00	0.00	656,000.00
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)	610,986.00	566,486.00	568,986.00	562,596.00	0.00	2,309,054.00
10. Indirect Costs*	94,031.00	87,182.00	87,567.00	86,584.00	0.00	355,364.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	705,017.00	653,668.00	656,553.00	649,180.00	0.00	2,664,418.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 09/30/2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): U.S. Department of the Interior Bureau of Indian Affairs

The Indirect Cost Rate is 15.39%.

(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 Navajo Preparatory School	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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