

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 # S299A160056

Grants.gov Tracking#: GRANT12175317

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="05/31/2016"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="72-6001392"/>	* c. Organizational DUNS: <input type="text" value="0292696850000"/>
--	---

d. Address:

* Street1:	<input type="text" value="201 Stadium Drive"/>
Street2:	<input type="text" value="P.O. Box 5097"/>
* City:	<input type="text" value="Houma"/>
County/Parish:	<input type="text" value="Terrebonne"/>
* State:	<input type="text" value="LA: Louisiana"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="70361-5097"/>

e. Organizational Unit:

Department Name: <input type="text" value="Federal Programs"/>	Division Name: <input type="text" value="Title VII Indian Education"/>
---	---

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

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Peggy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Marcel"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Supervisor of Federal Programs"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="985-879-6400"/>	Fax Number: <input type="text" value="985-879-6498"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

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

13. Competition Identification Number:

84-299A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

On Travaillle Ensemble - TPSD Native Youth Community Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,589,563.55"/>
* 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="2,589,563.55"/>

*** 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:

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>Jennifer Bergeron</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Terrebonne Parish School Board</p>	<p>DATE SUBMITTED</p> <p>05/31/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Terrebonne Parish School Board * Street 1: 201 Stadium Drive * Street 2: P.O. Box 5097 * City: Houma * State: LA: Louisiana * Zip: 70361-5097 Congressional District, if known: LA-052		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: none	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known: none	9. Award Amount, if known: \$ 0.00	
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: Jennifer Bergeron * Name: Prefix: Mr. * First Name: Philip Middle Name: * Last Name: Martin Suffix: Title: Superintendent Telephone No.: 985-876-7400 Date: 05/31/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160056

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.

OnTravailleEnsemble_GEPASTatement.pdf

Add Attachment

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View Attachment

GEPA Statement

Terrebonne Parish School District will take steps to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers and any other program beneficiaries with special needs. Terrebonne Parish Schools will ensure that barriers that can impede equitable access or participation in this project, such as gender, race, national origin, color, disability or age are addressed. Terrebonne Parish Schools will improve outcomes for students from traditionally underrepresented groups through this project specifically as follows:

- Project activities will be offered in facilities that are fully accessible including the two-story middle school which provides an elevator for disabled students and staff.
- Program descriptions will be made available in Spanish and Old World French as needed to ensure full participation of students from homes where English is a second language
- Accessing an interpreter for Cajun French, Native American, Hispanic, and other non-English speaking parents as needed to provide enhanced communication.
- Making sure all that workshop and training locations are wheel-chair accessible.

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

Terrebonne Parish School Board

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Philip Middle Name:

* Last Name: Martin Suffix:

* Title: Superintendent

* SIGNATURE: Jennifer Bergeron

* DATE: 05/31/2016

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:

Through a collaborative *partnership* between the United Houma Nation, the Point-Au-Chien Indian Tribe, the Biloxi-Chitimacha Confederation of Muskogee Indians, the Terrebonne Parish School District, Louisiana Indian Education Association, Fletcher Technical Community College, Nicholls State University and the Houma-Terrebonne Chamber of Commerce, the *purpose* of the *On Travaille Ensemble* Native Youth Community Project is to improve the college and career readiness of American Indian students through a community-led project. Expected *outcomes* are two-fold. First there is a need to increase the number of Indian students who are First Time Freshmen. Based on the needs assessment, this must begin before students enter high school. Secondly, there is a need to remove barriers that are keeping Indian students from completing the college application process. Based on the needs assessment, this needs to occur not only with the students at school, but also with families within the community setting.

On Travaille Ensemble, French for ‘we work together’, is the basis of this project. Old world French adopted in the late 1600’s from the original French explorers of Louisiana with Native language words added, is the native language spoken by the local tribes.

This project will serve Indian students who reside in the *defined geographic area* of Dulac and Grand Caillou area of Southern Terrebonne Parish, an area of land that is vanishing into the Gulf of Mexico. This area has a Native American population of 39%, compared to 6% parish-wide. The students who attend the middle school and high school here are among the poorest performing in the district.

During Indian parent meetings, Tribal Council meetings and a community roundtable discussion, barriers for Indian youth seeking college and careers became evident. Poverty, lack of education of parents/grandparents, poor use of community resources, low assessment scores and poor academic behavior were identified as *barriers* for success. Identified *opportunities*

were the school system, community centers, local Universities, the Indian Education Association and the Chamber of Commerce.

Community-based strategies, measurable objectives and outcomes will be addressed through three goals.

- Goal one: Improve the academic behavior of the participating middle school students.

Community strategies include adding a Project Liaison who will assist in communicating between the Indian families and the school. Objectives to reach this goal include reducing the total number of Indian students referred to the office for discipline incidences and to implement Positive Behavior Intervention & Support to improve social competence and academic achievement.

- Goal two: Increase the number of Indian students who become First Time Freshmen.

Community strategies include quarterly meetings with tribes and Indian parents to review project data. Objectives to reach this goal include increasing literacy skills of Indian students, and improving reading and math skills of Indian students identified to be at risk.

- Goal three: Increase community involvement efforts that promote the college and career readiness of Indian children. Community strategies include partners and tribes working together to provide mentors, meetings spaces, and wisdom and knowledge to participants. Objectives to reach this goal include developing a mentor program for Indian students between the middle school, high school and community, providing workshops to Indian students and parents to provide information and support regarding the college application process, participation of Tribal members in a newly created Inter-Tribal Indian student club at the middle school and high school, and increasing the number of community partners who collaborate with the project to improve the college and career readiness of Indian students.

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](#)

Need for Project – (i) *The extent to which the project is informed by evidence*

(1) *The greatest barriers both in and out of school to the readiness of local Indian students for college and careers* (2) *Opportunities in the local community to support Indian students* (3) *Existing local policies, programs, practices, service providers and funding sources*



Terrebonne Parish, located on the southeastern coast of Louisiana, relies heavily on commercial fishing, marine construction and the gas and oil industry for employment. Houma is located at the intersection of the Gulf

Intracoastal Waterway and the Houma Navigational Canal. Unemployment in March of 2015 was 5.6%. In March of 2016, it had increased to 7.0% with a loss of 6500 jobs during that one year period.ⁱ Due to the slump in the oil field, more company closings and layoffs are expected in the coming months. While many young people have often found good jobs in the commercial fishing industry, shipyards or on offshore rigs, these jobs are now disappearing. Additionally, the most recent Censusⁱⁱ indicated that Indian families in our Parish are living below the poverty level at an average of 28.6% compared to the Parish at 18.1% and State at 15.1% (chart A, *all charts are in Needs Assessment section/other attachments*), and it indicated that 30% of Indian adults in Terrebonne Parish earned a Diploma compared to 75% of all adults (chart B).

Terrebonne Parish began providing public education in the 1800's. Oral history of the United Houma Nation documents that there was systematic racial discrimination in public schooling in Grand Caillou, Bayou Dularge and Point-Aux-Chenes all the way up to the 1960's. Separate schools providing education for 1st – 12th grade were built for white students and for African American students, but Indian students were not allowed to attend either schools. Indian students attended school from 1st – 8th grade at Indian children Baptist and Methodist schools in their communities. An Indian High School was created in Dulac in 1957. This separated, but unequal system was in place until 1963. Then, a phased in integration plan was begun and was completed

in 1969.ⁱⁱⁱ This segregated system of education erected barriers. Parents and grandparents of our Indian students today are less likely to have graduated from high school or to have pursued any type of higher education. In a recent Indian parent survey, one parent stated that she did not graduate from high school, and she was not able to help her son complete any college applications because she did not understand the applications nor how to use the computer.

TPSD met with the Indian Education Parent Committee on January 26th for its annual review of Indian student data. The following *strengths* were discussed:

Through the Title VII Formula Grant, the Coordinator of Indian Education has been able to improve the Average Daily Attendance (ADA) of Indian students across the district (chart C). ADA remained consistent between 2013 – 2015, with Indian student ADA at 93% compared to district ADA of 94%.^{iv} The Indian graduation rate in 2014-2015 at Ellender High School, the high school with the highest Indian student population (19%), was 72% compared to the school's overall graduation rate of 68% the district rate at 76% and the state rate at 75%.^v Drop-out Rate of Indian Students was <3% better than district rate of <4%^{vi} and continues to improve annually. Students at this high school have an opportunity to participate in an on-site dual enrollment class, and an additional class is planned for next year. This high school also shares a campus with the TPSD Career and Technical school where students can participate in Jobs for Americas Graduates (JAG) and Jump Start to earn industry credentials while still in high school.

Weaknesses were also discussed: Of the twelve elementary, middle and high schools with the highest Indian student population, four schools received a school report card letter grade of 'D' in 2014-2015. Indian student ACT average composite score (chart D) at Ellender High School was 17.9, which was higher than the school's overall ACT average composite score of 16.8, but lower than the district average score of 18.5 and state average at 18.4.^{vii} No Indian students at

EMHS met ACT college readiness benchmarks scores across all four tested areas. A composite score of 21 is required for admission into the nearest four-year state university, Nicholls State University; a 25 is required for admission into Louisiana State University.^{viii}

Due to the failing oil field and current poor economy, the parents voiced concern that too few of the graduating Indian students are aware of career choice options or applying to college. Another concern voiced by the committee was the fact that so many Indian children attended the district schools that had received a report card grade of ‘D’ this past school year. At the conclusion of this meeting, the school district was asked to more deeply assess relevant data and to bring it to not only the parents but also the Tribal community, so that a discussion about better preparation for Indian students to be successful in future college and career opportunities could commence. This information was shared and discussed at a public meeting on March 9th and Tribal Council and community meetings held on April 7th, 9th, 12th and May 14th. Along with these meetings, a Community Roundtable meeting was held on May 3 to discuss community barriers.

Here are the results of these assessments. There are 19 elementary schools, 6 middle schools, 3 junior high schools, 4 high schools, 3 alternative schools and a career and technical high school that comprise the Terrebonne Parish School District. Of the four district high schools, one has a letter grade of A, two have letter grades of B, and the one with a letter grade of ‘D’, Ellender High School, has the highest population of Indian students. The School Performance Score (SPS) of this high school was 66.8 in 2013-2014 and increased to 68.0 in 2014-1015.^{ix} End-Of-Course (EOC) assessment data was compared between Indian students at EMHS and the district (chart E). Beginning in 2012-2013, the assessments were given in six subject areas: Algebra I, Geometry, English II, English III, Biology and U. S. History. Across three years of trend data between 2012 - 2015, Indian students scored higher than or equal to the district in 5 out of 6 of

the subject area tests each year.^x According to 2014-2015 school report card information, only 12% of students with disabilities were proficient in their assessments. First Time Freshmen (FTF) data^{xi} (chart F) was compared between the State, the Parish and the four high schools. Of the 186 graduates at Ellender in 2013-2014, 46% of the graduates were Indian. Only 25% of these graduates and about 11% of the Indian graduates enrolled in college as FTF compared to the district average of 42%.^{xii} Overall, while Indian students are academically achieving higher than their peers in End-of-Course assessments and the ACT, there appears to be a *gap* between this achievement and the leap to being career ready or to entering college as First Time Freshmen. Next, the district took a look at how Indian students at the feeder middle schools were performing. There are two feeder schools for this high school. One is a 7th – 8th grade junior high within the city limits with 50 Indian students. The other is a 5th – 8th grade bayou middle school with a high density population of 122 or 35% Indian students.

In order to be college and career ready in high school, students must *enter* high school both on level and ready to learn.^{xiii} Since it has a higher density population of Indian students and a school grade of ‘D’, Grand Caillou Middle School (GCM), grades 5-8, which feeds into Ellender High School was assessed. The School Performance Score (SPS) at GCM was 80.4 in 2013-2014 but *dropped almost 20 points* to 63.4 in 2014-2015.^{xiv}

Several areas of concern were identified. In 2014 – 2015, students in 8th grade took a new state standardized assessment called Partnership for Assessment of Readiness for College and Careers (PARCC) in ELA and Math and the Louisiana Educational Assessment Program (LEAP) in Science and Social Studies. Students in grades 5-7 continued to take the integrated Louisiana Educational Assessment Program (iLEAP) for all four core subject areas. At GCM in grades 5-8, Indian students scored below the school district on the PARCC, iLEAP and LEAP

assessments in all grades in Math, ELA and Social Studies and in grades 5, 6 and 8 in Science. (charts G- J). Indian students scored better than the district only in 7th grade Science. Review of cohort data for each grade level revealed inconsistent gains and losses. Additionally, only about 15% of students with disabilities were proficient on ELA and Math assessments

(chart K).^{xv} Discipline issues at this school for the 2015-2016 school year were reviewed. The highest number of behavioral office referrals (chart L) were documented at GCM for Indian students at 433 out of 1,110 or 39%.^{xvi} This percentage is higher than the Indian population of the school (35%). Major offenses included assault, fights, threatening others, and possession of substances. Minor offenses included disrespect, disobedience, and disturbing the school. When students receive office referrals, they are either removed from class that day or receive in-school or out-of-school suspension, and are missing instructional time.

At the Community Roundtable discussion (chart O), parents, students and Tribal leaders took time to work in groups to discuss *barriers, existing community resources, current Tribal support,* and how the tribes and LEA could *better collaborate* to solve the problems of Indian students who were not college and career ready. They discussed several *barriers*: economics, lack of awareness of available careers, few resources, and parents/grandparents lack of a working knowledge of the application process or current career paths. All in attendance were in agreement that there were very few *existing community resources* available to help Indian students prepare for college and careers other than the school system, community centers and the Dulac Library. Some suggestions for opportunities that weren't currently being utilized included the Louisiana Indian Education Association to provide guidance, local colleges to provide information about career paths and college and the Chamber of Commerce to provide the career-to-business connection. The students voiced a desire to have a youth cultural club or leadership

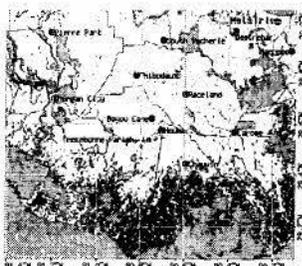
council at their schools. The students agreed that they felt support from their parents and their tribes to stay in school and to stay out of trouble. Parents felt they had nothing to offer their children, and that they needed more information about careers, colleges and the college application process. In conversations, the lack of access to Internet to learn about colleges and availability of computers was discussed. Parents said they could not afford the technology and some of the ones who do have it do not understand much about it. There were many suggestions for *collaborating*. Field trips to colleges and workshops within the community to help families navigate career opportunities and college applications were suggested. Mentoring experiences between students who had been to college and high school and between high school and middle school students were recommended.

After reviewing the data and input, these greatest **barriers** impeding Indian students' ability to be successfully college and career ready were agreed upon:

- 1) Behavior issues of middle school Indian students are affecting their ability to learn
- 2) Middle school Indian students are not academically prepared to enter high school on level and ready to learn, and ACT scores of Indian high school students are often not high enough for the students to apply to become First Time Freshmen
- 3) Indian high School students are hampered in their ability to complete college applications because of parents/grandparents who lack education and information about careers and college.

Opportunities within the community that will enhance the project include collaborations with Fletcher Technical Community College (FTCC), Nicholls State University (NSU), the Louisiana Association of Indian Educators (LIEA), the Houma-Terrebonne Chamber of Commerce (HTCC), the LEA and most importantly, wisdom of the Tribal Councils and elders of the United Houma Nation, the Point-Au-Chien Indian Tribe and the Biloxi-Chitimacha Confederation of

Muskogee Indians. *Existing local policies, programs, practices, service providers and funding sources* are mainly provided through the school district. As the parents noted, other than recreational sports programs, summer reading library programs and programs at community centers, such as use of pools in the summer, there are not community options for children, especially as they get older. There are resources for support, such as social service agencies, and they do partner with the school district to provide services to students as needed or as assigned by the courts. The Federally funded Indian Education Department of the school district employs a Coordinator, Resource Specialist, and paraprofessionals. This department, along with the Special Education Department and other federally funded programs such as Title I, II and III, Migrant education, and the McKinney-Vento program collaborate to meet the academic and cultural needs of Indian students. Fletcher Technical Community College (FTCC) collaborates with the school district to provide some dual enrollment classes at high schools and for GED needs. Dual-enrollment is also available on campus at FTCC and Nicholls State University.



Quality of the Project Design –

(i) The extent to which the project is focused on a defined geographic area

Through collaborative discussions between Indian parents, Tribal Council members and elders, and the TPSD Indian Education Program, the decision was made to create a partnership between the United Houma Nation, the Point-Au-Chien Indian Tribe, the Biloxi – Chitimacha Confederation of Muskogee Indians and TPSD to begin this project in the geographic area of highest need. Project activities will focus on Indian students who attend Grand Caillou Middle school and then feed into Ellender High School, with some participation by students at Grand Caillou Elementary^{xvii} (chart M). These students reside along Bayou Sale in Dulac and Grand Caillou in Terrebonne Parish, which has an Indian population of 39%.

American Indians who reside along these bayou areas and whose children attend these schools belong to the United Houma Nation, Point-Au-Chien Indian Tribe, or the Biloxi-Chitimacha Confederate of Muskogee Indians. Students who attend Grand Caillou Elementary (GCE) School (PreK – 4) will have limited participation in this project, as they were not identified as experiencing barriers. In 2014-2015, GCE was the *only* one of the 36 TPSD schools to be recognized as a Top Gains school by the state. The school SPS *increased* from 64.9 in 2013-2014 to 75.9 in 2014-2015.^{xviii} GCE School has participated as an expansion school in a State Striving Readers Comprehensive Literacy Project for the past three years. District programs and initiatives currently in place will continue at GCE.

(ii) The extent to which the proposed project is based on scientific research, or an existing program that has been modified to be culturally appropriate for Indian students

The purpose of our project is to implement services and programs that improve educational opportunities of Indian students so that they are career and college ready. The barriers indicated two needs. *First*, there is a need to improve literacy at the middle school to ensure that Indian students are entering high school on level and ready to learn and eventually become First Time Freshmen (FTF). This is currently hampered by academic behavior issues and poor academic achievement. Students who are engaged in meaningful learning have fewer behavior problems and are more academically successful.^{xix} Based on surveys of 2,700 classrooms, the report *Aiming Higher Together: Strategizing Better Educational Outcomes for Boys and Young Men of Color*, found that students who identify as Native American—“are overrepresented in schools where suspensions for misbehavior leads to missed opportunities for learning.” This project will hire both a Behavior Interventionist and Project Liaison. The Interventionist will play a role in assisting students to learn how to better manage their behavior and improve their academic behavior skills and in helping teachers to learn how to more effectively work with these students.

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The Liaison, who will have direct knowledge and experience with the community being served, will be a fulcrum between school and home, and will more effectively engage parents in the process. Through implementation of Generation Ready’s Middle School Literacy Initiative, students in 5th – 8th grades will participate in a holistic learning environment. Generation Ready is a process by which *evidence-based strategies* for improved instruction and student achievement are embedded into core subject area classes. Through support by Generation Ready’s Teacher Coaches, evidence based strategies such as reciprocal reading, reciprocal teaching, academic vocabulary, annotation, and writing will be used by teachers. Students will work in assigned or chosen small group instructional settings. Through student-led group strategies such as collaborative groups, study teams, cooperative groups, and partners and pairs, students are spending time directly engaged and learning is increased. Generation Ready improves adolescent literacy based on an established set of six research-based, foundational literacy practices aligned with the developmental needs of adolescents. These practices, also embedded throughout the project, include rigorous standards-based curriculum, effective teaching in every classroom, strong home, school and community partnerships, a culture and climate that promotes learning, a schoolwide assessment framework, and organizational structures that promote learning. Through a Continuous Cycle of Improvement framework that includes the steps of diagnose, plan, implement, and monitor, a continuous cycle of learning is constantly adjusted based on observation and outcome data.^{xx}

Research shows that while the complexity of reading demands for college and career have held steady or risen over the past half century, the complexity of texts students are exposed to has steadily decreased in that same interval. In order to address this gap, the Common Core State

Standards emphasize increasing the complexity of texts students read as a key element in improving reading comprehension.^{xxi}

To meet the needs of at-risk Indian students, Read 180/System 44 and Math 180 will be used.

READ 180 is an evidence-based reading program designed for students in elementary through high school who read below the proficient level. The goal of Read 180 is to address gaps in

Indian students' skills through the use of a computer program, literature, and direct instruction in reading skills.^{xxii} System 44, a companion to Read 180, designed for the most challenged readers,

includes rigorous, differentiated instruction needed to help students become college, and career

ready. Math 180, a math program designed for middle school math students who are two or more years behind in math, will be used with at-risk Indian students. It uses blended learning to

address gaps in students' skills.^{xxiii}

Secondly, there is a need to collaborate with the community to remove barriers for our Indian students as they apply to college. Barriers such as lack of support at home from family who

historically suffered at the hands of the education system, combined with further lack of

assistance from family in navigating the college application, financial aid, and scholarship

process need to be resolved. According to the What Works Clearinghouse's Helping Students

Navigate the Path to College: What High Schools Can Do Practice Guide,^{xxiv} there are five

research-based practices for how high schools and school districts can improve access to higher

education. This project has activities aligned to these practices within these 3 recommendations:

A) Academic Preparation, B) College Aspirations and Expectations, and C) Steps for College

Entry. A-1) Offer courses and curricula that prepare students for college-level work and ensure

that students understand what constitutes a college-ready curriculum by 9th grade. TPSD high

schools *currently* follow the state guidelines for this recommendation to ensure students take

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appropriate classes and students begin planning in 6th grade by creating a college and career folder that follows them every year until they graduate. A-2) Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified. High schools students in TPSD *currently* take ACT and state required End of Course exams. Guidance counselors meet with students to guide them into appropriate career tracks based on data. B-3) Surround students with adults and peers who build and support their college-going aspirations. *Through this project*, Indian adult mentors who have been successful in college and careers will be assigned to Indian high school students to support them. This will be done through a collaboration with the Houma-Terrebonne Chamber of Commerce, Fletcher Technical Community College (FTCC) and Nicholls State University (NSU). Indian high school students who are on a college-bound track will be paired with Indian middle school students to support them. By creating an Inter-Tribal Indian Student Club, students will have an opportunity to engage with mentors, Elders and each other for more support. B-4) Engage and assist students in completing critical steps for college entry. *Through this project*, Indian students and their parents will attend workshops within their community and at a summer camp to receive information about FAFSA completion, admissions, enrollment, financial aid, scholarships, and career options. Collaborations between the United Houma Nation, Point-Au-Chien Indian Tribe, Biloxi-Chitimacha Confederation of Muskogee Indians, the Houma-Terrebonne Chamber of Commerce, FTCC and NSU will provide Indian summer camp students with cultural, career and college information. Indian students will also participate in college tours to FTCC and NSU. C-5) Increase families' financial awareness, and help students apply for financial aid. *Through this project*, Indian students and their families will participate in workshops within their community and at a summer camp to learn about college

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affordability, financial aid options and scholarships. Collaborations between the United Houma Nation, Point-Au-Chien Indian Tribe, Biloxi-Chitimacha Confederation of Muskogee Indians, the Houma-Terrebonne Chamber of Commerce, FTCC and NSU will provide Indian summer camp students with cultural and financial information. They will be able to ask questions and have assistance in completing forms.

(iii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable

GPRA (1) The percentage of the annual measurable objectives, as described in the application that are met by the grantee		
Goal 1: To improve the academic behavior of Indian students in grades 5-8		
Objectives	Activities	Measurable Outcomes
<p>Objective 1.1: To reduce the total number of Indian students referred to the office for engaging in major and or minor discipline incidences.</p>	<p>Activity for 1.1: The Behavior Interventionist will provide leadership and professional development for educators to successfully implement Positive Behavior Intervention & Support.</p> <p>Activity 1.2: The Behavior Interventionist will collaborate with the school counselor and Project Liaison to provide interventions for students referred to the office two or more times.</p>	<p>Outcome 1.1: The School-wide Evaluation Tool (SET) will be used to assess and evaluate school-wide effective behavior support annual with the goal of achieving at least 80% implementation.</p> <p>Outcome 1.2: By May each year, the total number of Indian student office discipline referrals will decrease by at least 10%. For example, the number of office referrals reported by the end of the first project year will be at least 352.8, which is 10% less than the 392 referrals made during the previous school year.</p>
<p>Objective 1.2: To implement Positive Behavior Intervention & Support to</p>	<p>Activities for 1.2: Project Liaison will coordinate activities with the Behavior Interventionist and implement social</p>	<p>Outcome 1.2: By May of each project year, at least 80% or more of the 5th – 8th grade student population will somewhat or</p>

<p>improve social competence and academic achievement for all students.</p>	<p>activities to improve the general school environment as well as cultivate social groups specific to the Indian student population (e.g., Indian student club, mentoring program, student-led parent nights, and summer camp).</p>	<p>strongly agree the school environment is positive and safe as measured by the Positive Behavioral Intervention & Support (PBIS) School Climate Survey.</p>
<p>Goal 2: To increase the number of Indian students who become First Time Freshmen</p>		
<p>Objective 2.1: Indian students will increase their literacy skills.</p>	<p>Activities for 2.1: Generation Ready coaches will provide on-site coaching support for teachers at the designated school and other teachers from the feeder schools who teach Indian students to improve students' learning outcomes for all core subject areas</p>	<p>Outcome 2.1: Generation Ready Coaches will submit a mid-year and final report showing evidence of changes for all teachers across Generation Ready's Six Essential Practices, and the degree of change observed will be compared to changes in student outcomes.</p> <p>Outcome 2.1b: Three times per project year, participating 5th – 8th grade Indian students' literacy skills will be assessed using the Degrees of Reading Power (DRP) to determine growth and refine intervention goals.</p>

<p>Objective 2.2: Teachers will effectively integrate technology to improve literacy skills of students.</p>	<p><i>Activities for 2.2:</i> Generation Ready coaches will train teachers to integrate technology and to collect, analyze, and use assessment data to inform instruction.</p>	<p>Outcome 2.2: By the end of the first project year, 75% of teachers will integrate technology to teach all core subject area, and the goal thereafter is 100% of educators will integrate technology to teach all core subjects.</p>
<p>Objective 2.3: To improve the reading skills of Indian students identified by the DRP to be at risk in reading.</p>	<p><i>Activities for 2.3:</i> Instructional Interventionist will assist Indian students who are at risk in reading by implementing READ 180/System 44 interventions.</p>	<p>Outcome 2.3: By the end of each project year, the number of students scoring proficient or within grade level reading bands as measured by STAR Reading and DRP will increase from baseline.</p>
<p>Objective 2.4: To improve the math skills of Indian students.</p>	<p><i>Activities for 2.4.1:</i> Instructional Interventionist will assist Indian students who are at risk in math by implementing MATH 180.</p>	<p>Outcome 2.4: By the end of each project year, Indian students will increase core math skills from baseline as measured by STAR Math.</p>
	<p><i>Activities for 2.4.2:</i> After-school tutoring will be provided for Indian students that scored basic or above on state tests in preparation for the ACT by implementing WorkKeys Skills Assessment.</p>	<p>Outcome 2.4.2: By the end of each 12-week tutoring session, at least 80% of participating Indian students will score within the proficiency range as measured by the WorkKeys Skills end of session assessment.</p>

<p>GPRA (1) The percentage of the annual measurable objectives, as described in the application that are met by the grantee</p>		
<p>GPRA (2) The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children</p>		
<p>Goal 3: To involve the community in efforts that promote the college and career readiness of Indian children</p>		
<p>Objective 3.1: During each project year, selected high school Indian students will become mentors to Indian middle school students and selected Indian community members will become mentors for high school Indian students.</p>	<p>Activities for 3.1: Project Liaison will develop, coordinate, and monitor the mentoring program for Indian students.</p>	<p>Outcome 3.1: Project Liaison will provide a quarterly brief report detailing mentor mentee meetings.</p>
<p>Objective 3.2: Workshops will be held at Tribal centers, community centers, and during summer camp to provide information and support regarding the college application process.</p>	<p>Activities for 3.2: Project Liaison will work with local colleges to develop seven workshops for Indian students/parents.</p>	<p>Outcome 3.2: Project Liaison will provide three brief reports in year one and seven thereafter, detailing the scope of each workshop and the number of Indian parents/students in attendance as measured by sign-in sheets and pre/post surveys.</p>

<p>Objective 3.3: Tribal members will participate in Indian Student Club meetings, student led parent nights, college tours, and quarterly project meetings.</p>	<p>Activities for 3.3: The Project Director will coordinate quarterly project meetings. The Project Liaison will implement Indian student clubs at middle and high school, collaborate with tribes, and coordinate college tours.</p>	<p>Outcome 3.3: By May of the first project year, the number of Tribal members who have participated in Indian Student Club meetings, student led parent nights, college tours, and quarterly sustainability meetings as measured by sign-in sheets will be determined. This will provide baseline data. Improvement in years two – four will be based on the baseline data.</p>
<p>Objective 3.4: Community partners will collaborate with project personal in an effort to improve the college and career readiness of Indian students.</p>	<p>Activities for 3.4: Project Director along with Tribal members and parents of Indian students will work together to create a prospective list of community partners.</p>	<p>Outcome 3.4: At the beginning of each project year, the collaborative partners will set an annual goal for the number of partnerships to be added as measured by meeting minutes and increase in number of partnerships.</p>

(iv) The extent to which the design of the proposed project is appropriate to, and will successfully address the needs of the target population/other identified needs

(v) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services

Through the various meetings held to discuss the barriers and problems of the Indian students, the LEA and tribes realized the need for deeper collaboration. Due to Louisiana's vanishing coast, Tribal Elders are concerned about the future of their young people and about not losing the cultural identity of their people. All felt like the schools involved in this project could serve as a pilot project for imbedding more culture into Indian children's education as it improved their academic achievement and better prepared them for their future. To *successfully address the targeted population's identified needs* the following evidence-based and research-based activities as well as extracurricular community activities *involving the collaboration of appropriate partners* will be implemented:

Goal 1: To improve the academic behavior of Indian students in grades 5-8

Disruptions during class affect learning for all students. Activities to reach this goal will include

- 1) hiring an Indian Project Liaison to:
 - a) Create an Inter-Tribal Indian student club/Native American Student Association for 3rd and 4th graders at the elementary school and for 5th – 8th graders at the middle school – this club will meet monthly and Tribal Elders and Tribal Council Members from each of the tribes as well as officers from the Louisiana Indian Education Association will collaborate on activities of the club. The mission of the club will be to promote academic, cultural and social development of Indian students, exchange ideas and traditions between students and elders, and to study and share the culture and background of their heritage.
 - b) Develop a mentoring program – Indian students in 8th grade will be paired with a mentor from the feeder high school. These students will be able to meet at least quarterly at the high school to

participate in activities to introduce the students to the high school environment and help prepare them for success. c) Organize student-led parent nights – to be held at least quarterly at the middle school and to include academic and cultural activities. At these events, students will be in charge of ‘teaching’ their parents and Tribal Elders something that they were excited to learn. d) Create a 3-day summer camp to be held at a local retreat center for 9th and 10th grade Indian students with a goal of providing cultural and career/college information, work ethic skills, cultural history, crafts, dancing, etc. Speakers from Louisiana Indian Education Association as well as Nicholls State University and Fletcher Technical Community College will provide students with career information. 2) A Behavior Interventionist will be hired and located at the middle school. This teacher will be an American Indian with whom the Indian students can identify and who is more culturally familiar with the needs of these students. This teacher will ensure that the Positive Behavioral Interventions and Supports (PBIS) plan at the school is implemented and followed and will assist classroom teachers with developing behavior intervention plans for Indian students as needed.

Goal 2: To increase the number of Indian students who become First Time Freshmen

If a student does not enter high school on level and ready to learn, they will not score high enough on the ACT to apply to college. Activities to reach this goal will include: 1) Contracting with Generation Ready’s Middle School Literacy Initiative to provide coaches who will assist middle school teachers in developing culturally relevant effective strategies to raise academic achievement. 2) Instructional Interventionists will be hired to help low-achieving middle and high school Indian students improve their academic achievement through the use of Read 180/System 44 and Math 180. 3) After-school tutoring will be provided for 7th and 8th grade Indian students who achieved Basic or above on state assessments using Mastery-Keys. This will

better prepare these students for greater ACT success. 4) Laptop carts with classroom sets of laptops and network printers will be provided to the middle school so that students working on group activities have a way of storing, sharing and printing their work. The laptops will also be used by Indian students at after school tutoring and at parent nights to help to increase the technology literacy of the parents.

Goal 3: To significantly increase community collaborative efforts that promote college/career readiness of Indian children

There is a Native American proverb: "He who would do great things should not attempt them all alone." - Seneca. While there are already many partners eager to collaborate on the project, we realize that more partners will increase success for our Indian students. Activities to reach this goal will include a 1) Project Liaison who will do the following: a) create an Inter-Tribal Indian student club/Native American Student Association at the High School for students in grades 9 - 12. This club will meet monthly and Tribal Elders and Tribal Council Members from each of the tribes as well as officers from the Louisiana Indian Education Association will collaborate on activities of the club. The mission of the club will be to promote academic, cultural and social development of Indian students, exchange ideas and traditions between students and elders, and to study and share the culture and background of their heritage. b) Develop a mentoring program – the Project Liaison will collaborate with the Houma-Terrebonne Chamber of Commerce, FTCC and NSU to find current Indian college students, former Indian college graduates, and current Indian-owned businesses within the community and pair them with Indian students in 11th and 12th grade at the High School for quarterly meetings to encourage the students to reach for college and career goals and to stay on track. c) Collaborate with FTCC and NSU to organize Indian parent/student workshops for students in grades 9 -12 – The difficulty of navigating the

college application process was one of the greatest barriers identified by both Indian students and their parents. The purpose of these workshops is to provide navigational assistance for Indian students who are interested in or who are ready to apply to college. Some workshops will be held during the day at tribal and community locations for parents/ grandparents to answer their questions. Some workshops will be held after school, in the evenings and on weekends to assist Indian students and their parents with navigating the financial aid, scholarship and college application process. Workshops will be held at least six times between August and March. d) Coordinate college tours for 7th and 8th grade Indian students and their parents to Fletcher Community College and for 9th and 10th grade Indian students and their parents to Nicholls State University for them to see the campus and receive information about financial aid, scholarships and enrollment. The Liaison will also collaborate with FTCC and NSU to provide additional resources and assistance for Indian students and their parents. e) Coordinate between the participating schools to create college and career events such as, but not limited to, “College Signing Day” when all high school students who will attend college are recognized and a “Senior Walk” day when graduating High School seniors wear their caps and gowns and walk through the hallways of the elementary school to share graduation excitement.

Quality of Project Personnel –

(i) The qualifications, including relevant training and experience, of the project director – The project director Ms. Ann Picou, will devote 60% FTE to this project. Ms. Picou has a Masters +30 in Education and over 30 years of experience in Education. She is currently a Title I Coordinator and has served in this district role since 1996. She has experience in accountability and budgeting, NCLB Title I Guidelines, providing literacy training, analyzing data at school and district levels, and serving as a school and assist teacher, resource teacher and new teacher

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assessor. She has led the District Data Based Decision Making (DBDM) Literacy Leadership Team. Ms. Picou has served as project director on several state grants including LA4, Early Childhood 8g, Title I Preschool, HIPPY and Ensuring Literacy For All (ELFA). She most recently served as a co-project director on the Striving Readers Comprehensive Literacy (SRCL) grant project which served students from birth to grade 12. She provides on-going assistance to teachers during Professional Learning Communities (PLCs). In her role as project director, Ms. Picou will be responsible for oversight of key project personnel and all tutors. She will closely work with Generation Ready on implementation of and data analysis of the Middle School Literacy Initiative as well as Read 180/System 44 and Math 180. She will work closely with the outside evaluator to assess and evaluate data. She will participate in PLCs. She will complete and submit all required reports. She will directly report to the Supervisor of Federal Programs, Ms. Peggy Marcel. Ms. Marcel has a Masters +30 Degree and has served in this district role since 2013. Prior to this, she was an elementary school Principal from 2004 to 2013 an Assistant Principal from 2000 – 2004 and a Master Teacher from 1996 – 2000. She was recognized by the school district in 2009 as Elementary Principal of the Year and was named Regional Principal of the Year by the State of Louisiana in 2009. As the Supervisor of Federal Programs, Ms. Marcel is responsible for management of many Federal grant programs and budgets including Title I, Title II, Title III, Indian Education, Migrant Education and the McKinney-Vento program as well as a past awarded Federal School Leadership Program grant project. Ms. Marcel will participate in quarterly data and budget reviews and directly approve the purchase of items for the budget.

(ii) The qualifications, including relevant training and experience, of key project personnel

Key project personnel will be hired following district policy for the positions of Project Liaison, Instructional Interventionist and Behavior Interventionist. For each position, it is the goal of this project to hire a person with related experience who is American Indian. The Project Liaison will

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devote 100% FTE to this project as a nine month employee with contracted time throughout the summer. The candidate must be a highly qualified American Indian individual who possesses a minimum of a bachelor's degree in education from a regionally accredited institution, holds a valid Louisiana teaching certificate, and has a minimum of three years' experience working with Indian children. An understanding of the educational, social, financial and career needs of American Indian students is necessary as well as an understanding of the parents and families within the community to be served. The Liaison must have a genuine interest in Indian students and youth and have a desire to serve the school and the Indian community both within the schools and within the community. A prospective candidate must have knowledge of instructional trends and developments as they pertain to college and career. The candidate must have organizational and communication skills, be able to work in professional harmony with co-workers, staff members, administrators and teachers at participating schools and Tribal Council members and elders within the community. The Liaison will be responsible for creating Inter-Tribal Indian student clubs at the participating middle and high schools, developing and maintaining mentoring programs at the participating middle and high schools, organizing parent/student workshops, student-led parent nights and college tours. The Liaison will be responsible for setting up quarterly meetings between the Tribal community and the schools and for maintaining open communication.

The Behavior Interventionist will assist classroom teachers and administration with effective implementation of Positive Behavior Intervention & Support (PBIS) and behavioral Response to Intervention (RTI) plans for Indian students. The Interventionist must have a minimum of a bachelor's degree from a regionally accredited institution, a valid Louisiana teaching certificate and a minimum of 3 years of teaching experience. The Interventionist will devote 100% FTE to

this project as a nine month employee. A highly qualified American Indian is preferred. The Interventionist will be responsible for collecting behavior data, attending PLCs, communicating with classroom teachers about Indian students' behavior needs and assisting the school in sustaining PBIS and behavioral RTI. The candidate must have good communication skills and a knowledge of the social and behavioral needs of middle school Indian students.

The Instructional Interventionists will assist teachers and administrators in intervening to improve the academic skills of at-risk Indian children at the middle and high schools. The Interventionists must hold a minimum of a bachelor's degree from a regionally accredited institution, a valid Louisiana teacher's certificate and a minimum of five years successful teaching experience. The Interventionists will devote 100% FTE to this project as a nine month employee. A highly qualified American Indian is preferred as they will more effectively communicate with the students, the parents and the community. The Interventionists will analyze data to make decisions regarding interventions for struggling Indian students, participate in PLCs and SBLC meetings and communicate with teachers and administrators regularly regarding progress of these Indian students. Job descriptions for all positions are attached.

(iii) The extent to which the applicant/partners demonstrate capacity to improve outcomes that are relevant to the project focus through experience with programs funded through other sources

Terrebonne Parish School District has been operating as a public school district since 1857. Educational goals are established annually by district administration, and resources are allocated in order to meet these goals. TPSD continuously strives to meet or exceed state expectations. In addition to improving Indian student outcomes through its current Indian Education Formula Grant, TPSD successfully manages many State and Federal formula and competitive grants, including most recently, a Readiness and Emergency Management for Schools grant, an

Elementary and Secondary School Counseling Program grant and a School Leadership Program grant. All of the formula and competitive grants met their goals and objectives during each of their project years.

Terrebonne Parish Schools began receiving Indian Education Formula Grant funds in the mid-1970, and the goals at that time were focused on increasing Indian student attendance, improving academic achievement and improving high school graduation rates. The gaps between Indian students and all students in those areas have significantly closed. In some cases, Indian students are outperforming their peers. In January 2015, Terrebonne Parish School District submitted a state-funded grant project to become Lead Agency for the Terrebonne Partners in Early Childhood Education. As Lead Agency, TPSD is required to conduct administrative functions, coordinating observations of all early childhood centers, Head Start centers and public Pre-K classrooms, offer curriculum assistance and providing training and support for all centers participating in the network. As Lead Agency, we were required to collaborate with community agencies to form partnerships to assist families of children aged Birth – 5. Collaborations formed at that time included Terrebonne General Medical Center, Terrebonne Foundation for Academic Excellence, Agenda for Children, Gulf Coast Social Services, Rotary Club and the Terrebonne Parish Library. Additional collaborative partnerships have been formed with the Houma-Terrebonne Chamber of Commerce and the Louisiana State Troopers. TPSD understands the importance of community collaborative partnerships to the success of meeting participants' needs, and has the *capacity* to form successful community partnerships in this project as well.

Adequacy of Resources –

(i) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project

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An initial meeting will be coordinated by the Project Coordinator for all program partners and the project evaluator upon funding approval. Each partner's relevance to their committed role to success and implementation of the project is as follows:

- United Houma Nation, Point-Au-Chien Indian Tribe, the Biloxi Chitimacha Confederation of Muskogee Indians, the Louisiana Indian Education Association, Tribal Elders, Tribal Council and Tribal Members are committed to participate in quarterly meetings to assess data and project status and provide feedback. They will work closely with the Project Liaison and attend Inter-Tribal Indian student club meetings at the school and share cultural history with Indian students. All will assist in providing locations within the Indian community for parent and student workshops.
- Terrebonne Parish School District – the Project Liaison will work closely with the American Indian community to ensure that barriers are cleared to pave the way for student success. The Project Director will work closely with Generation Ready and the project evaluator to assess and analyze project data and make adjustments as needed. In addition to attending all required meetings, the district will ensure that all project activities are implemented with fidelity and monitored. Interventionists will assist teachers and students to stay on track with their learning and their behavior.
- FTCC and NSU will participate in meetings, assist Indian students and their parents with workshops which provide much needed career and college information, financial literacy, application and FAFSA information and offer college tours. They will collaborate with the Project Liaison to recruit Indian college students to serve as mentors.

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- The Houma-Terrebonne Chamber of Commerce is committed to working with the Project Liaison by recruiting members of the Chamber to mentor career and college ready high school students.

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits

This project will impact the college and career readiness of 1,878 students who attend Grand Caillou Elementary, Grand Caillou Middle and Ellender High school, 458 of whom are Indian students. The cost ratio for delivery of services to Indian students will average \$1,349 per student, per year. The partners of this project intend to ensure that the activities are culturally focused to provide the most benefit to our Indian students. Upon the completion of this 48 month project, is anticipated that the partners will have created more collaborations to ensure its sustainability and will have the data and outcomes needed to replicate the project at other district schools. The United Houma Nation, Point-Au-Chien Indian Tribe and Biloxi Chitimacha Confederation of Muskogee Indians along with the Terrebonne Parish School District are dedicated to the implementation and success of this project. Along with commitment from the Louisiana Indian Education Association, Fletcher Technical Community College, Nicholls State University and the Houma-Terrebonne Chamber of Commerce, a project will be put into place that will greatly improve the educational achievement of Indian students to ensure that they are college and career ready and that they have the tools and skills they need to understand the college application process.

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes

The Teaching Research Institute (TRI) of Baton Rouge, Louisiana, will conduct the program evaluation for the project through 2020. The evaluation team will be led by Lynn

Singletary, Ph.D., and will include a research assistant, and research associates and/or graduate assistants. A key element of TRI's program evaluation process is the belief that collaboration among partners and stakeholders is vital to build and sustain capacity. During the project planning process, TRI collaborated with TPSD and the project partners to create an evaluation plan that includes the collection of both formative and summative data expected to inform and evaluate teaching and learning, and the college and career readiness of students. Formative progress monitoring will enable project partners to review relevant data as the project progresses towards its goals to make education a priority for Tribal members.

The method of evaluation that the team will implement includes gathering both qualitative and quantitative information along these four levels of program effectiveness:

Level 1. Parents, Students, Teachers, Tribal Elders and Council Members, Support Staff, and Indian Education Parent Committee satisfaction with support. Findings will be based on a combination of participant feedback from surveys and from interviews and focus groups.

Level 2. Impact on Educator Practices. Findings will be based on information obtained from Generation Ready Coaches about the degree to which educators implement the evidenced based literacy strategies learned in trainings and in class coaching from the start of the training to the end of each year. These findings will be accompanied by outcomes from school academic and end of the year state tests.

Level 3. Impact on Student Achievement. Student social and academic performance data from Degrees of Reading Power (DRP), nine-week grade reports, standardized tests, and school discipline reports will be collected and analyzed for all students in the participating schools and compared to all students in the same grades in the district and state. These data will serve as a baseline for measuring program impact on student learning in subsequent years.

Level 4. Impact on Community. The degree to which Indian students and their parents attend community class and access resources provided by the district will be reviewed quarterly to determine quality and satisfaction. Additionally, the number of new community partners will be monitored to ensure community outreach in Terrebonne parish continues to grow.

To assess and evaluate the impact of the project, these steps will be implemented by TRI:

1) Facilitate planning meetings with TPSD key personnel, the TPSD IT Department, and Generation Ready to clarify educational and behavioral goals and determine relevant outcome data (both qualitative and quantitative) that can be routinely accessed and analyzed electronically.

2) Develop a formative progress monitoring plan that includes a list of relevant outcome variables for data collection, a timetable and a plan for how to provide feedback to project partners in a timely fashion.

3) Develop a summative evaluation process to determine if project goals are achieved.

As part of the evaluation, project partners will be provided with performance feedback in the forms of progress reports, annual executive summary and policy implication briefs, and annual power point presentation, and an annual project evaluation report (APR). This variety of feedback will permit periodic assessment of progress toward achieving the intended outcomes of the project.

(iii) The extent to which Indian tribes and parents of Indian children have been, and will be, involved in developing and implementing the proposed activities

Through implementation of the Title VII Indian Education Formula Grant program, Indian parents and the school district meet quarterly to discuss academic strengths, weaknesses and needs. These meetings have been held for over thirty years. At this year's Indian Parent Committee meeting held on January 26th, in the midst of a terrible thunderstorm, 36 Parent

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Committee officers and members attended to hear about Indian student strengths and weaknesses in attendance, graduation rate and academic achievement. Due to the failing economy and so many lost jobs, parents are worried about their children's future opportunities. The Committee asked that the school district do a more detailed analysis of these strengths and weaknesses and bring this information to the Public Hearing in March. On March 9th, with 49 in attendance, a more detailed presentation was made. At this time, a presentation was also made to the attendees about the NYCP College and Career grant opportunity. Those in attendance unanimously voted to further pursue what was needed put a project in motion to apply for this grant. District Leadership met on March 17th to review the data and develop a comprehensive needs assessment. Meetings were then held with Tribal Elders and Tribal Councils of the United Houma Nation with 40 in attendance (April 7th, April 9th, May 14th) and the Point-Au-Chien Indian Tribe and the Biloxi-Chitimacha Confederation of Muskogee Indians with 21 in attendance (April 12th) to discuss community needs and community collaboration for the project. Sign-in sheets and meeting agendas are on file for all meetings. It was decided that a Community Roundtable meeting with stakeholders from all three tribes and the participating schools present would be held on May 3rd to get further input on barriers, existing community resources, current Tribal support, and how the tribes and LEA could better collaborate to solve the problems of Indian students who were not college and career ready. After this meeting, the stakeholders agreed that the project is needed to prepare Indian students for better career and college ready opportunities and that the project should occur in the community area where there is the greatest need. Stakeholders also agreed that evaluation results from this project would be discussed annually and that upon the project's success, every effort must be made to duplicate the project in other parish schools with high Indian student population.

Quality of the Management Plan –(i) *The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks*

Managerial and Evaluative Milestones – Tribes (United Houma Nation, Point-Au-Chien Indian Tribe, Biloxi Chitimacha Confederate of Muskogee Indians); TPSD (LEA); PD (Project Director); OE (Outside Evaluator); GenReady (Generation Ready); NSU (Nicholls State University); FTCC (Fletcher Technical Community College), HTCC (Houma-Terrebonne Chamber of Commerce)

<u>Primary Project Milestones</u> (Quarters follow Federal budget year)	<u>Year 1</u>				<u>Year 2</u>				<u>Year 3</u>				<u>Year 4</u>				<u>Responsible</u>
	Q1	Q2	Q3	Q4													
Initial partner meeting on grant award notice	X																All partners
Hire Project Staff		X															TPSD
Execute initial contracts or renewals for each project year		X			X				X				X				TPSD
Submit purchase orders; review budget		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	PD, TPSD
Assess and evaluate project data (ongoing)			X	X	X	X	X	X	X	X	X	X	X	X	X	X	OE, PD, TPSD
Meetings with local tribes, parents of Indian children and LEA to discuss project and data reports				X	X	X	X	X	X	X	X	X	X	X	X	X	PD, OE, Tribes, NSU, FTCC, HTCC

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Provide written project evaluation to local tribes, parents of Indian children, community stakeholders				X						X						X	OE
Disseminate project findings to local tribes, parents of Indian children, community stakeholders																X	PD
Goal 1: GPRA (I) The percentage of the annual measurable objectives, as described in the application that are met by the grantee																	
Objective 1.1: By May of each project year, the total number of Indian student behavior office referrals will be reduced by at least 10%.																	
Objective 1.2: By May of each project year, the total number of 5 th – 8 th grade Indian students who agree that the school environment is positive and safe as measured by the Positive Behavioral Interventions & Supports School Climate Survey will increase to 80% or more of the 5 th – 8 th grade student population.																	
Create Inter-Tribal Indian student club with meetings at middle school			X	X	X	X	X	X	X	X	X	X	X	X	X	X	Project Liaison, UHN, PAC, BCCM
Develop and maintain Indian college/career mentor program at middle school			X	X	X	X	X	X	X	X	X	X	X	X	X	X	Project Liaison, TPSD

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Implement academic and cultural student-led parent nights at middle school			X	X	X	X	X	X	X	X	X	X	X	X	X	X	Project Liaison, TPSD, Indian students and parents
Coordinate college tours for 7 th /8 th grade Indian students and parents			X			X	X			X	X			X	X		Project Liaison, FTCC, NSU
Behavior Interventionist provides PBIS assistance for Indian students		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Interventionist, TPSD
Collect information, determine outcomes (data) and make decisions for improvement (recommendations)		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	UHN, PAC, BCCM, Indian parents, TPSD, PD, OE
GPRA (1) The percentage of the annual measurable objectives, as described in the application that are met by the grantee																	
Goal 2: Goal 2: To increase the number of Indian students who become first-time freshmen																	
Objective 2.1: By May of each year, the quantitative measure of text complexity of participating 5 th – 8 th grade Indian students will have increased as measured by the Degrees of Reading Power (DRP) assessment.																	
Objective 2.2: During each project year, mentors will meet quarterly with their mentees as measured by sign-in sheets.																	
Ensure assessment measures and data protocols are identified and constructed		X				X				X				X			PD, OE, TPSD
Conduct Academic Assessments			X	X	X		X	X	X		X	X	X		X	X	PD, OE, TPSD

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Conduct training in Middle School Literacy Initiative for middle school staff		X	X		X				X				X				GenReady, TPSD
Implement Middle School Literacy Initiative/provide follow-up training			X	X	X	X	X	X	X	X	X	X	X	X	X	X	GenReady, PD, TPSD
Instructional Interventionists provide academic assistance for at-risk Indian students		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Interventionist, TPSD
Data review at middle school PLC meetings			X	X	X	X	X	X	X	X	X	X	X	X	X	X	PD, TPSD,
Indian student Summer Camp for cultural activities and career information				X				X				X				X	Project Liaison, UHN, PAC, BCCM, FTCC, NSU
Arrange and provide Indian student after-school ACT tutoring for middle school			X				X				X				X		PD, Tutors
Collect information, determine outcomes (data) and make decisions for improvement (recommendations)			X	X	X	X	X	X	X	X	X	X	X	X	X	X	UHN, PAC, BCCM, Indian parents, TPSD, PD, OE
GPRA (1) The percentage of the annual measurable objectives, as described in the application that are met by the grantee																	

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GPRA (2) The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children

Goal 3: Increase the number of Indian students who promote the college and career readiness of Indian children

Objective 3.1: The number of Indian parents/students who attend college application workshops held at Tribal centers, community centers or the summer camp each project year will increase each year.

Objective 3.2: By May of each project year, the number of Tribal members who have participated in Indian Student Club meetings, student led parent nights, and quarterly project meetings will increase each year.

Objective 3.3: By May of each project year, more community partners will become part of the project collaboration.

Create Inter-Tribal Indian student club and hold meetings at high school			X	X	X	X	X	X	X	X	X	X	X	X	X	Project Liaison, UHN, PAC, BCCM
Develop and maintain Indian college/career mentor program at high school			X	X	X	X	X	X	X	X	X	X	X	X	X	Project Liaison, HTCC, NSU
Parent/student college and career workshops held at community centers/Tribal centers			X			X	X			X	X			X	X	Project Liaison, UHN, PAC, BCCM, NSU, FTCC, HTCC
Coordinate college tours for 9 th /10 th grade Indian students and parents			X			X	X			X	X			X	X	Project Liaison, NSU, FTCC

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Coordinate College/career events between schools				X				X				X			X	Project Liaison, TPSD
Collect information, determine outcomes (data) and make decisions for improvement (recommendations)			X	X	X	X	X	X	X	X	X	X	X	X	X	UHN, PAC, BCCM, Indian parents, TPSD, PD, OE

Quality of the Project Evaluation –

(i) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings

The evaluation for each of the four project years will be completed by the Teaching Research Institute (TRI) of Baton Rouge, Louisiana. The focus of the evaluation is to assist the project partners in the formation of an effective program that can easily be replicated to other schools. An effective program cannot be perfect from the beginning – while the design reflects clear tribal priorities and educational goals, the services and activities produced to target them will need to be measured, reviewed and redesigned. The evaluation will provide data analysis to test and justify the project’s objectives and outcomes using methods and measurement instruments that provide reliable and valid data. The project evaluation shared with project partners will provide guidance to assist the partners in adjusting project goals, objectives, activities and budget. Our project includes many evidence-based strategies to be evaluated such as reciprocal reading, reciprocal teaching, academic vocabulary, annotation, and writing along with research-based practices such as academic preparation, college aspirations and expectations, and steps for college entry. TRI’s data collection will inform the project and assist project partners to gain more control of the evaluation process each year.

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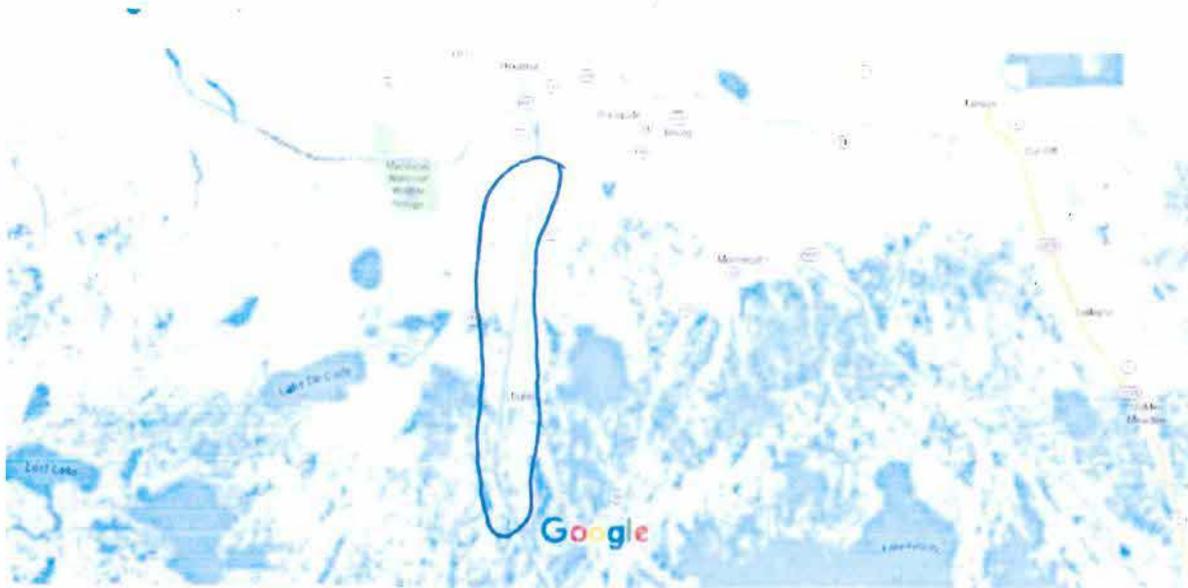
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On Travail Ensemble - Description of Defined Geographic Area Being Served



This project will serve the geographic area which encompasses students who live along Highway 57 in the lower part of Terrebonne Parish in Southern Louisiana. This highway connects Houma to Cocodrie. This area includes the community of Dulac and those who live along the highway in the area between Bayou Sale road and Grand Caillou Road. There are three schools in this area: Grand Caillou Elementary School, PreK – 4th grade; Grand Caillou Middle School, 5th – 8th grade; and Allen J. Ellender Memorial High School, 9th – 12th grade.

Needs Assessment of Other Data Analysis

Chart A, Census poverty data, enabled us to verify the fact that Indian families, many of whom currently rely on the commercial fishing and oil field industries to earn their living are struggling as compared to the rest of the Parish. At the roundtable focus session and tribal council meetings, parents voiced concern for the need for a better future for today's Indian students.

Chart A - Poverty Data: U. S. Census 2014

	Median Household Income	Families below poverty level	Unemployed
Indian Terrebonne	\$32,500	28.6%	11.4%
Terrebonne	\$49,932	18.1%	7.0%
State	\$44,991	15.1%	8.7%

Chart B explains what tribal elders, council members and parents share about their history and culture. Because public schools in the parish were not fully integrated to allow Indian students to attend until 1969, their education suffered. Today's Indian students are earning high school diplomas, but they are not reaching beyond high school to apply to college.

Chart B - Adults, 18+ who have earned Diploma or Degree: 2014 U. S. Census

	HS Graduate or Equivalent	B.S. Degree
Indian –Terrebonne Parish	30.0%	3.2%
Terrebonne Parish	75.6%	12.9%
State	82.8%	22.1%

Chart C demonstrates that Indian student Average Daily attendance is not a need or barrier for Indian students as they become career and college ready. Attendance has improved from the

seventy percent range thirty years ago to the ninety percent range today and keeps improving. At a roundtable focus session, Indian students also stated that they felt support from their parents and their tribes to stay in school and to do well in school.

Chart C - Average Daily Attendance: 2013/2014, 2014/2015

Year	Indian	District	Year	Indian	District
13/14	92.89%	94.60%	14/15	93.26%	94.32%

According to the data in Chart D, Indian students at Ellender Memorial High School (EMHS), the high school participating in this project, are scoring higher than their peers on all four core areas of the ACT. However, these scores are still not higher than the College Readiness Benchmark Standards of English – 18; Math – 22; Science – 23; Reading – 22. Because they are not entering high school on level and ready to learn, they are already trying to catch up.

Chart D – ACT: 190 EMHS students tested 2014 - 2015

	EMHS - all students	EMHS – Indian students	State – all students
English	16.0	17.7	17.9
Math	16.8	17.9	17.9
Science	17.1	17.2	18.6
Reading	16.6	18.1	18.6
Composite	16.8	17.9	18.4

Chart E provides data about End-of-Course Assessments. These are state required exit exams that high school students must take to graduate. According to the chart, Indian students scored higher than their peers in almost every subject area for the past three years.

Chart E - EOC Assessment Data: % passed EMHS Indian/District 2014-2015

Assessment	12-13	12-13	13-14	13-14	14-15	14-15
	%Indian	%TPSD	%Indian	%TPSD	%Indian	%TPSD
Algebra I	80%	83%	86%	86%	92%	90%
Geometry	83%	83%	90%	84%	93%	93%
English II	97%	90%	99%	94%	98%	94%
English III	91%	88%	99%	93%	97%	97%
Biology	97%	85%	94%	87%	86%	91%
U S History	88%	77%	88%	90%	91%	89%

As expected, because our students enter high school without being on level and ready to learn thus impacting their ability to perform well on their ACT, they are enrolling in college as First Time Freshmen (FTF) in lower numbers than their peers, according to Chart F. Ellender Memorial High School, with the highest percentage of Indian students, has the lowest percentage of FTF. The Louisiana State Legislature no longer allows tracking of specific ethnicities for FTF graduates from high school data.

Chart F - FTF Data: all students at each High School 2014-2015

	Total Number of Graduates	% enrolled as FTF Fall
Louisiana	38,785	59%
TPSD	1,032	43%

On Travaile Ensemble - Needs Assessment of Other Data Analysis

HLB	346	44%
EMHS	186	25%
STHS	205	46%
THS	295	52%

The next several charts compare State Assessments for students at Grand Caillou Middle School in 5th – 8th grades. Students in 8th grade took a new state standardized assessment called Partnership for Assessment of Readiness for College and Careers (PARCC) in ELA and Math and the Louisiana Educational Assessment Program (LEAP) in Science and Social Studies. Students in grade 5-7 continued to take the integrated Louisiana Educational Assessment Program (iLEAP) for all four core subject areas. Data was reviewed across grade levels and across cohorts. In most cases, gains and losses were inconsistent.

Chart G - Math State Assessment Data: % At or Above Basic , 2014-2015			
Grade Level	14/15 PARCC Indian	District 14/15 PARCC	GCM 14/15 PARCC
5 th	55%	58%	38%
6 th	59%	67%	42%
7 th	56%	63%	59%
8 th	49%	52%	54%

Chart H - ELA State Assessment Data: % At or Above Basic, 2014-2015			
Grade Level	14/15 PARCC Indian	District 15/16 PARCC	GCM 14/15 PARCC
5 th	59%	67%	40%
6 th	76%	81%	65%

On Travaille Ensemble - Needs Assessment of Other Data Analysis

7 th	62%	68%	64%
8 th	68%	70%	73%

Chart I - Science State Assessment Data: % At or Above Basic, 2012 - 2015

Grade Level	12/13 iLEAP/LEAP Indian	13/14 iLEAP/LEAP Indian	14/15 iLEAP/LEAP Indian	14/15 iLEAP/ LEAP -GCM	14/15 iLEAP /LEAP District
5 th	59%	51%	55%	44%	66%
6 th	71%	45%	54%	58%	70%
7 th	66%	77%	83%	78%	78%
8 th	90%	74%	51%	55%	56%

Chart J - Social Studies State Assessment Data: % At or Above Basic, 2012 - 2015

Grade Level	12/13 iLEAP/LEAP Indian	13/14 iLEAP/LEAP Indian	14/15 iLEAP/LEAP Indian	14/15 iLEAP/ LEAP- GCM	14/15 iLEAP /LEAP District
5 th	66%	68%	54%	51%	67%
6 th	45%	55%	42%	40%	64%
7 th	51%	53%	60%	61%	61%
8 th	77%	71%	62%	63%	63%

Chart K – ELA/Math, Students with Disabilities: % at or above Basic, 2014 GCM		
Grade	ELA	Math
5 th	0%	0%
6 th	0%	0%
7 th	11%	50%
8 th	0%	0%

Student misbehavior, especially among students who are middle-school aged, can be a distraction in the classroom. When office behavior referral data in Chart K was compared between Indian students and other ethnicities, the Indian students had more referrals, especially among boys. There is a need for a person who understands the culture and social needs of Indian students to assist the school staff so they can better understand the Indian students and to be available for the students when needed.

Chart L - # of Office Behavior referrals GCM: August 2015 – April 2016						
Grade Level	White	Black	Hispanic	Asian	Indian	TOTAL
5 th grade	62	138	22	13	44	279
6 th grade	88	107	10	0	181	386
7 th grade	25	43	10	0	94	172
8 th grade	77	73	9	0	114	273
TOTAL	253	361	52	13	433	1,110

Demographic data of participating schools is shown in Chart L.

Chart M– Demographics: 2015 – 2016 GCM

On Travaille Ensemble - Needs Assessment of Other Data Analysis

	White	Black	Hispanic	Asian	Indian
Grand Caillou Elementary	29%	27%	15%	2%	28%
Grand Caillou Middle	29%	25%	10%	1%	35%
Ellender Memorial High School	35%	36%	7%	2%	19%

At the Indian Parent Committee meeting, parents asked for a comparison of schools with the highest Indian population (Chart M) so that a comparison could be made and discussions could follow.

Chart N - Terrebonne Parish Schools with highest populations of Indian students 2015

Name of School	School Performance Score	Letter Grade	% Indian Student
Dularge Elementary	105.1	A	17%
Bourg Elementary	102.1	A	17%
<i>TPSD</i>	<i>90.5</i>	<i>B</i>	<i>10%</i>
South Terrebonne HS	88.8	B	17%
Montegut Middle	88.1	B	23%
Pointe-Aux-Chenes	86.6	B	52%
Elysian Fields	78.4	C	12%
Grand Caillou Elem.	75.9	C	29%
Montegut Elem.	71.9	C	26%

Ellender Memorial HS	68.0	D	19%
Grand Caillou Middle	63.4	D	35%
Acadian Elementary	62.8	D	13%
Oaklawn Jr. High	60.0	D	12%

A roundtable discussion was held on May 3 for all three Indian Tribes and the Indian parents. Focus questions revolved around Barriers Indian students face on their career and college paths, existing policies, programs or service providers in the Indian community to assist Indian students, and support the Tribe gives to Indian students. Additional discussions revolved around ways the Tribes and the school district could better collaborate to meet the needs of Indian students who are preparing for college and careers.

<p>Native Youth Community Partnership Roundtable Discussion Results – Chart O</p>
<p><i>Please discuss each question within your group, and write your ideas and answers on this paper.</i></p> <p>A) BARRIERS</p> <p>1. What problems do you think that local Indian students face when they are choosing a career?</p> <ul style="list-style-type: none"> Economics Limited time Need help to apply/need someone to walk them through steps of application Can't choose a career Not aware what they can do with their education Unaware of what is available in their own backyard Training of counselors to work with individual students Feel limited in options Want to choose fishing careers- no longer viable Parents/grandparents may not have a working knowledge of current career paths Show them career choices <p>2. What problems do you think that local Indian students face when they are applying to go to college?</p> <ul style="list-style-type: none"> Tuition costs No career day

Can't get a scholarship
Not knowing what course to take for the field they would want to go in
What's available to them?
Financial help
Lack of resources, both financial and background knowledge
No vehicle
Hidden costs
No walk through college tours
Need help getting the grades to get into college

B) EXISTING

What are some existing policies (Tribal education codes, youth leadership or cultural) programs or service providers in the Indian community that are available to help our students prepare for college and careers?

At present, we don't have any meeting places. We just encourage our students to stay in school. Get all the education possible.

Where I live, we don't have any youth leadership or cultural programs or service providers. They need a youth leadership and cultural providers

Inter-tribal Council provides job-training and not just career training or guidance for career Scholarships and jobs

Vocational Rehabilitation through Inter-tribal Council – and companies that employed students (past program)

Community Centers

Dulac Library summer programs

C) OPPORTUNITIES

Give examples of support the Tribe gives to Indian students who are preparing for college and careers.

They tell the students to stay in school. Time has changes; many successful jobs available that was not possible before.

Tell the kids to stay in school and stay out of trouble.

The Inter-tribal Council

LIEA

Provide Scholarships

Vocational Rehab

Our tribe reached out to NSU admission dept to have them come to PAC and discuss what NSU had to offer

Otherwise, we have nothing else to offer to our kids; need to educate the parents about college

D) COLLABORATION

1. How can the Tribe and the School District work together to help more Indian students get to college?

Working together can give more avenues to help Indian students going to college

Field trips

Application training

ACT guidance

Navigating application and assistance process
Helping with career choices and choosing college majors
Having access to someone to offer support
Sharing experiences and having someone to explain experiences
Mentoring between students starting in middle school
We would like to see our school district work with each student individually to find out what that student needs to get into a post high school program. Some students needs extra help with math, some with ELA, etc.
Journeys to careers
ACT prer- work keys until Junior and Senior year
College and Career fairs for middle school students

2. What can be done to have the biggest impact on improving Indian students' futures after they finish high school?
Encourage students to stay and get all the education possible because job opportunities are much better.
Bring in more students, college graduates, as speakers and motivators.
Look into forming a unity organization that would continue into college campuses.
Try to pair up mentoring program with college students to help with incoming high school students.
Have former students come to the high schools to speak with high school students to help encourage them.

TERREBONNE PARISH SCHOOL DISTRICT

MEMORANDUM OF UNDERSTANDING (MOU)

(AKA – Partnership Agreement)

Terrebonne Parish Native Youth Community Project

This Partnership Agreement is entered into by and between the **Terrebonne Parish School District** and the **United Houma Nation**.

The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the Terrebonne Parish Native Youth Community Project in its implementation if approved. Successful implementation of this project is a shared responsibility. Terrebonne Parish Schools (Lead Agency) and the United Houma Nation are collaborating to provide services that will help Indian students in grades 5-12 and their families plan and prepare for college and careers.

Collaborations among partners is a critical first step to ensure all children, including Indian children have access to high-quality instruction. This project requires collaboration through two community-based initiatives: The Middle School Literacy Improvement Initiative and the First Time Freshmen Initiative. Through implementation of the Middle School Literacy Improvement Initiative, the project will support efforts that raise student achievement, promote comprehensive literacy through the use of culturally relevant evidence-based practices, and produce graduates that are college and career ready. The First Time Freshmen Initiative will raise student achievement, expand knowledge of college and careers, and provide assistance to families as they navigate the college application process.

COMMITMENTS/RESPONSIBILITIES of partners:

The Terrebonne Parish School District will:

- Designate a Project Director to collaborate, promote, implement, and coordinate the project.
- Designate a Native American Project Liaison to facilitate, promote and implement cultural and academic activities between schools and tribes.
- Serve as Lead Agency and fiscal agent and complete all fiscal and reporting requirements.
- Collaborate quarterly with Tribe, Indian Parents, and school administrators, on expectations for project design, including implementation of proposed activities, review of progress, timelines, and milestones and to identify short-term and sustainable funding sources to support the program.
- Provide project related professional development to instructional staff at participating middle and high schools

- Ensure student data indicates that learning tasks and assessments show demonstration of teacher competencies and have a positive impact on student learning and make changes to the program design based on outcomes, if needed.
- Collaborate to establish criteria and process for renewing partnership agreement.

United Houma Nation will:

- Designate a Point of Contact to collaborate, promote, and facilitate community activities as well as serve as a Liaison between the two partners.
- Collaborate quarterly with Terrebonne Parish School District on expectations for project design, including implementation of proposed activities, review of progress, timelines, and milestones and to identify short-term and sustainable funding sources to support the program.
- Provide locations within the community for parent and student College and Career workshops and camps.
- Collaborate with Project Liaison in creation of Indian student clubs at middle and high schools and attend meetings and events as possible.
- Collaborate to develop a satisfaction survey to measure participant satisfaction.
- Collaborate to establish criteria and process for renewing partnership agreement.

ACKNOWLEDGEMENTS:

We, the undersigned, understand that if selected as a participant in the Terrebonne Parish Native Youth Community Project, we will be expected to uphold the above expectations. This agreement will remain in effect from the date of the award (estimated to be October 1, 2016) through the end of the 48 month grant period (estimated to be September 30, 2020). A review of the MOU shall be conducted at the end of each project year and the MOU shall be updated as needed. The term may be extended upon written mutual consent of the parties.

(b)(6)	Janie V Luster Council Representative	May 3, 2016
Signature	Typed Name	Date
(b)(6)	Thomas Dardar Jr	PC 5-14-16
Signature	Typed Name	Date
(b)(6)	Lucretia McDonald	Secretary 5-14-16
Signature	Typed Name	Date
(b)(6)	Philip Martin	Superintendent MAY 26 2016
Signature	Typed Name	Date

RESOLUTION

WHEREAS, the United Houma Nation is a state-recognized tribe of approximately 17,000 tribal members residing within a six-parish (county) service area which includes Terrebonne Parish, located along the southeastern coast of Louisiana; and

WHEREAS, United Houma Nation's Principal Chief and Tribal Council are dedicated to promoting the cause of education; and

WHEREAS, the demands of success in life today require a solid education to prepare students to be college and career ready; and

WHEREAS, the Principal Chief and Tribal Council are responsive to the needs of students and the community; now

THEREFORE, BE IT RESOLVED, That the United Houma Nation requests that the Terrebonne Parish School District serve as Lead Agent for the 2016 Native Youth Community Project grant; and

BE IT FURTHER RESOLVED, That copies of this resolution be forwarded to Terrebonne Parish School District and the United Houma Nation Tribal Council

TERREBONNE PARISH SCHOOL DISTRICT

MEMORANDUM OF UNDERSTANDING (MOU)

(AKA – Partnership Agreement)

Terrebonne Parish Native Youth Community Project

This Partnership Agreement is entered into by and between the **Terrebonne Parish School District** and the **Point-Au-Chien Indian Tribe**.

The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the Terrebonne Parish Native Youth Community Project in its implementation if approved. Successful implementation of this project is a shared responsibility. Terrebonne Parish Schools (Lead Agency) and the Point-Au-Chien Indian Tribe are collaborating to provide services that will help Indian students in grades 5-12 and their families plan and prepare for college and careers.

Collaborations among partners is a critical first step to ensure all children, including Indian children have access to high-quality instruction. This project requires collaboration through two community-based initiatives: The Middle School Literacy Improvement Initiative and the First Time Freshmen Initiative. Through implementation of the Middle School Literacy Improvement Initiative, the project will support efforts that raise student achievement, promote comprehensive literacy through the use of culturally relevant evidence-based practices, and produce graduates that are college and career ready. The First Time Freshmen Initiative will raise student achievement, expand knowledge of college and careers, and provide assistance to families as they navigate the college application process.

COMMITMENTS/RESPONSIBILITIES of partners:

The Terrebonne Parish School District will:

- Designate a Project Director to collaborate, promote, implement, and coordinate the project.
- Designate a Native American Project Liaison to facilitate, promote and implement cultural and academic activities between schools and tribes.
- Serve as Lead Agency and fiscal agent and complete all fiscal and reporting requirements.
- Collaborate quarterly with Tribe, Indian Parents, and school administrators, on expectations for project design, including implementation of proposed activities, review of progress, timelines, and milestones and to identify short-term and sustainable funding sources to support the program.
- Provide project related professional development to instructional staff at participating middle and high schools

- Ensure student data indicates that learning tasks and assessments show demonstration of teacher competencies and have a positive impact on student learning and make changes to the program design based on outcomes, if needed.
- Collaborate to establish criteria and process for renewing partnership agreement.

Point-Au-Chien Indian Tribe will:

- Designate a Point of Contact to collaborate, promote, and facilitate community activities as well as serve as a Liaison between the two partners.
- Collaborate quarterly with Terrebonne Parish School District on expectations for project design, including implementation of proposed activities, review of progress, timelines, and milestones and to identify short-term and sustainable funding sources to support the program.
- Provide locations within the community for parent and student College and Career workshops and camps.
- Collaborate with Project Liaison in creation of Indian student clubs at middle and high schools and attend meetings and events as possible.
- Collaborate to develop a satisfaction survey to measure participant satisfaction.
- Collaborate to establish criteria and process for renewing partnership agreement.

ACKNOWLEDGEMENTS:

We, the undersigned, understand that if selected as a participant in the Terrebonne Parish Native Youth Community Project, we will be expected to uphold the above expectations. This agreement will remain in effect from the date of the award (estimated to be October 1, 2016) through the end of the 48 month grant period (estimated to be September 30, 2020). A review of the MOU shall be conducted at the end of each project year and the MOU shall be updated as needed. The term may be extended upon written mutual consent of the parties.

(b)(6) Christine Verdin Council Member 5/3/16

Signature	Typed Name	Title	Date
	Philip Martin	Superintendent	MAY 26 2016

Signature	Typed Name	Title	Date
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Signature	Typed Name	Title	Date
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Signature	Typed Name	Title	Date
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RESOLUTION

WHEREAS, the Point-Au-Chien Indian Tribe is a state-recognized tribe residing within a service area which includes Terrebonne Parish, located along the southeastern coast of Louisiana; and

WHEREAS, Point-Au-Chien's Principal Chief and Tribal Council are dedicated to promoting the cause of education; and

WHEREAS, the demands of success in life today require a solid education to prepare students to be college and career ready; and

WHEREAS, the Principal Chief and Tribal Council are responsive to the needs of students and the community; now

THEREFORE, BE IT RESOLVED, That the Point-Au-Chien Tribe requests that the Terrebonne Parish School District serve as Lead Agent for the 2016 Native Youth Community Project grant; and

BE IT FURTHER RESOLVED, That copies of this resolution be forwarded to Terrebonne Parish School District and the Point-Au-Chien Tribal Council

TERREBONNE PARISH SCHOOL DISTRICT
MEMORANDUM OF UNDERSTANDING (MOU)
(AKA – Partnership Agreement)

Terrebonne Parish Native Youth Community Project

This Partnership Agreement is entered into by and between the **Terrebonne Parish School District** and the **Biloxi-Chitimacha Confederation of Muskogee Indians (BCCM)**.

The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the Terrebonne Parish Native Youth Community Project in its implementation if approved. Successful implementation of this project is a shared responsibility. Terrebonne Parish Schools (Lead Agency) and the Biloxi-Chitimacha Confederation of Muskogee Indians (BCCM) are collaborating to provide services that will help Indian students in grades 5-12 and their families plan and prepare for college and careers.

Collaborations among partners is a critical first step to ensure all children, including Indian children have access to high-quality instruction. This project requires collaboration through two community-based initiatives: The Middle School Literacy Improvement Initiative and the First Time Freshmen Initiative. Through implementation of the Middle School Literacy Improvement Initiative, the project will support efforts that raise student achievement, promote comprehensive literacy through the use of culturally relevant evidence-based practices, and produce graduates that are college and career ready. The First Time Freshmen Initiative will raise student achievement, expand knowledge of college and careers, and provide assistance to families as they navigate the college application process.

COMMITMENTS/RESPONSIBILITIES of partners:

The Terrebonne Parish School District will:

- Designate a Project Director to collaborate, promote, implement, and coordinate the project.
- Designate a Native American Project Liaison to facilitate, promote and implement cultural and academic activities between schools and tribes.
- Serve as Lead Agency and fiscal agent and complete all fiscal and reporting requirements.
- Collaborate quarterly with Tribe, Indian Parents, and school administrators, on expectations for project design, including implementation of proposed activities, review of progress, timelines, and milestones and to identify short-term and sustainable funding sources to support the program.
- Provide project related professional development to instructional staff at participating middle and high schools

- Ensure student data indicates that learning tasks and assessments show demonstration of teacher competencies and have a positive impact on student learning and make changes to the program design based on outcomes, if needed.
- Collaborate to establish criteria and process for renewing partnership agreement.

Biloxi-Chitimacha Confederation of Muskogee Indians (BCCM) will:

- Designate a Point of Contact to collaborate, promote, and facilitate community activities as well as serve as a Liaison between the two partners.
- Collaborate quarterly with Terrebonne Parish School District on expectations for project design, including implementation of proposed activities, review of progress, timelines, and milestones and to identify short-term and sustainable funding sources to support the program.
- Provide locations within the community for parent and student College and Career workshops and camps.
- Collaborate with Project Liaison in creation of Indian student clubs at middle and high schools and attend meetings and events as possible.
- Collaborate to develop a satisfaction survey to measure participant satisfaction.
- Collaborate to establish criteria and process for renewing partnership agreement.

ACKNOWLEDGEMENTS:

We, the undersigned, understand that if selected as a participant in the Terrebonne Parish Native Youth Community Project, we will be expected to uphold the above expectations. This agreement will remain in effect from the date of the award (estimated to be October 1, 2016) through the end of the 48 month grant period (estimated to be September 30, 2020). A review of the MOU shall be conducted at the end of each project year and the MOU shall be updated as needed. The term may be extended upon written mutual consent of the parties.

(b)(6) Antoine Ernest Dardar Dep Chief 05/05/2016

Signature  Typed Name Philip Martin Title Superintendent Date MAY 26 2016

Signature _____ Typed Name _____ Title _____ Date _____

Signature _____ Typed Name _____ Title _____ Date _____

Signature _____ Typed Name _____ Title _____ Date _____

RESOLUTION

WHEREAS, the Biloxi-Chitimacha Confederation of Muskogee Indians (BCCM) is a state-recognized tribe residing within a service area which includes Terrebonne Parish, located along the southeastern coast of Louisiana; and

WHEREAS, Biloxi-Chitimacha Confederation of Muskogee Indians (BCCM) Principal Chief and Tribal Council are dedicated to promoting the cause of education; and

WHEREAS, the demands of success in life today require a solid education to prepare students to be college and career ready; and

WHEREAS, the Principal Chief and Tribal Council are responsive to the needs of students and the community; now

THEREFORE, BE IT RESOLVED, That the Biloxi-Chitimacha Confederation of Muskogee Indians (BCCM) requests that the Terrebonne Parish School District serve as Lead Agent for the 2016 Native Youth Community Project grant; and

BE IT FURTHER RESOLVED, That copies of this resolution be forwarded to Terrebonne Parish School District and the Biloxi-Chitimacha Confederation of Muskogee Indians (BCCM) Tribal Council

TERREBONNE PARISH SCHOOL DISTRICT
MEMORANDUM OF UNDERSTANDING (MOU)

(AKA – Partnership Agreement)

Terrebonne Parish Native Youth Community Project

This Partnership Agreement is entered into by and between the **Terrebonne Parish School District** and the **Louisiana Indian Education Association (LIEA)**.

The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the Terrebonne Parish Native Youth Community Project in its implementation if approved. Successful implementation of this project is a shared responsibility. Terrebonne Parish Schools (Lead Agency) and the Louisiana Indian Education Association are collaborating to provide services that will help Indian students in grades 5-12 and their families plan and prepare for college and careers.

Collaborations among partners is a critical first step to ensure all children, including Indian children have access to high-quality instruction. This project requires collaboration through two community-based initiatives: The Middle School Literacy Improvement Initiative and the First Time Freshmen Initiative. Through implementation of the Middle School Literacy Improvement Initiative, the project will support efforts that raise student achievement, promote comprehensive literacy through the use of culturally relevant evidence-based practices, and produce graduates that are college and career ready. The First Time Freshmen Initiative will raise student achievement, expand knowledge of college and careers, and provide assistance to families as they navigate the college application process.

COMMITMENTS/RESPONSIBILITIES of partners:

The Terrebonne Parish School District will:

- Designate a Project Director to collaborate, promote, implement, and coordinate the project.
- Designate a Native American Project Liaison to facilitate, promote and implement cultural and academic activities between schools and tribes.
- Serve as Lead Agency and fiscal agent and complete all fiscal and reporting requirements.
- Collaborate quarterly with Tribe, Indian Parents, and school administrators, on expectations for project design, including implementation of proposed activities, review of progress, timelines, and milestones and to identify short-term and sustainable funding sources to support the program.
- Provide project related professional development to instructional staff at participating middle and high schools

- Ensure student data indicates that learning tasks and assessments show demonstration of teacher competencies and have a positive impact on student learning and make changes to the program design based on outcomes, if needed.
- Collaborate to establish criteria and process for renewing partnership agreement.

Louisiana Indian Education Association will:

- Designate a Point of Contact to collaborate, promote, and facilitate community activities as well as serve as a Liaison between the two partners.
- Collaborate quarterly with Terrebonne Parish School District on expectations for project design, including implementation of proposed activities, review of progress, timelines, and milestones and to identify short-term and sustainable funding sources to support the program.
- Provide locations within the community for parent and student College and Career workshops and camps.
- Collaborate with Project Liaison in creation of Indian student clubs at middle and high schools and attend meetings and events as possible.
- Collaborate to develop a satisfaction survey to measure participant satisfaction.
- Collaborate to establish criteria and process for renewing partnership agreement.

ACKNOWLEDGEMENTS:

We, the undersigned, understand that if selected as a participant in the Terrebonne Parish Native Youth Community Project, we will be expected to uphold the above expectations. This agreement will remain in effect from the date of the award (estimated to be October 1, 2016) through the end of the 48 month grant period (estimated to be September 30, 2020). A review of the MOU shall be conducted at the end of each project year and the MOU shall be updated as needed. The term may be extended upon written mutual consent of the parties.

(b)(6) _____ LIEA Director 5/14/2016

(b)(6) _____ LIEA Vice President 5-25-16

(b)(6) _____ LIEA Secretary 5/14/2016

Philip Martin Superintendent MAY 26 2016

TERREBONNE PARISH SCHOOL DISTRICT
MEMORANDUM OF UNDERSTANDING (MOU)

(AKA – Partnership Agreement)

Terrebonne Parish Native Youth Community Project

This Partnership Agreement is entered into by and between the **Terrebonne Parish School District** and **Fletcher Technical Community College**.

The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the Terrebonne Parish Native Youth Community Project in its implementation if approved. Successful implementation of this project is a shared responsibility. Terrebonne Parish Schools (Lead Agency) and Fletcher Technical Community College are collaborating to provide services that will help Indian students in grades 5-12 and their families plan and prepare for college and careers.

Collaborations among partners is a critical first step to ensure all children, including Indian children have access to high-quality instruction. This project requires collaboration through two community-based initiatives: The Middle School Literacy Improvement Initiative and the First Time Freshmen Initiative. Through implementation of the Middle School Literacy Improvement Initiative, the project will support efforts that raise student achievement, promote comprehensive literacy through the use of culturally relevant evidence-based practices, and produce graduates that are college and career ready. The First Time Freshmen Initiative will raise student achievement, expand knowledge of college and careers, and provide assistance to families as they navigate the college application process.

COMMITMENTS/RESPONSIBILITIES of partners:

The Terrebonne Parish School District will:

- Designate a Project Director to collaborate, promote, implement, and coordinate the project.
- Designate a Native American Project Liaison to facilitate, promote and implement cultural and academic activities between the college and tribes.
- Serve as Lead Agency and fiscal agent and complete all fiscal and reporting requirements.
- Collaborate quarterly with Tribe, Indian Parents, school administrators, and partners on expectations for project design, including implementation of proposed activities, review of progress, timelines, and milestones and to identify short-term and sustainable funding sources to support the program.
- Collaborate to establish criteria and process for renewing partnership agreement.

Fletcher Technical Community College will:

- Designate a Point of Contact to collaborate, promote, and facilitate community activities as well as serve as a Liaison between the two partners.
- Collaborate quarterly with Terrebonne Parish School District on expectations for project design, including implementation of proposed activities, review of progress, timelines, and milestones and to identify short-term and sustainable funding sources to support the program.
- Provide presentations for parents and students at locations within the tribal community on topics such as admission requirements and financial aid.
- Provide campus tours to groups of students at both Fletcher campuses
- Collaborate to establish criteria and process for renewing partnership agreement.

ACKNOWLEDGEMENTS:

We, the undersigned, understand that if selected as a participant in the Terrebonne Parish Native Youth Community Project, we will be expected to uphold the above expectations. This agreement will remain in effect from the date of the award (estimated to be October 1, 2016) through the end of the 48 month grant period (estimated to be September 30, 2020). A review of the MOU shall be conducted at the end of each project year and the MOU shall be updated as needed. The term may be extended upon written mutual consent of the parties.

(b)(6)	Dr. Kristine Strickland	Chancellor	5/17/16
Signature	Typed Name	Title	Date
(b)(6)	Dr. Derrick Manns	Executive Vice Chancellor	5-17-16
Signature	Typed Name	Title	Date
	Philip Martin	Superintendent	MAY 26 2016
Signature	Typed Name	Title	Date
Signature	Typed Name	Title	Date

TERREBONNE PARISH SCHOOL DISTRICT
MEMORANDUM OF UNDERSTANDING (MOU)
(AKA – Partnership Agreement)

Terrebonne Parish Native Youth Community Project

This Partnership Agreement is entered into by and between the **Terrebonne Parish School District** and **Nicholls State University**.

The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the Terrebonne Parish Native Youth Community Project in its implementation if approved. Successful implementation of this project is a shared responsibility. Terrebonne Parish Schools (Lead Agency) and Nicholls State University are collaborating to provide services that will help Indian students in grades 5-12 and their families plan and prepare for college and careers.

Collaborations among partners is a critical first step to ensure all children, including Indian children have access to high-quality instruction. This project requires collaboration through two community-based initiatives: The Middle School Literacy Improvement Initiative and the First Time Freshmen Initiative. Through implementation of the Middle School Literacy Improvement Initiative, the project will support efforts that raise student achievement, promote comprehensive literacy through the use of culturally relevant evidence-based practices, and produce graduates that are college and career ready. The First Time Freshmen Initiative will raise student achievement, expand knowledge of college and careers, and provide assistance to families as they navigate the college application process.

COMMITMENTS/RESPONSIBILITIES of partners:

The Terrebonne Parish School District will:

- Designate a Project Director to collaborate, promote, implement, and coordinate the project.
- Designate a Native American Project Liaison to facilitate, promote and implement cultural and academic activities between the college and tribes.
- Serve as Lead Agency and fiscal agent and complete all fiscal and reporting requirements.
- Collaborate quarterly with Tribe, Indian Parents, school administrators, and partners on expectations for project design, including implementation of proposed activities, review of progress, timelines, and milestones and to identify short-term and sustainable funding sources to support the program.
- Collaborate to establish criteria and process for renewing partnership agreement.

Nicholls State University will:

- Designate a Point of Contact to collaborate, promote, and facilitate community activities as well as serve as a Liaison between the two partners.
- Collaborate quarterly with Terrebonne Parish School District on expectations for project design, including implementation of proposed activities, review of progress, timelines, and milestones and to identify short-term and sustainable funding sources to support the program.
- Provide presentations for parents and students at locations within the tribal community on topics such as admission requirements, financial aid, and career choices.
- Allow campus tours for groups of students on the Nicholls State University campus
- Collaborate to establish criteria and process for renewing partnership agreement.

ACKNOWLEDGEMENTS:

We, the undersigned, understand that if selected as a participant in the Terrebonne Parish Native Youth Community Project, we will be expected to uphold the above expectations. This agreement will remain in effect from the date of the award (estimated to be October 1, 2016) through the end of the 48 month grant period (estimated to be September 30, 2020). A review of the MOU shall be conducted at the end of each project year and the MOU shall be updated as needed. The term may be extended upon written mutual consent of the parties.

(b)(6)			5/26/16
Signature	Dr. Bruce Murphy	President Nicholls State University	Date
Signature	Mr. Philip Martin	Superintendent Terrebonne Parish Schools	MAY 26 2016 Date

TERREBONNE PARISH SCHOOL DISTRICT
MEMORANDUM OF UNDERSTANDING (MOU)
(AKA – Partnership Agreement)

Terrebonne Parish Native Youth Community Project

This Partnership Agreement is entered into by and between the **Terrebonne Parish School District** and the **Houma-Terrebonne Chamber of Commerce**.

The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the Terrebonne Parish Native Youth Community Project in its implementation if approved. Successful implementation of this project is a shared responsibility. Terrebonne Parish Schools (Lead Agency) and the Houma-Terrebonne Chamber of Commerce are collaborating to provide services that will help Indian students in grades 5-12 and their families plan and prepare for college and careers.

Collaborations among partners is a critical first step to ensure all children, including Indian children, have access to high-quality instruction. This project requires collaboration through two community-based initiatives: The Middle School Literacy Improvement Initiative and the First Time Freshmen Initiative. Through implementation of the Middle School Literacy Improvement Initiative, the project will support efforts that raise student achievement, promote comprehensive literacy through the use of culturally relevant evidence-based practices, and produce graduates that are college and career ready. The First Time Freshmen Initiative will raise student achievement, expand knowledge of college and careers, and provide assistance to families as they navigate the college application process.

COMMITMENTS/RESPONSIBILITIES of partners:

The Terrebonne Parish School District will:

- Designate a Project Director to collaborate, promote, implement, and coordinate the project.
- Designate a Native American Project Liaison to facilitate, promote and implement cultural and academic activities between schools and tribes.
- Serve as Lead Agency and fiscal agent and complete all fiscal and reporting requirements.
- Collaborate quarterly with Tribe, Indian Parents, and school administrators, on expectations for project design, including implementation of proposed activities, review of progress, timelines, and milestones and to identify short-term and sustainable funding sources to support the program.
- Provide project related professional development to instructional staff at participating middle and high schools

- Ensure student data indicates that learning tasks and assessments show demonstration of teacher competencies and have a positive impact on student learning and make changes to the program design based on outcomes, if needed.
- Collaborate to establish criteria and process for renewing partnership agreement.

Houma-Terrebonne Chamber of Commerce will:

- Designate a Point of Contact to collaborate, promote, and facilitate community activities as well as serve as a Liaison between the two partners.
- Collaborate quarterly with Terrebonne Parish School District on expectations for project design, including implementation of proposed activities, review of progress, timelines, and milestones and to identify short-term and sustainable funding sources to support the program.
- Collaborate with the Project Liaison to recruit from their membership to find mentors for the participating high school students
- Collaborate to develop a satisfaction survey to measure participant satisfaction.
- Collaborate to establish criteria and process for renewing partnership agreement.

ACKNOWLEDGEMENTS:

We, the undersigned, understand that if selected as a participant in the Terrebonne Parish Native Youth Community Project, we will be expected to uphold the above expectations. This agreement will remain in effect from the date of the award (estimated to be October 1, 2016) through the end of the 48 month grant period (estimated to be September 30, 2020). A review of the MOU shall be conducted at the end of each project year and the MOU shall be updated as needed. The term may be extended upon written mutual consent of the parties.

(b)(6)	Suzanne N. Carlos	President/CEO	5/18/16
Signature	Typed Name	Title	Date

	Philip Martin, Superintendent		MAY 26 2016
Signature	Typed Name	Title	Date

Signature	Typed Name	Title	Date
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Signature	Typed Name	Title	Date
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Evidence of Capacity

Terrebonne Parish School District has been operating as a public school district since 1857. Educational goals are established annually by district administration, and resources are allocated in order to meet these goals. TPSD continuously strives to meet or exceed state expectations. The district is committed to improving teacher and leader effectiveness and to providing the highest quality education possible for our students. Financial and human resources are allocated to schools to assist them in meeting district and individual school goals. This includes Title I, Title II, Indian Education, Migrant Education and the McKinney-Vento program. The School Board is required by state law to provide a balanced budget. The Terrebonne Parish School Board was recognized with the Meritorious Budget Award for fiscal year 2014-2015 for excellence in the preparation and issuance of its school entity's budget. TPSD has successfully managed many State and Federal formula and competitive grants, including most recently, an Elementary and Secondary School Counseling Program grant, a School Leadership Program grant and a Readiness and Emergency Management for Schools grant.

In January 2015, Terrebonne Parish School District submitted a state-funded grant project to become Lead Agency for the Terrebonne Partners in Early Childhood Education. As Lead Agency, TPSD is required to conduct administrative functions, coordinating observations of all early childhood centers, Head Start centers and public Pre-K classrooms, offer curriculum assistance and providing training and support for all centers participating in the network. As Lead Agency, we were required to collaborate with community agencies to form partnerships to assist families of children aged Birth – 5. Collaborations formed at that time included Terrebonne General Medical Center, Terrebonne Foundation for Academic Excellence, Agenda for Children, Gulf Coast Social Services, Rotary Club and the Terrebonne Parish Library.

Additional collaborative partnerships have been formed with the Houma-Terrebonne Chamber of Commerce and the Louisiana State Troopers. TPSD understands the importance of community collaborative partnerships to the success of meeting participants' needs, and has the *capacity* to assist project partners in forming successful community partnerships in this project as well.

The leadership at the participating schools have attended meetings to discuss the project objectives and outcomes. They are willing and ready to start the project in October 2016, should it be funded.

Terrebonne Parish Schools began receiving Indian Education Formula Grant funds in the mid-1970's and the goals at that time were focused on increasing Indian student attendance, improving academic achievement and improving high school graduation rates. The gaps between Indian students and all students in those areas have significantly closed. In some cases, Indian students are outperforming their peers. Parent and community involvement in the program has slowly increased. Now more than ever, parents of Indian students are committed to working with the LEA to ensure that their children are receiving services and achieving their full potential.

Now that the economy has seen a drastic downturn in our area, Tribal Council Members and Elders from all Tribes want to take a larger role in working with the LEA to address the barriers of college and career readiness for the Indian students in the project area.

Through collaborative partner meetings and roundtable discussions with the parents of Indian students at the participating schools, members of the United Houma Nation, the Point-Au-Chien Indian Tribe and the Biloxi-Chitimacha Confederation of Muskogee Indians, The Louisiana Indian Education Association, Fletcher Technical Community College, Nicholls State University and the Houma-Terrebonne Chamber of Commerce intend to implement a project to improve the career and college readiness of Indian students which was developed based on community

barriers and educational needs of Indian students in the Grand Caillou and Dulac community.

Each partner is eager to team up to significantly increase the community collaborative efforts

that promote college and career readiness of Indian children.

The hope of all involved is that success from this project will enable us to replicate the project to

the other district schools with high Indian student populations.

Evidence of Involvement of Indian Tribes and Parents

Through implementation of the Title VII Indian Education Formula Grant program, Indian parents and the school district meet quarterly to discuss academic strengths, weaknesses and needs. These meetings have been held for over thirty years.

At this year's Indian Parent Committee meeting held on January 26th, in the midst of a terrible thunderstorm, 36 Parent Committee officers and members attended to hear about Indian student strengths and weaknesses in graduation rate, academic achievement and attendance. These parents voice many concerns and wanted more information. Due to the failing economy and so many lost jobs, parents are worried about their children's future opportunities. The Committee asked that the school district do a more detailed analysis of these strengths and weaknesses and bring this information to the Public Hearing in March. On March 9th, with 49 in attendance, a more detailed presentation was made. At this time, a presentation was also made to the attendees about the NYCP College and Career grant opportunity. Those in attendance unanimously voted to further pursue what was required to begin the process that was needed to put a project in motion to apply for this grant. District Leadership met on March 17th to review the data and develop a comprehensive educational needs assessment. Meetings were then held with Tribal Elders, Tribal Councils and parents of children of the United Houma Nation with 38 in attendance (April 7th, April 9th, May 14th) and the Point-Au-Chien Indian Tribe and the Biloxi-Chitimacha Confederation of Muskogee Indians with 21 in attendance (April 12th) to discuss community needs and community collaboration for the project. Also at these meetings, Resolutions were approved for Terrebonne Parish Schools to be the Lead Applicant for the project.

On Travail Ensemble - Evidence of Involvement of Indian Tribes and Parents

It was decided that a Community Roundtable meeting with stakeholders from all three tribes, the Louisiana Indian Education Association and the participating schools present should be held to get further input on barriers, existing community resources, current Tribal support, and how the tribes and LEA could better collaborate to solve the problems of Indian students who were not college and career ready. The Roundtable meeting was held on May 3rd (sign in sheets and agendas on file for all 8 meetings). Attendees at all these meetings live community-wide and/or have children that attend schools in and/or outside of the project area. At this meeting, the stakeholders agreed that the project is needed to prepare Indian students for better career and college ready opportunities. Stakeholders also agreed that evaluation results from this project would be discussed quarterly and disseminated annually and that upon the project's success, every effort must be made to duplicate the project in other parish schools with high Indian student populations.

The Director of the Youth Development Community Program of the United Houma Nation along with Tribal Council members, as well as Tribal Council members from the Point-Au-Chien Indian Tribe and the Biloxi-Chitimacha Confederation of Muskogee Indians who are also educators in the school system collaborated with the TPSD Indian Education Department to suggest a summer camp as part of the project. Proposed activities include cultural crafts such as basket weaving, beading and dancing along with history. Embedded into the camp were recommendations to include Indian guest speakers from other Indian nations to broaden students' horizons and workshops on college and career readiness.

In years two – four of the project, tribes and parents of Indian children will continue to be involved in implementing project activities. They will continue to be invited to quarterly meetings, Inter-tribal Indian student club meetings, student-led parent nights, and college

On Travaille Ensemble - Evidence of Involvement of Indian Tribes and Parents

information workshops. The Project Liaison will also provide information at Tribal Council meetings when requested. An annual Round Table Discussion will continue so that community input is heard, discussed and acted upon. During quarterly meetings, those present will recommend prospective opportunities in the community with whom the project can partner.

Demonstration of Research Basis

Marten Roorda, CEO/ACT states “early interventions can make a substantial difference in outcomes for students from Native communities. Educational planning, monitoring, and interventions must be better aligned to help students realize their aspirations.” She goes on to state that , “college access can be strengthened by increasing the programmatic capacity of local agencies to design, implement, and operate more effective and academic practices that support Native student learning.” She further explains that putting support systems into place, and increasing resources for college and careers will “strengthen Tribal sovereignty... by developing the Tribal leadership of tomorrow.”¹

The On Travaille Ensemble Native Youth Community Project is two-fold. First there is a need to increase the number of Indian students who are First Time Freshmen. Based on the needs assessment, this must begin before students enter high school. Secondly, there is a need to remove barriers that are keeping Indian students from completing the college application process. Based on the needs assessment, this needs to occur not only with the students at school, but also with families within the community setting.

There is a need to improve our Indian students’ academic achievement at the participating schools so that they can become First Time Freshmen (FTF). Students who are engaged in meaningful learning have fewer behavior problems and are more academically successful.²

Under the Every Student Succeeds Act (ESSA), school districts have responsibility for

¹ *The Condition of College & Career Readiness, 2015: Kansas*. ACT, 2012. *Ww.act.org*. ACT, Inc. Web. 16 Apr. 2016. <<https://www.act.org/content/dam/act/unsecured/documents/CCCR-2015-AmericanIndian.pdf>>.

² Blum, Lynne Michael, PhD. *BEST PRACTICES FOR EFFECTIVE SCHOOLS* (n.d.): 1-8. John Hopkins Urban Health Institute. Web. 6 Apr. 2016. <http://urbanhealth.jhu.edu/media/best_practices/effective_schools.pdf>.

supporting and improving the quality of low-performing schools. They must also improve the quality and effectiveness of teachers, and principals.

Based on surveys of 2,700 classrooms, the report *Aiming Higher Together: Strategizing Better Educational Outcomes for Boys and Young Men of Color*, found that while boys and young men who are identified or self-identify as Native Americans are overrepresented among students with disciplinary problems. The study also found that young males of color —“are overrepresented in schools where suspensions for misbehavior leads to missed opportunities for learning.” The report calls for “providing teachers with the skills and supports they need to manage diverse classrooms and students at every skill level; teaching boys and young men of color to resist negative peer pressure and not put pressure on others; instituting classroom, school, and district guidelines for empathetic and developmentally supportive discipline; and helping boys and young men of color develop inspiring and achievable goals.”³ For these reasons, this project will hire both a Behavior Interventionist and Project Liaison. The Interventionist will play a role in assisting students to learn how to better manage their behavior and how to improve their academic behavior skills and in helping teachers to learn how to more effectively work with these students. The Liaison, who will have direct knowledge and experience with the community being served, will be a fulcrum between school and home, and will more effectively engage parents in the process.

Through implementation of Generation Ready’s Middle School Literacy Initiative, students in 5th – 8th grades will participate in a holistic learning environment. Generation Ready is an *evidence-*

³ Ferguson, Ronald. *Aiming Higher Together: Strategizing Better Educational Outcomes for Boys and Young Men of Color*. Rep. Washington C: Urban Institute, 2016. *Aiming Higher Together: Strategizing Better Educational Outcomes for Boys and Young Men of Color*. Urban Institute, 10 May 2016. Web. 12 May 2016. <http://www.urban.org/research/publication/aiming-higher-together-strategizing-better-educational-outcomes-boys-and-young-men-color/view/full_report>.

based program which includes strategies for improved instructional effectiveness and student achievement. Through support by Generation Ready's Teacher Coaches, evidence based strategies such as reciprocal reading, reciprocal teaching, academic vocabulary, annotation, and writing will be used by teachers. Students will work in assigned or chosen small group instructional settings. Through student-led group strategies such as collaborative groups, study teams, cooperative groups, and partners and pairs, the instructional time that students are spending directly engaged in learning is increased. The student is involved in instruction, or 'Time on Task' with less time spent on non-productive activities. Additionally, Generation Ready's Teacher Coaches will work closely with the classroom teachers to create a customized plan in response to the identified areas of need and to assist teachers in using culturally appropriate reading materials when possible.

Generation Ready improves adolescent literacy based on an established set of six research-based, foundational literacy practices aligned with the developmental needs of adolescents. These practices, also embedded throughout the project, include rigorous standards-based curriculum, effective teaching in every classroom, strong home, school and community partnerships, a culture and climate that promotes learning, a schoolwide assessment framework, and organizational structures that promote learning. Through a Continuous Cycle of Improvement framework that includes the steps of diagnose, plan, implement, and monitor, a continuous cycle of learning is constantly adjusted based on observation and outcome data.⁴

Research shows that while the complexity of reading demands for college and career have held steady or risen over the past half century, the complexity of texts students are exposed to has

⁴ Hastings, Cal. *Learning from a Comprehensive Approach to Adolescent Literacy*. Generation Ready. N.p., 2015. Web. 8 Apr. 2016. <<http://www.generationready.com/wp-content/uploads/2015/04/Learning-from-a-Comprehensive-Approach-to-Adolescent-Literacy.pdf>>.

steadily decreased in that same interval. In order to address this gap, the Common Core State Standards emphasize increasing the complexity of texts students read as a key element in improving reading comprehension. Factors such as word frequency, sentence length, and text cohesion that are difficult for a human reader to evaluate when examining a text are more efficiently measured by computer programs.⁵

To measure student achievement, this project will utilize The Degrees of Reading Power (DRP) Analyzer. The DRP employs a derivation of a Bormuth mean cloze readability formula based on three measurable features of text: word length, sentence length, and word familiarity. DRP text difficulty is expressed in DRP units on a continuous scale with a range from 0 to 100. In practice, commonly encountered English text ranges from about 25 to 85 DRP units, with higher values representing more difficult text. Both the measurement of students' reading ability and the readability of instructional materials are reported on the same DRP scale.⁶

To meet the needs of Indian at-risk students, Read 180/System 44 and Math 180 will be used. READ 180 is a reading program designed for students in elementary through high school who read below the proficient level. The goal of READ 180 is to address gaps in students' skills through the use of a computer program, literature, and direct instruction in reading skills.⁷

System 44, a companion to Read 180, designed for the most challenged readers, includes rigorous, differentiated instruction needed to help students become college, and career ready.

⁵ *Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity* (n.d.): n. pag. *Common Core State Standards Initiative*. Council of Chief State School Officers and National Governors Association Center for Best Practices. Web. 15 May 2016. <<http://www.corestandards.org/other-resources/>>.

⁶ *Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity* (n.d.): n. pag. *Common Core State Standards Initiative*. Council of Chief State School Officers and National Governors Association Center for Best Practices. Web. 15 May 2016. <<http://www.corestandards.org/other-resources/>>.

⁷ Read 180. New York, NY: Scholastic, 2009. What Works Clearinghouse. Scholastic, Oct. 2009. Web. 18 Apr. 2016. <http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_read180_102009.pdf>.

Math 180 is a math program designed for middle school math students who are two or more years behind in math. It uses blended learning to address gaps in students' skills.⁸

To ensure that barriers are removed for Indian students as they apply to college, changes must be made. According to the What Works Clearinghouse's Helping Students Navigate the Path to College: What High Schools Can Do Practice Guide,⁹ there are five recommendations for how high schools and school districts can improve access to higher education. 1) Offer courses and curricula that prepare students for college-level work, and ensure that students understand what constitutes a college-ready curriculum by 9th grade. 2) Utilize assessment measures throughout high school so that students are aware of how college prepared they are for college, and assist them in overcoming deficiencies as they are identified. 3) Surround students with adults and peers who build and support their college-going aspirations. 4) Engage and assist students in completing critical steps for college entry. 5) Increase families' financial awareness, and help students apply for financial aid.

According to Kim Reykdal, a Career and College Counselor,¹⁰ unless someone outside of their family guides them through the college application process, first generation college students, such as the Indian students in our schools, are on an annual "race to nowhere". In their summary, Bettinger, Long and Oreopoulos¹¹ summarized that low visibility of aid programs and the complexity of the aid process is a major impediment for many low-income students, such as

⁸ *Math 180*. N.p.: Scholastic, n.d. *Houghton Mifflin Harcourt*. Scholastic, 23 Apr. 2013. Web. 18 Apr. 2016. <http://www.hmhco.com/products/math-180/pdfs/6487-M180_ResFound_FINAL.pdf>.

⁹ "Helping Students Navigate the Path to College: What High Schools Can Do." *What Works Clearinghouse*. Institute of Education Sciences, Sept. 2009. Web. 22 Mar. 2016. <<http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=11>>.

¹⁰ Reykdal, Kim. "Relationships Help First Generation Students Reach Higher." *EDgov Blog*. U. S. Department of Education, 2016. Web. 15 May 2016. <<http://blog.ed.gov/2016/03/relationships-help-first-generation-students-reach-higher/>>.

¹¹ Bettinger, Eruc P., Bridget Terry Long, and Philip Oreopoulos. *THE FAFSA PROJECT: Results from the H&R Block FAFSA Experiment and Next Steps* * (2013): 1-6. H & R Block, 2013. Web. 15 Apr. 2016.

ours. Our students and their parents have identified a lack of the understanding of financial literacy as a need, and according to Elizabeth Coogan, a Senior Advisor in Federal Student Aid's Customer Experience Group,¹² this has a critical impact on students' abilities to make smart choices about which college to attend, what to study, how to pay for college, and how to manage student loan debt. Students are best served when their school develops a "culture of achievement and a culture of evidence".¹³ It is important that schools help students to build a college-going network by "linking students to college-educated mentors, encouraging students to form academically oriented peer groups, and allowing students to explore a variety of career" choices.¹⁴ Additionally, schools need to take steps to *assist* students, and their parents, in completing tasks for college entry.

¹² Coogan, Elizabeth. "Focusing on Financial Literacy for Students." *EDgov Blog*. U. S. Department of Education, 4 Apr. 2016. Web. 6 Apr. 2016. <<http://blog.ed.gov/2016/04/ed-focuses-on-financial-literacy-for-students/>>.

¹³ "Helping Students Navigate the Path to College: What High Schools Can Do." *What Works Clearinghouse*. Institute of Education Sciences, Sept. 2009. Web. 22 Mar. 2016. <<http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=11>>.

¹⁴ "Helping Students Navigate the Path to College: What High Schools Can Do." *What Works Clearinghouse*. Institute of Education Sciences, Sept. 2009. Web. 22 Mar. 2016. <<http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=11>>.

Description of Continuing Activities

The community project partners, United Houma Nation, Point-Au-Chien Indian Tribe, Biloxi-Chitimacha Confederate of Muskogee Indians, Louisiana Association of Indian Educators, Terrebonne Parish School Board, Fletcher Technical Community College, Nicholls State University and the Houma-Terrebonne Chamber of Commerce are committed to sustaining this project after the 48-month award period has ended.

The commitment will be based on the following:

- 1) Continuation of quarterly meetings between collaborative project partners to discuss sustainability of outcomes and locating additional funding, as needed.
- 2) Data will continue to be reviewed and discussed during quarterly meetings and annual roundtable focus discussions involving all the partners.
- 3) All partners are committed to reviewing the annual project outcomes each year and discussing plans to improve these outcomes, along with searching for ways to see that the project is next expanded to other district schools where there are a high number of Indian students.
- 4) Project partners will continue to set an annual goal to identify and procure additional community partners to include in the project.

A culturally aligned approach, developed with the community and driven by their needs will continue to be of utmost importance. Development Directors and Grant Writers of the United Houma Nation, Terrebonne Parish School Board, Fletcher Technical Community College and Nicholls State University will also pool resources and search for funding to support project sustainability.

PROFILE*Brief description of career highlights beginning with current position*

As a Title I Coordinator, I support literacy education throughout the district. I attended and re-delivered numerous literacy trainings at the school and district level. I have served as the project director on several grants (ELFA, LA4, Early Childhood 8g, Title I preschool, HIPPY) and have gathered and analyzed data at the school and district levels. I also assist schools with the budgeting and spending of Title I funds, serve as a resource for schools, assist teachers, and aid in the purchase of research-based literacy materials. I have also served as a new teacher assessor. I serve on the parish's literacy team, and I will lead the District Data Based Decision Making (DBDM) Literacy Leadership team. As Title I Reading Coordinator, I work cohesively with all district literacy staff pre-k through grade 12.

AREAS OF EXPERTISE*Areas of special skills and training*

I work with schools across the district to provide training in literacy, accountability, and NCLB Title I guidelines and budgeting. I have attended Compass Leader and Teacher Evaluator training; as well as training in the RTI process, mClass, professional learning communities, common core state standards, Jim Knight's coaching process, ECERS, and the DSC. I am a DIBELS Next and Early LETRS trainer of trainers. As coordinator, I provide numerous trainings in literacy, accountability, and the school improvement process. In addition to serving as Title I Reading Coordinator, I served as the parish Early Childhood Coordinator for ten years. I was instrumental in the district implementation of Universal Preschool. I also served as the district Title IV Coordinator for one year. With 28 years' experience in elementary and middle schools, I am highly qualified to serve as the Project Director of the Native Youth Community Project.

EDUCATION

<i>Degree Earned</i>	<i>Area of Study, University/College attended, Year degree was attained</i>
M.A.+30	Nicholls State University, 1999
M.A.	Education, Nicholls State University, 1992
B.A.	Education, Nicholls State University, 1985

CERTIFICATIONS*List areas of certification*

Parish/City School Supervisor of Instruction

Elementary Grades 1-8 & Supervisor of Student Teaching

Reading Specialist

EMPLOYMENT HISTORY

1996-present	Title I Reading Coordinator, District Level
1985-1996	1985-1996 Elementary Teacher, Upper Little Caillou Elementary School

SELECTED PRESENTATIONS AND WORKSHOPS*Presentations and workshops conducted*

EC LETRS training presented to PreK teachers, paraprofessionals, and speech therapist-August, 2012

EC LETRS follow-up trainings-fall 2012

Conduct quarterly trainings for parish coaches

Trainer of paraprofessionals

Phonemic awareness training-fall 2012

Facilitate PLC's with teachers-ongoing

Louisiana Staff Development Council Academy for Coaches- 2009-2011

Terrebonne Parish Summer Literacy Symposium-2008

DIBELS Trainer of Trainers- 2005, 2011

HIPPY Coordinator (Home Instruction for Parents of Preschool Youngsters) – 2002

Best Practices in Early Childhood Education- 2001

DRA presenter- 1999

GIFT (Good Innovative First Teaching)-1999-2002

Founder and Project Director of Early Literacy Institute in Terrebonne Parish School District

Balanced Literacy Training- 1997-1998

Facilitator of Frameworks- 1995

Peggy Marcel

(b)(6)

Professional Profile

1976-1980 - Bachelors of Arts Elementary Education K-8
 1986-1993 - Masters of Education in Early Childhood Education
 1993-present-Plus 30 Graduate Hours, Administration Degree, Elementary
 School Principal, Educational Leader Level 2

Certifications

- Elementary Grades
- Kindergarten
- Nursery School
- Supervisor of Student Teaching
- Elementary School Principal
- Educational Leader Level 2

Professional Experience

1980-1981 - First Grade Teacher - Grand Caillou Elementary
 1981-1986 - First Grade/Preschool Teacher - Parochial School
 1986- 1996 - Kindergarten Teacher - Acadian Elementary School
 1996 - 2000 - Master Teacher - Honduras School
 2000-2004 - Assistant Principal - Village East School
 August 2004 - January 2007 - Principal Grand Caillou Elementary
 January 2007 – August 2012 - Schriever Elementary School Principal
 Summer 2008 - Principal First Grade Academy
 August 2012 – present, Supervisor of Federal Programs

Membership and Offices in Professional Organizations

1996 - present - Terrebonne Principals' Association- Secretary, Treasurer,
 President- Elect, President
 2001 - present - Delta Kappa Gamma
 2007-2011 - Superintendent's Site Based Committee- Secretary
 2012- Superintendent's Site Based Committee- Chairperson
 2013 Leadership Terrebonne Education Day Chairperson

Awards and Honors

2008- 2009 LELI State Mentor

2009 -2010 Class of Leadership Terrebonne graduate

2012-2013 District principal representative for State teacher leader -
Lafayette Louisiana

Professional Development Activities

July 2005 - National Reading Styles Institute July 2008–NECC

July 2006 - Louisiana LEADS Conference - New Orleans

2008-2009 - Data Driven Decision Making Region 3 2011-present-
Common Core Training

Professional Affiliations

1996 - present LASE- Terrebonne Parish Liaison

2000- present -Delta Kappa Gamma

2009 - present -Association for Supervision and Curriculum
Development

**TERREBONNE PARISH PUBLIC SCHOOLS
JOB DESCRIPTION**

TITLE: PBIS/RTI Behavioral Interventionist
9 Months (182 Days)

REPORTS TO: Supervisor of Federal Programs

SALARY: See Adopted Terrebonne Parish Salary Schedule

OVERVIEW OF POSITION: To plan and implement activities of PBIS and behavioral RTI that will expand and sustain implementation of PBIS and behavioral RTI through providing assistance to school PBIS team, and collaborating with teachers, students, families and service organizations to meet student needs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1.0 PLANNING AND IMPLEMENTATION

- 1.1 Participates in building level team meetings
- 1.2 Become familiar with district and/or school policies/procedures on PBIS and RTI (e.g.: handbooks, budgets, staff development).
- 1.3 Oversee progress of PBIS school teams.(e.g.: faculty , team, district and principals)
- 1.4 Insure school-wide data collection systems are established for PBIS and RTI.
- 1.5 Collect data from schools (e.g.: School Profiles, ODRs<WebPams>, Phases of implementation) and forward to supervisor as needed.

2.0 TECHNICAL ASSISTANCE AND MONITORING

- 2.1 Provide technical assistance on school-wide PBIS and behavioral RTI data analysis.
- 2.2 Provide technical assistance on use of secondary PBIS and behavioral RTI interventions
- 2.3 Provide technical assistance on tertiary PBIS and behavioral RTI interventions and data analysis
- 2.4 Assist school in sustaining PBIS and behavioral RTI
- 2.5 Support building level team meetings by providing technical assistance. (e.g.: meeting dates, calendar tasks, agenda, communication with staff and others- community, parents, news and assist with action plan development at all three tiers)

3.0 TRAINING AND MEETINGS

- 3.1 Convene regular meeting with district team leaders, and school.
- 3.2 Meet regularly with the team leaders to discuss the effectiveness of interventions, assess and prioritize needs, evaluate the implementation of programmatic interventions and respond to data to ensure changing needs are met.
- 3.3 Assist teachers with utilizing the data measurement system for tracking and reporting discipline, assessing interventions, evaluating effectiveness, and monitoring academic achievement.
- 3.4 Provides leadership in planning, coordinating, developing, implementing, and supervising quality, research-based programs for violence and bullying prevention.

4.0 MANAGEMENT/ADMINISTRATION

- 4.1 Performs job related duties assigned by the designated superordinate.
 - Maintains a visible presence in the school.
 - Manipulate database information and analyze quantitative and qualitative evaluation data

5.0 PROFESSIONAL ATTITUDE AND CONDUCT

The employee shows professionalism in attitude and conduct.

- Accepts and uses constructive feedback.
- Identifies problems and issues and works collaboratively to contribute ideas and find solutions.
- Maintains communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.

- Uses verbal and non-verbal communication in a manner respectful of others.
- Writes and speaks clearly and concisely so that the message is understood.
- Develops and maintains a safe and caring environment for all of our students.
- Demonstrates positive support through actions and words as ambassadors of the schools and district.
- Dresses for success according to job responsibilities.
- Treats all stakeholders in a respectful and helpful manner.
- Completes tasks, reports, and documents accurately according to specified timelines and expectations.
- Maintains self-control.
- Adheres to Board policies and procedures and administrative rules, guidelines, and regulations.
- Adheres to district guidelines relative to attendance. Regularly reports to work on time and works additional hours when deemed necessary.
- Adheres to ethical, legal and professional standards.
- Applies laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately.

NOTE: Deficiencies in 5.0 shall not be subject to a plan of intensive assistance.

METHOD OF EVALUATION

The qualitative assessment of performance shall result in a composite score used to distinguish levels of overall effectiveness.

OTHER DUTIES AND RESPONSIBILITIES

Other duties may be assigned

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

EDUCATION AND CERTIFICATION

Those requirements as outlined in Louisiana Bulletin 746 (Louisiana Standards of State Certification of School Personnel).

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

While performing the duties of this job, the employee is frequently required to stand, walk, speak, hear and sit. Occasionally the employee will bend or twist at the neck more than the average person. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs such as boxes of books and AV/VCR carts. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus.

WORK ENVIRONMENT: *The work environment described here is representative of which an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job the employee is frequently exposed to a noise level in the work environment which is moderate to loud.

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

My signature indicates that I have been informed that the evaluation of my job performance is controlled by the Terrebonne Parish Personnel Evaluation Plan and that a copy has been made available for my signature.

Signature of Employee

Date

Signature of Evaluator

Date

**TERREBONNE PARISH PUBLIC SCHOOLS
JOB DESCRIPTION FORM 118**

TITLE: Community Liaison
9 months (182 days)

REPORTS TO: Supervisor of Federal Programs

QUALIFICATIONS: Bachelor's Degree
Valid Louisiana Teacher Certificate
3 years of experience

SALARY: See Adopted Terrebonne Parish Salary Schedule

OVERVIEW OF POSITION: The Community Liaison will serve as the primary contact between families and school staff, and district personnel. The liaison coordinates activities, events, meetings and other project related duties between the school and the community.

SPECIAL KNOWLEDGE AND SKILLS: Knowledge of specific community, its needs and interests required.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1.0 LEADERSHIP/PLANNING

- Oversees the planning, development, and coordination of activities, events, meetings and other project duties related to the program.
- Reviews and evaluates the program continuously to ensure that students meet with as much success as possible
- Create a student club which includes community involvement and meets monthly
- Matches students with mentors to improve their career/college opportunities
- Organize student-led parent nights
- Provide college-tours and college information workshops
- Collaborate with project partners to develop and coordinate project activities
- Processes necessary budget requests
- Maintains and makes available (in a timely fashion) documentation and logs of project activities

2.0 COMMUNICATION/INTERPERSONAL SKILLS

- Works in professional harmony with co-workers, staff members, administrators, teachers, and the community
- Communicates effectively with parents and the community and encourages their support for school goals, programs, and policies to enhance the quality of participation in the Schools
- Maintains regular contact with relevant community partners during the course of the project
- Serves as a liaison for the between the local tribes and the school district

3.0 MANAGEMENT/ADMINISTRATION

- Adheres to the educational philosophy, organizational structure and local policies governing education as defined in the Terrebonne Parish School Board Policies and Procedures Handbook
- Provides cultural information and Professional Development to school staff
- Composes and answers all written and oral communications relative to the program
- Performs job-related duties as assigned by the designated superordinate
- Maintains a visible presence in the system

4.0 PROFESSIONAL ATTITUDE AND CONDUCT

The employee shows professionalism in attitude and conduct:

- Accepts and uses constructive feedback;
- Identifies problems and issues and works collaboratively to contribute ideas and find solutions;
- Maintains communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments;
- Uses verbal and non-verbal communication in a manner respectful of others;
- Writes and speaks clearly and concisely so that the message is understood;
- Demonstrates positive support through words and actions as ambassadors of the schools and district as the Community Liaison;
- Dresses for success according to job responsibilities;
- Treats all stakeholders in a respectful and helpful manner;
- Completes tasks, reports, and documents accurately according to specified timelines and expectations;
- Maintains self-control;
- Adheres to Board policies and procedures and administrative rules, guidelines, and regulations, as well as state and federal laws and regulations;
- Adheres to district guidelines relative to attendance--Regularly reports to work on time and works additional hours, when deemed necessary;
- Adheres to ethical, legal and professional standards;
- Applies laws, policies, regulations, and procedures fairly without bias, consistently, wisely, and compassionately;
- Follows chain-of-command and keeps the Program Supervisor informed of all matters that could impact the district;
- Maintains confidentiality in the conduct of department and district business;
- Completes other tasks as assigned by the Program Supervisor.

METHOD OF EVALUATION

The qualitative assessment of performance (competencies and performance standards) shall result in a composite score used to distinguish levels of overall effectiveness.

OTHER DUTIES AND RESPONSIBILITIES

Other duties may be assigned.

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

EDUCATION AND CERTIFICATION

Those requirements as outlined in Louisiana Bulletin 746 (Louisiana Standards of State Certification of School Personnel).

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

WORK ENVIRONMENT: *The work environment described here is representative of which an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

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

My signature indicates that I have been informed that the evaluation of my job performance is controlled by the Terrebonne Parish Personnel Evaluation Plan and that a copy has been made available for my signature.

Signature of Employee

Date

Signature of Evaluator

Date

**JOB DESCRIPTION OF TERREBONNE PARISH SCHOOL BOARD
INSTRUCTIONAL INTERVENTIONIST**

I. GOAL STATEMENT

The Interventionist shall assist teachers and principal in providing school-wide intervention programs to develop skills in at-risk learners prior to being referred for special education evaluation.

II. REPORT TO: Supervisor of Federal Programs

III. SUPERVISES: None

IV. QUALIFICATIONS:

The Interventionist must meet the following criteria:

- A. Must hold a valid Louisiana teaching certificate.
- B. Five years successful teaching experience.

V. OBJECTIVES:

A. PRIMARY JOB RESPONSIBILITIES

- 1. To assess and conduct intervention groups.

B. LEADERSHIP/PLANNING

- 1. Sets high expectations and performance standards that lead to the attainment of district goals.
- 2. Assists teachers to intervene and improve skills in at-risk learners.

C. COMMUNICATION/INTERPERSONAL SKILLS

- 1. Analyzes data to make decisions regarding interventions.
- 2. Communicates regularly with the teacher and/or principal regarding progress of students.
- 3. Fosters team work and collegiality.
- 4. Facilitates group processes and effectively manages conflict.

D. PARENT & COMMUNITY INVOLVEMENT

- 1. Communicates effectively with parents and the community and encourages their support for school system goals, programs and policies to enhance the quality of education in the schools.
- 2. Understands and applies knowledge of organizations and community in generating support for the school system.
- 3. Communicates at regular intervals regarding the progress of the intervention program(s).

E. PROFESSIONAL

1. Adheres to the educational philosophy, organizational structure and local policies governing education as defined by the Terrebonne Parish School Board Policies and Procedures Handbook.
2. Performs job-related duties as assigned by the designated superordinate.
3. Enforces rules, by-laws, and regulations of the Board of Elementary and Secondary Education as defined by the State Department of Education.
4. Coordinates and becomes familiar with materials and methodology and keeps abreast of current trends and practices regarding special education programs.
5. Manages the documentation process of progress monitoring to ensure the development of system-wide intervention programs.
6. Works with intervention group(s) to ensure effective programming for at-risk students.

F. PROFESSIONAL GROWTH/PERSONAL TRAITS

1. Adheres to high standards of professionalism.
2. Works enthusiastically toward goals and performance responsibilities.
3. Plans for professional self-development.
4. Dresses appropriately for the job.

Interventionist

Date

Terrebonne Parish School District has a current Federally negotiated Indirect Cost rate of 8.65%. This rate is in effect from 07/1/2015 to 06/30/2106.

Terrebonne Parish School District received notice through the Federal Programs, NCLB Title I application that the new negotiated Indirect Cost rate will be 9.25%. This rate will be in effect beginning 07/1/2016 through 06/30/2017.

The official Indirect Cost Agreement document can be submitted after it is received or upon award. A revision can be submitted as needed.

Please find attached:

- 1) Copy of Indirect Cost Rate Acknowledgement Form for 2015-2016
- 2) Copy of page from eGrant for FY 2016-2017 showing new Indirect Cost rate amount.

Close Printer Friendly Page

Applicant: 055 Terrebonne Parish

Application Sections
lmlel 'vj

2016-2017 NCLB

Project Period:

Application: Consolidated Application -

7/1/2016 -

Printer-Friendly

Cycle: 00-

6/30/2017

Original Application

Budget Detail BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., \$2536)

[Click for instructions](#)

Itemize and explain each expenditure amount that appears on the Budget Summary. Click on the "Create Additional Entries" button to enter additional information.

Description of Educational Improvement Categories (E) and Object Codes

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

Paid to Date Amounts	100	200	300	400	500	600	700	800	Indirect Cost
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Budgeted Amounts by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Object Code	TEIC #	Key Planning Decisions	Expenditure Description and Itemization	Title Funds	Delete Row
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			0	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			0	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			0	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			0	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			0	<input type="checkbox"/>

Total Direct Costs
 - Capital Outlay Costs 0
 Allowable Direct Costs
 Indirect Cost Rate % 9.2584
 Maximum Indirect Cost *

Indirect Cost 10

Total Allocation 5,534,243

Grand Total 0
 Allocation Remaining 5,534,243

Please upload supporting information files. Allowable file types are Microsoft Word (.doc / .docx) and Adobe PDF. Files must be less than 10,000 KB in size and the file name should not include special characters (i.e., #, \$, %, etc). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

Upload

Browse...

From: Monique Livious [mailto:Monique.Livious2@LA.GOV]
Sent: Tuesday, May 31, 2016 8:47 AM
To: Hebert, Celeste L
Subject: RE: Indirect Cost Rate Acknowledgement Form for TPSD

Not yet. The indirect cost plan is still in the approval process by USDOE. Proposed rates have been loaded into eGMS; however, the official rates and acknowledgement forms will not be available until the approval process is complete.

Thanks,

Monique Livious
225.342.6203

From: Hebert, Celeste L [mailto:celestehebert@tpsd.org]
Sent: Tuesday, May 31, 2016 8:40 AM
To: Monique Livious
Subject: RE: Indirect Cost Rate Acknowledgement Form for TPSD

Thank you. Do you have an approved form for Terrebonne FY 2016/2017?

Celeste

Celeste Hebert
Accountant
Terrebonne Parish School District
(985)876-7400 Ext. 280

From: Monique Livious [mailto:Monique.Livious2@LA.GOV]
Sent: Tuesday, May 31, 2016 8:35 AM
To: Hebert, Celeste L
Subject: RE: Indirect Cost Rate Acknowledgement Form for TPSD

Good morning Celeste,

Please see the attached document.

Thanks,

Monique Livious
225.342.6203

From: Hebert, Celeste L [mailto:celestehebert@tpsd.org]
Sent: Tuesday, May 31, 2016 8:21 AM
To: Monique Livious
Subject: Indirect Cost Rate Acknowledgement Form for TPSD

Monique,

We are in need of our ICR agreement form. Please send me a copy of the TPSD approved ICR agreement form.

Thanks,

Celeste

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Narrative - Year 1

1. Personnel

<i>Position Title</i>	FTE	Salary
Project Director (PD) - Duties include responsibility for oversight of key project personnel and all tutors. Will closely work with Generation Ready on implementation of and data analysis of the Middle School Literacy Initiative as well as Math 180. Will attend Professional Learning Community (PLCs) meetings. Responsible for required reporting. Supports implementation and guidance of educational project initiatives to ensure that students enter high school on level and ready to learn. Salary based on TPSD pay scale.	.60%	\$36,908.40
Project Liaison – Duties include responsibility for creating Indian student clubs at the participating middle and high schools, developing and maintaining mentoring programs at the participating middle and high schools, organizing parent/student workshops, student-led parent nights and college tours. The Liaison will be responsible for setting up quarterly meetings between the tribal community and the schools and for maintaining open communication. The Project Liaison is vital to supporting the cultural, career and college ready project initiatives. Salary based on TPSD pay scale.	100%	\$38,210.00
Behavior Interventionist – Duties include responsibility for collecting behavior data, attending PLCs, communicating with classroom teachers about students’ behavior needs and assisting the school in sustaining PBIS and behavioral RTI. The candidate’s importance to the project lies in good communication skills and a knowledge of the social and behavioral needs of Indian middle school students. Salary based on TPSD pay scale.	100%	\$38,210.00
Instructional Interventionists - The Interventionists will assist teachers and administrators in intervening to improve the academic skills of at-risk Indian children at the middle and high schools. Will analyze data to make decisions regarding interventions, participate in PLCs and SBLC meetings and communicate with teachers and administrators regularly regarding progress of students. Important to ensure that at-risk students are on level commensurate with their peers. Salary based on TPSD pay scale.	100%	\$76,420.00
Workshop presenters – Four presenters will provide information to parents and students about careers and how to navigate the college application process and will provide direct assistance to parents and students at their local tribal community centers as needed.	6%	\$3,000.00
After-school Tutors – two tutors to provide tutoring at the middle school for 2 hours a day two days a week for 12 weeks	3%	\$2,688.00
Project Liaison stipend – for 54 hours of after-hours activities conducted by Project Liaison	1%	\$1,512.00
Substitutes for Teachers – to sub for Instructional Interventionists to attend Plain Talk Professional Development Conference	.5%	\$600.00

2. Fringe Benefits

<i>TPSD Rate Base:</i>	Percent of Salary
TRSL (State retirement system)	25.5%
Medicare	1.45%
Workmen’s Compensation	.40%
Medical Insurance	Based on selected pkg
Position:	
	Benefit Costs
Project Director	\$8,386.08
Project Liaison	\$21,356.16
Behavior Interventionist	\$21,356.16
Instructional Interventionists	\$42,712.32
Workshop Presenters	\$820.50
After school tutors	\$735.17
Project Liaison stipend	\$413.53
Substitutes for Plain Talk	\$164.10

3. Travel

<i>Purpose</i>	<i>Relativity to Project Success</i>	<i>Alignment to goals and objectives</i>	<i>Participating Personnel</i>	<i>Cost</i>
Project Director’s meeting, location undetermined	required	required	Project Director, and 2 others	\$3,550
Local Travel for Project Liaison and Project Director	The Project Liaison and Project Director are instrumental in ensuring communication between all partners.	Activities aligned to objectives will occur at various locations around the parish.	Project Liaison, Project Director	\$1,000
Travel to Fletcher Technical Community College and Nicholls State University	Charter bus rental will provide middle and high school students and their parents the opportunity to visit nearby college campuses. (local school busses can only be used between 9:00 – 1:00 daily)	To be career and college ready, students and parents need to ‘see’ what college life is like and what careers are available to be pursued.	Project Liaison, parents, students, FTCC, NSU	\$4,000
Bus travel for summer camp	To provide bus transportation for students attending the summer camp	Summer camp is to provide Indian students with opportunities to	Indian students	\$205.86

On Travaille Ensemble – Budget Narrative

		learn about culture, career and college		
Busses for tutoring	To provide bus transportation for students attending after school tutoring sessions	After school tutoring sessions provide Indian students with small group learning environment	Indian students who scored Basic or higher on state assessments	\$1,800
Plain Talk Literacy Conference, New Orleans, LA	Will enable the Project Director and Instructional Interventionists to stay abreast of instructional strategies	Professional development information aligned to Common Core State Standards	Project Director, Instructional Interventionists	\$4,270

4. Equipment

n/a	\$0.00
-----	--------

5. Supplies

<i>Item</i>	<i>Purpose</i>	<i>Cost</i>
2 Mobile lab each with 30 laptops, cables, licenses, cart and set up	For students to work on group activities, save, store work and to be used with parents at student-led parent nights	\$70,000
2 Networked printers	For students to print work created during group activities or student-led parent nights	\$700
Office supplies	Ink, postage, pens, markers, highlighters, paper, etc	\$1,000
Instructional supplies	Instructional materials for Instructional Interventionists to use with students	\$2,000
Supplies for summer camp	For materials students use as they participate in the summer camp	\$5,000
MasteryKeys workbooks	For student use in after school tutoring sessions	\$3,648.10
Read 180/System 44 Student books	For use with the Read 180 and System 44 programs	\$628.25
Math 180 student books	For use with the Math 180 system	\$450

6. Contractual

<i>Contractor</i>	<i>Time</i>	<i>Cost basis</i>	<i>Total</i>
Generation Ready	2 coaches to provide 40 coaching days each (total 80 days)	\$1,500/day	\$240,000
Read 180 in classroom support	2 Professional coaching days	\$2,650/day x2 days	\$5,300
Math 180 in classroom support	1 Professional coaching day	\$2,650/day	\$2,650
Nicholls State University	5 Workshops, materials, campus day visits	\$250/each workshop and \$250/year for materials. Administrative fees for day tours, meals for tours @ \$812.50	\$2,502.50
Fletcher Technical Community College	College Tours and college application information	Will allow parents and students to tour the campus and will provide them with folders of college application information	\$0.00
Motivational Speaker	To provide students with motivational and cultural information	\$3,250 for speaker fees, travel, hotel, meals	\$3,250
Program Leaders at summer camp	One each, male and female to oversee the students and activities	\$250/day for 3 day camp	\$1,500
Youth Leaders at summer camp	6 youth leaders (18-25) to oversee smaller groups of students	\$150/day for 3 day camp	\$2,700
Crafters for summer camp	4 Indian tribe members to teach students	\$150/day for 3 day camp	\$1,800
Dancers for summer camp	2 dancers, one each male and female to instruct students at camp	\$150/day for 3 day camp	\$900
Teaching Research Institute (TRI) LLC	Outside Evaluator to provide 15 days of service	Formulate/update yearly @ 3 days, Analyze, summarize, communicate data @ 10 days, End of Year report @ 2 days	\$15,000

Generation Ready: Purpose of contracted services is to provide 2 Instructional Coaches for implementation of the Middle School Literacy Initiative in 5th – 8th grades for the subject areas of Reading, Math, Science and Social Studies. By providing this service, the project will meet its goal of improving student academic achievement and helping Indian students to become First Time Freshmen.

Read 180 Classroom Support: Purpose is to provide supportive coaching for Interventionists who will be using Read 180. This will enable the Interventionists to be more productive in implementing the program with at-risk Indian students to help them improve their academic achievement.

Math 180 Classroom Support: Purpose is to provide supportive coaching for Interventionists who will be using Math180. This will enable the Interventionists to be more productive in implementing the program with at-risk Indian students to help them improve their academic achievement.

Nicholls State University: Purpose of contracted services is to enable professional staff at NSU to travel from northern Lafourche Parish to lower Terrebonne Parish to provide career and college information workshops to Indian parents and students at Indian community centers. NSU will also provide on-campus college tours so that parents and students can tour the NSU campus, become familiar with its layout, meet Indian college students on campus, learn about clubs and organizations and see a college class. This will enable the project to work toward reaching its goal of improving Indian students' ability to become career and college ready.

Fletcher Technical Community College: FTCC will provide a campus tour to students and supply them with packets of enrollment information. They will also come to the high school to provide application information. They will provide this service at no cost.

Motivational Speaker: During the RoundTable community discussion and at tribal meetings, parents stated that they wanted speakers to come in and motivate Indian students. We had one speaker this past year, Buffy St. Marie, come speak to students at Ellender High School. She spoke for one hour, and the students gave her their undivided attention. Our Indian students need to have their horizons broadened. Since we cannot provide a way for them to travel far away, we need to bring experiences closer to them. Speakers will help students understand that there are opportunities in the world besides commercial fishing and working in the oil field.

Summer Camp: Program Leaders, Youth Leaders, crafters and dancers will all play an integral part in providing cultural information to our Indian students. One concern Indian parents frequently voice is that they are worried that their culture is being lost. At one tribal meeting, a parent pointed out how few people were there under the age of 40. Also at the camp, NSU will provide a career and college workshop.

Teaching Research Institute: Purpose of contract services is to provide an outside evaluator to assist with project evaluation efforts. The evaluator will provide on-going project data analysis and annual outcome reports.

7. Construction

- Not applicable

8. Other

<i>Item</i>	<i>Purpose</i>	<i>Cost Basis</i>	<i>Cost</i>
Degrees of Reading Power (DRP) web – based access	For students to take the Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) assessments for data and evaluative purposes	\$350yr/access + \$3/student (est. at 345 students)	\$1,385
Read 180/System 44 licenses	For at-risk Indian students at the middle school and high school to assist them in improving their academic achievement	Initial costs of 30 Read 180 licenses and 10 System 44 licenses plus one-time hosting service set up fee and annual price per license hosting fee	\$39,624
Math 180	For at-risk Indian students at the middle school to assist them in improving their academic achievement	Initial costs of Course I complete system for 36 students and annual price per license hosting fee	\$21,085
Dorms/meal for summer camp	Indian students will attend a 3-day summer camp at Lumen Christi Retreat Center in Schriever, LA	Dorm rental for 4 dorms and meals for participants for 3 days	\$4,350

9. Total Direct Costs

- The sum of expenditures, per budget category, of lines 1-8: **\$733,791.13**

10. Indirect Costs

- Indirect cost rate of 9.25% for total indirect costs of: **\$67,910.98**

A copy of the most recently approved indirect cost rate agreement is attached in the Other Attachments section of the application.

11. Training Stipends

- Not applicable

12. Total Costs

- Total Cost for Year 1: **\$801,702.11**

Budget Narrative - Year 2

1. Personnel

<i>Position Title</i>	FTE	Salary
Project Director (PD) - Duties include responsibility for oversight of key project personnel and all tutors. Will closely work with Generation Ready on implementation of and data analysis of the Middle School Literacy Initiative as well as Math 180. Will attend Professional Learning Community (PLCs) meetings. Responsible for required reporting. Supports implementation and guidance of educational project initiatives to ensure that students enter high school on level and ready to learn. Salary based on TPSD pay scale.	.60%	\$36,968.40
Project Liaison – Duties include responsibility for creating Indian student clubs at the participating middle and high schools, developing and maintaining mentoring programs at the participating middle and high schools, organizing parent/student workshops, student-led parent nights and college tours. The Liaison will be responsible for setting up quarterly meetings between the tribal community and the schools and for maintaining open communication. The Project Liaison is vital to supporting the cultural, career and college ready project initiatives. Salary based on TPSD pay scale.	100%	\$38,310.00
Behavior Interventionist – Duties include responsibility for collecting behavior data, attending PLCs, communicating with classroom teachers about students’ behavior needs and assisting the school in sustaining PBIS and behavioral RTI. The candidate’s importance to the project lies in good communication skills and a knowledge of the social and behavioral needs of Indian middle school students. Salary based on TPSD pay scale.	100%	\$38,310.00
Instructional Interventionists - The Interventionists will assist teachers and administrators in intervening to improve the academic skills of at-risk Indian children at the middle and high schools. Will analyze data to make decisions regarding interventions, participate in PLCs and SBLC meetings and communicate with teachers and administrators regularly regarding progress of students. Important to ensure that at-risk students are on level commensurate with their peers. Salary based on TPSD pay scale.	100%	\$76,620.00
Workshop presenters – Four presenters will provide information to parents and students about careers and how to navigate the college application process and will provide direct assistance to parents and students at their local tribal community centers as needed.	6%	\$3,000.00
After-school Tutors – two tutors to provide tutoring at the middle school for 2 hours a day two days a week for 22 weeks	3%	\$4,928.00

Project Liaison stipend – for 54 hours of after-hours activities conducted by Project Liaison	1%	\$1,512.00
Substitutes for Teachers – to sub for Instructional Interventionists to attend Plain Talk Professional Development Conference	.5%	\$600.00

2. Fringe Benefits

TPSD Rate Base:	Percent of Salary
TRSL (State retirement system)	25.5%
Medicare	1.45%
Workmen’s Compensation	.40%
Medical Insurance	Based on selected pkg
Position:	
	Benefit Costs
Project Director	\$9,172.77
Project Liaison	\$21,383.51
Behavior Interventionist	\$21,383.51
Instructional Interventionists	\$42,767.02
Workshop Presenters	\$820.50
After school tutors	\$1,347.81
Project Liaison stipend	\$413.53
Substitutes for Plain Talk	\$164.10

3. Travel

Purpose	Relativity to Project Success	Alignment to goals and objectives	Participating Personnel	Cost
Project Director’s meeting, location undetermined	required	required	Project Director, and 2 others	\$3,550
Local Travel for Project Liaison and Project Director	The Project Liaison and Project Director are instrumental in ensuring communication between all partners.	Activities aligned to objectives will occur at various locations around the parish.	Project Liaison, Project Director	\$1,000
Travel to Fletcher Technical Community College and Nicholls State University	Charter bus rental will provide middle and high school students and their parents the opportunity to visit nearby college campuses. (local school busses can only be used	To be career and college ready, students and parents need to ‘see’ what college life is like and what careers are	Project Liaison, parents, students, FTCC, NSU	\$4,000

	between 9:00 – 1:00 daily)	available to be pursued.		
Bus travel for summer camp	To provide bus transportation for students attending the summer camp	Summer camp is to provide Indian students with opportunities to learn about culture, career and college	Indian students	\$205.86
Busses for tutoring	To provide bus transportation for students attending after school tutoring sessions	After school tutoring sessions provide Indian students with small group learning environment	Indian students who scored Basic or higher on state assessments	\$3,300
Plain Talk Literacy Conference, New Orleans, LA	Will enable the Project Director and Instructional Interventionists to stay abreast of instructional strategies	Professional development information aligned to Common Core State Standards	Project Director, Instructional Interventionists	\$4,270

4. Equipment

	\$0.00
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5. Supplies

<i>Item</i>	<i>Purpose</i>	<i>Cost</i>
Office supplies	Ink, postage, pens, markers, highlighters, paper, etc	\$1,000
Instructional supplies	Instructional materials for Instructional Interventionists to use with students	\$2,000
Supplies for summer camp	For materials students use as they participate in the summer camp	\$5,000
MasteryKeys workbooks	For use in after school tutoring sessions	\$3,648.10

6. Contractual – see information below chart for more detail

<i>Contractor</i>	<i>Time/Services</i>	<i>Cost basis</i>	<i>Total</i>
Generation Ready	2 coaches to provide 35 coaching days each	\$1,500/day	\$210,000

On Travaille Ensemble – Budget Narrative

Read 180 in classroom support	1 Professional coaching days	\$2,650/day	\$2,650
Nicholls State University	5 Workshops, materials, campus day visits	\$500/each workshop and materials, and administrative fees for day tours, meals for tours @ \$812.50	\$2,502.50
Fletcher Technical Community College	College Tours and college application information	Will allow parents and students to tour the campus and will provide them with folders of college application information	\$0.00
Motivational Speaker	To provide students with motivational and cultural information	\$3,250 for speaker fees, travel, hotel, meals	\$6,500
Program Leaders at summer camp	One each, male and female to oversee the students and activities	\$250/day for 3 day camp	\$1,500
Youth Leaders at summer camp	6 youth leaders (18-25) to oversee smaller groups of students	\$150/day for 3 day camp	\$2,700
Crafters for summer camp	4 Indian tribe members to teach students	\$150/day for 3 day camp	\$1,800
Dancers for summer camp	2 dancers, one each male and female to instruct students at camp	\$150/day for 3 day camp	\$900
Teaching Research Institute (TRI) LLC	Outside Evaluator to provide 15 days of service	Formulate/update yearly @ 1 day, Analyze, summarize, communicate data @ 8 days, End of Year report @ 2 days	\$11,000

Generation Ready: Purpose of contracted services is to provide 2 Instructional Coaches for implementation of the Middle School Literacy Initiative in 5th – 8th grades for the subject areas of Reading, Math, Science and Social Studies. By providing this service, the project will meet its goal of improving student academic achievement and helping Indian students to become First Time Freshmen.

Read 180 Classroom Support: Purpose is to provide supportive coaching for Interventionists who will be using Read 180. This will enable the Interventionists to be more productive in

implementing the program with at-risk Indian students to help them improve their academic achievement.

Nicholls State University: Purpose of contracted services is to enable professional staff at NSU to travel from northern Lafourche Parish to lower Terrebonne Parish to provide career and college information workshops to Indian parents and students at Indian community centers. NSU will also provide on-campus college tours so that parents and students can tour the NSU campus, become familiar with its layout, meet Indian college students on campus, learn about clubs and organizations and see a college class. This will enable the project to work toward reaching its goal of improving Indian students’ ability to become career and college ready.

Fletcher Technical Community College: FTCC will provide a campus tour to students and supply them with packets of enrollment information. They will also come to the high school to provide application information. They will provide this service at no cost.

Motivational Speaker: During the RoundTable community discussion and at tribal meetings, parents stated that they wanted speakers to come in and motivate Indian students. We had one speaker this past year, Buffy St. Marie, come speak to students at Ellender High School. She spoke for one hour, and the students gave her their undivided attention. Our Indian students need to have their horizons broadened. Since we cannot provide a way for them to travel far away, we need to bring experiences closer to them. Speakers will help students understand that there are opportunities in the world besides commercial fishing and working in the oil field.

Summer Camp: Program Leaders, Youth Leaders, crafters and dancers will all play an integral part in providing cultural information to our Indian students. One concern Indian parents frequently voice is that they are worried that their culture is being lost. At one tribal meeting, a parent pointed out how few people were there under the age of 40. Also at the camp, NSU will provide a career and college workshop.

Teaching Research Institute: Purpose of contract services is to provide an outside evaluator to assist with project evaluation efforts. The evaluator will provide on-going project data analysis and annual outcome reports.

7. Construction

- Not applicable

8. Other

<i>Item</i>	<i>Purpose</i>	<i>Cost Basis</i>	<i>Cost</i>
Degrees of Reading Power (DRP) web – based access	For students to take the Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) assessments for data and evaluative purposes	\$350yr/access + \$3/student (est. at 345 students)	\$1,385

Read 180/System 44 licenses	For at-risk Indian students at the middle school and high school to assist them in improving their academic achievement	Renewal price per license hosting fee	\$2,100
Math 180	For at-risk Indian students at the middle school to assist them in improving their academic achievement	Renewal price per license hosting fee	\$540
Dorms/meal for summer camp	Indian students will attend a 3-day summer camp at Lumen Christi Retreat Center in Schriever, LA	Dorm rental for 4 dorms and meals for participants for 3 days	\$4,350

9. Total Direct Costs

- The sum of expenditures, per budget category, of lines 1-8: **\$573,602.61**

10. Indirect Costs

- Indirect cost rate of 9.25% for total indirect costs of: **\$53,085.83**

A copy of the most recently approved indirect cost rate agreement is attached in the Other Attachments section of the application.

11. Training Stipends

- Not applicable

12. Total Costs

- Total Cost for Year 2: **\$626,688.44**

Budget Narrative - Year 3

1. Personnel

<i>Position Title</i>	<i>FTE</i>	<i>Salary</i>
Project Director (PD) - Duties include responsibility for oversight of key project personnel and all tutors. Will closely work with Generation Ready on implementation of and data analysis of the Middle School Literacy Initiative as well as Math 180. Will attend Professional Learning Community (PLCs) meetings. Responsible for required reporting. Supports implementation and guidance of	.60%	\$37,028.40

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:
Mrs.	Ann		Picou	

Address:

Street1:	7573 Park Avenue
Street2:	
City:	Houma
County:	Terrebonne
State:	LA: Louisiana
Zip Code:	70364-0000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
985-879-6400	985-879-6498

Email Address:

annpicou@tpsd.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Terrebonne Parish School Board

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	197,548.40	200,248.40	200,708.40	203,004.40		801,509.60
2. Fringe Benefits	95,944.02	97,452.75	106,219.92	106,847.88		406,464.57
3. Travel	19,175.86	20,675.86	20,675.86	17,125.86		77,653.44
4. Equipment						
5. Supplies	83,426.35	11,648.10	12,726.35	11,648.10		119,448.90
6. Contractual	275,602.50	239,552.50	203,402.50	172,402.50		890,960.00
7. Construction						
8. Other	62,094.00	4,025.00	4,025.00	4,025.00		74,169.00
9. Total Direct Costs (lines 1-8)	733,791.13	573,602.61	547,758.03	515,053.74		2,370,205.51
10. Indirect Costs*	67,910.98	53,085.83	50,693.97	47,667.25		219,358.03
11. Training Stipends						
12. Total Costs (lines 9-11)	801,702.11	626,688.44	598,452.00	562,720.99		2,589,563.54

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 9.25%.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S299A160056

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524