

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 # S299A160062

Grants.gov Tracking#: GRANT12175484

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

Closing Date: May 31, 2016

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1250-NYCP School_Districts)</i>	e6
2. Assurances Non-Construction Programs (SF 424B)	e7
3. Disclosure Of Lobbying Activities (SF-LLL)	e9
4. ED GEPA427 Form	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
<i>Attachment - 1 (1236-MCN_Project_Abstract_2016)</i>	e13
7. Project Narrative Form	e15
<i>Attachment - 1 (1249-MCN_NYCP_Project Narrative_2016)</i>	e16
8. Other Narrative Form	e52
<i>Attachment - 1 (1237-MCN_Geographic_Reach)</i>	e53
<i>Attachment - 2 (1238-MCN_NYCP_Needs_Assessment_2016)</i>	e55
<i>Attachment - 3 (1239-Signed Partnership Agreement)</i>	e102
<i>Attachment - 4 (1240-MCN_Admin_Cost_Limit_Waiver)</i>	e107
<i>Attachment - 5 (1241-MCN_Evidence_of_Capacity_2016)</i>	e109
<i>Attachment - 6 (1242-MCN_Evidence_of_Involvement_of_Indian_Tribes_and_Parents)</i>	e118
<i>Attachment - 7 (1243-MCN_Research_Summary_2016)</i>	e148
<i>Attachment - 8 (1244-MCN_Continuing_Activities)</i>	e176
<i>Attachment - 9 (1245-MCN_Resumes_Key Personnel)</i>	e177
<i>Attachment - 10 (1246-Competitive Preference Priority Three)</i>	e190
<i>Attachment - 11 (1247-Competitive Preference Priority One)</i>	e194
<i>Attachment - 12 (1248-IDC Agreement)</i>	e195
9. Budget Narrative Form	e199
<i>Attachment - 1 (1234-MCN_Budget_Narrative)</i>	e200
<i>Attachment - 2 (1235-MCN_Budget Worksheet)</i>	e219
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e222
11. Form ED_524_Budget_1_3-V1.3.pdf	e223

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"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Muscogee (Creek) Nation"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="73-0932018"/>	* c. Organizational DUNS: <input type="text" value="0724061500000"/>

d. Address:

* Street1:	<input type="text" value="PO Box 580"/>
Street2:	<input type="text" value="Highway 75 & Loop 56"/>
* City:	<input type="text" value="Okmulgee"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="OK: Oklahoma"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="74447-0000"/>

e. Organizational Unit:

Department Name: <input type="text" value="Dept of Education and Training"/>	Division Name: <input type="text"/>
---	--

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="Sarah"/>
Middle Name: <input type="text" value="Renee"/>	
* Last Name: <input type="text" value="Price"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Project Coordinator"/>

Organizational Affiliation: <input type="text" value="Muscogee (Creek) Nation"/>

* Telephone Number: <input type="text" value="918-549-2727"/>	Fax Number: <input type="text" value="918-732-7728"/>
---	---

* Email: <input type="text" value="sprice@mcn-nsn.gov"/>
--

Application for Federal Assistance SF-424

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

I: Indian/Native American Tribal Government (Federally Recognized)

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.):

NYCP_School_Districts.pdf

Add Attachment

Delete Attachment

View Attachment

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

Muscogee (Creek) Nation NYCP Grant: Demonstrating Effective Tribal, School, and Community Partnerships to Improve the Quality of Education for Indian Students.

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.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="3,686,533.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,686,533.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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:

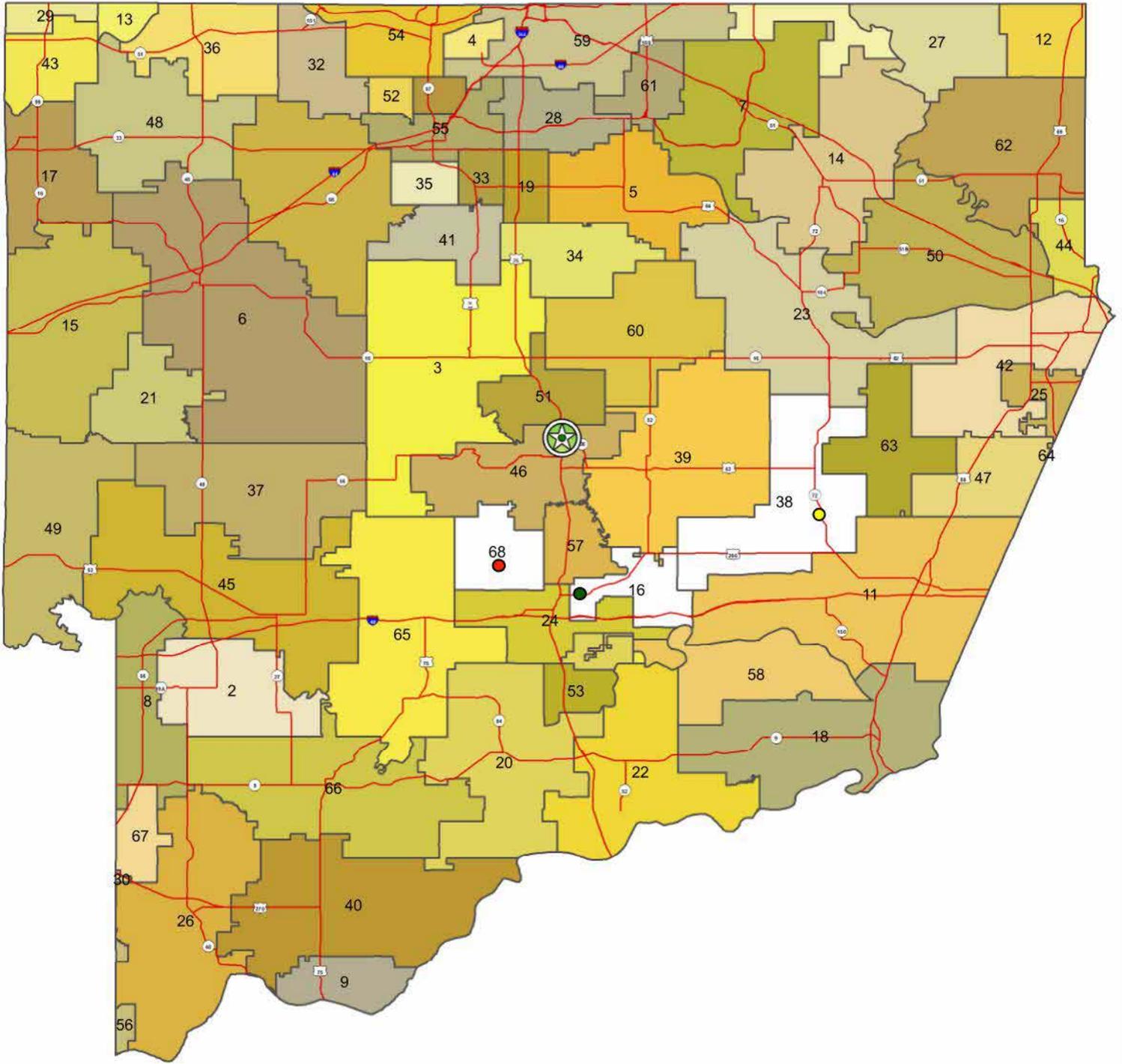
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:



NAME	Number, SD_NAME
Highways	1, Allen-Bowden
Dewar High School	2, Bearden
Midway High School	3, Beggs
Wilson High School	4, Berryhill
Muscogee (Creek) Nation Complex	5, Bixby
	6, Bristow
	7, Broken Arrow
	8, Butner
	9, Calvin
	10, Catoosa
	11, Checotah
	12, Chouteau-Mazie
	13, Cleveland
	14, Coweta
	15, Depew
	16, Dewar
	17, Drumright
	18, Eufaula
	19, Glenpool
	20, Graham-Dustin
	21, Gypsy
	22, Hanna
	23, Haskell
	24, Henryetta
	25, Hilldale
	26, Holdenville
	27, Inola
	28, Jenks
	29, Jennings
	30, Justice
	31, Kellyville
	32, Keystone
	33, Kiefer
	34, Liberty
	35, Lonestar
	36, Mannford
	37, Mason
	38, Midway
	39, Morris
	40, Moss
	41, Mounds
	42, Muskogee
	43, Oilton
	44, Okay
	45, Okemah
	46, Okmulgee
	47, Oktaha
	48, Olive
	49, Paden
	50, Porter Consolidated
	51, Preston
	52, Pretty Water
	53, Ryal
	54, Sand Springs
	55, Sapulpa
	56, Sasakwa
	57, Schulter
	58, Stidham
	59, Tulsa
	60, Twin Hills
	61, Union
	62, Wagoner
	63, Wainwright
	64, Warner
	65, Weleetka
	66, Wetumka
	67, Wewoka
	68, Wilson

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Monique Hawkins"/>	TITLE <input type="text" value="Principal Chief"/>
APPLICANT ORGANIZATION <input type="text" value="Muscogee (Creek) Nation"/>	DATE SUBMITTED <input type="text" value="05/31/2016"/>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

* Name: Muscogee (Creek) Nation

* Street 1: HWY 27 & Loop 56 * Street 2: 1108 Eufaula Street

* City: Okmulgee * State: OK: Oklahoma * Zip: 74447

Congressional District, if known: _____

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

6. * Federal Department/Agency: Education & Training	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children
	CFDA Number, if applicable: 84.299

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix: Mr. * First Name: James Middle Name: _____

* Last Name: Floyd Suffix: _____

* Street 1: PO Box 580 * Street 2: Hwy 75 & Loop 56

* City: Okmulgee * State: OK: Oklahoma * Zip: 74447

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

Prefix: Mr. * First Name: James Middle Name: _____

* Last Name: Floyd 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: Monique Hawkins

* Name: Prefix: Mr. * First Name: James Middle Name: _____
* Last Name: Floyd Suffix: _____

Title: Principal Chief Telephone No.: 918-732-7601 Date: 05/31/2016

Federal Use Only: _____ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

PR/Award # S299A160062

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Muscogee (Creek) Nation	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: James Middle Name:
* Last Name: Floyd	Suffix:
* Title: Principal Chief	
* SIGNATURE: Monique Hawkins	* 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:

Muscogee (Creek) Nation Project Abstract

The Muscogee (Creek) Nation (MCN) is a federally recognized tribe and the lead applicant. MCN proposes to partner with three local districts Dewar, Midway, and Wilson along with the Academic Development Institute to provide direct services to the AI/AN youth residing within the MCN tribal boundaries at four sites. Barriers chosen for project focus: low Native academic student outcomes; isolation from tribal culture, and lack of direct educational services provided by the MCN. Opportunities for project are to provide College and Career Readiness afterschool programming opportunities for youth within the MCN boundaries by the MCN Native Youth Community Project (NYCP) staff and build relationships among students, families, and LEAs. The MCN NYCP will develop, test, and demonstrate the effectiveness of direct services in a College and Career Readiness (CC&R) afterschool programming model improving educational opportunities and achievement of 400 AI/AN students in middle and high school each year of funding. Strategies chosen to address focus areas are as follows:

1. 100% of participating AI/AN students will improve student achievement in core academic areas through Career Development Strategies. 1.A. Participants in the program will demonstrate gains on measures of academic progress (grades and standardized tests) compared with similar non-participants resulting in 90% of students applying for college. 1.B. 100% of Career readiness goals for each student will be targeted with specific attainable achievements.

2. 100% of participating AI/AN students will show an increase in student attendance and graduation from high school utilizing a Native American designed career plan.

2.A. Participants in the program will demonstrate increased involvement in tribal activities by 75% over the initial year baseline and will have opportunities in other subject areas, such as College and Career Readiness. 2.B. 100% of participants will be measured with a variety of assessment methods including Culture and Language Indicators. 2.C. 100% of MCN NYCP

Muscogee (Creek) Nation Project Abstract

Education Advisors will assist participants and to help AI/AN youth better understand individualized skill sets identified with a unique set of data. 2.D. 100% of MCN NYCP participants will be better able to understand changes and adjustments to ensure an optimal performance in reaching career goals while remaining true to cultural heritage.

3. 100% of participating AI/AN students will see an increase in CC&R skills guiding them along the path of self-discovery while exploring careers and creating an individualized career plan. 3.

A. 100% of MCN NYCP participants in the program will demonstrate and exhibit CC&R behavioral changes. 3.B. 100% of MCN NYCP participants in the program career plans will include career exploration and self-discovery in order to identify employment aptitude. 3.C. 100% of MCN NYCP participants in the program will learn enhanced decision making processes while implementing new skill sets. 3.D. 100% of career plans will be reviewed and maintained collaboratively by Education Advisors and participants throughout the progression of education and career entry. 3.E. 100% of participating MCN NYCP participants will seek financial aid, scholarship, and tribal resource support

4. MCN NYCP will collaborate with the Native American community to enhance academic support, educational enrichment, and support services to ensure academic and career goal success. 4.A. MCN NYCP will provide weekly opportunities for the Native American

community to be involved. 4.B. MCN NYCP will increase family involvement of the participating students to improve math and reading skills when participants lack necessary achievement levels in those areas. 4.C. 100% of MCN NYCP staff will build capacity with research based direct CC&R services. 5. MCN NYCP will collaborate with schools and

community to provide sustainable programs. 5.A. MCN NYCP will create sustainability plan to continue the programs beyond the federal funding period.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

Part 4: Project Narrative

Table of Contents

Need for Project1

Quality of the Project Design7

Quality of Project Personnel20

Adequacy of Resources24

Quality of the Management Plan27

Quality of Project Evaluation34

NYCP Community Needs Assessment 2016

The Muscogee (Creek) Nation (MCN) is currently located in Eastern Oklahoma. As the fourth largest tribe in the United States and the third largest in the state of Oklahoma, the MCN has a tribal population of 79,364 citizens. Nationally, American Indian and Alaskan Natives make up just 1.2 percent of the population. In the state of Oklahoma, 9.0 percent of residents belong to this racial group, yet across the 11 counties of the MCN, an average of 15.9 of the population is American Indian or Alaskan Native (U.S. Census, 2016). American Indian students are highly represented in the many of the state’s public schools, comprising 15 percent of the state public school population. Within the bounds of the MCN, and across the three target school districts within the MCN, an average of 40 percent of the students are of American Indian backgrounds (Oklahoma School Profiles, 2014). In Oklahoma and across the nation, the American Indian population faces greater economic disadvantages than many other racial and ethnic groups. This narrative is no different for the citizens of the MCN. On most socioeconomic indicators, the American Indian population within the MCN boundaries fares worse than the state average. Table 1. provides a demographic review that offers perspective into the needs of the population and the service gaps that need to be filled in order to improve the attainment and quality of life of its people.

Table 1. Demographic School Profile Information for the Three Target Districts

Indicator	Dewar District	Midway District	Wilson District	State of Oklahoma
% American Indian Students	51%	24%	44%	15%
% American Indian Teachers	25%	50%	10%	-
% Eligible for Free and Reduced Lunch	65%	85%	81%	62%

% Receiving Reading Remediation (K-3)	84%	59%	38%	40%
Mobility Rate (Incoming Students)	15%	22%	15%	10%
% Parents Attending Teacher Conferences	92%	24%	78%	74%
% Students in Special Education	15.8%	25%	15.1%	15%

Data retrieved from <http://www.edprofiles.info/report-card> and from the respective school districts.

Out of concern that its students are not graduating career and college ready, the MCN conducted an assessment to further evaluate the barriers impacting its youth and hindering their preparation for career, college and a quality life in 2016 and the report is attached with specific details. This needs assessment was conducted in several stages. First, a review was done of existing community data sources, which included a 2015 needs assessment for the MCN’s Strategic Plan and Head Start program, a tourism guide from the Nation’s headquarters, and a report from the tribe’s 2015 Strategic Planning Conference. To supplement these local resources, data was compiled from the Oklahoma State Department of Education, the United States Census Bureau, and the Kids Count Data Center. Lastly, surveys were implemented in April 2016 to assess the levels of cultural understanding and inclusion, as well as the availability of personal learning opportunities, at schools within the MCN. Combined, these resources provide a comprehensive view into the MCN’s community needs. From the quantitative data analyses, the three county schools that serve a significant number of the AI/AN students are troublesome. Across the MCN’s school districts, approximately 22 percent of schools were rated as failing by the Oklahoma State Department of Education in 2015 (see Table 2 below). By contrast, only 8 percent of schools were given a grade in the A-minus to A-plus range (2015 Statewide Grades, 2015).

Table 2. Report Card Grade Rating Distribution for MCN Districts

	Elementary Schools	Middle Schools	High Schools	Total
A- to A+	11 (7%)	4 (4%)	10 (15%)	25 (8%)
B- to B+	35 (22%)	15 (16%)	22 (33%)	72 (22%)
C- to C+	39 (24%)	29 (31%)	17 (26%)	85 (26%)
D- to D+	23 (14%)	26 (28%)	10 (15%)	59 (18%)
F	44 (27%)	20 (21%)	7 (11%)	71 (22%)
N/A	9 (6%)	0 (0%)	0 (0%)	9 (3%)
Total	161	94	66	321

*Percentages are taken from the total number of schools within each school category.

The Oklahoma School Profiles were instrumental in understanding the performance of different districts, why they might have received the grades that they did, and how their results compared with the state. Table 3 below shows the performance indicators for the three target districts and the state average. Some interesting patterns appear in this data. First, the performance in the Midway District is comparable to the state average at most grade levels and in math and reading; however, their students' performance drops significantly in math in grades 8 and 9. This trend holds for Dewar and Wilson students as well, but their performance in math lags behind the state average across grade levels. A shocking seven percent of fifth graders in the Wilson district were proficient or advanced in math (see complete needs assessment data in attached 2016 Needs Assessment Report). The reading performance at Dewar and Wilson are far

more variable, sometimes exceeding the state average and sometimes falling more than 25 percentage points behind. *Table 3. Test Score Performance for the Three Target Districts*

Indicator	Dewar District	Midway District	Wilson District	State of Oklahoma
% Proficient and Above - Reading (Gr. 6)	54%	57%	64%	65%
% Proficient and Above - Reading (Gr. 7)	68%	63%	46%	71%
% Proficient and Above - Reading (Gr. 8)	52%	67%	73%	72%
% Proficient and Above - Math (Gr. 6)	54%	79%	29%	67%
% Proficient and Above - Math (Gr. 7)	50%	84%	38%	65%
% Proficient and Above - Math (Gr. 8)	24%	50%	45%	54%
% Proficient and Above - EOI Test - Algebra I	45%	38%	45%	75%

Data retrieved from <http://www.edprofiles.info/report-card>.

Of the school districts serving MCN high school students, the average ACT composite score in 2013 was a 19 (Cohort ACT Score Averages, 2013). The average score in Oklahoma in the same year was 20.8, and the national average was 20.9 (Pemberton, 2013). The average ACT score in the three target district is also approximately 19, meaning that students within the MCN jurisdiction are lagging the state and national averages by almost two points on an important indicator for college and an average of 10.2 percent of students across the 11 counties are failing to complete high school (Kids Count, 2016). There is similar inter-district variation in college enrollment rates as well. Even between the three target districts, college-going rates range from 26.9 percent at Wilson High School to 50 percent at Dewar. However, percentages of students needing remediation in college are quite high, ranging between 50 and 59.1 percent (Oklahoma School Profiles, 2014). Table 4 below shows the performance on college-readiness indicators for

each of the target districts and the state. *Table 4. College Readiness Indicators for the Three Target Districts*

Indicator	Dewar District	Midway District	Wilson District	State of Oklahoma
2014 Graduation Rate	100%	100%	100%	98.1%
4-Year Dropout Rate	7.4%	0%	10%	8.7%
CTE Program Participation	79.3%	50%	88.9%	51.7%
Average ACT Score	18.6	21.2	17.7	20.8
% Graduates Completing College-Prep Curriculum	100%	100%	94.4%	83.7%
College-Going Rate	50%	29.2%	26.9%	47.2%
College Freshman Taking 1+ Remedial Course	59.1%	50%	57.1%	39.2%

Data retrieved from <http://www.edprofiles.info/report-card>.

Our review of seven colleges in the state showed that overall graduation rates for AI/AN being as low as 13% with only one, Oklahoma State University with an overall graduation rate of 60%.

We concluded that of the small percentage of students entering college, fewer numbers are completing. For the student and teacher perspectives on school performance, 91 students and 34 teachers from Dewar, Midway, and Wilson school districts, were surveyed about their school’s inclusion and knowledge of tribal culture and language, as well as practices to prepare them for college and career readiness (see Needs Assessment for results by schools). Results revealed differences in perceptions between teachers and students as it relates to personal competencies for students and cultural practices. Students tended to rate indicators of teacher training and capacity higher than the teachers themselves did and rated schools low in the area of culture.

Clearly, evidence revealed a couple of significant needs 1) AI/AN students lag significantly behind in academic performance and in meeting the state's standard for career and college readiness; 2) AI/AN students are not aware of the cultural and resources and supports available through the tribe, neither are they accessing them. In determining the opportunities that exist to address these issues and better support students, the MCN have a vast array of community-based services that can be leveraged to assist in preparing AI/AN students for college and career. The Department of Education and Training in particular offers an array of services in the areas of academic and financial support and college and career readiness. Department of Higher Education also has a robust scholarship program, which supports its citizens through their pursuits in undergraduate and graduate education. Lastly, Youth Services (MNYS) aims to connect youth to resources and opportunities in their community, as well as to their tribal history and culture.

Based on this needs assessment, the focus of this Native Youth Community Project (NYCP) will be to implement strategies to improve student performance and AI/AN students' readiness to succeed in college and career and to support all AI/AN students in accessing and participating in existing programs and services offered by the tribe, which are designed to support career and college success. All three LEA's identified in Memorandum of Understanding are identified as rural communities under Small Rural School Achievement (SRSA) qualifying this application for competitive preference priority one for 2 points. The Muscogee (Creek) Nation is a federally recognized tribe serving as the lead applicant qualifying this application for competitive preference priority two's four points. The Muscogee (Creek) Nation is a grantee for the U. S. Department of Education State Tribal Education Partnership qualifying for four competitive and documentation identifying the award is attached.

Quality of the Project Design

For the purposes of this grant program the design represents the vision of the MCN and the local school districts within their tribal boundaries: Dewar, Midway, and Wilson (see Part 6 Geographic for maps). The MCN NYCP will provide opportunities to address many of the social, developmental, and academic needs of the AI/AN students and families in the communities served by Dewar, Midway, and Wilson districts along with a site for students who reside in other nearing communities desiring to participate as voiced during the needs assessment by tribal leaders and Native families. The tribe has community centers in many of the local districts and can provide for high quality direct service opportunities for onsite programming, virtual programming, and summer excursions exploring College and Career Readiness while building relationships among Native youth. This proposal creates a model which supports research, families, and reaches a substantial amount of youth by embracing Native culture. This design unites youth across our boundaries in a meaningful way. Our tribal design for intervening in the trend of low AI/AN achievement is to build from the U. S. Department of Education's (USDOE) model for afterschool programming with a more culturally authentic perspective.

This project proposes to serve 400 students in grades 6th-12th and are between the ages of 12 through 18 at three LEA sites and one MCN tribal site. All sites are accessible to persons with disabilities and include an internet equipped computer lab. Additionally, approximately 150 parents will be served collaboratively. MCN NYCP College and Career Readiness (CCR) program will be held for a minimum of 30 weeks (September through August) for at least ten hours per week for 300 hours. The sites will also offer a Saturday and summer program experience i.e. field trips and celebratory/fitness activities while being engaged with college and career readiness activities. During the program design planning it was determined schedules

may vary amongst the sites and that each site needs to be afforded the opportunity to personalize the program and create individual site specific mission statements supporting student ownership.

The model design's foundation builds from the Scientific-based research in reading (SBRR). SBRR emphasizes five areas of instruction that are critical for student literacy: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Teachers and families need to explicitly teach new words and also include them in conversations with their children to increase their exposure and familiarity with new words. The end goal of literacy is for students to comprehend what they have read. Students need to know how to manage their understanding of what they are reading through organizers and questioning, and they also need to know what type of narrative they are reading and how it is structured. While comprehension is an end goal, it should be taught throughout a student's reading experience by asking students questions about what they read and encouraging them to engage with the text and building from this research the model design reflects this with an authentic tribal perspective (see Research section for details).

After extensive research into best practices it was determined each site will provide targeted research-based, grade-appropriate programming aimed at improving reading, math, and College and Career Readiness skills through the MCN NYCP afterschool programming. The MCN NYCP will utilize evidence-based practices found to be associated with positive and significant effects for students: 1) sequenced step-by-step training approach; 2) active, skill-based experiential learning; 3) focused, specific time on skill development; and 4) explicit in defining skills to be achieved by students (Durlak & Weissberg, 2013). Selected innovative, scientifically based research materials and activities to support, expand and reinforce classroom instruction will be culturally adapted for NYCP services for students.

Muscogee (Creek) Nation Native Youth Community Project Submission date: 05/31/16

NYCP PRIORITY GOAL: The MCN NYCP will develop, test, and demonstrate the effectiveness of direct services in a College and Career Readiness afterschool programming model improving educational opportunities and achievement of 400 AI/AN students in middle and high school each year.

<i>Performance Measures</i>	<i>OBJECTIVES</i>	<i>OUTCOMES</i>	<i>ACTIVITIES</i>	<i>DATA NEEDED</i>	<i>MEASUREMENTS</i>
<p><i>1. 100% of participating AI/AN students will improve student achievement in core academic areas through Career Development Strategies provided by the MCN NYCP.</i></p>	<p>1.A. Participants in the program will demonstrate gains on measures of academic progress (grades and standardized tests) compared with similar non-participants resulting in 90% of students applying for college.</p> <p>1.B. 100% of Career readiness goals for each student will be targeted with specific direction and attainable achievements.</p>	<p>At least 100% of participating students will demonstrate college readiness and increased performance on state assessment measures.</p> <p>100% of MCN TEA will demonstrate increased capacity</p>	<ul style="list-style-type: none"> • In school & After Cultural and Language activities • Native American Education Professionals • Tutors • College and Career Readiness Afterschool school curriculum for students to develop self-knowledge related to career choice and work performance by identifying, assessing, 	<p>Pre- & post-test student scores (Same test and curriculum each year) 1st & 4th quarter grades and standardized test scores, for participants vs. non-participants</p> <p>Evaluation Reports, Site visits and artifacts</p>	<p>Student-level grades and test data in reading and math for all students (compare participants by attendance records with achievement gains) with comparison group.</p>

		with direct services to AI/AN youth	and understanding their competencies, interests, values, and personal character		
<p>2. 100% of participating AI/AN students will show an increase in student attendance and graduation from high school utilizing a Native American</p>	<p>2.A. Participants in the program will demonstrate increased involvement in tribal activities by 75% over the initial year baseline and will have opportunities in other subject areas, such as College and Career Readiness, and other student led activities.</p> <p>2.B. 100% of participants</p>	<p>80% of students per site will be retained for 360 hours of services for full participation in Culturally relevant College and Career Readiness activities.</p>	<ul style="list-style-type: none"> • College and Career Readiness (C&CR) Afterschool Curriculum • Assessment measurement tools which will identify specific learning advancement • Strategies for College and Career Readiness skills and aptitudes generating a 	<p>Attendance records school and program participation; retention in school & MCN NYCP year to year</p>	<p>Changes in student attendance for each student; student-level retention rates and site-level retention rates.</p>

<p><i>designed career plan.</i></p>	<p>will be measured with a variety of assessment methods including Culture and Language Indicators.</p> <p>2.C. 100% of MCN NYCP Education Advisors will assist participants and to help AI/AN youth better understand individualized skill sets identified with a unique set of data.</p> <p>2.D. 100% of MCN NYCP participants will be better able to understand changes and adjustments</p>		<p>personalized career plan</p> <ul style="list-style-type: none"> • Native American Youth Council • Career planning activities • Peer to Peer Mentoring • College visits and tours • Field Trips • Homework Help • Tutoring Opportunities to improve math and reading skills • Service projects • Technology • Cultural experiences with tribal elders and 		
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	to ensure an optimal performance in reaching career goals while remaining true to cultural heritage.		among the youth themselves <ul style="list-style-type: none"> • Ongoing professional development to program personnel and LEA staff 		
<i>3. 100% of participating AI/AN students will see an increase in College and Career Readiness skills guiding them along the path of self-discovery</i>	3. A. 100% of MCN NYCP participants in the program will demonstrate and exhibit College and Career Readiness behavioral changes. 3.B. 100% of MCN NYCP participants in the program career plans will include career exploration and self-discovery in order	100% of College and Career Readiness behavior changes among participating students will be increased and indicators of College and Career Readiness will be improved.	<ul style="list-style-type: none"> • College and Career Readiness (C&CR) Afterschool Curriculum Field trips • Community Service projects • Health & Preventive activities • Peer to Peer Mentoring • Direct services by MCN NYCP staff and MCN 	Attendance records school and program participation; retention in school & MCN NYCP year to year; time/days at school & time in MCN NYCP; discipline referrals	Culture and Language indicators from surveys; pre- and post-participation surveys; mean days attended; unit change in attendance; drop and

<p><i>while exploring careers and creating an individualized career plan.</i></p>	<p>to identify employment aptitude.</p> <p>3.C. 100% of MCN NYCP participants in the program will learn enhanced decision making processes while implementing new skill sets.</p> <p>3.D. 100% of career plans will be reviewed and maintained collaboratively by Education Advisors and participants throughout the progression of education and career</p>	<p>100% of project staff will meet every week to support follow-through and implementation of professional development content into their practice as well as complete brief, weekly program review reports.</p>	<p>Tribal leaders</p> <ul style="list-style-type: none"> • MCN NYCP staff assistance to LEA’s with engaging Native family members and working with Native youth • MCN NYCP professional development face-to-face and online i.e. DOE You for Youth Portal • MCN NYCP staff meetings with classroom teachers and evaluators 	<p>and actions for school & program; pre- & post attitude and satisfaction surveys; evaluations from trainings feedback from personnel weekly reports from site managers of program successes and challenges; and evaluator</p>	<p>retention rates; time in program; discipline referrals by participant; attendance total; satisfaction surveys; site visit reports.</p>
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	<p>entry.</p> <p>3.E. 100% of participating MCN NYCP participants will seek financial aid, scholarship, and tribal resource support</p>			<p>summaries across sites.</p>	
<p>4. MCN NYCP will collaborate with the Native American community to enhance academic support, educational enrichment, and</p>	<p>4.A. MCN NYCP will provide weekly opportunities for the Native American community to be involved.</p> <p>4.B. MCN NYCP will increase family involvement of the participating students to improve math and reading</p>	<p>Weekly opportunities per site for community engagement activities.</p> <p>At least 80% of families of participating students will participate; serve as</p>	<ul style="list-style-type: none"> • Parent Advisory Team • Native American JOM School Community Councils • Student Career Fairs • Tribal Elder Visits • Parent/family enrichment days • Webinars • Parent trainings 	<p>Parent/Community attendance; parent/community satisfaction survey; meeting agendas; schedule of events; recruitment and retention plans</p>	<p>Attendance totals; descriptive statistics about parent and community survey data; enrolled to contact ratio demographic</p>

<p><i>support services to ensure academic and career goal success.</i></p>	<p>skills when participants lack necessary achievement levels in those areas. 4.C. 100% of MCN NYCP staff build capacity with research based direct C&CR services.</p>	<p>volunteers or chaperones, etc.; and/or attend parent enrichment programs.</p>	<ul style="list-style-type: none"> • Field Trips • Newsletters • Adult Education • Virtual tutoring for students • Professional development will be offered by MCN TEA, LEA, and ADI as well as DOE staff 		<p>descriptors; program year and also year to year retention or continuation rates by most in need students</p>
<p><i>5. MCN NYCP will collaborate with schools and community to provide sustainable</i></p>	<p>5.A. MCN NYCP will create sustainability plan to continue the programs beyond the federal funding period.</p>	<p>Parent Advisory Committee will meet a minimum 3 times per year with project staff to conduct ongoing</p>	<ul style="list-style-type: none"> • Advisory Mtgs. • Ongoing resources, budget monitoring, and coordination of resources with Institutions of Higher 	<p>Log of events; meeting agendas; plans of coordination and collaboration efforts</p>	<p>Funds generated; planning and implementation reports</p>

<i>programs.</i>		project planning for short & long-term sustainability.	Education		
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For relevance in the 21st century and to extend reading, MCN NYCP will focus on implementing a College and Career Readiness meeting the needs of the targeted Native students in this design. Program implementation goals, objectives, and performance measures are based on academic and empirical research summarized in this application and are appropriate to the communities being served. McGraw-Hill College and Career Readiness curriculum materials have a strong research base that informs the development and recommended instructional use of its materials for afterschool programming (see research section for McGraw-Hill research). Research indicates students should develop an understanding of reading, science, and mathematics from their own experiences. Core reading instruction provides a factual foundation and base to understanding major content areas. Our afterschool program is designed to follow-up with investigations and the chance to pursue topics of greatest personal interest. Research shows that mathematics and science is more meaningful when it is rooted in real-life contexts and situations, and when students are given the opportunity to become actively involved in learning (McREL, 2004; SERVE Center, 2006). In the MCN NYCP model students will have opportunities to design investigations, engage in scientific reasoning, manipulate equipment, record data, analyze results, and discuss their findings. These skills and knowledge, fostered by laboratory investigations, are an important part of inquiry—the process of asking questions and conducting experiments as a way to understand the natural world (SERVE Center, 2006).

Research indicates hands-on mathematics activities will challenge students at their individual ability levels. The curriculum selected allows students to interact with and explore key mathematics and science concepts. Native students complete projects and three-dimensional graphic organizers, which can be used as assessment or study tools for career planning. Also real world problems are addressed using graphic novels and technology-based programs in College and Career Readiness areas. Students will have personal connections that help support their pathway in college and career readiness, as well as the latest tools for planning to help them be competitive. The College & Career Readiness online program selected uses user-friendly and updated resources to guide college and career planning. Also peer to peer mentoring will be embedded to support better transition planning to college and careers. MCN NYCP staff will appropriately differentiate instruction at all grade levels by ongoing professional development opportunities that prepare them to carry out instructional activities.

MCN NYCP will implement a rigorous 21st century curriculum which is aligned to support early learning, college preparation, and career planning. College and Career Readiness (CCR) programming is supported through an online program. The CCR program will use differentiated instruction and an array of research-based, pedagogically sound materials with modules on topics such as: high school course preparation; cross-disciplinary academic skills, such as writing and research; soft skills (interpersonal, workplace, and communication skills); 21st century skills such as lateral and critical thinking and problem-solving; study skills and test preparation; self-management, time management, and self-motivation; and personal and academic ethics. Students will take a diagnostic assessment in order to identify the scope and sequence most appropriate based upon the student's current postsecondary plans and needs. We

also aligned our curriculum to the USDOE's 5 E's of the Learning Sequence for afterschool sites (<https://y4y.ed.gov/tools/5es-instructional-model/>).

Engage/Excite: Exploring Careers motivates students to explore the wide world of career options and helps students build the knowledge and skills they need to make informed career decisions and achieve success in the world of work. Uses a variety of relevant charts, graphs, diagrams, number lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills this requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, generalizing, and justifying).

Explore: Explore activities introduces the basic concepts. Students may complete online activities or view a video. Students work collaboratively to explore ideas, generate questions or conduct an inquiry. The selected curriculum provides opportunities for inquiry and research that includes activities such as gathering information, researching resources, observing, interviewing, evaluating information, analyzing and synthesizing data.

Explain: Explain activities provide opportunities for direct instruction as well as hands-on activities. Students complete online student activities, complete a Planning Your Future graphic organizer, participate in a classroom discussion of their short, medium, and long term specific, measurable and achievable goals, and work in small groups to complete an activity to evaluate their goals.

Extend/Elaborate: Extend or elaborate activities focus on critical thinking and application of knowledge. Students have opportunities to predict, conclude, evaluate, develop and extend ideas to support reasoning with opportunities for application of learned concepts. Students apply what they have learned and build on their understanding of concepts to extend their knowledge.

Evaluate: Evaluate provides opportunities for students to assess their own knowledge and assessments include career cluster quizzes to check comprehension of the content in the cluster. Through project based learning students deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills. Portfolio projects may include inquiry learning, real word application projects and student presentations. Evaluation rubrics are included for each portfolio project.

In addition individualizing the program for each student's needs, the program also includes innovative resources that can lead to decreased dropout rates, increased high school graduation rates, and increased college enrollment. The following college and career resources are designed to build students' self-confidence, study skills, and college and career knowledge. For middle school students CareerShip has matching inventories and career search resources at <http://mappingyourfuture.org/planyourcareer/careership/>; Education Planner has resources for students, parents, and staff at educationplanner.org; and the National Association for College Admission Counseling has resources at <http://www.careerkids.com/resume.html> and <http://www.myfuture.com/careers/tools-checklists/resume-builder> supports students in creating their first resume and offer resources for career planning. For high school students College Navigator at <http://nces.ed.gov/collegenavigator/> and College Explorations at <http://www.collegeexplorations.com/> offer extensive databases and resources, which allow students to search higher education options by title and program, with side-by-side comparisons, search to see schools by the selected criteria, application resources, and financial aid program and application information.

MCN NYCP will collaborate with LEAs to share with the public information about the program which will be disseminated using the district's website, along with flyers distributed at

each site outlining times, locations, and benefits of the program. MCN NYCP staff will work with all classroom teachers, serving 6th through 12th graders, to share information about the afterschool program's alignment with the school day and field trips with students.

The MCN NYCP will provide direct services by having high quality programming available after school, transportation support, and family engagement. We will maximize the effectiveness of project services through a collaborative registration campaign accomplished through: face-to-face meetings with parents; consultation with teachers and principals; publications, website announcements, school promotional materials, school and district meetings with families; and home visits. In order to recruit and retain the students, program staff will collaborate with the principal and teachers in participating schools in order to identify students, especially those which require the most academic assistance. Students will have parent's notified requesting consent to participate and enrollment procedures. Timely and accurate collaboration with LEA staff regarding students' progress will be occurring adhering to Family Educational Rights and Privacy Act (FERPA). Also to maximize the effectiveness of project services program staff will encourage sustained participation and retention of participating students through various incentives such as tribal recognition ceremonies, elder visits, special guests, celebratory events, field trips, home visits, college tours, and positive communication to families.

Quality of Project Personnel

MCN NYCP will be under the authority of Secretary of Education Greg Anderson. Mr. Anderson has a Master's Degree in Education Administration and has a vast amount of national experience launching new initiatives of similar size and scope as proposed in this application. He has served as senior management in the Bureau of Indian Education along with serving as the superintendent of the tribally controlled Eufaula Dormitory. Ms. Courtney Josie, the current

Manager of Employment and Training Administration, will devote in kind 10 percent of her time to the administrative aspects of this effort. Ms. Josie has been working for the MCN since 2009 in the offices of Human Development and Career Services. In both of her roles, she has managed departmental budgets and grant funds over millions in dollars, and has worked to develop and implement systems for program management and coordination with educational institutions. She has a Bachelor's degree in Social Sciences and finishing a Master's degree in Human Relations.

During the Needs Assessment process, the staffing structure and job descriptions were developed (See Part 6 Key Personnel). The Program Director will report to Ms. Josie and is preferably someone with graduate work in education, experience in Indian Education and implementation of federal grant programs. The Program Director will oversee implementing NYCP MCN Program's College and Career Readiness components by maintaining two-way communication with appropriate programs and partners. The Program Director will supervise the development, implementation, and continuous improvement of a long-term sustainability planning process for continuing grant program activities after federal funding ends on/or before FY 2021. The Program Director will be responsible for budget compliance and ensuring appropriate activities are implemented with accurate records and timely submitted reports. The Program Director oversees day-to-day operations and will supervise the Cultural Curriculum Coordinator (1.0 FTE), College and Career Resource Liaison (1.0 FTE), Education Advisors (4.0 FTE), Administrative Assistant (1.0 FTE), and Educational Advisors will supervise Tutors (8 @ 360 hours each). See Part 6 Key Personnel for detailed job descriptions.

The Cultural Curriculum Coordinator will require at a minimum a Bachelor's degree, with a Master's degree preferred, as well as experience with Native American cultural curriculum program planning, development, grant management, and budgetary / fiscal

management. This person will also establish and maintain a AI/AN youth council for the MCN NYCP. The College and Career Resource Liaison position requires at a minimum a Bachelor's Degree and provides leadership involving stakeholders in long-term decision-making and planning efforts. The College and Career Resource Liaison position is responsible for accessing resources within the communities and MCN territory by building relationships with and seeking program support from businesses and higher institutions; implement formal mechanisms for a mutual exchange of ideas and strategies between stakeholders and staff to inform the process of continuous improvement, share concerns, and make revisions as needed.

The Education Advisor positions require at a minimum a Bachelor's Degree, as they will lead at an individual project site the planning, implementation, and coordination of daily activities and events for the NYCP MCN College and Career Readiness Program and maintaining accurate records of student performance. The Education Advisor will also maintain clear, frequent two-way communication with the building principal, teachers, assistants, students and parents/guardians. The tutors will have a Bachelor's Degree and report to the assigned Education Advisor. The tutors are to exemplify high standards of professionalism and provide enrolled students with high quality, engaging academic enrichment. They will be expected to attend all required professional development trainings and staff meetings,

Our partner within this application is the Academic Development Institute (ADI) which is a non-profit corporation founded in 1984 with the mission of assisting families, schools, and communities with children's academic and personal development; Dr. Sam Redding is the Executive Director. Dr. Redding has been involved with numerous national and significant educational initiatives (see Part 6 Evidence of Capacity). ADI continues to improve student outcomes through activities funded by grants and contracts with federal and state-funded as the

Center on Innovations in Learning, Center on School Turnaround, Building State Capacity and Productivity Center, and Illinois Center for School Improvement. ADI is also involved in two State Tribal Education Partnership Grants along with the Tribal Education Departments National Association (TEDNA) Native Youth Community Project (see Part 6 Evidence of Capacity).

ADI has a demonstrated track record for success. In a study by the Laboratory for Student Success of 105 schools implementing the CSR model facilitated by ADI over three years, two-thirds of the schools outperformed similar schools in their states (Redding, 2001). ADI also developed and implemented the Guided Decisions and Targeted Learning programs in 27 Virginia schools that were in restructuring or in jeopardy of losing accreditation because of poor performance with 96% of the schools making gains in both reading (mean gain in reading 13.47%) and math (mean gain in math 20.09%). ADI developed and implemented a family engagement model Solid Foundation in 123 high-poverty Illinois schools with published results demonstrating its positive effect on state standard assessments in reading and mathematics. ADI's demonstrated capacity is reflected in successfully awarded federal funding for 14 afterschool programming sites which have met goals and outcomes as outlined in grant proposals.

Bernadette Anderson, M.Ed. will serve as key Native American educational expert consultant to the MCN NYCP on behalf of ADI. Ms. Anderson has a wealth of experience in working with senior level administrators for State Education Agencies, Tribal Departments of Education, Bureau of Indian Education, and Local Education Agencies. She has been working for ADI for the past 16 years and has overseen numerous projects of this size and scope (See resume in Part 6 Evidence of Capacity). She has over ten year's management experience implementing afterschool programming in fourteen sites simultaneously on behalf of ADI. She

currently is finishing her Education Specialist (Ed.S.) degree in Educational Leadership-Superintendent. Furthermore she is Nez Perce and grew up on the Nez Perce reservation in Lapwai, Idaho.

Adequacy of Resources

Each LEA has demonstrated commitment to this proposed project's successful implementation through signing of the attached Memorandum of Understanding (MOU). Each LEA superintendent has agreed to be an active participant by being engaged during the needs assessment conducted and design for this proposal by sharing ideas, data, surveys, and perspectives. Also each LEA has agreed to provide facility space sharing usage with the MCN NYCP at no cost along with utilization of their computer labs and internet services. Furthermore the LEA's have agreed to provide transportation for youth by reimbursements. The alignment of tribal, state, federal, and local grant funds will increase LEA capacity to support afterschool programming in the Districts. Federal Title I funds will be utilized to decrease the professional gaps by providing professional development to support teachers and best practices for student learning. Funds from Title II, McKinney Vento, and other grants will be utilized to supplement but not supplant the quality of the program provided.

MCN NYCP partnership commitment with ADI is included in the MOU as well. ADI's role in this project is to train and support the work of MCN NYCP staff that work with the schools, assist with formative evaluation, and develop the capacity of TEA and districts to support, sustain, and replicate the project's successful applications. ADI has assembled a high-quality team of managers, researchers, programmers, and school improvement specialists with the capacity to deliver this development project and to take it to scale.

During this project the costs are reasonable in relation to the number of persons served and expected culturally relevant college and career readiness outcomes as result of direct service interventions by the MCN TEA into the lives of Native youth specifically as it prepares them for secondary education. This program will further benefit the MCN's increased involvement with local LEA's by providing an avenue for the MCN TEA to obtain individual data from parents and students directly regarding AI/AN student performance along with benefiting Native American research in afterschool programming. Families will specifically benefit by gaining a better understanding of assessments, career planning, and learning about financial literacy related to secondary education. AI/AN students will benefit by having a greater awareness of tribal government and sovereignty, discovering how to exercise student voice, preparation for successful secondary learning, and lifelong relationships with tribal people. LEAs will benefit by having afterschool resources to assist them in meeting the needs of AI/AN students which currently are not available. Teachers will benefit with high quality professional development to support Native American students.

Adequacy of resources to accomplish this major undertaking in light of the magnitude of historical trauma Native Americans endure and according current community data previously discussed are strategically maximized to have the greatest results. In consideration of serving 1,600 students for this grant period of four years and requesting a total of \$3,686,533.00 this proposal design is quite frugal. Providing 300 hours of opportunities per year for 400 students each year totals 120,000 hours and in the four year grant period the MCN NYCP will provide 480,000 hours of direct services to Native youth. In current industry rate of having a degree person providing comparable services at the rate of \$25 over the four years would result in a cost of \$12,000,000 and when compared to this request the budget design maximizes the resources.

This proposal cost per student of \$2,323 per year will be adequate to meet the goals and objectives in this proposal and far less than other intervention models for low-achieving schools.

Considering the request for funding for MCN NYCP the budget reflects adequate proportionate funding considering the magnitude of tasks. Administrative Waiver has been included in this proposal. It was determined considering the scope of work for the administration of this program and reporting requirements the level of skills and talent need for a Program Director would require a comparable salary with benefits to attract the caliber of person needed. The salary is \$55,000 and benefits are \$30,910. The budget requests \$28,085 for staff travel to allow opportunities to further professionally develop skills and strategies to engage Native youth in meaningful ways which preserve the traditional path of living. The need for capacity building is supported by the needs assessment which indicated the various large gaps between teachers and Native students in personal learning (see needs assessment attachment for data reports). Initial investments in equipment and supplies were determined by examining the best use of funding in light of the available funding. It was determined to structure costs in such a way the budget could make substantial initial investments in College and Career Readiness curriculum and technology equipment for staff. The budget narrative provides a detailed cost analysis.

Quality of the Management Plan

Program implementation goals, objectives, and performance measures are based on academic and empirical research summarized in this application. In partnership with LEA's and ADI, management planning will incorporate goal setting charts and management tools for all participants in the project. MCN NYCP staff will also apply principles from effective afterschool programs, embodied in the SAFE acronym (Durlak & Weissberg, 2013): 1) sequenced step-by-step training approach (S); 2) active, skill-based experiential learning (A); 3)

Muscogee (Creek) Nation Native Youth Community Project Submission date: 05/31/16

focused, specific time on skill development (F); and 4) explicit in defining skills to be achieved by students (E). All staff will be guided, supported, and expected to reinforce positive, culturally responsive dialogue with students, drawing from an asset-based perspective of AI/NA students and families. Below are the *Administrative Milestones* for year one and subsequent years will follow a similar cycle:

By October 2016: MCN Secretary of Education receives notification from U.S. Department of Education; MCN TEA will assemble partners for sustainability and implementation; and TEA begins internal process for accepting the award and budgeting procedures

By November 2016: MCN NYCP Project Director hired; Program Director convenes partnership meeting of core management team which consists of MCN TEA staff, LEA staff and Johnson O'Malley parent leaders, and ADI revisiting grant goals, objectives, and activities timeline; Program Director prepares employment announcements and staff selection search is initiated and partner meetings held with parents

By December 2016: Partners Evaluation Meeting held to finalize evaluation protocols; Procedural Manual drafted and Contractual Agreements finalized; and Sustainability team meets

By January 2017: MCN NYCP staff identified by Program Director and space usage and logistical arrangements finalized with LEA's; staff hired and partner meetings held with parents

By February 2017: MCN NYCP Recruitment Phase begins by distributing program marketing flyer to parents and students; Professional Development delivered; enroll students for program; and arrange transportation in the program and Sustainability team meets

By March 2017: MCN NYCP begins programming to AI/AN youth and evaluation meeting held

Muscogee (Creek) Nation Native Youth Community Project Submission date: 05/31/16

By April 2017: All participants assessed and baseline data analyzed; parent meetings at each site

By May 2017: All participants' initial draft of career plans completed and shared with caregivers; partner meetings held with parents and Sustainability team meets

By June 2017: Summer Programming initiated Administer post-tests required for evaluation

By July 2017: Work on performance report and partner meetings held with parents

By August 2017: Program Self-Assessment completed and evaluation meeting to review program objectives (adjust as needed)

By September 2017: MCN NYCP will have delivered 300 hours of direct services to 400 youth and provide for additional staff development training

Professional development is crucial to the management and success of MCN NYCP direct services. The Program Director will be responsible to establish confirmed dates for delivery of professional development with partners and staff. Staff will become more aware of the research and quality review processes that evaluate policies, programs, practices, and outcomes; become proficient in recognizing areas for improvement based on data; and guide appropriate interventions for Native American students. Staff will be able to use qualitative and quantitative information when making decisions related to programming. Professional capacity and accountability will be reinforced by a system that develops professional judgment as a key expectation for evaluating the work of students, the work of other teachers, and the work of schools. Follow-up support to embed practice will include: 1) programming observations; 2) technical assistance, including program data management; 3) targeted training on specific topics related to College and Career Readiness; 4) promoting culture; 5) use of case discussions and

facilitating student performance, demonstration, and active engagement, and 6) sustaining and expanding family and community involvement.

In addition to previously mentioned professional development opportunities, the program will utilize the free *You for Youth* (Y4Y) portal available online that affords afterschool programs all over the country with best practices, resources, references, ideas, and toolkits that can be used to provide professional development thus enhancing the program planning, design, and implementation. Topics include: 1) strategies emphasizing messages on how “school matters”; 2) how to work with each student on college and career readiness goals; 3) strategies that enforce the connection in students’ minds between their current schoolwork and their future opportunities in postsecondary education or in the world of work, and discussing the creation of a school environment that guides students in thinking about their postsecondary plans and options early enough to have a lasting impact; and 4) National Educational Technology Standards (NETS). The following professional development plan supports College and Career Readiness and is integrated, tangible, and based in evidence-based instruction and delivery:

MCN NYCP PROFESSIONAL DEVELOPMENT at a glance	HOURS
PROJECT DIRECTOR (INITIAL CAPACITY BUILDING)	40
Explore SBRR, College and Career Readiness Curriculum, NETS standards , and expand understanding on how to use research base to inform curriculum planning process, use of initial baseline assessments, including administration of pre-assessments, conducting valid observational assessments and refining the use of outcome measures to monitor progress in literacy, numeracy, and College and Career Readiness; Family Involvement, Personal Competency and Culture and Language	

Indicators, Leadership and Evaluation afterschool best practices	
MCN NYCP STAFF (INITIAL CAPACITY BUILDING)	20
Review instruction techniques (e.g. differentiated instruction) that are innovative, research-based and focused on raising achievement levels; review the College and Career Readiness Curriculum framework; instructional planning and curriculum development and use of goal setting and goals management, individual student plans, project staff project management tools; and Family Involvement, Personal Competency and Culture and Language Indicators	
<i>PROGRAM Education Advisors and Tutors</i>	60
MCN NYCP orientation	2
College and Career Readiness curriculum training	6
NETS introduction training and You for Youth website	6
Curriculum planning	15
Aligning the school day strategies	3
Recruitment and retention strategies training	2
Personal competency training with LEA teachers	6
Curriculum planning on site	20

The program will also be managed with clear communication. At the beginning of each year and quarterly, the Project Director will conduct one-on-one conferences with each building administrator to discuss specifics about the program, provide performance feedback and periodic assessment of progress toward achieving intended outcomes, scheduling, data collection and evaluation needs, and student recruitment. The Project Director will check in with each building

principal before requesting data from teachers about students in the program. The Project Director will send out advance notification letters to teachers informing them of the upcoming request for 1st and 4th quarter grades and completion of the teachers' surveys one week prior to instructing the Education Advisor to distribute surveys. Education Advisors will ensure that all data requested from teachers is dispersed, collected, and submitted in a timely manner as well as confirming that the information collected is reliable and valid. Also MCN NYCP staff and regular-day teachers will meet regularly to strengthen collaboration and communication. MCN NYCP will utilize a teacher reporting form to gather relevant student data on school attendance, academic progress and needs, and discipline and behavior. During regularly scheduled meetings and communications, evaluation data on program implementation and outcomes will be reviewed. The California Quality Self-Assessment Tool for afterschool staff to provide performance feedback and progress towards outcomes will be used as a resource to further guide the alignment of specific, weekly program goals and objectives with performance measures, as it involves the creation of specific action plans based on ongoing program assessment data.

Research shows that improving family engagement with students' interests and activities can increase student academic outcomes. The Parent and Community Engagement Framework (USDOE, 2014) also indicates the need for LEA's to build capacity in families to support parents in their role in their child's education. Parents voiced numerous ideas during the design phase as it relates to programming specifically desiring more input in the implementation of proposed activities. A MCN NYCP Parent Advisory Board will be established at an administrative level and will develop a clear understanding of the scope of programs, processes, services, particular practices, and method of operation to be sustained, and by whom. The Sustainability planning

team will also provide a mechanism for the Parent Advisory Board to be included to analyze and articulate how the MCN NYCP fits in the Dewar, Midway, and Wilson communities.

At each site level the MCN NYCP will incorporate parental input processes to track performance and process measures and uses the information for continuously improving program performance over time utilizing ADI's Solid Foundation model. ADI's signature program Solid Foundation® is a comprehensive blueprint for building strong school communities. Its web-based Planning Guide directs a parent team through a three-year implementation cycle to ensure that all students develop a "solid foundation" as self-directed learners, avid and literate readers, and responsible people who respect themselves and others. It is also aligned to the USDOE Parent and Community Engagement Framework. Solid Foundation's® technology will allow the JOM parent teams at each site to enter data, generate reports, track progress, access a library of abundant resources, and receive coaching and support all from one convenient internet location. Administrative features provide for cost effective and efficient monitoring of implementation progress as well as a means to easily communicate with the teams through the web-based coaching system.

The Education Advisor will plan student field trips with input from parents. Parents will be invited to attend, so they can assist students with follow up reports and more importantly, to create and build a bridge between the MCN NYCP and parents of high-risk AI/AN youth. Each student will participate in a variety of valuable cultural awareness activities reinforcing College and Career Readiness. Also the MCN TEA currently collaborates and communicates with the other 38 Oklahoma tribes through quarterly state meetings and gathered input from the recent meeting to inform this design. The MCN NYCP staff will attend future meetings and this avenue of communication will assist staff members with gaining other tribal input.

Also this MCN NYCP direct service model will build the capacity of the MCN Tribal Education Agency (TEA) and the three local education agencies to sustain and advance the College and Career Readiness services beyond the period of Federal financial assistance. The MCN NYCP services developed and field tested in this project, upon sufficient evidence of their effectiveness in rural Native American schools, will be available for use throughout the other local education agencies located within the MCN geographic boundaries. Continuing activities involve creating a Sustainability Team for the MCN NYCP initiative and consists of the program director, higher education partners, NYCP staff, district administrators, ADI, and key stakeholder representatives i.e. parents. Quarterly Team meetings will be used to implement, review, evaluate and revise strategies for current program success and long term sustainability. Team findings and recommendations will be submitted to the Parent Advisory Board for development of the long-term Sustainability Plan to include strategies for determining additional funding and in-kind resources needed to sustain program quality and services while overcoming identifiable barriers. The team will periodically reassess and adjust the plan using a two-way communication process of engaging key stakeholders.

Quality of Project Evaluation

Evaluation Question/Area	Data Needed	Analysis to be Conducted
Students/Parents Served	Daily enrollment/attendance data, by student (for afterschool programming), and by parent (for parent programming); review of education advisor reports on activities completed and documentation of effective/less effective strategies.	Summarize attendance records by school, by month, by type of activity; and key themes from weekly education advisor reports on student and parent participation.
Effects on Academic Achievement	Student-level assessment data for all students in each school in order to connect afterschool attendance data with achievement data in core academic subjects (pre- and post-program); compared with students who do not participate or have lower attendance.	Link attendance data (number of hours per week) per student with all available academic assessment data; and compare academic achievement scores to similar students who did not participate in the program.

Effects on Positive Behaviors	Student survey data (by participating student) of feedback about program components and activities, student-level discipline referral data (nature and type) for all students to compare participants vs. non-participants.	Analyze student survey data about program activities particularly the usefulness and satisfaction with college and career readiness programs, peer time, and computer lab time etc.; compare student-level discipline data between participants and non-participants.
Program Management and Sustainability	Absence and departure data by staff person for each school; Staff survey on program functioning and activities, support from MCN TEA, district, etc. and parent survey data on effectiveness of program activities, perceived culturally relevant College and Career Readiness effects for participating students, etc.	Analyze and summarize staff turnover and attendance data by school site; Conduct survey of all staff each quarter on program functioning and activities; Conduct survey of parents on perceived effects for participating students in MCN NYCP activities; provide brief reports for all analyses.

Other Attachment File(s)

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Description of the Defined Geographic Area to be served

Geographic Reach

The Muscogee (Creek) Nation is located within rural Eastern Oklahoma, with a tribal jurisdiction comprising 4,867 square miles and the entirety of Creek, Okfuskee, and Okmulgee Counties in Eastern Oklahoma. This territory also includes parts of Hughes, Mayes, McIntosh, Muskogee, Rogers, Tulsa, Seminole, and Wagoner Counties. Images 1 and 2 (below) highlight the Muscogee (Creek) territory within the state of Oklahoma, and as an overlay with county lines, respectively.



Image 1: Muscogee (Creek) Territory within Oklahoma State borders (Official Guide, 2015)



Image 2: Muscogee (Creek) Tribal Jurisdiction with Oklahoma County Lines (Price, 2015)

Description of the Defined Geographic Area to be served

For the purposes of this grant program, the Muscogee (Creek) Nation will focus on three specific school district and their neighboring communities within our tribal boundaries providing direct services to AI/AN youth: Dewar, Midway, and Wilson. These districts and their communities were chosen based on their proximity to each other and to the seat of the tribal government, as well as the strength of the current relationships between those districts and the Muscogee (Creek) Nation government. Image 3 below highlights these three school districts in white, with the locations of their high schools pinned on the map.

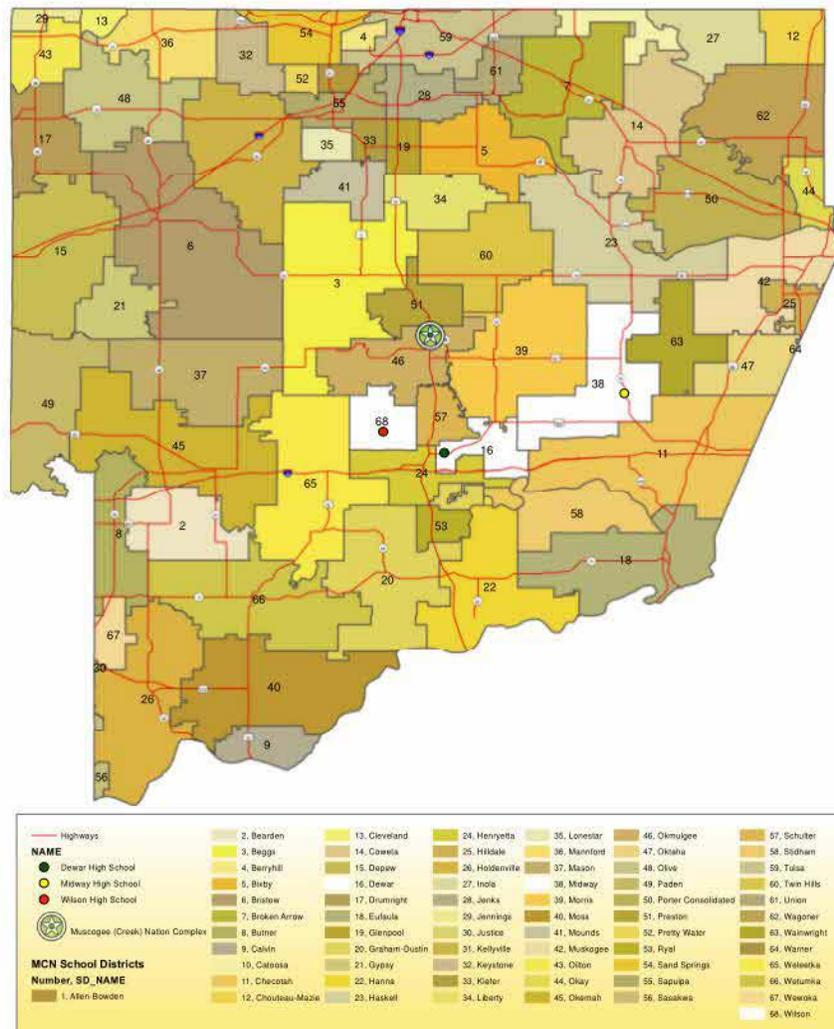


Image 3: Muscogee (Creek) Nation School Districts

Muscogee (Creek) Nation



Native Youth Community Project (NYCP) Community Needs Assessment 2016

Overview

This needs assessment was conducted in several phases. During the initial phase the Muscogee (Creek) Nation (MCN) collaborated with the Academic Development Institute (ADI) to design and develop the needs assessment for the NYCP grant competition. MCN and ADI had already established a working relationship through the State Tribal Education Partnership (STEP) grant award from the Department of Education, an initiative which also qualifies for competitive priority points in this competition. ADI is a non-profit education improvement organization with a proven track record (see Part 6 Evidence of Capacity) in building improvement capacity within State Educational Agencies (SEA's), Local Educational Agencies (LEA's), Tribal Education Agencies.

Muscogee (Creek) Nation, under the authority of Mr. Greg Anderson, Secretary of Education, convened a Native Youth Community Partnership (NYCP) Grant needs assessment team in March 2016 to begin the design and development of a proposal. This needs assessment team consisted of staff from the Tribal Education Agency Courtney Josie, Manager Employment and Training Administration, State Tribal Education Partnership Coordinator Sarah Price, Pete Coser Jr. Higher Education Manager, Regina Keith Johnson O'Malley Manager, Laurissa Soap MCN Education Specialist, the Academic Development Institute (Dr. Sam Redding, Bernadette

Anderson, Amanda Klein, Dr. Priscilla Maynor and Mark Williams). The needs assessment process maximized Native American stakeholder participation in the building of shared vision, program design, and planning of outcomes. The needs assessment process identified and prioritized challenges, determined needs and present assets, and clarified intervention strategies. The entire needs assessment process was completed in over 15 team meetings.

Data sources for this needs assessment included student, teacher, parent, and community input; information gathered at school principal and teacher meetings; district leadership team meetings; statewide and ACT testing outcomes; truancy data; graduation data; workforce data; as well as tribal services data; attendance data; appraisal of student needs and programming gap analysis; tribal community partnership meetings; Johnson O’Malley parent interviews; input from other MCN tribal departments and other tribes; census data; and Native American parent meetings.

Geographic Reach

The Muscogee (Creek) Nation is located within rural Eastern Oklahoma, with a tribal jurisdiction comprising 4,867 square miles and the entirety of Creek, Okfuskee, and Okmulgee Counties in Eastern Oklahoma. This territory also includes parts of Hughes, Mayes, McIntosh, Muskogee, Rogers, Tulsa, Seminole, and Wagoner Counties. Images 1 and 2 (below) highlight the Muscogee (Creek) territory within the state of Oklahoma, and as an overlay with county lines, respectively.



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For the purposes of this grant program, the Muscogee (Creek) Nation will focus on three specific school districts within our tribal boundaries: Dewar, Midway, and Wilson. These districts were chosen based on their proximity to each other and to the seat of the tribal government, as well as the strength of the current relationships between those districts and the Muscogee (Creek) Nation government. Image 3 below highlights these three school districts in white, with the locations of their high schools pinned on the map.

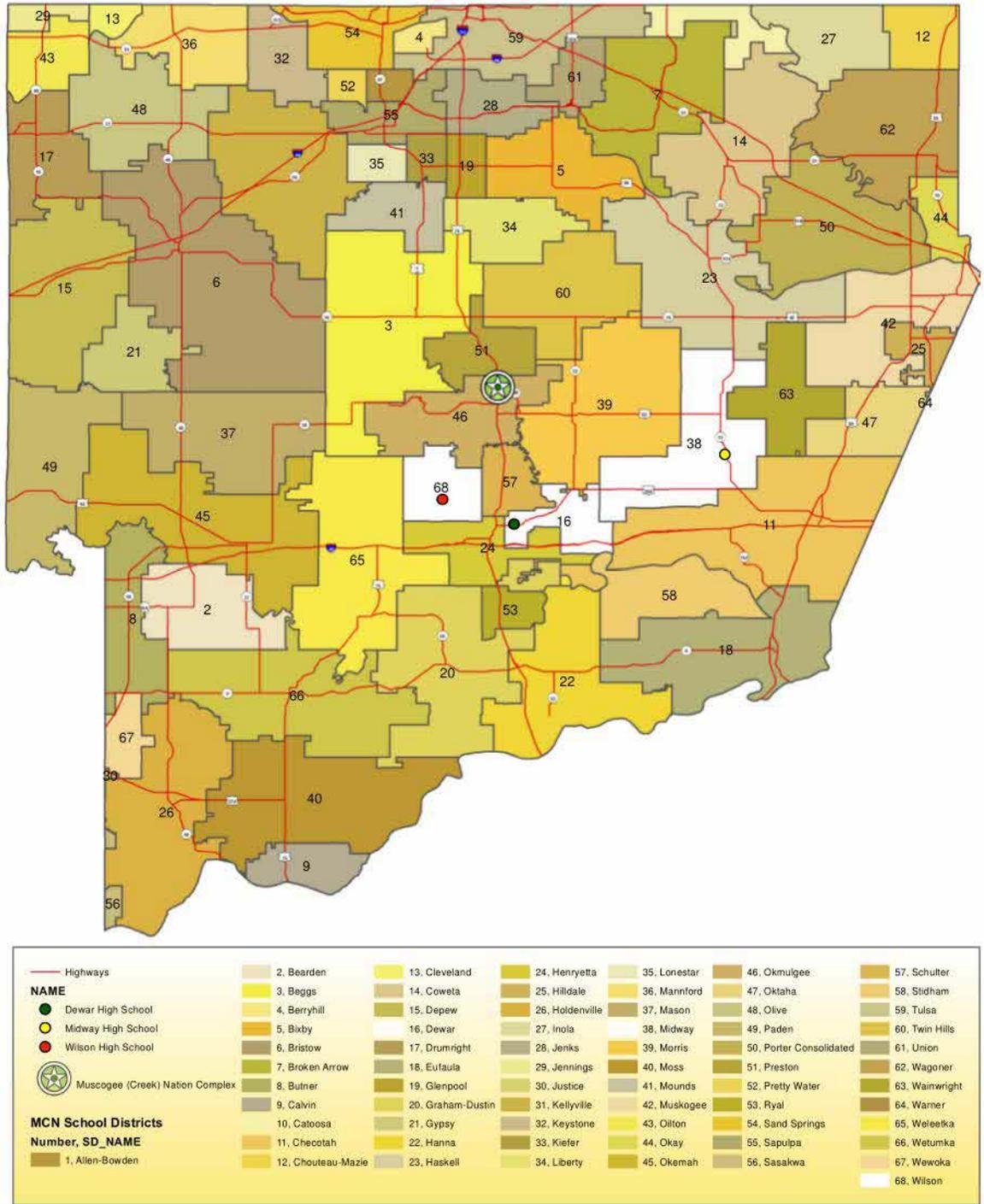


Image 3: Muscogee (Creek) Nation School Districts

Demographic Characteristics

Nationally, American Indian and Alaskan Natives make up just 1.2 percent of the population. In the State of Oklahoma, 9.0 percent of residents belong to this racial group, yet across the 11 counties of the Muscogee (Creek) Nation, an average of 15.9 of the population is American Indian or Alaskan Native (U.S. Census, 2016). American Indian students are highly represented in the many of the state's public schools, comprising 15 percent of the state public school population. Within the bounds of the Muscogee (Creek) Nation, Native students have even greater representation in the public schools. Across the three target school districts within the Muscogee (Creek) Nation, an average of 40 percent of the students are of American Indian backgrounds (Oklahoma School Profiles, 2014).

The rural environment of the Muscogee (Creek) Nation land provides some challenges to tribal citizens seeking to improve their socioeconomic situation. According to the 2013-2015 needs assessments conducted by the Muscogee (Creek) Nation for its Head Start programs, the primary barrier to employment was lack of transportation. Other top community concerns noted were the lack of jobs or employment available in the community, as well as the lack of affordable childcare that could enable parents to return to work (Price, 2015).

Community concerns are evidenced in the data for this region. The 11 counties within the Muscogee (Creek) jurisdiction have a significantly lower percentage of people ages 16 and older in the civilian workforce; while the state average is 61.3 percent of adults being in the labor market, an average of 55.4 percent of the adult population works in these counties. With the exception of Tulsa and Muskogee Counties, which house the City of Tulsa and the tribal government respectively, people in every other county within the Muscogee (Creek) Nation also have a longer commute to work than the state average of 21.2 minutes.

Methodology

Considering the number of local education agencies located with the geographic boundaries, the MCN TEA had to determine which LEA's would be solicited to be included in the application. During this first phase student achievement data, attendance data for students and staff, truancy data, behavioral data reflecting school culture, and other available data were examined in order to provide information about current condition. This initial phase of assessment provided needed background information along with identifying successes and hindrances to school improvement efforts along with identifying best practices pertaining to Tribal Education Agencies, Scientifically Based Reading Research, Culture and Language, College and Career Readiness, Family Engagement, and Instructional Practices.

After a narrowing from 320 schools, ten districts were more closely examined according to their current relationships with the LEA's, the proximity of the LEA to tribal government headquarters, and current educational outcomes for AI/AN youth. An analysis was completed to determine if a partnership was a viable option for all involved and three districts were identified for a deeper examination. The three districts identified were Dewar, Midway, and Wilson. Each Superintendent was approached and then agreed to partner in this application (MOU is attached in xxx). The needs assessment team was then expanded to include the Dewar District Superintendent, Midway Superintendent, Wilson Superintendent.

During this initial phase a comprehensive data gathering effort was undertaken to understand community needs more precisely. A review of existing community data sources was completed, including a 2015 needs assessment for the Muscogee (Creek) Nation's from the tribe's 2015 Strategic Planning Conference, MCN Higher Education Quarterly Report (April 2016), 2015 Head Start program, a current tourism guide from the Nation's

headquarters, the Dewar, Midway, and Wilson LEA official school report cards, Muscogee (Creek) Nation geographic boundary maps, and 2015-2016 Johnson O'Malley (JOM) Parent Needs Assessments. To supplement these local resources, data was compiled from the Oklahoma State Department of Education, the United States Census Bureau, ACT State Report for Oklahoma 2014 and 2015, ACT Report on Native American students 2015, and the Kids Count Data Center; these additional data sources provided supplemental statistics and context to the local descriptions and assessments. This data collection phase for the team provided several opportunities to gain input from the superintendents, tribal leaders, building administrators, teaching staff, students, and community/parents by listening to concerns and ideas about how best the tribe can serve to meet the needs of AI/AN students within our geographical boundaries. The team decided to design a NYCP model to meet the needs of the stakeholders.

In the second phase, the MCN NYCP the needs assessment team reviewed available resources to inform the team of what research currently exists in the area of College and Career Readiness and its application within AI/AN culture. Teacher and students Surveys were designed and administered in April 2016 to assess the levels of cultural understanding and inclusion, as well as the availability of personal learning opportunities. Surveys were administered to 91 students in grades 6 through 12, as well as 34 of their teachers, in three public school districts (Dewar, Midway, and Wilson) within the territory. Combined, these resources provide a comprehensive view of the Muscogee (Creek) Nation's community needs.

After careful analysis of available data, the NYCP team agreed with the available research indicating that that the obstacles confronting Native peoples are all tied in one way or another to educational issues. (Huffman, 2010) In the third phase of the needs

assessment process, the team began designing a strategic NYCP model in a process that also involved the major tribal stakeholders. The fine tuning of this design focused on further research on proposed solutions to the apparent educational issues i.e. afterschool programming, youth councils, Native American Reports on Youth, AI/AN college data, Oklahoma State Department College and Career Readiness Curriculum and Standards. The model was collaboratively designed for the specific needs of the AI/AN community and students within Muscogee (Creek) Nation boundaries. Proposed budget allocations were deliberated as well as specific project milestones. Alignment of the proposed NYCP with other resources, staff assignments, budget restraints, and student outcomes were also discussed in detail. The final design was presented to stakeholders through tribal meetings, phone calls, emails, and school district meetings. A timeline with measurable outcomes was designed for program management. Once all data had been gathered, reviewed, and edited then the final needs assessment was written, program designed, and was distributed.

About the Muscogee (Creek) Nation Tribe

The Muscogee (Creek) Nation is currently located in Eastern Oklahoma, but the tribe has its origins in the Southeast United States, dating back to before 1400 A.D. After being forcibly removed from their land in present-day Georgia and Alabama in 1836, the tribe settled in Oklahoma and has since maintained its heritage and culture there (Official Guide, 2015). As the fourth largest tribe in the United States and the third largest in the state of Oklahoma, the Muscogee (Creek) Nation has a tribal population of 79,364 citizens (Official Guide, 2015; Price, 2015). The Nation operates its own three-branch government system, employs over 4,000 people, and provides services to the tribal citizens such as housing, healthcare, education, and cultural preservation (Official Guide, 2015).

Geographic Reach

The Muscogee (Creek) Nation is located in a designated rural area of Eastern Oklahoma, with a tribal jurisdiction comprises 4,867 square miles and all of Creek, Okfuskee, and Okmulgee Counties in Eastern Oklahoma. This territory also touches parts of Hughes, Mayes, McIntosh, Muskogee, Rogers, Tulsa, Seminole, and Wagoner Counties. Images 1 and 2 below highlight the Muscogee (Creek) territory within the state of Oklahoma, and as an overlay with county lines, respectively.



Image 1: Muscogee (Creek) Territory within Oklahoma State borders (Official Guide, 2015)



Image 2: Muscogee (Creek) Tribal Jurisdiction with Oklahoma County Lines (Price, 2015)

For the purposes of this grant proposal, the Muscogee (Creek) Nation is focusing on three specific school districts within their tribal boundaries: Dewar, Midway, and Wilson. The districts were chosen based on their proximity to each other and to the seat of the tribal government, as well as the strength of the current relationships between those districts and the Muscogee (Creek) Nation government. Image 3 below highlights the three school districts in white, with the locations of their high schools pinned on the map.

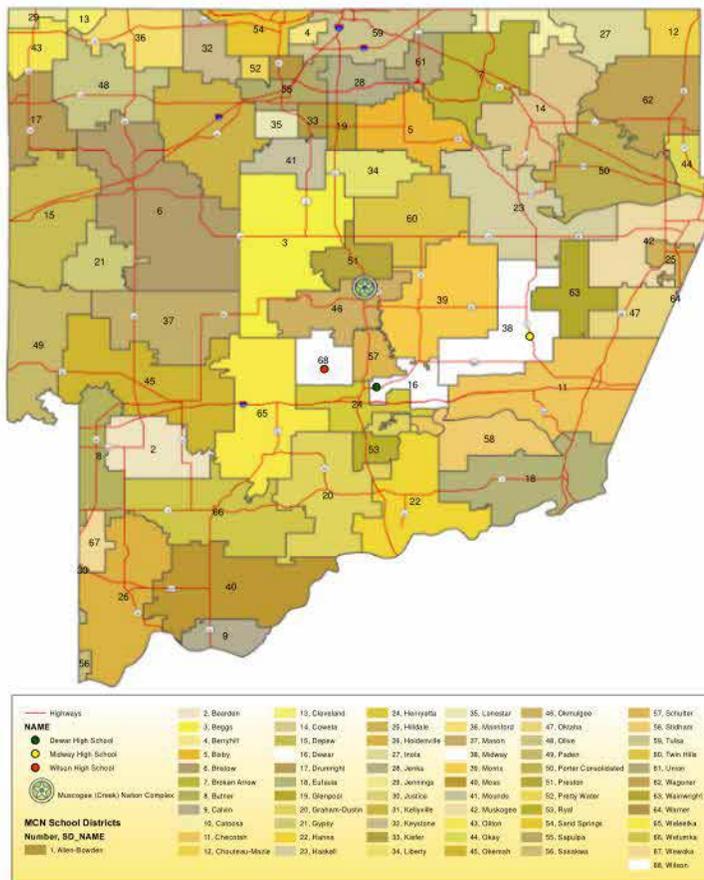


Image 3: Muscogee (Creek) Nation School Districts

Demographic Characteristics

This demographic review provides perspective into the needs of the population and the service gaps that need to be filled in order to improve the attainment and quality of life of its

people. Nationally, American Indian and Alaskan Natives make up just 1.2 percent of the population. In the State of Oklahoma, 9.0 percent of residents belong to this racial group, yet across the 11 counties of the Muscogee (Creek) Nation, an average of 15.9 of the population is American Indian or Alaskan Native (U.S. Census, 2016). American Indian students are highly represented in the many of the state's public schools, comprising 15 percent of the state public school population. Within the bounds of the Muscogee (Creek) Nation, Native students have even greater representation in the public schools. Across the three target school districts within the Muscogee (Creek) Nation, an average of 40 percent of the students are of American Indian backgrounds (Oklahoma School Profiles, 2014).

In Oklahoma and across the nation, the American Indian population faces greater economic disadvantages than many other racial and ethnic groups. This narrative is no different for the citizens of the Muscogee (Creek) Nation. On most socioeconomic indicators, the American Indian population within the Muscogee (Creek) Nation boundaries fares worse than the state average.

Compared to the statewide average poverty rate of 16.6 percent, the Muscogee (Creek) people are experiencing more economic challenges than other residents of Oklahoma (U.S. Census, 2016). The average poverty rate for American Indians in the 11 counties within the Nation's jurisdiction is 25.8 percent, with some counties having as many as 38 percent of their tribal citizens in poverty (Tiger & Wilson, 2015). The average American Indian household within the Muscogee (Creek) boundaries makes approximately \$36,200 per year, and the average individual income is approximately \$15,100. Still, an average of 11.7 percent of the population is unemployed entirely (Tiger & Wilson, 2015). Across the three target districts, an average of 77 percent of students are eligible for free and reduced meals, compared to the statewide average of

62 percent (Oklahoma School Profiles, 2014). Table 1 below showcases these discrepancies across school districts.

*Table 1. Demographic School Profile Information for the Three Target Districts**

Indicator	Dewar District	Midway District	Wilson District	State of Oklahoma
% American Indian Students	51%	24%	44%	15%
% American Indian Teachers	25%	50%	10%	-
% Eligible for Free and Reduced Lunch	65%	85%	81%	62%
% Receiving Reading Remediation (K-3)	84%	59%	38%	40%
Average Absences Per Student	8.1	9.2	9.9	9.4
Mobility Rate (Incoming Students)	15%	22%	15%	10%
% Parents Attending Teacher Conferences	92%	24%	78%	74%
% Students in Special Education	15.8%	25%	15.1%	15%

**Data retrieved from <http://www.edprofiles.info/report-card> and from the respective school districts.*

MCN jurisdiction	2016 HS/MS Average % of Native American Students	2016 Native American MS/HS Students
Dewar Schools	66%	113
Midway Schools	39%	72
Wilson Schools	49%	80

**Data retrieved from the respective school districts.*

The rural environment of the Muscogee (Creek) Nation land provides some challenges to tribal citizens seeking to improve their socioeconomic situation. According to the 2013-2015 needs assessments conducted by the Muscogee (Creek) Nation for its Head Start programs, the primary barrier to employment was adequate transportation. Other top community concerns noted were the lack of jobs or employment available in the community, as well as the lack of affordable childcare that could enable parents to return to work (Price, 2015). The 11 counties within the Muscogee (Creek) jurisdiction have a significantly lower percentage of people ages 16 and older in the civilian workforce; while the state average is 61.3 percent of adults being in the labor market, an average of 55.4 percent of the adult population works in these counties. With the exception of Tulsa and Muskogee Counties, which house the city of Tulsa and the tribal

government respectively, people in every other county within the Muscogee (Creek) Nation also have a longer commute to work than the state average of 21.2 minutes.

The tribe owns and operates nine gaming casinos, and the leisure and hospitality industry is expected to continue growth over the next few years, according to statewide projections. However, seven of the fastest growing industries in Oklahoma – including the professional, scientific, and technical services as well as specialty trade contractors – are dependent on an increasingly educated workforce. Many of the low-skill jobs that were previously available to Oklahoma citizens such as file clerks, shipping and postal workers, and farmworkers have been on the decline (Tiger & Wilson, 2015). Increasing educational opportunity and attainment for the citizens of the Muscogee (Creek) Nation will be essential for their participation in economic growth on an individual and tribal level.

However, educational attainment for Native Americans within MCN boundaries is consistently low, making it difficult to match youth or graduates to employment opportunities. Approximately 18.4 percent of American Indian adults within the Muscogee (Creek) Nation jurisdiction did not graduate from high school, and only 11.4 percent of the community has earned a Bachelor's degree or higher (Tiger & Wilson, 2015). According to Huffman (2010), the obstacles confronting Native peoples are all tied in one way or another to educational issues. MCN TEA finds it is necessary to examine the performance of the schools in the area to see if this trend has continued for the current youth generation and intervene expressing tribal sovereignty.

School Performance and Student Achievement

Of the more than 79,000 Muscogee (Creek) Nation citizens, approximately 26,000 are under the age of 20 (Tiger & Wilson, 2015), meaning that just under one third of the tribal

population is eligible for pre-school or school-age services. Within the tribal boundaries, there are 67 public school districts, all of which serve large proportions of American Indian students. In many of these schools, American Indians comprise over 40 percent of the student population, yet only 45 of the public schools within the Muscogee (Creek) boundary have a Johnson O'Malley (JOM) program that provides appropriate services to American Indian students. In addition to the valuable services, the JOM programs provide a vital source of data to the Muscogee (Creek) Nation Department of Education and Training, helping the department assess progress and create a pipeline to share information with students served by the JOM program. The Department of Education and Training, through the JOM program network, can inform students and families of scholarships, youth programs, health and behavioral health programs, grants, and other opportunities and support services about which they may not have otherwise been aware. The 22 schools that currently do not have a JOM program are without this essential pathway to distribute information and services and also lack valuable statistics and data regarding the American Indian students within their hallways.

The student performance within the schools in these counties is also troublesome. Across the Muscogee (Creek) Nation school districts, approximately 22 percent of schools were rated as failing by the Oklahoma State Department of Education in 2015. By contrast, only 8 percent of schools were given a grade in the A-minus to A-plus range (2015 Statewide Grades, 2015). Table 2 below shows the distribution of school ratings for the school districts within the Muscogee (Creek) Nation jurisdiction.

Table 2. Report Card Grade Rating Distribution for Muscogee (Creek) Nation Districts

	Elementary Schools	Middle Schools	High Schools	Total
A- to A+	11 (7%)	4 (4%)	10 (15%)	25 (8%)

B- to B+	35 (22%)	15 (16%)	22 (33%)	72 (22%)
C- to C+	39 (24%)	29 (31%)	17 (26%)	85 (26%)
D- to D+	23 (14%)	26 (28%)	10 (15%)	59 (18%)
F	44 (27%)	20 (21%)	7 (11%)	71 (22%)
N/A	9 (6%)	0 (0%)	0 (0%)	9 (3%)
Total	161	94	66	321

*Percentages are taken from the total number of schools within each school category.

The Oklahoma School Profiles were instrumental to the needs assessment team in understanding the performance of different districts, why they might have received the grades that they did, and how their results compared with the state. Table 3 below shows the performance indicators for the three target districts and the state average. Some interesting patterns appear in this data. First, the performance in the Midway District is comparable to the state average at most grade levels and in math and reading; however, their students' performance drops significantly in math in grades 8 and 9. This trend holds for Dewar and Wilson students as well, but their performance in math lags behind the state average across grade levels. A shocking seven percent of fifth graders in the Wilson district were proficient or advanced in math. The reading performance at Dewar and Wilson are far more variable, sometimes exceeding the state average and sometimes falling more than 25 percentage points behind.

Table 3. Test Score Performance for the Three Target Districts

Indicator	Dewar District	Midway District	Wilson District	State of Oklahoma
% Proficient and Above - Reading (Gr. 3)	43%	63%	41%	70%
% Proficient and Above - Reading (Gr. 4)	33%	80%	-	65%
% Proficient and Above - Reading (Gr. 5)	79%	73%	29%	65%
% Proficient and Above - Reading (Gr. 6)	54%	57%	64%	65%
% Proficient and Above - Reading (Gr. 7)	68%	63%	46%	71%
% Proficient and Above - Reading (Gr. 8)	52%	67%	73%	72%
% Proficient and Above - English II	86%	70%	73%	82%
% Proficient and Above - English III	89%	92%	84%	87%
% Proficient and Above - Math (Gr. 3)	39%	69%	29%	68%

% Proficient and Above - Math (Gr. 4)	43%	92%	-	66%
% Proficient and Above - Math (Gr. 5)	47%	88%	7%	66%
% Proficient and Above - Math (Gr. 6)	54%	79%	29%	67%
% Proficient and Above - Math (Gr. 7)	50%	84%	38%	65%
% Proficient and Above - Math (Gr. 8)	24%	50%	45%	54%
% Proficient and Above - Test - Algebra I	45%	38%	45%	75%

Data retrieved from <http://www.edprofiles.info/report-card>.

A 2016 ACT report highlighted the performance of American Indian students on the ACT college entrance exam and found that across the nation; only 11 percent of American Indian students were meeting college ready benchmarks across the four subject areas covered by the ACT. Comparatively, across racial and ethnic groups, 28 percent of our nation’s students were meeting all of the necessary benchmarks to be prepared for life after high school. In 2014, 55 percent of American Indian graduates met zero of these benchmarks (ACT, Inc., 2016). Of the school districts serving Muscogee (Creek) Nation high school students, the average ACT composite score in 2013 was a 19 (Cohort ACT Score Averages, 2013). The average score in Oklahoma in the same year was 20.8, and the national average was 20.9 (Pemberton, 2013). The average ACT score in the three target district is also approximately 19, meaning that students within the Muscogee (Creek) Nation jurisdiction are lagging the state and national averages by almost two points on an important indicator for college and career readiness.

Of the Oklahoma students in the graduating class of 2014, an average of 8.7 percent dropped out of school before graduating. Across the counties of the Muscogee (Creek) Nation, the dropout rates vary significantly – from 4.6 percent in Okmulgee County to 15.7 percent in McIntosh County. An average of 10.2 percent of students across the 11 counties are failing to complete high school (Kids Count, 2016). There is similar inter-district variation in college enrollment rates as well. Even between the three target districts, college-going rates range from 26.9 percent at Wilson High School to 50 percent at Dewar. However, percentages of students

needing remediation in college are quite high, ranging between 50 and 59.1 percent (Oklahoma School Profiles, 2014). Table 4 below shows the performance on college-readiness indicators for each of the target districts and the state.

Table 4. College Readiness Indicators for the Three Target Districts

Indicator	Dewar District	Midway District	Wilson District	State of Oklahoma
2014 Graduation Rate	100%	100%	100%	98.1%
4-Year Dropout Rate	7.4%	0%	10%	8.7%
CTE Program Participation	79.3%	50%	88.9%	51.7%
Average ACT Score	18.6	21.2	17.7	20.8
% Graduates Completing College-Prep Curriculum	100%	100%	94.4%	83.7%
College-Going Rate	50%	29.2%	26.9%	47.2%
College Freshman Taking 1+ Remedial Course	59.1%	50%	57.1%	39.2%

Data retrieved from <http://www.edprofiles.info/report-card>.

Student and Teacher Survey Results

To better understand the student and teacher perspectives on school and student performance, the Muscogee (Creek) Nation Department of Education and Training conducted a survey in April 2016. In total, 91 students and 34 teachers from Dewar, Midway, and Wilson school districts were asked about their school’s inclusion and knowledge of tribal culture and language, as well as practices to prepare them for college and career readiness. The goal of this survey was to determine focus areas for the design of the upcoming programming (see survey data below for specifics). Perceptions between teachers and students were evident across the surveyed schools. Students tended to rate indicators of teacher training and capacity higher than did the teachers; teachers tended to perceive higher rates of community and tribal engagement than did the students. One of the largest discrepancies between teachers and students responses

was the indicator regarding the presence of staff members who speak the local tribal language. While over 41 percent of teachers selected “Agree” or “Strongly Agree,” only about 21 percent of students chose these same responses.

Overall, not a single indicator about cultural inclusion and understanding had agreement from more than 50 percent of respondents, when aggregated. Yet there was also significant inter-district variation demonstrated by the survey results. Specifically the needs assessment team identified the following barriers:

- 12.09% of student respondents and 35.29% of the teachers believed that the school includes elders/tribal leaders in planning relevant events.
- 27.47 % of student respondents and 11.76% of teachers believed that lessons reflect integration of native cultures into curriculum.
- 12.09 % of student respondents and 29.41% of teachers believed that tribal members/elders/leaders volunteer in the school.
- 21.98% of student respondents and 41.18% of teachers believed that some school staff speak local tribal language.
- 57.14% of student respondents and 73.53% of teachers believed that teachers emphasize that some material needs to be memorized.
- 56.04% of student respondents and 79.41% of teachers believed that general and subject-specific vocabulary is taught in class.
- 35.16% of student respondents and 58.82% of teachers believed that readings are assigned outside of and applied to class
- 41.79% of student respondents and 88.21% of teachers believed that students learn to see value in new topics.

- 64.84% of student respondents and 85.29% of teachers believed that students are encouraged to connect their successes to efforts.
- 50.55% of student respondents and 88.24% of teachers believed that students are rewarded for persistence towards mastery.
- 13.19% of student respondents and 73.53% of teachers believed that teachers sometimes let students choose topics to pursue.
- 31.87% of student respondents and 82.35% of teachers believed that students articulate personal goals and connect learning to them.
- 43.96% of student respondents and 85.29% of teachers believed that teachers/school provide necessary emotional/behavioral supports
- 49.45% of student respondents and 88.24% of teachers believed that cooperative learning occurs in classrooms.
- 36.26% of student respondents and 94.12% of teachers believed that teachers learn social skills and increase comfort in social settings

Furthermore, in reviewing district data, each of the district superintendents identified a strength of their district. The Wilson superintendent stated “*We are community. No matter what culture, academic ability, athletic ability, socioeconomic background, race, religion or political affiliation, our school supports and cares about each other. We have a standing history of helping each other through crisis, illness and supporting one another with each victory.*” The Midway superintendent pointed to the community support in elementary grades. Dewar superintendent identified the High School’s progress on current state assessments from previous years.

MCN NYCP LEA Needs Assessment Survey April, 2016 LEA's Dewar, Midway, and Wilson, Oklahoma Strongly Agree/Agree (SA/A)	Total % Students SA/A n= 91	Total % Teachers SA/A n= 34	GAP % In Students Vs. Teacher Perceptions	Total % SA/A n= 125
Effective Practice Indicator Description: 1. School includes tribal customs	14%	12%	3%	14%
2. Admins understand/respect tribal culture	46%	53%	-7%	48%
3. Teachers understand/respect tribal culture	34%	44%	-10%	37%
4. School decor reflects tribal culture/history	8%	9%	-1%	8%
5. Uses history to teach respect for other groups	47%	38%	9%	45%
6. Staff Professional Development for local tribal history/culture	30%	18%	12%	26%
7. Tribal mentors for non-tribal staff	24%	32%	-8%	26%
8. School includes elders/tribal leaders in planning relevant events	12%	35%	-23%	18%
9. Parent education about tribal customs/history	18%	26%	-9%	20%
10. Professional Development for teachers to integrate native cultures into curriculum	16%	21%	-4%	18%
11. Lessons reflect integration of native cultures into curriculum	27%	12%	16%	23%
12. Tribal members/elders/leaders volunteer in the school	12%	29%	-17%	17%

13. Some school staff speak local tribal language	22%	41%	-19%	27%
14. Curriculum for all grades includes Native American accomplishments	16%	18%	-1%	17%
15. All students receive instruction in the basics of the tribal language	14%	9%	5%	13%
16. Students showcase their work through a digital portfolio	11%	18%	-7%	13%
17. Teachers emphasize that some material needs to be memorized	57%	74%	-16%	62%
18. General and subject-specific vocabulary is taught in class	56%	79%	-23%	62%
19. Readings are assigned outside of and applied to class	35%	59%	-24%	42%
20. Teachers share different learning strategies with students	67%	88%	-21%	73%
21. Students document learning progress and strategies	49%	50%	-1%	50%
22. Students learn to see value in new topics	42%	88%	-46%	54%
23. Students are encouraged to connect their successes to efforts	65%	85%	-20%	70%
24. Students are rewarded for persistence towards mastery	51%	88%	-38%	61%
25. Teachers sometimes let students choose topics to pursue	13%	74%	-60%	30%
26. Students articulate personal goals and connect learning to them	32%	82%	-50%	46%
27. Teachers/school provide necessary emotional/behavioral supports	44%	85%	-41%	55%

28. Cooperative learning occurs in classrooms	49%	88%	-39%	60%
29. Teachers learn social skills and increase comfort in social settings	36%	94%	-58%	52%
30. Classroom norms around respect, cooperation, responsibility	74%	91%	-18%	78%

MCN NYCP LEA Needs Assessment Survey April, 2016 LEA's Dewar, Midway, and Wilson, Oklahoma Strongly Agree/Agree (SA/A) Teacher Questions	N= (Dewar)	N= (Midway)	N= (Wilson)	N= (Total)	Dewar # SA/A	Dewar % SA/A	Midway # SA/A	Midway % SA/A	Wilson # SA/A	Wilson % SA/A	Total # SA/A	Total % SA/A
1. The school provides training for all staff on local tribal history and culture.	9	17	8	34	0	0%	5	29%	1	13%	6	18%
2. The school provides tribal mentors for non-Indian staff and others who request it	9	17	8	34	1	11%	7	41%	3	38%	11	32%
3. The school is decorated to display the tribal culture.	9	17	8	34	0	0%	1	6%	2	25%	3	9%
4. The school provides professional development for teachers on how to integrate Native American culture and language into the curriculum.	9	17	8	34	1	11%	4	24%	2	25%	7	21%
5. All teachers demonstrate in their lesson plans and materials that they have integrated Native American culture and language into the taught curriculum.	9	17	8	34	0	0%	3	18%	1	13%	4	12%
6. The school includes tribal elders, speakers, and leaders in planning and providing school events that feature Native American culture, customs, and values.	9	17	8	34	4	44%	5	29%	3	38%	12	35%
7. Tribal elders, speakers, and leaders are engaged as volunteers in the school and classrooms.	9	17	8	34	1	11%	6	35%	3	38%	10	29%
8. The school staff includes one or more speakers of the community's prevailing tribal language(s).	9	17	8	34	5	56%	3	18%	6	75%	14	41%
9. The curriculum for all grade levels includes lessons on the accomplishments of Native	9	17	8	34	1	11%	4	24%	1	13%	6	18%

Americans.												
10. The school infuses tribal customs and values into the school's operating procedures, rituals, and activities.	9	17	8	34	1	11%	1	6%	2	25%	4	12%
11. The principal and other school leaders demonstrate an understanding of tribal culture, customs, and values and model a respect for them.	9	17	8	34	5	56%	10	59%	3	38%	18	53%
12. All teachers demonstrate an understanding of tribal culture, customs, and values and model a respect for them.	9	17	8	34	4	44%	8	47%	3	38%	15	44%
13. Parent education programs include Native American and tribal history, customs, values, and language(s).	9	17	8	34	1	11%	6	35%	2	25%	9	26%
14. All students receive instruction in the basics of the prevailing tribal language(s) and an opportunity to use the language.	9	17	8	34	0	0%	3	18%	0	0%	3	9%
15. The promotion of Native American history, culture, customs, and values is done in a way that engenders respect for the history, culture, customs, and values of other groups.	9	17	8	34	3	33%	7	41%	3	38%	13	38%
16. I help my students create a digital portfolio that shares selected work and shows their interests, skills, and growth throughout their school experience.	9	17	8	34	0	0%	5	29%	1	13%	6	18%
17. I emphasize with my students that some material is worth memorizing and reinforce their memory in recitation and in subsequent lessons.	9	17	8	34	7	78%	12	71%	6	75%	25	74%
18. I include general and subject-specific vocabulary in my lessons, assignments, and	9	17	8	34	6	67%	14	82%	7	88%	27	79%

learning objectives.													
19. I assign readings for my students to do outside of class and ask them to apply those readings to our assignments and discussions.	9	17	8	34	5	56%	12	71%	3	38%	20	59%	
20. I teach my students how to learn and teach different learning strategies they can apply.	9	17	8	34	8	89%	16	94%	6	75%	30	88%	
21. I assign my students to document their learning strategies and keep track of what they have learned.	9	17	8	34	5	56%	9	53%	3	38%	17	50%	
22. I encourage my students to connect their learning successes to the effort they put in.	9	17	8	34	7	78%	16	94%	6	75%	29	85%	
23. I reward my students for persisting until they achieve mastery.	9	17	8	34	7	78%	16	94%	7	88%	30	88%	
24. I sometimes let students choose the topics they want to learn about.	9	17	8	34	6	67%	15	88%	4	50%	25	74%	
25. I help my students articulate their personal goals and dreams, and I help them connect their learning to ways they can achieve them.	9	17	8	34	8	89%	14	82%	6	75%	28	82%	
26. I help my students see value in new topics and become interested in them.	9	17	8	34	6	67%	17	100%	7	88%	30	88%	
27. I use cooperative learning techniques with groups of students.	9	17	8	34	7	78%	16	94%	7	88%	30	88%	
28. I establish classroom norms that encourage students to be responsible, cooperative, and respectful of others.	9	17	8	34	8	89%	16	94%	7	88%	31	91%	
29. When a student experiences emotional or behavioral difficulty, our school provides services to help.	9	17	8	34	6	67%	16	94%	7	88%	29	85%	

30. I teach my students social skills and how to be comfortable in social situations.	9	17	8	34	8	89%	17	100%	7	88%	32	94%
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MCN NYCP LEA Needs Assessment Survey April, 2016 LEA's Dewar, Midway, and Wilson, Oklahoma Strongly Agree/Agree (SA/A)	N= (Dewar)	N= (Midway)	N= (Wilson)	N= (Total)	Dewar # SA/A	Dewar % SA/A	Midway # SA/A	Midway % SA/A	Wilson # SA/A	Wilson % SA/A	Total # SA/A	Total % SA/A
Student Questions												
1. My school's staff knows about local tribal history and culture.	38	27	26	91	10	26%	12	44%	5	19%	27	30%
2. Even non-Indian staff in my school know about local tribal history and culture.	38	27	26	91	7	18%	9	33%	6	23%	22	24%
3. My school is decorated to display the tribal culture.	38	27	26	91	3	8%	2	7%	2	8%	7	8%
4. My teachers include Native American culture and language in what they teach.	38	27	26	91	5	13%	5	19%	5	19%	15	16%
5. Our lessons and materials include information about Native American culture and language.	38	27	26	91	10	26%	13	48%	2	8%	25	27%
6. My school includes tribal elders, speakers, and leaders in planning and providing school events that feature Native American culture, customs, and values.	38	27	26	91	6	16%	2	7%	3	12%	11	12%
7. Tribal elders, speakers, and leaders are involved as volunteers in the school and classrooms.	38	27	26	91	4	11%	5	19%	2	8%	11	12%
8. My school's staff has one or more speakers of the Muscogee (Creek) language or other tribal language(s).	38	27	26	91	8	21%	5	19%	7	27%	20	22%

9. Our lessons include the accomplishments of Native Americans.	38	27	26	91	7	18%	4	15%	4	15%	15	16%
10. My school includes tribal customs in school rituals and activities.	38	27	26	91	4	11%	6	22%	3	12%	13	14%
11. The principal and other school leaders show an understanding of tribal culture and are respectful of it.	38	27	26	91	17	45%	17	63%	8	31%	42	46%
12. All teachers demonstrate an understanding of tribal culture and are respectful of it.	38	27	26	91	13	34%	15	56%	3	12%	31	34%
13. My parents participate in school programs about Native American and tribal history, culture, and language(s).	38	27	26	91	7	18%	4	15%	5	19%	16	18%
14. All students receive instruction in the basics of the Muscogee (Creek) language and an opportunity to use the language.	38	27	26	91	6	16%	3	11%	4	15%	13	14%
15. Our school teaches us to respect the history and culture of other groups	38	27	26	91	15	39%	18	67%	10	38%	43	47%
16. I have a digital portfolio that shares some of my school work and shows my interests and skills.	38	27	26	91	4	11%	4	15%	2	8%	10	11%
17. My teachers let us know that some material is worth memorizing and help us remember it.	38	27	26	91	23	61%	18	67%	11	42%	52	57%
18. My teachers include new words for us to learn to build our vocabularies.	38	27	26	91	24	63%	16	59%	11	42%	51	56%
19. My teachers assign reading for us to do outside of class that we use in assignments and discussions in class.	38	27	26	91	10	26%	16	59%	6	23%	32	35%
20. My teachers show us how to learn and ways to learn better.	38	27	26	91	26	68%	22	81%	13	50%	61	67%

21. My teachers ask us to write down the steps we take to learn and to keep track of what we have learned.	38	27	26	91	20	53%	16	59%	9	35%	45	49%
22. My teachers tell us that success in learning comes from working hard.	38	27	26	91	25	66%	21	78%	13	50%	59	65%
23. My teachers tell us to keep working until we have really learned the assignment.	38	27	26	91	25	66%	14	52%	7	27%	46	51%
24. My teachers sometimes let us choose the topics we want to learn about.	38	27	26	91	6	16%	4	15%	2	8%	12	13%
25. My teachers help me identify my personal goals and dreams, and they help me connect my learning to ways I can achieve them.	38	27	26	91	11	29%	11	41%	7	27%	29	32%
26. My teachers help me see value in new topics and become interested in them.	38	27	26	91	14	37%	16	59%	8	31%	38	42%
27. My teachers sometimes put us in groups to learn from each other.	38	27	26	91	17	45%	17	63%	11	42%	45	49%
28. My teachers expect us to behave responsibly and to be respectful of each other.	38	27	26	91	28	74%	22	81%	17	65%	67	74%
29. If a student has emotional or behavior problems, the school helps.	38	27	26	91	11	29%	18	67%	11	42%	40	44%
30. My teachers teach us social skills and how to be comfortable in social situations.	38	27	26	91	13	34%	15	56%	5	19%	33	36%
31. I am interested in participating in a Native Youth Council.	38	27	26	91	19	50%	8	30%	8	31%	35	38%
32. I have own personal cell phone.	38	27	26	91	34	89%	25	93%	21	81%	80	88%

Tribal and Community-Based Services/Resources

A vast array of community-based services are provided to the citizens of the Muscogee (Creek) Nation by the tribal government offices. The Department of Education and Training, in particular, offers an array of services and trainings for tribal citizens in the areas of academic and financial support and college and career readiness. The Muscogee (Creek) Nation's Education and Training Department currently provides career services for its tribal citizens and last year alone served over approximately 1,500 individuals. Rooted in valuing the growth of not only career-related skills and opportunities, but also the pride and dignity of its people, the Nation's career and workforce services program currently employs three Career Advisors and a GED Specialist to provide services to the community. Services include: assistance with job searches and resume writing; completion of career assessments; GED tutoring and tests; connections to social services and welfare programs; Head Start programs; tribal language classes, apprenticeship opportunities, and more (Johnson & Josie, 2015). Also during this summer 700 youth will be employed full time for eight weeks by the department to work in their own communities to gain work skills. The department works closely with employers to provide summer job opportunities and career counseling to the youth year round.

The Department of Higher Education also has a robust scholarship program that supports its citizens through their pursuits in undergraduate and graduate education. In the second quarter of fiscal year 2016 alone, 2,427 Muscogee students received scholarships totaling over \$3 million. For the past four years, over 4,000 students each year receive financial assistance from the Muscogee (Creek) Nation scholarship programs

(Coser, 2016). The Department of Higher Education conducts outreach in the community to promote exposure to and knowledge about these scholarship programs. Department staff members regularly visit schools, universities, local college fairs, and MCN events to answer questions and share information. The Department of Higher Education also hosts an annual Student Outreach and Resource (SOAR) Day. In 2016, over 80 citizens participated to learn about scholarships and meet with representatives from local universities and the Department's staff members (Coser, 2016).

The Muscogee (Creek) Nation currently has an active Youth Council, housed in the recently established Youth Services department (2014). Open to Muscogee citizens ages 12 to 24, the Mvskoke Nation Youth Services (MNYS) connects youth to resources and opportunities in their community, as well as connecting them to their tribal history and culture. The program values include: youth voice, collaboration, youth empowerment, youth service, and youth advocacy. Its primary vehicle for promoting these values is the Youth Council, which focuses on empowering youth and acting on the issues they raise while being mindful of other generations and tribal culture and traditions (Youth Services, 2016).

Youth Council members must apply for membership and maintain regular attendance and participation in meetings and activities, and the Youth Council officers are elected annually and must maintain a 2.5 GPA. An adult advisory committee that provides guidance to the youth consists of parents, family members, tribal leaders, elders, community members, and MNYS staff. The Youth Council follows Robert's Rules of Order and is an affiliate chapter of the United National Indian Tribal Youth (UNITY) Network. (MCN Youth Council Constitution and Bylaws, 2015).

Other identified organizations within the Nation’s geographic borders that provide critical services to AI/AN people and address their identified gaps are:

Current community collaborative partnerships for LEA’s	Contribution/Focus	IDENTIFIED GAPS <i>addressed in this project design</i>
Muscogee Nation College	Financial Aid Workshops at LEAs School Tours Assistance w/ targeted uncommitted students to provide more MCN college support/free ACTs for incoming students Provides two-year degree programs for relevant fields within the tribe such as Mvskoke language and tribal services	Staffing is limited and contact with three specific LEA’s is random additionally school tours are self-initiated by students.
Bacone College	Native American founded higher education institution Provides four-year degree and master degree’s will be offered fall 2016	Limited collaboration with LEA’s.
OK Higher Regents	Indian Education Retreat Professional Development opportunities for TEA	Retreat is limited to a few due to funding restraints. Professional Development is limited by funding.
OK Money Matters	Train the trainer Professional Development full-day event to gain knowledge/awareness of services	Participation by LEA’s is limited due to funding.
Oklahoma College Assistance Program	Train the trainer Professional Development full-day event to gain knowledge/awareness of services	Participation by LEA’s is limited due to funding.

Service Gap Charts

Based on the information reviewed for this needs assessment, it is clear that the citizens of the Muscogee (Creek) Nation are lacking supports in the following areas:

Gaps, Barriers or Weaknesses Related to the Problems at Dewar, Midway, and Wilson LEA's		
RESOURCES	CURRENT AVAILABLE SUPPORT	IDENTIFIED GAPS <i>addressed in this project design</i>
College and Career Readiness	High School Counselor advises seniors.	No support for AI/AN middle school students and families due to insufficient funding. AI/AN High school students and families have very minimal support from the LEA's or the TEA due to limited funding.
Academic Enrichment and Learning	MCN Youth Wellness Day Camp-Promoting health and wellness ages 12-18 for 3 days. MCN Language Immersion Overnight Camp- ages 12-18 for 4 days.	District Title I funding does not provide for opportunities outside the school day. Available funding only permits district to serve limited number of lower grade students that need help. Limited opportunities: the youth do not have opportunities to expand students' learning in ways that differ from the methods used during the school day especially in the area of Native

		American Culture and Language. No extended learning opportunities exist after school and during the summer for students.
Academic Improvement and Remediation	Response to Intervention – block time; teacher directed and some computer-based supports.	Professional development funding is limited to support teachers with coaching and observations specifically as it relates to cultural proficiency. Limited in scope and opportunities for broad participation in literacy, differentiated instructional, and discipline. Limited exposure to Native American culture and language. Activities which especially targets students who academic performance needs improving is weak. Parent support is limited.
Activities That Target Truant, Expelled ,or Suspended Students	None exist.	Reengaging students in educational services through counseling and supports are insufficient and limited in scope.
After School	None exist.	Participation on district teams is limited

Recreation		to those on the school teams/clubs. Funding is limited and does not meet the need of students.
Arts Education	None exist.	Creative expression and knowledge through a variety of media (visual arts, dance, music, and theatre arts) are limited but offerings are narrow in scope. Funding for Professional Development for Arts is needed.
Career or Job Training	Only tribal summer employment exists. None exist at LEA's.	Activities aimed at development of a defined skill set that is transferable is inadequate. No professional development for schools due to limited funding.
Community Services and Services Learning	None exist.	Structured opportunities to link service learning tasks to the acquisitions of values, skills, or knowledge is not provided.
Drug and Violence Prevention, Counseling, and Character Ed.	Limited speakers and experts from Indian Health	No scientifically research-based violence or substance abuse programs are in place.

Mentoring	No programming exists.	No mentoring opportunities exist cultivating core ethical values due to limited partnerships in the communities.
Parent Education	Seldom Parent Nights at schools i.e. Open House and Reading Night.	Limited capacity building parent education trainings are being offered at the school. Shared decision making is limited. Limited parents involved at home supervising youth. No coordination of system delivery exists within the school community.
Professional Development	No professional development exists addressing cultural learning.	Available funding does not meet the need. Professional Development is limited in scope for social, emotional, and cultural learning.
Recreational (time to relax or play)	Some district sport teams and clubs. Youth Services Day Camp-ages 12-18 3 days a week; 3 weeks and various locations	Limited to a few sports, games, and clubs that promote social skills and teamwork. Participation on district teams is limited to those on the school team.
Summer	None exist.	Limited to youth with transportation

Recreation		and admission funds. Coordination of information for parents to support youth during the summer is limited.
Summer School Academic Programming	High School – Credit Recovery Classes	Most at-risk students not served. No summer opportunities. Funding reductions eliminated summer school to youth.
Technology and Enrichment Activities	None exist.	Due to funding limitations, no after school or summer technology activities are offered.
Tutoring and Homework Help	None exist.	No opportunities exist to provide direct assistant with classroom work after school.

Conclusions

Comments from Native American parents during the needs assessment guided the design of this MCN NYCP approach and provided direction on how best to engage the parents since they provide community opportunities to support implementation. Below are some of the essential statements provided in writing to the MCN TEA from the 2015 JOM needs assessments in alphabetical order specifically from the three LEA parents:

- ✓ *Come home and do it.* Essential for Native students to know they have to be true to their heritage and what it means to be an AI/AN in the United States, Oklahoma, to the Nation, and to their own tribal affiliation.

- ✓ *Letting us form better habits of healthy eating by letting us have better lunches at school.* This demonstrates the need to have TEA involvement in the schools to assist with communication between Native parents and school officials.
- ✓ *More Native art classes.* Art is cultural and who better to teach Native youth about Native culture than the tribe.
- ✓ *More Native language classes in high school.* Once again culture is the heart of what is being expressed by this parent.
- ✓ *More tribal representation in schools, in corporations, and other regions.*
Confirming the need to be engaged with the local districts to better learn about how to be strongly effective on behalf of the future generations of tribal people.
- ✓ *More youth conferences, cultural gatherings, and events.* Parents, teachers, and students want more learning about culture and desire more opportunities for engagement with each other.
- ✓ *Organizing groups that help people become good role models for younger kids.*
Parent desires to be engaged in a meaningful way which will result in role modeling from Natives to the youth.
- ✓ *Schools need to be equal.* Parent recognizes a voice is to be heard and is speaking out against inequality.
- ✓ *Supporting young adults after high school.* The importance of a implementing a college and career readiness plan by the TEA is confirmed again by this parent's perspective.

- ✓ *Updating school curriculum to include native language and practices.* Currently the TEA has a language program and confirms the need for more TEA capacity with school curriculum.
- ✓ *We all need to help raise and prepare future generations.* Parent wants to be involved.
- ✓ *We need computers.* Parent desires to learn.
- ✓ *We need you here in the community instead of going away and talking about it.*
Parent confirms the need for community engagement.

Also as the design team began to create a NYCP program the data from the other surrounding districts was taken into consideration. The data below submitted to the MCN TEA from the 2,312 JOM Parent Needs Assessments from 2015-2016 confirms the lack of College and Career Readiness opportunities for AI/AN in the broader Muscogee (Creek) Nation geographic area sharing the same concerns as well as needs of the three grant partnering LEA's.

Muscogee (Creek) Nation JOM Program 2015-2016 Needs Assessment Data		
School District's Needs-Results	JOM Funded	Funding Statement of Need School has marked in their Application that including JOM and other sources the services are still insufficient.
Allen Bowden		
School Supplies	Yes	Fully Funded with JOM Funds.
Indian Cultural Programs	Yes	Partially funded with JOM funds.
Reading/Language Improvement	Yes	Partially funded with JOM funds.
Bristow		
Financial Aid for College Bound Students	Yes	Partially funded with JOM funds.
Tutors	Yes	Partially funded with JOM funds.
Financial Assistance for parental costs-classroom and extra-curricular supplies.	Yes	Fully Funded with JOM Funds.
Cultural Opportunities	Yes	Fully Funded with JOM Funds.
Cultural Experiences and/or Opportunities	Yes	Fully Funded with JOM Funds.
Cultural Books, Films and Audio	No	Unfunded
Educational and Athletic Camps	No	Unfunded
Info for Health Services	No	Unfunded
Native Language	No	Unfunded
Other: Field Trips, career planning, financial assistance for learning disabilities, summer work programs and guest presentations	No	Unfunded
Broken Arrow		
Higher Education Assistance	Yes	Fully Funded with JOM Funds.
Cultural Enrichment	Yes	Fully Funded with JOM Funds.
Elementary Cultural Summer Camp	Yes	Fully Funded with JOM Funds.
Middle School STEM Summer Camp	Yes	Fully Funded with JOM Funds.
School Supplies	Yes	Fully Funded with JOM Funds.
Homework Help grades 2-5	Yes	Partially funded with JOM funds.
Homework Help grades 9-12	Yes	Partially funded with JOM funds.
Other: Reading Camp	Yes	Partially funded with JOM funds.
Checotah		
School Supplies	Yes	Fully Funded with JOM Funds.
Tutors	Yes	Partially funded with JOM funds.
Cultural Programs	No	Unfunded
Drug and Alcohol Prevention	No	Funded by other sources
Career Counseling	No	Funded by other sources

ACT/SAT Fees	Yes	Fully funded with JOM funds
AP Fees	No	Unfunded
National Indian Honor Society Fees	Yes	Fully Funded with JOM Funds
Transportation	No	Unfunded
Coweta		
School Supplies	Yes	Fully funded with JOM Funds
Math Improvement	No	Funded by other sources
Reading Improvement	No	Funded by other sources
Indian Cultural Field Trips	Yes	Fully funded with JOM Funds
Tutoring		Partially funded with JOM funds
ACT Fees		Unfunded
Career or Job Exploration	No	Unfunded
College/Tech Counsel	No	Unfunded
Cultural Programs	No	Unfunded
Classroom and Office Assistants	No	Unfunded
Glenpool		
Tutoring/Academic Assistance	Yes	Fully funded with JOM funds
After School/Summer Program	Yes	Partially funded with JOM funds
School Supplies	Yes	Fully funded with JOM funds
Graduation Incentives	Yes	Fully funded with JOM funds
Attendance/Academic Incentives	Yes	Fully funded with JOM funds
Creek Language/Culture Classes	Yes	Fully funded with JOM funds
Cultural Field Trips	Yes	Fully funded with JOM funds
End of year Bash	Yes	Fully funded with JOM funds
LEC/Staff Training	Yes	Fully funded with JOM funds
Graham-Dustin		
Tutoring	No	Funded by other sources
School Supplies	Yes	Fully funded with JOM funds
Indian Cultural Programs	Yes	Fully funded with JOM funds
Math/Science Improvement	No	Unfunded
Reading/Language Improvement	No	Unfunded
ACT Testing	No	Unfunded
Career Counseling	No	Unfunded
Educational Support	No	Unfunded
Gypsy		
Tutoring	Yes	Fully funded with JOM funds
Indian Cultural Programs	Yes	Fully funded with JOM funds
Math/Science Improvement	No	Unfunded
Reading/Language Improvement	No	Unfunded
School Supplies	Yes	Fully funded with JOM funds
Career Counseling or Higher Education Orientation	No	Unfunded
Educational Support	No	Unfunded

Hilldale		
Reading/Math Improvement	Yes	Partially funded with JOM funds
Counselor for student wellness	Yes	Partially funded with JOM funds
Counselor for College and Career Awareness	Yes	Partially funded with JOM funds
Cultural Awareness	Yes	Partially funded with JOM funds
Tutoring	No	Unfunded
Drug and Alcohol Prevention	No	Unfunded
Reading/Math Improvement	No	Unfunded
ACT /SAT tests	No	Unfunded
School Supplies	No	Unfunded
Provide instructors in the ELEM and MS/HS to work with Indian students	No	Unfunded
Holdenville		
School Supplies	Yes	Fully funded with JOM funds
Extracurricular Activities	Yes	Fully funded with JOM funds
Sports Physicals	Yes	Fully funded with JOM funds
Jenks		
School Supplies	Yes	Partially funded with JOM funds
ACT/SAT Fees	Yes	Partially funded with JOM funds
Tutoring	No	Funded by other sources
College Prep	Yes	Fully funded with JOM funds
Summer School	No	Partially funded with JOM funds
Cultural Enrichment and Field Trips	Yes	Fully funded with JOM funds
Teaching Assistants	No	Partially funded with JOM funds
Professional Development for Staff/tutors and IEC Parent Committee	No	Partially funded with JOM funds
Lone Star		
School Supplies	Yes	Fully funded with JOM funds
Educational Incentives	Yes	Fully funded with JOM funds
Cultural Enrichment	Yes	Fully funded with JOM funds
Staff/Parent Committee Training	No	Unfunded
Backpacks	No	Unfunded
Mannford		
Tutoring	No	Funded by other sources
School Supplies		Partially funded with JOM funds
Career Counseling or Higher Education Orientation		Partially funded with JOM funds
Reading/Language Improvement		Unfunded
Math/Science Improvement		Unfunded
Cultural Awareness		Partially funded with JOM funds
Muskogee		
Culture	Yes	Fully funded with JOM funds
Indian Studies Program	Yes	Partially funded with JOM funds

Student Activities	Yes	Partially funded with JOM funds
Classroom Libraries	No	Unfunded
Math Improvement	No	Unfunded
Classroom Aides	No	Unfunded
Native Language	No	Unfunded
Reading	No	Unfunded
Instructional Supplies	No	Unfunded
Parent Participation	No	Unfunded
College and Career Education	Yes	Fully funded with JOM funds
Education Incentives	No	Unfunded
Parental Costs	No	Unfunded
Okemah		
School Supplies	Yes	Fully funded with JOM funds
Education Incentives	Yes	Fully funded with JOM funds
Cultural Enrichment and Field Trips	Yes	Fully funded with JOM funds
Graduation Caps and Gowns	Yes	Fully funded with JOM funds
Band Instruments	No	Unfunded
Kotahi		
Tutoring	Yes	Fully funded with JOM funds
Cultural Programs	No	Unfunded
Career/Higher Education Counseling	Yes	Fully funded with JOM funds
School Supplies	Yes	Fully funded with JOM funds
Sand Springs		
School Supplies	Yes	Fully funded with JOM funds
Reading/Language Tutor	Yes	Partially funded with JOM funds
Math Tutor	Yes	Partially funded with JOM funds
Professional Development	Yes	Partially funded with JOM funds
Science Tutor	No	Unfunded
Cultural- HS/College and Career	Yes	Fully funded with JOM funds
ACT/SAT Fees	Yes	Fully funded with JOM funds
Graduation Caps and Gowns		
Sapulpa		
School Supplies	Yes	Partially funded with JOM funds
Higher Education Orientation- (College Visits)	Yes	Partially funded with JOM funds
After School Program	Yes	Partially funded with JOM funds
ACT Prep and Testing	Yes	Fully funded with JOM funds
Math/Science Improvement	Yes	Fully funded with JOM funds
Cultural Incentive Field Trips	Yes	Fully funded with JOM funds
Career and Job Exploration	Yes	Fully funded with JOM Funds
Health and Wellness Classes	No	Funded by other sources
Stomp Dance	Yes	Fully funded with JOM funds
Pow Wow	Yes	Fully funded with JOM funds
AP Fees	Yes	Fully funded with JOM funds

Native American Student Association	Yes	Fully funded with JOM funds
Behavioral Counseling	No	Funded by other sources
Tulsa		
Academic Enrichment	Yes	Partially funded with JOM funds
Reading/Language Improvement	Yes	Partially funded with JOM funds
Math/Science Improvement	Yes	Partially funded with JOM funds
Cultural Enrichment	Yes	Partially funded with JOM funds
Counseling	No	Unfunded
Home School Visiting	No	Unfunded
Native Language	No	Unfunded
Academic Fees/School Supplies	No	Unfunded
Union		
College Preparation	No	Funded by other sources
Tutoring	No	Funded by other sources
School Supplies	Yes	Fully funded with JOM funds
Wagoner		
School Supplies	Yes	Partially funded with JOM funds
Tutoring	Yes	Partially funded with JOM funds
Math/Science Improvement	Yes	Partially funded with JOM funds
Career or Job Exploration		Unfunded
Counseling		Unfunded
Indian Studies Program		Unfunded
Parent Participation		Unfunded
Cultural Programs		Unfunded

This NYCP program model design is unique in a two prong approach. Services directly through LEA's and services offered to youth at large within MCN boundaries:

#	KEY COMPONENTS	Issue to be considered by MCN TEA 2016
1	Our local barrier(s) to College and Career Readiness from needs assessment:	Low LEA academic achievement for AI/AN student outcomes; low meaningful family and tribal community opportunities; no funding for MCN TEA youth College And Career Readiness direct services by the TEA; dropout rate; attendance rate; suicide, and alcohol.
2	Ideas to support Indian students:	Expand LEA partnerships and build a more cohesive system to support Native youth, create a research based

		<p>afterschool program provided by MCN TEA, provide meaningful culturally relevant college tours, create systemic change in Native family engagement in partnership with LEA's, create a new Native American college and career readiness specialist to provide direct services to Native youth preserving cultural ways; create youth councils, provide online opportunities for youth learning, create opportunities for Native youth to network and develop friendships across MCN boundaries, and build TEA capacity to deliver high quality direct College and Career Readiness youth services.</p>
3	<p>Our existing local policies, programs, practices, service providers, and funding sources:</p>	<p>MCN Tribal education codes; MCN youth leadership council; LEA's Title I funding for disadvantaged students; LEA's Title VI program (previously Title VII) Johnson-O'Malley (JOM) funding for AI/AN students; and MCN Higher Education Scholarships and services.</p>
4	<p>Barriers or opportunities chosen to be project focus:</p>	<p>Barrier: Low Native academic student outcomes; isolation from tribal culture, and direct services provided by the MCN TEA</p> <p>Opportunities: Provide College and Career Readiness opportunities for youth within the MCN boundaries by the MCN TEA and build relationships among students, families, and LEA's</p>

5	Strategy or strategies chosen to address that focus area:	<ol style="list-style-type: none"> 1. 100% of participating AI/AN students will improve student achievement in core academic areas through Career Development Strategies provided by the MCN NYCP. 2. 100% of participating AI/AN students will show an increase in student attendance and graduation from high school utilizing a Native American designed career plan. 3. 100% of participating AI/students will see an increase in College and Career Readiness skills guiding them along the path of self-discovery while exploring careers and creating an individualized career plan. 4. MCN NYCP will collaborate with the Native American community to enhance academic support, educational enrichment, and support services to ensure academic and career goal success. 5. MCN NYCP will collaborate with schools and community to provide sustainable programs.
6	Measurable Objective(s) for each strategy	Included in narrative.

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**MEMORANDUM OF UNDERSTANDING
BETWEEN THE
MUSCOGEE (CREEK) NATION
AND
DEWAR, MIDWAY, AND WILSON PUBLIC SCHOOLS
AND THE
ACADEMIC DEVELOPMENT INSTITUTE**

THIS MEMORANDUM OF AGREEMENT (hereinafter "MOA") is made on this 28th day of May, 2016, by and between the Muscogee (Creek) Nation (MCN) Native Youth Community Project (NYCP), P.O. Box 580, Okmulgee, Oklahoma 74447 (hereinafter "NATION"), Academic Development Institute (hereinafter "ADI"), 121 Kickapoo, Lincoln, Illinois 62206; and the Dewar Public Schools, P.O. Box 790 Dewar, OK 74431; Wilson Public Schools 8867 Chestnut Road, Henryetta, OK 74437; and Midway Public Schools, P.O. Box 127, Council Hill, Oklahoma 74428 (hereinafter "DISTRICTS") to coordinate their resources, skills, and expertise in order to provide high quality College/Career Readiness services, resources, and opportunities to Native students.

WITNESSETH:

WHEREAS, through this collaboration the intent is to be a leading force in enhancing the lives of Native American/Alaskan (AI/AN) students by providing quality College/Career Readiness Afterschool services, and

WHEREAS, the purpose of this MOA is to establish working procedures between the ADI, DISTRICTS and the NATION for the provision of coordinated MCN NYCP program services to eligible AI/AN students, and

WHEREAS, the NATION wishes to enter into an agreement with the ADI and DISTRICTS in order to provide services to eligible AI/AN students, and

WHEREAS, NATION agrees to provide qualified personnel who are willing and able to perform the services described herein, and

NOW THEREFORE, and in consideration of the mutual covenants, promises, agreements, understandings, and conditions herein contained, the parties hereto promise to the other, agree and understand as follows:

1. PURPOSE OF MOA.

- A. The purpose of this MOA is for the NATION, ADI, and the DISTRICTS to clarify roles and responsibilities in providing services to eligible AI/AN students. This MOA also seeks to reduce

duplicative efforts to provide services, training, or other support that can be provided more cost-effectively through combined efforts.

- B. The provisions of this MOA are not intended to alter, amend, or invalidate any existing policies or procedures of the NATION, ADI, or the DISTRICTS unless expressly otherwise stated herein. The signatory parties intend that the responsibilities and understandings set-forth therein are to be followed in all relations and communications between the NATION, ADI, and the SCHOOL with respect to the NYCP Program.

2. TERM OF MOA.

This MOA shall begin on October 1st, 2016, and end on September 30th, 2020. Thereafter, the parties may renew this MOA, provided that said renewal shall be in writing and signed by the Muscogee (Creek) Nation Principal Chief, the Secretary of Education and Training, and the School Superintendent.

3. TERMINATION AND AMENDMENT.

This MOA may be terminated by the NATION or the DISTRICTS at any time during the term of the MOA. Termination shall be effective thirty (30) days after receipt of written notice sent by United States Registered mail to the other party at the above address. This MOA may be amended by the parties, provided that no amendment to any provision of the MOA shall be binding upon the parties unless in writing and signed by the Principal Chief, the Secretary of Education, and the Superintendent.

4. RESPONSIBILITIES OF SIGNATORIES.

- A. The NATION Responsibilities. The NATION agrees to the following provisions:
1. The Nation agrees to provide professional development to increase teacher efficacy and support a strong linkage between school day and after school programming as outlined in proposal.
 2. The NATION will reimburse the DISTRICTS for mileage accumulated through transportation for after-school participants and activity mileage accumulated pursuant to the grant.
 3. The NATION will maintain and produce accurate financial records and documents.
 4. The NATION will make policy recommendations based on evaluation research to increase the effectiveness of the program.
 5. The NATION will provide training, consultations, technical support, and assist with data collection and adhere to all federal regulations in EDGAR.

6. The NATION will obtain parent/guardian permission slips becoming 'authorized agents' for participating AI/AN students to meet FERPA requirements for student information access.
7. The NATION will provide Education Advisors to DISTRICTS to support and implement activities and events pertaining to the Muscogee (Creek) Nation NYCP Grant.

B. The ADI Responsibilities. The ADI agrees to the following provisions:

1. The ADI shall provide professional expertise and evaluation services.
2. The ADI agrees to provide professional development to increase Tribal Education Agency capacity and support a strong linkage between school day and after school programming as outlined in proposal.
3. The ADI shall assist the NATION with policy recommendations based on evaluation research to increase the effectiveness of the program.
4. The ADI will provide training, consultations, technical support, and assist with data collection and adhere to all federal regulations in EDGAR.

C. The DISTRICTS' Responsibilities. Each DISTRICT agrees to the following provisions:

1. The DISTRICT shall provide facilities to house NYCP programs and services that will mutually benefit all stakeholders.
2. The DISTRICT will allow computer network usage for NYCP staff and students as applicable to meet the needs of the grant.
3. The DISTRICT will provide transportation for after-school programming and other trips to colleges and activities as outlined in the grant proposal and will be reimbursed by the NATION for these mileage expenses.
4. The DISTRICT will continuously support effective assessment, implementation, and evaluation of the academic standards to ensure an increase in student achievement.
5. The DISTRICT will allow the NATION access as 'authorized agents' to participating AI/AN student records upon permission of parent/guardian signed permission slips.

D. ADI, The NATION and DISTRICTS agree to:

- a. a commitment to regular meetings to secure the following:
 - i. project development and action and sustainability planning;
 - ii. project implementation, assessment, and evaluation;
 - iii. project recruitment, coordination, and collaboration;
 - iv. project staff professional development;
 - v. project fiscal management;
 - vi. project communications, and family and community engagement; and
 - vii. project compliance.

b. abide by:

"Title 34 Part 99 FERPA Subpart D §99.31

(a) An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent requested by §99.30 if the disclosure meets one or more of the following conditions:

1(i)(B) A contractor, consultant, volunteer or other party to whom an agency or

institution has outsourced services or functions may be considered a school official under this paragraph provided the outside party-

(1) Performs an institutional service or function for which the agency or institution would otherwise use employees;"

5. PRIOR AGREEMENTS.

This MOA constitutes the entire and exclusive agreement concerning program services between the parties signing below. Execution of the MOA supersedes and nullifies all prior agreements, contracts, negotiations and promises or representations concerning that subject matter.

IN WITNESS WHEREOF, the parties have executed and entered into this MOA.

APPROVED:

MUSCOGEE (CREEK) NATION

Approved as to form:

(b)(6)

Greg Anderson, Secretary of Education
MUSCOGEE (CREEK) NATION

5/26/16
Date

(b)(6)

James Floyd, Principal/Chief

05/26/2016
Date

ACADEMIC DEVELOPMENT INSTITUTE

(b)(6)

Dr. Sam Redding, Executive Director

5/23/16
Date

DEWAR PUBLIC SCHOOLS

(b)(6)

Todd Been, Superintendent

5-26-16
Date

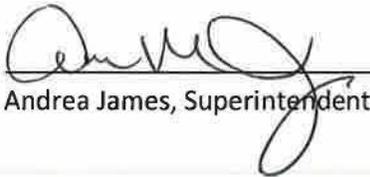
MIDWAY PUBLIC SCHOOLS



Bruce Douglas, Superintendent

5/26/16
Date

WILSON PUBLIC SCHOOLS



Andrea James, Superintendent

5/26/16
Date

Administrative Cost Limit Waiver Request for Native Youth Community Project 2016

Dear Secretary of Education Johnathan B. King Jr.,

The Muscogee (Creek) Nation, a federally recognized tribe, requests an Administrative Cost Limit Waiver per Section 9401 of the ESEA (20 USC 7861) specifically for the Indian Education Demonstration Grants Program OMB Number 1810-0722. The waiving of the 5% administrative cost requirements will allow our Native Youth Community Project to be able to provide an increase in the quality of instruction for 400 students annually; and improve the academic achievement of students. This request is for the grant period of 2016-2020.

Measurable Educational Goals

Methods to be used to measure annually such progress for meeting such goals and outcomes

1. 100% of participating AI/AN students will improve student achievement in core academic areas through Career Development Strategies provided by the MCN NYCP.

Student-level grades and test data in reading and math for all students (compare participants by attendance records with achievement gains) with comparison group

2. 100% of participating AI/AN students will show an increase in student attendance and graduation from high school utilizing a Native American designed career plan.

Changes in student attendance for each student; student-level retention rates and site-level retention rates

3. 100% of participating AI/AN students will see an increase in College and Career Readiness skills guiding them along the path of self-discovery while exploring careers and creating an individualized career plan.

Culture and Language indicators from surveys; pre- and post-participation surveys; mean days attended; unit change in attendance; drop and retention rates; time in program; discipline referrals by participant; attendance total; satisfaction surveys; site visit reports

4. MCN NYCP will collaborate with the Native American community to enhance academic support, educational enrichment, and support services to ensure academic and career goal success.

Attendance totals; descriptive statistics about parent and community survey data; enrolled to contact ratio demographic descriptors; program year and also year to year retention or continuation rates by most in need students

5. MCN NYCP will collaborate with schools and community to provide sustainable programs.

Funds generated; planning and implementation reports

The Muscogee (Creek) Nation Indian tribe will submit an annual report to the Secretary that (A) describes the uses of the waiver by the tribe; and (B) evaluates the progress of student outcomes in improving the academic achievement of students.

Submitted by Mr. Anderson, Muscogee (Creek) Nation Secretary of Education on 5/31/16

Part 6: Evidence of Capacity of Partner

Academic Development Institute

Ingenuity and service since 1984

The Academic Development Institute (ADI) is a non-profit corporation founded in 1984 with the mission of assisting families, schools, and communities with children's academic and personal development. ADI focuses on three areas of research and practice: (1) the school as a community, including family engagement); (2) students' personal competencies that propel learning; and (3) the dynamics of change and the science of indicators. In each of these topical realms, ADI takes a systems approach, integrating parts to create highly functioning wholes. ADI applies its ingenuity to the service of its clients.

ADI past performance in implementing complex projects. ADI was founded in 1984 and has received support from more than 30 foundations and corporations as well as the U.S. Department of Education (USDOE), State Education Agencies, Local Educational Agencies, and Tribal Education Agencies. For 11 years (1995-2006), ADI was a partner in the federally-funded Regional Education Laboratory for the Mid-Atlantic Region, leading the Lab's projects on comprehensive school reform—developing models, implementing them in more than 100 schools in 13 states, and studying the results. From 1997 to 2007, ADI administered two federally-funded Parent Information Resource Centers (PIRCs) in Illinois. ADI's Solid Foundation parent program was adopted by PIRCs in 17 states. ADI was the lead grantee of the Center on Innovation & Improvement from 2005-2012, one of five national content centers funded by the USDOE. ADI personnel, through the Center on Innovation & Improvement, provided services, onsite, in 41 states. ADI is also involved in two State Tribal Education Partnership Grants along with the Tribal Education Departments National Association (TEDNA)

Native Youth Community Project. Each of the aforementioned projects is of comparable size and complexity to the project proposed herein.

ADI has significantly improved student achievement with LEAs or schools. For 11 years, ADI led projects in the Laboratory for Student Success to develop and implement two comprehensive school reform (CSR) models, the first of which was one of only 11 models initially approved as evidence-based by the U. S. Department of Education. In a study by the Laboratory for Student Success of 105 schools implementing the CSR model over three years, two-thirds of the schools outperformed similar schools in their states (Redding, 2001). Through its Center on Innovation & Improvement, ADI conducted a self-assessment of the statewide system of support for school improvement for 21 SEAs, and consulted on systems of support with an additional 11 SEAs. ADI has assisted nine SEAs in implementing a state-tailored version of Guided Decisions to guide school improvement in their districts and schools. ADI has provided Targeted Learning training for principals and lead teachers in more than 200 schools. ADI has conducted numerous studies of school improvement, as published in books, monographs, and articles. ADI has successfully been awarded federal funding for 14 afterschool programming sites which have met goals and outcomes as outlined in grant proposals. ADI developed and implemented the Guided Decisions and Targeted Learning programs in 27 Virginia schools that were in restructuring or in jeopardy of losing accreditation because of poor performance with 96% of the schools making gains in both reading (mean gain in reading 13.47%) and math (mean gain in math 20.09%). ADI developed and implemented Solid Foundation in 123 high-poverty Illinois schools with published results demonstrating its positive effects on state standards assessments in reading and mathematics. ADI maintains a high-quality

team of managers, researchers, programmers, and school improvement specialists with the capacity to deliver this project and to take it to scale in the future.

ADI operates with four divisions:

1. Research, Development, and Technical Assistance. ADI's grants and contracts with federal and state-funded centers enable ADI to conduct research syntheses, develop products, and provide technical assistance to state education agencies, districts, and schools.
 - a. Center on Innovations in Learning
 - b. Center on School Turnaround
 - c. Building State Capacity and Productivity Center
 - d. Illinois Center for School Improvement
2. Direct Service to Select Communities 2016
 - a. Native American families, schools, and communities
 - i. Bureau of Indian Education
 - ii. Muscogee (Creek)Nation Tribe, Oklahoma
 - iii. Nez Perce Tribe, Idaho
 - iv. Northern Cheyenne Tribe, Montana
 - v. TEDNA Native Youth Community Project (NYCP)
 - vi. Higher Education Professional Development, Montana
 - b. Metro-East St. Louis, Illinois
 - i. Metro-East Parent Connection urban youth programming
 - ii. Afterschool programming
 - c. Logan County, Illinois

- i. Liftoff youth college and career readiness development program
 - ii. Lincoln Parents' Center Rural Birth to five Programming
- 3. National Services for Districts and Schools
 - a. Alliance for Growth
 - i. Framework for Growth comprehensive success model
 - ii. Personal Competency Academy
 - iii. Indistar Continuous School Improvement Web based platform
 - iv. Indistar Leadership Academy
 - v. Indistar Virtual Coaching
 - vi. Family Engagement Tool
 - b. School Community Network (Family and Community Engagement)
 - i. Solid Foundation
 - ii. School Community Index
 - iii. Family Engagement Tool
 - iv. School Community Journal
- 4. Product Development
 - a. Teacher Interview and Classroom Observation Tool (TICO)
 - b. Unit Builder
 - c. Project Management Tool
 - d. Tracking Tool
 - e. Star Meetings
 - f. Service Mapping Tool

Sam Redding



Education

Doctor of Education (Ed. Admin.)	Illinois State University	1976
Institute for Educational Management (post-doctoral study)	Harvard University	1981
Master of Arts in English	University of Illinois	1995
Master of Science in Psychology	Illinois State University	1970
Bachelor of Science in Social Science	Illinois State University	1968

Positions Held

Executive Director, Academic Development Institute	1983-present
Director, National Center on Innovation & Improvement	2005-present
Vice President/Academic Dean, Lincoln College	1976-1983
Assoc. Professor of Education, Lincoln College	1972-1976
Teacher, LeRoy High School	1968-1972

Related Experience

Senior Researcher, Mid-Atlantic Laboratory for Student Success Temple University	1995-2006
Executive Editor, <i>School Community Journal</i>	1990-present
Start-Up Consultant, Salt Creek Academy	

(Regional Alternative School)

1996-1998

Board Member, Superintendency Institute

Board Member, Effective Schools Institute

Board Member, Illinois Collaborative for Social & Emotional Learning

Standards Writing Committee, Illinois State Board of Education

State Leadership Team, PBIS Network

State Leadership Team, Illinois Parent Leadership Council

Certification

General Administration and Supervision

State of Illinois

Superintendent's Endorsement

State of Illinois

K-12 Special Education Teacher (EMH)

State of Illinois

6-12 Social Science Teacher

State of Illinois

BERNADETTE ANDERSON



EDUCATION Education Specialist (Ed.S.) Educational Leadership- Superintendent; Northwest Nazarene University; Nampa, Idaho

M. Ed. Educational Leadership- Building Administrator; Northwest Nazarene University; Nampa, Idaho 2012

B.A. University of Idaho; Moscow, Idaho 1989

Major: Political Science; Minor: Sociology

PROFESSIONAL EXPERIENCE

Academic Development Institute, East St. Louis, IL (2000- Present)

Director of Institutional Advancement

- Initiate new ideas and design implementation models for research based practices in the school community with a Native American focus.
- Work with senior administrators for Local Educational Agencies, State Educational Agencies, Bureau of Indian Education, Tribal Educational Agencies, and other non-profit organizations.
- Deliver professional development activities designed to build capacity in participants.
- Actively participate in Evaluation meetings.
- Make presentations to major stakeholders.
- Provide intensive instructional and administrative leadership to manage various complex projects successfully.
- Develop and monitor budgets for federally and state grant-funded initiatives.
- Supervise the development and implementation of professional development services for school districts aligned to school improvement efforts.
- Collaborate with multiple state agencies and school districts across country to create new collaborative linkages with external agencies, private industry, and community organizations.
- Effectively communicate support for high-quality programming and successful student performance with stakeholders by building strong relationships.
- Design Charter Schools.
- Collaborate with multiple Regional Offices of Education, higher education institutions, and state agencies to implement a professional development system focused on continuous learning for educators and parents to improve teaching, learning, and school management.

- Lead development of partnerships and resources for ADI's Metro-East Parent Connection office through successful grant proposals.
- Award grant funding to direct service providers for youth violence prevention activities.
- Direct youth development programming for ages 10-24 in school and community based settings.
- Serve on various Illinois State Board of Education Committees and Community Educational Task Forces i.e. Race to the Top, Consolidated Committee of Practitioners, PBIS, and School Improvement Grants.
- Supervise 21st Century Afterschool Programming.
- Train administrators in family engagement for educators, parents, and community members in multiple states to provide up-to-date information on school accountability and school choice options, as well as practical tools to school personnel, community agency staff, and parent leaders.
- Managed one of four state-funded pilot parent engagement projects in Illinois, utilizing ADI's Solid Foundation curriculum and the School Community Index to strengthen parental engagement.
- Supervise parental involvement research.

Metro-East Consortium for Child Advocacy [MECCA] Summer Bridges, Cahokia School District, Cahokia, IL (1999-2010)

Professional Developer (2003-2010); Third (1999) and Fourth (2000- 2002) Grade Teacher

- Coordinated professional development for the Illinois State Board of Education Summer Bridges Reading Camp (PreK-6) for more than 100 professional development providers.
- Model and taught writing to students.
- Provided leadership development training to over 200 educators.
- Supervised budget development and monitoring for budget averaging over one million, annually.
- Served on the Board of Directors for the Metro-East Consortium for Child Advocacy (MECCA).

Cahokia School District, Centerville Elementary , Cahokia, IL (1996-2008)

Accelerated School Improvement Coach, Project Involvement Specialist, and Special Education Aide

Developed grant-supported programs and managed development of grant proposals, supervised the implementation of grants; maintained budget reports; trained faculty and staff; supervised tutors; provided literacy instruction to students; coached teachers on incorporating technology in the classroom; assisted youth to negotiate better outcomes and make better decisions regarding academics, family, friends, and other issues; and participated in the Teachers Academy for Math and Science.

Comprehensive Child Development Program, Lessie Bates, East St. Louis (1993-1996)

Family Advocate/Social Worker

Supervised the implementation of an early childhood federal research project; taught Head Start standards in the home; provided counseling, guidance, and information to empower families; and supervised practicum students.

Illinois Department of Public Aid, East St. Louis, IL (1990-1993)

Income Maintenance Specialist

Identified eligibility of applicants, counseled families receiving public aid to access needed services, served as the local office Spanish Translator; and investigated fraudulent reports.

SCHOOL BOARD MEMBER 2013-2015

Part 6: Other Attachments

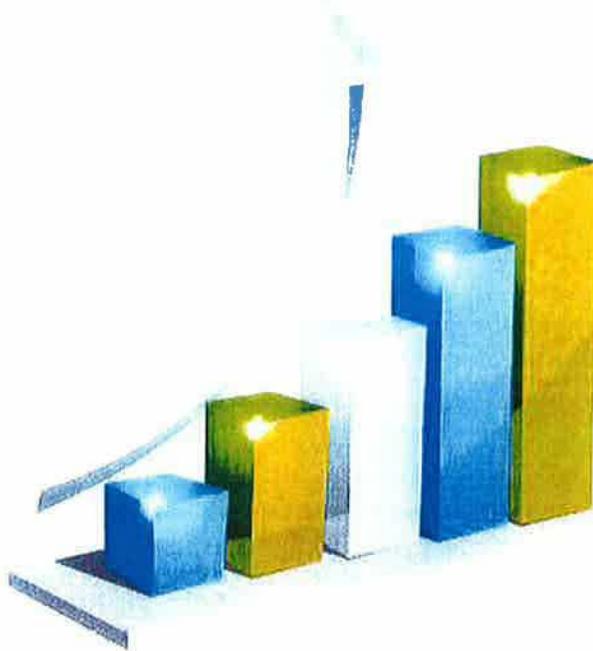
Part 6: Evidence of Involvement of Indian Tribes and Parents

Attached are three documents indicating the involvement of the Muscogee (Creek) Nation in the education of the AI/AN youth within their jurisdictional boundaries in Oklahoma and evidence of AI/AN parents in the decision making and needs assessment process in the design of this application as indicated in the Project Narrative section.

1. Muscogee (Creek) Nation Strategic Planning Session Data Report
2. STEP Partnership Agreement 2016 with the Oklahoma State Education Agency
3. Johnson O'Malley Parent Needs Assessment 2015-2016



Muscogee (Creek) Nation
STRATEGIC PLANNING SESSION
March 2015



GEORGE TIGER-*Principal Chief*

JERRY WILSON-*Tribal Administrator/Strategic Planning Coordinator*



**Muscogee (Creek) Nation
Strategic Planning Conference**

Workbook Reference Materials

Trends and Information

1. Results from Strategy Planning Survey – Gap Analysis
2. Performance Measures and Accountability Report Card
3. Selected Demographics
4. Private Sector versus Tribal Government – Comparison of Business Focus
5. American Indian & Alaska Native-Owned Business Growth
6. MCN FY'15 Comprehensive Budget
7. Imaging – Sharing Prosperity and Building Wealth
8. Futurist – Top Ten Forecasts
9. Trends and Data – MCN
10. 12 Numbers that Show America's Internet Has an Equality Problem
11. Entrepreneurs Look Back at Lessons
12. Data on Youth
13. Tulsa World – 6,192 Jobs created in 2014

Muscogee Nation

Results from Strategic Planning Survey

		AVG	GAP ANALYSIS
1	Constitution	7.01	2.99
2	Tribal Codes	6.49	3.51
3	Citizenship Registration System	6.57	3.43
4	Voter's Registration System	6.57	3.43
5	Fair Elections	6.87	3.13
6	National Council - Rules of Procedures	6.45	3.55
7	Size of Legislative Body is Appropriate	6.81	3.19
8	Tribal Plan	6.20	3.80
9	Organizational Structure	6.05	3.95
10	Tribal Court System	6.40	3.60
11	Public Information	6.01	3.99
12	Community Participation	5.48	4.52
13	Personnel System	6.05	3.95
14	Accounting system	5.67	4.33
15	Budgeting System	5.55	4.45
16	Contracting System	5.58	4.42
17	Purchasing System	5.39	4.61
18	Inventory Records	5.45	4.55
19	Records Management	5.63	4.37
20	Staff Development	5.34	4.66
21	Tribal Facilities	5.89	4.11
22	Tribal Publications	6.13	3.87
23	Leadership	6.06	3.94
24	Land Use	5.35	4.65
25	Economic Development	5.69	4.31
26	Community Development	5.48	4.52
27	Health Programs	6.39	3.61
28	Housing Programs	5.42	4.58
29	Education Programs	6.49	3.51
30	Employment & Training Programs	6.36	3.64
31	Social Services Program	5.72	4.28
32	Lobbying Programs/Political Action	5.15	4.85
33	Aging Programs	5.58	4.42
34	Art & Cultural Enrichment Programs	5.61	4.39
35	Tribal Land Base	5.69	4.31
36	Tax Base	5.51	4.49
37	Research and Development	5.38	4.62
38	International Development	4.91	5.09
39	Quality of Life	5.75	4.25
40	Partnerships	5.58	4.42

41	Small Business Assistance	5.40	4.60
42	Commercial Code	5.52	4.48
43	Criminal Code	5.56	4.44
44	Regulatory Authority	5.47	4.53
45	Industrial/Commercial Development	5.44	4.56
46	Tourism/Recreational Activities	5.84	4.16
47	Gaming	6.63	3.37
48	Community Education	5.53	4.47
49	Civil Defense	5.46	4.54
50	Rural Fire Protection	5.74	4.26
51	Library Services	5.33	4.67
52	Parks and Open Space	5.00	5.00
53	Tribal Capitol Complex	5.90	4.10
54	Protection of Individual Rights/Liberties	5.63	4.37
55	Transportation Services	6.77	3.23
56	Emergency Services	6.08	3.92
57	Government Communication	5.46	4.54
58	Community Beautification	5.19	4.81
59	Agriculture Programs	5.22	4.78
60	Energy Management	5.32	4.68
61	Fiduciary Duty to Citizens	5.13	4.87
62	Conservation of Natural Resources	5.38	4.62
63	Exercise of Sovereignty	6.31	3.69
64	Protection of Traditions/Customs	6.36	3.64
65	College of the Muscogee (Creek) Nation	7.08	2.92
66	Muscogee Nation Foundation	6.07	3.93
67	Legal Services	5.15	4.85
68	Tribal Employment Rights Office (TERO)	5.51	4.49
69	Eufaula Dormitory	5.56	4.44
70	Tribal Driveways	6.11	3.89
71	Arbor Care	6.29	3.71
	Total Average	5.82	

**Strategic Control
Performance Measures and Accountability Report Card
2012-2016**

There are a number of key outcomes to achieve which are pervasive and require a nation-wide commitment and team effort. Following are the critical measures which will be monitored as indicators of progress toward our strategic goals over the next four years, starting 2012 and ending 2016.

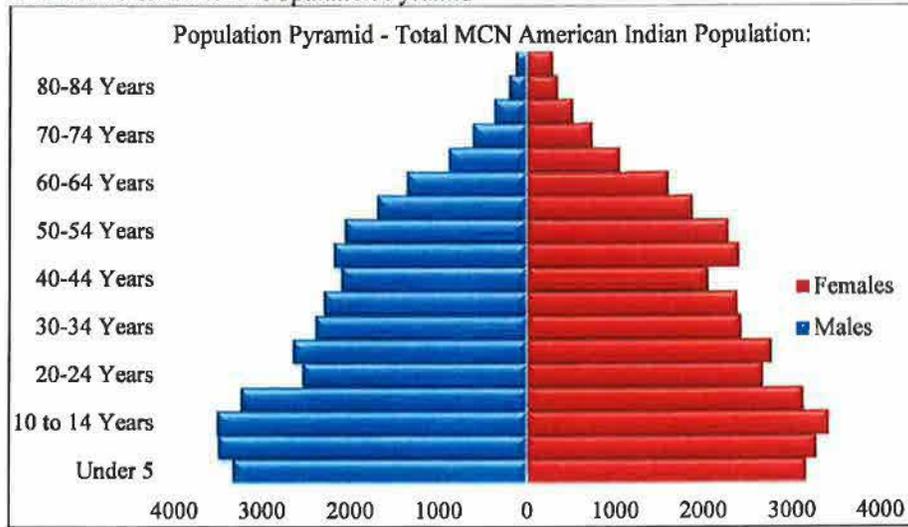
MEASURES	MEETS BENCHMARK	EXCEEDS BENCHMARK	DOES NOT MEET BENCHMARK	WORK IN PROCESS
	✓	✓	✓	✓
Entrepreneurship				✓
Cultural Code				✓
Land Base Expansion	✓			
Comprehensive Planning Program	✓			
Native American Youth Service Program	✓			
Comprehensive Health Service Delivery System		✓		
Residential Design & Construction Services,	✓			
Estate Planning Services	✓			
MCN Style Guide and Consolidated Media	✓			
Mvskoke History Course for All MCN Employees	✓			
Tribal Travel Agency				✓
Vocational Education & Training Program	✓			
Riverwalk Development Plans	✓			
Muscogee Nation Business Enterprises	✓			
Best Management Practices	✓			
Contingency Planning Elements	✓			

MEASURES	MEETS BENCHMARK	EXCEEDS BENCHMARK	DOES NOT MEET BENCHMARK	WORK IN PROCESS
	✓	✓	✓	✓
Create Department of Commerce	✓			
Perform Economic Analysis				✓
Create a Holding Company	✓			
Become a Supply Chain for a Regional Economic Network			✓	
Obtain a CDFI Certification	✓			
Establish a Small Business Development Center	✓			
Create a Plan for Commercial/Industrial			✓	
Expand the Use of the Uniform Commercial Code	✓			
Expand Tourism & Recreation Program	✓			
Construct a Cultural Center/Museum			✓	
Create 500 Non-Gaming Jobs			✓	
Workforce Development				✓
Tribal Economic Development Bonds			✓	
Implement a TERO Program	✓			
Maintain Small Business 8(a) Status	✓			
Construct a Casino Hotel at RiverSpirit				✓
Compress Natural Gas				✓
Oil and Gas Production				✓
Agricultural/Natural Resources/Wild Life Program				✓
Business Incentive Package			✓	
Utility Authority				✓

MEASURES	MEETS BENCHMARK	EXCEEDS BENCHMARK	DOES NOT MEET BENCHMARK	WORK IN PROCESS
	✓	✓	✓	✓
Capital Improvement Plan	✓			
Host Team	✓			
Consumer/Entrepreneurship Education	✓			
Working Relationships		✓		
Women-Owned Businesses	✓			
Home-Based Businesses			✓	
Fountainhead Golf Course	✓			
Creek Council House				✓
Cultural Sites and Preservation	✓			
Expand the Land Base	✓			
Expand Realty Services	✓			
Federal Roads Program		✓		
Transit Services		✓		
Tribal Driveways		✓		
Comprehensive Planning	✓			
Citizen Information Services	✓			
Expand Health Care Facilities	✓			
JOM Program	✓			
Eufaula Dormitory	✓			
Adult Education	✓			
Higher Education Scholarships	✓			

MEASURES	MEETS BENCHMARK	EXCEEDS BENCHMARK	DOES NOT MEET BENCHMARK	WORK IN PROCESS
	✓	✓	✓	✓
ReIntegration Program		✓		
Language Preservation	✓			
Career Pathway/Services			✓	
College of the Muscogee Nation Accreditation				✓
Expand Housing Services				✓
Annual Audit	✓			
Paperless Processing/Payroll	✓			
Self-Goverance	✓			
Lobbying Program	✓			
Web Site	✓			
Mvskoke History Course for Employees		✓		
Annual Budget	✓			
Permanent Fund	✓			

MCN American Indian Population Pyramid



Educational Attainment

Educational Attainment American Indian Population				
County	Less than HS	High School	Some College	Bachelor and Above
Creek	12.4%	49.9%	25.5%	12.2%
Hughes	19.8%	45.0%	27.7%	7.4%
Mayes	19.8%	41.1%	30.1%	8.9%
McIntosh	22.2%	39.9%	29.8%	8.1%
Muskogee	14.2%	33.7%	30.4%	21.7%
Okfuskee	26.5%	35.7%	32.4%	5.4%
Okmulgee	18.7%	37.8%	31.1%	12.4%
Rogers	13.6%	36.3%	36.0%	14.1%
Seminole	24.9%	37.2%	33.4%	4.4%
Tulsa	15.2%	29.3%	34.7%	20.9%
Wagoner	15.3%	33.4%	41.1%	10.2%
Median	18.7%	37.2%	31.1%	10.2%

Oklahoma Employment Projections

Oklahoma Employment Projection by Industry, 2008-2018			
Industry	Employment		% Change
	2008	2018	
Total Employment	1,750,130	125,680	10.2%
SE & UFW, primary job	116,690	92,850	7.7%
Natural resource & mining	88,290	92,850	5.1%
Construction	75,560	91,630	21.3%
Manufacturing	150,520	153,480	2.0%
Trade, transportation & utilities	289,740	308,830	6.6%
Information	28,960	27,220	-6.0%
Financial activities	83,110	86,650	4.3%
professional & business services	184,250	217,370	18.0%
Educational & health services	356,210	408,040	14.6%
Leisure & hospitality	143,770	160,990	12.0%
Other services (except government)	65,740	70,530	7.3%
Government	167,280	185,530	10.9%

Oklahoma's Top Ten Growth Industries

Oklahoma's Top 10 Growth Industries, 2008-2018			
Industry	Employment		% Change
	2008	2018	
Hospitals	68,170	86,820	27.4%
Professional, scientific & technical services	65,010	82,030	26.2%
Ambulatory health care services	65,690	82,120	25.0%
Administrative & support services	102,350	117,330	14.6%
Local government, excluding education & hospitals	83,120	97,890	17.8%
Specialty trade contractors	46,990	61,670	31.2%
Food services & drinking places	113,460	126,700	11.7%
Educational services	162,550	175,030	7.7%
General merchandise stores	46,300	52,790	14.0%
Social assistance	25,430	30,810	21.2%

Oklahoma's Top Ten Declining Occupations, 2008-2018

Oklahoma's Top 10 Declining Occupations, 2008-2018			
Occupation	Employment		% Change
	2008	2018	
Order Clerks	3,680	2,680	-27.3%
Telemarketers	4,500	3,620	-19.6%
File Clerks	3,100	2,320	-25.1%
Computer Operators	1,780	1,250	-29.9%
Postal Service Mail Sorters, etc	1,720	1,310	-24.3%
Packers & Packagers, Hand	5,990	5,590	-6.7%
Data Entry Keyers	3,130	2,800	-6.7%
Computer Programmers	3,760	3,450	-10.4%
Shipping, Receiving & Traffic Clerks	9,670	9,370	-8.1%
Farmworkers & Laborers, Crop	1,780	1,490	-3.1%

American Indian Per Capita Income

Per Capita Income American Indian Population	
County	Per Capital \$
Creek	\$16,582.00
Hughes	\$11,701.00
Mayes	\$14,082.00
McIntosh	\$13,331.00
Muskogee	\$15,056.00
Okfuskee	\$10,947.00
Okmulgee	\$14,990.00
Rogers	\$19,257.00
Seminole	\$11,206.00
Tulsa	\$20,018.00
Wagoner	\$18,782.00
Median	\$14,990.00

American Indian Median Household Income

Median Household Income American Indian Population	
County	Med. Household \$
Creek	\$39,667.00
Hughes	\$26,453.00
Mayer	\$30,688.00
McIntosh	\$27,940.00
Muskogee	\$38,947.00
Okfuskee	\$24,750.00
Okmulgee	\$35,938.00
Rogers	\$48,524.00
Seminole	\$27,414.00
Tulsa	\$42,711.00
Wagoner	\$55,141.00
Median	\$35,938.00

American Indian Unemployment

Unemployment American Indian Population	
County	Unemployment
Creek	10.9%
Hughes	20.6%
Mayer	8.7%
McIntosh	18.3%
Muskogee	9.0%
Okfuskee	10.8%
Okmulgee	14.0%
Rogers	6.3%
Seminole	13.2%
Tulsa	9.2%
Wagoner	8.1%
Median	10.8%

American Indian Poverty Status

Poverty Status American Indian Population	
County	Poverty Status
Creek	19.8%
Hughes	37.2%
Mayes	27.5%
McIntosh	38.1%
Muskogee	19.9%
Okfuskee	41.5%
Okmulgee	24.2%
Rogers	12.9%
Seminole	27.5%
Tulsa	18.7%
Wagoner	16.6%
Median	24.2%

Income Analysis:

The median household income in the NAHASDA housing group was **\$23,015.00**. This represents approximately 60% of the American Indian household income for the MCN jurisdictional boundary (Table 3 & 4). The median household income reported by all American Indians in the MCN boundary was \$35,938 (US Census).

Table 3: Median Household Income

Median Household Income for all American Indians in MCN Boundary	80% of median income	60% of median income	50% of median income	30% of median income
\$35,938	\$28,750	\$21,562	\$1,7969	\$10,781

Table 4: American Indian Household Income by County

Median Household Income American Indian Population	
County	Med. Household \$
Creek	\$39,667.00
Hughes	\$26,453.00
Mayes	\$30,688.00
McIntosh	\$27,940.00
Muskogee	\$38,947.00
Okfuskee	\$24,750.00
Okmulgee	\$35,938.00
Rogers	\$48,524.00
Seminole	\$27,414.00
Tulsa	\$42,711.00
Wagoner	\$55,141.00
Median	\$35,938.00

MUSCOGEE (CREEK) NATION STATE TRIBAL EDUCATION PARTNERSHIP (STEP) GRANT

FINAL AGREEMENT

This Final Agreement (hereinafter the "Agreement") is between the Muscogee (Creek) Nation (TEA), through the Education and Training Department, and the Oklahoma State Department of Education (SEA), Wetumka Public Schools and Weleetka Public Schools (hereinafter referred to as LEAs).

PURPOSE: The Muscogee (Creek) Nation applied for the State/Tribal Education Partnership grant in June 2015. The U.S. Department of Education awarded a State Tribal Education Partnership ("STEP") Grant to the Muscogee Creek Nation in October 2015.

The primary goal of this partnership is to promote increased collaboration between the TEA, the SEA and LEAs while building the capacity of the TEA to conduct certain State-level administrative functions under those ESSA (Every Student Succeeds Act) grant programs for the identified schools to include Title I A, Title II A, Title VI A.

GOALS AND OBJECTIVES: The Tribal Education Agency (TEA), Weleetka and Wetumka school districts (LEAs), and the Oklahoma State Department of Education (SEA) through the STEP partnership will create a model of state, tribal, and school collaboration to better serve the needs of American Indian/Alaskan Native (AI/AN) children by sharing administrative functions of the following ESSA programs:

- a) Title I, Part A (Improving the Academic Achievement of the Disadvantaged Student);
- b) Title II, Part A (Teacher and Principal Training and Recruiting); and
- c) Title VI, Part A (Indian Education)

The SEA will retain all administrative control of all ESSA functions.

Objective 1: Enhance operations of federal, state, and local education programs and resources through cross-agency training, information sharing, and collaborative partnerships

Title I, II, and VI (SEA, TEA, and LEA sharing responsibilities)

- A. SEA, TEA and LEA will develop long-term STEP sustainability strategies
 1. SEA, TEA, and LEA will structure a STEP management team and conduct quarterly meetings to discuss monitoring, implementation of grant objectives, review of work, and future goals
- B. SEA training sessions will build TEA knowledge of SEA requirements for LEA compliance for ESSA Title I, Title II, and Title VI program grants on specifically:
 1. SEA policies, procedures, and best practices for ESSA technical assistance to LEAs
 2. SEA monitoring protocols of the LEA and compliance requirements
 3. SEA processes for reviewing LEA applications and audits
- C. TEA will build departmental capacity to support SEA and LEAs in meeting the cultural and educational needs of AI/AN students by:
 1. TEA will strengthen program initiatives to include SEA and LEA involvement
 2. TEA will create a TEA service directory and improve TEA tribal website
 3. TEA will provide professional development to TEA staff pertaining to the Cultural Sensitivity program, Title I, II, and VI federal programs
- D. TEA and SEA representatives will evaluate STEP projects and study other Indian Education organizations to learn more regarding the advancement and growth of the SEA Oklahoma Indian Education department and STEP partnerships.
 1. SEA will provide opportunities for the TEA to serve as a cross cultural exchange for other Oklahoma TEAs in the implementation of the STEP Grants

2. TEA, and LEA will participate in various professional development opportunities
 - a. STEP Professional Development
 - b. Johnson O'Malley (JOM) Conferences
 - c. SEA conferences
 - d. National Indian Education Association (NIEA) or Tribal Education Department National Assembly (TEDNA) conferences/meetings
 - e. Inter-tribal council of the Five Civilized Tribes
 3. TEA will add to SEA Indian Resource website to include vetted Muscogee tribal guide, lesson plans, and link to Muscogee (Creek) Nation (MCN) events and information
 4. Develop STEP model and materials that will enable other tribes in Oklahoma (and elsewhere) to more closely collaborate with their schools and the state for the benefit of all AI/AN children
 5. SEA, TEA and LEA will collaboratively design STEP formative assessment methods to improve usage of Title I Part A, Title II Part A, and Title VI Part A formula grants on behalf of AI/AN students
- E. TEA will evaluate Mvskoke language teacher certification information and teacher evaluation system
- F. TEA will share Mvskoke Language teacher certification information with SEA and LEAs
- G. TEA will work with LEAs to ensure AI/AN students receive academic and cultural resources
1. Provide opportunities and information for AI/AN students to complete Free Application for Federal Student Aid (FAFSA) during their senior year
 2. Create relationships with students and families that facilitate clear and factual communication regarding college and career opportunities
 3. Provide for College site visits to the College of the Muscogee Nation
 4. Provide training and/or technical support to LEA counselors on TEA information pertinent to AI/AN students, families and community stakeholders
 - a. TEA will hold advisement meeting with LEA reps: JOM council, counselors, and principals regarding TEA services
 - b. Create a resource network for LEAs, AI/AN students, parents, and community stakeholders to access by distributing TEA directory and updating TEA and LEA's website information with:
 - calendar of upcoming STEP events
 - information on TEA events
 - qualifications of TEA programs

Objective 2: Contribute to the continuous improvement of the two LEAs through TEA participation in School Leadership Teams and a Native Youth Council

Title I (TEA sharing SEA responsibilities)

- A. TEA will build relationships between the SEA and LEA's through a collaborative and cooperative partnership
 1. TEA will provide LEA's the Family Engagement Tool and support implementation (See Exhibit 1)
 2. A school leadership team will be created using Family Engagement Tool guidelines
 3. School Leadership Team will have regular scheduled meetings including Family Engagement Tool design/plan and STEP strategic planning
- B. TEA will provide Indistar® for LEAs with cultural and language indicators (see Exhibit 2)
- C. LEA will apply pre and post measurements to teachers, students, parents, and community stakeholders to determine effectiveness of strategies which will lead to data driven decisions regarding training and project timelines

Title II (TEA sharing LEA responsibilities)

- A. TEA will design cultural sensitivity and proficiency training for LEA professional development that will improve knowledge of teachers and principals

- B. TEA will provide training to enable teachers and principals to involve parents in their children's education
 - 1. Provide the Family Engagement Tool and support implementation

Title VI Part A (TEA sharing SEA and LEA responsibilities)

- A. TEA will provide Education Specialists to each LEA for training and technical assistance with Indistar and Family Engagement Tool
- B. TEA will provide timely data to LEA on implementation, milestones and outcomes
- C. TEA will provide Education Specialists to participate in the LEA's School Leadership teams
- D. TEA will curate and showcase exemplary work products related to the project's three sets of standards and effective practices:
 - 1. Culture and language indicators
 - 2. Family engagement indicators
 - 3. Muscogee instructional standards
 - a. Collect teaching artifacts/lesson plans
 - b. Expand the Mvskoke Language within high schools
 - c. Certify Mvskoke Language teachers for teaching

Objective 3: Broaden AI/AN students' awareness of Native American and Muscogee culture through weaving culturally responsive resources and indigenized instructional methods in LEA practices

Title II (TEA sharing LEA responsibilities)

- A. TEA will create a Muscogee Cultural Sensitivity Program
 - 1. Create a Cultural Sensitivity Program (CSC) Taskforce
 - 2. Develop and produce Cultural Sensitivity Program with integrations from Cultural and Language Indicators
- B. TEA will improve cultural proficiency of teachers through professional development to all LEA teachers within the identified schools
 - 1. Conduct trainings to the SEA and LEA on Cultural Sensitivity Program
 - 2. Provide to SEA and LEA's Cultural Sensitivity Program training materials and technical support from an AI/AN student, tribal, community and family aspect
 - 3. Literacy training and coaching on the web-based myOn Literacy program which includes books in Muscogee native language (Mvskoke)
 - 4. Support myOn Literacy data collection system to measure Lexile growth
 - 5. Provide professional development on effective use of data

Title VI Part A (TEA sharing SEA and LEA responsibilities)

- C. TEA will initiate and maintain a Native Youth Council to support culturally related academic needs of students
 - 1. Education Specialists will be provided to participate in the LEA's Native Youth Councils
 - 2. Afterschool advisement meetings will be held to promote college/career readiness
 - 3. Cultural enrichment meetings will be held with elders, tribal officials, and tribal departments
 - 4. Promote STEP sustainability through inclusion of student ideas for implementation of AI/AN programs.

Final Agreement	Timeline
<p>Objective 1: Enhance operations of federal, state, and local education programs and resources through cross-agency training, information sharing, and collaborative partnerships</p> <p><u>Title I, II, and VI (SEA, TEA, and LEA sharing responsibilities)</u></p> <p>A. SEA, TEA and LEA will develop long-term STEP sustainability strategies</p> <ol style="list-style-type: none"> 1. SEA, TEA, and LEA will structure a STEP management team and conduct quarterly meetings to discuss monitoring, implementation of grant objectives, review of work, future goals <p>B. SEA training sessions will build TEA knowledge of SEA requirements for LEA compliance for ESSA Title I, Title II, and Title VI program grants on specifically:</p> <ol style="list-style-type: none"> 1. SEA policies, procedures, and best practices for ESSA technical assistance to LEAs 2. SEA monitoring protocols of the LEA and compliance requirements 3. SEA processes for reviewing LEA applications and audits <p>C. TEA will build departmental capacity to support SEA and LEAs in meeting the cultural and educational needs of AI/AN students by:</p> <ol style="list-style-type: none"> 1. TEA will strengthen program initiatives to include SEA and LEA involvement 2. TEA will create a TEA service directory and improve TEA tribal website 3. TEA will provide professional development to TEA staff pertaining to Cultural Sensitivity Curriculum and Title I, II, and VI federal programs <p>D. TEA and SEA representatives will evaluate STEP projects and study other Indian Education organizations to learn more regarding the advancement and growth of the SEA Oklahoma Indian Education department and STEP partnerships.</p> <ol style="list-style-type: none"> 1. SEA will provide opportunities for the TEA to serve as a cross cultural exchange for other Oklahoma TEAs in the implementation of the STEP Grants 2. TEA, and LEA will participate in various professional development opportunities <ol style="list-style-type: none"> a. STEP Professional Development b. JOM Conferences c. SEA conferences d. NIEA or TEDNA conferences/meetings e. Inter-tribal council of the Five Civilized Tribes 3. TEA will add to SEA Indian Resource website to include vetted Muscogee tribal guide, lesson plans, and link to MCN events and information 4. Develop STEP model and materials that will enable other tribes in Oklahoma (and elsewhere) to more closely collaborate with their schools and the state for the benefit of all AI/AN children 5. SEA, TEA and LEA will collaboratively design STEP evaluation methods to improve usage of Title I Part A, Title II Part A, and Title VI Part A formula grants on behalf of AI/AN students <p>E. TEA will evaluate Mvskoke language teacher certification information and teacher evaluation system</p> <p>F. TEA will share Mvskoke Language teacher certification information with SEA and LEAs</p> <p>G. TEA will work with LEAs to ensure AI/AN students receive academic and cultural resources</p>	<p>1: Years 1/ongoing</p> <p>A. Year 1/ongoing</p> <p>B. Year 1/ongoing monthly</p> <p>1. Year 2/ongoing</p> <p>2. Year 3/ongoing</p> <p>3. Year 1/ongoing</p> <p>C. Year 1/ongoing</p> <p>1. Year 1/ongoing</p> <p>2. Year 3/ongoing</p> <p>3. Years 3/4</p> <p>D. Year 1/ongoing monthly</p> <p>1. Year 1/ongoing yearly</p> <p>2. Year 1/ongoing yearly events</p> <p>3. Year 2/ongoing</p> <p>4. Year 2/ongoing</p> <p>5. Year 1/ongoing</p> <p>E. Year 1</p> <p>F. Year 2/ongoing</p> <p>G. Year 2/ongoing</p>

<ol style="list-style-type: none"> 1. Provide opportunities and information for AI/AN students to complete FAFSA during their senior year 2. Create relationships with students and families that facilitate clear and factual communication regarding college and career opportunities 3. Provide for College site visits to the College of the Muscogee Nation 4. Provide training and/or technical support to LEA counselors on TEA information pertinent to AI/AN students, families and community stakeholders <ol style="list-style-type: none"> a. TEA will hold advisement meeting with LEA reps: JOM council, counselors, and principals regarding TEA services b. Create a resource network for LEAs, AI/AN students, parents, and community stakeholders to access by distributing TEA directory and updating TEA and LEA's website information with: <ul style="list-style-type: none"> • calendar of upcoming STEP events • information on TEA events • qualifications of TEA programs 	<ol style="list-style-type: none"> 1. Year 2/ongoing yearly 2. Year 2/ongoing 3. Years 2-4 4. Year 2/ongoing <ol style="list-style-type: none"> a. Year 2/ongoing b. Years 1-2
<p>Objective 2: Contribute to the continuous improvement of the two LEAs through TEA participation in School Leadership Teams and a Native Youth Council Title I (TEA sharing SEA responsibilities)</p> <ol style="list-style-type: none"> A. TEA will build relationships between the SEA and LEA's through a collaborative and cooperative partnership <ol style="list-style-type: none"> 1. TEA will provide LEA's the Family Engagement Tool and support implementation 2. A school leadership team will be created using Family Engagement Tool guidelines 3. School Leadership Team will have regular scheduled meetings including Family Engagement Tool design/plan and STEP strategic planning B. TEA will provide Indistar® for LEAs with cultural and language indicators C. LEA will apply pre and post measurements to teachers, students, parents, and community stakeholders to determine effectiveness of strategies which will lead to data driven decisions regarding training and project timelines <p><u>Title II (TEA sharing LEA responsibilities)</u></p> <ol style="list-style-type: none"> A. TEA will design cultural sensitivity and proficiency training for LEA professional development that will improve knowledge of teachers and principals B. TEA will provide training to enable teachers and principals to involve parents in their children's education <ol style="list-style-type: none"> 1. Provide the Family Engagement Tool and support implementation <p><u>Title VI Part A (TEA sharing SEA and LEA responsibilities)</u></p> <ol style="list-style-type: none"> A. TEA will provide Education Specialists to each LEA for training and technical assistance with Indistar and Family Engagement Tool B. TEA will provide timely data to LEA on implementation, milestones and outcomes C. TEA will provide Education Specialists to participate in the LEA's School Leadership teams D. TEA will curate and showcase exemplary work products related to the STEP Grant Partnership: 	<ol style="list-style-type: none"> 2. Year 1/ongoing <ol style="list-style-type: none"> A. Year 1/ongoing <ol style="list-style-type: none"> 1. Year 1/ongoing 2. Years 1-2 3. Years 1-4 <ol style="list-style-type: none"> B. Year 1/ongoing C. Years 2-4 <ol style="list-style-type: none"> A. Years 2-4 B. Year 1/ongoing <ol style="list-style-type: none"> A. Year 1/ongoing B. Year 1/ongoing C. Year 1/ongoing D. Years 2-4

<ol style="list-style-type: none"> 1. Culture and language indicators 2. Family engagement indicators 3. Muscogee instructional standards <ol style="list-style-type: none"> a. Collect teaching artifacts/lesson plans b. Expand the Mvskoke Language program within high schools c. Certify Mvskoke Language teachers for teaching 	
<p>Objective 3: Broaden AI/AN students' awareness of Native American and Muscogee culture through weaving culturally responsive resources and indigenized instructional methods in LEA practices</p> <p><u>Title II (TEA sharing LEA responsibilities)</u></p> <p>A. TEA will create a Muscogee Cultural Sensitivity Program</p> <ol style="list-style-type: none"> 1. Create a Cultural Sensitivity -Program (CSC) Taskforce 2. Develop and produce Cultural Sensitivity Program with integrations from Cultural and Language Indicators <p>B. TEA will improve cultural proficiency of teachers through professional development to all LEA teachers within the identified schools</p> <ol style="list-style-type: none"> 1. Conduct trainings to the SEA and LEA on Cultural Sensitivity 2. Provide to SEA and LEA's Cultural Sensitivity -training materials and technical support from an AI/AN student, tribal, community and family aspect 3. Literacy training and coaching on the web-based myOn Literacy program which includes books in Muscogee native language (Mvskoke) 4. Support myOn Literacy data collection system to measure Lexile growth 5. Provide professional development on effective use of data <p><u>Title VI Part A (TEA sharing SEA and LEA responsibilities)</u></p> <p>C. TEA will initiate and maintain a Native Youth Council to support culturally related academic needs of students</p> <ol style="list-style-type: none"> 1. Education Specialists will be provided to participate in the LEAs Native Youth Councils 2. Afterschool advisement meetings will be held to promote college/career readiness 3. Cultural enrichment meetings will be held with elders, tribal officials, and tribal departments 4. Promote STEP sustainability through inclusion of student ideas for implementation of AI/AN programs 	<p>3. Year 1/ongoing</p> <p>A. Years 1-4</p> <ol style="list-style-type: none"> 1. Year 1 2. Years 1- 3 <p>B. Years 1-4</p> <ol style="list-style-type: none"> 1. Years 3-4 2. Years 3-4 3. Year 1/ongoing 4. Year 1/ongoing 5. Year 1/ongoing <p>C. Year 1/ongoing</p> <ol style="list-style-type: none"> 1. Year 1/ongoing 2. Year 2/ongoing 3. Years 2/ongoing 4. Year 1/ongoing

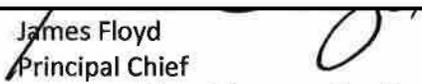
Through written agreements with LEAs, the TEA shall receive authorization and permission to access student data information as outlined in Title 34 Part 99 Subpart D § 99.31 (FERPA). The LEAs and the TEA will ensure compliance with the Family Educational Rights and Privacy Act (FERPA) and corresponding federal regulations. Access to student data information is essential in maintaining a data base to track AI/AN student progress and increasing academic performance for AI/AN students.

This FINAL AGREEMENT constitutes the authorization of the exclusive agreement concerning program services between the collaborating parties of the Muscogee (Creek) Nation, the Oklahoma State Department of Education, the Wetumka Public School District and the Weleetka Public School District. In good faith, these entities enter into this Agreement to promote American Indian Education through the aforementioned services and actions and will continue this cooperative partnership thereafter through reoccurring communication, responsible information sharing, supportive networks, and sustainable commitments. This Agreement is subject to change pursuant to STEP grant regulations or as deemed necessary by the SEA, TEAs and LEAs.

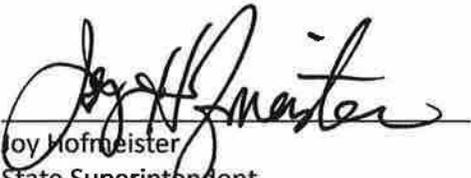
IN WITNESS WHEREOF, the parties have executed and entered into this FINAL AGREEMENT.

APPROVED:

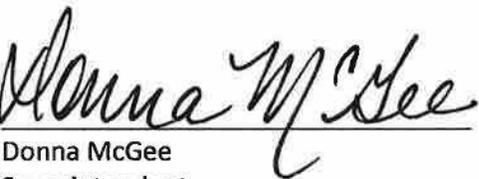
(b)(6)


James Floyd
Principal Chief
Muscogee (Creek) Nation (TEA)

03/31/2016
Date


Joy Hofmeister
State Superintendent
State Department of Education (SEA)

3/28/16
Date


Donna McGee
Superintendent
Wetumka Public Schools (LEA)

3/24/16
Date


Chris Carter
Superintendent
Weleetka Public Schools (LEA)

3-24-16
Date

EXHIBIT 1

Family Engagement Tool

The Family Engagement Tool (FET) is a web-based tool that guides a school team in assessing every aspect of its family engagement programs and practices. The team creates and monitors an improvement plan based on indicators of effective practice.

Team Process

The team may be an existing team (school improvement team, for example) or a team formed especially to conduct the analysis. In either case, at least half of the members of the team should be parents of currently enrolled students, and these parents should not be employed by the school. Other team members would include the principal and faculty representatives. A typical team structure is the principal, parent facilitator (or social worker), a teacher, and four parents.

Complete the Analysis. An estimate of the amount of time necessary for the team to complete the analysis is approximately 6 hours, after the principal has completed the School Information Form and gathered the key documents. This time can be efficiently divided among three meetings (one meeting each for steps 3, 4, and 5 in the process).

The Action Plan. After completing the Needs Assessment, the team uses the results in the development of their plan. The action plan outlines objectives, specific tasks, persons responsible, and a timeline. Over the next two years, the school implements its action plan.

EXHIBIT 2

Indistar[®] is an Internet-based platform that guides tribal education teams, district and school *Leadership Teams* in elevating professional practice to enhance student learning. Indistar is currently being provided to districts and schools by more than 20 state education agencies across the U.S. Indistar may also be subscribed to by a tribal education department or district, independently from state education departments.

Indistar is a sophisticated, web-based change leadership system that links the SEA with district teams, school teams, and coaches (or external partners) who assist the teams. The system provides tracks for different district and school improvement trajectories, including turnaround, as well as a process for the SEAs to assess and improve its own Differentiated System of Recognition, Accountability, and Support. Twenty-two SEAs, the District of Columbia, and the Bureau of Indian Education are now using Indistar, with 3,219 active school teams and 1,119 district teams. Indistar is stocked with research and practice briefs aligned with more than 300 indicators of effective practice (including leadership, turnaround, curriculum, instruction, assessment, high schools, SPED, ELL, family engagement, and social-emotional learning).

Indistar is supplemented with **Indicators in Action** – eight hours of online video tutorials of superintendents, principals, teacher teams, teachers, and parent leaders demonstrating 142 indicators of effective practice, along with facilitator guides and workbooks for professional development.

Indistar's platform centers around a change leadership system for assessing current implementation of specific indicators of effective practice, planning for full implementation, monitoring progress, providing evidence of full implementation, reporting progress to the State and district, and dialoging with external coaches and supervisors. The system electronically links the SEA, districts, schools, and coaches and external partners.

Indistar incorporates performance management and implementation features in a more comprehensive change leadership system. Various sets of effective practices, with corresponding rubrics and research and practice briefs, may be loaded into the system. This enables a State to design an initiative, provide structured guidance for its implementation by a district or school, provide coaching assistance, see day-to-day progress, and receive periodic reports.

The Indistar platform is ideal for managing the implementation and sustainability of State or TEA initiatives, and is flexible and easily tailored to a variety of State or TEA initiatives and innovations. For example, 17 SEAs use Indistar to manage their SIG projects, each adopting its own set of practice indicators aligned with federal requirements and its own means for monitoring and evaluating progress.

DEWAR



MASTER SHEET 2015

JOHNSON O'MALLEY NEEDS ASSESSMENT SURVEY TALLY

- 52 1. SCHOOL SUPPLIES
- 30 2. INDIAN CULTURAL PROGRAMS
- 43 3. EDUCATION SUPPORT ITEMS
- 11 4. INDIAN ART PROGRAM
- 26 5. AFTER SCHOOL TUTORING

DEWAR-Edna Brownfield, Indian Education Director

Needs Assessment results

52-School Supplies

43-Educational Support Items

26-After School Tutoring

30-Indian Cultural Programs

11-Indian Art Programs

Addressing the Needs Assessment results

School Supplies-used results as part of the application, distribution at start of year and throughout the year, targeting 85% of JOM students

Educational Support-used results as part of the application, assisted in graduation cap & gowns, state jackets, test fees, shop supplies, sports activities and cultural supplies, targeting 15% of JOM students

Cultural Programs-used results as part of the application, provided field trips MCN Cultural Day, and activities in Native music and art, targeting 80% of JOM students

Needs of the school (suggestions)

School Supplies program is successful, Educational Support and Cultural Programs are not as successful due to lack of participation and sports events interfering with cultural field trips. Tutoring is funded by Title VII.

MIDWAY

JOM NEEDS ASSESSMENT SURVEY

1. PLEASE CHECK BELOW ANY NEEDS THAT SHOULD BE PROVIDED THROUGH THE JOM PROGRAM TO NATIVE AMERICAN STUDENTS

7 A. Tutoring: Elementary _____ Secondary _____

8 B. Indian Cultural Programs

13 C. Math/Science Improvement

9 D. Reading/Language Improvement

15 E. School Supplies

10 F. Career Counseling or Higher Education Orientation

1 G. Educational Support (list) _____

_____ H. Other Suggestions: _____

2. SELECT YOUR CHOICE OF THE THREE (3) MOST IMPORTANT NEEDS LISTED ABOVE.

1. _____

2. _____

3. _____

3. HOW DO YOU THINK YOUR JOM FUNDS COULD BE USED TO ENABLE INDIAN STUDENTS TO EQUALLY PARTICIPATE IN ANY SCHOOL ACTIVITIES?

4. PLEASE CHECK THE CATEGORY THAT BEST DESCRIBES YOU

_____ PARENT/GUARDIAN _____ IN LOCO PARENTIS

PLEASE COMPLETE AND RETURN BY Monday

MIDWAY-Rodney Luellen, JOM Coordinator

Needs Assessment results

15-School Supplies

13-Math/Science Improvement

10-Career Counseling or Higher Education Orientation

9-Reading/Language Improvement

8-Indian Cultural Programs

7-Tutoring

1-Educational Support

Addressing the Needs Assessment results

School Supplies-used results as part of the application, distribution at beginning of year, targeting 100% of JOM students

Educational Support-used results as part of the application, ACT fees paid for Jr/Sr students, targeting 50% of JOM students

Needs of the school (suggestions)

Did not use many of the results in the development of the JOM program at school. According to Needs Assessment results, many wanted tutoring. Smaller schools have difficulty with tutoring, most of the time it is an after-school program and not many students participate. A pull out session during school is one suggestion.

WILSON-Andrea James, Superintendent

Needs Assessment results

17-School Supplies

15-Tutoring

15-Math Improvement Programs

14-Cultural Programs

13-Reading Improvement Programs

8-Tuition For Summer Classes

8-Science Improvement Programs

6-Career Counseling

5-Higher Education Orientation

Addressing the Needs Assessment results

School Supplies-used Needs Assessment results in their JOM Application. Supplies distributed at beginning of the year.

Tutoring-used the resulting in their application. The objective is to target 90% of JOM students in increasing test scores in reading and math.

Cultural Programs-used results in application. Using cultural activities to promote positive self-esteem and desire to succeed and also to prevent drug, alcohol use and negative behavior.

Career Counseling-used result in their application. Targeting 90-100% of JOM students in college, vocational preparation and to orient students in career opportunities.

Needs of the school (suggestions)

School Supplies, Cultural Programs and Career Counseling programs are on target, tutoring is not as successful. Again, students tend to not participate in after-school tutoring programs, there are sports practice and many times, the only way a student can get home as by bus.

RECEIVED 4/27/15
MCN - JOM Program

TAF

ADMINISTRATION

ANDREA JAMES, Superintendent
TENA MEDLOCK, Elementary Principal
VERNIE THOMAS, High School Principal

WILSON SCHOOL I-7

8867 Chestnut Road
Henryetta, OK 74437
(918) 652-3374

JIMMY FLOYD, Board President
PAM GAINES, Vice-President
RITA WILLIAMS, Clerk
ASHLEY MC, Member
DAN DONATHAN, Member

***JOM NEEDS ASSESSMENT SURVEY
2015-2016***

Please check below any needs that you feel should be provided through Wilson Public Schools JOM program to Native American students:

- 15 Tutoring 13 Elementary 5 Secondary
- 15 Math Improvement Programs
- 8 Science Improvement Programs
- 13 Reading Improvement Programs
- 6 Career Counseling
- 5 Higher Education Orientation
- 14 Cultural Programs
- 17 School Supplies
- 8 Tuition for Summer School Classes
- Other:

Please list in order the importance the top five items that you feel the JOM program should address at Wilson Public Schools.

Please check the category that best describes you (check all that applies)

- 17 Parent/Guardian 1 Student 1 Wilson School Staff Member

Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

Table of Contents

Scientific-ly-Based Research2

Research on After-School Programs.....3

Summary of College and Career Readiness7

College and Career Readiness of Native American Youth

Initiatives in Oklahoma

The Importance of College and Career Readiness

What Schools Should Do to Help Students Prepare

Different Models that Have Been Successful

Summary of Culture and Language19

School Leadership and Staff

Instructional Environment

Teacher Professional Development

Family and Tribal Community Engagement

Summary of Personalized Learning Indicators25

Native American Youth Council Guidance26

Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

Scientifically-Based Research

Scientific-based research in reading emphasizes five areas of instruction that are critical for student literacy: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Phonemic awareness has to do with the spoken sounds of word parts, and student understanding of these individual sounds in speech is a precursor to learning to read. Phonics, by contrast, focuses on parts of written words, which students learn to combine in reading and writing. When students effectively learn letter sounds and relationships between letters at a young age, they are far more likely to be skilled at decoding and spelling new words as they progress in school.

Greer defines fluency as "rapid accurate reading with expression" and emphasizes that fluency comes with practice in oral reading at an appropriate independent level for students. Students also need to hear adults model fluent reading so that they can emulate it in their own practice. Greer distinguishes between oral and reading vocabulary, acknowledging that some words that are recognized in speech may be unfamiliar in text, and vice versa. Teachers and families need to explicitly teach new words and also include them in conversations with their children to increase their exposure and familiarity with new words. In these informal and formal learning experiences, adults can also help children understand how to figure out a word they don't know, through dictionaries or simply sounding them out.

Finally, the end goal of literacy is for students to comprehend what they have read. Students need to know how to manage their understanding of what they are reading

Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

through organizers and questioning, and they also need to know what type of story they are reading and how it is structured. While comprehension is an end goal, it should be taught throughout a child's reading experience by asking students questions about what they read and encouraging them to engage with the text, even from an early age.

It is essential for both teachers and administrators to be well-versed in these developmental pieces to literacy, so that they can encourage and practice effective literacy instruction in their schools.

from <http://www2.ed.gov/nclb/methods/whatworks/research/transcript.pdf>

Research on After-School Programs

The U.S. Department of Education's You for Youth programming model encourages providers to be intentional about how they design their programs. Programs should be informed by needs assessments that incorporate school- and student-level data, as well as student perspectives on what they need and want out of after-school programming (Beckett, et al., 2009; You for Youth Tools, 2016). Programs must incorporate elements of what students want but also embed the skills and experiences that educators know they need. When done in a fun and relevant way, students will be more engaged in their learning experiences. Out of School Time (OST) programs must also connect their learning experiences to what students are learning during the school day to show them the importance of their studies and encourage them to apply what they are learning (Beckett, et al., 2009; Little, 2009; You for Youth Tools, 2016).

Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

The ultimate goal of OST programs and this type of programming model is to prepare students for 21st Century learning. You for Youth (2016) highlights four streams of skills that are critical to this learning initiative. Students must learn to properly and adequately communicate their thoughts and ideas, work effectively with others, critically analyze and connect different learning streams, and approach problems creatively and to try out their ideas. These skills are critical for effective learning and should be facilitated by the program leadership and instructors. Students need to be excited about what they are learning and have opportunities to explore and inquire in a hands-on way. With their communication and analytical skills, they can then discuss what they have learned and experienced, apply and connect this knowledge to other resources, and ask questions to evaluate the process. Project-based learning, service learning, and other forms of real-world application are especially effective tools for this kind of learning cycle (Beckett, et al., 2009; You for Youth Tools, 2016).

You for Youth also emphasizes five C's for positive youth development. High quality OST programs should built student competence, confidence, character, caring for others, and connections to others. In doing so, students not only understand and advocate for their own needs, but also work to alleviate the needs of others.

In order to effectively facilitate these experiences and the development and growth of youth, OST programs needs to invest in sound training for their instructors and ensure a student-teacher ratio that allows for one-on-one or small-group attention and support.

Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

Program leaders must be attentive to the quality of the services they provide through continual data collection, through assessments and surveys, and evaluation of student experiences and progress (Beckett, et al., 2009).

Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). *Structuring out-of-school-time to improve academic achievement: A practice guide* (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ost_pg_072109.pdf

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Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

Summary of College and Career Readiness

College and Career Readiness of Native American Youth

A 2016 report looked at the performance of American Indian students on the ACT college entrance exam and found that across the nation, only 18 percent of American Indian students met three or more of the four college ready benchmarks assessed by the ACT. Comparatively, across racial and ethnic groups, 28 percent of our nation's students were meeting all of the necessary benchmarks to be prepared for life after high school. In 2014, 55 percent of American Indian graduates met zero of these benchmarks (ACT, Inc., 2016). In Oklahoma, American Indian students fared slightly better than the national average, with 22 percent meeting three or more benchmarks in 2015; however, this number is down from 25 percent in 2014 (ACT – Oklahoma, 2016).

Initiatives in Oklahoma

College and Career Readiness is an area of focus in the state of Oklahoma, the home of the Muscogee (Creek) Nation. In 2012, it announced its College, Career, and Citizen Ready (C³) Plan to:

... ensure each student graduating with a diploma from an Oklahoma public school will be ready for college or career without the need for remediation and will be citizen ready, meaning they will know something about our government and the history of our nation. (Oklahoma, 2015).

Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

Oklahoma has aligned its high school graduation requirements to correspond to college admission requirements, giving its students the appropriate educational background and credit history to gain access to postsecondary education. Other programs such as dual enrollment offer students the opportunity to experience college and earn credits prior to high school graduation (Oklahoma, 2015).

The state of Oklahoma has a variety of initiatives geared towards the college and career readiness of its students. The state uses an Early Warning System to track students throughout high school. This system looks at indicators such as absences, suspensions, volunteer hours, and juvenile offenses, all of which have been shown to have either positive or negative effects on graduation rates and postsecondary success. The state also tracks the college-going rate of its graduates and other indicators related to postsecondary performance and remediation needs (Oklahoma, 2015).

The Importance of College and Career Readiness

Conley (n.d.) defines college and career readiness as:

The level of preparation a student needs in order to enroll and succeed – without remediation – in a credit-bearing course at a postsecondary institution ... or in a high-quality certificate program that enables students to enter a career pathway with potential future advancement. (p. 4)

Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

This preparation process is about more than academics, although content knowledge is a critical part. Conley (n.d.) identifies three other categories of skills that are essential for students to have to succeed after high school: cognitive strategies, such as communication, problem solving, and research skills; learning skills and techniques, such as study habits, goal setting, and proficiency with technology; and knowledge about the transition from high school to postsecondary options, including understanding what programs are available and how much they cost.

The American Youth Policy Forum (n.d.) also identifies non-academic areas that contribute to postsecondary success, such as student aspirations, self-efficacy, and leadership opportunities. Similarly, the Career Readiness Institute (2014) focuses on three primary domains of student school experiences that lead to postsecondary success: academic, or what students know; performance, or what students can do; and life/career abilities, or how students will be in their personal and professional lives.

College and career readiness is critical for schools to emphasize, especially for underrepresented communities like the American Indian population. The United States Department of Education (2010) acknowledges that, “Four of every 10 new college students, including half of those at two-year institutions, take remedial courses, and many employers comment on the inadequate preparation of high school graduates” (p. 5). The Department of Education consequently calls for more rigorous standards in core subjects, the alignment of assessments with college and career preparation standards, and better professional development opportunities for educators.

Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

Roderick, et al. (2008) talk about the “social capital gap” between students who have information about and experience with higher education and career planning – from their families, communities, or schools – and those who do not (p. 6). Haimson and Deke (2003) found that two-thirds of the respondents in their study changed their future plans within 18 months of high school graduation because they were uninformed about the education they would need to achieve their goals.

Simply being properly informed about the college application process, what is required of students in order to be accepted, and what the college experience is like will increase student access and odds of attending (Roderick, et al., 2008; Bell, et al., 2009). The same is true for career preparation and planning. These two concepts do not have to be mutually exclusive – Visher, Altuna, and Safran (2013) argue that a “false dichotomy” has been created that assumes that students need to plan for either college or a career, but in fact, the skills and knowledge they need to be ready for either option overlap (p. ES-3). Ensuring that the academic curriculum is connected to real-world career skills is an important task for teachers to improve student motivation and aspirations (Visher, Altuna, & Safran, 2013).

What Schools Should Do to Help Students Prepare

Since many students from low-income backgrounds or whose family members may not have gone to college lack resources at home to guide their college and career decisions,

Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

the services that a school provides is especially important (Haimson & Deke, 2003; Tierney, et al., 2009). Schools must ensure that all students have equal access to rigorous coursework; college and career counseling; preparation for standardized tests; opportunities to visit colleges, attend college fairs, and experience real-world career environments; assistance with applications and financial aid (Adelman, 2006; Schneider, 2006). Career experiences can include job shadowing, career assessments and inventories, mentoring from community members in fields of interest, or on-site work experiences (Kemple, Poglinco, & Snipes, 1999; Haimson & Deke, 2003; Tierney, et al., 2009). Above all, students must have individualized support and attention while they learn about their options and make these critical decisions (Adelman, 2006; Schneider, 2006; Tierney, et al., 2009).

Knapp and Glennie (2015) recommend that schools and program providers establish a logic model to document their process of college- and career- preparation service provision. A logic model links the inputs and activities to the targeted outcomes and ultimate impact desired; framing the process in this way allows programs to be carefully planned based on research and evidence. Inputs typically include a strong academic foundation, including high quality teaching and learning; a school culture that has both high expectations for all students and the individualized supports needed for them to succeed; and professional practices of teachers and administrators that include meaningful assessment, careful data analysis, and reflection on practice (AYFP Logic Model, n.d.; College and Career Readiness Logic Model; n.d.). Schools must then study

Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

the data stemming from these inputs to determine if they are effectively leading students toward the desired outcomes (Knapp & Glennie, 2015).

Different Models that Have Been Successful

There are many different ways that schools can incorporate college and career readiness into their school-day offerings or after-school opportunities. During the school day, programs such as dual enrollment, Advanced Placement (AP), and International Baccalaureate (IB) offer opportunities for student to earn college credit and experience the rigor of college work while they are still in high school. Dual enrollment programs require a partnership with a local higher education institution because students actually take courses offered by that school; on the contrary, AP and IB classes are taught by school district teachers as part of the high school curriculum (Hughes, 2010).

Whether or not they are teaching college-level courses, it is important for secondary teachers to have training in the ways that they can incorporate college and careers into their classroom on a daily basis. Through conversations about college expectations to rigorous expectations to inquiry into college and careers, teachers of all subjects can have a tremendous impact on the college-going culture of a school (Conley, et al., 2010).

Another model that integrates both college and career preparation into the daily high school experience is a Career Academy. Career Academies are structured around providing students with first-hand experience in a variety of career fields, while

Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

simultaneously giving them the challenging academic experience that they would need for college. Students often participate in apprenticeships or internships, job shadowing, and other means of exposure to different industries. Often, students graduate from high school with certifications in their selected field (Kemple, Poglinco, & Snipes, 1999).

Lastly, there are a number of programs across the country that tailor their college and career readiness programming for students from low-income or disadvantaged communities. Programs such as AVID, MESA, GEAR UP, and Talent Search all seek to propel students into a higher level of achievement and expectations for their futures. Through hands-on experiences and the development of relationships with people in industries and on college campuses, students who are often the first in their families to go to college have in-depth knowledge and a support system to guide them through the application and decision making processes (Calahan, et al., 2004; Austin ISD, 2007; Bangser, 2008).

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Summary of Culture and Language

The infusion of tribal culture and language within a school is critical in order to provide a culturally appropriate education for students and to help them make sense of and secure their own cultural identity. Stiles (1997) discusses how adolescents who experience conflicts about their cultural identity are more likely engage in risky or negative behaviors, such as gang activity, drug and alcohol use, and dropping out of school. The school can counteract these conflicts for students by incorporate linguistic and cultural elements into school routines, traditions, and practices. This infusion must occur on a number of levels – from the administration and staff, to the classroom environment, to the engagement of family and tribal community members.

School Leadership and Staff

Leaders of a school are responsible for making sure the needs, interests, concerns, and perspectives of all stakeholders are met and addressed (Redding, 2007). In a school with populations of American Indian or Alaskan Native students, the leadership team and teaching staff must make efforts to understand, integrate, and celebrate the rich culture of their students, families, and the community. In doing so, they demonstrate respect for the students' backgrounds and encourage them to embrace them as well. It is especially helpful to have members of the staff who are members of the prevailing culture or tribe. When students see adults celebrating their culture and speaking their language, they have

Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

immediate and deep connections with those staff members and a source of support in exploring their own cultural identity (Peacock & Day, 1999).

Instructional Environment

It is essential for students to feel that what they are learning is relevant to their own lives and the population of which they are a part. Au and Kawakami (1991) emphasize the importance of cultural relevance as a means for students to accept and enjoy school and do well while there. Exposure to culturally relevant curriculum can also provide motivation, increase interest, and encourage students to pursue postsecondary schooling (Demmert, 2006). Students from tribal communities must also understand the complex nature of how their communities interact with the larger American society; teachers must incorporate relevant cultural and historical information into their curriculum to help facilitate this understanding (French, 1987). Lessons must incorporate the accomplishments of their people and also encourage understanding and respect for other groups of people.

American Indian students must also have opportunities to learn and speak in their tribal language. For reasons of both cultural identity and cultural preservation, it is critical to teach younger generations the indigenous languages that may not exist in written form and are therefore used primarily by elders in their community (Romain, 2002; Lipka & Adams, 2004).

Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

Teacher Professional Development

In order for teachers to promote cultural relevance in their classrooms, schools and districts must support them by providing appropriate professional opportunities for tribal and non-tribal teachers alike. These opportunities should enhance their personal understanding of tribal cultures and incorporate suggestions for curriculum integration (Oakes, 2009). Often, these sessions are led by tribal elders or community members to help educators understand the culture and communities from which their own students come. In examples provided, some tribal members actually contributed to curriculum development to ensure that it was appropriate, accurate, and relevant. (Klump & McNeir, 2005).

Family and Tribal Community Engagement

Schools must remember that they serve not just the students, but also their families and communities. It is critical to think about how families are engaged and that the opportunities provided to them are also culturally relevant. Families should see that the school respects and embraces their tribal students and culture, through culturally relevant decorations or physical displays and opportunities for families, tribal members, and elders to share their experiences and volunteer at the school (Butterfield & Pepper, 1991).

Oakes (2009) summarizes this point effectively, as the end goal is ultimately improved achievement for our Native youth:

Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

Schools and districts can benefit students by committing to a multi-layered approach—building relationships with students and families, gathering and acting on perception data that provides insight into the thoughts and experiences of students and community members, communicating a belief in the abilities of learners, and providing needed supports to reach high levels of achievement. (p. 5)

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Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

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Peacock, T. D. and Day, D. R. (1999). Teaching American Indian and Alaska Native Languages in the schools: What has been learned. ERIC Digest. ERIC Clearinghouse on Rural Education and Small Schools: Retrieved from <http://www.ericdigests.org/2000-4/native.htm>

Redding, S. (2007). Systems for improved teaching and learning. In H. J. Walberg (Ed.), *Handbook on Restructuring and Substantial School Improvement*, 99–112). Charlotte, NC: Information Age Publishing. Retrieved from <http://www.p12.nysed.gov/accountability/AOC/resources/articles/HandbookonRestructuringandSubstantialSchoolImprovement.pdf>

Redding, S., & Walberg, H. J. (2012). *Promoting learning in rural schools*. Lincoln, IL: Academic Development Institute, Center on Innovation & Improvement.

Redding, S., Murphy, M., & Sheley, P. (2011, September). *Handbook on family and community engagement*. Lincoln, IL: Academic Development Institute, Center on Innovation & Improvement. Also from Information Age Publishing. See especially the chapter on Native American schools.

Romain, S. (2002). The Impact of Language Policy on Endangered Languages, *International Journal on Multicultural Societies*, 4(2).

Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

Stiles, D. (1997). Four Successful Indigenous Language Programs. *Teaching Indigenous Languages*. Retrieved from

<http://files.eric.ed.gov.proxy.library.vanderbilt.edu/fulltext/ED415079.pdf>

Summary of Personalized Learning Indicators

The concept of personalized learning focuses on tailoring educational experiences to meet the needs, interests, and preferences of different students in the classroom.

Differentiation can occur through method of instruction, pace of learning, or the provisions of scaffolds to support students who learn differently (U.S. Department of Education, 2010). Importantly, personalized learning comes from the relationships built between students and teachers, in which teachers truly get to know each learner in their classroom as an individual. Teachers must also be skilled in balancing all of the different activities and methods occurring simultaneously in their classroom (Redding, 2014).

Technology plays a key role in helping teachers both manage multiple streams of activity and tailor learning experiences to individual or small groups of students. Models of digital learning and blended learning, in which a combination of traditional instruction and online instruction help personalize the experience to individual skill levels, are important models in this work. However, not all digital tools are impactful on student achievement, and schools must be discerning in their use of appropriate resources.

Teachers must also be trained on how to use these tools effectively in their classroom instruction (U.S. Department of Education, 2010).

In understanding students' individual needs and learning styles, it is essential for teachers, parents, and students to understand a number of principles that affect learning. These include cognitive competencies (accessing and encouraging students' prior

Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

knowledge), metacognitive competencies (helping students understand and self-manage how they learn), motivational competencies (encouraging students to have a growth mindset and connecting their learning experiences to their goals), and social/emotional competencies (helping students manage their own emotions and building up their levels of self-respect and empathy). These four domains, when prioritized throughout the school and in the home, can have a tremendous impact on improving students' learning experiences and their resulting achievement. Administrators, teachers, and families must support each other in providing opportunities to learn about and grow their own practice in these areas (Redding, 2014).

Redding, S. (2014). *Personal competencies in personalized learning*. Philadelphia, PA:

Center on Innovations in Learning at Temple University.

U.S. Department of Education. (2010). *Transforming American education: Learning*

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<http://www.ed.gov/technology/netp-2010>

Native American Youth Council Guidance

The United National Indian Tribal Youth (UNITY) Network focuses on the spiritual, mental, physical, and emotional well being of youth as well as leadership development and empowerment of youth voice. Youth Councils are UNITY's vehicle for promoting youth voice, building youth capacity, increasing motivation, providing leadership opportunities, and encouraging cultural identity and celebration.

Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

UNITY recommends the following steps for developing a youth council:

1. *Decide on the purpose your council will serve.* Some councils focus on opportunities for recreation or employment, while others aim to improve educational outcomes and promote community service for youth.
2. *Decide on the operational structure for the council.* It is important to determine how many officers the youth council will have, what their roles will be, how they will be chosen, and the way the meetings will be run. Routines and procedures will also need to be set, such as when and where the meetings will be held and how tasks will be distributed. It is also critical to figure out who the adult advisors for the council will be -- these can be parents, teachers, tribal leaders, elders, or other community members.
3. *Determine how the Youth Council will communicate with its members.* It is important that this is a mutual opportunity for communication – members need their voices to be heard, and council leaders need to share information with their members. Surveys, social media, newsletters, and in-person events are helpful ways of facilitating these conversations.
4. *Be intentional about building trust among council members.* All councils should take a strengths-based approach to youth engagement. Council members need to feel supported, encouraged to take healthy risks, and safe among their peers. Councils should foster the appreciation of tribal culture and the development of courage, imagination, and confidence.

Muscogee (Creek) Nation Native Youth Community Project Research Review 2016

How to Build an Effective Youth Council Presentation. (2016). *Office of Juvenile Justice and Delinquency Prevention*. Retrieved from <http://unityinc.org/how-to-build-an-effective-youth-council-webinar-training-materials-are-available-online/>

Part 6: Other Attachments

Description of Continuing Activities MCN NYCP

This Muscogee (Creek) Nation (MCN) project will build the capacity of the MCN Tribal Education Agency (TEA) and the three local education agencies to sustain and advance the College and Career Readiness work in the Native Youth Community Program's (NYCP) afterschool direct services. The MCN NYCP services developed and field tested in this project, upon sufficient evidence of their effectiveness in rural Native American schools, will be available for use throughout the other local education agencies located within the Muscogee (Creek) Nation geographic boundaries. Additionally, Tribal Education Agencies (TEA) and districts adopting the MCN NYCP model will also benefit directly, and others will benefit by lessons learned.

Each Education Advisor and College and Career Resource Liaison will be selected by the project director and approved by Tribal action. The candidates will be someone within the Muscogee jurisdiction who understands its cultural context. Successful candidates will be able to continue the work and train other LEA staff to do the same. The school-level personnel will be adept at perpetuating both the effective practices beyond the length of the grant.

Continuing activities also involve creating a Sustainability Team for the MCN NYCP initiatives ("the Team") consists of the program director, higher education partners, NYCP staff, district administrators, ADI, and key stakeholder representatives. Quarterly Team meetings will be used to implement, review, evaluate and revise strategies for current program success and long term sustainability. Team findings and recommendations will be submitted to the Parent Advisory Board for development of the long-term Sustainability Plan ("the Plan").

The Team will develop the Plan aligned to the MCN NYCP priorities and will create strategies for determining additional funding and in-kind resources needed to sustain program quality and services while overcoming identifiable barriers. The Team will periodically reassess and adjust the Plan using a two-way communication process of engaging key stakeholders. The objective is to have a clear vision for the MCN NYCP that articulates how the Program fits or should fit in the school district community. The Plan will provide stakeholders with an informed and engaged consensus on sustaining key Program components.

GREGORY ANDERSON

(b)(6)

EXPERTISE

Education and Organizational Administration

- * Senior Management
- * Executive Leadership
- * Program and Policy Development
- * Financial Administration
- * Human Capital Management
- * Effective Communication, Negotiation and Conflict Resolution
- * Strategic Planning

PROFILE

A highly motivated executive manager with 32 years of experience in Bureau of Indian Affairs, Bureau of Indian Education, Native American services programs, and tribal administration, management and operations. Committed, professional and certified with a proven record of success in executive leadership and administration, program development and administration, community relations, and positive Indian Affairs reform. Extensive experience with federal programs in contract and grant management, budget and financial management, long-term and short-term development for strategic planning, policy and research analysis, assessment and technology advancements. Experience and skilled communicator with outstanding oral and written communication skills and highly experienced in public and community relations and outreach. Experienced and effective in collaboration, negotiation and conflict resolution. Advanced knowledge, experience and skills in public administration and management.

EDUCATION

- MASTER OF EDUCATION ADMINISTRATION, 2004
East Central Oklahoma University - Ada, Oklahoma
- BACHELOR OF ARTS IN JOURNALISM, 1984
University of Oklahoma - Norman, Oklahoma
- EUFAULA HIGH SCHOOL, 1977
Eufaula, Oklahoma

CERTIFICATIONS

➤ SUPERINTENDENT'S CERTIFICATION

Oklahoma State Department of Education - Oklahoma City, Oklahoma

PROFESSIONAL EXPERIENCE

Chief of Staff – U.S. Department of the Interior- Bureau of Indian Education
Washington, D.C. ~ July 2014 – Present

The Bureau of Indian Education oversees a total of 183 elementary, secondary, residential and peripheral dormitories across 23 states serving 45,000 students. The BIE also oversees two (2) post-secondary schools: Haskell Indian Nations University in Lawrence, Kansas and Southwestern Indian Polytechnic Institute in Albuquerque, New Mexico. The BIE has approximately 12,000 employees, both federal and tribal, working in these programs. My duties as Chief of Staff include serving as advisor and key liaison officer to the Director, Bureau of Indian Education in Washington, D.C, with responsibility for planning, coordinating, and obtaining a variety of administrative support services for BIE and subordinate organizations of the Department of the Interior including Deputy Assistant Secretary, Policy and Economic Development; Deputy Assistant Secretary Management; and Deputy Assistant Secretary, Information Resources Management/Chief Information Officer as efficiently and effectively as possible. These services include budget management, financial management, acquisition and property, human resources services, personnel security, physical security, self-determination, information technology, information policy and planning, and information security. Maintain continual liaison with key officials of these BIA and other Federal resource offices and participates in their meetings where overall administration plans, policies or special projects that impact BIE are developed. I represent the Director, BIE, concerning all administrative issues/challenges in these interactions. Liaison responsibilities encompass any and all aspects of these services, which are essential to the direction and operation of BIE. My responsibilities include translating relevant guidance into specific instructions and guidelines for use by BIE to accomplish administration and operational objectives and goals. I serve as consultant to the BIE Director and Senior Managers on various matters regarding the operation and management of Indian Education programs throughout the United States. Participate in, and coordinate the establishment of adaptive management systems, business and work processes, and the development of organizational and management assessment activities. In a liaison capacity with the Chief, Division of Planning and Research, I participate in the formulation of the comprehensive budget and financial plans for BIE, considering current and future operations. Internally with BIE, my responsibilities include ensuring that all program elements responsible for disbursing Federal funds or managing property adhere to U.S. Treasury, General Services Administration, Office of Management and Budget, Departmental and Bureau guidance and directives for financial administration and property management while providing executive leadership and maintaining effective, efficient, and responsive administration programs which responds to the missions and goals of Indian education programs and Native services in Indian Country. I have frequent contact with other executive management officials throughout the Bureau, the Department, the Congress, the Department of Education and other Federal agencies, State and local organizations, law enforcement, contractors, lawyers, Tribal governments and the Native American communities and constituents. These contacts are for the purpose of recommending and discussing policy issues, recommending management decisions, proposing

programmatic changes and resolving conflicts or problematic situations.

Bureau of Indian Affairs - Point of Contact for Office of Inspector General Reports at BIA-Eastern Oklahoma Region-Osage Agency ~ June 2015-Present

Detailed to U.S. Department of the Interior-Bureau of Indian Affairs-Eastern Oklahoma Region-Osage Agency to develop responses and action plans for the high number of Office of the Inspector General audits, inspections and evaluations. I serve as the BIA's designated point of contact to work with Agency staff, Regional staff, Osage Tribe, Osage Mineral Council and other various Federal Agencies in developing current and long range plans necessary for executing and coordinating the various programs within the local jurisdiction. My duties include identifying appropriate information and developing action plans to address and execute the OIG Final Evaluation Report and develop and implement official and comprehensive internal Agency policies and procedures that govern, guide and regulate services provided by the Bureau of Indian Affairs that improve Native and Trust Services administration. I work directly with the BIA-Eastern Oklahoma Regional Director, U.S. Department of the Interior-Director of Internal Evaluation and Assessment, the Office of the Inspector General, the Office of Financial Management, the Assistant Secretary-Office for Policy, Management and Budget, and the Office of Natural Resource Revenue. The BIA-Osage Agency provides services to the Osage Nation and Osage Mineral Estate. The Agency branches include Executive Direction and Trust Services. Trust Services are divided into six sub-sections: Real Estate Services, Probate and Estate Services, Natural Resources, Mineral Subsurface Leasing, Mineral Lease Management, and Mineral Field Operations. The trust land overseen by the Agency consists of approximately 1.4 million acres which encompasses the Osage Mineral Reserve covering Osage County, Oklahoma and Individual Restricted Lands covering 134,709 acres of Osage County.

Superintendent ~ Eufaula Dormitory, Eufaula, Oklahoma ~ August/1989 – July/2014

Muscogee (Creek) Nation - U.S. Department of Interior – BIA - Bureau of Indian Education. Provides executive leadership in all areas of the administration and management of the academic and residential programs, facilities operations, financial administration and property management. Plan, develop, implement, coordinate and evaluate management programs and provide organizational vision while integrating key national, state and program goals, priorities, values, and policies. Manage, support and monitor development and integration of federally mandated programs, including behavioral and academic counseling, tutoring, recreation, transportation, health, safety and security, information technology and facility management and operations. Plan, implement and monitor strategies that maximize human capital potential and professional development of personnel while maintaining high ethical standards in meeting the BIA-Bureau of Indian Education regulatory mandates. Responsible for contract and grant management and administration from pre-award to post award including Statements of Work (SOW's), acquisition strategy and planning to closeout/termination with thorough knowledge of applicable federal, state and tribal laws, regulations and policies. Accountable to maintain an efficient, effective and responsive organization through strategic planning, development and implementation of successful programs and policies. Acquire, administer and utilize human,

financial, and information technology resources in a manner which integrates resource management, instills public trust and provide expert leadership, administration and coordination to accomplish the vision, mission and goals of the U.S. Department of the Interior and the BIE.

Finance/Business Manager

Eufaula Dormitory, Eufaula, Oklahoma ~ August/1984 – July/2014

Muscogee (Creek) Nation - U.S. Department of Interior - Bureau of Indian Education. Coordinates the planning, organization, and directing of the administrative functions relating to budget, finance, personnel, property and supply in compliance with the U.S. Department of Interior- Bureau of Indian Affairs Code of Federal Regulations. Responsible for financial analysis and evaluation, budget formulation and execution, financial management and audit compliance as required by the U.S. Office of Management and Budget, 2 Code of Federal Regulations Part 225-Circulars A-87 and A-133 Single Audit Act for federal contracts and grants. Administers and monitors human capital services, requisitions, inventory, supply management and maintains accountable records in compliance with the General Accounting Office (GAO), Office of Management and Budget (OMB) and General Services Administration (GSA) and all federal accounting and financial administration and property management theories, concepts, principles, policies, standards and procedures as they apply to P.L. 93-638, 100-297 and P.L. 100-297. Utilizes accounting and finance information to recommend solutions for fiscal planning, resource management and structuring of organization programs in compliance with regulatory mandates and standardized guidelines. Responsible for writing and managing grant proposals, awards and contracts for academic programs, residential programs and facilities improvements that meet organizational goals and improve services.

SUMMARY OF QUALIFICATIONS

- * Professionally certified Indian education administrator, senior manager and reform leader with three decades experience working closely with federal and state governments, executive management officials, tribes and Indian education organizations. Proven leadership qualities and extensive background in effective, efficient and responsive education reform.
- * Skilled facilitator, negotiator, coordinator, motivator and team builder in interagency and intergovernmental collaborations, partnerships and conflicts. Proven expertise and experienced in providing support, guidance and leadership in problem-solving, consensus building and conflict resolution with and within tribal, federal and state governments.
- * Excellent knowledge of principles and theories on Native Affairs and Indian education with 32 years of experience in leadership and administration, human capital concepts and practices, and facilities management and operations.
- * Highly experienced in developing standards, policies and guidelines for programs and fostering networks that facilitates cooperation and motivates team members to accomplish group goals and improve opportunities for Native Americans. Skilled at applying modern principles, concepts, and techniques of administrative management in providing executive leadership.

- * Experienced in GAO, OMB, OIG, Internal Evaluation and Assessment, GSA and federal accounting and financial administration and property management theories, concepts, principles, policies, standards and procedures, fiscal planning and resource management.
- * Articulate and effective communicator with highly developed leadership and interpersonal skills enhanced by serving on many national, regional and state councils and committees and successfully working with individuals and organizations, including 16 years of public service. Proven leadership and abilities in strategically organizing, planning, directing and coordinating education programs and activities.
- * Experienced in federal contract and grant administration, laws, regulations, policies and methods of contracting and fulfilling Statements of Work for contracts; extensive knowledge of the principles, concepts and techniques of procurement and accountability.
- * Demonstrated ability to identify, develop, implement and execute strategic plans to meet organizational goals while capitalizing on opportunities and managing risk. Comprehensive and proven knowledge of the objective, plans, operations, and goals of the Bureau of Indian Education.
- * Experienced and successful grant writer with effective written and verbal presentation skills. Excels in developing innovative approaches, special initiatives and goals, and recommend new opportunities and strategies.

NOTABLE APPOINTMENTS

- Appointed by Secretary of the U.S. Department of Interior Gale Norton to serve on the No Child Left Behind- Public Law 107-110- Regulatory Federal Code Review and Negotiated Rulemaking Committee. Served as co-chair of committee.
2001 - 2004
- Appointed by President George W. Bush to serve on the National Advisory Council on Indian Education.
2003 - 2009
- Appointed by President Barack Obama to serve on the National Advisory Council on Indian Education.
2010 – July 2014
- Appointed by Secretary of the U.S. Department of Interior Kenneth Salazar to serve on the No Child Left Behind - Public Law 107-110- Regulatory Federal Code Review and Negotiated Rulemaking Committee. Served as co-chair of committee.
2009 - 2012

- Appointed by Oklahoma Governor Brad Henry to the Oklahoma Advisory Council on Indian Education. Re-appointed by Governor Mary Fallin.
2010 - 2015

COMMUNITY LEADERSHIP

- * Mayor ~ City of Eufaula, Oklahoma, February 2011 – July 2011; February 2015-April 2015
- * Vice-Mayor ~ City of Eufaula, Oklahoma, 2002 – April 2015
- * City Councilor ~ City of Eufaula, Oklahoma, 1999 – April 2015
- * City of Eufaula Industrial Authority ~ Member, 1999 – April 2015
- * City of Eufaula Public Works Authority ~ Member, 1999 – April 2015

AFFILIATIONS

- * Varsity "O" Club ~ University of Oklahoma
- * O.U. Football Letterman's Association
- * Oklahoma Municipal League
- * Oklahoma Congress of Mayors
- * National Congress of American Indians
- * Oklahoma Council for Indian Education
- * National Indian Education Association

Courtney Josie

(b)(6)

EMPLOYMENT AND TRAINING ADMINISTRATION MANAGER

HIGHLIGHTS OF QUALIFICATIONS

- Extensive experience managing educational and career projects
- Strong knowledge of the legislative process
- Experienced with Muscogee (Creek) Nation human resource policies and procedure
- Strong communication skills as lecturer and negotiator dealing with individuals and policy decision with government to government relations
- Excellent relationship builder with citizens, co-workers and administration

Computer Skills: Windows 97, 2000, XP, Vista, MS Office (Word, PowerPoint, Excel), Adobe Photoshop, Intertribal Software

SKILLS AND EXPERIENCE

Organized Development

- As a liaison officer between the educational institutions and citizens cultivated ongoing relationships and increased student count by 50%
- Collaborated in grant proposal formulation by compiling and summarizing supportive data for the Department of Education and Training
- Supervised a staff of 10, involving training, workflow, quality control, conflict resolution and review processes
- Involved staff in goal sharing and increased productivity within the Employment and Training Administration

Relationship and Communication

- Used listening and verbal skills to resolve technical and interpersonal conflict among individuals from diverse backgrounds
- Handled brochures, interviews with media, and editorial activities for the department

Administration

- Maintained confidentiality with client records
- Managed educational databases
- Submitted monthly review reports and annual reports for administrative hierarchy and funding agencies
- Prepared self evaluation reports for quality assurance and accreditation visits from the Department of Labor, Washington, D.C.

PROFESSIONAL BACKGROUND

Administrative Assistant

2009-2012

Human Development, Muscogee (Creek) Nation

- Analyze and organize office operations and procedures
- Assist director with account/budget/purchasing and updating information
- Compose routine letters and memorandums
- Managed departmental budget
- Act as a grant coordinator for the department directed grants
- Assists program managers and department with new, current and upcoming legislation

Manager**2012-Present**

Employment and Training Administration, Muscogee (Creek) Nation

- Establish program goals and objectives
- Prepare grant/ program proposals for the delivery of classroom training and workforce development
- Formulate planning documents for program implementation
- Develop work program and program management system
- Develop and schedule resources and plans program calendar of events
- Identifies problem areas and provides problem solving guidance and solutions
- Identifies education/ training institutions and negotiates agreements for service delivery
- Monitors program progress and documents progress in monthly, quarterly, and annual reports
- Managed departmental budget

EDUCATION, AFFILIATIONS AND FELLOWSHIPS**Master of Human Relations**, University of Oklahoma, OK December 2017**Bachelor of Social Science**, St. Gregory's University, OK December 2011**Associate of Science Business Administration**, Oklahoma State University-I.T., OK 2009

Public Law 102-477 Tribal Workgroup

National Indian and Native American Employment and Training Board

Oklahoma Workforce Development Board

Oklahoma Employment and Training Advisory Council

Muscogee (Creek) Nation TERO Certification Board

Muscogee (Creek) Nation Emergency Scholarship Board

Muscogee (Creek) Nation Challenge Bowl

References Available Upon Request

JOB DESCRIPTION

Title: Project Director	Occupational Code:
Department: Department of Education & Training-JOM	Position Number:
Classification:	Pay Grade: SG-13
Reports to: TEA Manager Courtney Josie	

General Summary

Under the supervision of the TEA Manager Courtney Josie, the Project Director will oversee grant management, implementation, and data to ensure quality programming.

Duties and responsibilities include the following:

Principal Duties and Responsibilities

1. Manage project development from initiation to closure
2. Overall accountability for project results
3. Hiring and management of program staff
4. Implementation of program goals and objectives
5. Adherence to the projected time-line and maintain budget
6. Resolve any issues and solve problems throughout project cycle
7. Develop/create program brochures, flyers and materials
8. Ability to effectively communicate with team members and stakeholders to develop supportive and collaborative partnerships consistent with relevant college, departmental and governmental policies.
9. Meet with LEA superintendents and other school and collaborating officials to discuss program needs and efficiency
10. Contribute to the continuous improvement of the Tribal Education Department
11. Monitor program data and evaluation collection and techniques
12. Become knowledgeable of modern college/career readiness tools and services
13. Participate in professional conferences and other self-directed professional development activities.
14. Facilitate meetings
15. Complete reports in a logical and applicable manner and exhibit superior interpersonal and problem-solving skills.
16. Dedicate time and effort to effective programming and overall student achievement
17. Perform other duties as assigned.

Job Specifications:

1. Minimum Requirements –Bachelor Degree in Education/Business
2. Preferred Requirements - Master Degree with experience working in Indian Education/federal programs.

Disclaimer:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

Public Relations:

Important attributes of any employee of the Muscogee Nation, along with the official performance of duties, are personal appearance and public relations. Each employee is expected to make every effort to be well-informed about the institution, pleasant, courteous and cooperative and to act in a manner to command respect of co-workers and all other personnel. An optimistic attitude, patience and tolerance will help each employee in nearly all situations at the institution.

REVIEW/APPROVALS

Immediate Supervisor

Date

Executive Office

Date

JOB DESCRIPTION

Title: Cultural Academics Coordinator	Occupational Code:
Department: Department of Education & Training-JOM	Position Number:
Classification:	Pay Grade: SG-13
Reports to: NYCP Project Director/Project Manager	

General Summary

Under the supervision of the Project Director, the Cultural Academics Coordinator will provide a cultural aspect to the project by weaving Muscogee culture and Native identity with youth awareness and academics. Support for tribal and project initiatives will occur by including tribal perspectives in strategic decision making.

Duties and responsibilities include the following:

Principal Duties and Responsibilities

1. Build knowledge of curriculum and Muscogee culture as it relates to academics of Native students
2. Develop/create program brochures, flyers and materials
3. Ability to effectively interact with people to develop supportive and collaborative partnerships consistent with relevant college, departmental and governmental policies.
4. Meet with LEA superintendents and tribal officials to discuss culture in academics
5. Contribute to the continuous improvement of the Tribal Education Department
6. Become knowledgeable of modern college/career readiness tools and services as they relate to Native students
7. Participate in professional conferences and other self-directed professional development activities
8. Facilitate meetings with tribal and academic leaders
9. Complete reports in a logical and applicable manner and exhibit superior interpersonal and problem-solving skills.
10. Dedicate time and effort to overall student achievement
11. Perform other duties as assigned.

Job Specifications:

1. Minimum Requirements –Bachelor Degree in Education/Business
2. Preferred Requirements - Master Degree with experience working in Indian Education/federal programs.

Disclaimer:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

Public Relations:

Important attributes of any employee of the Muscogee Nation, along with the official performance of duties, are personal appearance and public relations. Each employee is expected to make every effort to be well-informed about the institution, pleasant, courteous and cooperative and to act in a manner to command respect of co-workers and all other personnel. An optimistic attitude, patience and tolerance will help each employee in nearly all situations at the institution.

REVIEW/APPROVALS

Immediate Supervisor

Date

Executive Office

Date

JOB DESCRIPTION

Title: College Resource Liaison	Occupational Code:
Department: Department of Education & Training-JOM	Position Number:
Classification:	Pay Grade: SG-13
Reports to: NYCP Project Coordinator	

General Summary

Under the supervision of the Project Coordinator, the Resource Liaison will work alongside the staff to coordinate college and career resources, on-going partnerships and consultations with academic officials to support the NYCP mission.

Principal Duties and Responsibilities

1. Serves as liaison to parents, community organizations, business and industry, and units of local government.
2. Works with staff facilitate the use of the school facilities for education programs.
3. Works with the community members to disseminate information about the education programs.
4. Works with the School Improvement Teams
5. Coordinates the resource program.
6. Directs and coordinates the on-going activities necessary for the development of education initiatives and programs that support the mission.
7. Forms partnerships or assists in the development of partnerships that allow new initiatives and expansion of education programs to occur.
8. Consultation with teachers on student performances and development of integrated strategies to address stated problems
9. Coordinate transportation
10. Organize field trips
11. Complete timely reports to Project Coordinator

Job Specifications:

1. Minimum Requirements –Bachelor Degree required in Education, Social Work, or related field
2. Preferred Requirements – Master’s Degree Preferred

Disclaimer:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

Public Relations:

Important attributes of any employee of the Muscogee Nation, along with the official performance of duties, are personal appearance and public relations. Each employee is expected to make every effort to be well-informed about the institution, pleasant, courteous and cooperative and to act in a manner to command respect of co-workers and all other personnel. An optimistic attitude, patience and tolerance will help each employee in nearly all situations at the institution.

REVIEW/APPROVALS

Immediate Supervisor

Date

Executive Office

Date

JOB DESCRIPTION

Title: Academic Advisor	Occupational Code:
Department: Department of Education & Training-JOM	Position Number:
Classification:	Pay Grade: SG-1
Reports to: NYCP Project Director/Project Manager	

General Summary

Under the supervision of the Project Director, the Academic Advisor will coordinate and deliver educational advisement and assist Native students in making successful transitions to further education, training, and employment.

Duties and responsibilities include the following:

Principal Duties and Responsibilities

1. Provides leadership and ongoing strategic planning for college.
2. Provide academic advising to students, individually or in groups, about College admission, financial aid, program study and degree options. Provide students with information about alternatives and possible consequences of academic decision making.
3. Manage the delivery of career and transition services, including the provision of subject and career advisement by counselling students on career options and job skills.
4. Complete other advising duties as requested such as: tracking student participation and grades, keep advising statistics, data reporting and documents kept up-to-date.
5. Liaise with higher education institutions to provide accurate information to students, staff and parents.
6. Promote career and transition issues with all stakeholders including parents, students, staff, and community groups.
7. Facilitate professional development to staff and stakeholders.
8. Participate in professional conferences and other self-directed professional development activities.
9. Perform other duties as assigned.

Job Specifications:

1. Minimum Requirements –Bachelor Degree in Education/Business/ Human Development w/ experience working with Youth/ HS and College students
2. Preferred Requirements - Master Degree with experience working in Indian Education, Higher Education, or Native Youth.

Disclaimer:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

Public Relations:

Important attributes of any employee of the Muscogee Nation, along with the official performance of duties, are personal appearance and public relations. Each employee is expected to make every effort to be well-informed about the institution, pleasant, courteous and cooperative and to act in a manner to command respect of co-workers and all other personnel. An optimistic attitude, patience and tolerance will help each employee in nearly all situations at the institution.

REVIEW/APPROVALS

Immediate Supervisor

Date

Executive Office

Date

JOB DESCRIPTION

Title: Afterschool Tutor	Occupational Code:
Department: Department of Education & Training-JOM	Position Number:
Classification:	Pay Grade: SG-13
Reports to: NYCP Project Coordinator/Project Manager	

General Summary

Under the supervision of the Project Coordinator, the Afterschool Tutor will work with the Education Advisor, students and families in implementing the overall philosophy and objectives of the NYCP program. The teacher is to exemplify high standards of professionalism and provide enrolled students high quality, engaging academic enrichment.

Duties and responsibilities include the following:

Principal Duties and Responsibilities

1. Attend all required professional development trainings and staff meetings.
2. Be prepared by having lesson plans, activities, and resources ready to teach.
3. Encourage and supervise volunteers into the classroom, providing direction to assistants.
4. Maintain accurate records reflecting student performance.
5. Maintain daily attendance records for students.
6. Maintain order and discipline in the classroom by not allowing students to touch items belonging to the regular classroom teacher.
7. Motivate students to consistently attend the program.
8. Provide academic support to students in small and whole group settings.
9. Reports any suspected abuse or neglect according to Mandated Reporter policy.
10. Performs other duties and assumes other responsibilities as assigned by the Education Advisor.

Job Specifications:

1. Minimum Requirements – Bachelor Degree required in education, science, math or related field
2. Preferred Requirements – Experience working in school systems,

Disclaimer:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

Public Relations:

Important attributes of any employee of the Muscogee Nation, along with the official performance of duties, are personal appearance and public relations. Each employee is expected to make every effort to be well-informed about the institution, pleasant, courteous and cooperative and to act in a manner to command respect of co-workers and all other personnel. An optimistic attitude, patience and tolerance will help each employee in nearly all situations at the institution.

REVIEW/APPROVALS

Immediate Supervisor

Date

Executive Office

Date



**THE
MUSCOGEE (CREEK) NATION**

Department of Education and Training
P.O.Box 580 Okmulgee, OK 74447
T 918.732.7727 | F 918.732.7728

JAMES R. FLOYD
PRINCIPAL CHIEF

LOUIS A. HICKS
SECOND CHIEF

MEMORANDUM

Date: May 26th, 2016

RE: Muscogee (Creek) Nation STEP Grant Awarded

Please see the attached Grant Award Notification reflecting the Muscogee (Creek) Nation as a recipient in the STEP Program as validation of Competitive Preference Priority Three.



**US Department of Education
Washington, D.C. 20202
GRANT AWARD NOTIFICATION**

1	RECIPIENT NAME Muscogee (Creek) Nation Highway 75 & Loop 56 1108 Eufaula Street Okmulgee, OK 74447 - 0000	2	AWARD INFORMATION <table style="width:100%; border:none;"> <tr> <td style="padding-right:20px;">PR/AWARD NUMBER</td> <td>S415A150008</td> </tr> <tr> <td>ACTION NUMBER</td> <td>0</td> </tr> <tr> <td>ACTION TYPE</td> <td>New</td> </tr> <tr> <td>AWARD TYPE</td> <td>Discretionary</td> </tr> </table>	PR/AWARD NUMBER	S415A150008	ACTION NUMBER	0	ACTION TYPE	New	AWARD TYPE	Discretionary								
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ACTION NUMBER	0																		
ACTION TYPE	New																		
AWARD TYPE	Discretionary																		
3	PROJECT STAFF RECIPIENT PROJECT DIRECTOR Tonya Scott (918) 549-2727 tscott@mcn-nsn.gov EDUCATION PROGRAM CONTACT Shahla Ortega (202) 453-5602 Shahla.Ortega@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE 888-336-8930 HELPDISK edcaps.user@ed.gov	4	PROJECT TITLE 84.415A State-Tribal Education Partnership (STEP) Program																
5	KEY PERSONNEL <table style="width:100%; border:none;"> <thead> <tr> <th style="text-align:left;"><u>NAME</u></th> <th style="text-align:left;"><u>TITLE</u></th> <th style="text-align:right;"><u>LEVEL OF EFFORT</u></th> </tr> </thead> <tbody> <tr> <td>Tonya Blansett</td> <td>Project Director</td> <td style="text-align:right;">0 %</td> </tr> </tbody> </table>			<u>NAME</u>	<u>TITLE</u>	<u>LEVEL OF EFFORT</u>	Tonya Blansett	Project Director	0 %										
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US Department of Education Washington, D.C. 20202 GRANT AWARD NOTIFICATION

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0101A	2015	2015	ES000000	B	E22	000	415	4101C	\$318,463.00

10

PR/AWARD NUMBER: S415A150008
 RECIPIENT NAME: Muscogee (Creek) Nation

TERMS AND CONDITIONS

(1) THE FOLLOWING ITEMS ARE INCORPORATED IN THE GRANT AGREEMENT:

- 1) THE RECIPIENT'S APPLICATION (BLOCK 2);
- 2) THE APPLICABLE EDUCATION DEPARTMENT REGULATIONS: 2 CFR PART 180, NONPROCUREMENT DEBARMENT AND SUSPENSION AS ADOPTED AT 2 CFR PART 3485; 2 CFR PART 200 AS ADOPTED AT 2 CFR 3474 (BLOCK 8), AND 34 CFR PARTS 75, 77, 79, 81, 82, 84, 86, 97, 98, 99; AND THE PROGRAM REGULATIONS SPECIFIED IN BLOCK 8; AND
- 3) THE SPECIAL TERMS AND CONDITIONS SHOWN AS ATTACHMENTS IN BLOCK 8 ON THE INITIAL AWARD APPLY UNTIL CHANGED.

THIS AWARD SUPPORTS ONLY THE BUDGET PERIOD SHOWN IN BLOCK 6. IN ACCORDANCE WITH 34 CFR 75.253, THE SECRETARY CONSIDERS, AMONG OTHER THINGS, CONTINUED FUNDING IF:

- 1) CONGRESS HAS APPROPRIATED SUFFICIENT FUNDS UNDER THE PROGRAM,
- 2) THE DEPARTMENT DETERMINES THAT CONTINUING THE PROJECT WOULD BE IN THE BEST INTEREST OF THE GOVERNMENT,
- 3) THE GRANTEE HAS MADE SUBSTANTIAL PROGRESS TOWARD MEETING THE GOALS AND OBJECTIVES OF THE PROJECT,
- 4) THE SECRETARY ESTABLISHED PERFORMANCE MEASUREMENT REQUIREMENTS FOR THE GRANT IN THE APPLICATION NOTICE, THE PERFORMANCE TARGETS IN THE GRANTEE'S APPROVED APPLICATION,
- 5) THE RECIPIENT HAS SUBMITTED REPORTS OF PROJECT PERFORMANCE AND BUDGET EXPENDITURES THAT MEET THE REPORTING REQUIREMENTS FOUND AT 34 CFR 75.118, 2 CFR 200.327 AND 200.328, AND ANY OTHER REPORTING REQUIREMENTS ESTABLISHED BY THE SECRETARY,
- 6) THE GRANTEE HAS MAINTAINED FINANCIAL AND ADMINISTRATIVE MANAGEMENT SYSTEMS THAT MEET THE REQUIREMENTS IN 2 CFR 200.302, FINANCIAL MANAGEMENT, AND 2 CFR 200.303, INTERNAL CONTROLS.

IN ACCORDANCE WITH 2 CFR 200.308(c)(2) CHANGES TO KEY PERSONNEL IDENTIFIED IN BLOCK 5 MUST RECEIVE PRIOR APPROVAL FROM THE DEPARTMENT.

THE SECRETARY ANTICIPATES FUTURE FUNDING FOR THIS AWARD ACCORDING TO THE SCHEDULE IDENTIFIED IN BLOCK 6. THESE FIGURES ARE ESTIMATES ONLY AND DO NOT BIND THE SECRETARY TO FUNDING THE AWARD FOR THESE PERIODS OR FOR THE SPECIFIC AMOUNTS SHOWN. THE RECIPIENT WILL BE NOTIFIED OF SPECIFIC FUTURE FUNDING ACTIONS THAT THE SECRETARY TAKES FOR THIS AWARD.

(2) The Office of Management and Budget requires all Federal agencies to assign a Federal Award Identifying Number (FAIN) to each of their financial assistance awards. The PR/AWARD NUMBER identified in Block 2 is your FAIN.

If you subaward under this grant, you must document the assigned PR/AWARD NUMBER (FAIN) identified in Block 2 of this Grant Award Notification on each subaward made under this grant. The term subaward means:

1. A legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.



**US Department of Education
Washington, D.C. 20202**

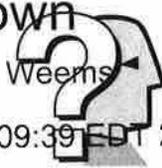
GRANT AWARD NOTIFICATION

- 2. The term does not include your procurement of property and services needed to carry out the project or program (The payments received for goods or services provided as a contractor are not Federal awards, see 2 CFR 200.501(f) of the OMB Uniform Guidance: "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards").
 - 3. A subaward may be provided through any legal agreement, including an agreement that you or a subrecipient considers a contract.
- (3) Unless program regulations expressly limit indirect cost charges, the indirect cost rate identified on the U.S. Department of Education Budget Information Non-Construction Programs Form 524 Section A, B, and C (ED Budget Form 524), or any other application document that was approved for this grant applies to this budget period. If you have a negotiated indirect cost rate, and re-negotiate a new rate with your cognizant agency before the end of this budget period, you cannot apply the new rate to this grant until the start of the next budget period, unless ED amends your Grant Award Notification, prior to the start of your next budget period, to reflect the new approved rate. You cannot charge the new indirect cost rate to this grant until we amend the Grant Award Notification to reflect the renegotiated indirect cost rate. For new grants using the temporary rate, ten percent of budgeted salaries and wages, an indirect cost rate agreement must be submitted to ED for approval within 90-days of this grant award. Once approved, ED will amend your Grant Award Notification to reflect your new approved indirect cost rate.

Validity unknown

Digitally signed by Kia Weems

Date: Mon Sep 28 15:09:39 EDT 2015



AUTHORIZING OFFICIAL

DATE

LEAs ELIGIBLE for the 2015 Small Rural School Achievement Program (SRSA)

All Local Educational Agencies (LEAs) listed on this page are eligible for the SRSA program for Fiscal Year 2015.

* Only **YELLOW HIGHLIGHTED** LEAs need to **APPLY** using the e-application system at <http://www.G5.gov>

For more information for those who need to reapply, see the Federal Register link at <http://www.ed.gov/programs/reapsrsa/applicant.html>

PLEASE NOTE: In some instances, it is possible for the funding formula to yield a grant award of \$0. Under the statutory formula, an eligible district that received more than \$60,000 from Title II-A (Improving Teacher Quality Grants) during SY 2014-15 will not receive an SRSA grant allocation. (However, even if it does not receive an SRSA grant award, that district could still exercise REAP-Flex authority).

For an explanation of the Allocation Formula, go to: <http://www.ed.gov/programs/reapsrsa/awards.html>

For further information on REAP, including the REAP-Flex authority go to: <http://www.ed.gov/programs/reapsrsa/legislation.html> (Click on Program Guidance)

Oklahoma School Districts

NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locate codes of schools in the LEA	Each school has a locale code of 7 or 8?	Is the LEA defined as rural by the State?	Average Daily Attendance	Is county population density less than 10 persons/sq. mile?	FY 2014 Title II, Part A allocation amount	FY 2014 Title II, Part D formula allocation amount - PLEASE LEAVE BLANK	FY 2014 Title IV, Part A allocation amount - PLEASE LEAVE BLANK	FY 2014 Title V allocation amount - PLEASE LEAVE BLANK	SRSA eligible
1	2	3	4	5	6	7	8	9	10	11	12	16	17	18	19	20
4009780	56-1008	DEWAR	PO Box 780	Dewar	74431	(918) 652-9625	3	NO	YES	394.55		\$19,427				SRSA
4014670	49-1027	MIDWAY	Post Office Box 127	Council Hill	74428	(918) 474-3434	7	YES		218.58		\$10,069				SRSA
4032880	56-1007	WILSON	8867 CHESTNUT RD	HENRYETTA	74437	(918) 652-3374	8	YES		215.39		\$5,832				SRSA

PRI/Award # S299A160062
 Page e194



United States Department of the Interior

INTERIOR BUSINESS CENTER
Indirect Cost Services
2180 Harvard Street, Suite 430
Sacramento, CA 95815



JAN 19 2016

January 13, 2016

Mr. James R. Floyd, Chief
Muscogee (Creek) Nation
P.O. Box 580
Okmulgee, OK 74447

Dear Mr. Floyd:

Enclosed is the signed original Negotiated Indirect Cost Rate Agreement that was processed by our office. If you have any questions concerning this agreement, please refer to the signature page for the name and contact number of the negotiator.

As a recipient of federal funds, the regulations require you to maintain a current indirect cost rate agreement. For provisional/final indirect cost rates, Indirect Cost Proposals should be submitted on an annual basis, and they are due within six (6) months after the close of your fiscal year. For predetermined rates and approved rate extensions, proposals are due in our office six (6) months prior to the expiration of your current rate agreement. Please note that proposals are processed on a first-in, first-out basis.

Common fiscal year end dates and proposal due dates are listed below:

Fiscal Year End Date	Proposal Due Date
September 30 th	March 31 st
December 31 st	June 30 th
June 30 th	December 31 st

Please visit our website for guidance and updates on submitting future indirect cost proposals. The website includes helpful tools such as a completeness checklist, indirect cost and lobbying certificates, sample proposals, Excel worksheet templates, and links to other websites.

Sincerely,

(b)(6)



Deborah A. Moberly
Office Chief

Enclosure

cc: Self-Determination Specialist, Eastern Oklahoma Regional Office, Bureau of Indian Affairs
cc: Compact Negotiator, Office of Self Governance, North West Field Office, BIA
Ref: J:\Native Americans\Eastern Oklahoma (Muskogee MU)\Muscogee (Creek) Nation (Mucrc106)\FY 2015\Mucr-Issue.Itr.15.docx

Phone: (916) 566-7111
Fax: (916) 566-7110

Website: <http://www.doi.gov/ibc/services/finance/Indirect-Cost-Services>

Email: ICS@ibc.doi.gov

**Indian Organizations
Indirect Cost Negotiation Agreement**

EIN: 73-0932018

Organization:

Muscogee (Creek) Nation
P.O. Box 580
Okmulgee, OK 74447

Date: January 13, 2016

Report No(s) .: 16-A-0296(15C)

Filing Ref.:
Last Negotiation Agreement
dated October 06, 2014

The indirect cost rate contained herein is for use on grants, contracts, and other agreements with the Federal Government to which Public Law 93-638 and 2 CFR Part 200 apply for fiscal years beginning on or after December 26, 2014 subject to the limitations contained in 25 CFR 900 and Section II.A. of this agreement. Applicable OMB Circulars and the regulations at 2 CFR 225 will continue to apply to federal funds awarded prior to December 26, 2014. The rate was negotiated by the U.S. Department of the Interior, Interior Business Center, and the subject organization in accordance with the authority contained in applicable regulations.

Section I: Rate

Type	Effective Period		Rate*	Locations	Applicable To
	From	To			
Fixed Carryforward	10/01/14	09/30/15	23.69%	All	All Programs

***Base:** Total direct salaries and wages, excluding fringe benefits. The rate applies to all programs administered by the Tribe. To determine the amount of indirect costs to be billed under this agreement, direct salaries and wages should be summed and multiplied by the rate. All other program costs, including fringe benefits associated with direct salaries and wages, should be eliminated from the calculation.

Treatment of fringe benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs; fringe benefits applicable to indirect salaries and wages are treated as indirect costs.

Section II: General

Page 1 of 3

A. Limitations: Use of the rate(s) contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rate(s) agreed to herein is predicated upon these conditions: (1) no costs other than those incurred by the subject organization were included in its indirect cost rate proposal, (2) all such costs are the legal obligations of the grantee/contractor, (3) similar types of costs have been accorded consistent treatment, and (4) the same costs that have been treated as indirect costs have not been claimed as direct costs (for example, supplies can be charged directly to a program or activity as long as these costs are not part of the supply costs included in the indirect cost pool for central administration).

B. Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based will be covered in a subsequent negotiation.

C. Changes: The rate(s) contained in this agreement are based on the organizational structure and the accounting system in effect at the time the proposal was submitted. Changes in organizational structure, or changes in the method of accounting for costs that affect the amount of reimbursement resulting from use of the rate(s) in this agreement, require the prior approval of the cognizant agency. Failure to obtain such approval may result in subsequent audit disallowance.

D. Rate Type:

1. **Fixed Carryforward Rate:** The fixed carryforward rate is based on an estimate of costs that will be incurred during the period for which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to the rate for a future period, if necessary, to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

2. **Provisional/Final Rate:** Within six (6) months after year end, a final indirect cost rate proposal must be submitted based on actual costs. Billings and charges to contracts and grants must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.

3. **Predetermined Rate:** A predetermined rate is an indirect cost rate applicable to a specified current or future period, usually the organization's fiscal year. The rate is based on an estimate of the costs to be incurred during the period. A predetermined rate is not subject to adjustment. (Because of legal constraints, predetermined rates are not permitted for Federal contracts; they may, however, be used for grants or cooperative agreements.)

4. **Rate Extension:** Only final and predetermined rates may be eligible for consideration of rate extensions. Requests for rate extensions of a current rate will be reviewed on a case-by-case basis. If an extension is granted, the non-Federal entity may not request a rate review until the extension period ends. In the last year of a rate extension period, the non-Federal entity must submit a new rate proposal for the next fiscal period.

E. Agency Notification: Copies of this document may be provided to other federal offices as a means of notifying them of the agreement contained herein.

F. Record Keeping: Organizations must maintain accounting records that demonstrate that each type of cost has been treated consistently either as a direct cost or an indirect cost. Records pertaining to the costs of program administration, such as salaries, travel, and related costs, should be kept on an annual basis.

G. Reimbursement Ceilings: Grantee/contractor program agreements providing for ceilings on indirect cost rates or reimbursement amounts are subject to the ceilings stipulated in the contract or grant agreements. If the ceiling rate is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

H. Use of Other Rates: If any federal programs are reimbursing indirect costs to this grantee/contractor by a measure other than the approved rate(s) in this agreement, the grantee/contractor should credit such costs to the affected programs, and the approved rate(s) should be used to identify the maximum amount of indirect cost allocable to these programs.

I. Other:

1. The purpose of an indirect cost rate is to facilitate the allocation and billing of indirect costs. Approval of the indirect cost rate does not mean that an organization can recover more than the actual costs of a particular program or activity.

2. Programs received or initiated by the organization subsequent to the negotiation of this agreement are subject to the approved indirect cost rate(s) if the programs receive administrative support from the indirect cost pool. It should be noted that this could result in an adjustment to a future rate.

3. Each Indian tribal government desiring reimbursement of indirect costs must submit its indirect cost proposal to our office within six (6) months after the close of the Tribe's fiscal year, unless an exception is approved.

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization:

By the Cognizant Federal Government Agency:

Muscogee (Creek) Nation
Tribal Government

U.S. Department of the Interior
Interior Business Center
Agency

(b)(6)

/s/

Signature
James B Floyd
Name (Type or Print)

Signature
Deborah A. Moberly
Name

Chief
Title

Office Chief
Office of Indirect Cost Services
Title

1-4-16
Date

JAN 13 2016

Date
Negotiated by Christopher D. Swain
Telephone (916) 566-7104

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Part 5: Budget Narrative
 Muscogee (Creek) Nation
 Native Youth Community Project 2016

YEAR 1

1. Personnel

Total \$ 340,465.00

Position	Name	FTE	Salary	Year 1 total
Project Director	TBD	1	\$55,000.00	\$ 55,000.00
Cultural Academics Coordinator	TBD	1	\$45,500.00	\$ 45,500.00
College and Career Resource Liaison	TBD	1	\$40,373.00	\$ 40,373.00
Education Advisor	TBD	4	\$40,373.00	\$ 161,492.00
Admin. Assistant	TBD	1	\$38,100.00	\$ 38,100.00

Funds are budgeted for the Project Director for 100% FTE; Cultural Academics Coordinator 100% of FTE; four Education Advisors at 100% FTE; College and Career Resource Liaison 100% FTE; and an Administrative Assistant at 100% FTE. The positions are crucial to delivery of direct services to AI/AN youth. The Project/Program Director is needed to meet the demands in managing a large complex initiative providing direct services in remote rural locations. The Cultural Academics Coordinator will specialize in modifying curriculum to meet the needs of Native students. The College and Career Resource Liaison is needed to assist with leveraging needed resources for Native students to further their education beyond high school. The Education Advisors are needed to coordinate and provide services to Native youth at each of the four sites. In order to accomplish the objectives listed in the grant narrative then the MCN needs to have highly qualified staff that are compensated accordingly. Rates of pay are aligned to tribal pay scale.

2. Fringe Benefits **Total \$ 191,344.00**

Position	Name	FTE	Amount	Year 1
Project Director	TBD	1	\$30,910.00	\$ 30,910.00
Project Coordinator/Curriculum	TBD	1	\$25,571.00	\$ 25,571.00
Resource Liaison	TBD	1	\$22,690.00	\$ 22,690.00
Education Advisor	TBD	4	\$22,690.00	\$ 90,760.00
Admin. Assistant	TBD	1	\$21,413.00	\$ 21,413.00

Fringe Benefits rates for employee social security, retirement and benefits are calculated at a rate of 56.2% of total salary.

3. Travel **Total\$ 28,085.00**

Purpose	Description	QTY	Cost/Item	Year 1
Washington DC NYCP Grant Training	Professional Dev.	3	\$1,525.00	\$ 4,575.00
All Indian Ed Summit	Professional Dev.	6	\$630.00	\$ 3,780.00
OK Council on Indian Education	Professional Dev.	6	\$625.00	\$ 3,750.00
National Indian Education Conference	Professional Dev.	2	\$2,090.00	\$ 4,180.00
Inter-Tribal Council of the 5 Civilized Tribes	Quarterly meeting TBD	4	\$1,200.00	\$ 4,800.00
Staff Mileage	\$250 per quarter per staff	7	\$1,000.00	\$ 7,000.00

Travel funds are estimated at 28,085.00 which includes travel for the NYCP Partnership Meeting in DC, American Indian Institute Indian Education Summit, Oklahoma Council on Indian Education, National Indian Education Association Conference; and the Quarterly sessions of the Inter-tribal Councils of the Five Civilized Tribes, along with mileage for staff.

Part 5: Budget Narrative
 Muscogee (Creek) Nation
 Native Youth Community Project 2016

The purpose of these trips is to gain professional development and be better equipped to provide direct services to AI/AN youth. Travel is aligned with the project goals and objectives and will provide opportunity to gain valuable input from other tribes in the region. The success of the travel will also be documented in evaluation reports.

NYCP Partnership Meeting **TOTAL \$4,575.00**

Funds of \$6,100 are requested for personnel to travel to Washington, DC for required training. Three people traveled to Washington D.C. as required in the STEP Grant Guidelines.

Roundtrip Airfare	\$750.00 per person	x 3 = \$2250.00	
Luggage	\$ 50.00 per person	x 3 = \$ 150.00	
Ground Transportation	\$ 45.00 per person	x 3 = \$ 135.00	
Hotel	\$500.00 per person	x 3 = \$1500.00	
	(\$167.00night/3 nights)		
Food	\$180.00 per person	x 3 = \$ 540.00	
	(\$60.00 per day/3 days)	-----	
			\$4,575.00

All Indian Education Summit **\$ 3,780.00**

This summit is hosted the State Department of Education’s Indian Education Office and the Oklahoma University American Indian Institute.

Attended by: 4 Education Advisors

Conference Fees	\$350.00 per person	x 4 = \$1400.00	
Hotel	\$415.00 per person	x 4 = \$1660.00	
	(\$138.00 night/3 nights)		
Food	\$180.00 per person	x 4 = \$ 720.00	
	(\$60.00 per day/3 days)	_____	
			\$3,780.00

OCIE Conference **3,750.00**

This yearly conference is hosted by the Oklahoma Council on Indian Education.

Attended by Project Coordinator, 4 Education Advisors, Resource Liaison

Conference Fees	\$250.00 per person	x 6 = \$1500.00	
Hotel	\$200.00 per person	x 6 = \$1200.00	
	(\$100.00night/2 nights)		
Food	\$175.00 per person	x 6 = \$1050.00	
	(\$30.00 per day/3 days)	_____	
			\$3,750.00

Part 5: Budget Narrative
 Muscogee (Creek) Nation
 Native Youth Community Project 2016

NIEA Conference \$ 4,180.00

The National Indian Education Association Conference is a three day event featuring Title VI, Impact Aid, and cultural curriculum information. The convention includes over 100 participatory workshops, research presentations, poster sessions, and keynote addresses by prominent educators and advocates.

Attended by Project Coordinator, Resource Liaison

Conference Fees	\$400.00 per person	x 2 = \$	800.00
Roundtrip Airfare	\$750.00 per person	x 2 =	\$1,500.00
Luggage	\$ 50.00 per person	x 2 = \$	100.00
Ground Transportation	\$ 42.00 per person	x 2 = \$	84.00
Hotel	\$668.00 per person	x 2 = \$	1,336.00
	(\$167.00night/4 nights)		
Food	\$180.00 per person	x 2= \$	360.00
	(\$60.00 per day/3 days)	-----	
			\$ 4,180.00

The Inter-tribal Council of the 5 Civilized Tribes 4,800.00

This 2 day forum is held quarterly by the Chickasaw, Choctaw, Cherokee, Muscogee (Creek), and Seminole Nations which hosts 2 education/youth and 2 Higher Education meetings along with tribal updates from the Chiefs/Governors of each tribe.

Attended by TEA representatives: Project Coordinator, 4 Education Specialists, Resource Liaison

Hotel	\$200.00 per person	x 6 = \$1,200.00
	(Quarterly event)	-----
		x 4
		\$4,800.00

Staff mileage calculated at \$250 per quarter x 7 staff = \$7,000.00

5. Supplies **Total \$70,400.00**

Item	Purpose	QTY	Cost/Item	Year 1
Laptops	Project Director; Project Coordinator; 4 Education Advisors, Resource Liaison, Admin Assistant	8	\$2,000.00	\$ 16,000.00
Projector	Training and other presentations	3	\$800.00	\$ 2,400.00

Part 5: Budget Narrative
Muscogee (Creek) Nation
Native Youth Community Project 2016

iPads	Data collection and training purposes	6	\$500.00	\$ 3,000.00
External Data Drives	Data storage	5	\$100.00	\$ 500.00
Printers	office usage	4	\$500.00	\$ 2,000.00
Paper & Office Supplies	Monthly costs	12	\$750.00	\$ 9,000.00
Youth Council	Student Leadership	1	\$5,000.00	\$ 5,000.00
College and Career Readiness Curriculum instructional materials	Student Materials/Supplies	1	\$25,000.00	\$ 25,000.00
College and Career Readiness Summer Camp instructional materials	Student Materials/Supplies	1	\$5,000.00	\$ 5,000.00
NYCP Family and Community Engagement	Meeting Expenses/Resources	1	\$2,500.00	\$ 2,500.00

8 Laptops x \$2,000 = \$16,000

In Year 1 only, 8 laptops will be purchased for Project Director, Cultural Academics Coordinator; four Education Advisors, the College and Career Resource Liaison, and one for student council. Each staff member will utilize laptops to complete their job duties; data collection, access the internet, and student interaction for the completion of Goals and Objectives of NYCP. Student council will utilize as needed for meetings, presentations, and virtual collaboration with other Native American youth councils in the country.

3 Projectors = \$2,400.00

The Project Director, Cultural Academics Coordinator; four Education Advisors, and the College and Career Resource Liaison will utilize the projectors during training, informational sessions, conferences, presentations, etc. to complete their job descriptions; to complete Goals and Objectives of NYCP. The Muscogee (Creek) Nation is a vast space, with staff members

traveling to multiple locations for training, meetings, and events simultaneously, requiring multiple sets of laptops and projectors to be available on the same days.

6 iPads X \$500 = \$3,000.00

Cultural Academics Coordinator; four Education Advisors, and the College and Career Resource Liaison will utilize iPads in order to collect and process data efficiently in instances where laptops aren't available or easily accessible. By utilizing apps to collect, process, and search data bases, completion of tasks become more efficient and creates faster work flow.

5 External Hard Drives X \$100 = \$ 500.00

All documents, records, and files will be stored on external devices to ensure data integrity and protect against loss. Hard drives will be used by the Project Director and four Education Advisors.

4 printers X \$500= \$2,000.00

1 printer per site Education Advisors

Paper & Office Supplies - 12 mos. X \$750 = \$ 9,000.00

Funds are requested annually at \$750 per month for general office supplies, copy paper for reports, printer ink, and notebooks for all MCN NYCP staff. Supplies will include pencils, pens, and organizational materials, etc.

Part 5: Budget Narrative
Muscogee (Creek) Nation
Native Youth Community Project 2016
Native Youth Councils

\$5,000

6 meetings x \$10 per participant x 40 participants = \$2,400.00

2 Youth led Tribal Gatherings x \$1,000=

\$2,000.00

Youth Conference Networking Opportunities

4 participants x \$200 registration and attendance expenses=

\$800.00

\$5,000.00

MCN NYCP Afterschool programming

\$25,000

College and Career Readiness Curriculum (only one year expense) \$15,000

Middle School: \$6,294.99 up to 200 users

High School: \$5,958 for up to 200 users online costs

Teacher Editions: \$228 x 12 Education Advisors and Tutors = \$2,736

College and Career Field Trips \$3,000.00

College Tours \$5,000.00

Supplies \$2,000.00

College and Career Readiness Curriculum instructional materials are needed to meet the objectives and provide resources for programming.

College and Career Readiness Summer Camp instructional materials

\$5,000

\$1,250 per site x 4 sites

College and Career Readiness Curriculum instructional supplies i.e. poster boards, show boards for portfolio displays are needed to meet the objectives and provide resources for programming.

NYCP Family and Community Engagement

\$2,500

Supplies and materials for Parent Advisory and JOM parent teams

6. Contractual

Total \$212,000.00

Vendor	Purpose	Quantity	Cost/Item	Year 1
Academic Development Institute	Professional Development/Evaluation	1	\$100,000.00	\$ 100,000.00
Academic Tutors	Tutoring for students	8	\$9,000.00	\$ 72,000.00
Afterschool Transportation	Student transportation	4	\$10,000.00	\$ 40,000.00

The Academic Development Institute (ADI) is a non-profit organization founded in 1984 for the purpose of assisting families, schools, and communities with children’s academic and personal development. ADI has worked with state education departments, districts, and schools in every state.

Since 2009 ADI has worked with the Bureau of Indian Education schools. ADI is a partner with the Nez Perce tribe and the State of Idaho. ADI is also a partner with Rocky Mountain College in Montana, recipients of a U. S. Department of Education grant to develop school turnaround leaders in schools serving Native American students. Besides ADI’s track record for successful student outcomes, ADI was selected upon the current working relationship with MCN STEP grant.

ADI will apply its expertise as a partner in Muscogee Native Youth Community Project (NYCP) grant, including assistance in the project’s design, professional development support, and evaluation for achieving successful implementation.

Part 5: Budget Narrative
Muscogee (Creek) Nation
Native Youth Community Project 2016
Academic Development Institute

Program Management and Sustainability Consultations

24 days x \$1,500 per day = \$36,000

Program Site Evaluation Services

1 day site visit per site x 3 sites x 2 visits= \$18,000

TEA Program Management Evaluation Services

2 day site visits x \$3,000 x 2 = \$6,000

Professional Development Summer Institute for LEA's and TEA staff

2 day Institute \$10,000 (materials included)

Family and Community Engagement

Solid Foundation Web Based System for 3 LEA's \$5,000

Capacity Building Trainings for LEA's and TEA

1 day training x 3 sites x \$2,500 per training = \$7,500

Travel 5 trips x \$1,700 per trip = \$8,500

Indirect costs approx. 10% = \$9,000

Total: \$100,000

Academic Tutors \$ \$72,000.00

Tutors will be contracted to provide support and services to Native youth during the program hours. They will also provide support to the Education Advisors at each site. They will be vital to implementing a high quality program. Rate of pay is what the current rate is for extra pay for certified teachers.

Afterschool tutors: \$25 per hour x 8 tutors x 300 hours of instructional time

Part 5: Budget Narrative
 Muscogee (Creek) Nation
 Native Youth Community Project 2016

Afterschool tutors: \$25 per hour x 8 tutors x 60 hours of professional development and instructional planning time for a grand total of \$9,000.00 per tutor x 8

Afterschool Transportation \$40,000

Transportation costs will be reimbursed to the districts as needed. Estimations are about \$10,000 per site x four sites.

7. Other: Communication Total \$6,210.00

Vendor	Purpose	Quantity	Cost/Item	Year 1
AT&T	Cell Phones	6	\$135.00	\$ 810.00
AT&T	Cell Phones monthly contract	12 mos.	\$450.00	\$ 5,400.00

The communications total is based on AT&T phone service for six cellular phones for the Director, College and Career Readiness Liaison, and four Education Advisors for the twelve month period. The Cultural Academic Coordinator will be housed at the tribal office.

Cell phones \$100.00 each X 6 = \$600.00

Phone cases \$35.00 each X 6= \$210.00

\$810.00

Yearly contract \$75.00 each month per phone= \$450.00 per month

Phones \$810.00

Yearly contract +\$5,400.00

\$6,210.00

Part 5: Budget Narrative
Muscogee (Creek) Nation
Native Youth Community Project 2016

8. Total Direct Costs Year 1	\$ 848,504.00
9. Indirect Costs	\$ 80,657.00
10. Total Costs	\$929,161.00

YEARS 2-4

1. Personnel

Total \$ 340,465.00

Position	Name	FTE	Salary	Years 2-4 total
Project Director	TBD	1	\$55,000.00	\$ 55,000.00
Cultural Academics Coordinator	TBD	1	\$45,500.00	\$ 45,500.00
College and Career Resource Liaison	TBD	1	\$40,373.00	\$ 40,373.00
Education Advisor	TBD	4	\$40,373.00	\$ 161,492.00
Admin. Assistant	TBD	1	\$38,100.00	\$ 38,100.00

Funds are budgeted for the Project Director for 100% FTE; Cultural Academics Coordinator 100% of FTE; four Education Advisors at 100% FTE; College and Career Resource Liaison 100% FTE; and an Administrative Assistant at 100% FTE. The positions are crucial to delivery of direct services to AI/AN youth. The Project/Program Director is needed to meet the demands in managing a large complex initiative providing direct services in remote rural locations. The Cultural Academics Coordinator will specialize in modifying curriculum to meet the needs of Native students. The College and Career Resource Liaison is needed to assist with leveraging needed resources for Native students to further their education beyond high school. The Education Advisors are needed to coordinate and provide services to Native youth at each of the four sites. In order to accomplish the objectives listed in the grant narrative then the MCN needs to have highly qualified staff that are compensated accordingly. Rates of pay are aligned to tribal pay scale.

2. Fringe Benefits **Total \$ 191,344.00**

Position	Name	FTE	Amount	Years 2-4
Project Director	TBD	1	\$30,910.00	\$ 30,910.00
Project Coordinator/Curriculum	TBD	1	\$25,571.00	\$ 25,571.00
Resource Liaison	TBD	1	\$22,690.00	\$ 22,690.00
Education Advisor	TBD	4	\$22,690.00	\$ 90,760.00
Admin. Assistant	TBD	1	\$21,413.00	\$ 21,413.00

Fringe Benefits rates for employee social security, retirement and benefits are calculated at a rate of 56.2% of total salary.

3. Travel **Total\$ 28,085.00**

Purpose	Description	QTY	Cost/Item	Years 2-4
Washington DC NYCP Grant Training	Professional Dev.	3	\$1,525.00	\$ 4,575.00
All Indian Ed Summit	Professional Dev.	6	\$630.00	\$ 3,780.00
OK Council on Indian Education	Professional Dev.	6	\$625.00	\$ 3,750.00
National Indian Education Conference	Professional Dev.	2	\$2,090.00	\$ 4,180.00
Inter-Tribal Council of the 5 Civilized Tribes	Quarterly meeting TBD	4	\$1,200.00	\$ 4,800.00
Staff Mileage	\$250 per quarter per staff	7	\$1,000.00	\$ 7,000.00

Travel funds are estimated at 28,085.00 which includes travel for the NYCP Partnership Meeting in DC, American Indian Institute Indian Education Summit, Oklahoma Council on Indian Education, National Indian Education Association Conference; and the Quarterly sessions of the Inter-tribal Councils of the Five Civilized Tribes, along with mileage for staff.

The purpose of these trips is to gain professional development and be better equipped to provide direct services to AI/AN youth. Travel is aligned with the project goals and objectives and will provide opportunity to gain valuable input from other tribes in the region. The success of the travel will also be documented in evaluation reports.

NYCP Partnership Meeting **TOTAL \$4,575.00**

Funds of \$6,100 are requested for personnel to travel to Washington, DC for required training. Three people traveled to Washington D.C. as required in the STEP Grant Guidelines.

Roundtrip Airfare \$750.00 per person x 3 = \$2250.00

Part 5: Budget Narrative
 Muscogee (Creek) Nation
 Native Youth Community Project 2016

Luggage	\$ 50.00 per person	x 3 = \$ 150.00
Ground Transportation	\$ 45.00 per person	x 3 = \$ 135.00
Hotel	\$500.00 per person	x 3 = \$1500.00
	(\$167.00night/3 nights)	
Food	\$180.00 per person	x 3 = \$ 540.00
	(\$60.00 per day/3 days)	-----
		\$4,575.00

AII Indian Education Summit \$ 3,780.00

This summit is hosted the State Department of Education’s Indian Education Office and the Oklahoma University American Indian Institute.

Attended by: 4 Education Advisors

Conference Fees	\$350.00 per person	x 4 = \$1400.00
Hotel	\$415.00 per person	x 4 = \$1660.00
	(\$138.00 night/3 nights)	
Food	\$180.00 per person	x 4 = \$ 720.00
	(\$60.00 per day/3 days)	_____
		\$3,780.00

OCIE Conference 3,750.00

This yearly conference is hosted by the Oklahoma Council on Indian Education.

Attended by Project Coordinator, 4 Education Advisors, Resource Liaison

Conference Fees	\$250.00 per person	x 6 = \$1500.00
Hotel	\$200.00 per person	x 6 = \$1200.00
	(\$100.00night/2 nights)	
Food	\$175.00 per person	x 6 = \$1050.00
	(\$30.00 per day/3 days)	_____
		\$3,750.00

NIEA Conference \$ 4,180.00

The National Indian Education Association Conference is a three day event featuring Title VI, Impact Aid, and cultural curriculum information. The convention includes over 100 participatory workshops, research presentations, poster sessions, and keynote addresses by prominent educators and advocates.

Attended by Project Coordinator, Resource Liaison

Conference Fees	\$400.00 per person	x 2 = \$ 800.00
Roundtrip Airfare	\$750.00 per person	x 2 = \$1,500.00
Luggage	\$50.00 per person	x 2 = \$ 100.00

Part 5: Budget Narrative
 Muscogee (Creek) Nation
 Native Youth Community Project 2016

Ground Transportation	\$ 42.00 per person x 2 = \$ 84.00
Hotel	\$668.00 per person x 2 = \$ 1,336.00 (\$167.00night/4 nights)
Food	\$180.00 per person x 2= \$ 360.00 (\$60.00 per day/3 days) -----
	\$ 4,180.00

The Inter-tribal Council of the 5 Civilized Tribes 4,800.00

This 2 day forum is held quarterly by the Chickasaw, Choctaw, Cherokee, Muscogee (Creek), and Seminole Nations which hosts 2 education/youth and 2 Higher Education meetings along with tribal updates from the Chiefs/Governors of each tribe.

Attended by TEA representatives: Project Coordinator, 4 Education Specialists, Resource Liaison

Hotel	\$200.00 per person x 6 = \$1,200.00 (Quarterly event)
	----- x 4
	\$4,800.00

Staff mileage calculated at \$250 per quarter x 7 staff = \$7,000.00

5. Supplies **Total \$46,500.00**

Item	Purpose	QTY	Cost/Item	Year 2-4
Paper & Office Supplies	Monthly costs	12	\$750.00	\$ 9,000.00
Youth Council	Student Leadership	1	\$5,000.00	\$ 5,000.00
College and Career Readiness Curriculum instructional materials	Student Materials/Supplies	1	\$25,000.00	\$ 25,000.00
College and Career Readiness Summer Camp instructional materials	Student Materials/Supplies	1	\$5,000.00	\$ 5,000.00
NYCP Family and Community Engagement	Meeting Expenses/Resources	1	\$2,500.00	\$ 2,500.00

Paper & Office Supplies - 12 mos. X \$750 = \$ 9,000.00

Funds are requested annually at \$750 per month for general office supplies, copy paper for reports, printer ink, and notebooks for all MCN NYCP staff. Supplies will include pencils, pens, and organizational materials, etc.

Part 5: Budget Narrative
Muscogee (Creek) Nation
Native Youth Community Project 2016
Native Youth Councils

\$5,000

6 meetings x \$10 per participant x 40 participants = \$2,400.00

2 Youth led Tribal Gatherings x \$1,000=

\$2,000.00

Youth Conference Networking Opportunities

4 participants x \$200 registration and attendance expenses=

\$800.00

\$5,000.00

MCN NYCP Afterschool programming

\$25,000

College and Career Field Trips

\$4,000.00

College Tours

\$5,000.00

Supplies and Materials \$4,000 per site x 4 sites

\$16,000.00

College and Career Readiness Curriculum instructional supplemental materials are needed to meet the objectives and provide resources for programming. Also supplies for youth programming.

College and Career Readiness Summer Camp instructional materials

\$5,000

\$1,250 per site x 4 sites

College and Career Readiness Curriculum instructional supplies i.e. poster boards, show boards for portfolio displays are needed to meet the objectives and provide resources for programming.

NYCP Family and Community Engagement

\$2,500

Supplies and materials for Parent Advisory and JOM parent teams

\$625 per quarter x 4 = \$2,500

6. Contractual **Total \$212,000.00**

Vendor	Purpose	Quantity	Cost/Item	Years 2-4
Academic Development Institute	Professional Development/Evaluation	1	\$100,000.00	\$ 100,000.00
Academic Tutors	Tutoring for students	8	\$9,000.00	\$ 72,000.00
Afterschool Transportation	Student transportation	4	\$10,000.00	\$ 40,000.00

The Academic Development Institute (ADI) is a non-profit organization founded in 1984 for the purpose of assisting families, schools, and communities with children’s academic and personal development. ADI has worked with state education departments, districts, and schools in every state.

Since 2009 ADI has worked with the Bureau of Indian Education schools. ADI is a partner with the Nez Perce tribe and the State of Idaho. ADI is also a partner with Rocky Mountain College in Montana, recipients of a U. S. Department of Education grant to develop school turnaround leaders in schools serving Native American students. Besides ADI’s track record for successful student outcomes, ADI was selected upon the current working relationship with MCN STEP grant.

ADI will apply its expertise as a partner in Muscogee Native Youth Community Project (NYCP) grant, including assistance in the project’s design, professional development support, and evaluation for achieving successful implementation.

Academic Development Institute

Program Management and Sustainability Consultations

24 days x \$1,500 per day = \$36,000

Part 5: Budget Narrative
Muscogee (Creek) Nation
Native Youth Community Project 2016
Program Site Evaluation Services

1 day site visit per site x 3 sites x 2 visits= \$18,000

TEA Program Management Evaluation Services

2 day site visits x \$3,000 x 2 = \$6,000

Professional Development Summer Institute for LEA's and TEA staff

2 day Institute \$10,000 (materials included)

Family and Community Engagement

Solid Foundation Web Based System for 3 LEA's \$5,000

Capacity Building Trainings for LEA's and TEA

1 day training x 3 sites x \$2,500 per training = \$7,500

Travel 5 trips x \$1,700 per trip = \$8,500

Indirect costs approx. 10% = \$9,000

Total: \$100,000

Academic Tutors \$ \$72,000.00

Tutors will be contracted to provide support and services to Native youth during the program hours. They will also provide support to the Education Advisors at each site. They will be vital to implementing a high quality program. Rate of pay is what the current rate is for extra pay for certified teachers.

Afterschool tutors: \$25 per hour x 8 tutors x 300 hours of instructional time

Afterschool tutors: \$25 per hour x 8 tutors x 60 hours of professional development and instructional planning time for a grand total of \$9,000.00 per tutor x 8

Part 5: Budget Narrative
 Muscogee (Creek) Nation
 Native Youth Community Project 2016
Afterschool Transportation

\$40,000

Transportation costs will be reimbursed to the districts as needed. Estimations are about \$10,000 per site x four sites.

7. Other: Communication Total \$6,210.00

Vendor	Purpose	Quantity	Cost/Item	Years 2-4
AT&T	Cell Phones monthly contract	12 mos.	\$450.00	\$ 5,400.00

The communications total is based on AT&T phone service for six cellular phones for the Director, College and Career Readiness Liaison, and four Education Advisors for the twelve month period. The Cultural Academic Coordinator will be housed at the tribal office.

Yearly contract \$75.00 each month per phone x 6 = \$450.00 per month x 12= \$5,400.00

- 8. Total Direct Costs Years 2-4 **\$ \$823,794.00**
- 9. Indirect Costs **\$ 95,330.00**
- 10. Total Costs **\$919,124.00**

TOTAL FOUR YEAR FUNDING: \$3,686,533.00

SALARIES								
Position	Name	FTE	Salary	Year 1	Year 2	Year 3	Year 4	Total
Project Director	TBD	1	\$ 55,000.00	\$ 55,000.00	\$55,000.00	\$ 55,000.00	\$ 55,000.00	\$ 220,000.00
Cultural Academics Coordinator	TBD	1	\$ 45,500.00	\$ 45,500.00	\$45,500.00	\$ 45,500.00	\$ 45,500.00	\$ 182,000.00
Resource Liaison	TBD	1	\$ 40,373.00	\$ 40,373.00	\$40,373.00	\$ 40,373.00	\$ 40,373.00	\$ 161,492.00
Education Advisor	TBD	4	\$40,373.00	\$ 161,492.00	\$161,492.00	\$ 161,492.00	\$ 161,492.00	\$ 645,968.00
Admin. Assistant	TBD	1	\$ 38,100.00	\$ 38,100.00	\$38,100.00	\$ 38,100.00	\$ 38,100.00	\$ 152,400.00
SALARY SUBTOTAL				\$ 340,465.00	\$340,465.00	\$ 340,465.00	\$ 340,465.00	\$ 1,361,860.00

FRINGE BENEFITS								
Position	Name	FTE	Amount	Year 1	Year 2	Year 3	Year 4	Total
Project Director	TBD	1	\$30,910.00	\$ 30,910.00	\$30,910.00	\$ 30,910.00	\$ 30,910.00	\$ 123,640.00
Project Coordinator/Curriculum	TBD	1	\$ 25,571.00	\$ 25,571.00	\$25,571.00	\$ 25,571.00	\$ 25,571.00	\$ 102,284.00
Resource Liaison	TBD	1	\$22,690.00	\$ 22,690.00	\$22,690.00	\$ 22,690.00	\$ 22,690.00	\$ 90,760.00
Education Advisor	TBD	4	\$22,690.00	\$ 90,760.00	\$90,760.00	\$ 90,760.00	\$ 90,760.00	\$ 363,040.00
Admin. Assistant	TBD	1	\$21,413.00	\$ 21,413.00	\$21,413.00	\$ 21,413.00	\$ 21,413.00	\$ 85,652.00
FRINGE BENEFIT SUBTOTAL				\$ 191,344.00	\$191,344.00	\$ 191,344.00	\$ 191,344.00	\$ 765,376.00

TRAVEL								
Purpose	Description	QTY	Cost/Item	Year 1	Year 2	Year 3	Year 4	Total
Washington DC NYCP Grant Training	Professional Dev.	3	\$ 1,525.00	\$ 4,575.00	\$4,575.00	\$ 4,575.00	\$ 4,575.00	\$ 18,300.00
All Indian Ed Summit	Professional Dev.	6	\$ 630.00	\$ 3,780.00	\$3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 15,120.00
Ok Council on Indian Ed	Professional Dev.	6	\$ 625.00	\$ 3,750.00	\$3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 15,000.00
National Indian Education Conference	Professional Dev.	2	\$ 2,090.00	\$ 4,180.00	\$4,180.00	\$ 4,180.00	\$ 4,180.00	\$ 16,720.00
Inter-Tribal Council of the 5 Civilized Tribes	Quarterly meeting TBD	4	\$ 1,200.00	\$ 4,800.00	\$4,800.00	\$ 4,800.00	\$ 4,800.00	\$ 19,200.00
Staff Mileage	\$250 per quarter per staff	7	\$ 1,000.00	\$ 7,000.00	\$7,000.00	\$ 7,000.00	\$ 7,000.00	
Travel total				\$ 28,085.00	\$28,085.00	\$ 28,085.00	\$ 28,085.00	\$ 84,340.00

SUPPLIES								
Item	Purpose	QTY	Cost/Item	Year 1	Year 2	Year 3	Year 4	Total
Laptops	Project Director; Project Coordinator; 4 Education Advisors, Resource Liaison, Admin Assistant	8	\$ 2,000.00	\$ 16,000.00	\$0.00	\$ -	\$ -	\$ 16,000.00
Projector	Training and other presentations	3	\$ 800.00	\$ 2,400.00	\$0.00	\$ -	\$ -	\$ 2,400.00
iPads	Data collection and training purposes	6	\$ 500.00	\$ 3,000.00	\$0.00	\$ -	\$ -	\$ 3,000.00
External Data Drives	Data storage	5	\$ 100.00	\$ 500.00	\$0.00	\$ -	\$ -	\$ 500.00
Printers	office usage	4	\$ 500.00	\$ 2,000.00	\$0.00	\$ -	\$ -	\$ 2,000.00

Paper & Office Supplies	Monthly costs	12	\$ 750.00	\$ 9,000.00	\$9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 36,000.00
Youth Council	Student Leadership	1	\$ 5,000.00	\$ 5,000.00	\$5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 20,000.00
College and Career Readiness Curriculum	Student Materials/Supplies	1	\$ 25,000.00	\$ 25,000.00	\$25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 100,000.00
College and Career Readiness Summer Camp Programming	Student Materials/Supplies	1	\$ 5,000.00	\$ 5,000.00	\$5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 20,000.00
NYCP Family and Community Engagement	Meeting Expenses/Resources	1	\$ 2,500.00	\$ 2,500.00	\$2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 10,000.00
	Supply total			\$ 70,400.00	\$46,500.00	\$ 46,500.00	\$ 46,500.00	\$ 209,900.00

CONTRACTUAL								
Vendor	Purpose	Quantity	Cost/Item	Year 1	Year 2	Year 3	Year 4	Total
Academic Development Institute	Professional Development/Evaluation	1	\$ 100,000.00	\$ 100,000.00	\$100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 400,000.00
Academic Tutors	Tutoring for students	8	\$ 9,000.00	\$ 72,000.00	\$72,000.00	\$ 72,000.00	\$ 72,000.00	\$ 288,000.00
Afterschool Transportation	Student transportation	4	\$ 10,000.00	\$ 40,000.00	\$40,000.00	\$ 40,000.00	\$ 40,000.00	\$ 160,000.00
	Contractual total			\$ 212,000.00	\$212,000.00	\$ 212,000.00	\$ 212,000.00	\$ 848,000.00

OTHER: COMMUNICATIONS								
Vendor	Purpose	Quantity	Cost/Item	Year 1	Year 2	Year 3	Year 4	Total
AT&T	Cell Phones	6	\$ 135.00	\$ 810.00	\$0.00	\$ -	\$ -	\$ 810.00
AT&T	Cell Phones monthly contract	12	\$ 450.00	\$ 5,400.00	\$5,400.00	\$ 5,400.00	\$ 5,400.00	\$ 21,600.00
	Other Total			\$ 6,210.00	\$5,400.00	\$ 5,400.00	\$ 5,400.00	\$ 22,410.00
				Year 1	Year 2	Year 3	Year 4	Total
	Total Direct Costs			\$ 848,504.00	\$ 823,794.00	\$ 823,794.00	\$ 823,794.00	\$ 3,319,886.00
	Indirect Costs (23.69%, 28% Y2-4)			\$ 80,657.00	\$95,330.00	\$95,330.00	\$95,330.00	\$ 366,647.00
	Total Costs			\$ 929,161.00	\$919,124.00	\$919,124.00	\$919,124.00	\$ 3,686,533.00

Summary

Direct Costs	Year 1	Year 2	Year 3	Year 4	Total
SALARY	\$340,465.00	\$340,465.00	\$340,465.00	\$340,465.00	\$ 1,361,860.00
FRINGE BENEFIT	\$191,344.00	\$191,344.00	\$191,344.00	\$191,344.00	\$ 765,376.00
TRAVEL	\$28,085.00	\$28,085.00	\$28,085.00	\$28,085.00	\$ 112,340.00
SUPPLIES	\$70,400.00	\$ 46,500.00	\$ 46,500.00	\$ 46,500.00	\$ 209,900.00
CONTRACTUAL	\$212,000.00	\$212,000.00	\$212,000.00	\$212,000.00	\$ 848,000.00
COMMUNICATIONS	\$6,210.00	\$ 5,400.00	\$ 5,400.00	\$ 5,400.00	\$ 22,410.00
OTHER SUBTOTAL	\$0.00	\$ -	\$ -	\$ -	\$ -

ALL CATEGORIES	\$848,504.00	\$823,794.00	\$823,794.00	\$823,794.00	\$ 3,319,886.00
Indirect Costs	\$ 80,657.00	\$ 95,330.00	\$ 95,330.00	\$ 95,330.00	\$ 366,647.00
Total Costs	\$929,161.00	\$919,124.00	\$919,124.00	\$919,124.00	\$3,686,533.00

yrly cost per student	\$2,322.90	\$2,297.81	\$2,297.81	\$2,297.81
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U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Ms.	First Name: Courtney	Middle Name:	Last Name: Josie	Suffix:
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Address:

Street1:	PO Box 580
Street2:	Hwy 75 & Loop 56
City:	Okmulgee
County:	Okmulgee
State:	OK: Oklahoma
Zip Code:	74447
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
918-732-7741	918-732-7728

Email Address:
cjosie@mcn-nsn.gov

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

Muscogee (Creek) Nation

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	340,465.00	340,465.00	340,465.00	340,465.00		1,361,860.00
2. Fringe Benefits	191,344.00	191,344.00	191,344.00	191,344.00		765,376.00
3. Travel	28,085.00	28,085.00	28,085.00	28,085.00		112,340.00
4. Equipment						
5. Supplies	70,400.00	46,500.00	46,500.00	46,500.00		209,900.00
6. Contractual	212,000.00	212,000.00	212,000.00	212,000.00		848,000.00
7. Construction						
8. Other	6,210.00	5,400.00	5,400.00	5,400.00		22,410.00
9. Total Direct Costs (lines 1-8)	848,504.00	823,794.00	823,794.00	823,794.00		3,319,886.00
10. Indirect Costs*	80,657.00	95,330.00	95,330.00	95,330.00		366,647.00
11. Training Stipends						
12. Total Costs (lines 9-11)	929,161.00	919,124.00	919,124.00	919,124.00		3,686,533.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2014 To: 09/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): U.S. Dept of Interior

The Indirect Cost Rate is 23.69%.

(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 # S299A160062

Name of Institution/Organization Muscogee (Creek) Nation	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