

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 # S299A160103

Grants.gov Tracking#: GRANT12176193

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

Closing Date: May 31, 2016

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/31/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

* a. Legal Name: <input type="text" value="Pala Band of Mission Indians"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="95-2863815"/>	* c. Organizational DUNS: <input type="text" value="1771463620000"/>

d. Address:

* Street1:	<input type="text" value="PMB 50"/>
Street2:	<input type="text" value="35008 Pala Temecula Road"/>
* City:	<input type="text" value="Pala"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="CA: California"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="92059-2423"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Doretta"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Musick"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Director of Education"/>	

Organizational Affiliation: <input type="text" value="Pala Learning Center, Pala Band of Mission India"/>
--

* Telephone Number: <input type="text" value="760-742-1997"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="dmusick@palatribe.com"/>

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.):

Add Attachment

Delete Attachment

View Attachment

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

Pala Little Feathers Kindergarten/Pre-School Readiness Program

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="974,607.00"/>
* 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="974,607.00"/>

*** 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:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Doretta Musick</p>	<p>TITLE</p> <p>Tribal Chairman</p>
<p>APPLICANT ORGANIZATION</p> <p>Pala Band of Mission Indians</p>	<p>DATE SUBMITTED</p> <p>05/31/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Pala Band of Mission Indians * Street 1: PMB 50 * Street 2: 35008 Pala Temecula Road * City: Pala * State: CA: California * Zip: 92059-2423 Congressional District, if known: CA-050		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: n/a Middle Name: * Last Name: n/a Suffix: * Street 1: n/a * Street 2: * City: n/a * State: * Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: n/a Middle Name: * Last Name: n/a Suffix: * Street 1: n/a * Street 2: * City: n/a * 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: Doretta Musick * Name: Prefix: Mr. * First Name: Robert Middle Name: * Last Name: Smith Suffix: Title: Tribal Chairman Telephone No.: 760-891-3520 Date: 05/31/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160103

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

Pala Band of Mission Indians

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

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

* Last Name: Smith Suffix:

* Title: Tribal Chairman

* SIGNATURE: Doretta Musick

* 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:

Pala Band of Mission Indians NYCP Demonstration Grant FY 2016: Narrative

Pala Little Feathers Kindergarten/Pre-School Readiness Program

Abstract

The Pala Band of Mission Indians of California is the legal applicant for this grant and will serve as the administrative agency managing the development, implementation, and evaluation of the Pala Indian Education Demonstration Grant, Pala Little Feathers program. The Pala Band of Mission Indians (PBMI) is a federally recognized tribe located in southern California. The program serves tribal PBMI youth and will take place on the tribe's reservation, which is located in San Diego County in southern California, approximately 30 miles inland from the Pacific Ocean. Our partners for this project include Pala Learning Center (a tribal education agency) and Bonsall Unified School District, through its Vivian Banks Charter School, a local education agency or LEA and California State University, San Marcos.

The vast majority of our children are from families who have a low educational and literacy level. As a result, education often holds a low value in the family and they are uninvolved in their student's studies. Our project seeks to change that. Targeting our most-in-need and disadvantaged families, our vision is based on a research-based program that provides high quality education for preschoolers, leading to success in Kindergarten and all through school. We have developed a comprehensive preschool program which integrates early childhood education, parent involvement, staff development, culture and language, and that includes additional opportunities for parents who need basic skill development. Implementing No Child Left Behind (The Elementary and Secondary Act, 2001), and Common Core State Standards involves collaborating with our partners agencies and related programs in the restructuring, reorganization, and development of Pala Little Feathers program in order to meet the needs of

our program participants, enabling them to meet the National Educational Goals as specified below. These goals will form the overarching basis of our program objectives and activities:

Goal #1: School Readiness - All children will start school ready to learn. A continuous and articulated program serving children ages 2-5 will be instituted consisting of a center-based preschool program for children ages 2-5; and a summer school transition component will assist in preparing preschoolers for kindergarten enrollment. Related Objectives: Children will demonstrate an increase in age appropriate developmental progress on reading readiness skills, receptive language skills, and developmental social skills.

Goal #2: Parent Education and Involvement – We will find ways to involve parents in their child’s education, particularly through computer literacy training, which will make them more comfortable supporting their child academically, resulting in their active participation in their child’s progress and being a strong advocate for the child.

Goal #3: Teacher Education and Professional Development -Staff will have access to programs for the continued improvement of its professional skills. A comprehensive professional development component involves the coordination of related resources and ongoing training appropriate for a professional and paraprofessional staff of collaborating' agencies.

The funds requested through this proposal are sufficient to meet the needs of 75 children and their families. The Pala Little Feathers Program will be provided on one center-based site located on Pala Learning Center's Educational Center complex.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Pala Band of Mission Indians NYCP Demonstration Grant FY 2016: Narrative

Pala Little Feathers Kindergarten/Pre-School Readiness Program

Table of Contents

Page Number	Item	Point Value
2	Absolute Priority	N/A
2	Competitive Preference Priority Two	4 points
2 – 7	Need for Project	15 points
7 – 18	Quality of the Project Design	30 points
19 – 22	Quality of Project Personnel	10 points
22 - 24	Adequacy of Resources	10 points
24 - 32	Quality of Management Plan	30 points
32 - 35	Quality of Project Evaluation	5 points
	Budget Narrative	
	Appendices	

Application Narrative

Pala Little Feathers Kindergarten/Pre-School Readiness Program

Absolute Priority: This application meets absolute priority in that the partnership includes a tribe (Pala Band of Mission Indians), its tribal education agency or TEA (Pala Learning Center) and a local education agency or LEA (Bonsall Unified School District, through its Vivian Banks Charter School). A Signed Agreement is provided in Required Attachments.

Competitive Preference Priority Two: This project qualifies for Competitive Preference Priority Two in that it is submitted by an eligible Indian Tribe, Pala Band of Mission Indians. The Pala Band of Mission Indians (PBMI), a federally recognized tribe located in San Diego County, California, will serve as the legal applicant, fiduciary and administrative manager for this application. The Pala Learning Center will be responsible for development, implementation, and evaluation of the Pala Indian Education Improvement Program and Demonstration Grant through the Native Youth Community Projects (NYCP) through the Office of Elementary and Secondary Education, Department of Education. Pala Learning Center is a tribal program which serves Native American youth ages K through 12.

Need for Project (15 Points)

The extent to which the project is informed by evidence through needs assessment or other data analysis

1. The greatest barriers in and out of school to the readiness of local Indian students for college and careers

The Pala Learning Center identified lack of parental engagement as a major factor which negatively impacts learning for Pala tribal students. Parental involvement in the academic activities of our enrolled students has been either inconsistent or non-existent. Fewer than 5% of

Native American families are involved in school-related activities such as parent conferences, back to school night, and as volunteers, compared to 80% of the general population of families. Lack of involvement is attributed to cultural differences, limited English proficiency, discrimination, poor school experiences and isolation.

In 2014 and 2015 Pala Learning Center conducted **pre and post-program assessments of student participants**, the results of which were provided in the Pala Learning Center Report 2014/2015 (copy provided in Appendix). To gain more insight into the students we serve, Pala Learning Center staff conducted intakes on all 31 families served in 2014. This included an Adult Education intake and CASAS Life Skills Appraisal. *We found that seven of the parents lack a high school diploma or GED. Although the remaining adult participants have a high school diploma or GED, their literacy skills are still very low.*

While the vast majority of our parents lack education themselves, we realize the importance of cultivating the value of education among parents who can influence how their child perceives learning and have the ability to encourage – or discourage -- its pursuit.

To further inform our research as to how we might accomplish this, Pala Learning Center administered a comprehensive, three-page survey of parents in November 2015. A total of 153 parents and other stakeholders responded (see Appendix for complete Parent Survey results).

Among the findings:

- Most surveyed agreed that parental involvement is important to the academic achievement of their students but few educators rate parental involvement as excellent;
- Over half of parents surveyed do not check or help with their child's homework
- Over half the survey respondents report that parents fail to hold their child accountable for either grades or behavior;

- Parents fear they do not have the skills to help children learn and socialize;
- Parents say they are not taught how to be involved with schools and teachers.

While many parents cite too little time as their reason for lack of involvement, further follow-up interviews helped us to identify a significant underlying reason: *a Digital Divide between the generations -- parents and students*. We came to realize that lack of computer proficiency was a threshold barrier preventing direct parental involvement in their child's education as well as their socialization, which now occurs significantly through social media. Parents are often intimidated by computers and they feel "outdone" by their children who far exceed parents' in computer proficiency. While the Pala Learning Center offers adult computer literacy classes for the purposes of GED attainment and job search, we came to realize that this instruction is also critically needed by parents in order to adequately interact with their child regarding their homework assignments. We have therefore broadened the way we market our adult computer literacy classes. Pala Learning Center has made the computer lab more available to adults during evenings and weekends to fit their schedules. Instruction also promotes parents' use of the Pala Learning Center listserv, email communication and our other online resources to communicate with the school and with other parents. As they become comfortable with computers, parents are more confident in pursuing an active role in their child's education. This integrative, inter-generational approach with parents continues in the proposed program we outline below.

2. Existing local policies, programs, practice, service providers and funding sources.

The following services are currently provided on the reservation of the Pala Band of Mission Indians.

- **Pala Learning Center** serves tribal students K-12, and leads the way on innovative programs and partnerships. Pala Learning Center provides youth with individual attention

and personalized lesson plans to help them reach their full potential. Qualified tutors focus on specific skill needs and learning styles, allowing students to progress at different speeds.

- **Pala Little Feathers Kindergarten/Pre-School Readiness Program** - Pala Little Feathers program is a preschool for children 2 - 5 years of age. There are 31 enrolled families and 60 children being served by the Pala Little Feathers Preschool Program, which helps children develop basic educational and literacy skills to prepare them to enter kindergarten.

Instructors focus on self-control, physical development, vocabulary development, social and emotional skills, geometric shapes, primary colors, differences in size and shape, creative exploration and imagination. Instructors are fully qualified according to the California Credentialing Commission. The Pala Daycare/Preschool offers 160 hours of services per month, with a high quality Early Childhood Education (ECE) curriculum.

- **Vivian Banks Charter School** is the only K-6 elementary Charter School located on the Pala Reservation. The Vivian Banks Charter School is managed through a joint powers agreement between the Pala Tribal Council and Bonsall Unified School District, a local education agency (LEA) and partner in this grant. After their classes end at Vivian Banks, students go to Pala Learning Center for additional instruction and support. There are 14 students between the ages of 5 and 7 years of age who attend Vivian Banks Charter School and are enrolled at the Pala Learning Center. Children in Kindergarten through second grade receive one-on-one tutoring in reading three hours a day, five days a week at the Vivian Banks Charter School. Tutor/Liaison: Children five to eight years of age receive-school tutoring Monday-Friday, 2:30 pm – 4:30 pm.

- **Tribal Digital Village (TDV):** The TDV Program started with a grant sponsored by Hewlett Packard. The grant provided advanced technological equipment and high-speed internet

connectivity for 21 Indian Reservations in southern California. Pala Learning Center has a computer lab with internet access available for all families, including our Pala Little Feathers program.

A Tradition of Partnering on Education Initiatives

The Pala Band of Mission Indians makes the education of tribal youth a high priority, and Pala Learning Center plays an instrumental role. Pala Learning Center and Vivian Banks Charter School regularly collaborate and align their programming closely in order to serve the needs of the students. For instance, teachers from Pala Learning Center have access to the portal at the Vivian Banks Charter School, allowing Pala Learning Center teachers to monitor homework assignments and attendance, as well as to track student progress. Working together, Pala Learning Center and the Vivian Banks Charter School provide Pala tribal youth a firm educational basis, promoting academic achievement, professional success, individual responsibility and citizenship, while reinforcing tribal values and traditions.

3. Other opportunities in the local community to support Indian students.

Pala tribal students are supported through a number of other community initiatives:

- **Parent and Child Interactive Literacy Activities (PACILA)** – Pala tribal students are also supported through PACILA, which is a major focus of the Pala Learning Center. The Pala Learning Center provides over 20 hours a month of PACILA time to families. PACILA hours are provided through center-based and home-based personal visits and family night activities. PACILA hours are also provided through take-home family packets each month, field trips and culture classes. Participant rate at PACILA is in excess of 60% each time, with all families participating in a minimum of 20 hours of activities monthly.

- **Youth Center Complex** - Students of Pala Learning Center also receive services at the Youth Center complex on the reservation. The Pala Youth Club provides after school tutoring, cultural and healthy lifestyle activities in a relaxed environment. After schoolwork is done, students can participate in recreational activities.
- **Cupa Cultural Center:** Pala Learning Center also draws on resources of the Cupa Cultural Center, which was founded in 1974 through the efforts of Pala community members who were dedicated to preserving, perpetuating and enhancing traditional cultural practices. The mission of the Cupa Cultural Center includes continuing research and documentation of Pala's past and present, and it remains dedicated to the original intent of the founders in continuing to preserve and teach traditional tribal practices. The Cupa Cultural Center provides opportunities for youth and adults of all ages to participate in cultural activities. Local culture is taught and carried on to younger generations through the expert mentoring of tribal elders. Activities are based on local, culturally relevant literacy activities that include storytelling (oral tradition) and history lessons. Consistent with Native American culture, extended family members, grandparents and other relatives are active participants.

Quality of the Project Design (30 pts)

1. Extent to which project is focused on a defined local geographical area (up to 3 points).

The Reservation of the Pala Band of Mission Indians is located approximately 40 miles northeast of San Diego and 30 miles inland from the Pacific Ocean, and is home to a total of 965 enrolled members - Cupeño and Luiseño Indians, who consider themselves to be one proud people — Pala. Of these, 293 tribal members are children under the age of 18 (135 girls and 158 boys). The Pala Reservation is a vast 20 square miles of valley surrounded by mountains along the San Luis River and is comprised of residential and agricultural areas as well as unused wildlands. The

terrain is rough and roads are steep, windy and difficult to navigate even under the best of weather conditions. Many of our tribal families reside in isolated areas of the reservation. The Pala Educational Improvement Program will serve Native American families who reside on the Pala Reservation.

2. *Extent to which the proposed project is based on scientific research or an existing program that has been modified to be culturally appropriate for Indian Students (up to 3 points).*

Literature Review, Research and Rationale:

In attempting to access public education, Native Americans face greater and more distinct obstacles from all other ethnic groups, which can impact how they process information and learn. Separate and distinct religious and spiritual values, linguistic backgrounds, learning and communication practices, (especially-non-verbal cues), family composition, and physical appearance (according to findings by the Anti-Defamation League) exemplify some of these tremendous obstacles. These differences prevent equal access to the educational system (Section 427 GEP A). As a result, these children rely more on participatory learning and visual information, with direct experiences greatly determining their cognitive development. When confronted with today's educational system, driven by literacy and verbal demands, American Indian children are often less skilled in understanding instructions, in reading and in writing responses. Grandparents and extended family members serve primary roles in child rearing, guiding both behavior and child development.

Economically, Native Americans are among the poorest populations in the nation. Within the populations to be served by this project, there is a 90% (source: EDD) unemployment rate, many times the state average; of those employed, over 80% are under-employed; 95% of the families are defined as low income according to federal guidelines; 70% of the Reservation families are receiving Tribal Temporary Aid For Need Families (TANF), 85% of the Native American

children in the public school district participate in the free and reduced lunch program. Socially, the incidence of substance abuse among Native American school age children and their parents is three times that of the mainstream population and the number of school-age mothers has doubled over the past three years. Native American families are also plagued by the highest rates of heart disease, diabetes, cirrhosis of the liver, and fetal alcohol syndrome. Even in tribes with gaming and other economic development , the educational needs are tremendous. Often, the tribes with economic development have even more serious educational needs as money does not equate with education and causes its own particular problems. Pala's tribe, although it is a tribe with economic development programs, still has a great need for strong educational foundation programs for its youth in order to ensure their success in school.

Historically, the educational needs are acute among Native American children: fewer than 15% of the students graduate from high school; the percentage of students enrolling in continuation high school, special education, and remedial programs is six times that of their mainstream peers; attendance is highly irregular, with a 70% transience rate; children in grade three are often 20 percentile points behind the mainstream population; by grade six the students are nearly 40 percentile points behind; and the most frequent age for drop-outs is prior to grade nine. Ninety-five percent (95%) of Native American young children are not prepared to enter school.

A review of current literature and publications (ERIC, NDN, NACE, NCBE, NIEA, NAEYC) along with a needs assessment (described in “Need for the Project”) helped inform and program design. The overall goal is to continue to expand a fully integrated comprehensive program. We believe a high quality program must first start with a strong research base, as well

as being comprised of proven successful models and best practices in Early Childhood Education.

Staff of the Little Feathers Kindergarten Readiness Program meet regularly to evaluate new program resources and analyze student progress in order to provide the highest quality services. The nationally acclaimed Creative Curriculum, ZooPhonics and Letter People are used in the Pala Little Feathers program. Age appropriate culture and language learning strategies are based on the experience and needs demonstrated by our children, along with the expert guidance of a linguist. To meet the early literacy and language development needs of Native Americans, our project incorporates the successful strategies of Heads-Up Reading, the Rolling Readers Program, Phonological Awareness, and Concepts About Print. A highly qualified and local external evaluator will facilitate national and local Pala Little Feathers evaluations.

Program Overview

Pala Little Feathers program began with 30 children aged 3-5 in 2001. By 2012 the program was expanded to serve 60 children aged 2-5. Even with the expansion, we have many children waiting to enroll and need to add additional classrooms and staff. We believe our continuing focus on a small population, strong partnerships, and a wealth of existing resources within the community will provide the target population access to comprehensive, high-quality educational opportunities that will ensure their success in school and as life-long learners. In keeping with the overall purpose of the program to integrate Early Childhood Education services into a comprehensive program that builds on community resources, the planning and development of this proposal incorporates traditional concepts of culture that identify the Pala Indian way of learning and child rearing practices within the Indian family structure. By building on traditional cultural concepts, Pala's Little Feathers program will continue to integrate the Pala tribal life into

om approach and strategies. With our traditional approach, children and families will develop an increased sense of tribal belonging as they grow together as families.

Targeting our most-in-need and disadvantaged families, our vision is based on a research-based program that provides high quality education for preschoolers, leading to success in Kindergarten, which prepared them for the rest of their academic studies. We have developed a comprehensive preschool program which integrates early childhood education, parent involvement, staff development, culture and language, and that includes additional opportunities for parents who need computer skill development in order to best assist their child in his or her studies and homework assignments. Existing services and local resources have been reorganized for the Pala Little Feathers program in order to meet the needs of our families. The quality of our program and corresponding success of our children and parents in educational opportunities is reflected through positive feedback from participants, teachers, school district staff, and other tribes with whom we collaborate and share. We are laying the foundation so our children can achieve the rigorous content and performance standards of the school district and state. We are also preparing parents to become computer literate, which will allow them to better support their children in homework assignments and to enjoy the overall pursuit of learning.

This expanded program will allow us to continue to move forward and support our vision to become a reality for PBMI families.

In keeping with the overall purpose of the Pala Little Feathers program to integrate early childhood education along with language and cultural education into a united program that builds on community resources, the planning and development of this proposal incorporates traditional concepts of culture that identify the Pala Indian way of learning and child rearing practices within the Indian family structure. Thus, this proposed project represents an integrative approach

that incorporates traditional thought with cognitive development. A basic concept of our traditional culture is the belief that a child is a sacred being and is nurtured by the entire extended family, encouraging the child to develop a sense of identity and values within the context of traditional culture. Child rearing and learning is interrelated with cultural values. Beginning at birth, the child learns about the environment and relationships by being shown and by observing, rather than by being given verbal clues. The child learns that he/she is a part of the environment and the family structure, not a separate being, but connected with the extended family, community and environment. By building on traditional cultural concepts, Pala's Pala Little Feathers program will continue to integrate the Pala tribal life into our approach and strategies. With our comprehensive yet traditional approach, children and families will develop an increased sense of tribal belonging as they grow together as families.

The roots of reading problems can be largely attributed to gaps in children's early language stimulation and experiences. Hart and Risley (1995) documented dramatic differences in early exposure to vocabulary and affirmative language for low and middle income children. These differences have profound implications for children's later literacy development. Decades of research, summarized in *Preventing Reading Difficulties in Young Children*, (Snow *et al.* 1988) emphasizes that parents and teachers of young children must provide environments that are rich in book reading, but also in other language-based activities. The National Reading Panel (2000) stresses that effective reading instruction integrates phonological skills and vocabulary development within meaningful text and conversation. Pala Little Feathers program curricula for language and literacy are filled with books, reading, and spoken/ written language. This approach is research-based in its efforts to promote the development of children from backgrounds of poverty at high risk of failure. Scholastic's *Getting Ready to Read* program focuses on key

components of reading readiness and milestones. Studies conducted by the National Institute for Literacy show that vocabulary development is one of the best indicators of future school success.

Three areas of competence in early literacy have been identified in a developmental progression: early emergent, emergent, and competent. These competency skills were derived from an extensive review of research and recommendations from such notable sources as the National Association of the Education of Young Children (NAEYC), the International Reading Association (IRA) (Neuman *et al.* 2000), and the National Research Council (Snow *et al.* 1998).

Further research has identified the kinds of skills three and four year olds are capable of mastering, such as recognition of their own names in print and attempts to write their own names. Children also show increasing abilities in paying attention to sounds in language, recognizing environmental print, identifying letters, noticing rhymes, understanding that printed materials can be read, inventive spelling, and recalling/retelling stories (Snow *et al.* 1998).

In order to ensure the highest program quality, Pala Even Start is committed to the Office of Indian Education indicators and performance standards developed in coordination with National Education Goals.

A major need and purpose of this program is to bridge communications and establish cooperative efforts between the minority community and public school system, as addressed by the following program needs identified through parent surveys:

Early Childhood Education: 1) academic preparation; 2) success in school.

Parent Education and Involvement: 1) academic growth and development of young children; 2) helping children learn at home and at school; 3) behavior and discipline; 4) positive self esteem; 5) substance abuse prevention; 6) communicating with teachers; and 7) talking with

children about sensitive issues.

Family Activities: 1) how to help children with school; 2) improved literacy skills (reading and writing); 3) family activities.

Staff of related Programs completed a needs assessment analyzing current services, needs and gaps; school records were reviewed; and teachers completed a rating of preschool and kindergarten standards and services. The Needs Assessment process included a review of existing programs. As a result of this examination, we understand that the existing program will need to reorganize and expand. Early Childhood Education is strong within the Tribe, but will need to make changes in order to successfully improve the quality of our preschool services. The model represents a strong partnership between the Pala Little Feathers program, its partner programs and the Native American community, all of whom have services that will contribute to the comprehensive program that serves our Tribal families.

The program will consist of three components:

- 1) Early Childhood Education (Pala Little Feathers);**
- 2) Parent Education and Involvement; and**
- 3) Professional Development.**

3. The extent to which the goals, objectives and outcomes to be achieved the proposed project are clearly specified and measurable (up to 7 points).

Implementing No Child Left Behind (The Elementary and Secondary Act, 2001), and Common Core State Standards involves collaborating agencies and related programs in the restructuring, reorganization, and development Pala Little Feathers program in order to meet the needs of our program participants, enabling them to meet the National Educational Goals as specified below. These goals will form the overarching basis of our program objectives and

activities:

Goal #1: School Readiness – A continuous and articulated program serving children ages 2-5 will be instituted consisting of a center-based preschool program for children ages 2-5; and a summer school transition component will assist in preparing preschoolers for kindergarten enrollment.

Goal #2: Parent Education and Involvement – Adults of students enrolled at Pala Learning Center adults will become more engaged in their student's education, with a 10% increase every year. The evaluator will create a baseline and measures by which to gauge the level of involvement and proactiveness as an advocate for their child in the educational process. Through basic education and parent education offerings, parents will gain the skills to promote social, emotional, and academic growth of their children.

Goal #3: Teacher Education and Professional Development -The Nation's teaching force will have access to programs for the continued improvement of its professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all Americans for educational and economic success. A comprehensive professional development component involves the coordination of related resources and ongoing training alternatives appropriate for a professional and paraprofessional staff of collaborating' agencies as made possible through resources and collaborative efforts of Pala, Bonsall Unified School District, California State University, San Marcos, and Palomar Community College.

Objectives are specified in the Program Management section, and for the purpose of brevity, are not duplicated here. The overall program design is envisioned as one where we will continue to expand a fully integrated comprehensive preschool program model that has been implemented by the Tribe. The model represents a strong partnership and consists of three components as

identified above and described in more detail here:

1) Early Childhood Education (Pala Little Feathers) includes a center-based preschool program serving children ages 2-5, a summer transition component for preschool students graduating to Kindergarten, a Youth Club that serves school-age children with after-school tutoring, cultural and healthy lifestyles activities, and a day care center that provides activities for young children in a safe environment. Cultural activities are provided on a regular basis by our Culture Department, and a Language apprentice provides preschool children and staff with Cupeio Language instruction. Through these cultural celebrations and traditional dancing, including Bird Singing, Native American social and educational development takes place, and where traditional values have a positive effect on the development of the whole child.

2) Parent Education and Involvement addresses parent education and basic skills, and promotes development of skills and behaviors that will increase parental involvement and participation as advocates in the educational and academic growth of children. Parenting programs are primarily offered by our collaborative partners (including Indian Health Council, Tribal TANF, local elementary school districts). These partners offer adult and parent education services that promote parent involvement in the education of their children through a needs-based parent empowerment model. Offerings are provided through a schedule that is frequent and varied to meet the needs of all participants.

3) Professional Development is a critical piece of the program, consisting of a comprehensive staff development plan comprised of individual training options, a fully qualified and culturally sensitive staff, a culturally appropriate curriculum.

As the hub of the Educational programs and services offered for Pala Tribal members and families, The Pala Learning Center is a comprehensive tribal education center that provides a

myriad of educational opportunities for adults and youth. The table below identifies some of the tribal programs whose services are incorporated into the Pala Little Feathers program.

4. The extent to which the project is focused is appropriate to and will successfully address, the needs of the target population or other identified needs (up to 10 points).

Existing Pala Little Feathers preschool services are being reorganized according to goals and objectives of the newly introduced Common Core State Standards (CCSS) for the state of California. New services will be developed according to the CCSS and all curricula will be restructured in consideration of educational, cultural, and linguistic needs, focusing on skill development according to the CCSS. The comprehensive Pala Learning Center serves as the hub for all related education services. The Pala Little Feathers program has offered the opportunity for greater involvement of Native American children in the Tribe's preschool program and the opportunity for participants' success in school.

Pala Little Feathers program is significant for our Native American families as results and outcomes benefit entire families. Children will benefit from school readiness skills and follow through support services, enabling them to achieve at high levels according to the Common Core State Standards and, ultimately, reducing school failure and high school drop-out rates. The project is significant for parents as they will have options for additional literacy and job skills training, enabling them to secure employment, improve employability, and pursue postsecondary education opportunities. Parent Education and Involvement offerings will enable parents to assume their role as their child's first and most important teacher. It will provide parents with the knowledge and skills to make informed educational decisions on behalf of their children and to facilitate their children's education and success in the public school system. With the continued implementation of Pala's Little Feathers program, our tribe will enable Native

American parents and their children to successfully thrive educationally, economically, and socially with non-native families.

It is critical for us to include a strong cultural and language component, even at this young age. A student's perceptions and knowledge of their culture plays a critical role in academic success (Ogbu) found that students who maintain a strong sense of pride in their language and culture tend to not experience school failure (1978). In addition, studies of American Indian students found that children grounded in their culture are less likely to drop out of school or participate in gang activity and other high risk behaviors such as drinking, drug use and promiscuity (Deyhle 1995, Reyhner 1992). Providing students with programs that stress the importance of the Cupefio culture and teach them the language, values and traditions of the Cupefio Nation will result in increased self-esteem and academic achievement which is supported by American Indian research.

5. The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximum the effectiveness of project services.

This project will build upon the ongoing collaboration between the Pala Band of Mission Indians, the Pala Learning Center and Vivian Banks Charter School and California State University, San Marcos. By aligning their curricula and activities, the Pala Learning Center and Vivian Banks Charter School provides intensive and meaningful educational support in after-school programming for students of the Pala tribe. California State University, San Marcos (CSUSM) which offers an Indian Education Program brings to this project extensive expertise in curriculum development and evaluation services. Their substantive contribution in the evaluation will help us improve the project over the course of the four years, and also make the program replicable at other tribes across the country.

Quality of Project Personnel (10 Points)

The Pala Tribe has developed and practices a nondiscriminatory employment and affirmative action policy: The Pala Band of Mission Indians has and will continue to make it their policy in light of non-discriminatory employment practices to encourage applicants for employment from persons who are members of groups that have been traditionally underrepresented, such as: 1) members of racial and ethnic minority groups, 2) color, 3) national origin, 4) gender, 5) age, 6) handicap or disability.

There are six key positions identified by the project. A brief description of each is included in the table following, and resumes are provided (as attachments). Staff have participated in appropriate training as required by the California Department of Education, including CPR/First Aid, Preschool/Early Childhood Education certification requirements, Phonemic Awareness training, Child Outcomes, and training on student assessments.

1 – 2. Qualifications, including relevant training and experience, of the project director and other key

Key Position	Qualifications
Robert Smith Tribal Chairman	Chairman Robert Smith has been Pala Tribal Chairman since 1987. In this capacity, he has overseen tribal programs including government, education, environment, emergency services, housing, culture, forestry, and economic development. Although Chairman Smith is not included in the budget, his role in the project is instrumental. His expertise in tribal leadership and commitment to the education of tribal

	youth will ensure the continued success of this program.
Doretta Musick Director of Education and Project Director (1 position at 35% FTE)	Doretta Musick is the Director of Education for Pala Learning Center and will serve as Project Director on this grant. She has directed, managed and grown the Pala Learning Center and its numerous programs for the past 23 years, and she was the driving force behind establishment of the Pala Little Feathers Kindergarten Pre-school Readiness Program in 2001. Ms. Music manages the teaching and administrative staff, which currently numbers 15. She has a BA degree from University of Phoenix.
Justine Rosendale Program Manager and Teacher (1 .0 FTE)	Justine Rosendale who is currently the Lead Teacher at Pala Learning Center will serve as the Program Manager for this project. She will split her time evenly as Program Manager. She will serve as Project Manager 50% FTE and in a teaching role 50% FTE, for a total of 1.0 FTE. Ms. Rosendale has a Bachelor of Arts in Liberal Studies with a psychology emphasis, and earned a General Education certificate from Palomar College in 2012.
Early Childhood Education (ECE) Teachers (5 positions @ 50% FTE) each	Five fully qualified preschool teachers will fill these classroom teacher positions. They will complete daily planning and instruction for children enrolled in the program.
Early Childhood Education (ECE) Aide (5 positions at	Six fully qualified preschool assistants will fill these classroom aide positions. They will assist the instructors with

100% FTE)	all aspects of classroom instruction.
Adult Education Instructors	A qualified Tutor will be available to provide individualized assistance and tutorial for adults in need of General Education. In addition, services are provided by Escondido Adult Education and by Tribal T ANF additional Adult Education and Parent Education classes.
Dr. Joely Proudfit Program Evaluator (1 Consultant position)	Dr. Joely Proudfit who is a tenured associate professor of sociology at California State University will participate in the project, providing evaluation services. Dr. Proudfit holds a doctorate in political science and has extensive experience in research, developing research tools and measuring program effectiveness. She will work closely with staff of Pala Learning Center to develop the evaluation tool and administer, administer surveys, and deliver written and oral reports for the project team and for DOE.

The PBMI has extensive policies regarding management, accounting, program management and oversight. Departments have individual goals and missions, and report to a hierarchy of management of the organization. By Tribal policy, the Pala Education Committee and Parent Committee are responsible for oversight of all education programs. The two committees will provide guidance for the Pala Little Feathers program. They will meet on a regular basis to assist with planning, implementation and monitoring of the program.

3. The extent to which the applicant or one of its partners demonstrates capacity to improve outcomes that are relevant to the project focus through experience with programs funded through other sources.

Pala Band of Mission Indians has a long history of successful grants management experience. For over 45 years the Tribe has exercised sovereign authority over government, education, environment, culture, forestry, and economic development programs to lead Pala into economic and personal success for the Tribe and its members. Grants have been funded and implemented including technology (HP), housing, child care, culture and language (ANA), health and fitness, education (Even Start Family Literacy, Boys' and Girls' Club), library (IMLS), environmental (EPA-water and air), OJJP (Office of Juvenile Justice) and senior services. The Tribe also funds many services for local priority programs as a benefit of well-planned and managed economic development profits.

Furthermore, the Pala Band of Mission Indians has extensive capacity for grant administration. The Tribe's financial director, Theresa Nieto, Dina West-King has been managing the Tribe's grants for over a decade. She has two full-time staff at her disposal including a payroll manager and an accounts payable clerk. Within the past year the department has managed over \$1 million in Federal grants. Ms. West-King and her team are skilled in managing grant funds, maintaining separate accounting, appropriating expenditures according to grant requirements and providing timely and accurate financial reports to funders.

Adequacy of Resources (10 Points)

1. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project

The partners in this grant – The Pala Band of Mission Indians, Pala Learning Center, the Bonsall Unified School District (BUSD) and Cal State University San Marcos (CSUSM) already work closely together in various ways capacities. For instance, Pala Learning Center has access to the BUSD portal at the Vivian Banks Charter School, allowing our teachers to view homework assignments, as well as student progress. CSUSM provides the expertise, guidance and support to Pala students with regard to the university’s areas of study and academic curriculum to promote college and career readiness. Since CSUSM will conduct the program evaluation for this project, its staff will better understand our tribal institutions and curriculum, and they will build relationships with tribal faculty and students. Working together through this demonstration grant will give the tribe and academic institutions further opportunity to build relationships, share information and collaborate to benefit Pala tribal youth. The partners plan to incorporate these practices and learnings into our work after the grant concludes in four years.

2. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

A review of the budget pages and narrative will validate that this project is personnel intensive with the majority of the funds allocated to direct services to clients. Fringe benefits costs are consistent with what is being charged to all agencies, and these costs continue to rise dramatically. The budget has allocated funds for travel. The isolated location of Pala Indian Reservation makes travel relatively expensive and requires additional time to attend each required meeting or in-service opportunity. The supplies budget has been kept to a reasonable amount necessary to provide materials for comprehensive activities provided by the program. The contractual costs reflect agreed upon fees from those who will be providing these services and follow established regulations. The remaining costs reflect the actual fees charged to

maintain that part of the building used by Pala Little Feathers staff, and other program expenses to meet program needs, goals and objectives.

The Tribe does have an Indirect Cost Agreement from the Bureau of Indian Affairs for 2014, but it has not been updated. Therefore there are no indirect charges associated with this grant proposal. The funds requested through this proposal are sufficient to meet the needs of 75 children and their families. Through the adoption of the research-based curricula, with proper training of parents and staff in systematic and explicit instruction and assessment in early reading acquisition, and with the articulation between the K-2 programs of the feeder schools, Pala Little Feathers program will be able to demonstrate increased student achievement that has lasting longitudinal results into the upper grades.

Quality of Management Plan (30 Points)

- 1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*

The management plan has been designed to achieve the goals of Pala Little Feathers program with timeliness and fiscal, administrative, and educational accountability for the project design and delivery. The following chart depicts the management plan for Pala Little Feathers program. Procedures to ensure feedback and continuous improvement in the operation of the project are built into case management meetings about children, parent teacher conferences, and monthly collaborative management meetings. Monthly meetings of staff and collaborative partners, periodic surveys, focus groups, interviews of parents for program satisfaction and levels of participation, and observations and data collection of the children's assessments and analysis in pre-, ongoing and post- assessments all add to the data that are discussed and reviewed for

successes and challenges.

Procedures to ensure feedback and continuous improvement in the operation of the project are built into case management meetings about children, monthly parent teacher conferences, and monthly collaborative management meetings. Monthly meetings of staff and the collaborative, periodic surveys, focus groups, interviews of parents for program satisfaction and levels of participation, and observations and data collection of the children's assessments and analysis in pre and ongoing assessments all add to the data that are discussed and reviewed for successes and challenges.

The daily time commitments are realistic in that the project director will devote 40% of an FTE to project management by monitoring the assessments of children, planning instruction with staff in readiness component areas, and working with staff, families, and the evaluator of the project. The investigator/ evaluator will conduct needs assessments, design surveys and instruments for quantitative and qualitative data input, and submit analysis of performance outcomes and project effectiveness. She will be responsible for the design, data collection, and completion of the longitudinal research for Pala Little Feathers program. She will conduct focus groups, observe classes, and arrange for pre/post measures for all participants. The evaluator will also organize and analyze data, write evaluation reports, and will be available to Pala Little Feathers Staff as needed. The Pala Little Feathers Coordinator will provide day to day oversight to support the efforts of Pala Little Feathers program. This person will devote 100% FTE to Pala Little Feathers program activities. All other personnel will be 100% FTE.

Pala Little Feathers Management Plan

Objectives	Activities	Person Responsible	Timeline
1.0 EARLY CHILDHOOD EDUCATION			
School Readiness			
Objective 1.1: Children ages two to five years who have been enrolled for 30 days and receive a minimum of 10 hours/ week of direct services from Pala Little Feathers staff, will be administered a Desired Results Developmental Profile assessment as a baseline. By the end of the year, the children will demonstrate an increase in age appropriate developmental progress on reading readiness skills.	Administer Desired Results Developmental Profile assessment for 3 to 5 .11 years (PRE)	Program Manager	October annually
	Record pre-skills in developmental areas	Teachers and Project Mgr	October annually Daily
	Provide developmentally appropriate activities	Teachers	May-June annually (POST)
	Administer Desired Results Developmental Profile assessment (POST)	Program Mgr	

<p>Objective 1.2:</p> <p>Children ages two to five years who have been enrolled for 30 days and receive a minimum of 10 hours/ week of direct services from Pala Little Feathers staff, will be administered a PALS Upper and Lower Case letter recognition assessment as a baseline. By the end of the year, the activities children will be administered a post PALS Upper and Lower Case letter recognition assessment and will demonstrate an increase in age appropriate developmental progress on reading readiness skills.</p>	<p>Administer PALS Upper and Lower Case letter recognition assessment (PRE)</p>	Teachers	October annually
	<p>Record pre-skills in developmental areas</p>	Teachers	October annually
	<p>Provide developmentally appropriate activities</p>	Teachers	Daily
	<p>Administer PALS Upper and Lower Case letter recognition assessment (POST)</p>	Program Mgr	May – June annually

Language and Communication Development

<p>Objective 1.2:</p> <p>Children ages two to five years who have been enrolled</p>	<p>Administer DRDP for 3 to 5 years (PRE)</p>	Dr. Proudfit	October annually
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<p>for 30 days and receive a minimum of 10 hours/ week of direct services from Pala Little Feathers Staff, will be administered a Peabody Picture Vocabulary (PPVT) assessment as a baseline. By the end of the year, the children will be administered a post (PPVT) assessment and demonstrate an increase in age appropriate developmental progress on receptive language skills.</p>	<p>Record pre-skills in the four areas</p> <p>Provide developmentally appropriate activities</p> <p>Administer DRDP (POST)</p>	<p>Program Mgr</p> <p>Teachers</p> <p>Program Mgr</p>	<p>October annually</p> <p>Daily</p> <p>May-June annually</p>
Objectives	Activities	Person Responsible	Timeline
1.0 EARLY CHILDHOOD EDUCATION (continued)			
Social Development			
<p><u>Objective 1.3:</u> Children ages two to five years who have been enrolled for 30 days and receive a minimum of 10 hours/ week of direct services from Pala Little Feathers staff, will be administered a Desired Results Developmental Profile assessment as a baseline. By the end of the year, the children will be</p>	<p>Administer Desired Results Developmental Profile assessment for 3 to 5.11 years (PRE)</p> <p>Record pre-skills in developmental areas</p> <p>Provide developmentally appropriate activities</p>	<p>Pala Little Feathers Staff</p>	<p>October annually</p> <p>October annually</p> <p>Daily</p>

administered a post Desired Results Developmental Profile assessment and will demonstrate an increase in age appropriate developmental progress on social developmental skills.	Administer Desired Results Developmental Profile Assessment (POST)		May-June annually
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Separate, but not unrelated to the Pala Little Feathers program Management Plan, are basic activities that will be completed in terms of basic program implementation. They include:

Program Management Tasks and Activities	Details/Explanation
<ol style="list-style-type: none"> 1. hire/ train staff 2. recruit students 3. schedule classes 4. conduct pre-assessments 5. implement classes 6. conduct post-assessments 7. provide ongoing training 8. develop data collection tools 9. Establish timelines for all data 	<ol style="list-style-type: none"> 1. Staff for key positions will be interviewed and hired. 2. Students will be recruited for Pala Little Feathers program. 3. Preschool classes will be scheduled. 4. Pre-assessments will be completed. 5. Classes will be held to meet design components of preschool and adult components. 6. Post-assessments will be completed. 7. Training will be conducted for staff on all aspects of program implementation and evaluation. 8. Evaluator will assist with development of data collection tools. 9. Timelines will be developed and calendared.

<p>10. Develop calendar for evaluation</p> <p>11. Develop data recording/tracking tools (spreadsheets, databases)</p> <p>12. Train staff in assessments and data collection.</p> <p>13. Collect and record baseline data</p> <p>14. Monitor program implementation</p> <p>15. Collect post-data</p> <p>16. Compile and analyze data</p> <p>17. Complete evaluation</p> <p>18. Share evaluation</p> <p>19. Plan and implement adjustments to program based on outcomes</p>	<p>10. Program management timelines will be developed and calendared. meetings and focus groups</p> <p>11. Evaluator will assist with development of data collection tools.</p> <p>12. Training will be conducted for staff on assessments and data collection.</p> <p>13. Baseline data will be collected and recorded.</p> <p>14. Program implementation will be monitored by supervisors and analyzed by Pala Little Feathers program Management staff and Evaluator.</p> <p>15. Post data will be collected and recorded.</p> <p>16. Data will be compiled and analyzed.</p> <p>17. Evaluation reports will be completed as required.</p> <p>18. Evaluation will be shared with partners. Individual student progress will be shared with parents via parent conferences.</p> <p>19. Program implementation will be adjusted as necessary to improve outcomes.</p>
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The "Pala Little Feathers Program Management Plan" has been designed to achieve the goals of Pala's Little Feathers program with timeliness and fiscal, administrative, and educational accountability in accomplishing the goals and objectives of the project design and delivery of the model curricula. The ongoing meetings and formal evaluation reports will validate the extent to which the program is meeting its goals and objectives.

Progress on each of the program objectives will be included in our annual performance reports that will be submitted to the U.S. Department of Education. These reports will also include a description of research-based instruction, materials, and activities, the types of parent education activities conducted, the number and ages of children served, the number and qualifications of staff, the number of children promoted to kindergarten, and evaluation results. The evaluation design includes plans that will examine process and outcome data. The evaluator will examine the implementation of the project strategies, observe daily routines, analyze attendance, parent participation and teacher engagement of children. The evaluator will examine data, review student portfolios and interview teachers to assess progress exhibited by children. The formal assessments will provide further quantitative evidence on the quality of delivery of services and the success of their delivery. Project staff, parents, and the evaluator will have ample opportunities to discuss program implementation strategies through project management meetings, focus groups, and the many hours spent on-site by the evaluator/principal investigator observing program activities.

2. The extent to which method of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes (up to 3 points).

Dr. Joely Proudfit, the project evaluator, will provide technical assistance in the integration and completion of all Pala Little Feathers program activities, including data collection, activity timelines, and Federal requirements. She will also participate in Pala Little Feathers program collaborative meetings. In addition to preparing required evaluations including the annual, year-end evaluations, as well as the final evaluation and final report, Dr. Proudfit will also meet regularly with staff of the Pala Learning Center and Vivian Banks Charter School to brief the

team on research findings and she will also make specific recommendations on areas for improvement.

3. The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance (up to 3 points).

The Pala Band of Mission Indians is committed to investing in its youth, who represent our tribe's future. While PBMI operates Tribal economic enterprises, revenue has been in decline in recent years due to the economic recession, so the tribe's ability to contribute to such a program at this time is limited. As Pala enterprises are slowly recovering, the tribe is also in the process of diversifying its business portfolio into different economic sectors. In five years the tribe will be in a much better economic position to fund this program. Meanwhile, the staff of Pala Learning Center will grow over the four year grant period in their ability to develop/refine and implement innovative educational improvement programs, as well as monitor the effectiveness to improve student learning. The positive outcomes we achieve at the Pala Learning Center through this demonstration project will show tribal leadership how the program can result in significantly improved learning for tribal youth, integrate parents and the rest of the community, and instill a higher value on education within families. The tribe is prepared to continue the educational activities begun under the NYCP grant as an investment in the future of its youth.

Quality of the project evaluation. (15 Points)

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

To measure quality, access, and outcomes, Pala Little Feathers program includes two levels of evaluation: 1) National evaluation (Annual Performance Report) which collects rigorous academic progress data, and 2) process and outcome data reflecting the national impact of the

Pala Little Feathers program on our preschool children. The local evaluation will involve data as collected for the national evaluation process, and will include a self-study process which assesses implementation of objectives and activities as identified in our Program Management Plan. This local evaluation will answer specific questions about the quality and appropriateness of the program implementation regarding project objectives and participation needs. The performance measures for Pala Little Feathers program will produce quantitative and qualitative data that are related to the project outcomes. The objectives were designed to clearly measure achievement levels by children in regards to school readiness. Other (individual program) objectives were designed to measure the quality and extent of staff development and parent participation. Each Pala Little Feathers program goal has its own set of objectives that are quantifiable.

The instructional assessments to be administered, such as the DRDP, PPVT and PALS Upper and Lower Case Letter Recognition, will provide quantitative data that will enable project staff to see progress or challenges for each child. Other quantitative data will be gathered through the ECERS (Early Childhood Environmental Rating Scale). These data will be analyzed to provide all stakeholders with a report on project participants.

Children's portfolios, observations by staff: anecdotal information, focus group discussions, and the evaluator's observations will provide qualitative data that will complement the quantitative findings and provide ample data for a comprehensive evaluation report.

The quality and impact of Pala Little Feathers program will be evaluated using a research design that includes the collection of quantitative and qualitative data and provides formative and summative assessment information. The following table summarizes the types of data to be collected.

Quantitative data to be collected	Formative assessment information
<ul style="list-style-type: none"> • DRDP, PPVT, PALS Upper and Lower Case Letter Recognition assessments • ECERS ratings • Child attendance records 	<ul style="list-style-type: none"> • Analysis of pre/post assessment data • previous and current ECERS ratings • Identify children at-risk due to absenteeism
Qualitative data to be collected	Summative assessment information
<ul style="list-style-type: none"> • Teacher, parent focus group interviews • Classroom observations, portfolio review • Anecdotal information from parents 	<ul style="list-style-type: none"> • Comprehensive data re: children's progress

Data will be collected to complete the annual performance report required by the Department of Education. In addition to submitting an evaluation report to the funding source, results of the evaluation will be reported to parents, staff, Tribal Education Committee and Executive Committee and program partners. The assessment instruments, by design, require pre- and post-testing allowing for the assessment of progress toward the achievement of school readiness. Parents will be able to discuss their child's progress with project staff. Staff meetings will allow project staff to monitor student performance and parent participation through the examination of records. Evaluation management activities are incorporated into the Management Plan presented above. An important aspect of the evaluation design is the inclusion of a longitudinal study that will allow for tracking of all children who are served by Pala Little Feathers program. A longitudinal study that identifies best practices and monitors program improvement is a proven effective strategy that may be replicated in other settings. We will include those children

attending Pala Little Feathers preschool classes for more than 100 hours of instruction. They will be compared to children who have not attended Pala Little Feathers. Pala Learning Center uses several spreadsheets developed in-house by staff and the evaluator. We regularly input, monitor and review information and data to track progress and scores for our evaluation and continuous improvement of the programs.

Replication/Dissemination. Given the proximity of Pala Reservation to other tribes in San Diego County, we also expect Pala Little Feathers program to serve as a model for other nearby American Indian communities that wish to improve the quality of education for their children. Pala's Even Start Family Literacy program has already served as a model for other tribes in the area who have sought funding for family literacy programs of a similar scope. We expect that Pala Little Feathers program will also inspire other tribes to improve the early childhood education programs available in their communities. In addition, the entity providing evaluation services is California State University, San Marcos (CSUSM), which can help publicize this program to tribes around the country. The project's research-based design and rigorous performance goals will create the foundation for the continuation of Pala's Little Feathers program activities beyond the funding period. The project's effects on the academic performance of project participants will be further evidence of the need to continue Pala Little Feathers program activities. The commitment of the tribe and our partners, as well as the continuing support of our community will ensure the continuation of the Pala Little Feathers program. Furthermore, the research from this project can serve to create model American Indian preschools and disseminate effective strategies nationwide. The importance and magnitude of the outcomes to be attained through Pala Little Feathers program are far-reaching.

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Partnership Agreement
Between
Pala Band of Mission Indians,
Pala Learning Center,
Bonsall Unified School District and
Cal State University San Marcos

Preamble

In response to the advancing educational needs of students and families on the Pala Indian Reservation, concerned parents, school districts, community-based organizations, and governmental entities have come together to form a collaborative to develop sustainable after-school programs with youth development principles at its cornerstone. As part of the collaboration, Pala Band of Mission Indians (PBMI) has developed a framework for an innovative initiative that simultaneously links after-school programming to state standards-based education delivered during the school day by participating school districts. Such programming integrates educational enrichment programs, and responds to the needs of local families for a high-quality family literacy program.

Members of the Pala Band of Mission Indians (PBMI) determine the mission, vision, goals, and policies of the Pala Learning Center's (PLC) after-school programs. PLC is a tribal education agency (TEA). PLC's education director monitors program effectiveness, builds program sustainability, and represents the agencies and schools it services. PLC's initial goals are directly aligned with the Learning Center's mission statement:

The mission of the Pala Learning Center is to provide quality materials and services that fulfill the community's educational, informational, cultural, and recreational needs to raise their aspirations to choose from the widest range of personal and career choices possible, and to prepare them to be effective contributing citizens to society.

Understanding And Commitments

Pala Band of Mission Indians (PBMI) and the Pala Learning Center (PLC) enter into this Partnership Agreement with Bonsall Unified School District (BUSD) and Cal State University San Marcos (CSUSM) for the purpose of implementing the **Pala Band of Mission Indians Educational Improvement Program**, with funding from the FY 2016 Native Youth Community Projects (HRSA-15-039/CFDA 93.912). The program will be delivered at the Pala Learning Center located on the Pala Indian Reservation.

This Partnership Agreement establishes the framework for a formal working relationship between the parties to this Agreement and specifies the services and resources that each commits to this program.

The Pala Band of Mission Indians will be the fiscal and lead agent for the grant, with the Pala Learning Center taking the primary role in directing and managing the project, as well as overseeing partnership activities to ensure the overall success of these activities. The primary responsibilities of each party to this Partnership Agreement are highlighted below:

Responsibilities of Pala Band of Mission Indians, a Federally-Recognized Tribe

- Will serve as fiduciary agent responsible for all financial transactions and reporting to DOE under this grant.
- Provide oversight of Pala Learning Center to ensure the program is implemented according to the proposal and grant agreement with DOE.

Responsibilities of Pala Learning Center (PLC), a Tribal Education Agency (TEA)

- Provide overall programmatic leadership for the development of after-school programs described in the PBMI Educational Improvement Program proposal submitted to the Office of Elementary and Secondary Education, Department of Education.
- Develop communication systems linking all program sites and participating organizations;
- Implement systems and procedures to comply with the grant requirements including reporting and evaluation.
- Convene and staff monthly meetings of PBMI Executive Committee and bring key financial and programmatic issues to the committee for consideration.
- Track program activity and outcomes, maintain statistics. Prepare and submit through PBMI programmatic reports to DOE as required under the terms of the Grant Agreement.

Responsibilities of Bonsall Unified School District (BUSD), a local education agency (LEA)

- BUSD will actively participate in the activities of PBMI's Educational Improvement Program through the Vivian Banks Charter School, and will have representation at all PLC program meetings.
- BUSD will provide staff to assist with the implementation of PBMI's Educational Improvement Project as needed.
- BUSD will supervise all of its staff and consultants participating in PLC's program, guaranteeing close coordination with PLC staff and activities.
- PLC program will be linked to the Vivian Banks Charter School's regular day program and the academic and social goals being promulgated by the School. BUSD will make available its portal to PLC for the purpose of coordinating student progress and homework assignments of Vivian Bank Charter School students.
- BUSD will participate in the program evaluation process as required by the DOE and the PLC by maintaining records on activities and services and engaging in data collection as required.

Responsibilities of Cal State University San Marcos (CSUSM), a local education agency (LEA)

Cal State University San Marcos is committed to the successful functioning of the PBMI Educational Improvement Project and to the realization of the outcomes it seeks. CSUSM commits to helping promote college and career readiness of PBMI students and helping them overcome barriers to success. CSUSM's specific commitments include the following:

- CSUSM will actively participate in PLC's activities and will have representation at all PLC program meetings.
- CSUSM will provide staff to assist with the implementation of the PBMI Educational Improvement Program as needed.

- CSUSM will supervise all of its staff and consultants participating in PLC's program, guaranteeing close coordination with PLC staff and activities;
- CSUSM will participate in program evaluation process as required by the California Department of Education and the PLC by maintaining records on activities and services and engaging in data collection as required;
- CSUSM will provide expertise, guidance and support to PLC students in the university's academic curriculum and areas of study to promote college and career readiness of the students. In turn, PLC will link its curriculum to the academic and social goals being promulgated by the University.

Terms of Agreement

The terms of this MOU shall be in effect from October 1, 2016 – September 30, 2017 and may be extended by written agreement of all parties. Any party, upon 30 days' notice to PBMI and PLC, may terminate this agreement.

Agreed:

(b)(6)

Doretta Musick
Director of Education, Pala Learning Center

5-13-16
 Date

(b)(6)

Robert Smith
Chairman, Pala Band of Mission Indians

5/21/16
 Date

(b)(6)

Name
Title
Bonsall Unified School District

5/24/16
 Date

(b)(6)

Name *Bella Newbery*
Title *AVP, Procurement Support Services*
Cal State University San Marcos

5-13-16
 Date

Needs Assessment Results**Pala Learning Center
Annual Report
2014/2015****1) Pala Learning Center / Pala Little Feathers Preschool****Instructional Hours:**

Pala Learning Center offers the following number of hours in each of the four components on a monthly basis:

ECE: The children in the program who are birth – 2 years of age are served through the Pala Child Care/Preschool. The Pala Daycare/Preschool offers 160 hours of services per month, with a high quality ECE Curriculum. Little Feathers Kindergarten Readiness Program serves children 2-5 years of age and operates 90 hours per month. Children in Kindergarten through second grade receive one-on-one tutoring in reading three hours a day, five days a week, at the Vivian Banks Charter School. Tutor/Liaison: Children five – eight years of age receive after-school tutoring, Monday-Friday, 2:30 p.m. – 4:30 p.m. Total hours of services provide to Pala Learning Center Participants, 5-8 years of age is 100.

Adult Education: Through an array of opportunities and services, participants are provided with 230 hours of adult education opportunities and services per month. These hours are offered through GED instruction at the Pala Learning Center, BRAINCHILD (computer assisted learning program), GED and high school diploma classes at Valley Center Adult School and the Pala Indian Education Center.

PACILA/Parent Education: The participants receive monthly calendars and bags with PACILA and Parent Education activities to do at home. Each calendar has combined PACILA and Parent Education activities that equal twenty hours for the month. Families enrolled in the Program are provided with “real life experience trips”. These trips are for the families that are actively engaged and participating in all four program components. Trips include, visiting local grocery stores, restaurants, banks, post offices etc... These trips allow staff to model how literacy can be used in everyday activities. These activities also show participants how important literacy is in their everyday lives. Each month the program offers a PACILA/Family Night activity, at the Pala Learning Center. These activities involve the entire family and are centered on literacy activities that the whole family can take part in. These evenings end with each family taking a book home to add to their family library.

Enrollment of Eligible Participants:

At this time, there are 31 enrolled families and 60 children being served by the Pala Little Feathers Preschool Program.

Participation of Families:

All families enrolled in the Program are participating in all four of the components. The most inconsistency is in the adult education component. Currently, we have adults in the early stages of seeking a GED, adults attending remedial math and reading classes, adults taking part in vocational training through TANF, and adults who are working on adult basic education.

Instructional Staff and Contractors:

All positions and contracts within the approved project proposal have been filled. Pala Learning Center has signed working MOU with the following collaborative partners: Rincon Indian Head Start, the Vivian Banks Charter School and Indian Health Council's Human Service's Department.

At this time all staff meets the requirements and qualifications. The Pala Learning Center staff is continuously participating in training both on-site and off – site. Training, as per our professional development plan, includes: Parents As Teachers (PAT), CASAS, DRDP, PPVT-III, PALS, Literacy Foundations, Read Right, and NESAs Academies.

2) Data and Results of GPRA Measures

GPRA Measure: Percentage of adults showing significant learning gains on measures of reading.

GPRA Measure: Percentage of school age adults who earn a high school diploma or GED.

Summary of Findings

Pala Learning Center staff has completed initial intakes on each family including an Adult Education intake. Each adult participant has completed the CASAS Life Skills Appraisal. Out of the 31 families being served, it is known that seven of the adult participants are in need of a GED or High School Diploma. Currently, the Pala Learning Center Program has assessed these individuals using the Contemporary GED Curriculum used by our ABE/GED Instructor.

The remainder of adult participants have a high school diploma or GED, but have very low literacy skills and is in need of Adult Basic Education.

Each family entering the Program is assessed using the CASAS Life Skills Appraisal Assessment. Upon completion of this CASAS assessment, the participant will be placed

in one of three ABE/GED Options: 1) Valley Center Adult School High School Diploma or GED Program 2) Pala Learning Center ABE/GED Program or 3) at home self-paced GED studies using the BRAINCHILD computer assisted learning program and individual meetings with the Pala Learning Center's GED Instructor and the Pala Learning Center's Career Center.

GPRA Measure: Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development (as measured by the PPVT-III administered pre and post).

Objectives 2.1 – 2.6:

DRDP gain was our management plan; based on USDOE recommendation we switched to PPVT-III and PALS.

2.1: PPVTIII

DRDP gain was our management plan; based on USDOE recommendation we switched to PPVT-III.

Below you will find a spreadsheet of the scores for the PPVT III Pre and Post-test

Name	Pre-test standard score	Post-test standard score	Point Gain	Pre-test Age Equivalent	Post-test Equivalent
Student one	72	84	12	1-09	3-01
Student two	96	99	3	3-06	4-04
Student three	102	108	6	4-04	5-04
Student four	93	106	13	3-09	5-03
Student five (3 months only)	97	N/A	N/A	4-01	N/A
Student six	103	112	9	4-10	6-01
Student seven	102	115	13	4-06	6-02
Student eight	108	123	15	4-10	6-08
Student nine	100	108	8	4-09	6-01
Student ten	104	114	10	4-09	6-01
Student eleven	92	98	6	4-01	5-03
Student twelve	Special needs student	Special needs student	N/A	N/A	N/A
Student thirteen	95	103	8	4-04	5-06
Student fourteen	104	108	4	4-10	8-02
Student fifteen	106	109	3	5-03	5-06

The ECE Program has an enrollment of fifteen children, four to five years of age. Of these fifteen children, one is a Special Needs Student and the other just started the program. Thirteen children have had an initial pre and post test on the Peabody Picture Vocabulary Test (PPVT-III). Pre-tests were conducted in September and Post-tests are conducted the first week of May.

Eleven out of the thirteen children (84%) showed at least a four point gain, from their pre-test scores – post-test scores, showed a point gain of four or more points, between their Pre-test Standard Score and their Post-Test Score.

GPR Measure: The average number of letters children entering kindergarten can identify measured by the PALS Pre-K Uppercase Letter Naming Subtask.

2.2: PALS

DRDP gain was our management plan; based on USDOE recommendation we switched to Pals.

Below you will find a spreadsheet of the **Pre and Post-test scores for the Pals Test**:

Name	Pre-test score	Post-test score	Point Gain	Comments
Student one	0	2	2	Poor attendance. Has attended 89 days out of 144.
Student two	0	2	2	Both English and Spanish spoken in the home. Child only attended Little Feather's since Oct. 2014
Student three	0	12	12	
Student four	0	2	2	Poor attendance. Student has attended 71 days out of 144.
Student five (3months only)	03/02/14 tested 2	N/A	N/A	Student started Little Feather's Feb. 26 th , 2014.
Student six	26	26	0	
Student seven	0	7	7	
Student eight	2	17	15	
Student nine	5	22	17	
Student ten	26	26	0	
Student eleven	8	15	7	
Student twelve	Special needs student	Special needs student	N/A	
Student thirteen	3	18	15	
Student fourteen	4	26	22	
Student fifteen	0	21	21	

Of the fifteen children entering kindergarten, one child is a Special Need's child and the other student just started the in February. The average numbers of letters recognized will be out of thirteen children not fifteen. The average number of uppercase letters recognized at the time of Pre-test scores was six out of twenty-six (23%). The average number of uppercase letters recognized by the children at the time of Post-test scores is nine out of twenty-six (34%).

2.3: Attendance Project Objective

This indicator was achieved.

There are fourteen students that are between the ages of 5 and 7 years of age who attend the Vivian Banks Charter School. The students who attend Vivian Banks Charter School and participate program have attended 95% of the total school days offered to date.

2.4: Grade Retention and Promotion: Objective

This indicator was achieved.

At this time all students enrolled in the Pala Learning Center, who attend the Vivian Banks Charter School, will advance to the next grade level.

2.5: Reading on Grade Level: Objective

This indicator cannot yet be measured.

Pala Learning Center tutor will request assessment results in June from the Vivian Banks Charter School on the children who are enrolled in the Pala Little Feathers Program and who have received supplemental services during the current school year. The assessment results will show the Pala staff whether or not the children enrolled in the Pala Preschool Program are reading at or above grade level, according to the California Achievement Test (CAT-6) and California Content Test.

2.6: English/Language Arts and Math Progress

The Pala Learning Center will request the results of assessments on math, reading and writing, in June after the children have received services for one year. The Pala Learning Center staff will look at results to ensure that the children enrolled in the Pala's Program are at or above grade level according to the California Achievement Test. If they have not yet reached grade level, staff will review each child's results to ensure they are making progress in reaching at or above grade level in reading.

3.0: Interactive Literacy

3.1: PACILA: Objective

This indicator was achieved.

The Pala Learning Center provides over twenty hours a month of PACILA time to families. PACILA hours are provided through center-based and home-based personal visits and family night activities. PACILA hours are also provided through take home family packets each month, field trips, and culture classes. Participation rate at PACILA is in excess of 60% each time, with all families participating in a minimum of 20 hours monthly.

3.2: Quantity of Literacy Materials in the Home

The Pala Learning Center provides reading materials to both the children and adults enrolled in the program on a monthly basis. Each family receives a book during family night activities. Each family also receives a book at their personal visit in their home. All enrolled families are provided opportunities to meet with the Parent Educator and the Pala Library staff and explore the library on the reservation. Field trips provide reading materials for families to take home.

When a family enrolls in the program a CA-ESPIRS checklist is completed. The results show low levels of reading materials and writing materials in participant homes.

After two year's of services another assessment will be given to parents. Results will show an increase in reading and writing materials in the homes of the participants.

3.3: Parenting Literacy Behaviors

The participants have been provided with 108 hours of parenting and literacy time in the last seven months. Parenting and Literacy activities include but are not limited to: Family Book Nights, real life experience field trips to the post office, libraries, bank, and a restaurant. Initial assessments given to families using the CA-ESPIRS checklist shows little and inconsistent interactive literacy behaviors occurring between children and their parents. At the time a child completes the Little Feather's Program, another CA-ESPIRS checklist will be completed. It is expected that after receiving Pala Little Feather's services for two years, there will be an increased number of parents who participate in literacy activities in their homes with their children.

3.4: Parent Involvement in Child's Education

Fifty percent of the children in the Program received Special Education and Resource services through the local school district. The parents of these children attended at least two Individual Education Plan meetings with school representatives in the last seven months.

Initial CA-ESPIRS assessments showed a low number of parents who answered yes to being involved in their children's school or school activities. After one – two years of services, it is expected that participants will show an increase in involvement in their child's education and school.

4.0: Parenting Education

4.1: Parenting Role and Practices

At this time home or centered based visits are conducted on a monthly basis, by the ECE teachers and teacher's aides. Parenting roles and practices are also demonstrated daily in the ECE classroom and at PACILA Family Nights, and on Real Life Experience field trips, by all staff.

4.2: Parental Attitudes

Personal home visits are conducted on a monthly basis with each family enrolled in the Pala Program. Out of 31 families, over fifty percent participate in a monthly personal home visit. Several families participate in bi-weekly visits. Quarterly and on an as needed basis, conducts surveys; ensuring that families are being provided with topics of interest, the needs of the families are being met, convenient times, and locations of activities are available allowing all families the opportunity to meet all four of the components of the Pala Program. Staff provides a monthly calendar of all activities and opportunities for the participant to meet the required number of hours for the program.

5. Local Evaluation

As part of our local evaluation, we complete an annual self-study of the Pala Learning Center and Pala Little Feathers Preschool.

Defined Geographic Area to be Served

This Educational Improvement Demonstration Project serves tribal youth residing on the reservation of The Pala Band of Mission Indians (PBMI), a Federally recognized tribe. PBMI is located in San Diego County in southern California, approximately 30 miles inland from the Pacific Ocean. The reservation covers an area which totals more than 20 square miles.

Evidence of Capacity

Pala Band of Mission Indians has a long history of successful grants management experience. For over 45 years the Tribe has exercised sovereign authority over government, education, environment, culture, forestry, and economic development programs to lead Pala into economic and personal success for the Tribe and its members. Grants have been funded and implemented including technology (HP), housing, child care, culture and language (ANA), health and fitness, education (Even Start Family Literacy, Boys' and Girls' Club), library (IMLS), environmental (EPA-water and air), OJJP (Office of Juvenile Justice) and senior services. The Tribe also funds many services for local priority programs as a benefit of well-planned and managed economic development profits.

Furthermore, the Pala Band of Mission Indians has extensive capacity for grant administration. The Tribe's financial director, Theresa Nieto, Dina West-King has been managing the Tribe's grants for over a decade. She has two full-time staff at her disposal including a payroll manager and an accounts payable clerk. Within the past year the department has managed over \$1 million in Federal grants. Ms. West-King and her team are skilled in managing grant funds, maintaining separate accounting, appropriating expenditures according to grant requirements and providing timely and accurate financial reports to funders.

Description of Continuing Activities

The partners in this grant – The Pala Band of Mission Indians, Pala Learning Center, the Bonsall Unified School District (BUSD) and Cal State University San Marcos (CSUSM) already work closely together in various ways capacities. For instance, Pala Learning Center has access to the BUSD portal at the Vivian Banks Charter School, allowing our teachers to view homework assignments, as well as student progress. CSUSM provides the expertise, guidance and support to Pala students with regard to the university's areas of study and academic curriculum to promote college and career readiness. Since CSUSM will be involved in evaluation of this project, they will better understand our tribal institutions and curriculum, and they will build relationships with tribal faculty and students. Working together through this demonstration grant will give the tribe and academic institutions further opportunity to build relationships, share information and collaborate to benefit Pala tribal youth. The partners plan to incorporate these practices and learnings into our work after the grant concludes in four years.

The Pala Band of Mission Indians is committed to investing in its youth, who represent our tribe's future. While PBMI operates Tribal economic enterprises, revenue has been in decline in recent years due to the economic recession, so the tribe's ability to contribute to such a program at this time is limited. As Pala enterprises are slowly recovering, the tribe is also in the process of diversifying its business portfolio into different economic sectors. In five years the tribe will be in a much better economic position to fund this program. The positive outcomes we achieve at the Pala Learning Center through the demonstration project will show tribal leadership how this program can result in significantly improved learning for tribal youth. The tribe is prepared to continue the educational activities begun under the NYCP grant to invest in the future of tribal youth.

Doretta J. Musick



Qualification Summary

Self motivated with successful track record in both governmental agencies and private enterprise. Superb **Organization skills** utilized to manage programs and projects for maximum efficiency and desired results. **Finance management** proficiency ensures accurate records and financial reporting. Expert **communication skills** enhance ability effectively communicate with government officials and funding agencies.

Professional History

1993-Present

**Sovereign Government of Pala Band of Mission Indians
Pala Learning Center Director**

- Writing, preparation of proposals, grant applications.
- Administrative work in researching, identifying, developing and responding to federal, state, public and private grant opportunities.
- Progress reports and financial statements
- Trained and supervised over 15 employees
- Created and implemented children’s literacy program, initiated adult literacy and GED preparation program
- Developed and managed after school tutoring program for K-12 students.
- Procured materials within budget guidelines, set up 3900 sq. ft. library and learning center facility.

1978-1987

**Sovereign Government of La Jolla Band of Indians
Program Administrator/Account Manager**

- Managed three enterprises...campground...general store...waterpark
- Wrote grants ranging from \$35,000 to \$500,000; 3 out of 5 grants awarded
- Established tracking systems and monitored to ensure managers operated within budget; as result monies consistently available to meet payroll and loan payments.
- Supervision of staff, oversight of \$1,800,000 budget, general accounting practices to ensure accurate and timely reporting

1976-1978

**Sony Corporation, Rancho Bernardo, CA
Material Control Coordinator**

- Responsible for ordering materials for warehouse distribution.
- Responsible for data analysis; input and output status reports.

Education

Palomar College, San Marcos, California	1989
Business/Library Technology	
University of Phoenix	1996
Business & Management Administration	
CSUSM Extended Studies Program	2000/2001
Business Administration/Supervision	

Demonstrated Areas of Expertise

Supervision, Recruitment & Training, Budget Preparation & Oversight, Grant Writing, Financial Accounting Procedures, Management, Organization, Governmental Agency Interface, Computer Applications and Procurement

JUSTINE N. ROSENDALE

PROFILE

Focused and dedicated individual with experience in providing effective assistance to teachers. Committed to helping with the development of children of different socioeconomic backgrounds. Skills with classroom management, discipline implementation, and a caring heart.

EXPERIENCE

LEAD TEACHER, PALA LITTLE FEATHERS PRESCHOOL: PALA, CA – CURRENT
Provides work direction for team members in the classroom(s) and oversees and ensures success of program delivery.

TEACHERS ASSISTANT (INFORMAL) THIRD GRADE, AVAXAT ELEMENTARY SCHOOL; MURRIETA, CA—2014-2015
Taught math and reading lessons in a third grade classroom, administered reading diagnostic assessments to students, and led one-on-one tutoring and small-group instruction.

BRAND REPRESENTATIVE, ABERCROMBIE & FITCH CO; TEMECULA/COSTA MESA, CA — 2008-2015
Brand Representatives are an important part of the in-store experience and represent the brand by providing customer service and maintaining presentation standards. Some skills I brought to the store were communication, multi-tasking, applied learning, interpersonal interaction, and work ethic.

TUTORED SECOND GRADE, CALIFORNIA ELEMENTARY SCHOOL; COSTA MESA, CA—2013
Directed tutoring of elementary and/or secondary students in selected tutorial centers and local public schools in urban settings.

OBSERVED KINDERGARTEN, HEIGHTS CHRISTIAN ELEMENTARY SCHOOL: LA MIRADA, CA — 2012
Provide feedback on teaching practices and to suggest ways to improve those practices, if appropriate.

EDUCATION

VANGUARD UNIVERSITY OF SOUTHERN CALIFORNIA, COSTA MESA, CA
-Bachelor of Arts in Liberal Studies with Psychology emphasis (2012-2015)

PALOMAR COLLEGE, SAN MARCOS, CA
-General Education (2011-2012)

EXTRA CURRICULAR INVOLVEMENT

VANGUARD UNIVERSITY TRACK ATHLETE (2012-2013)

(b)(6)

Ricardo Barbosa

(b)(6)

Objective : I am a dedicated person who wants to use his skills and education to help students achieve their education goals using both traditional and modern approaches.

Education :

Palomar College Mathematics A.A.

May '09

- Completed the IGET-C breadth certificate
- Currently enrolled in managerial accounting and management (Spring 2016)

Cal State San Marcos Mathematics B.S.

Aug '16 - Present

Experience :

Palomar College

Jan '07 - Jan '09

- Tutored at the Palomar College Mathematics Department, helping college students with math problems. Tutored: pre-algebra, beginning algebra, intermediate algebra, college algebra, trigonometry, calculus I, calculus II, calculus III, linear algebra, and differential equations. Worked hours between classes and class work: multi-tasked.

Cal State San Marcos

May '08 - May '09

- Tutored through the Bridges Program: a program aimed to support science and mathematics majors attending Palomar College as students transferred to Cal State San Marcos.
- Tutored college students in algebra-based physics for life science majors, calculus 1, and calculus II. Coordinated times and places to tutor off-campus; such as a libraries, Barnes and Noble, or at the student's house.

Pala Learning Center

Sep '09 - Present

- Tutor k-12 students in all subjects. Effectively communicate with parents, teachers, and students to ensure all assignments are being completed.
 - Tutor GED students in mathematics. Teach returning students their multiplication tables, as many do not know them, and continuously work with the student until they are ready to take their GED test.
 - Order supplies for preschool at the learning center: Costco, Office Depot, Amazon. Maintain a budget and distribute costs with current grant and program budget.
 - Volunteer at community events when approached at the Pala Youth Center.
 - Volunteered in the community over the weekends to tutor students who need additional help, and cannot come to the learning center during regular business hours. Worked with college students who need help over the phone, online, or in person at no charge: checking their math assignments or editing school papers.
 - Entered hundreds of fields of data to report all after-school student attendance and activity.
-

Skills :

Microsoft Office

Proficient in Word, Publisher, Excel, Powerpoint, and Access.

Programming

Experience in C#, Java, XML, and Web Development

Writing

Ability to efficiently produce concise, organized reports, and labs.

Bilingual

Fluent in English and Spanish

Other Activities/Skills :

Train Thailand kickboxing (Muay Thai) for 5 years (2011 - Present). Ranked brown sash with black tip, and will be receiving black sash by the end of 2016. Train in Brazilian Jiu Jitsu for 5 years (2011 - Present) and compete in tournaments through the IBJJF. Run at least 3 marathons throughout the year, and participate in miscellaneous athletic events. Have a certificate in basic handgun training (2011).

Maria Matias

(b)(6)

OBJECTIVE A four year old teacher at Pala Little Feathers Preschool utilizing my abilities developed through my experience and education.

EDUCATION

Clear Multiple Subject Teaching Credential Azusa Pacific University, Azusa, CA	2016
Site Supervisor Permit/Child Development Palomar College, San Marcos, CA	2013-Present
BA in Liberal Studies with a Human Development Emphasis California State University, San Bernardino, CA	2005

CERTIFICATION

Certified in CPR & First Aid 2014

TEACHING EXPERIENCE

Pala Little Feathers Preschool Teacher Pala Band of Mission Indians	2012-Present
<ul style="list-style-type: none">• Implement daily curriculum using Houghton Mifflin Harcourt as well as other classroom duties effectively• Manage a class of twenty students effectively in individual, small group, whole group activities• Perform parent-teacher conferences and complete student assessment DRDP's, In-House, and PALS (Phonological Awareness Literacy Screening)• Ensure and foster a positive learning environment for all students to learn and enjoy	
Substitute Teacher (PreK-6) Fallbrook Union Elementary School District, Fallbrook, CA Bonsall Union Elementary School District, Bonsall, CA Vista Union Elementary School District, Vista, CA	March 2006-2012
<ul style="list-style-type: none">• Filled in for long-term teaching assignments and performed Open House, class field-trips, lesson planning, assessments, grades, and faculty meetings	

- Managed a class effectively in individual, small groups, and whole class activities for a class of twenty five with ELL and special need students
- Implement regular teacher's lesson plan using Open Court curriculum and prepared outline lessons when necessary

Teacher Assistant (1yr-PreK)

July 2008-2012

Fallbrook Child Development Center, Fallbrook, CA

- Encourage daily learning activities in language, numbers, reading readiness, songs, music, art, and science
- Ensure polite behavior in and out of class by helping children relate, share, and cooperate
- Foster a safe and supportive learning environment

Lorraine Smith



OBJECTIVE

To obtain a responsible position in a company where my experience, accomplishments, and proficiency will allow me the opportunity for growth.

SKILLS & ABILITIES

Self-Starter with over three years experience providing clerical support, recognized for enhancing department workflow. Demonstrated expertise in performing all functions of office procedures and coordinating project that meet budget and time frame requirement.

WORK EXPERIENCE

Pala Tribal Office

2012-2013

Pala, CA

Receptionist – assist tribal members in managing business functions, organize and prepare written budgets, financial reports and meeting minutes. Manage phone lines, computer applications, typing/filing, provide secretarial support.

Pala Library

2014 -2015

Pala, CA

Library Clerk – responsible for check in/out of library materials, customer service, clerical support, catalogue using library data-base, overdue notices, and maintained files.

Pala Raceway

Pala, CA

Snack Bar Attendant -

EDUCATION

Graduate 2016

Oasis High School

Fallbrook, CA

Curriculum Vitae

JOELY PROUDFIT, PH.D.

*Associate Professor and Department Chair • Department of American Indian Studies
California State University San Marcos*

333 S. Twin Oaks Valley Road • San Marcos, CA 92096

Office: 760.760.4619 • Cell: (b)(6)

Email: jproudfi@csusm.edu

Tribal Affiliation: *Descendant, Pechanga Band of Luiseño Indians (Temecula, California)*

EDUCATION

Ph.D. (Political Science, American Politics and Policy)—Northern Arizona University, 2000

M.A. (Political Science, Public Policy)—Northern Arizona University, 1995

B.A. (Political Science, Public Law)—California State University, Long Beach, 1993

DISSERTATION

“Interpreting Power: The Power and Politics of Tribal Gaming in Southern California”

Committee Members:

Vine Deloria, Jr., University of Colorado

David E. Camacho, Department of Political Science, Northern Arizona University

Mary Ann E. Steger, Department of Political Science, Northern Arizona University

Richard Witmer, Department of Political Science, Northern Arizona University

RESEARCH AND TEACHING INTERESTS

American Indian Communities; American Indian Film, Representation, Stereotypes; Tribal Government; Tribal Leadership; American Indian Education; American Indian Culture and Sovereignty; Tribal Culture, Health and Natural Resources Management; Tribal Political and Economic Development; Tribal Youth Empowerment and Leadership Strategies; Community Service Learning; Tribal Media and Technology

ACADEMIC APPOINTMENTS

Associate Professor, Department of Sociology, CSUSM, (Tenured) 2008–present

Associate Professor, Department of Public Administration, CSUSB, (Tenured) 2004–2008

Lecturer, Department of Political Science & International Relations, University of San Diego, 2003–2005

Associate Professor, Department of American Indian Studies, San Francisco State University, (Tenured) 1996–2004

Lecturer, Department of American Indian Studies, CSULB, 1995, 1996

ADMINISTRATIVE APPOINTMENTS

Chair, American Indian Studies Department, CSUSM, 2015-present
Director, California Indian Culture and Sovereignty Center, CSUSM, 2009-present
Director of Native American Academic Strategic Planning, CSUSM, 2008-present
Program Coordinator, Native Studies, CSUSM, 2008-present
Director, Tribal Government, Management and Leadership, MPA Program, CSUSB, 2004–2008
Interim Chair, Department of American Indian Studies, SFSU, 1999–2000
Director, American Indian Studies Community Service Learning, SFSU, 1998–2002

California Indian Culture and Sovereignty Center (CICSC)

Director, CSUSM. The mission of the CICSC is to foster collaborative study and community service relationships among the faculty, staff and students of CSUSM, and members of local Tribal communities, for the purpose of developing and conducting research projects that support the maintenance of sovereignty and culture within those communities.

Master of Public Administration in Tribal Government Management and Leadership (TGML) Program

Director/Founder, CSUSB. The Tribal Governance concentration focuses on structures, processes and issues specific to tribal governments. The concentration is also appropriate for those working with governmental or other organizations in a liaison role with tribal governments. Additionally, the program aims to better equip current and future tribal leaders with the knowledge and skills needed to work successfully in the management of Indian Country.

This specialized departmental certificate offers a survey of American Indian tribal government and associated subjects, including areas of sovereignty, tribal politics and management, inter-governmental relations, and tribal economic development and enterprises. Completing the degree with a TGML specialization requires completion of required 12 core courses and 4 elective courses as well as a comprehensive examination or a graduate research project with permission.

American Indian Studies Community Service Learning (CSL) Program

Director/Founder, SFSU. In 1998, I was successful in writing a CSL grant, funded by SFSU in order to establish CSL components in my courses, *AIS 205: American Indians and US Laws*, and *AIS 460: Power and Politics in American Indian History*. I implemented CSL throughout all of my courses while at SFSU and developed a CSL-specific course entitled *AIS 694: American Indians and Community Service Learning*. In addition, I developed the AIS/CSL Web pages as well as numerous program materials and forms so that the entire department could participate in CSL. Under my leadership, nearly 20 bay-area urban American Indian agencies participated in this program. This was recognized as the largest and most successful American Indian Studies CSL program in the country.

PROFESSIONAL POSITIONS

- President/Owner, Naqmayam Communications (Native American Public Relations Firm), 2000-present
- Lead Consultant, 2010 Census for the Los Angeles Region American Indian Alaskan Native (AIAN) outreach campaign, 2009–2010
- Special Advisor to the Honorable Cruz M. Bustamante, Lieutenant Governor of California for California Sovereign Nations, 2002 Campaign Committee

PROFESSIONAL EXPERTISE

- Planning, implementing and evaluating regional and national tribal outreach, marketing, media and public relations programs
- Strategic development of tribal government and community relations programs
- Expertise in working with tribal governments; state, local, and community-based organizations; faith-based groups; schools; media outlets; and businesses
- Public relations and strategic and crisis communications on behalf of tribal governments; writing, developing and delivering speeches, presentations and workshops; and organizing and conducting meetings and events, all for the purpose of gaining cooperation and support as well as initiating action
- Developing culturally sensitive American Indian marketing materials
- Serving as an in-house public relations counsel for several American Indian tribes

TEACHING AND INSTRUCTION

Undergraduate Courses Taught

- Imagining Indians: American Indians, Mass Media, Film and Society
- American Indian Politics
- American Indian Political and Economic Development
- American Indian Communities
- Introduction to Tribal Government Management
- Business — Government Relations
- Tribal Government Gaming
- American Indians and U.S. Laws
- Images and Issues in the Mass Media
- Tribal Government Gaming and Economic Development
- American Indians: Stereotypes and Realities in the Mass Media
- Power and Politics in American Indian History
- Current Issues in American Indian Communities: American Indians and Tribal Gaming
- American Indians and Community Service Learning
- Project Teaching in American Indian Studies
- American Indian History Post-1871
- Special Study Coordinator
- American Politics

Graduate Courses Taught

- Tribal Government Management
- Tribal Government Gaming and Economic Development
- Federal Indian Law and Administration
- Public Policy and American Indians
- Graduate Seminar in American Indian Studies

Undergraduate Courses Developed

- American Indian Filmmaking (In Development)
- Media Production in American Indian Contexts (In Development)
- American Indian Political and Economic Development
- Imagining Indians: American Indians, Mass Media, Film and Society
- American Indian Women and Activism
- Contemporary American Indian Health and Wellness
- American Indian Communities
- Survey of Native California
- Current Issues in American Indian Communities: American Indians and Tribal Gaming
- American Indians and Community Service Learning
- Tribal Government Gaming
- American Indian Politics
- Introduction to Tribal Government Management
- Tribal Government Management
- Tribal Government Gaming and Economic Development
- Public Policy and American Indians
- American Indians: Stereotypes and Realities in the Mass Media

Graduate Courses Developed

- Tribal Government Management
- Tribal Government Gaming and Economic Development
- Federal Indian Law and Administration
- Public Policy and American Indians
- Graduate Seminar in American Indian Studies

Teaching, Expertise and Research Interests

- American Indian Sovereignty, Federal Law and Policy
- American Indian Law and Government
- American Indian History
- American Indians and the Mass Media
- American Indian Gaming and Economic Development
- California Indians
- Race, Power and Politics
- Democratic Theory and Group Politics
- Comparative Race and Ethnic Relations
- Political Development and Participation
- Environmental Policy and Justice Studies
- American Government and Institutions
- American Indian Cultural and Natural Resources
- American Indian Education
- American Indian Health & Wellness
- American Indian Film & Images

PUBLICATIONS

Journal Articles

- Morton, D. J., Proudfit, J., Calac, D., Portillo, M., Lofton-Fitzsimmons, G., Molina, T., & Majel-McCauley, R. (2013). Creating research capacity through a tribally based institutional review board. *American journal of public health, 103*(12), 2160-2164.
- Proudfit, J. (2015). *American Indian Politics*. "Political Culture: An Encyclopedia (ABC-CLIO)" edited by Michael Shally-Jensen, Praeger/Greenwood Press: Santa Barbara, CA.
- Proudfit, J. (Summer 2008). "Investing in our Future — Building Hope, Direction and Sovereignty through Education." *The California Indian*, Volume 7, Issue 2.
- Proudfit, J. (2006). "A Return to Indigenous Knowledge: Generating Hope, Leadership and Sovereignty Through Education." Editorial in *Winds of Change Magazine*, 13th Annual College Guide for American Indians.
- Proudfit, J. (2002). "Native American Gaming in California." *Congressional Quarterly Press*, American Political History Series Native Americans, edited by Donald A. Grinde, Jr., 2002. pp.173-183.
- Proudfit, J. (Spring 2001). "From Activism to Academics: The Evolution of American Indian Studies at San Francisco State 1968-2001." Special issue of the *Indigenous Nations Studies Journal* University of Kansas, Edited by Donald Fixico. Vol. 2, No. 1, 69-79.
- Proudfit, J. (May 2000). "Tribal Gaming in California and the Political Awakening of a Sleeping Giant." Special Edition, *The Tribal Court Record*, 11 (1): 30-34.

Books/Monographs

- Proudfit, J. (2017, forthcoming). *Beyond the American Indian Stereotype: There's More to Me Than What You See*. Praeger/Greenwood Press, Santa Barbara, CA
- Proudfit, J. and Warner, L.S. Series Eds. (2016-2017). *On Indian Ground-: A Return to Indigenous Knowledge—Generating Hope, Leadership and Sovereignty through Education*. Information Age Publishing, Charlotte, NC.
- 2016: On Indian Ground: California (Joely Proudfit, Editor)
- 2016: On Indian Ground: Bureau of Indian Affairs (Chris Redman, Editor)
- 2016: On Indian Ground: The Southwest (John W. Tippeconnic, III, Editor)
- 2016: On Indian Ground: Hawaii (Verli Ann Wright, Editor)
- 2016: On Indian Ground: Oklahoma (Juanita Pahdahpony, Editor)
- 2017: On Indian Ground: Northern Plains (Gerald E. Gipp, Editor)
- 2017: On Indian Ground: The Northwest (Michelle Jacob, Editor)
- 2017: On Indian Ground: The South (Susan Faircloth, Editor)
- 2017: On Indian Ground: Northern Woodlands (Michael D. Wilson, Editor)
- 2017: On Indian Ground: Alaska (Linda Sue Warner, Editor)
- Proudfit, J., Small, D. and Bade, B. (2010). *Luiseño Landscapes: Celebrating People, Plants, Land, and Culture*. The Burpee Foundation: <http://www.blurb.com/bookstore/detail/1860752>). pp.160.

Book Chapters

- Proudfit, J., and Warner, L.S. (2015). "RIP: Jim Crow: Fighting Racism through Higher Education Policy, Curriculum, and Cultural Interventions." *Internecine Warfare: White Privilege and American Indians in Colleges and Universities*. Virginia Stead, Ed. Peter Lang Publishing, U.S.
- Proudfit, J. and Warner, L.S. (2015). "Honoring Our Elders: Culturally Appropriate for Teaching Indigenous Students." *Warriors for Empowering Advocates through Valuing Education*. J. Reyhner, L. Lockard, G.J. Martine (eds.) Northern Arizona University: Flagstaff, AZ.
- Proudfit, J. (2004). "In the Trenches: A Critical Look at the Isolation of American Indian Political Practices in a Non-empirical Social Science." *Indigenizing the Academy Transforming Scholarship and Empowering Communities*, edited by Devon A. Mihesuah and Angela Cavender Wilson, University of Nebraska Press, 2004, pp. 174-190.

Book/Film Reviews and Peer Commentary

- Proudfit, J. (November 2013). *The Fine Line Between Trendsetting and Racism*, CSUSM. Editorial.
- Proudfit, J. (Fall 2010). "Native Hubs: Culture, Community and Belonging in Silicon Valley and Beyond." By Renya K. Ramirez (Durham, NC: Duke University Press, 2007. xi+273pp.) *Western Historical Quarterly*.
- Proudfit, J. (Fall 2006). "California's Lost Tribes." Produced and Directed by Jed Riffe, Co-Produced by Jack Kohler, Jed Riffe Films 2006. *News from Native California* Volume 20, Number 1.
- Proudfit, J. (Summer 2001). "Indian Gaming: Who Wins?" *News From Native California*. Edited by Angela Mullis and David Kamper. (Los Angeles, CA: UCLA Press, 1999) Volume 14, Number 4.
- Proudfit, J. (Winter 2000/01). "The Power of Participation: American Indians Attend the 2000 Democratic Convention Led By the Native American Caucus of California." *News from Native California*. Volume 14, Number 2.

Technical Reports

- Proudfit, J. (2010). *California Indians: Cultural Sensitivity Training Manual for the U.S. Census*. U.S. Census. pp. 1-33. GPO: Washington, DC.
- Proudfit, J. (2010). *California Indians Count*. California Indian Culture and Sovereignty Center. pp. 1-4. CSUSM: San Marcos, CA.
- Proudfit, J. (2000). "American Indian Academicians: Honoring Tribes through Academic Service." *Generations: Our People Say*, edited by Eddie Webb. California Department of Education, Bureau of Publications.

Proudfit, J. (Spring 1997). "Tribal Environmental Legislative Directory: Everything You Wanted To Know About Environmental Regulations." 2nd Edition. The Environmental Protection Agency.

Proudfit, J. (May 1995). "Directory of Tribal Environmental Programs and Consultants." The Environmental Protection Agency.

Research and Evaluation

Proudfit, J. and Gregor, T. (2016, forthcoming) *State of American Indian and Alaska Native Education in California*. Publication of the California Indian Culture and Sovereignty Center. CSUSM.

Proudfit, J. and Gregor, T. (2014) *State of American Indian and Alaskan Native Education in California Report*. Publication of the California Indian Culture and Sovereignty Center. CSUSM.

Proudfit, J. (2014). "The Red Book: Southern California American Indian Educational Resources Manual: Resource Handbook dedicated to Connecting People, Tribes, Organizations, and Associations in the Area of Education. 2nd Edition. California Indian Culture and Sovereignty Center: CSUSM.

Proudfit, J. and San Juan, S. (2012). "State of American Indian and Alaskan Native Education in California Report." Publication of the California Indian Culture and Sovereignty Center.

Proudfit, J. (2011). "The Red Book: Southern California American Indian Educational Resources Manual: Resource Handbook dedicated to Connecting People, Tribes, Organizations, and Associations in the Area of Education. 1st Edition. pp. 1-39. California Indian Culture and Sovereignty Center: CSUSM.

Audio Visual Materials/Events

Proudfit, J. (2016). Netflix documentary with Chelsea Handler. Segment *Race and Racism in America*. Filmed on July 27, 2015. Campo Indian Reservation, CA.

Proudfit, J. (2014). "Beyond the Stereotype: There's More to Me than What You See, Beyond the Stereotype, there's History." California Indian Culture and Sovereignty Center.

Proudfit, J. (2013, 2014, 2015). San Diego American Indian Film Festival. California Indian Culture and Sovereignty Center: San Marcos, CA.

Proudfit, J. (2013). "CSU: How to Get to College." Poster. Indigenous Language Translation. California Indian Culture and Sovereignty Center: San Marcos, CA.

Proudfit, J. and Chu, M. (2012). "More than Casinos: California Indian Culture, Contributions, and Communities." Library Exhibit. September 25, 2012-December 14, 2012.

Proudfit, J. (2013). "Leading by Good Example: Promoting Higher Education for Tribal Youth." Calendar. California Indian Culture and Sovereignty Center: San Marcos, CA.

Proudfit, J. and Small, D. (2011). CICSC Community Portrait Project. California Indian Culture and Sovereignty Center: San Marcos, CA.

Proudfit, J. (2011). "California Indian Days—Ishi: A Story of Dignity, Hope and Courage." Film Screening. California Indian Culture and Sovereignty Center: San Marcos, CA.

Proudfit, J. et al (2010). California Indian Country. Poster. U.S. Census: Washington, DC.

Proudfit, J. (2010). *23 California Tribal Leaders U.S. Census 2010 Public Service Announcements*. U.S. Census Bureau.

Proudfit, J. and Native Biz. (2010). *Morongo Band of Mission Indians Tribal Youth Census 2010 Public Service Announcement*. NativeBiz.com.

Proudfit, J. and Native Biz. (2010). *San Manuel Band of Mission Indians Tribal Elder First to be Enumerated*. NativeBiz.com.

Newspaper Articles (2009/2010)

- Census in Schools Program Asks American Indian Students to Weigh in on Future
- U.S. Census Provides Much-Needed Jobs for American Indians, Students
- The U.S. Census Needs Every California Indian to Reach a Full Count — Census Bureau, Tribal leaders join hands at NCAI in pursuit of success for 2010
- 2010 Road Tour to Visit California American Indian Communities
- Why the U.S. Census is Critical for American Indians
- SCAIR Partners with U.S. Census Bureau to Sponsor Workshop on the Upcoming 2010 Census (We Are Indian, We Count)
- U.S. Census Bureau Celebrates Vista Local Census Office Open House
- How to Spot a Genuine a Census Worker
- We Hold Our Future in Our Hands — We Are Indian, We Count
- Census Bureau Opens Doors to Public Across L.A. Region
- 2010 Census Rez Rocket Tours L.A. Region's American Indian Communities
- Missed the Census Deadline? Here's What You Can Do — Census Bureau offers multiple options to make getting counted easy for everyone
- California Tribal Leaders Star in Census 2010 PSAs — Online videos explain why it's important for American Indians to be counted
- Why American Indians Should Identify Their Tribes on the 2010 Census Form
- San Manuel Tribal Elder First in L.A. Region to be Counted by U.S. Census — Effort to kick off 2010 count also aims to strengthen federal-tribal bond
- Urban American Indians Who've Missed Census Deadline Can Still be Counted, Help Fund Tribes
- What Does the Census Do for American Indians? — How getting counted makes a difference to tribal and urban Indian communities

CONFERENCE PAPERS/PRESENTATIONS

- Proudfit, J. and Gregor, T. "How to Create Your State's State of AIAN Education Annual Report." 46th National Indian Education Convention, October 14-17, 2015. Portland, OR.
- Proudfit, J. and Gregor, T. "Invitation to Help Build a 21st Century AIS Department/Major at a Public University." 46th National Indian Education Convention, October 14-17, 2015. Portland, OR.
- Proudfit, J. (2015). "A Red Paper on American Indian Coalitions for Activism." Coalition Building to Advance Diverse Leadership and Address Discrimination in Political Science. APSA Conference. September 2, 2015. San Francisco, CA.
- Proudfit, J. (2015). Cultural Appropriation in California Public K-12 Schools Tribal Mascots and Stereotypes." ESRI User Conference. July 20-24, 2015. San Diego, CA.
- Monette, M. and Proudfit, J. (2015). "Engaging and Education American Indians". Office of Diversity and Engagement Conference, June 16-17, 2015. Irvine, CA.
- Proudfit, J. and Myers Lim, N. (2015). "On Indian Ground: A Return to Indigenous Knowledge: Generating Hope, Leadership, and Sovereignty through Education in California," 38th Annual California Conference on American Indian Education, March 15-17, 2015, Palm Springs, CA.
- Proudfit, J. and Warner, L.S. (2015). "The Sounds of Silence: American Indian Women in Cinema," The Native American Literature Symposium 2015, March 12-14, 2015, Isleta Resort, Isleta, NM.
- Proudfit, J. and Madrigal, A. (2015). "Tribal Cultural and Natural Resources Certificate: A Tribally Driven Curriculum Grounded on Culture Based Learning," 29th Annual California Indian Conference, October 9-11, 2014, CSU San Bernardino.
- Proudfit, J., Gregor, T. and Turner, T. (2014). "Creating Pathways to Higher Education for Indians in California," 29th Annual California Indian Conference, October 9-11, 2014, CSU San Bernardino.
- Proudfit, J. and Warner, L.S. (2014). "On Indian Ground: A Return to Indigenous Knowledge: Generating Hope, Leadership, and Sovereignty through Education in California," 29th Annual California Indian Conference, October 9-11, 2014, CSU San Bernardino.
- Proudfit, J. and Warner, L.S. (2014). "WEAVE(ing) Educational Sovereignty: Warriors for Empowering Advocates through Valuing Education Project," 29th Annual California Indian Conference, October 9-11, 2014, CSU San Bernardino.
- Proudfit, J. and Warner, L.S. (2014). "The Weave Project." 5th American Indian/Indigenous Teacher Education Conference: Empowering Students, Empowering Communities, July 11-12, 2014, Northern Arizona University, Flagstaff, AZ.

- Proudfit, J., Turner, T. and Warner, L.S. (2014). "Assessing Tribal Cultural Needs in California," World Indigenous Peoples Conference: Education 2014, May 23-29, 2014, Kapilo'olani Community College, Oahu, HI.
- Proudfit, J. and Gregor, T. (2014). "Empowering California Indians to Affect Positive Changes in Higher Education 2014 Report on State of American Indian/Alaska Native Education in California," 37th Annual California Conference on American Indian Education, March 17, 2014, Santa Rosa, CA.
- Proudfit, J. and Turner, T. (2013). "American Indians Building the Pipeline to Higher Education for California." 44th Annual National Indian Education Association, Oct. 31, 2013, Rapid City, SD.
- Proudfit, J. and Turner, T. (2013). "Creating Pathways in Education: The California Indian Culture & Sovereignty Center at CSUSM," 28th Annual California Indian Conference, October 3-5, 2013, CSU Sacramento.
- Proudfit, J. (2013). "Seeing Red: Beyond the Stereotype American Indian Images in Movies, Mascots, Media and Marketing," For All My Relations – Conference for American Indian Families, July 18, 2013, Anaheim, CA.
- Proudfit, J. (2013). "The State of American Indian and Alaska Native Education California Report," 36th Annual California Conference on American Indian Education, Mar. 18, 2013, Santa Barbara, CA.
- Proudfit, J. (2013). "No linguist, No Problem: How One Tribe Uses Technology To Preserve and Promote Luiseño Language Among All Luiseño People," 3rd International Conference on Language Documentation & Conservation, March 1, 2013, Hawaii.
- Proudfit, J., Ramos, J., and San Juan, S. (2012). "The State of American Indian and Alaskan Native Education in California," 27th Annual California Indian Conference, October 5, 2012, CSUSM.
- Proudfit, J., Bugbee, R., Myers-Lim, N., Rodriguez, S., Siva, E.H., and Zavalla, N., (2012). "Language Preservation Efforts & California Indian Communities," 27th Annual California Indian Conference, October 6, 2012, CSUSM.
- Proudfit, J., Dixon, P., Murphy, M., Shortman, I. and Turner, H., "California Indian Language Preservation — Where Do We Go From Here?" 27th Annual California Indian Conference, October 6, 2012, CSUSM.
- Proudfit, J. (2012). "Preparing Students to Achieve and Lead," For All My Relations: A Conference on California Indian Families, August 2012, Universal City, CA.
- Proudfit, J. and Garcia, C. (2012). "College Preparation: Resources for Youth," For All My Relations: A Conference on California Indian Families, August 2012, Universal City, CA.
- Proudfit, J., Castillo, E.D., and Dixon, P. (2010) "Asserting Authentic Voice: The Role of California Indian Studies and Research to Add Relevancy and Responsibility to the Dialogue," 25th Annual California Indian Conference, October 16, 2010, UC Irvine.
- Proudfit, J., Bade, B., and Small, D. (2010) "Working Together: Universities, Students and Tribal Communities Collaborating to Produce Important Educational Materials," 41st Annual National Indian Education Association, October 7-10, 2010, San Diego.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Pala Band of Mission Indians Little Feathers Program

Budget Narrative 2016 - 2019

Department of Education NYCP Demonstration Grant (CFDA 84.299A)

Budget Item

Personnel	Item Description	Year 1	Year 2	Year 3
Doretta Musick Director (0.35 FTE)	The Director oversees departmental duties related to the administration and implementation of the Federal Project, which includes: supervision and evaluation of staff, coordination and implementation of all Pala Little Feathers program activities, program evaluation, program updates to Tribal Executive Committee and the development of ongoing Tribal pre-school services. Director develops and maintains partnerships established with our local collaborators. The Director will devote 40% of her time for four years, with provision for a pay increase of 3% each year for COLA. \$67,000/yr x 35% FTE	23,450	24,878	25,624
Justine Rosendale Program Manager (1.0 FTE)	The Program Manager ensures program activities are in compliance with grant requirements and provides routine program support. The Program Coordinator will organize and facilitate staff developments and trainings, coordinate staff travel, develop and maintain Pala Little Feathers program budget, assist with project evaluation and assist with facilities. The Program Manager will assist with the planning and facilitation of project activities as provided by the grant. The Program Coordinator will devote 100% of her time for four years, with provision for a pay increase of 3% each year for COLA. \$35,000/yr x 1 FTE	35,000	36,050	37,132

ECE Teachers (4 positions @ 0.5 FTE each)	The ECE Teachers provide direct Early Childhood Education services to the Pala Little Feathers program participants ages 2-5, by planning, developing and implementing of culturally appropriate curricula, and supervising classroom aides and parent volunteers. This position facilitates instruction, plans project activities and corresponds with parents regarding each child's classroom activities and progress. The ECE Teacher administers all assessments, including Desired Results, ECERS, PPVT and PALS, and assists with program evaluation and grant requirements. ECE Teacher attends all staff development requirements. The ECE Teacher establishes a positive working relationship to best support the standards-based literacy development of each child. 50% of the Teachers' full-time pay will be supported by Pala Little Feathers program, with provision for a pay increase of 3% each year for COLA. \$25,000/year x 50% FTE x 5 positions.	50000	51500	53046
Teacher's Assistant (5 @ 0.5 FTE each)	The Teacher 's Assistants' primary responsibilities include providing aide and support to Pala Little Feathers program ECE Teachers. Assisting with developing and implementing of curricula, assessments and student activities. 50% of the Teacher's Assistants ' pay will be supported by <i>Project CARE</i> , with a minimum pay increase of 3% each year as defined by COLA state requirements.	37,500	38,625	39,784
Administrative Assistant (0.5 FTE)	The Administrative Assistant performs administrative duties for the Pala Little Feathers program Director and Coordinator, and program support for other staff. The Administrative Assistant will assist with frequent communication with participating families, with data entry, record keeping, and inventory. The Administrative Assistant will devote 50% of her time for four years, with provisions for a pay increase of 3% each year for COLA.	7,500	7,725	7,957
	TOTAL Personnel	153,450	158,778	163,543

Benefits				
Fringe Benefits	The cost share for benefits of Pala Band of Mission Indians employees is 26% of the total personnel budget			
	TOTAL Benefits	39,897	41,282	42,521
Supplies				
Office Supplies	All teacher/support staff office supplies to support support the successful implementation of Pala Little Feathers program, including copy paper, writing materials, toner, letterhead, binders, paper goods, cleaning supplies and postage, etc. (\$150/month x 12 months= \$1,800)	1,800	1,800	1,800
Classroom Academic, Instructional, and Literacy Instructional Materials	To provide a quality and culturally relevant program, literacy materials (\$100/month x 12 months = \$1,200 x 5 classrooms = \$6,000) and instructional materials (\$50/month x 12 months = \$600 x 5 classrooms = \$3,000) re based on staff development and California Content State Standards. Teacher resource books, assessments and materials (\$600/year x 5 classrooms = \$3,000) support thematic teaching and integration of high quality instruction. Other classroom materials are to promote cultural awareness and positive self-esteem (\$50/month x 12 months = \$600 x 5 classrooms = \$3,000).	\$15,000	\$15,000	\$15,000
	TOTAL Supplies	16,800	16,800	16,800
Consultants/ Training				

Dr. Joely Proudfit Evaluation Consultant	The project Evaluator provides technical assistance in the integration and completion of all Pala Little Feathers program activities, including data collection, activity timelines, and Federal requirements. External evaluator will also participate in Pala Little Feathers program collaborative meetings. This external evaluator will provide required evaluations including the annual, year-end evaluations, as well as the final evaluation and final report. She will meet regularly with staff, the Director and Coordinator to monitor progress. Annual consulting fee includes development of survey instrument, collection and tabulation of testing data, report writing, and at on-site visits to provide briefings for staff and administrators on research findings, and provide recommendations on program improvements.	12,000	12,000	12,000
Travel	Expenses, which include travel, lodging and per diem for project staff to attend professional development and trainings. Annual Technical Assistance meeting, Washington DC (hotel x 3 nights x 3 staff x \$150/night = \$1,350; airfare x \$500 R/T x 3 staff = \$1,500; per diem @ \$61 per day x 4 days x 3 staff = \$732 total = \$3,582)	3,582	3,582	3,582
Trainings and Conferences	Funds are allocated to optimize and support our project's ongoing professional development needs, trainings, and conferences required by Pala Little Feathers program. California Conference on American Indian Education (hotel x 3 nights x 2 staff x \$120/night = \$720; mileage x 500 miles RT x 0.56/mile x 1 vehicle = \$280; per diem @ \$61/day x 4 days x 2 staff = \$488; total = \$2,088). In year 4, the Tribe will pick up additional conference costs of \$1,874.	2,088	2,088	2,088
Mileage	Covers mileage expenses associated with traveling to conferences, trainings, airports and participant transportation to activities. Mileage based on federal rates, currently \$.56/mile (1,000 miles/month @ .56/mile = \$560 month x 12 months = \$6,720).	6,720	6,720	6,720
TOTAL Consultants/Trainings/Travel		24,390	24,390	24,390
TOTAL		234,537	241,250	247,254

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix: Ms.	First Name: Doretta	Middle Name:	Last Name: Musick	Suffix:
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Address:

Street1:	PMB 50
Street2:	35008 Pala Temecula Road
City:	Pala
County:	
State:	CA: California
Zip Code:	92059-2423
Country:	USA: UNITED STATES

Phone Number (give area code) 760-742-1997	Fax Number (give area code)
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Email Address:
dmusick@palatribe.com

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Pala Band of Mission Indians

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	153,450.00	158,778.00	163,543.00	168,452.00		644,223.00
2. Fringe Benefits	39,897.00	41,282.00	42,521.00	43,798.00		167,498.00
3. Travel						
4. Equipment						
5. Supplies	16,800.00	16,800.00	16,800.00	16,800.00		67,200.00
6. Contractual	24,390.00	24,390.00	24,390.00	22,516.00		95,686.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	234,537.00	241,250.00	247,254.00	251,566.00		974,607.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	234,537.00	241,250.00	247,254.00	251,566.00		974,607.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

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

PR/Award # S299A160103

Name of Institution/Organization Pala Band of Mission Indians	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	(b)(4)					
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