

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

OIE Demonstration Grants

CFDA # 84.299A

PR/Award # S299A150023

Grants.gov Tracking#: GRANT11949562

OMB No. , Expiration Date:

Closing Date: Jun 29, 2015

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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.).

There were problems converting one or more of the attachments. These are: [1235-GEPA427AAIMS.doc](#)

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/26/2015"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Osage County Interlocal Cooperative"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="73-1431421"/>	* c. Organizational DUNS: <input type="text" value="9678130070000"/>	
d. Address:		
* Street1: <input type="text" value="207 E. Main"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Hominy"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="OK: Oklahoma"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="74035-1511"/>	
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="Jacque"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Canady"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Executive Director"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="918-885-2667"/>	Fax Number: <input type="text" value="918-885-6742"/>	
* Email: <input type="text" value="jcanady@ocic.k12.ok.us"/>		

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-042815-001

* 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:

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Project AAIMS. (Advancing American Indians in Medical, and STEM careers)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="499,991.00"/>
* 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="499,991.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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>Jacque Canady</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Osage County Interlocal Cooperative</p>	<p>DATE SUBMITTED</p> <p>06/26/2015</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: Osage County Interlocal Cooperative * Street 1: 207 E. Main Street 2: _____ * City: Hominy State: OK: Oklahoma Zip: 74035 Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: USDE	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 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Jacque Canady * Name: Prefix Ms. * First Name Jacque Middle Name _____ * Last Name Canady Suffix _____ Title: Executive Director Telephone No.: 918-885-2667 Date: 06/26/2015		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A150023

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.

GEPA427AAIMS.doc

Add Attachment

Delete Attachment

View Attachment

PR/Award # S299A150023

Page e9

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

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

Osage County Interlocal Cooperative

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Jacque Middle Name:

* Last Name: Canady Suffix:

* Title: Executive Director

* SIGNATURE: Jacque Canady

* DATE: 06/26/2015

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Project AAIMS
Abstract

The Osage County Interlocal Cooperative (OCIC) in consortium with nine rural Local Education Agencies (LEA), the TEA, Osage Nation Education Department (ONED), and the TEA, Otoe-Missouria Education Department (OMED) are applying for The Indian Education Demonstration Grants Program. Project AAIMS' (Advancing American Indians in Medical and STEM careers) Native Youth Community Project promotes college and career readiness of Indian children and will serve approximately **1,439 Indian students** from 26 tribes in **nine districts** and **twenty sites** in Northeastern Oklahoma.

Description of the purpose and expected outcomes of the project

Purpose: Through the partnerships and activities developed in this proposal, Indian students in the communities of the Osage and Otoe-Missouria reservations will begin preparation for college and careers in early childhood continuing through high school graduation. Outcomes: *Students:* leave early childhood programs kindergarten ready; math, science and reading scores increase; ACT scores improve; receive more instruction time, are more engaged and academic performance will increase; see Native American role models in STEM jobs, and will be able to relate Native culture to medical and science practices; and become aware of potential careers and understand the education requirements associated with professionals in STEM jobs. *Teachers:* will increase their content knowledge in STEM subjects; have access to STEM professionals in their classrooms as mentors or examples of real-world applications; and teachers will incorporate cultural aspects to curriculum.

Defined local geographical area served by the project

The geographical area to be served is defined as the Osage Nation Reservation that outlines Osage County, and the Otoe-Missouria tribal land in Noble County, adjacent to Osage County, in Northeastern Oklahoma. Eight LEAs (Anderson, Bowring, Hominy, Osage Hills, Pawhuska,

Project AAIMS
Abstract

Shidler, Woodland, and Wynona) reside in Osage County and one LEA (Frontier) is in Noble County. All nine LEAs are members of OCIC and the superintendent of each district serves on the OCIC Board of Directors. The LEAs cooperatively share in programs and demographics of the schools are similar, as are the needs and barriers within the communities. Within this geographical area, there are no tribal, charter, or private schools.

Barriers and opportunities to be addressed by the project

- (1) Student attendance rates;
- (2) Lack of exposure to professional careers;
- (3) Low-performing early childhood programs and schools are not meeting the needs of Native American students; and
- (4) Transportation.

Community-based strategies and measurable objectives of the project

Goal: To implement a successful Native Youth Community Project that promotes college and career readiness of Indian children. **Activities:** Partners will bring mentors and place-based STEM activities to classrooms; career preparation/exploration; professional development; and direct services for all Indian students to meet their academic needs.

Objective 1: (a) Academic performance of Indian students in math, science and reading will improve in kindergarten readiness and grades 3, 5 and 8. (b) Indian high school students who meet ACT college-readiness benchmark scores in math and science will improve. **Objective 2:** School attendance rates will improve for Indian students in grades PK-12. **Objective 3:** (a) The number of Indian students in EC through high school participating in STEM-based and career exploration activities will increase (b) Indian students in EC through high school will expand their career awareness. **Objective 4:** EC through high school teachers attending professional development will increase their content knowledge in core academic subjects (literacy, STEM) and cultural awareness.

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](#)

Project AAIMS

The Osage County Interlocal Cooperative (OCIC) in consortium with nine rural Local Education Agencies (LEA), the TEA, Osage Nation Education Department, and the TEA, Otoe-Missouria Education Department are applying for The Indian Education Demonstration Grants Program. The Oklahoma State Board of Education has approved, under state law, OCIC as a “local education agency for state and federal application, reporting and auditing procedures.”

The planning and development team (OCIC staff, Tribal Education Directors and staff, and LEA administration representatives) has developed Project AAIMS (Advancing American Indians in Medical and STEM careers). The major components of this four-year initiative (described in the pages to follow) represent promising and innovative approaches to implement a successful Native Youth Community Project (Absolute Priority) that promotes college and career readiness of Indian children. Project AAIMS will serve approximately **1,439 Indian students** from multiple tribes in **nine districts** and **twenty sites** in Northeastern Oklahoma. Project AAIMS meets the following Competitive Priorities: ***Competitive Preference Priority One (3 points)***: Seven (Anderson, Bowring, Frontier, Osage Hills, Shidler, Woodland and Wynona) of the nine districts are eligible under the Small Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs. ***Competitive Preference Priority Four (1 point)***: the project is being submitted by a consortium of eligible entities in partnership with the Osage Nation Education Department (TEA) and the Otoe-Missouria Education Department (TEA). ***Competitive Preference Priority Five (1 point)***: the proposed plan combines two or more of the activities described in section 7121 (c) of the ESEA (raising achievement of Indian children in core academic subjects; partnerships between schools and local businesses for career preparation; encourage and assist Indian students to attend higher education; recognize and

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support cultural and educational needs of Indian children; family literacy services; professional development) over a period of more than one year.

Need for Project (15 points)

(i) Extent to which the project is informed by evidence, which could be either a needs assessment conducted within the last three years or other data analysis (15 points) (Absolute Priority)

Present state of Community: The needs of the targeted population were identified through several quantitative data sources:

Source	Date	Data (NA-Native American)										
OPNA Survey – AI /Non-AI State Comparison	2014	NA students (40%) in OK have greater risk factors than Non-NA students (35%) of academic failure and low commitment to school (52% NA; Non-NA 49%)										
OK State Profile – 3 Year Comparison	2012	State graduation rate for NA students increased 75% - 81% but is still low; College enrollment rate has not increased and remains at 60%; Funding for education has declined as well as per-pupil expenditure										
OSDE School Report Cards	2014	8 of 20 sites scored D or F; only 5 above C; 0 sites scored A.										
School Attendance Rates	2014	Average Days absent - all students 9.5; NA students 11.5										
Dial-4 Developmental Assessment	2015	Motor/Concepts/Language Indicators – Students in non-Tribal Pre-K programs scored at avg of 56th percentile; Students in Tribal Pre-K programs scored at avg of 42 nd percentile with 25% having a potential delay										
Oklahoma Core Curriculum Test (OCCT) Math and Reading Scores (% Proficient)	2014	<table border="0"> <tr> <td>Math (Non-NA/NA):</td> <td>Reading (Non-NA/NA):</td> </tr> <tr> <td>3rd 50/56%</td> <td>3rd 61/68%</td> </tr> <tr> <td>5th 55/63%</td> <td>5th 58/75%</td> </tr> <tr> <td>8th 51/75%</td> <td>8th 65/75%</td> </tr> <tr> <td>Alg I 75/69%</td> <td>Eng II 80/81%</td> </tr> </table>	Math (Non-NA/NA):	Reading (Non-NA/NA):	3 rd 50/56%	3 rd 61/68%	5 th 55/63%	5 th 58/75%	8 th 51/75%	8 th 65/75%	Alg I 75/69%	Eng II 80/81%
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Alg I 75/69%	Eng II 80/81%											
ACT Profile Report	2014	% of Students ready for college-level coursework – Participating Schools (Avg) 9 % ; State 22%; National 26%; % of Students who met Benchmark scores for college readiness by Race/Ethnicity – White 75%; NA 50% (Math: White 17%; NA 8%; Science: White 42%; NA 17%)										

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Community Assessment & JOM Needs Assessment – Parent Survey	2014-2015	Community Assessment: Job opportunities; low performing schools; poor recreational activities JOM: school supplies; tutoring; cultural activities; academic improvement; career orientation; counseling
State of the County’s Health Report	2014	Osage County has the highest need in the state of Primary Care – Health Professional Shortage; adults with Bachelor’s degree or higher is 16.4% (23.2% state; 28.5% national); unemployment rate 6.1% (state 5.2%)
Teacher Survey on STEM	2015	Lack of confidence in: STEM content knowledge; integrating technology; access to STEM professionals for classroom connections to real world applications

The OPNA survey measures risk behaviors such as violence and alcohol, tobacco, and other drug use that can result in injury and/or impede positive development among Oklahoma youth. It also evaluates risk and protective factors, which are attitudes, behaviors, and opinions that research has shown to be highly correlated with these risk behaviors. The qualitative data demonstrating need consists of teacher and administrator experiential anecdotal reporting.

Survey results: American Indian students (40%) in Oklahoma have greater risk factors than Non-American Indian students (35%) of academic failure and show a lower commitment (52% NA; Non-NA 49%) to school. Beginning in grades 4-6 academic failure increases the risk of both drug abuse and delinquency and increases the risk of problem behaviors. Use of drugs is significantly lower among students who expect to attend college.

Oklahoma’s State profile: Three-Year Comparison reports statewide data for districts/schools and shows trends over a three-year period. **Survey results:** State graduation rate for NA students increased 75% - 81% but is still low; College enrollment rate has not increased and remains at 60%; Funding for education has declined as well as per-pupil expenditure. The Oklahoma Department of Education’s A-F School Report Cards are published annually for community members to quickly and easily determine how schools are performing. Data used in the report

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cards are, based on student assessment scores along with school attendance rates, dropout rates, high school graduation rates, advanced coursework, and concurrent enrollment. **Survey results:** 8 of 20 sites scored D or F; only 5 above C; 0 sites scored A. Attendance rates: Average Days absent - all students 9.5; NA students 11.5.

The Dial-4 developmental assessment was given to Pre-K students in March of 2015. The assessment is an individually administered developmental screening test designed to help early education professionals identify children who are at risk of failing in academic settings. **Survey results:** Motor/Concepts/Language Indicators – Students in non-Tribal Pre-K programs scored at an average of the 56th percentile; Students in Tribal Pre-K programs scored at an average of the 42nd percentile with 25% having a potential delay. One in four Native American students will be in need of targeted intervention starting in kindergarten.

The Oklahoma Core Curriculum Tests (OCCT) and End of Instruction (EOI) assessments are given annually for third grade through high school. ACT Profile Reports are sent annually to the high schools. **Survey results:** Math (Non-NA/NA): 3rd 50/56%; 5th 55/63%; 8th 51/75%; Algebra I 75/69%; Reading (Non-NA/NA): 3rd 61/68%; 5th 58/75%; 8th 65/75%; English II 80/81%. ACT Profile Report: Percent of students ready for college-level coursework – Participating Schools (Avg) 9 %; State 22%; National 26%; Percent of students who met Benchmark scores for college readiness by Race/Ethnicity – White 75%; NA 50% (Math: White 17%; NA 8%; Science: White 42%; NA 17%).

The Community Assessment and Johnson O'Malley Program (JOM) needs assessment survey were given by both tribal education agencies to parents of Indian students in the community and asked them to identify their top needs. **Survey results:** The top needs were identified as job

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opportunities, low performing schools, and poor recreational activities; JOM: school supplies, tutoring, cultural activities, academic improvement, career orientation, and counseling.

The Oklahoma State Department of Health's State of the County's Health Report indicates that Oklahoma has historically ranked poorly in many key health indicators. Most indicators relate to conditions that Oklahomans live with every day (poverty and limited access to primary health care). Osage county has the highest degree of health professional shortages relevant to its population to one full-time equivalent (FTE) primary care physician.

A sample group of sixty-one teachers in partner districts was given a survey in April 2015 to determine the teachers' confidence level in Science Technology Engineering Math (STEM) content knowledge and in teaching STEM concepts. **Survey results:** On a scale of 1-5 (least to greatest level of confidence), the average scores were: Content: Math (3.49); Science (3.18); Teaching: Integrating technology (3.23); planning and leading math labs (3.05); planning and leading science labs (3.18). The survey also asked 'How many working mathematicians and/or scientists have you had visit your classroom either in person or virtually to connect students to the real world math and/or science during the 2014-2015 school year.' The answer was zero.

The project AAIMS partners analyzed the results from these surveys, combined and averaged the data for the nine districts, and identified the needs for a Native Youth Community program. The team collaboratively designed a project to target Indian children in grades PK-12 and secured local and regional partners. The partners chose literacy and STEM activities deemed effective by research and ensured that all activities were appropriate for the population served, and could be implemented with fidelity, were culturally appropriate, and could be sustained.

Based on the analysis and discussions with the project planning and development team, the following *needs* were identified as having the highest priority for funding from this grant:

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- (1) Improve academic performance of Native American (NA) students in Pre-K through high school.
- (2) Increase college and career awareness and opportunities for NA students starting in Pre-K and continuing through all grade levels and high school graduation.
- (3) Provide professional development to Pre-K through high school teachers on literacy, STEM content knowledge, and cultural awareness.

(1) *The greatest barriers both in and out of school to the readiness of local Indian students for college and career. (Absolute Priority)*

After analysis of data, the partners discussed barriers associated with the identified needs. The following *barriers* were agreed upon as being the greatest deterrent to Indian students in the community not being college and career ready:

- (1) Student attendance rates – Native American students in each district have the highest number of days absent from school. School records also indicate that Native American students have the most tardies as well. Students’ academic performance can not improve if they miss instruction.
- (2) Lack of exposure to professional careers – The rural community lacks businesses and industries to allow students to envision potential career options. There are limited resources to enable students to explore careers and establish goals to meet the requirements of pursuing those careers once identified.
- (3) Low-performing early childhood programs and schools are not meeting the needs of Native American students – Data shows students are not coming to school kindergarten ready. Teachers are not trained in strategies that are most effective in building on children’s cultural strengths to enable them to successfully participate in STEM careers. Due to inadequate funding, districts lack resources and staff to improve native students’ scores on state mandated assessments.

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Oklahoma legislation will introduce new bills in 2016 to eliminate End of Instruction assessments and require students to meet the ACT benchmarks for all four subjects to be eligible to graduate from high school. Given the low ACT scores in these districts as compared to the state and national scores, Native American students' graduation rates will decline significantly.

(4) Transportation – Rural areas face multiple issues of transporting students to school and community activities. Budget constraints limit the number of bus routes and bus drivers the districts can provide. Some districts will not provide bus transportation if the student lives within one mile of the school. For younger students, this proves to be a challenge when parents are unable to accompany their children so they arrive safely at school. Buses only run at designated times before and after school, which eliminates opportunities for students to attend after school or summer programs. Students would have to travel a minimum of an hour each way for some districts to participate in activities with organizations like Tulsa Regional STEM Alliance (TRSA). Parents in these low-income communities do not have the resources to get their children to these activities on their own.

(2) Opportunities in the local community to support Indian students. (Absolute Priority)

Opportunities in the community include: partnering with Oklahoma State University Center for Health Sciences - Office for the Advancement of American Indians in Medicine and Science (OSU-CHS) hosting and participating in Tulsa Regional STEM Alliance (TRSA) Inter-Nation activities; recruiting Native American professionals within the community or surrounding areas as mentors; partnering with Oklahoma Universities and Community Colleges to provide campus tours, enrichment activities, ACT prep courses, professional development; partnering with local medical facilities to implement the *Reach Out and Read* program; Oklahoma State University Extension Office to provide leadership, job readiness, and pathways to success programs; Osage

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Nation Community of Excellence to provide health programs for Indian students and outdoor classrooms for place-based STEM activities; and utilizing Native American Mentors to infuse cultural elements in school curriculum.

(3) Existing local policies, programs, practices, service providers, and funding sources.

(Absolute Priority)

OCIC has been awarded multiple state and federal grants that support local students within the community. Currently, OCIC is in the first year of a five-year federal School Climate Transformation grant to implement a sustained school-wide multi-tiered intervention of support system in each of the partner school districts. The grant has partnered with and contracted with a school psychology doctoral graduate program at Oklahoma State University. The director of the graduate program also serves as the evaluator. Graduate students, lead by the evaluator, along with OCIC project staff have implemented in the schools the Positive Behavior Interventions & Supports (PBIS) and Response to Intervention (RTI) Frameworks to make positive changes in the social, emotional and academic outcomes for students. Grant implementation has begun in three districts (Pawhuska, Bowring and Frontier). Other schools are on an implementation timeline over the next 24 months. Students at risk of academic failure or behavior problems are identified through specific processes and procedures. These students receive targeted interventions and are progress monitored on a regular basis to ensure success. AAIMS will complement this program by adding Tribal Education Advocates to work specifically with Indian students. In addition to these programs, OCIC's facility is utilized for trainings, community meetings, student activities and houses OCIC staff and the Osage Nation Education Department's scholarship office.

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The Osage Nation Education Department and Otoe-Missouria Education Department offer after school/summer programs, summer camps, and concurrent college course enrollment with Tulsa Community College (TCC). In 2014-2015 there were 48 high school students from the nine LEAs and 22 were Native American. The Osage Nation Education Department is working with TCC to add an Osage language class to their curriculum. Osage language classes are offered as credit courses in two of the participating high schools.

For the 2015-2016 school year, the Osage Nation Education Department will begin their PK-12 STEM Initiative program to offer more STEM activities in their after school and summer programs. A STEM and Leadership Resource Specialist, Jennifer Holding (*Resume and Job Description – Appendix A*), has been appointed to oversee the initiative. The Osage Nation Education Department currently has one Tribal Education Advocate working in the districts to monitor grades and attendance of Osage students. This person assists students who are at risk for academic failure, helps prevent dropout by assessing student needs, monitoring progress, and making recommendations. Five additional Tribal Education Advocates will be added in the fall of 2015. Qualifications for these positions will require a Bachelor's degree, preferably in Education, and preference will be given to Native Americans. Tribal facilities will be utilized for activities with students, teachers, parents and/or the community.

A Reach Out and Read program was started in the fall 2014 in partnership with the State Reach Out and Read Director and Medical Director. The program is in its early stages and the Osage Nation has contributed \$10,000 for the medical consultant and program coordinator to attend training, purchase books and provide marketing/outreach for the program. Funds from this grant would allow expansion of the program and more books could be purchased.

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Districts currently have Title VII formula grants and Title I formula grants. Schools provide students with all services mandated by the state and federal departments of education. Additionally, they provide transportation and other services to meet the needs of their students within their budget allowance.

Partners bring expertise and Native American mentors in medical and STEM careers, provide access to medical and STEM camps, workshops, and/or internships, help in community programs, and bring professional development opportunities to school staff.

Quality of Project Design (25 points)

(i) Extent to which the project is focused on a defined local geographic area. (Absolute Priority)

The geographical area to be served is defined as the Osage Nation Reservation that outlines Osage County and the Otoe-Missouria tribal land in Noble County, adjacent to Osage County, in Northeastern Oklahoma. Eight LEAs (Anderson, Bowring, Hominy, Osage Hills, Pawhuska, Shidler, Woodland, and Wynona) reside in Osage County and one LEA (Frontier) is in Noble County. All nine LEAs are members of OCIC and the superintendent of each district serves on the OCIC Board of Directors. The LEAs cooperatively share in programs (i.e., State Math Science Partnership (MSP) professional development grant; Federal Carol M. White P.E. grant; USDA Farm to School planning grant; Federal School Climate Transformation Grant and special education services). The demographics of the schools are similar as are the needs and barriers within the communities. Within this geographical area, there are no tribal, charter, or private schools. Homeschooling is the only alternative to public schools for Native American students. On the map below, the Osage Nation Reservation land where OCIC and nine Osage county LEAs reside is shaded, and Frontier School and Otoe-Missouria Tribal headquarters are located at west tip of the county line.

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Osage Nation has a total area of 2,304 square miles that consists mainly of open prairie. Osage County is the largest county in the state. Each LEA represents a rural community/town.

The nine LEAs have a total enrollment of 3,121 students with 1,439 (46%) JOM and Title VII eligible. Although there are a higher percent of Osage and Cherokee Indian students in Osage County, and Otoe-Missouria Indian students in Noble County, there are over 26 tribes identified in these LEAs. The range of districts' count for students on free and reduced lunches is 58% to 78%; all LEAs are designated school-wide Title I.

(ii) Extent proposed project is based on scientific research or an existing program that has been modified to be culturally appropriate for Indian students. (Absolute Priority)

Project partners (LEAs and TEAs) have proposed to move research into practice with Project AAIMS. Researched strategies and emerging best practices for Indian students were reviewed and activities were designed to meet the needs and address the associated barriers. Community partners were solidified to support the activities. Partners also identified what has worked best in previous and current programs at both the LEAs and within the tribal education departments.

The goal of Project AAIMS is to implement a successful Native Youth Community Project that promotes college and career readiness to Indian children. According to the National Office for School Counselor Advocacy's (NOSCA), college ready means a high school graduate has the reading, writing and math knowledge and skills to qualify for and succeed in entry-level, credit-bearing, college-degree courses with out the need for remedial classes. Career ready means that high school graduates can read, comprehend, interpret and analyze complex technical materials, can use mathematics to solve problems in the workplace, and can pass a state-approved industry certificate or licensure exam in their field (NOSCA, 2014).

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Needs/Barriers: (1) Improve academic performance of Native American (NA) students in Pre-K through high school.

School-wide Positive Behavior Interventions and Support (PBIS) are culturally responsive by engaging families, students, and other stakeholders in discussions about cultural patterns and values that may be related to student behavior in school and involves students, family and community in every phase of the process from examining school data to determining school expectations and how they should be taught and reinforced (Walkingstick and Bloom, 2013). AAIMS will work in conjunction with OCIC's School Climate Transformation grant (evidenced-based PBIS framework) to provide clear expectations, identify students at risk and provide support (Tribal Education Advocates) and interventions to meet their specific needs.

The districts have an average 9.5 days per year absenteeism rate. Classroom teachers are spending a fair amount of time re-teaching or providing individual instructions on assignments when students are absent when lessons are introduced. Attendance and tardiness rates must decline to improve academic performance. Because students reared in poverty benefit the most from being in school, one of the most effective strategies for providing pathways out of poverty is to do what it takes to get these students in school every day (Balfanz & Byrnes, 2012). AAIMS will work with students and families to improve student attendance rates.

Needs/Barriers: (2) Increase college and career awareness and opportunities for NA students starting in Pre-K and continuing through all grade levels and high school graduation.

Nationwide, Native American students are underrepresented in STEM courses, majors and careers. In 2011, minority students, including American Indians and Alaska Natives, made up only 12 percent of students enrolled in graduate science and engineering programs, and 10 percent of the workforce in science and engineering jobs (Education Week, 2015). Research has

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shown that kids who experience STEM early through hands-on learning are best equipped to develop a strong understanding of STEM concepts as they get older (MacPherson, 2015).

Early education teachers can effectively introduce STEM concepts by: (1) Having the opportunity and confidence to learn about STEM alongside their students; (2) Developing community partnerships is proven to be a key factor in the success of STEM programs; (3) Integrating STEM school-wide; and (4) Exposing kids to technology to connect real-world concepts (Green, 2015).

Research has also shown that linking literacy and STEM education in the early years and early grades improves educational outcomes, especially for children from low-income families. Research on cognition, pedagogy and brain function shows that students gain more knowledge and skills in literacy and STEM subjects when they are taught in tandem (Markowitz, 2012).

Through Project AAIMS, OCIC will partner with Oklahoma State University-Central Health Sciences (OSU-CHS) to provide hands-on STEM outreach programming based on science curricula. Dr. Smith and OSU-CHS have been providing a catalog of STEM-based outreach programming within the Tulsa region since 2012. In 2014, Dr. Smith co-founded the Native Explorers where students work side-by-side with Native research scientists from OSU-CHS and the Sam Noble Oklahoma Museum of Natural History to earn college credit. These students also interact with physicians and medical students to learn more about healthy lifestyles and medicine. AAIMS will provide an avenue to combine the STEM outreach program for PK-12 students to incorporate graduate and medical students to provide community service and mentoring to younger students. (*Sample Lesson Plans – Appendix B*)

Many of the curriculum components have been continually updated as they are presented to students of varying ages and backgrounds. The components are also directly related to Oklahoma

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Academic Standards and make explicit connections to Native culture for the classroom teachers to incorporate into their classroom instruction. With the OSU-CHS partnership, this type of programming will become accessible to rural schools and specifically Native American students. The ongoing evaluation will track these impacts, as well as hone the continued curriculum development to the task at hand.

Needs/Barriers: (3) Provide professional development to Pre-K through high school teachers on literacy, STEM content knowledge and cultural awareness.

“Rigorous STEM education through professional development can help increase student achievement in multiple subject areas, as it helps to develop critical thinking and analytical skills and is an important contributor to college- and career-readiness (Hanover, 2011).” According to the National Research Council, recent reports on effective programs and practices in science and mathematics and other selected syntheses include instruction that captures students’ interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest throughout their schooling. Teachers need to engage students with fundamental questions about the material and natural worlds and gain experience in the ways in which scientists have investigated and found answers to questions (NOC, 2011). AAIMS will provide teachers training through a summer institute each year and effective teaching methods through OSU-CHS and TRSA STEM activities.

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

Desired State of Community: Through the partnerships and activities developed in this proposal, Indian students in the communities of the Osage and Otoe-Missouria reservations will begin preparation for college and careers in early childhood continuing through high school

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graduation. Students will be aware of potential STEM careers and work with Native American mentors currently in those professional roles. High school graduation, college enrollment and graduation, and Native Americans in STEM professions will all increase over time. Once in the STEM and medical professions, these students will return to work in their communities.

Project AAIMS Plan of Action (*Logic Model – Appendix C*)

Goal: To implement a successful Native Youth Community Project that promotes college and career readiness of Indian children.

Need: Improve academic performance of Native American (NA) students in Pre-K through high school. **Barriers:** (1) Student attendance rates (3) Low-performing early childhood programs and schools are not meeting the needs of Native American students (4) Transportation

Objective 1: (a) Academic performance of Indian students in math, science and reading will improve in kindergarten readiness and grades 3, 5 and 8 in participating districts by: Year 1(baseline data established); 10% in Year 2; 15% in Year 3; and 20% by the end of Year 4 as measured by Oklahoma Core Curriculum Tests; (b) Indian high school students who meet ACT college-readiness benchmark scores in math and science will improve in participating districts by: Year 1(baseline data established); 15% in Year 2; 20% in Year 3; and 25% by the end of Year 4 as measured by ACT reports. **Activities:** 1) *Reach Out and Read* program will be expanded to acquire additional books, and be present in more medical offices in the community. This will prepare young children for success by having medical doctors prescribe books to encourage families to read together; 2) Tribal Educational Advocates will work directly with PK-12 NA students identified as being at risk for academic failure through Dial-4 assessments, screeners/benchmark assessments (as School Climate Transformation grant is implemented), and OCCT/EOI/ACT scores; 3) OSU-CHS and TRSA will provide NA mentors and model STEM

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activities into the classroom associated with NA culture; 4) Community partners will provide health programs for Indian students, NA AmeriCorp mentors and outdoor classrooms for place-based STEM activities; 5) Existing partnership with Osage Nation Education Department and Tulsa Community College (TCC) will expand to increase enrollment in concurrent courses and Osage language classes; 6) Native language classes will continue and expand in participating high schools; 7) Northern Oklahoma College (NOC) will provide ACT Prep Courses twice a year; 8) Track student academic/behavior data for decision-making in goal-setting, progress monitoring and rewarding improvements in academic performance and positive behavior.

Outcomes: Students leave early childhood programs kindergarten ready; Students' math, science and reading scores increase; ACT scores improve. **Impacts:** High school graduation rates improve; Students are college and career ready; College enrollment and graduation increases; Enrollment in zero level courses will decrease.

Objective 2: School attendance rates will improve for Indian students in grades PK-12 in participating districts by: Year 1 (baseline data established); 15% in Year 2; 20% in Year 3; and 25% by the end of Year 4 as measured by school attendance records.

Activities: 1) Identify the contributing factors of student absences and then establish a plan to address each factor. 2) Tribal Education Advocates will work with students and families to implement identified plans. 3) Implementing place-based STEM activities identified in the proposal to engage students, provide a safe and secure environment, and meet their needs, which will motivate students to attend school on a regular basis. 4) Track student academic and behavior data for decision-making in goal-setting, progress monitoring, and rewarding regular attendance. 5) Work with district partners to improve transportation issues (e.g., hire and/or recruit additional bus drivers, pay for CDL licenses, supplement salary, add routes, and/or run

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buses for after school or community activities; TRSA STEM camps/workshops; and field trips).

Outcomes: Students will receive more instruction time, students are more engaged and academic performance will increase. **Impacts:** High school graduation rates will improve; students will be college and career ready; college enrollment and graduation will increase; and enrollment in zero level courses will decrease.

Need: Increase college and career awareness and opportunities for NA students starting in Pre-K and continuing through all grade levels and high school graduation. **Barriers:** (2) Lack of exposure to professional careers.

Objective 3: (a) The number of Indian students in Pre-K through high school participating in STEM-based and career exploration activities will increase by: Year 1 (baseline data established); 15% in Year 2; 20% in Year 3; and 25% by the end of Year 4 as measured by project attendance records. **Activities:** 1) OSU-CHS will provide Native scientists, medical students, and graduate students to develop and implement STEM-based activities that are grade appropriate (PK-12). They will also ensure culturally relevant STEM activities in each district throughout the school year. 2) Students will participate in partner, TRSA, Inter-Nation camps, workshops, and mentoring activities, with transportation provided through grant funds. 3) Track student participation data for decision-making in goal-setting, progress monitoring, and rewarding regular participation. **Outcomes:** Students will see Native American role models in STEM jobs, and be able to relate Native culture to medical and science practices. **Impacts:** Native Americans in STEM and medical professions increases; Students return to work in their communities after getting STEM and medical degrees.

(b) Indian students in Pre-K through high school will expand their career awareness as measured by pre- and post-surveys developed by the instructors and/or the project evaluator after

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participation in career exploration activities. **Activities:** 1) OSU-CHS will provide Native Scientists, medical students, and graduate students to develop and implement STEM-based activities that are grade appropriate (PK-12). They will also ensure culturally relevant STEM activities in each district throughout the school year. 2) Students will participate in partner, TRSA, Inter-Nation camps, workshops, and mentoring activities with transportation provided through grant funds. 3) Participate in NOC's Northern Exposure (campus tours, financial aide, career exploration) and Native Youth Leadership Day. 4) OSU Extension will provide leadership, job readiness, and pathways to success programs and add Learning About Your Roots. 5) Utilize student academic and survey data for decision-making in goal-setting, progress monitoring and rewarding regular participation. **Outcomes:** Students will become aware of potential careers and understand the education requirements associated with professionals in the STEM jobs. **Impacts:** Native Americans in STEM and medical professions increase; students in these programs return to work in their communities after getting STEM and medical degrees. **Need:** Provide professional development to Pre-K through high school teachers on literacy, STEM content knowledge, and cultural awareness. **Barriers:** (3) Low-performing early childhood programs and schools are not meeting the needs of Native American students. **Objective 4:** Pre-K through high school teachers attending professional development will increase their content knowledge in core academic subjects (literacy, STEM) and cultural awareness, as measured by pre- and post-surveys developed by the instructors, and/or the project evaluator. **Activities:** 1) Provide professional development through a two-day summer institute each year to early childhood instructors and teachers. The STEM and literacy focus will emphasize how to incorporate cultural aspects (Strands: Year 1-Place-Based Teaching/Learning; Year 2-Culture and Language; Year 3-Engagement/Motivation; Year 4-Curriculum, Instruction

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& Effective Teaching for NA students). 2) OSU-CHS will provide training on cultural awareness, and will model the most effective methods of instruction for Indian students with STEM classroom activities. 3) Utilize survey data for decision-making for planning future trainings. 4) Key project personnel will attend national and state conferences to continually to stay abreast of new legislation, emerging best practices, and promising research. **Outcomes:** Early childhood through high school teachers will increase their content knowledge in STEM subjects; have access to STEM professionals in their classrooms as mentors or examples of real-world applications; Indian students will be more engaged and successful as teachers meet their needs; and teachers will incorporate cultural aspects in their curriculum. **Impacts:** Teachers are more effective; Districts have high performing schools.

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

The proposed project design evolved from a group of educators, tribal leaders/elders, and students; these same people are called mom, dad, grandpa, grandma, preacher, business owner, health professional, etc. Effective interventions and areas for program or practice improvement have been identified for the target population of Indian students in early childhood through high school. It was determined that the proposed project provides information about desired goals and outcomes. It was also determined that cultural factors can be explicitly included in planned interventions, and effectiveness can be measured according to those outcomes. Project partners were introduced to the idea of place-based teaching, and many project activities will be designed to incorporate this approach. Place-based teaching is when physical attributes and the cultural, historic, and socioeconomic meanings of places define and infuse content and pedagogy. Students involved regularly work in the local outdoor environment or in the community. Place-

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based education is intended to promote sustainable lifestyles and economies suited to the ecological and cultural attributes of places and regions. This approach has been increasingly championed as an alternative to current educational practices that emphasize global standardization, incessant testing, and a focus on career training, teamwork and decision-making (Semken, 2005). Project AAIMS wants Indian students to be successful in PK-12, and then after college return to their communities to fill important career fields necessary to sustain their native history and culture (i.e., tribal government leadership, primary care physicians, mental health professionals, architectures and engineers, teachers, business entrepreneurship, etc.). OSU-CHS Native American scientists, graduate and medical students will fulfill community service by inspiring students to fill important STEM career fields and bring activities to students in their own environment with cultural factors to meet their needs.

(v) The extent to which the proposed project is supported by strong theory.

Native People traditionally perceive themselves as embedded in a web of dynamic and mutually respectful relationships among all of the natural features and phenomena of their homelands (Cajete, 2000). Place-based teaching is an example of a situated teaching method that supports ‘Situated learning theory’. This theory holds that all learning is a function of the sociocultural or environmental context in which it occurs, and thus knowledge and skills are most effectively taught in settings and through activities that authentically involve or engage such knowledge and skills (Semken, 2005). Project AAIMS will seek to infuse characteristics of place-based teaching into project activities (i.e., STEM workshops; career exploration; literacy teaching and learning; curriculum development; and in professional development for Pre-K through high school teachers). Specifically, this means that the project content will focus on the geological and other natural attributes of a place; integrates, or at least acknowledges, the diverse

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meanings that place holds for the teacher, students and the community; teaches by authentic experiences in that place or in an environment that strongly evokes that place; promotes and supports ecologically and culturally sustainable living in that place; enriches the sense of place of students and instructor.

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

Project AAIMS will coordinate efforts with appropriate federal, state and local resources to coordinate all available funding resources and to maximize use of technologies and assets obtained through recently completed projects. The principal investigator will monitor resource coordination on a monthly basis. (MOUs – Appendix D)

Agencies/Organizations Providing Services		
Partners	Current/Existing Services	New Services with Project AAIMS
Oklahoma State University (OSU)	Partnerships with existing OCIC grants (MSP and School Climate Transformation Grant).	OSU-CHS Office for Advancement of American Indians in Medicine & Science’s program and STEM activities; Dr. Kent Smith, Director, will serve as Co-Principal Investigator/Evaluator. Design and implement STEM curriculum; provide NA scientists, graduate and medical students for project activities; provide professional development at summer institute and through implementation of STEM activities; collect and/or provide data; provide technical assistance to teachers and/or project; conduct project evaluation; and participate on advisory committee.
Tulsa Regional STEM Alliance (TRSA)	OCIC and Osage Nation Education Department serve on Advisory Board. Access	Develop, coordinate and host Inter-Nation STEM programs/activities with other Oklahoma tribes.

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	to STEM camps/mentors.	
Northern Oklahoma College (NOC)	Summer Leadership Camp; campus tours	ACT Prep Classes; College and Career Preparedness Checks (FAFSFA, College Applications, Career Requirements)
OSU Extension Services (OSU Ext)	Local County Educator; programs offered – Building Leaders for Tomorrow; Job Readiness; Overcoming Obstacles; Pathways to Success	Continue or expand current programs in all LEAs; Learning About Your Roots (local herbs – connection to Indian gardening and history).
Osage Nation Communities of Excellence	Ta-Wa AmeriCorp and Bird Creek Farm programs	Local NA mentors to assist in OSU-CHS activities; outdoor classroom environments for STEM activities

The Office for the Advancement of American Indians in Medicine and Science is Oklahoma State University’s designated organization for developing Native people as physicians, researchers, and educators who will improve the health and wellness for American Indians. This organization strives to be Oklahoma’s best institute for creating a Native workforce to serve sovereign and other rural and urban communities while promoting health equity, healthful lifestyles, and wellness. Their goals are: 1) Recruit and train American Indians in medicine and science; 2) Increase the number of American Indians that pursue careers as physicians, scientists, and educators; 3) Address American Indian student enrollment and retention efforts as OSU-CHS; and 4) Coordinate relationships between OSU-CHS and Oklahoma tribes to address tribal health and wellness needs. OSU-CHS is currently implementing curriculum in a few workshops throughout the state. This opportunity will help them reach their goals by working additional Oklahoma tribes. Dr. Smith is very sensitive to Indian students’ needs and learning styles. An example of this is when he brings lessons on classifying species into taxonomic groups. He brings human bones for students to examine. He is aware that bones are considered sacred and some Indian students will not be able to work with bones. He brings alternative methods of

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instruction (e.g., pictures, CT scans, etc.) for those students and explains to the class the Native culture and beliefs of why bones are considered sacred.

OCIC and the Osage Nation Education Department are on the advisory board for the Tulsa Regional STEM Alliance (TRSA) along with businesses, non-profit organizations, urban school districts, institutes of higher education, and community volunteers from northeastern Oklahoma. TRSA works as a catalyst to create a collaborative ecosystem that encourages business/industry and the education community to produce innovative pathways resulting in a highly skilled STEM workforce. TRSA members work together in focused groups called Innovation Rooms (committees). Active engagement and collaboration of partners enables individual programs/opportunities to be implemented to multiple groups in the community. OCIC participates in multiple Innovation Rooms (Communications, Professional Development, Data Collection, Analysis and Evaluation, and STEM Mentorship). OCIC and Osage Nation Education Department serve on the newly formed Inter-Nation Innovation Room. The mission for this committee is to bring representatives from Native American populations, education, and business/industry to collaboratively develop, foster, and sustain potential pathways for Indian students to achieve career goals in STEM related fields. Examples of some of the activities being developed through this committee include: 1) SeaPerch/NOAA Teacher Training Workshop – US Naval Academy works with schools (Native American populations preferred) to train teachers on building underwater remotely controlled vehicles with their students; 2) Partner with OSU and the Helmerich Research Center for summer camps in science related projects (Native American populations preferred).

Northern Oklahoma College (NOC) is located in close proximity to LEAs and offers cultural enrichment, collaborative learning, creative and forward thinking, and community

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responsiveness. Osage Nation Tribal Education Department and Otoe-Missouria Education Department participate in NOC's annual Northern Exposure event to expose juniors and seniors to their campus and services they provide and the Native American Youth Leadership Day each summer for grades 7-12. The Youth Leadership Day plants the seed early about going to college and assists the upper grades with pertinent information about attending college (scholarships, admissions, financial aid). With grant funds more Native American students will be able to participate in these activities. NOC will also schedule a fall and spring ACT Prep course for Native American high school students.

OSU Extension Services is dedicated to working towards Oklahomans increasing personal and community life readiness for employment and economic opportunities in the county they serve. Local county educators bring programs into the schools on topics about Building Leaders for Tomorrow, Job Readiness, Overcoming Obstacles, and Pathways to Success. These programs will continue or be expanded with new programs being added with topics on Learning About Your Roots (local herbs – connection to Indian gardening and history).

Osage Nation Communities of Excellence's mission is to address the issues causing chronic disease within the Osage people and residents of Osage County. This will be accomplished by educating the citizens in healthy lifestyles and the process of disease prevention through healthy food choices, exercise, and being tobacco-free. The Communities of Excellence Ta-Wa AmeriCorp program addresses the effects of obesity and sedentary lifestyles of residents living on the Osage Reservation. AmeriCorp employees in the program work in the schools with students and families to promote healthy lifestyles. Their Bird Creek Farm is an area of land designated to preserve Osage heirloom corn seed and also has areas for outdoor classroom

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experiences. The AmeriCorp employees will work with project AAIMS to assist OSU-CHS in STEM based activities utilizing the outdoor environments.

Quality of Project Personnel (10 points)

(i) The qualification, including relevant training and experience, of the project director or principal investigator.

Ms. Jacque Canady will serve as Principal Investigator (1.0 FTE). Ms. Canady has a Master's Degree in Curriculum and Supervision. She is a doctoral candidate in Educational Administration and Curriculum Supervision, has over 21 years experience in education, and 16 years in management and evaluation. Ms. Canady is a citizen of the Cherokee Nation, and was the 2010 president of the Oklahoma Association for Bilingual Education. She has directed a number of federal grants, and has served as Executive Director for OCIC for the last seven years. She works extensively with member districts, and other districts within Oklahoma on data-based decision-making and school reform.

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

Co-Principal Investigator/Evaluator: Dr. Kent Smith, Associate Dean, OSU Office for the Advancement of American Indians in Medicine and Science will serve as Co-Principal Investigator/Evaluator. Dr. Smith has built a science curriculum for project AAIMS that supports place-based teaching. He designed this curriculum where Indian graduate students will actively direct these activities, and will serve as mentors to influence PK-12 Indian students in creating and shaping sense of place. *(Resume- Appendix E)*

Other key project personnel include: STEM & Literacy Coordinator (1.0 FTE); Early Childhood Resource Specialist (1.0 FTE); Data/Administrative Assistant (.5 FTE); Tribal STEM

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Resource Specialist (1.0 FTE In-Kind); and Tribal Education Advocates (7.0 FTE with 6.0 FTE In-Kind). (*Job descriptions/Qualifications-Appendix F*) OCIC staff and Tribal education departments will be involved in the hiring of staff for this project. Indians will be given preference in all project personnel hired.

Adequacy of Resources (10 points)

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

Under the leadership of OCIC Executive Director Jacque Canady, all AAIMS partners have contributed to the planning and writing of this proposal. Project AAIMS consortium, and partners are committed to improving Indian students' college and career readiness in Pre-K through high school in these districts. They believe this project will serve as an advancement in providing resources and activities to make that improvement.

Consortium Partners	Role	Responsibilities
Osage County Interlocal Cooperative (OCIC)	Lead LEA	Program management/administration; hire and supervise project staff; provide facility and for professional development; collect and/or provide data; lead advisory committee; communicate effectively/efficiently with all partners, staff and interested parties; provide technical assistance to teachers and/or project; coordinate, implement, and advise all aspects of program.
School Districts: Anderson, Bowring, Frontier, Hominy, Osage Hills, Pawhuska, Shidler, Woodland, and Wynona	LEAs	Provide input and feedback on program design; provide access to students and teachers for project activities; participate in/receive professional development; collect and/or provide data; participate on advisory committee.
Osage Nation Education Department; Otoe-Missouria	TEAs	Provide input and feedback on program design; collect and/or provide data; provide identified In-Kind funds; recruit NA mentors for project activities; participate in/receive

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Education Department		professional development; hire and supervise Tribal Education Advocates (Osage Nation Education Department); participate on advisory committee.
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(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

Students and classroom teachers will be the primary impacted parties in the AAIMS program. Within the nine districts, every classroom, early childhood through high school, will participate in a minimum of two OSU-CHS STEM-based outreach classes at their school site each year of the grant; participate in TRSA Inter-Nation activities; and, teachers will receive a minimum of 16 hours of professional development each year. Based on 2014-15 enrollment numbers, an estimated 1,439 Indian students at 20 sites will be impacted by Project AAIMS. In addition, approximately 275 teachers will be provided the skills and information to make a substantial change in the way content areas are taught. The fundamental shift from a lecture and note-taking format, to a hands-on, experimentation format, moves responsibility for learning to the student by presenting the subject material in a more personally engaging manner. Activities will ignite an interest in STEM and allow for greater access and opportunity for students to see modeling for future STEM careers. Budgeted costs are reasonable for the total program with \$347 per student in Year 1 and \$338 in Years 2-4 of the project.

Quality of Experience (10 points)

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. (Absolute Priority)

During the 2013-14 school year, OCIC partnered with OSU to implement the Oklahoma Competitive grant, C3: Readiness in Rural Oklahoma, in these same schools with the aim of

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increasing access and opportunity to hands-on *Engineering Is Elementary* STEM kits to be utilized in classrooms for science, and particularly, engineering subject content. Teachers and administrators were also stakeholders in the program, as training was provided for the open-ended facilitation of this program.

The OSU Center for Research on STEM Teaching and Learning (CRSTL) served as the Evaluator of the program. According to CRSTL's report, the C3: Readiness in Rural Oklahoma program proved successful in its mission to expose teachers and students in rural Oklahoma to engineering practices, the engineering design process, and engineering careers. Results indicate that teachers and students made significant gains in their understanding of engineering as a process and a career. In-service teachers made significant gains in their understanding of engineering as a process and a career. With the new state science standards that incorporate engineering practices throughout the grades, it is imperative that teachers receive adequate and on-going training so that they are able to make mathematical and scientific concepts come to life in the applied work of STEM careers. This will allow them to make better connections for their students, and their students will have more meaningful interactions with science and math.

Students also made significant gains. Research indicates that students cannot aspire to careers of which they are unaware. Findings from this study indicate that exposure to the *Engineering Is Elementary* curriculum, significantly increased the students' career awareness of engineers.

In addition to successfully partnering with OSU in the 2013-14 Oklahoma Competitive Grant, OCIC has successfully managed multiple state and federal grants over the last several years including: Oklahoma Math and Science Partnership Program; Federal School Climate Transformation Grant; Federal Title VII Demonstration Grant; Federal Carol M. White Physical Education Grant; and Federal Farm to School Grant. Current OCIC partners include CRSTL,

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Northeastern State University, Tulsa Regional STEM Alliance, Tulsa Community College, OSU Department of Psychology, Google, Williams, Wallace Engineering, Tulsa Zoo, Tulsa Fab Lab, Bama Companies, Osage Nation, and Rogers County Conservation District.

Quality of Management Plan (20 points)

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

Project AAIMS will ensure objectives are met on time and within budget by designating responsible personnel to complete activities required for successful implementation. A 48-month timeline for project AAIMS implementation will be as follows:

Project AAIMS – Management Plan			
Activity	Person Responsible	Timeframe	Milestones
Hire Staff	Principal investigator	10/2015-11/2015	100% staff in place
Order supplies & complete service contracts	Principal investigator	10/2015-1/2016	Supplies inventoried; offices for grant staff
Advisory Committee Meetings	Staff & Committee	10/2015 and <u>quarterly</u> for duration of grant	Sign in sheets; agendas; data reviews complete
<i>Objective 1:</i> (a) Academic performance of Indian students in math, science and reading will improve in kindergarten readiness and grades 3, 5 and 8; (b) Indian high school students who meet ACT college-readiness benchmark scores in math and science will improve.			
Activities	Person Responsible	Timeframe	Milestone
Expand Reach Out and Read Program	Staff Tribes	10/2015 and ongoing for duration of grant	Books purchased; program is evident in community medical offices

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Tribal Education Advocates	Principal investigator Osage Nation Education Department	10/2015-11/2015	Tribal Ed Advocates are in place and working with districts on interventions with NA students
OSU-CHS and TRSA	Staff; LEAs; Tribes; OSU-CHS; TRSA	10/2015 and ongoing for duration of grant	Activities scheduled and implemented for all districts; students/teachers participate
Community partner programs	Staff; LEAs; OSU Ext; Communities of Excellence	10/2015 and ongoing for duration of grant	Programs are scheduled and implemented; students participate
ACT prep courses	Staff; LEAs; NOC	11/2015 and 2x year for duration of grant	Courses are scheduled; students participate
Concurrent enrollment	Staff; LEAs; Tribes; TCC	10/2015 and ongoing for duration of grant	Number of students enrolling in courses increases each semester
Native Language Classes	Staff; LEAs; Tribes; TCC	10/2015 and ongoing for duration of grant	Classes open for enrollment; students enroll; # of students in class increases each year
Data collection	Staff; LEAs; Tribes; Partners	10/2015 and ongoing for duration of grant	Pre/post surveys/assessments conducted/analyzed; data collected from identified sources
Implement OSU-CHS and TRSA STEM Activities	Project staff; OSU-CHS; TRSA	10/2015 and ongoing for duration of grant	Scheduling is established with all districts; Activities are implemented; students/teachers participate

Objective 2: School attendance rates will improve for Indian students in grades PK-12.

Activities	Person Responsible	Timeframe	Milestone
Identify factors &	Staff; LEAs; Tribe	10/2015 –	Factors identified with activities

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establish plan to address absences		1/2016	planned to reduce absences
Implement plan with students and families	Staff; LEAs; Tribes	1/2016 and ongoing for duration of grant	Plans are being implemented; absenteeism is decreasing
Place-based STEM activities	Staff; LEAs; Tribes; OSU-CHS; TRSA	10/2015 and ongoing for duration of grant	STEM activities are being implemented; attendance rates increase on STEM days
Tribal Education Advocates	Staff	10/2015 and ongoing for duration of grant	Tribal Education Advocates assigned to districts and work with tiered intervention teams to set goals/reward NA students for improving attendance
Transportation	Staff; LEAs; Tribes	10/2015 and ongoing for duration of grant	District needs are identified; bus drivers recruited, trained, licensed; transportation issues decrease; students absence from school or activities are not due to transportation
Data collection	Staff; LEAs; Tribes	10/2015 and ongoing for duration of grant	Progress monitoring and student attendance data are collected and reported
Objective 3: (a) The number of Indian students in Pre-K through high school participating in STEM-based and career exploration activities will increase; (b) Indian students in Pre-K through high school will expand their career awareness.			
Activities	Person Responsible	Timeframe	Milestone
Implement OSU-CHS and TRSA STEM Activities	Project staff; OSU-CHS; TRSA	10/2015 and ongoing for duration of grant	Scheduling is established with all districts; Activities are implemented; students/teachers participate
ACT Prep Classes	Staff; NOC	10/2015 and	Classes are scheduled 2x year;

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		ongoing for duration of grant	students participate
Community Programs	Staff; OSU Ext	10/2015 and ongoing for duration of grant	Scheduling is established with all districts; Activities are implemented; students/teachers participate
Data collection	Staff; LEAs; Tribes; Partners	10/2015 and ongoing for duration of grant	Pre/post surveys and assessments conducted and analyzed; data is collected from identified sources
Objective 4: Pre-K through high school teachers attending professional development will increase their content knowledge in core academic subjects (literacy, STEM) and cultural awareness.			
Activities	Person Responsible	Timeframe	Milestone
Summer Institute	Staff; LEAs; Tribes	June or July/2015 - 2019	Institute is scheduled; sessions planned; PD consultants hired; teachers attend regularly
Implement OSU-CHS and TRSA STEM Activities	Project staff; OSU-CHS; TRSA	10/2015 and ongoing for duration of grant	Scheduling is established with all districts; Activities implemented; students/teachers participate
Data collection	Staff; LEAs; Tribes; Partners	10/2015 and ongoing for duration of grant	Pre/post surveys and assessments conducted and analyzed; data is collected identified sources

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

An Advisory Committee will be formed to ensure feedback and continuous improvement in the operation of Project AAIMS is adequately managed throughout the entire grant period. The Advisory Committee will include approximately twenty members by year 2: OCIC Project Staff, District Superintendents, School Principals, Teachers, parent representatives, and other interested

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community members. Members will meet quarterly to: review data; provide input in design or re-design of activities; and make recommendations for continuation or dissolution of partners, vendors, and consultants. They will review district and project-level data to determine program effectiveness at the student, school, and program level. All project AAIMS partners will be invited to Advisory Committee meetings to keep them informed of project initiatives.

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

The Osage Nation Education Department and the Otoe-Missouria Education Department partners have contributed to the planning and writing of this proposal, and are committed to implementing the program as evidenced by the signed consortium agreement.

Data (JOM Needs Assessments; Community Needs Survey) were provided to the planning and development team to assist in identifying needs and barriers. The project design was developed in conjunction with LEAs and other project partners. Tribes are committed to program activities as evidenced by hiring a STEM Resource Specialist and Tribal Education Advocates (In-Kind). The tribes have a close working relationship with OCIC and each school, and also have a history of implementing successful programs in consortium with the LEAs.

Quality of Project Evaluation (10 points)

(i) The extent to which the methods of evaluation include use of objective performance measures that are clearly related to intended outcomes of project and will produce quantitative and qualitative data to extent possible. (Absolute Priority)

Project AAIMS's evaluation will focus on both formative and summative evaluation of project activities using qualitative and quantitative measures. This evaluation will focus on the impact of the project on student academic performance, teacher and student contact with STEM

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professionals and career awareness, and teacher content knowledge. The table below provides a comprehensive look at the evaluation plan. Project management personnel will be responsible for collection of all data in collaboration with the co-principal investigator.

Instruments/Products	Analyses	Timeline
Objective 1: (a) Academic performance of Indian students in math, science and reading will improve in kindergarten readiness and grades 3, 5 and 8; (b) Indian high school students who meet ACT college-readiness benchmark scores in math and science will improve.		
Pre-post teacher content knowledge assessment (developed by OSU-CHS faculty)	Paired samples t-test	Prior to and at the end of the STEM activities and post assessments after each activity
Objective 2: School attendance rates will improve for Indian students in grades PK-12.		
School attendance records	<ul style="list-style-type: none"> • Frequency count of the number of interactions • Quantitative analysis of student attendance records 	Baseline data established in Year 1 for each district; Data reported annually
Objective 3: (a) The number of Indian students in Pre-K through high school participating in STEM-based and career exploration activities will increase; (b) Indian students in Pre-K through high school will expand their career awareness.		
<ul style="list-style-type: none"> • Student surveys • STEM professionals survey • End of program focus group interviews (Krueger, & Casey, 2014) 	<ul style="list-style-type: none"> • Frequency count of the number of interactions • Teacher reported description of interactions • Qualitative analysis of teachers' perceptions of the impact of their and their students interactions with STEM professionals 	<ul style="list-style-type: none"> • Student surveys administered after each STEM activity during each school year. • STEM professional survey administered March each year • End of program focus group interviews will be conducted at the end of the program
Objective 4: Pre-K through high school teachers attending professional development will increase their content knowledge in core academic subjects (literacy, STEM) and cultural awareness.		
<ul style="list-style-type: none"> • Pre/Post content knowledge assessment (developed by CHS-OSU faculty) • Science Teaching Efficacy Belief Instrument (STEBI)* • Mathematics Teaching Efficacy Beliefs Instrument (MTEBI)* • Literacy Teaching Efficacy Belief Instrument (TSLEI)* 	<ul style="list-style-type: none"> • Paired samples t-test (STEBI; MTEBI; TSLEI) • Qualitative analysis of transcripts of focus group interviews 	<ul style="list-style-type: none"> • STEBI, MTEBI & TSLEI administered prior to and at the end of summer institute and after each STEM activity • End of program focus group interviews will be conducted at the end of the program

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• End of program focus group interviews (Krueger, & Casey, 2014)		
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**Science Teaching Efficacy Belief Instrument (STEBI; Riggs & Enochs, 1990); Mathematics Teaching Efficacy Beliefs Instrument (MTEBI; Enochs, Smith, & Huinker, 2000); Literacy Teaching Efficacy Belief Instrument (TSLEI; Tschannan-Moran, Johnson, 2011)*

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

Evaluation plan will generate formative data concerning child performance outcomes, program context, and implementation indicators that will allow potential replication. Evaluation data from progress monitoring will provide details for immediate feedback and guidance that will determine if the strategies being used are effective for American Indian children. Annual quarterly audits (October, January, April, and July) completed by the co-principal investigator with assistance from project staff will contribute formative data useful for supporting replication process by identifying implementation challenges and their specific local solutions. Project records, curricula, and assistance from staff will be made available for replicating program at other sites.

By developing strong relationships with partners OSU-CHS and TRSA, opportunities to replicate the strategies identified in project AAIMS can easily be replicated in other settings and results compared to data generated from these activities.

Jennifer R. Holding

(b)(6)

WORK EXPERIENCE

7/97 to Present

Continuing Education Coordinator**Osage Nation Education Department** Hominy, OK

- Intake, maintain files, data entry, selection, and distribution processes of the Higher Education Scholarship for an average of 700 students per semester
- Report annually to funding agencies and quarterly to director
- Research scholarship and grants for students
- Oversee the placements, timesheets, and checks for Intern/Extern Program (5/06 to Present)
- Managed the budgets for 12 Johnson O'Malley sites and maintained federal guidelines (8/97-9/05)
- Coordinated tutoring programs (1/03-5/05)

6/97 to 7/97

Summer Youth Counselor**Osage Tribal Education Department** Pawhuska, OK

- Organized work sites and supervisors for over 100 summer workers
- Maintained files, timesheets, pay records on all workers
- Administered work skill tests to all of the workers

10/96 to 5/97

Project LEAP Educational Assistant**Osage County Interlocal Cooperative** Hominy, OK

- Assistant to the Resource and Guidance Specialists for the gifted and talented students
- Assisted with editing, formatting, and making statistical graphs for grant writing
- Assisted with preschool screening tests

10/96 to 1/97

Tutor**Northern Oklahoma Youth Shelter** Ponca City, OK

- Tutored high school students who were on probation and behind in classes
- Evaluated students after each session and reported monthly

EDUCATION**University of Oklahoma** Norman, OK

Bachelor of Arts in Psychology, Minor in Sociology, May 1996

Hominy High School Hominy, OK; Graduated: May 1991**TRAINING****Workforce Investment Act (WIA)**

Tulsa, OK 10/10

P.L. 102-477 Basic Training (20 hour course)

Albuquerque, NM 4/08

Excel

Tri-County Technology Center, Bartlesville, OK, 2007



Osage Nation Job Description



Position: STEM Resource Specialist

Program: K-12 Education and Youth Leadership

Department: Education

Division: Education & Early Learning

Immediate Supervisor: Director of Education Department

General Description

STEM Resource Specialist will be responsible for overseeing, developing, and implementing science, technology, engineering, and math programs/ projects to American Indian students K-12, also will be responsible for the day to day operations of the STEM program. The specialist will ensure quality program/project development and implementation, in the areas of but not limited to: student and community outreach, data collection, maintenance of records and databases, preparation of reports, relationship building with students, parents, partners of the programs, and volunteers.

Qualifications

- Bachelor's degree in education, psychology, or closely related field is required
- At least 5 years of experience with education programs preferred
- Must be willing to travel and attend parent meetings as needed
- Must have the ability to teach parent/student/teacher workshops
- Must have knowledge of current school laws
- Requires a high level of personal integrity and ethics
- Requires a high level of problem solving skills
- Requires willingness & ability to learn new skills, including travel to conferences & training sessions
- Requires ability to use Microsoft Office Suite programs and database programs
- Requires good interpersonal communication and team work skills
- Requires supervision/leadership skills
- Requires budgetary knowledge and to be responsible for maintaining a working budget
- Must be able to pass a criminal background check
- Must be able to pass drug/alcohol testing
- Must have a valid driver's license and clean driving record – may be required to drive GSA or tribal vehicles

Duties & Responsibilities

- Responsibility of enforcing and following all written policies and laws
- Understands program objectives in relation to departmental goals and procedures
- Develops, plans, coordinates, and evaluates assigned STEM programs/projects
- Plans, implements, and manages daily activities to include but not limited to procuring food and supplies, maintaining online curriculum tools/resources, and organizing transportation, activities, presenters, trainings, outings, and, etc.
- Attends resource and networking events and meetings to promote STEM programs/projects and collaborate with research teams to develop and implement measurement tools for STEM program/project evaluation
- Develops and maintains rapport with participants, parents, school personnel, partners, and volunteers
- Plan and coordinate for a variety of STEM special events and student outreach activities
- Develops, obtains, and implements training opportunities for Program Instructors, STEM Coordinators, volunteers, and partners
- Coordinates, implements, and manages ongoing participant and partner recruitment and retention.
- Develops and distributes program marketing materials and ensures students and parents are aware of project opportunities
- Communicates with schools and youth academies to coordinate projects
- Acts as a Tribal resource to students
- Works closely with the Tribal Education Advocates to ensure all American Indian students are involved in program
- Organizes and prioritizes work assignments
- Orders supplies and equipment for STEM programs, centers and events and manages related inventory
- Determine eligibility for the leadership programs
- Develop application process and distribution of application for leadership programs
- Maintain budgetary responsibilities and program details (such as housing, food, travel, provisions, materials) , including but not limited to purchasing, submitting payables, and obtaining supplies
- Secure travel arrangements for youth leadership programs and arrange local transportation during the programs
- Manages and monitors all data distribution, collection, and entry into tracking systems
- Collects and enters all data into a database
- Maintains confidential records and files
- Writes reports and prepares routine statistical reports
- Gathers, develops and furnishes data to assist in grant writing, reporting and budget preparations
- All other duties as assigned by the Director of Education.

TITLE VII DEMONSTRATION GRANT SCIENCE CURRICULUM

Each program will be about 50 minutes in length and include activities using artifacts or scientific specimens. Some programs also include investigations, demonstrations or data collection and analysis. Programs may be limited to a maximum of 25 students per class. The didactic material presented and questions asked will be dependent on the grades being addressed.

YEAR 1

GRADES 1-3, 4-5, 6-8, and 9-12

Dinosaurs of Oklahoma

What dinosaurs occurred in Oklahoma during the Jurassic and Cretaceous? Where in Oklahoma do paleontologists find Jurassic and Cretaceous dinosaurs? How does Oklahoma's fauna compare to other parts of North America? What did they eat? Did they have interesting adaptations? What is extinction? What is mass extinction? What myths and legends do Native Americans have regarding fossils?

Classification

GRADES 9-12

Scientists classify species into taxonomic groups (e.g., canids and felids) based on characteristics such as tooth structure, skull shape, nostril placement and body type. Students will identify and group a variety of carnivore skulls based on quantitative and qualitative characteristics.

Health and Wellness

Examine the structures and learn the function of normal hearts, lungs, and nervous system. Discuss diseases of these organ systems. Demonstrate normal and diseased organs. What diseases are common among Native Americans? What do you know about these disorders?

YEAR 2

GRADES 1-3, 4-5, 6-8, and 9-12

Rocks and Minerals in Oklahoma

What types of rocks occur in Oklahoma? What age rocks occur in Oklahoma? How are rocks and minerals classified? Mineral resources are an important part of the world we live in. Discover the difference between a rock and a mineral and learn how we use rocks as resources every day. What Oklahoma rocks and minerals do Native Americans use?

Health and Wellness

Examine the structures and learn the function of normal hearts, lungs, and nervous system. Discuss diseases of these organ systems. Demonstrate normal and diseased organs. What diseases are common among Native Americans? What do you know about these disorders?

YEAR 3

GRADES 1-3, 4-5, 6-8, and 9-12

Prairies in Oklahoma

What types of prairies occur in Oklahoma? What animals and plants are unique to these different types of prairies? What types of special adaptations do prairie animals need for living in their environment? What role do Native Americans play in preserving prairies in Oklahoma?

Health and Wellness

Examine the structures and learn the function of normal hearts, lungs, and nervous system. Discuss diseases of these organ systems. Demonstrate normal and diseased organs. What diseases are common among Native Americans? What do you know about these disorders?

YEAR 4

GRADES 1-3, 4-5, 6-8, and 9-12

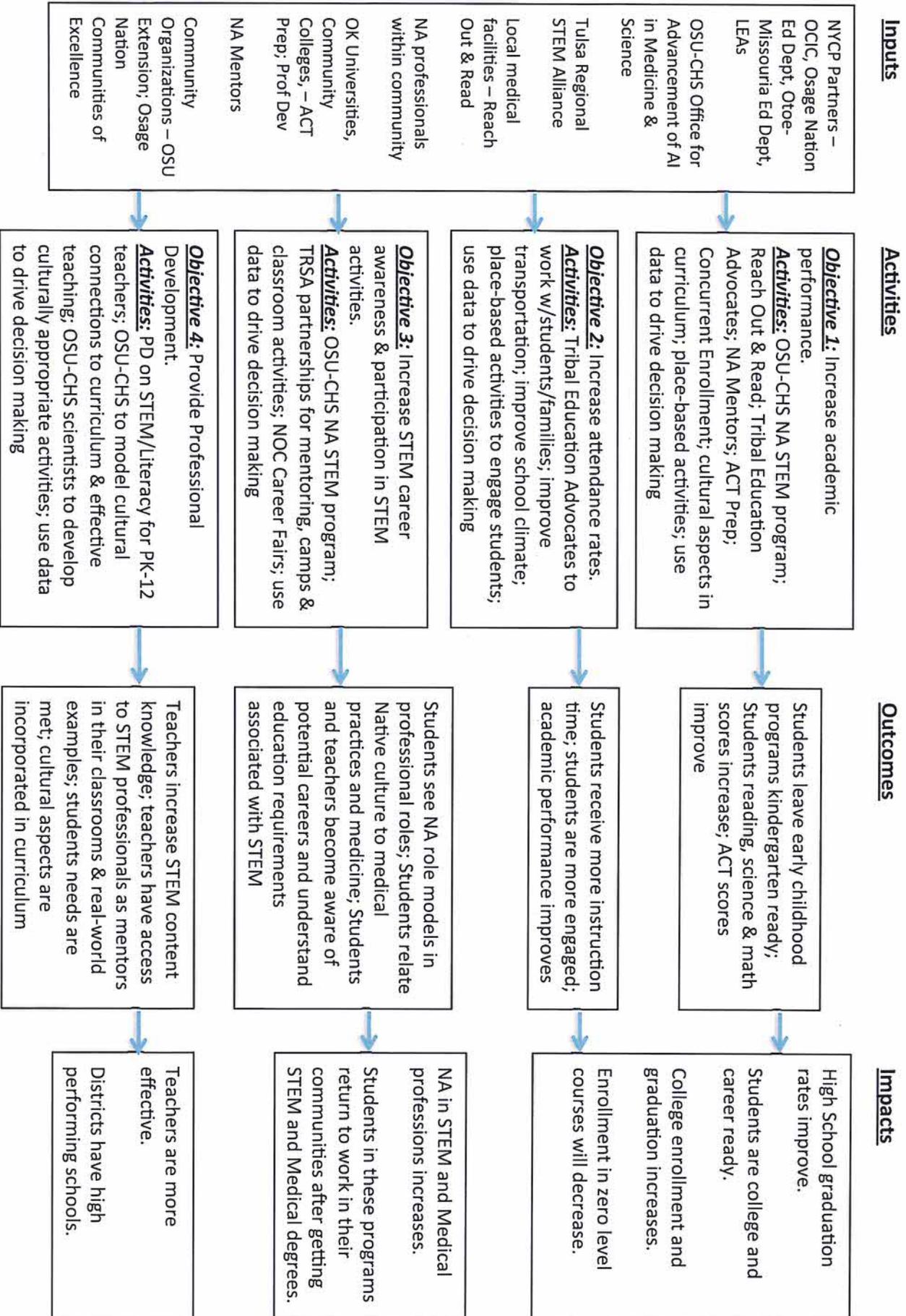
Oklahoma's past and present plants and mammals

What plants and mammals occurred in Oklahoma in the Pleistocene? What plants and mammals occurred in Oklahoma in the Holocene? What plants and mammals occurred in Oklahoma before the European settlers invaded? What plants and mammals are unique to Oklahoma today? How did changes to Oklahoma's plant and mammalian fauna affect Native Americans?

Health and Wellness

Examine the structures and learn the function of normal hearts, lungs, and nervous system. Discuss diseases of these organ systems. Demonstrate normal and diseased organs. What diseases are common among Native Americans? What do you know about these disorders?

Appendix C - Project AAIMS – Logic Model
Goal: To implement a successful Native Youth Community Project that promotes college and career readiness of Indian children.



Memorandum Of Understanding
Osage County Interlocal Cooperative and Oklahoma State University Center for Health Sciences, Office for the Advancement of American Indians in Medicine and Science

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Osage County Interlocal Cooperative (OCIC) and Oklahoma State University Center for Health Sciences, Office for the Advancement of American Indians in Medicine and Science (OSU-CHS).

I. Scope of Work:

Each group applicant agrees to participate in the proposed Indian Education Demonstration grant – Native Youth Community Project (NYCP) that is set forth in this group application for the FY 2015 NYCP competition and conduct activities and carry out responsibilities as may be identified in this application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the U.S. Department of Education (USDE)

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Osage County Interlocal Cooperative will serve as the lead applicant. As the lead applicant, OCIC will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, OCIC understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal and State requirements.

IV. Use of Funds

OSU-CHS, Office for the Advancement of American Indians in Medicine and Science agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal and State requirements that apply to the grant, including any restrictions on the use of Federal funds set forth in the Request for Proposals (RFP), provisions of the approved RFP application, and applicable provisions of the USDE.

V. Joint Responsibilities for Communications and Meeting Milestones

Both OCIC and OSU-CHS agree to the following joint responsibilities—

- 1) Each will appoint a key contact person for the NYCP grant.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to meet milestones for the project and provide updates and status reports throughout the whole grant project period.

VI. Assurances

The Indian Education Demonstration Grants Program – Native Youth Community Project/OCIC and OSU-CHS

1

Both OCIC and OSU-CHS hereby assures and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the NYCP application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the NYCP's success;
- 3) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program.

VII. Modifications

- (1) Consistent with OCIC and OSU-CHS's responsibility to implement the approved NYCP application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved NYCP application; therefore any modification that would require a change in the approved application must be approved by the USDE.
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application.

VIII. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of NYCP funds from the USDE.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a NYCP grant is received, ending upon the expiration of the grant project period. OCIC and OSU-CHS also agree that they will not terminate this MOU prior to the end of the grant project period.

IX. Signatures

Osage County Interlocal Cooperative

(b)(6)

6/24/15

Signature/Date

(b)(6)

Executive Director / OCIC

Print Name/Title/Name of Lead Applicant

OSU-CHS, Office for the Advancement of American Indians in Medicine and Science

(b)(6)

June 24, 2015

Signature/Date

Associate Dean, Office for the Advancement of American Indians in Medicine and Science

Print Name/Title/Name

OSU-CHS
(b)(6)

(b)(6)

6/24/15

Signature/Date

Johnny Stephens, Pharm. D., Interim VP for Research

Print Name/Title/Name

**Memorandum Of Understanding
Osage County Interlocal Cooperative and Tulsa Regional STEM Alliance**

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Osage County Interlocal Cooperative (OCIC) and Tulsa Regional STEM Alliance (TRSA).

I. Scope of Work:

Each group applicant agrees to participate in the proposed Indian Education Demonstration grant – Native Youth Community Project (NYCP) that is set forth in this group application for the FY 2015 NYCP competition and conduct activities and carry out responsibilities as may be identified in this application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the U.S. Department of Education (USDE)

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Osage County Interlocal Cooperative will serve as the lead applicant. As the lead applicant, OCIC will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, OCIC understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal and State requirements.

IV. Use of Funds

Tulsa Regional STEM Alliance agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal and State requirements that apply to the grant, including any restrictions on the use of Federal funds set forth in the Request for Proposals (RFP), provisions of the approved RFP application, and applicable provisions of the USDE.

V. Joint Responsibilities for Communications and Meeting Milestones

Both OCIC and TRSA agree to the following joint responsibilities—

- 1) Each will appoint a key contact person for the NYCP grant.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to meet milestones for the project and provide updates and status reports throughout the whole grant project period.

VI. Assurances

Both OCIC and TRSA hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;

The Indian Education Demonstration Grants Program – Native Youth Community
Project/OCIC and TRSA

1

- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the NYCP application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the NYCP's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program.

VII. Modifications

- (1) Consistent with OCIC and TRSA's responsibility to implement the approved NYCP application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved NYCP application; therefore any modification that would require a change in the approved application must be approved by the USDE.
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application.

VIII. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of NYCP funds from the USDE.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a NYCP grant is received, ending upon the expiration of the grant project period. OCIC and TRSA also agree that they will not terminate this MOU prior to the end of the grant project period.

IX. Signatures

Osage County Interlocal Cooperative

(b)(6) 6-17-15

Signature/Date
 (b)(6) Executive Director / OCIC
 Print Name/Title/Name of Lead Applicant

Tulsa Regional STEM Alliance

(b)(6) 6-17-2015

Signature/Date
Xan Black / Program Director / Tulsa Regional STEM Alliance
 Print Name/Title/Name

Memorandum Of Understanding

Osage County Interlocal Cooperative and Northern Oklahoma College

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Osage County Interlocal Cooperative (OCIC) and Northern Oklahoma College

I. Scope of Work:

Each group applicant agrees to participate in the proposed Indian Education Demonstration grant – Native Youth Community Project (NYCP) that is set forth in this group application for the FY 2015 NYCP competition and conduct activities and carry out responsibilities as may be identified in this application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the U.S. Department of Education (USDE)

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Osage County Interlocal Cooperative will serve as the lead applicant. As the lead applicant, OCIC will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, OCIC understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal and State requirements.

IV. Use of Funds

NOC agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal and State requirements that apply to the grant, including any restrictions on the use of Federal funds set forth in the Request for Proposals (RFP), provisions of the approved RFP application, and applicable provisions of the USDE.

V. Joint Responsibilities for Communications and Meeting Milestones

Both OCIC and NOC agree to the following joint responsibilities—

- 1) Each will appoint a key contact person for the NYCP grant.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to meet milestones for the project and provide updates and status reports throughout the whole grant project period.

VI. Assurances

Both OCIC and NOC hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;

- 3) Is familiar with the NYCP application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the NYCP's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program.

VII. Modifications

- (1) Consistent with OCIC and NOC responsibility to implement the approved NYCP application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved NYCP application; therefore any modification that would require a change in the approved application must be approved by the USDE.
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application.

VIII. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of NYCP funds from the USDE.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a NYCP grant is received, ending upon the expiration of the grant project period. OCIC and NOC also agree that they will not terminate this MOU prior to the end of the grant project period.

IX. Signatures

Osage County Interlocal Cooperative

(b)(6) 6/22/15
 Signature/Date
 (b)(6) / Executive Director / OCIC
 Print Name/Title/Name of Lead Applicant

Northern Oklahoma College

(b)(6) June 22, 2015
 Signature/Date
Cheryl Evans, President, Northern OK College.
 Print Name/Title/Name



Oklahoma Cooperative Extension Service

Osage County Extension Office
628 Kihehah, 2nd Floor
Pawhuska, Oklahoma 74056
918-287-4170
Fax: 918-287-4175
Web: <http://oces.okstate.edu/osage/>

Memorandum Of Understanding Osage County Interlocal Cooperative and Oklahoma State Extension Family & Consumer Sciences

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Osage County Interlocal Cooperative (OCIC) and OSU Cooperative Extension.

I. Scope of Work:

Each group applicant agrees to participate in the proposed Indian Education Demonstration grant – Native Youth Community Project (NYCP) that is set forth in this group application for the FY 2015 NYCP competition and conduct activities and carry out responsibilities as may be identified in this application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the U.S. Department of Education (USDE)

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Osage County Interlocal Cooperative will serve as the lead applicant. As the lead applicant, OCIC will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, OCIC understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal and State requirements.

IV. Use of Funds

The OSU Extension agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal and State requirements that apply to the grant, including any restrictions on the use of Federal funds set forth in the Request for Proposals (RFP), provisions of the approved RFP application, and applicable provisions of the USDE.

V. Joint Responsibilities for Communications and Meeting Milestones

Both OCIC and OSU Extension agree to the following joint responsibilities—

- 1) Each will appoint a key contact person for the NYCP grant.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to meet milestones for the project and provide updates and status reports throughout the whole grant project period.

VI. Assurances

Both OCIC and OSU Extension hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the NYCP application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the NYCP's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program.

VII. Modifications

- (1) Consistent with OCIC and OSU Extension responsibility to implement the approved NYCP application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved NYCP application; therefore any modification that would require a change in the approved application must be approved by the USDE.
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application.

VIII. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of NYCP funds from the USDE.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a NYCP grant is received, ending upon the expiration of the grant project period. OCIC and OSU Extension also agree that they will not terminate this MOU prior to the end of the grant project period.

IX. Signatures

Osage County Interlocal Cooperative

(b)(6)

Executive Director / OCIC

Print Name/Title/Name of Lead Applicant

OSU Cooperative Extension

(b)(6)

6/18/2015

Signature/Date

Donna Robbins / Educator / Family + Consumer Sciences / 4-H / Youth Dev.

Print Name/Title/Name



Memorandum Of Understanding

Osage County Interlocal Cooperative Osage Nation Community of Excellence

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Osage County Interlocal Cooperative (OCIC) and Osage Nation Community of Excellence

I. Scope of Work:

Each group applicant agrees to participate in the proposed Indian Education Demonstration grant – Native Youth Community Project (NYCP) that is set forth in this group application for the FY 2015 NYCP competition and conduct activities and carry out responsibilities as may be identified in this application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the U.S. Department of Education (USDE)

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Osage County Interlocal Cooperative will serve as the lead applicant. As the lead applicant, OCIC will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, OCIC understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal and State requirements.

IV. Use of Funds

NOC agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal and State requirements that apply to the grant, including any restrictions on the use of Federal funds set forth in the Request for Proposals (RFP), provisions of the approved RFP application, and applicable provisions of the USDE.

V. Joint Responsibilities for Communications and Meeting Milestones

Both OCIC and Osage Nation Community of Excellence agree to the following joint responsibilities—

- 1) Each will appoint a key contact person for the NYCP grant.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to meet milestones for the project and provide updates and status reports throughout the whole grant project period.

VI. Assurances

Both OCIC and Osage Nation Community of Excellence hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the NYCP application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the NYCP's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program.

VII. Modifications

Consistent with OCIC and Osage Nation Community of Excellence

- (1) Responsibility to implement the approved NYCP application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved NYCP application;

**604 Kihkah Avenue
Pawhuska, Ok 74056**

The Indian Education Demonstration Grants Program – Native Youth Community
Project/OCIC and Osage Nation Community of Excellence

therefore any modification that would require a change in the approved application must be approved by the USDE.

- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application.

VIII. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of NYCP funds from the USDE.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a NYCP grant is received, ending upon the expiration of the grant project period. OCIC and Osage Nation Community of Excellence also agree that they will not terminate this MOU prior to the end of the grant project period.

IX. Signatures

Osage County Interlocal Cooperative

(b)(6)

Signature/Date

Jacque Canady / Executive Director / 6-23-15

Print Name/Title/Name of Lead Applicant

Osage Nation Community of Excellence

(b)(6)

6-23-14

Signature/Date

Gail Boe Director

Print Name/Title/Name

**601 Kihekah Avenue
Pawhuska, Ok 74056**

The Indian Education Demonstration Grants Program – Native Youth Community
Project/OCIC and Osage Nation Community of Excellence

Kent Smith, Ph.D.

Associate Dean, Office for the Advancement of American Indians in Medicine and Science
Professor of Anatomy, Department of Anatomy and Cell Biology
Oklahoma State University Center for Health Sciences
Affiliated Research Associate, Sam Noble Oklahoma Museum of Natural History
Office Phone: (918) 561-8246
E-mail: kent.smith@okstate.edu
Home Page: www.healthsciences.okstate.edu/college/dept/basic/anatomy/smith.htm

General Information

American Indian: Enrolled member and Degree of Indian Blood (CDIB) for Comanche Nation; CDIB for the Chickasaw Nation; and Cherokee heritage

Education

- 2002 Ph.D. in Zoology; University of Oklahoma, Norman, Oklahoma 73019
 Dissertation Topic: Mammalian Paleontology of the Monarch Mill Formation at Eastgate, Churchill County, Nevada.
 Major Advisor: Richard L. Cifelli, Ph.D.
- 1991 M.S. in Biology; Midwestern State University, Wichita Falls, Texas 76308
 Thesis Topic: A Holocene Mammalian Fauna from Box Elder Creek, Caddo County, Oklahoma.
 Major Advisor: Walter W. Dalquest, Ph.D.
- 1989 B.S. in Biology/Chemistry; Cameron University, Lawton, Oklahoma

Professional Positions

- 2015 Professor of Anatomy and Coordinator of Clinical Anatomy; Department of Anatomy and Cell Biology; Oklahoma State University Center for Health Sciences, Tulsa, OK 74107-1898
- 2015 Associate Dean; Office for the Advancement of American Indians in Medicine and Science; Oklahoma State University Center for Health Sciences, Tulsa, OK 74107-1898
- 2014 Interim Associate Dean; Office for the Advancement of American Indians in Medicine and Science; Oklahoma State University Center for Health Sciences, Tulsa, OK 74107-1898
- 2009-2015 Associate Professor of Anatomy and Coordinator of Clinical Anatomy; Department of Anatomy and Cell Biology; Oklahoma State University Center for Health Sciences, Tulsa, OK 74107-1898

- 2004-2009 Assistant Professor of Anatomy and Coordinator of Gross and Developmental Anatomy; Department of Anatomy and Cell Biology; Oklahoma State University Center for Health Sciences, Tulsa, OK 74107-1898
- 2003-2004 Assistant Professor of Anatomy and Co-Coordinator of Gross and Developmental Anatomy; Department of Anatomy and Cell Biology; Oklahoma State University Center for Health Sciences, Tulsa, OK 74107-1898
- 2003-present Affiliated Research Associate; Sam Noble Oklahoma Museum of Natural History, University of Oklahoma; Norman, OK 73072-7029
- 2002-2003 Research Associate; Sam Noble Oklahoma Museum of Natural History; University of Oklahoma; Norman, OK 73072-7029
- 2002-2003 Assistant Professor and Coordinator of Human Anatomy; Department of Zoology; University of Oklahoma; Norman, OK 73019-0235
- 1999-2002 Instructor and Coordinator of Human Anatomy; Department of Zoology; University of Oklahoma; Norman, OK 73019-0235
- 1999-present Member, Anatomical Board of the State of Oklahoma; P.O. Box 26901; Oklahoma City, OK 73190
- 1996-2002 Research Assistant; Sam Noble Oklahoma Museum of Natural History; University of Oklahoma; Norman, OK 73072-7029
- 1996-2000 Professor of Biology; Department of Biology; Oklahoma City Community College; Oklahoma City, OK 73159
- 1994-1996 Summer Graduate Research Assistant; Department of Zoology; University of Oklahoma; Norman, OK 73019
- 1992-1996 Summer Research Assistant; National Science Foundation Grant to Dr. Richard L. Cifelli; The Cedar Mountain Fm. Cretaceous of Utah; Sam Noble Oklahoma Museum of Natural History; Norman, OK 73072-7029
- 1992-1996 Graduate Teaching Associate; Department of Zoology; University of Oklahoma; Norman, OK 73019-0235
- 1991-1992 Research Assistant; Oklahoma Biological Survey; University of Oklahoma; Norman, OK 73019-0235

Courses Taught at Oklahoma State University Center for Health Sciences (alphabetized)

- 2003-present Advanced Anatomy
Advanced Vertebrate Paleontology (Special Topics)

Applications of Geographic Information Systems in Vertebrate
Biomedical Statistics (guest lecturer)
Clinical Gross and Developmental Anatomy
Field Techniques in Vertebrate Paleontology
Introduction to Ancient DNA: Patterns in Mammal Fossils (Special Topics)
Osteopathic Manual Manipulation III, Clinical Anatomy of the Paranasal
Sinuses and Middle Ear (guest lecture)
Paleomammalogy
Primary Care Sports Medicine (Elective), Post Primary Care Residency
Vertebrate Paleontology

Courses Taught at Oklahoma State University

Field Techniques in Geology
Field Techniques in Vertebrate Paleontology

Courses Developed at Oklahoma State University Center for Health Sciences

Advanced Anatomy
Applications of Geographic Information Systems in Vertebrate Paleontology
Field Techniques in Vertebrate Paleontology
Introduction to Ancient DNA: Patterns in Mammal Fossils
Paleomammalogy
Primary Care Sports Medicine (Elective), Post Primary Care Residency

Courses Developed at Oklahoma State University

Field Techniques in Geology
Field Techniques in Vertebrate Paleontology

Courses Taught at the University of Oklahoma

1999-2003 Comparative Vertebrate Anatomy
 Honors Reading
 Honors Research
 Human Anatomy with cadaver dissection
 Independent Study (undergraduate and graduate)
 Introduction to Human Anatomy with cadaver pro-section
 The Age of Dinosaurs (team taught with Dr. R. L. Cifelli)

1993-1996 Comparative Vertebrate Anatomy (Selected lectures and all laboratories)
1992-1993 Human Anatomy with cadaver dissection (Laboratory only)
1992 General Zoology (Laboratory only)

Courses Taught at Oklahoma City Community College

1996-1999 Community Ecology of the Colorado Plateau
Comparative Vertebrate Anatomy
General Biology
General Botany
General Zoology
Human Anatomy with cadaver dissection
Human Genetics
The Age of Dinosaurs
Vertebrates of Oklahoma: Past and Present

Courses Developed at Oklahoma City Community College

1997-1999 Community Ecology of the Colorado Plateau
Human Anatomy with cadaver dissection
The Age of Dinosaurs
Vertebrates of Oklahoma: Past and Present

Courses Taught at Midwestern State University

1991 Comparative Vertebrate Anatomy (Laboratory only)
1989-1991 General Zoology (Laboratory only)

Work Experience at Midwestern State University

1989-1991 Graduate Teaching Assistant; Graduate Research Assistant; and Graduate
Administrative Assistant; Midwestern State University; Wichita Falls, Texas
76308; (940) 692-6611, (ext. 4255)

Related Work Experience

1980-1989 Veterinary Assistant; Southwest Veterinary Clinic; Elgin, Oklahoma 73538

Professional Affiliations

American Association of Anatomists
American Society of Mammalogists
National Indian Education Association
Oklahoma Academy of Science
Southwestern Association of Naturalists
Texas Academy of Science
Western North American Naturalists

Research Interests

My research interests include the evolution, biogeography, systematics, and comparative anatomy of recent (extant) and fossil mammals, predominantly of late Neogene age. I use a number of techniques and approaches including multivariate statistical analyses, computer-assisted phylogenetic analysis, field collections, and surveys. I also employ geographic information systems (GIS) to study morphology of teeth. My projects involve field studies of fossil mammals in the Great Basin of California and Nevada, western Oklahoma, and the Wasatch Range in south-central Utah. In Oklahoma, I collect recent mammals to improve the State's record of county distributions and population dynamics.

Research Skills

Anatomical dissections of cadavers and other vertebrate organisms.
Collection and preservation of recent and fossil vertebrates for Museum specimens including preparing mammal and bird skins, preparing formalin and alcohol specimens, cataloging, molding and casting fossil microvertebrates, and preparing fossil bones.
Screenwashing techniques, including kerosene and acidic acid.
State collecting permit for non-endangered species of fish, amphibians, reptiles, and mammals.
Survey work on topographical maps.
Geographic Information Systems (GIS).
Scanning and Transmission Electron Microscopes.
Reflex Microscope, two and three dimensional measuring instruments.
Morphometrics, included an independent study of the relationships of North and South American rodents (Muridae) based on bacula data.
Computer software used in Numerical Systematics: NTSYS, McClade, and PAUP, Treeview.
Operating systems: Windows XP, OS/2, Mac system 10.0 X
Computer software utilized: Front Page XP, Pagemill, A.D.A.M., Adobe Illustrator and Photoshop, Endnote, Access, Excel, Word, Power Point, WordPerfect 10, Statistix, Systat, Quattro-Pro, Mapland, Paradox, Michigan Morphometrics, IDRISI (a grid-based Geographic Analysis System), Sigma Plot, Sygraph, Stanford Graphics, WS-FTP, Microsoft Internet Explorer and Outlook, and Netscape Communicator.
Digital and 35 mm imagery.

Field Experiences

- 2012-present Principal investigator and Field Director (Kent Smith and Nicholas Czaplewski); prospect and collect fossil vertebrates (late Neogene) from Cimarron County, Oklahoma
- 2012-present Principal investigator and Field Director (Kent Smith, Nicholas Czaplewski, Anne Weil, Richard Cifelli); prospect and collect fossil vertebrates (Triassic and Jurassic) from Cimarron County, Oklahoma

- 2010, 2012 Principal Investigator and Field Director (Kent Smith, Nicholas Czaplewski, and Anne Weil); prospect and collect fossil vertebrates (Paleocene, Quaternary) from the Wasatch Plateau; Sanpete County, Utah
- 2008-present Principal investigator and Field Director (Kent Smith and Nicholas Czaplewski); prospect and collect fossil vertebrates (Hemingfordian/Barstovian) from the Barstow Formation, San Bernardino County, California
- 2006 Principal investigator and Field Director (Anne Weil); prospect and collect fossil vertebrates (Cretaceous) from northwestern New Mexico
- 1998-present Principal Investigator and Field Director (Kent Smith and Nicholas Czaplewski); prospect and collect fossil vertebrates (Clarendonian) from the Whisenhunt Quarry; Beaver County, Oklahoma
- 1996 Principal Investigator (Richard L. Cifelli); Field director (Kent Smith); prospect and collect fossil vertebrates (Paleocene and Eocene) from Wyoming
- 1995-present Principal Investigator and Field Director (Kent Smith); prospect and collect fossil vertebrates (Barstovian) from the Eastgate local fauna; Churchill County, Nevada
- 1993-1995 Principal Investigator and Field Director (Kent Smith); prospect and collect fossil vertebrates (Quaternary) from the Wasatch Plateau; Sanpete County, Utah
- 1992-1996 Principal investigator and Field Director (Richard Cifelli); prospect and collect fossil vertebrates (Early and early Late Cretaceous) from southern Utah and southern Montana
- 1991-present Principal Investigator and Field Director (Richard Cifelli); prospect and collect fossil vertebrates (Permian) from the Porter Hill (Ft. Sill) Dolese Quarry; Comanche County, Oklahoma
- 1991-present Principal Investigator and Field Director (Richard Cifelli); prospect and collect fossil vertebrates (Cretaceous) from Mc Cloud Honor Farm; Atoka County, Oklahoma
- 1989-present Co-Principal Investigator and Co-Field Director (Nicholas Czaplewski); prospect and collect Tertiary and Holocene fossil vertebrates; Oklahoma (primarily western and Panhandle counties)
- 1989-present Principal Investigator and Field Director (Kent Smith); survey and collect Recent mammals, Oklahoma (state-wide)
- 1989-1991 Principal Investigator and Field Director (Kent Smith); prospect and collect fossil vertebrates (Holocene) from Box Elder Creek; Caddo County, Oklahoma

**Project AAIMS
Job Description**

Position

Project Director (1.0 FTE)

Name

Jacque Canady

Nature of Position

Supervises the on-going activities of the project, administers its budget, holds appropriate meetings, and plans for coordination between the project staff and district personnel. Provides leadership in coordinating educational technologies for the project and for staff serving students enrolled in project.

Accountability

Project Director is directly responsible to the Superintendents of each partner school district, as well as to each Tribal Education Director (Osage & Oteo Missouri).

Duties and Responsibilities

1. Establish, coordinate, implement and maintain project policies, procedures schedules, and budgets.
2. Ascertain that the goals and requirements of the grant are met.
3. Collaborate with evaluator in establishing effective procedures for evaluating the project and planning for administration of appropriate measurement instruments.
4. Select, with appropriate administrators, personnel for project employment.
5. Coordinate with partners to organize planning, academic improvement, curriculum development, academic and career counseling, staff development, dissemination, and other related activities.
6. Meet regularly with key school administrators, staff, teachers, and Advisory Committee.
7. Assist in planning, designing, producing, and disseminating project-developed materials.
8. In coordination with external evaluator, prepare and disseminate required evaluation reports.

Qualifications:

Master's degree and appropriate certification; experience in program administration, teaching in a rural setting, and working in programs serving American Indian children; and knowledge of the philosophy and goals of Indian Education, current Oklahoma and Federal legislation affecting programs for American Indian children, and proposal and program development

Ability to relate effectively to students, parents, administrators, teachers, education assistants, volunteers, consultants, and program officials at the state and federal levels

Knowledge of and experience in developing print and electronic dissemination media, using technologies to develop, convert, and distribute program information, and implementing project-related dissemination strategies.

Familiarity with the American Indian communities to be served.

Project AAIMS Job Description

Position

STEM & Literacy Coordinator (1 FTE)

Name

To Be Hired

Nature of Position

Provides leadership in developing and coordinating materials and curricula for the project in STEM fields; collaborates with district staff to design, demonstrate, model, and implement project-specific instructional approaches and activities designed specifically for Native American learners; assist project director in design and implementation of placed-based activities to engage students; helps district staff to acquire appropriate classroom instructional materials; collaborate with Tribal Education advocates; seek partnerships for resources to help sustain project; work with cohort of students to increase mathematics and science skills; provide a positive and enriching climate conducive for teachers to increase their quality of teaching and understanding of Native American cultures.

Accountability

This position will be directly responsible to the Project Director.

Duties and Responsibilities

1. Assist in implementing project goals and objectives in all 9 LEAs and 20 schools.
2. Coordinate instruction and activities with State Standards and Native Culture.
3. Assist teachers in classrooms for effective use of technology-based materials and resources.
4. Network with STEM curriculum specialists at state, regional, and national levels.
5. Maintain records of recipients of dissemination materials.
6. Create and maintain a presence for the project on the LEAs and OCIC Web page, and assist Tribes in their dissemination of the project.
7. Participate in staff meetings, planning, monitoring, evaluation, & professional development.
8. Work with staff to strengthen the literacy program specific to Native American interests.
9. Perform any related tasks designated by the Project Director.

Qualifications

Native American preference

Bachelor's degree and appropriate credentials

Knowledge of and experience with technology-based teaching methods and materials for use in core academic courses, developing culturally significant materials, and implementing project-related strategies

Familiarity with the rural communities to be served

**Project AAIMS
Job Description**

Position

Early Childhood Resource Teacher

Name

To Be Hired

Nature of Position

Works with participating districts to best serve American Indian students and their parents.

Recruit families that include Native American 3- and 4-year olds to participate in OPAT participation.

Connects home daycare providers, Head Start teachers, and Pre-K teachers with curriculum, resources, and partner support systems.

Assists project staff in planning, developing materials, and implementing activities specifically developed for American Indian students.

Serves as liaison between project staff, school districts, tribal educational staff, Tribal Education advocates and other entities and the participating students and parents.

Keep accurate project records requested by the Project Director.

Accountability

This position is directly responsible to the Project Director.

Duties and Responsibilities

1. Advocates in students' best interests to all participating partners and in all activities.
2. Assists in implementing project goals and objectives.
3. Assists in integration of native cultures into thematic curricular units.
4. Collaborates in development of cultural materials especially designed for project students.
5. Assists in review of evaluative measures used, piloted, and adopted by the project.
6. Participate in staff meetings, project planning, monitoring, evaluation, and staff development.
7. Attends all required trainings required to maintain OPAT Parent Educator Certification.
8. Perform any related tasks designated by the Project Director.

Qualifications

Native American Preference

Bachelor's degree and appropriate Oklahoma State certificate

Familiarity with the American Indian communities to be served

Knowledge of and experience with technology-based instructional methodologies and materials appropriate for American Indian children, general knowledge in core content areas; and implementing project-related strategies.

Project AAIMS Job Description

Position

Administrative Assistant (0.5 FTE)

Name

To Be Hired

Nature of Position

This is a clerical position. Although typing is essential in this work, the position is distinguished by relatively more complicated clerical assignments. Work normally involves application of initiative and independent judgment to procedural questions that are encountered, although decisions made are limited by established precedents and project policies. After the difficult phases of work are learned, the employee receives detailed instructions only when changes in procedure are made.

Accountability

This position is directly responsible to Project Director.

Duties and Responsibilities

1. Type correspondence for the Project Director, as directed.
2. Handle office communications for all project staff members.
3. Maintain records and files of program activities.
4. Process staff requisitions for materials.
5. Provide the Evaluator supportive documentation of project activities.
6. Operate office photocopiers, binders, and laminators.
7. Operate office computers, printers, fax machines, and digital cameras.
8. Participate in regularly scheduled project staff meetings.
9. Attend on-site, project-related staff development workshops, as required.
10. Assist Project Director in maintaining OCIC webpage and disseminate similar information to project partners.
11. Perform any related tasks designated by Project Director.

Qualifications

High school diploma or GED

Ability to operate diverse office machines

Ability to prepare and maintain complex clerical records

Ability to develop effective working relationships with project staff, district personnel

American Indian families, children, tribal staff and elders, and the general public

Ability to compute and tabulate data accurately and with reasonable speed

Working knowledge of modern office practices, procedures, equipment, business

English, spelling, and business arithmetic

Working knowledge of routine matters pertinent to federal projects

Familiarity with the American Indian communities to be served



Osage Nation Job Description



Position: Tribal Education Advocate **Revised:** May 2015

Program: Osage Nation Public School Support Program

Department: Education

Division: Education & Early Learning

Immediate Supervisor: Director of Education Department

General Description

The Tribal Education Advocate will monitor the grades and attendance of Indian students at assigned schools. The Advocate will assist those students who are at risk for academic failure and help prevent student dropout by assessing student needs, monitoring progress, and administer interventions. The advocate will assist the teacher, Wah Zha Zhi Youth Academy, and Wah Zha Zhi Early Learning Center staff members, parents, and the student to adapt curriculum materials and teaching techniques to meet the needs of all Indian students. The Advocate will also serve as a liaison between the student, the Osage Nation, the public school and families. The Advocate will work with the Osage County Interlocal Cooperative Programs and teachers to help solve academic/student issues. The Advocate will provide tutoring, counseling, scholarships and other services within the Osage Nation. The Advocate will also assist the Director with any job related activities.

Qualifications

- Bachelor's degree in education or closely related field is required
- Current teaching certificate is required
- At least 3 to 5 years' experience in teaching in classroom is preferred
- Must be willing to travel and attend parent meetings as needed
- Must have the ability to teach parent/student/teacher workshops
- Must have knowledge of current school laws
- Requires a high level of personal integrity and ethics
- Requires a high level of problem solving skills
- Requires willingness & ability to learn new skills, including travel to conferences & training sessions
- Requires ability to use Microsoft Office Suite programs
- Requires good interpersonal communication and team work skills
- Requires ability to maintain confidential records and data
- Must be able to pass a criminal background check

- Must be able to pass drug/alcohol testing
- Must have a valid driver's license and clean driving record – may be required to drive GSA or tribal vehicles

Duties & Responsibilities

- Attends in-service staff meetings & other designated district, state or national meetings
- Monitors student attendance in assigned school
- Accepts referrals from school personnel & parents
- Facilitates meetings with parents
- Attends parent/teacher conferences, Individual Education Plan (IEP) meetings and home visits as needed
- Assists parents/students with truancy issues
- Responsible for planning, organizing, developing, implementing and managing education projects for the Nation.
- Meets with teachers throughout the school year to coordinate student information & services provided for eligible Osage students
- Assists students as needed with application processes such as ACT, FAFSA, Oklahoma's Promise
- Coordinates, schedules and recruits for college campus visits & college prep workshops
- Recruits and attends Native Educational Youth conferences
- Researches & distributes information regarding upcoming cultural activities/events
- Transports students to and from academic activities
- Coordinates with other Tribal programs to provide educational opportunities and disseminate information to students such as JOM, Outreach, Prevention, etc.
- Refers students and/or families to Tribal programs such as CDIB, TANF, Housing, etc. when requested or needed
- Promotes student achievement and positive behavior by monitoring and rewarding attendance, participation and academic achievement
- Maintains confidentiality of all client records
- Understands program objectives in relation to department goals and procedures
- Organizes and prioritizes work assignments with little or no direction
- Promotes overall effectiveness of the department by performing tasks and sharing responsibilities of the other coordinators during peak periods
- All other duties as assigned by the Director of Education.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

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

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**U.S. Department of Education - Office of Indian Education
Consortium Agreement for Fiscal Year 2015 Application CFDA 84.299A**

For the purpose of applying for an Indian Education Demonstration Grant application, we, the undersigned local education agencies (LEAs) and the tribal education agencies (TEA), agree to adhere to the requirements under 34 CFR §75.127–129.

1. General Agreement

It is agreed that the lead consortium member will be the Osage County Interlocal Cooperative (OCIC), which is designated to act on behalf of all LEA consortium members. As a consortium member we understand that this agreement binds each member of the group to every statement and assurance made by the applicant in the application. The applicant for the group is the grantee and is legally responsible for --

- (A) The use of all grant funds;
- (B) Ensuring that the project is carried out by the group in accordance with Federal requirements; and
- (C) Ensuring that indirect cost funds are determined as required under 34 CFR §75.564(e).

2. Legal Responsibility

We also understand that, as a member of the consortium, we are each legally and individually responsible to --

- (A) Carry out the activities we agree to perform; and
- (B) Use the funds that we receive under the agreement in accordance with Federal requirements that apply to the grant.

3. Description of Coordinated Services for American Indian Students

These grant funds will be used to carry out, in each defined local geographical area, a Native Youth Community Project to support Tribal communities in developing a comprehensive approach to College and Career Readiness (CCR). All activities will be outlined in the proposal.

Signed by the following authorized representatives of the member LEAs & Tribes:

(b)(6)



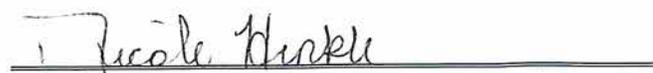
Date 6-22-15

Ms. Jacque Canady, Executive Director, Osage County Interlocal Cooperative



Date 6/22/15

Mr. Brett Banker, Superintendent, Anderson Public School



Date 6/22/15

Ms. Nicole Hinkle, Superintendent, Bowring Public School

U.S. Department of Education - Office of Indian Education
Consortium Agreement for Fiscal Year 2015 Application CFDA 84.299A

Tracy Kincannon
Mr. Tracy Kincannon, Superintendent, Frontier Public Schools

Date 6/18/15

Russell Hull
Mr. Russell Hull, Superintendent, Hominy Public Schools

Date 6-18-15

Jeannie O'Daniel
Ms. Jeannie O'Daniel, Superintendent, Osage Hills Public School

Date 6/18/15

Landon Berry
Dr. Landon Berry, Superintendent, Pawhuska Public Schools

Date 6/18/2015

John Herzig
Mr. John Herzig, Superintendent, Shidler Public Schools

Date 6-18-15

Todd Kimrey
Mr. Todd Kimrey, Superintendent, Woodland Public Schools

Date 6/18/15

Dixie L. Hurd
Ms. Dixie Hurd, Superintendent, Wynona Public Schools

Date 6/18/15

(b)(6)
Signature of Osage Nation Representative

Date 6-22-15

Ida C. Doyle
Print Name

Director of Education
Title

(b)(6)
Signature of Otoe-Missouri Tribe Representative

Date 6/18/15

Glorie D. Tah
Print Name

Education Director
Title

1850 So. Lombard Lane Skiatook, OK 74070
918/694-7474
jcanady@ocic.k12.ok.us
www.ocic.k12.ok.us

Jacque S. Canady

Experience:

August 2001-Present Osage County Interlocal Cooperative Hominy, OK

Executive Director, since June 2008 (12 OK rural member districts)

Title VII Demonstration Grant Director (4-year beginning 2012)

Carol M. White PEP Grant Director (3-year beginning 2012)

USDE federal grant peer review for District Race To The Top (2012 & '13)

Manage Staff (i.e. Special Education, technology, other federal administrators 'Teacher American History grant, Title VII formula grant, parent educators/OPAT, teacher assistants, paraprofessionals, E-Rate coordinator)

State/Federal grant management (i.e. Title IIA, IDEA, Title VII, OPAT)

Grant Writing for member districts

School-based staff training-curriculum alignment/standards/assessments

2012 Initiatives

Approved OK vendor for virtual learning partnering w/Compass Learning

Statewide cooperative purchasing contracts

2001-2008

Assistant Administrator

Federal Programs Administrator, Title II, Title IV

Federal Discretionary Program Evaluator, Title VII and Title IV

Title III & Title VII Discretionary Federal Project Director

Carol White PEP Grant Project Director

Curriculum Facilitator K-12

Grant Writer for Member School Districts

August 2011-Ongoing OCIC for Hominy Public School

REAC3H Coordinator Presenter for Common Core SDE Toolkits

Presentations to 10 rural school districts' staff Common Core Material

August 2005 - 2007 Bacone College Muskogee, OK

Adjunct Instructor: Division of Adult Education

PED 3103 Education Psychology

REA 3003 Children's Lit, Literacy and Technology

ECH 4103 Integrated Curriculum and Assessment in Early Childhood

August 1996 - May 2001 Skiatook Public Schools Skiatook, OK

Middle School Language Arts Teacher

Academic Quiz Bowl Coach – 1999 OAAC State Champion

District's Gifted and Talented Co-Chairman

Site Lead Technology Teacher

Head Sponsor: Washington D.C. Student Field Trips (2000 & 2002)

1990 - 1996 Osage County Interlocal Cooperative *Hominy, OK*
1993-1996
Project Director for Federal Programs including a Pre K & K program
Drug Free & Safe Schools Coordinator for Member Districts
Gifted & Talented Chairman for Member Districts
1990-93
Resource Teacher/Curriculum Specialist for K-8 Federal Programs

Education:

July 2008 - Present The University of Oklahoma *Tulsa, OK*
Doctorate Candidate: Defense in fall 2015
Dissertation Topic: Program Evaluation/Professional Development
GPA – 4.0
December 1999 Oklahoma State University *Tulsa, OK*
Master's Degree: Curriculum & Supervision
December 1990 Langston University *Tulsa, OK*
Bachelor's Degree: Elementary Education

Oklahoma Teaching Certifications:

Superintendent
Elementary Principal
Elementary Education
Language Arts-Middle School
Certificates for TLE Evaluator-Tulsa Model, and McREL Principal

Affiliations:

Cherokee Nation Tribal Citizenship-CDIB
National Indian Education Association (NIEA)
Oklahoma Association for Bilingual Education (OABE) 2010 President
Cooperative Council for Oklahoma School Administration (CCOSA)
Oklahoma State School Boards Association (OSSBA)
Oklahoma Schools Insurance Group (OSIG)
Association for Supervision and Curriculum Development (ASCD)
OK/National Association For Bilingual Education (OABE/NABE), 2010 President

Professional Interests/Expertise:

Professional Development
Curriculum Mapping; Data Driven Decision Making
Technology Integration; Virtual Schooling
Early Childhood; Parent Education Programs
Native American Learning Styles
STEM Learning
Rural School Education

Professional Development

Farm to Cafeteria Conference

April 15-18, 2014 Austin, TX

National Indian Education Association (NIEA)

October, 2013 South Dakota

McREL 'The Balanced Leadership Framework'

Berryhill, OK

Tulsa Model Teacher Leader Effectiveness (TLE)

Owasso, OK

Common Core / Collaborative Learning

Oklahoma City, OK

Recent Presentations/Work of Interest:

OK State Capitol – Legislative Educational Committee

“Administrative Efficiency”

NIEA – USDE Technical Assistance Meeting

“Successful Federal Program Implementation”

OKLAHOMA STATE DEPARTMENT OF EDUCATION
 2500 North Lincoln Boulevard
 Oklahoma City, OK 73105-4599
<http://sde.state.ok.us>

TO: Kathy Buxton 57-K001
 Osage County Interlocal

FAX: 918-885-6742
 Phone: 918-885-2667
 kbuxton@ocic.k12.ok.us

FROM: Vonna Anderson
 OK State Dept of Education
 Office of the Comptroller - Suite 415
 FAX: 405-522-5075
 Phone: 405-522-0164
 Vonna.Anderson@sde.ok.gov

OSAGE COUNTY INTERLOCAL
 INDIRECT COST RATE - FY-2016

(rate is the total of the interlocal districts
 IDC rates divided by the number of districts)

			IDEA-B Preschool	Title IIA
(1)	Anderson	57-C052	5.26	0.00
(2)	Bowring	57-C007	10.56	10.56
(3)	Caney-Valley	74-1018	3.22	0.00
(4)	Frontier	52-1004	5.42	0.00
(5)	Hominy	57-1038	4.08	0.00
(6)	Newkirk	36-1029	2.49	0.00
(7)	Osage Hills	57-C003	4.78	4.78
(8)	Pawhuska	57-1002	4.75	0.00
(9)	S. Coffeyville	53-1051	4.40	0.00
(10)	Shidler	57-1011	3.40	3.40
(11)	Woodland	57-1090	3.85	3.85
(12)	Wynona	57-1030	5.96	0.00
			<u>48.06</u>	<u>22.59</u>
OSAGE COUNTY INTERLOCAL RATE:			5.65	5.52

(rate is the total of the participating interlocal districts IDC rate
 divided by the number of participating districts)

$$48.06 \div 9 = 5.34 \text{ IDC for Project AAIMS}$$

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Project AAIMS Years 1-4 Itemized Budget - OSAGE COUNTY INTERLOCAL COOPERATIVE

Object Class Category	Year 1	Year 2	Year 3	Year 4
	2015-16	2016-17	2017-18	2018-19
1. Personnel				
a. Principal Investigator (1.0 FTE)	\$80,000	\$80,000	\$80,000	\$80,000
b. STEM & Literacy Coordinator (1.0 FTE)	\$60,000	\$61,000	\$62,000	\$63,000
c. Early Childhood Resource Specialist (1.0 FTE)	\$42,000	\$43,000	\$44,000	\$45,000
d. Administrative Assistant (0.5 FTE)	\$17,000	\$17,100	\$17,200	\$17,300
Total Personnel	\$199,000	\$201,100	\$203,200	\$205,300

Justification for Proposed Personnel:

a. Principal Investigator - Admin duties: OCIC Executive Director will be responsible for administration services of the grant (i.e. Keep consortium partners informed; arrange for key partner quarterly meetings; meet with external evaluator; ensure fidelity and validity on programming by contractual services; evaluate staff; travel time for project director's responsibilities; keep official grant files; follow Uniform Grant Guidelines and Audit Requirements for Program; (5%-\$4,000); All other duties with direct services: Carryout program goals and objective in 9 districts and 20 schools; work with OCIC staff, TEA staff and partnering organizations' staff to provide STEM/Literacy activities in LEAs; Meet with partnering staff to build and expand curriculum to include Native American Place-Based learning activities within STEM and Literacy content aligned with State standards. Arrange and lead professional development for teachers and Early Childhood instructors; establish parent/community opportunities to be involved in program activities. (95%-\$75,000)

b. STEM & Literacy Coordinator - Provides leadership in developing and coordinating materials and curricula for the project in STEM fields; collaborates with district staff to design, demonstrate, model, and implement project-specific instructional approaches and activities designed specifically for Native American learners; assist project director in design and implementation of place-based activities to engage students; helps district staff to acquire appropriate classroom instructional materials; collaborate with Tribal Education advocates; seek partnerships for resources to help sustain project; work with cohort of students to increase mathematics and science skills; provide a positive and enriching climate conducive for teachers to increase their quality of teaching and understanding of Native American cultures.

Project AAIMS Years 1-4 Itemized Budget - OSAGE COUNTY INTERLOCAL COOPERATIVE

c. Early Childhood Resource Teacher - Works with participating districts to best serve American Indian students and their parents; recruit families that include Native American 3- and 4-year olds to participate in OPAT participation; connects home daycare providers, Head Start teachers, and Pre-K teachers with curriculum, resources, and partner support systems; assists project staff in planning, developing materials, and implementing activities specifically developed for American Indian students; serves as liaison between project staff, school districts, tribal educational staff, Tribal Education advocates and other entities and the participating students and parents; keep accurate project records requested by the Project Director.

d. Administrative Assistant - This is a clerical position, although distinguished by relatively more complicated clerical assignments. Work normally involves application of initiative and independent judgment to procedural questions that are encountered, although decisions made are limited by established precedents and project policies. This position requires documentation of project schedules; payroll; grant financial processing; record keeping; team approach with other project staff.

2. Fringe Benefits

a. Certified/Professional Staff - 28.25%	\$56,218	\$56,811	\$57,404	\$57,997
Total Fringe Benefits	\$56,218	\$56,811	\$57,404	\$57,997

Justification for Fringe Benefits:

Fringe benefits are based on OCIC's board-approved fringe benefits package of 28.25% (Teacher Retirement Matching - 8.25%; Teacher Retirement Burden - 9.5%; Social Security - 6.2%; Medicare - 1.45%; Worker's Compensation & Unemployment Insurance - 2.85%.

3. Travel

**a. Project Director's Meeting (Yrs. 1-3)
(4 Attendees)**

1. Air fare: 1 round trip x \$500 x 4 attendees	\$2,000	\$2,000	\$2,000	\$0
2. Per diem: 3 days x \$71/day x 4 attendees	\$852	\$852	\$852	\$0
3. Lodging: 2 nights x \$229/night x 4 attendees	\$1,832	\$1,832	\$1,832	\$0
4. Ground transportation	\$65	\$65	\$65	\$0
5. Airport parking: 3 days x \$10/day x 4 attendees	\$120	\$120	\$120	\$0

b. National Indian Education Association Conference (7 attendees)

PR/Award # S299A150023

Project AAIMS Years 1-4 Itemized Budget - OSAGE COUNTY INTERLOCAL COOPERATIVE

1. Air fare: \$500/each x 7 attendees	\$3,500	\$3,500	\$3,500	\$3,500
2. Per diem: 4 days x \$71/day x 7 staff	\$1,988	\$1,988	\$1,988	\$1,988
3. Lodging: 3 nights x \$200/night x 7 staff	\$4,200	\$4,200	\$4,200	\$4,200
4. Ground transportation	\$65	\$65	\$65	\$65
5. Airport parking: 4 days x \$10/day x 7 attendees	\$280	\$280	\$280	\$280
c. South Central Comprehensive Center Indian Education Summit (7 attendees)				
1. Mileage: 250 mi. x \$.575/mile x 7 vehicles	\$1,006	\$1,006	\$1,006	\$1,006
2. Turnpike tolls: \$7 x 7 vehicles	\$49	\$49	\$49	\$49
3. Per diem: 2 days x \$66/day x 7 staff	\$924	\$924	\$924	\$924
4. Lodging: 1 night \$81/night x 7 staff	\$567	\$567	\$567	\$567
5. Registration: \$150 x 7 staff	\$1,050	\$1,050	\$1,050	\$1,050
d. Intra-District Travel for project staff: 240 miles/month x \$.575/mile x 10 months	\$1,380	\$1,380	\$1,380	\$1,380
e. STEM activities - Mileage: 250 mi. x \$.575/mile x 4 trips	\$575	\$575	\$575	\$575
Total Travel	\$20,453	\$20,453	\$20,453	\$15,584

Justification for Travel:

Conferences will provide project staff needed professional development to implement activities for Project AAIMS:

- a. Required Project Director's Meeting - 3 attendees for a total cost of \$3,618 (Project Director; 2 TEA Directors)
- b. National Indian Education Association Conference - 3 attendees for a total cost of \$3,434 (Yrs. 1-3)
- c. State EngageOK Conference - 3 attendees for a total cost of \$1,182 (Yrs. 1-3)
- d. Intra-District Travel for project staff to serve students, meet with parents, and project partners.
- e. STEM activities - The item is necessary for project staff to implement STEM activities in schools.

4. Equipment

NONE	\$0	\$0	\$0	\$0
Total Equipment	\$0	\$0	\$0	\$0

5. Supplies

a. Office Supplies: 12 months x \$50/month	\$600	\$600	\$600	\$600
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Project AAIMS Years 1-4 Itemized Budget - OSAGE COUNTY INTERLOCAL COOPERATIVE

b. Computers and technology supplies: 13" MacBook Air for 2 staff members (\$1,000 x 2) and MS Office software for 2 laptops (\$150) - Year I ONLY.	\$2,150	\$0	\$0	\$0
c. STEM supplies for classroom/PD activities	\$1,000	\$1,000	\$1,000	\$1,000
d. Books for Reach Out & Read Program	\$3,000	\$3,000	\$3,000	\$3,000
e. Osage Nation Reach Out & Read Curriculum Supplies - IN KIND	\$10,000	\$10,000	\$10,000	\$10,000
Total Supplies	\$6,750	\$4,600	\$4,600	\$4,600

Justification for Supplies:

The listed supplies are proposed for Project AAIMS:

- a. Office Supplies - The project's partners will contribute additional office supplies if needed.
- b. Technology to build infrastructure between staff and community; PD trainings; project staff
- c. STEM supplies and consumable STEM kits' refills
- d. Books for doctor office building within the tribal communities

6. Contractual

a. OSU-CHS	\$82,795	\$72,571	\$72,571	\$72,571
b. Frontier Public School (1.0 FTE)- Tribal Education Advocate	\$37,000	\$37,500	\$38,000	\$38,500
c. Osage Nation Education Tribal Advocate (6.0 FTE) - IN KIND	\$222,000	\$225,000	\$228,000	\$231,000
d. Osage Nation STEM Resource Specialist (1.0 FTE) - IN KIND	\$42,000	\$42,500	\$43,000	\$43,500
e. Northern Oklahoma College (NOC):	\$10,000	\$10,000	\$10,000	\$10,000
f. Partner School Districts for Transportation (\$150 CDL fee x 9 districts + \$11/hour x 2 hours/day x 180 school days x 9 districts)	\$36,990	\$36,990	\$36,990	\$36,990
g. Instruction for Literacy/STEM/Cultural Awareness Institute - (2 STEM instructors + 1 Cultural Advisor x 700/day x 2 days)	\$4,200	\$4,200	\$4,200	\$4,200
h. Consultants for Professional Development	\$6,000	\$6,000	\$6,000	\$6,000
Total Contractual	\$176,985	\$167,261	\$167,761	\$168,261

Justification for Contractual:

a. OSU-CHS: External evaluation services -\$17,211; Personell for direct student support (develop and implement STEM and health and wellness programming, developing web materials and social media for programming, modling and casting fossil vertebrate specimens used in the STEM activities - Native scientists,1- professional scientist, 2 medical students, 1 graduate assistant) - \$28,609; Supplies for STEM/cultural activities -\$7,111.36 (YR 1 ONLY); Higher Educ. consultant to develop curriculum and align with standards - \$8,000; Travel for personnel to districts - \$3,054.40; OSU Indirect Cost Applied \$18,810 for YR I Only; \$15,697 for YR II-IV).

b. OCIC/ Frontier/Otoe-Missouria Tribal Education Advocate: Advocate will be housed at Frontier School. Advocate will: work under superintendent's supervision; work collaborately with school counselor to monitor grades, absenteeism, and tardies of Indian students; work with students and families to ensure students are at school, on time, and ready to learn; tutor, administer interventions; participate in STEM related activities; attend training; work as liaison between students, parents, school and tribe to help students be successfull in school, and graduate college and/or career ready.

c. Osage Nation Education Tribal Advocates: Advocate will be housed at Osage County schools. Advocate will: work under superintendent's supervision; work collaborately with school counselor to monitor grades, absenteeism, and tardies of Indian students; work with students and families to ensure students are at school, on time, and ready to learn; tutor, administer interventions; participate in STEM related activities; attend training; work as liaison between students, parents, school and tribe to help students be successfull in school, and graduate college and/or career ready. See Job Description

d. Osage Nation STEM Resource Specialist: Will be responsible for overseeing, development, and implementing science, technology, engineering, and math programs to Indian students; work with community outreach, data collection, maintenance of records and databases, preperation of reports, relationship building with Indian students, parents, partners of the programs and volunteers. See Job Description

e. Northern Oklahoma College: Indian student fees including supplies for ACT Prep Workshops-\$2,000; Northern Exposure-\$5,880; Native American Youth Leadership Day - \$2,120

f. Transportation: Provide students the opportunities to participate in Project AAIMS program activities.

g. Consultants: Instruction for Summer STEM & Cultural Camp for Indian Students

h Professional Development Consultants: Training for teachers and EC educators in strands idenitified in grant proposal.

7. Construction

NONE	\$0	\$0	\$0	\$0
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Project AAIMS Years 1-4 Itemized Budget - OSAGE COUNTY INTERLOCAL COOPERATIVE

Total Construction	\$0	\$0	\$0	\$0
8. Other				
a. Printing/Copying Materials (e.g., abstracts, brochures, handouts, agendas, surveys, mailings for parents, curricular units, dissemination materials): 10 months x \$100/month	\$1,000	\$1,000	\$1,000	\$1,000
Total Other	\$1,000	\$1,000	\$1,000	\$1,000
Justification for Other:				
a. Printing/Copying Materials - The item is necessary for printing promotional/informational materials to disseminate to teachers and administrators regarding the Project AAIMS program, surveying students and parents on climate/cultural needs and changes within 10 school districts; printing classroom management/discipline reports for reporting progress to the USDE.				
9. Total Direct Charges (Sum of 1-8)	\$460,406	\$451,225	\$454,418	\$452,743
10. Total Indirect Charges (5.34%)				
Osage County Interlocal IDC Rate	\$24,586	\$24,095	\$24,266	\$24,176
11. Training Stipends				
Training Stipends for Literacy/STEM/Cultural (50 teachers x \$150/day x 2 days)	\$15,000	\$15,000	\$15,000	\$15,000
12. Total Grant (Sum of 9-11)	\$499,991	\$490,321	\$493,684	\$491,919

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Osage County Interlocal Cooperative

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	199,000.00	201,100.00	203,200.00	205,300.00		808,600.00
2. Fringe Benefits	56,218.00	56,811.00	57,404.00	57,997.00		228,430.00
3. Travel	20,453.00	20,453.00	20,453.00	15,584.00		76,943.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	6,750.00	4,600.00	4,600.00	4,600.00		20,550.00
6. Contractual	176,985.00	167,261.00	167,761.00	168,261.00		680,268.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	1,000.00	1,000.00	1,000.00	1,000.00		4,000.00
9. Total Direct Costs (lines 1-8)	460,406.00	451,225.00	454,418.00	452,742.00		1,818,791.00
10. Indirect Costs*	24,585.00	24,096.00	24,266.00	24,177.00		97,124.00
11. Training Stipends	15,000.00	15,000.00	15,000.00	15,000.00		60,000.00
12. Total Costs (lines 9-11)	499,991.00	490,321.00	493,684.00	491,919.00		1,975,915.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Oklahoma State Department of Education

The Indirect Cost Rate is 5.34 %.

(3) 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 %.

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Jacque	<input type="text"/>	Canady	<input type="text"/>

Address:

Street1:	207 E. Main
Street2:	<input type="text"/>
City:	Hominy
County:	<input type="text"/>
State:	OK: Oklahoma
Zip Code:	74035
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="918-885-2667"/>	<input type="text" value="918-885-6742"/>

Email Address:

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) #:

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.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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